# Exploring the Factors Influence Quality of Education at College Level in Pakistan

Ghulam Sughra
PhD Scholar, Mohi-Ud-Din Islamic University Nerian Sharif AJK.

Sufi Amin
Research Fellow, International Islamic University, Islamabad.

Dr. Muhammad Munir Kayani
Associate Professor, Department of Education, International Islamic University Islamabad.

**Abstract**

Quality has attained paramount importance in 21th century. A quality higher education system is essential to the successful development and functioning of an open and democratic. The main purpose of this study was to explore the factors influence quality of education at college level in Pakistan. It was quantitative study the nature of the study was descriptive and survey type. This study was delimited to all colleges of Punjab Province. All principals, teachers and students of degree colleges in government degree colleges of Punjab was population of the study. Systematical sampling techniques was used in the selection of the sample. In this way total No. of students, teachers and principals were 540, 180 and 18 respectively. Self-developed questionnaires were used as research tools. Three questionnaires were used one for students, second for teachers and third for heads of the institutes. Validity of the research tools were ensured through expert opinions while the reliability of the questionnaires for this study were determined through the Cronbach Alpha. The questionnaires were administered through prepaid postage and e-mail to the respective respondents but where applicable these were personally and by friends handed over to the respondents. The male respondents were also be reminded by telephone calls. Data was cleaned and codified before undertaking its statistical analysis with the help of SPSS. Statistical tools including mean, standard deviation and t-test was used for this purpose.

**Introduction**

Quality has attained paramount importance in this information era. Quality is the mean through which an institution can ensure the standards of educational provision are being maintained and enhanced. In recent years, quality has gained a critical importance. Quality is

a continuous process to be led with continued improvements reflected through achieving excellence across board (Paval, 2012; Ogunleye, 2013). Globalization and Information and Communication Technologies (ICTs) have revolutionized this world and created a competitive environment throughout the world. For a democratic and open civil society a quality based educational system is essential and indispensable. It is expected by the society that higher education will inculcate the norms of interaction and communication in order to raise the reasoning and philosophical thinking for promoting the individual's sovereignty and eliminating all types social, religious, ethnic and gender based conflicts. According to (Batool & Qureshi, 2007) an institution that provides higher education is helpful in creating the modern and developed society. The primary focus of the HEC is the enhancement of quality and establishment of the system for assuring and maintaining the quality of Higher education at colleges' level in Pakistan. In institutionalizing the system of quality assurance and building the culture of quality higher education in colleges HEC faced many challenges. HEC had to build the criteria and standards of quality assessment as well as the effective system for implementation (Batool & Qureshi, 2007).

For ensuring the standards and criteria are met appropriately a system of capacity building was required (Higher Education Commission Report, 08). Some advantages of quality assurance are given below:

1.      Increase the value of higher education at college level
2.      increase graduates employability
3.      Assist transitionally in recognizing the degree and credit hours transfer at college level.
4.      Helps in multicultural and international mobility of students and academics at college level in Pakistan (Higher Education Commission Report, 08)

Quality Assurance Programme (QAP) was devised and launched to assure and enhance quality in HEIs. Quality Enhancement Cells (QECs) were established in Pakistani universities and for the improvement of quality of education in degree colleges; Minimum Quality Standards (MQS) were developed.  In this regards, HEC launched several programmes i.e. foreign as well as indigenous fellowships for faculty development, revision of curricula, provision of quality textbooks, assessment trainings and workshops, student support services, improvement of infrastructure, strengthening laboratories and libraries, research funding, provision of ICTs paraphernalia. Definitely, quality education has attained prime importance in this information era. National Education Policy (998) and National Education Policy (2009), have laid notable emphasis on ensuring quality in education at every level in Pakistan. Realizing the unusual importance and dire need of quality in higher education, HEC has adopted a holistic approach for attaining and maintaining quality in Higher education Institutions (HEIs). However, the assessment of quality in education in degree colleges of Punjab has not been formally investigated.

**Objective of the Study**
1.      To highlight the factors influence quality of education at college level in Punjab.

**Research Question**
1.      What are the factors influence quality of education at college level in Punjab?

*Exploring the Factors Influence Quality of Education at College Level in Pakistan*

**Research Methodology**

All principals, teachers and students of 3rd and 4th year classes (session 2016-17) in government degree colleges of Punjab was population of the study. According to Bureau of Statistic Punjab, 2016. There are total number of 618 degree colleges in Punjab, in which 12827 are the teaching staff, as well as 207515 3rd and 4th year classes (session 2016-17) students are enrolled in all degree colleges in Punjab. From the above mentioned population, the sample of the study was selected at three stages. At first stage, following 09 districts out of all 36 districts of Punjab were selected randomly. At the second stage, one male degree college and one female degree college from each district, total 18 colleges (09 male +09 female) were selected as a sample of the study. At the third stage, one principal of each sample college and 30 students and 10 teachers as systematically selected from each college. Systematical sampling techniques was used in the selection of the sample. In this way total No. of students, teachers and principals were 540, 180 and 18 respectively.

