

Challenges in quality of education in higher education institutions of Pakistan

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Keywords

Curriculum, Corruption, Teacher's Behaviour, Research Work

Abstract

This study's objective is to identify the conflicts between academic achievement and other values in Pakistan's higher education institutions (HEIs). The formulative research approach is used to complete the study's objectives faster and more affordably. The past few years have seen significant disagreements in Pakistan's academic community. This study seeks to identify the conflicts over educational quality that Pakistan's higher education institutions have been having for the past few years. The researcher employed triangulation to assess the validity and trustworthiness of the details supporting the conclusion. The researcher employed surveys for students, instructor questionnaires, and management interviews to carry out this triangulation. 100 surveys from each university were completed by students and teachers from the targeted five institutions. This research's objective will surely make a big contribution to Pakistan's advancement. The Quality of Education is the dependent variable in this study, while the Curriculum, Educational Corruption, Fewer Training Institutions, Teacher Behavior, and Less Research Work are all Independent Variables. To raise the standard of education in Pakistan, we shall keep looking into how people have responded to these conflicts. All Pakistani people are required to be literate, according to the government of the nation.

Introduction & Background

What does quality entail in the context of academics is a very intriguing subject. There are numerous ways to define excellence in education, which highlights the difficulties and varied nature of the choice. Despite this, a good education explains:

Novices who are competent, healthy, and ready to learn through connections, comprehension, and education supported by their people (families) and associations

Environments that are safe, secure, gender-sensitive, and contribute enough resources and services.

It is true that the engine of societal advancement is education. As Adams said in 1988, "Education is a key part of any society's progress. It is regarded as one of a society's principal cornerstones.

Evidently, education fosters interpersonal understanding regarding conflicts and survival on the planet. The system still has to be modified in order to reflect social humanity. As a result, despite its 74-year presence from 1947 to 2021, Pakistan still faces challenges related to the global decline in the number of literate people.

The Pakistani educational system has five distinct levels. They are as follows:

Levels	Class
Primary Tier	1 - 5
Middle Tier	6 - 8
Secondary Tier	9 - 10
Intermediate Tier	11 - 12
University Tier	13 onwards

After focusing on the various educational levels, if we consider schools, colleges, and universities, we discover that they may also be divided into three categories as follows:

Government Institutions	Schools + Colleges + University
Private Institutions	Schools + Colleges + University
Madaras	

The excellence of academic institutions (HEIs) in Pakistan currently has a subpar framework. Possibly realizing that education is the foundation of a country's progress. Numerous research on this industry have been conducted. The main goal of this study is to identify the factors impacting the academic brilliance in Pakistani higher education institutions (HEIs). Without a doubt, the fundamental research problem in academic sectors is a component of total quality management (TQM). Various surveys claim that 60 percent of Pakistan's population is literate, however the reality is significantly different. Temporary results of the problems were contributed by earlier studies. These simply offered issues, not solutions or suggestions related to state-run higher education institutions.

As a result, Pakistan's current economic situation resembles that of a patient on a ventilator because the academic sector has also suffered the most negative effects. The following is a result of the Islamic Republic of Pakistan's constitution: "The state of Pakistan shall abolish illiteracy and provide free and obligatory secondary education with minimum possible term."

The study focuses on a thorough examination of conflicts over quality in teaching and learning in Pakistani higher education institutions (HEIs). Important conflicts and their recommendations are discussed in this investigation. This research has the advantage of being beneficial to the general public, the target demographic, managers, policy makers, trainers, and students.

Problem Statement

The study is typically focused on identifying factors that affect the quality of teaching and learning in Pakistani Higher Education Institutions (HEIs).

Research Questions

Q1. What obstacles exist for our nation's higher education institutions (HEIs) to provide the best possible learning and education?

Q2. Which of the following responses must be provided in order to improve the quality of teaching and learning in institutions (HEIs) in our nation?

Research Objectives

The following research objectives were the main emphasis for the researcher:

Primary Goals:

To identify the conflicts regarding the quality of teaching and learning in Pakistan's higher education institutions.

Secondary Goals:

To establish a link between Less Training Institutions and Quality of Education.

To establish a link between Curriculum and Quality of Education.

To establish a link between educational corruption and educational quality.

To establish a link between the behaviour of teachers and the calibre of instruction.

To establish a link between Education Quality and Less Research Work.

Importance of the Study

The following are obviously significant effects of this research:

The research will provide more information to aid academics in their further investigation of the conflicts in the nation's HEIs' excellence in learning and education.

Researchers will benefit from this study's exposure of problematic areas in the educational process that they were unable to explore in earlier studies.

The information gathered will aid managers in formulating strategies and making decisions.

This study will also assist policy makers in formulating proposals for new regulations that are crucial for staff training, addressing gaps in existing regulations, and other specifics.

Theoretical Structure

The theoretical framework for this study was developed by looking at how the parameters related to one another. Quality of Education, Curriculum, Less Training Institutions, Corruption in Education, Teachers' Behavior, and Less Research Work were the parameters in this study. The Curriculum, Less Training Institutions, Corruption in Education, Teacher's Behaviour, and Less Research Work were the independent variables. The dependent variable was the Quality of Education.

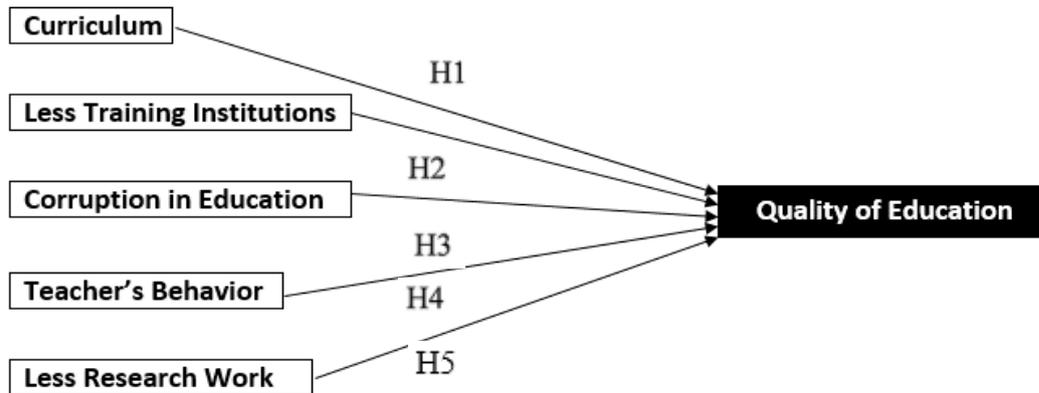


Figure-1 Schematic Diagram of Variables

The figure 1 indicates the connection of the parameters/ variables.

The independent variables Curriculum, Less Training Institutions, Corruption in Education, Teachers' Behavior, and Less Research Work are all related to the dependent variable Quality of Education.

Research Hypothesis

From theoretical framework, the following research hypothesis may be made:

H1: There is a definite correlation between curriculum and quality of education.

H2: There is a definite correlation between less training institutions and quality of education.

H3: There is a definite correlation between corruption in education and quality of education.

H4: There is a definite correlation between teacher's behavior and quality of education.

H5: There is a definite correlation between less research work and quality of education.

Review of Literature

In the dynamic and quick-paced world of today, the education sector, particularly the public sector, is greatly influenced by business management techniques. Total Quality Management is one such technique that has permeated the government sector. TQM is an integrated management concept that has been applied at all levels of government, suggesting that it won't work if done in bits (Oakland, 2003).

Total Quality Management (TQM) is a direct procedure that aims to increase effectiveness, reduce costs, and improve quality; therefore, it is obviously compatible with higher education (James and James, 1998). Although many American academics have embraced the Total Quality Management approach, there are still some instances when the standard of academic work has not greatly improved. There is little doubt that academic quality has to be improved, notwithstanding improvements in infrastructure, administrative procedures, and student and staff happiness (James and James, 1998).