Keeping in view the nature of the problem, descriptive i.e. survey type study was appropriate. Questionnaires were used as research tools. The questionnaire statements for this study was in the form Likert Scale. The three questionnaires were designed to collect information from students, teachers and principals regarding current quality of education, problems in attaining and maintaining quality of education and suggestion for the improvement of quality of in degree colleges of Punjab. Following three questionnaires were constructed:

1       Questionnaire for Students
2.      Questionnaire for Teachers
3.      Questionnaire for Principals

The questionnaires were pilot tested on 54 students, 18 teachers and 3 principals.  The purpose of pilot study was: (a) eliminate some ambiguous items, (b) identify problems in administering the questionnaires and (c) identify the aspects for the improvement of research tools. Changes were made in research tools and methodology of the study in the light of this testing under the guidance of supervisor. Reliability and validity are important in quantitative research designs. Validity of the research tools were ensured through expert opinion while the reliability of the questionnaires for this study was determined through the test re-test procedure. The questionnaires were administered through prepaid postage and e-mail to the respective respondents but where applicable these were personally and by friends handed over to the respondents. The male respondents were also be reminded by telephone calls. Data were cleaned and codified before undertaking its statistical analysis with the help of SPSS. Statistical tools including mean, standard deviation and percentages were used for this purpose.

**Data Analysis and Interpretation**

Table 1 *Perception of Heads Regarding the Factors Influencing Quality of Education*

| Statements | N | | SA | A | N | D | SD |
|---|---|---|---|---|---|---|---|
| Lack of Leadership Quality. | 18 | f | 03 | 06 | 03 | 06 | 00 |
| | | % | (16.7) | (33.3) | (16.7) | (33.3) | (00.0) |
| Lack of instructional materials | 18 | f | 06 | 06 | 00 | 06 | 00 |

*Exploring the Factors Influence Quality of Education at College Level in Pakistan*

|  |  |  | % | (33.3) | (33.3) | (00.0) | (33.3) | (00.0) |
|---|---|---|---|---|---|---|---|---|
| High absenteeism attributed to low commitment | 18 | f | 06 | 06 | 03 | 03 | 00 |
|  |  | % | (33.3) | (33.3) | (16.7) | (16.7) | (00.0) |
| Low staff morale | 18 | f | 00 | 00 | 12 | 06 | 00 |
|  |  | % | (00.0) | (00.0) | (67.7) | (33.3) | (00.0) |
| Inadequate lesson preparation | 18 | f | 00 | 06 | 09 | 03 | 00 |
|  |  | % | (00.0) | (33.3) | (50.0) | (16.7) | (00.0) |
| Inadequate teachers | 18 | f | 00 | 06 | 09 | 03 | 00 |
|  |  | % | (00.0) | (33.3) | (50.0) | (16.7) | (00.0) |

Table 1 presented that there are different factors rated strongly agree, agree, neutral, disagree, and strongly disagree, according to the perception of heads regarding the factors influencing quality of education in degree colleges. The statement 01 shown that 16.7% were strongly agreed, 33.3% were agreed, 16.7% were neutral, 33.3% were disagreed, while 00.0% were strongly disagreed regarding the statement that Lack of Leadership Quality. The results of statement 02 shown that 33.3% were strongly agreed, 33.3% were agreed, 00.0% were neutral, 33.3% were disagreed, while 00.0% were strongly disagreed regarding the statement that Lack of instructional materials. The statement 03 shown that 33.3% were strongly agreed, 33.3% were agreed, 00.0% were neutral, 33.3% were disagreed, while 00.0% were strongly disagreed regarding the statement High absenteeism attributed to low commitment. The statement 04 shown that 00.0% were strongly agreed, 00.0% were agreed, 67.7% were neutral, 33.3% were disagreed, while 00.0% were strongly disagreed regarding the statement that Low staff morale. The statement 05 shown that 00.0% were strongly agreed, 33.3% were agreed, 50.0% were neutral, 16.7% were disagreed, while 00.0% were strongly disagreed regarding the statement that Inadequate lesson preparation. The statement 06 shown that 00.0% were strongly agreed, 33.3% were agreed, 50.0% were neutral, 16.7% were disagreed, while 00.0% were strongly disagreed regarding the statement that Inadequate teachers. Thus it was conclude that, 33.03% teachers of the degree colleges were agree, while 30.00% teachers of the degree colleges were disagree with statement that the perception of heads regarding the factors influencing quality of education in degree colleges.