There is a difference between institutional and individual motivations for educational advancement, according to earlier studies (Amundsen and Wilson 2012; Trowler and Bamber 2005). To transform individual educators' ideas of teaching and learning and link this to teaching practises, single reasons examine the main justification for teaching training courses to be committed for faculty members in a process of individual imprint on education. The growth of higher education is then viewed as a personal and discretionary endeavour. On the other hand, institutional grounds are connected to strategy planning and quality assurance (D'Andrea and Gosling 2005; Havnes and Stensaker 2006). Instead, then concentrating on the teacher, the system as a whole need to change. Typically, development leads are controlled and follow an institutional strategy (Amundsen and Wilson 2012). Making the courses mandatory will undoubtedly have a positive impact on institutional change and raise educational standards (Havnes and Stensaker 2006; Trowler and Bamber 2005).

With these two viewpoints in mind, the main anticipation is that one instructor who will be significantly impacted by the HETT courses will transform the institution and raise the bar for excellence. Intellectuals, who contend that the relationship between instructional development and institutional change is not automatic and calls for further research, disagree with the automated change plan since it is

effective from an institutional aspect (Gibbs and Coffey 2004; Trowler and Bamber 2005). According to N.A. Jafarey, Pakistan's lack of scientific research is caused by a culture that disfavors original thought and critical analysis.

Without a doubt, higher education is viewed as a capital investment in the education sector in the modern world (World Bank, 1990). In order for any community to grow, higher education is crucial. Education institutions are crucial in preparing gifted professionals to serve the community (Khurshid, 1998).

Without a doubt, both the government and the professors undervalue research labour in Pakistani higher education. Students continue to lack knowledge about research techniques as a result. The outcome indicates that the learner's comprehension of critical analysis is unclear. The lack of funding for research is the second contributing reason. It's true that research is significant, especially for undergraduate students. Despite the fact that getting a job in the market is vital for researchers.

Methodology

An exploratory strategy has been used in this study paper. Applying this strategy aims to identify conflicts in educational/learning excellence in Pakistani institutions (HEIs).

Five universities were selected as a sample based on resemblance, with the criteria that they were all affiliated with government departments and involved in comparable local authorities. The same setting, reliance on a comparable superior ministry, location, and classification served as justifications for this sample's preference. A total of 500 questionnaires were completed by students and faculty from the targeted five universities, one from each institution.

Table 1.1

S.No.	University	Students	Teachers	Management
1	A	95	5	3
2	B	95	5	5
3	C	95	5	4
4	D	95	5	3
5	E	95	5	4
Total		475	25	19

Data from 475 students (questionnaires), 25 teachers (questionnaires), and 19 management staff (interviews) from the five universities under consideration are described in Table 1.1.

The researcher employed triangulation to assess the validity and trustworthiness of the details supporting the conclusion. The researcher employed student surveys, teacher questionnaires, and meetings (interviews) with management to carry out this triangulation. The data from the questionnaire was collected using Google Forms. Using this technique, actual audience responses were reflected.

Data Analyses

Research Question 1: What obstacles exist for our nation's higher education institutions (HEIs) to provide the best possible learning and education?

In this section, the statistics acquired are provided with a descriptive overview. Table 1.2 provides an examination of the students' comments on the factors.

Likert Scale:

1	2	3	4	5
Strongly Agree (SA)	Agree (A)	Not Sure (NS)	Disagree (DA)	Strongly Disagree (SDA)

Summary of Students Feedback

Table 1.2

Factors	University	SA	A	NS	DA	SDA	Total	%age
Curriculum		55	22	3	9	6	95	57.89
Less Training Institutions		59	19	2	10	5	95	62.11
Corruption in Education	University A	62	17	6	8	2	95	65.26
Teacher's Behaviour		72	18	0	4	1	95	75.79
Less Research Work		65	12	1	6	11	95	68.42
Quality Education		70	8	5	2	10	95	73.68
Curriculum		60	15	7	3	10	95	63.16
Less Training Institutions		71	22	1	0	1	95	74.74
Corruption in Education	University B	69	8	4	5	9	95	72.63
Teacher's Behaviour		85	7	1	1	1	95	89.47
Less Research Work		77	14	0	2	2	95	81.05
Quality Education		83	9	3	0	0	95	87.37
Curriculum		61	9	6	11	8	95	64.21
Less Training Institutions		73	12	3	4	3	95	76.84
Corruption in Education	University C	65	8	5	7	10	95	68.42
Teacher's Behaviour		82	5	1	3	4	95	86.32
Less Research Work		68	13	7	5	2	95	71.58
Quality Education		76	7	8	1	3	95	80.00
Curriculum		68	10	4	10	3	95	71.58
Less Training Institutions		70	11	8	2	4	95	73.68
Corruption in Education	University D	78	2	5	5	5	95	82.11
Teacher's Behaviour		84	6	3	1	1	95	88.42
Less Research Work		87	5	0	0	3	95	91.58
Quality Education		77	13	1	3	1	95	81.05
Curriculum		66	13	9	2	5	95	69.47
Less Training Institutions		78	7	2	1	7	95	82.11
Corruption in Education	University E	70	8	6	3	8	95	73.68
Teacher's Behaviour		81	4	1	5	4	95	85.26
Less Research Work		85	2	4	2	2	95	89.47
Quality Education		87	3	3	1	1	95	91.58