Table 2 *Mean and SD of heads regarding the factors influencing quality of education*

| Statements | N | Mean | SD |
|---|---|---|---|
| Lack of Leadership Quality. | 18 | 2.3333 | 1.28338 |
| Lack of instructional materials. | 18 | 2.6667 | 1.13759 |
| High absenteeism attributed to low commitment. | 18 | 2.3333 | 1.28338 |

*Exploring the Factors Influence Quality of Education at College Level in Pakistan*

| | | | |
|---|---|---|---|
| Low staff morale. | 18 | 2.1667 | 1.09813 |
| Inadequate lesson preparation. | 18 | 3.3333 | .48507 |
| Community links and outreach programs/projects in a conducive, open and harmonious environment and free of discrimination. | 18 | 2.8333 | .70711 |

Table 2 shows mean score and standard deviation about Means and SD of heads regarding the factors influencing quality of education. The mean score and standard deviation (M= 2.33, SD= 1.28) regarding Lack of Leadership Quality. The mean score and standard deviation (M= 2.66, SD = 1.13) regarding Lack of instructional materials. The mean score and standard deviation (M= 2.33, SD= 1.28) regarding High absenteeism attributed to low commitment. The mean score and standard deviation (M= 2.16, SD= 1.09) regarding Low staff morale. The mean score and standard deviation (M= 3.33, SD= .48) regarding Inadequate lesson preparation. The mean score and standard deviation (M= 2.83, SD= .70) regarding Community links and outreach programs/projects in a conducive, open and harmonious environment and free of discrimination. The highest mean score is 2.83 regarding Community links and outreach programs/projects in a conducive, open and harmonious environment and free of discrimination. So, it is decided that Community links and outreach programs/projects in a conducive, open and harmonious environment and free of discrimination.

Table 3 *Perception of Teachers Regarding the Factors Influencing Quality of Education*

| Statements | N | | SA | A | N | D | SD |
|---|---|---|---|---|---|---|---|
| Lack of Leadership Quality. | 180 | f | 10 | 24 | 43 | 51 | 52 |
| | | % | (5.6) | (13.3) | (23.9) | (28.3) | (28.9) |
| Lack of instructional materials | 180 | f | 35 | 56 | 61 | 18 | 10 |
| | | % | (19.4) | (31.1) | (33.9) | (10.0) | (5.6) |
| High absenteeism attributed to low commitment | 180 | f | 41 | 69 | 43 | 10 | 19 |
| | | % | (22.8) | (38.3) | (23.3) | (5.6) | (10.8) |
| Low staff morale | 180 | f | 35 | 67 | 32 | 30 | 16 |
| | | % | (19.4) | (37.2) | (17.8) | (16.7) | (8.9) |
| Inadequate lesson preparation | 180 | f | 35 | 61 | 32 | 24 | 28 |
| | | % | (19.4) | (33.9) | (17.8) | (13.3) | (15.6) |
| Inadequate teachers | 180 | f | 42 | 38 | 49 | 34 | 17 |
| | | % | (23.3) | (21.1) | (27.2) | (18.9) | (9.4) |

*Exploring the Factors Influence Quality of Education at College Level in Pakistan*

Table 3 presented that there are different statements rated strongly agree, agree, neutral, disagree, and strongly disagree, according to the perception of teachers regarding the factors influencing quality of education in degree colleges. The statement 01 shown that 5.6% were strongly agreed, 13.3% were agreed, 23.9% were neutral, 28.3% were disagreed, while 28.9% were strongly disagreed regarding the statement that Lack of Leadership Quality. The results of statement 02 shown that 19.4% were strongly agreed, 31.3% were agreed, 33.9% were neutral, 10.0% were disagreed, while 5.6% were strongly disagreed regarding the statement that Lack of instructional materials. The statement 03 shown that 22.8% were strongly agreed, 38.3% were agreed, 23.3% were neutral, 5.6% were disagreed, while 10.8% were strongly disagreed regarding the statement High absenteeism attributed to low commitment. The statement 04 shown that 19.4% were strongly agreed, 37.2% were agreed, 17.8% were neutral, 16.7% were disagreed, while 8.9% were strongly disagreed regarding the statement that Low staff morale. The statement 05 shown that 19.4% were strongly agreed, 33.9% were agreed, 17.8% were neutral, 33.3% were disagreed, while 15.6% were strongly disagreed regarding the statement that Inadequate lesson preparation. The statement 06 shown that 23.3% were strongly agreed, 21.1% were agreed, 27.2% were neutral, 18.9% were disagreed, while 9.4% were strongly disagreed regarding the statement that Inadequate teachers. Thus it was conclude that, 29.50% teachers of the degree colleges were agree, while 15.46% teachers of the degree colleges were disagree with statement that the perception of teachers regarding the factors influencing quality of education in degree colleges.