Table 1.2 lists the frequency and percentage of students who responded to the researcher's questions about the elements that influence learning and teaching quality in institutions (HEIs) across the nation (Pakistan). Out of the 475 respondents at University A, 55 (57.89%) gave the SA that updated curriculum is important, 59 (62.11%) gave the SA that more training institutions are needed, 62 (65.26%) gave the SA that corruption in education is a problem, 72 (75.79%) gave the SA that teachers' behaviour is important, 65 (68.42%) gave the SA that less research work in higher education institutions exists, and 70 (73.68%) gave the SA that there lack quality education.

For University B, out of the 475 respondents 60 (63.16%) answered SA that updated curriculum is important; 71 (74.74%) answered SA that more training institutions are needed; 69 (72.63%) answered SA that corruption in education is a problem; 85 (89.47%) answered S.A that teacher's behaviour is important; 77 (81.05%) answered SA that less research work in higher education institutions exists; 83 (87.37%) answered SA that there lack quality education.

For University C, out of the 475 respondents 61 (64.21%) answered SA that updated curriculum is important; 73 (76.84%) answered SA that more training institutions are needed; 65 (68.42%) answered SA that corruption in education is a problem; 82 (86.32%) answered SA that is teacher's behaviour is important; 68 (71.58%) answered SA that less research work in higher education institutions exists; 76 (80%) answered SA that there lack quality education.

For University D, out of the 475 respondents 68 (71.58%) answered SA that updated curriculum is important; 70 (73.68%) answered SA that more training institutions are needed; 78 (82.11%) answered SA that corruption in education is a problem; 84 (88.42%) answered SA that teacher's behaviour is important; 87 (91.58%) answered SA that less research work in higher education institutions exists; 77 (81.05%) answered SA that there lack quality education.

For University E, out of the 475 respondents 66 (69.47%) answered SA that updated curriculum is important; 78 (82.11%) answered SA that more training institutions are needed; 70 (73.68%) answered SA that corruption in education is a problem; 81 (85.26%) answered SA that teacher's behaviour is important; 85 (89.47%) answered SA that less research work in higher education institutions exists; 87 (91.58%) answered SA that there lack quality education.

Summary of Teachers Feedback

Table 1.3

Factors	University	SA	A	NS	DA	SDA	Total	%age
Curriculum	University A	3	1	0	1	0	5	60.00
Less Training Institutions		4	0	0	0	1	5	80.00
Corruption in Education		3	0	1	0	1	5	60.00
Teacher's Behaviour		4	1	0	0	0	5	80.00
Less Research Work		3	0	0	1	1	5	60.00
Quality Education		3	1	1	0	0	5	60.00
Curriculum	University B	4	0	0	0	1	5	80.00
Less Training Institutions		3	2	0	0	0	5	60.00
Corruption in Education		3	0	1	0	1	5	60.00
Teacher's Behaviour		4	0	0	0	1	5	80.00
Less Research Work		5	0	0	0	0	5	100.00
Quality Education		4	1	0	0	0	5	80.00
Curriculum	University C	4	0	0	0	1	5	80.00
Less Training Institutions		2	1	0	1	1	5	40.00
Corruption in Education		3	1	0	1	0	5	60.00
Teacher's Behaviour		5	0	0	0	0	5	100.00
Less Research Work		2	2	0	0	1	5	40.00
Quality Education		3	0	1	0	1	5	60.00
Curriculum	University D	0	0	0	2	3	5	60.00
Less Training Institutions		0	1	0	1	3	5	60.00
Corruption in Education		1	0	0	2	2	5	40.00
Teacher's Behaviour		0	0	0	3	2	5	40.00
Less Research Work		0	0	0	1	4	5	80.00
Quality Education		1	0	2	1	1	5	20.00
Curriculum	University E	1	1	0	1	2	5	40.00
Less Training Institutions		0	0	1	0	4	5	80.00
Corruption in Education		0	1	0	1	3	5	60.00
Teacher's Behaviour		0	1	0	0	4	5	80.00
Less Research Work		1	0	1	1	2	5	40.00
Quality Education		0	2	0	0	3	5	60.00

Table 1.3 shows that the frequency and percentage of teachers when questions related to factors were asked by the researcher about confrontations in excellence of learning/education in academia (HEIs) of country (Pakistan). In University A, out of the 5 respondents 3 (60%) answered SA that is curriculum; 4 (80%) answered SA that is less training institutions; 3 (60%) answered SA that is corruption in education; 4 (80%) answered SA that is teacher's behaviour; 3 (60%) answered SA that is less research work; 3 (60%) answered SA that is quality education.

For University B, out of the 5 respondents 4 (80%) answered SA that is curriculum; 3 (60%) answered SA that is less training institutions; 3 (60%) answered SA that is corruption in education; 4 (80%) answered SA that is teacher's behaviour; 5 (100%) answered SA that is less research work; 4 (80%) answered SA that is quality education.

For University C, out of the 5 respondents 4 (80%) answered SA that is curriculum; 2 (40%) answered SA that is less training institutions; 3 (60%) answered SA that is corruption in education; 5 (100%) answered SA that is teacher's behaviour; 2 (40%) answered SA that is less research work; 3 (60%) answered SA that is quality education.

For University D, out of the 5 respondents 3 (60%) answered SDA that is curriculum; 3 (60%) answered SDA that is less training institutions; 2 (40%) answered SDA that is corruption in education; 2 (40%) answered SDA that is teacher's behaviour; 4 (80%) answered SDA that is less research work; 1 (20%) answered SDA that is quality education.

For University E, out of the 5 respondents 2 (40%) answered SDA that is curriculum; 4 (80%) answered SDA that is less training institutions; 3 (60%) answered SDA that is corruption in education; 4 (80%) answered SDA that is teacher's behaviour; 2 (40%) answered SDA that is less research work; 3 (60%) answered SDA that is quality education.

Transcription of Interview by the Management

In interviews, 19 management staff from the targeted 5 institutions discussed their opinions on the aforementioned elements, which unquestionably pose challenges to the quality of teaching and learning in Pakistan's HEIs. Additionally, discussions (interviews) with representatives from several management departments were conducted in order to verify the statistics. The appendix contains a summary of the management personnel interviews.

Results & Discussions

The hypothesis in this study was checked and tested using Pearson Correlation. Pearson Correlation values range between 1 and -1. In other words, if value is greater than 0, the relationship is favourable; conversely, if value is less than 0, the relationship is unfavourable.

H1: Curriculum and educational quality are positively correlated. According to Table 1.4's findings, there is a positive link between curriculum quality and educational attainment because the correlation has a non-negative sign (.576). As a result, the researcher accepted the first hypothesis.

		Curriculum	QualityEducation
Curriculum	Pearson Correlation	1	.576
	Sig. (2-tailed)		.310
	N	5	5
QualityEducation	Pearson Correlation	.576	1
	Sig. (2-tailed)	.310	
	N	5	5

Table 1.4

H2: Less Training Institutions and the Quality of Education have a positive relationship. According to Table 1.5's findings, there is a positive link between less training institutions and higher educational standards because the correlation has a non-negative sign (.862). As a result, the researcher accepted the second hypothesis.

		LessTrainingInstitutions	QualityEducation
LessTrainingInstitutions	Pearson Correlation	1	.862
	Sig. (2-tailed)		.060
	N	5	5
QualityEducation	Pearson Correlation	.862	1
	Sig. (2-tailed)	.060	
	N	5	5

Table 1.5

H3: Corruption in education and educational quality have a positive relationship. According to Table 1.6's findings, there is a positive association between educational corruption and educational quality because the correlation has a non-negative sign (.405). As a result, the researcher accepted the third hypothesis.