Table 4 *Mean and SD of Teachers Regarding the Factors Influencing Quality of Education*

| Statements | N | Mean | SD |
|---|---|---|---|
| Lack of Leadership Quality. | 180 | 2.3833 | 1.19250 |
| Lack of instructional materials. | 180 | 2.5111 | 1.08566 |
| High absenteeism attributed to low commitment. | 180 | 2.3722 | 1.10878 |
| Low staff morale. | 180 | 2.5833 | 1.22759 |
| Inadequate lesson preparation. | 180 | 2.7167 | 1.34237 |
| Community links and outreach programs/projects in a conducive, open and harmonious environment and free of discrimination. | 180 | 2.7000 | 1.27678 |

Table 4 shows mean score and standard deviation about Means and SD of heads regarding the factors influencing quality of education. The mean score and standard deviation (M= 2.38, SD= 1.19) regarding Lack of Leadership Quality. The mean score and standard deviation (M= 2.51, SD = 1.08) regarding Lack of instructional materials. The mean score and standard deviation (M= 2.37, SD= 1.10) regarding High absenteeism attributed to low commitment. The mean score and standard deviation (M= 2.58, SD= 1.22) regarding Low staff morale. The mean score and standard deviation (M= 2.71, SD= 1.34) regarding Inadequate lesson

preparation. The mean score and standard deviation (M= 2.70, SD= 1.27) regarding Community links and outreach programs/projects in a conducive, open and harmonious environment and free of discrimination. The highest mean score is 2.71regarding inadequate lesson preparation. So, it is decided that inadequate lesson preparation.

## Conclusion
1.      It is concluded majority of the respondents agreed about the factors influencing quality of education in degree colleges, Lack of Leadership Quality, Lack of instructional materials, High absenteeism attributed to low commitment, Low staff morale, Inadequate lesson preparation, Inadequate teachers and the factors influencing quality of education in degree colleges.
2.      So, it is decided that Community links and outreach programs/projects in a conducive, open and harmonious environment and free of discrimination. So, it is decided that inadequate lesson preparation.

## Recommendations
1.      It is recommended that Ministry of education may be provided instructional materials, quality leadership and Community links and outreach programs/projects.

## References
1.  Batool, F & Qureshi, Z. (2007*). Use of Teaching Kit in Girls Primary Schools of Tehsil Shakargarh.* (Unpublished Master's Thesis) Lahore: IER, University of the Punjab
2.  Higher Education Commission. (2010). Quality assurance cell. Retrieved from     www.hec.gov.pk on   January 07, 2010.
3.  Ministry of Education and MSU, World Bank. (2000). *Report of Provincial Workshops and National Technical Group Meetings on National Education Assessment System, Islamabad.*
4.  PEP-ILE. (2002). *Towards a Sustainable System of Teacher Training*. NWFPPEP: ILE.
5.  PITE. (2002). *Improving Students Achievement in NWFP Government Primary Schools:* Effects of Four Years Impact of New Material and Large Scale Teacher Training. Peshawar: PITE and PEP-GTZ Steering Office.
6.  Punjab Education Department. (2001). *Report on Monitoring the Use of SRM in 3 UPE Districts*. Lahore: CRDC.
7.  Paval, C. (2012). Assessment, improvement and cooperation: the challenge of reform in   higher education. Institute of Higher Education, University of Georgia. Athens,  Georgia
8.  Ogunleye, G. (2013). *Total quality management in higher education: an international perspective*. Buckingham: Open University Press.
9.  UNESCO. (1990). *the World Declaration on Education for All*.
10. UNICEF. (2000). *Defining Quality*. (A paper presented at the International Working Group on Education Meeting, Italy).
11. UNESCO. (2000). *EFA in Pakistan 1990-2000*: The Challenge within Government of Pakistan. Islamabad: UNESCO.
12. UNESCO. (2000). World Education Forum: Dakar Framework for Action 2000. Paris: UNESCO.
13. UNESCO. (2001). Learning Achievement in Primary Schools of Pakistan: A Quest for Quality Education. Islamabad: UNESCO and Ministry of Education, Pakistan.