		CorruptioninEducation	QualityEducation
CorruptioninEducation	Pearson Correlation	1	.405
	Sig. (2-tailed)		.499
	N	5	5
QualityEducation	Pearson Correlation	.405	1
	Sig. (2-tailed)	.499	
	N	5	5

Table 1.6

H4: The quality of education and the behaviour of the teachers are positively correlated. According to Table 1.7's findings, there is a positive association between teachers' behaviour and educational quality because the correlation has a non-negative sign (.644). As a result, the researcher accepted the fourth hypothesis.

		TeacherBehaviour	QualityEducation
TeacherBehaviour	Pearson Correlation	1	.644
	Sig. (2-tailed)		.241
	N	5	5
QualityEducation	Pearson Correlation	.644	1
	Sig. (2-tailed)	.241	
	N	5	5

Table 1.7

H5: The relationship between Less Research Work and Education Quality is favourable. According to Table 1.8's findings, there is a positive association between less research and higher academic standards because the correlation has a non-negative sign (.687). As a result, the researcher accepted the fifth hypothesis.

		LessResearchWork	QualityEducation
LessResearchWork	Pearson Correlation	1	.687
	Sig. (2-tailed)		.200
	N	5	5
QualityEducation	Pearson Correlation	.687	1
	Sig. (2-tailed)	.200	
	N	5	5

Table 1.8

Conflicts over educational excellence at higher education institutions are directly related to educational quality. The curriculum, less training facilities, educational corruption, teacher behaviour, and less research activity are all key contributors to the decline in educational quality. The quality of education in Pakistan is deteriorating, particularly in the public sectors. This study highlighted a few conflicts that are directly related to educational quality. On the one hand, public colleges do not provide high-quality education, while on the other hand, private universities do. In this situation, the Federal Government and the Higher Education Commission are responsible for ensuring that the universities' quality standards are upheld.

Conclusion

This study highlights the fact that education makes people develop in all spheres of life, including sociological, moral, religious, constitutional, and productive ones. With the aid of a real intellectual framework, several nations are understanding a stewardship in the comity of nations. There is no question that Pakistan's excellent educational system is unable to adequately reveal its role in fostering community. This trait undoubtedly has raised the amount of discontent among Pakistani societies. As a result, the review's goal is to identify the conflicts over educational excellence that have been plaguing higher education institutions over the past few years. As a result, the Pakistani government has proclaimed that literacy is a must for all of the nation's citizens in an effort to seek into the solutions to these conflicts regarding improving the quality of learning. This will undoubtedly play a significant role in Pakistan's development.

Finally, the study comes to the conclusion that immediate action must be taken to improve the nation's literacy structure. For this reason, the study makes a series of recommendations.

Recommendation/ Suggestions

Research Question 2: Which of the following responses must be provided in order to improve the quality of teaching and learning in institutions (HEIs) in our nation?

Considering the research analysis and study's findings, the following recommendations will help higher education institutions foster learning excellence:

The curriculum will require annual evaluations. A thorough investigation should be carried out in particular to explore options about the presumptions and remarks of instructors, parents, and the community. The curricular objectives need to be reevaluated taking into account the professional recommendations of the education researchers. Additionally, the curriculum committee must change the curriculum for all educational stages based on national education policy.

In light of the importance of education, the government should take decisive action to implement the policies rather than simply projecting them. For example, it should establish an educational task force to develop educational policies that may be suited for long-term plans in all institutions. Additionally, the

government of Pakistan has to establish more training facilities in order to maintain and improve the quality of education there.

The culture of accountability needs to be strengthened, and all technical aspects of the educational system need to be upskilled so that people can accept their responsibilities both individually and collectively. This will aid in forming an impression of the structure and its operations.

Government must continue workshops and training programmes to raise understanding of instructors' attitudes toward students.

Academic institutions need to prosper with research knowledge. In order to enable all researchers to do high-quality research, each university should establish a solid framework with both creative and practical resources.

Financing for high-quality research and education must be prioritised, and its practical execution must be confirmed through stringent accountability measures.

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