

Investigate Determinants of Quality Education of Private Sector Universities

Tanveer Alam Ishtiaq

PhD Scholar, My University, Islamabad.

Email: tanveeralam444@gmail.com

Tahir Mehmood

PhD Scholar, My University, Islamabad.

Email: tahirkohli125@gmail.com

Muhammad Fahim

M.Phil. Scholar, Gomal University, DI Khan.

Email: fahimcoms@gmail.com

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Abstract

Education emphasizes deep learning, critical thinking and problem solving skills. By focusing on quality education, private sector universities aim to produce well-rounded, skilled, and employable graduates, making positive impact on the global community. Therefore, the current study's goal was to look into what factors contribute to private sector institutions' high standards of instruction. The study was conducted using a quantitative approach using a descriptive survey research methodology. The study's participants comprised 102 department heads from 12 private institutions located in Rawalpindi and Islamabad. The study's sample was chosen using the census approach. With the aid of a self-created questionnaire, information was gathered from 102 heads of departments at private institutions in Rawalpindi and Islamabad. Frequency, percentage, and mode were among the inferential statistics used for interpreting the acquired data. The researcher concluded that the private sector universities produce graduates who are prepared to success in an increasingly complex and globalized world. Finally, for future research further exploring the role of emerging technologies, innovative teaching methods, and changing industry demands on education quality.

Keywords: Education, Quality, Quality Education

INTRODUCTION

The definition of the term "quality" changes according on whether the actor, the method, or the final product is being highlighted. It also has to do with the ideas of transformation, meeting standards and challenges, excellence, perfection, and exceptionality (Harvey and Green, 1993).

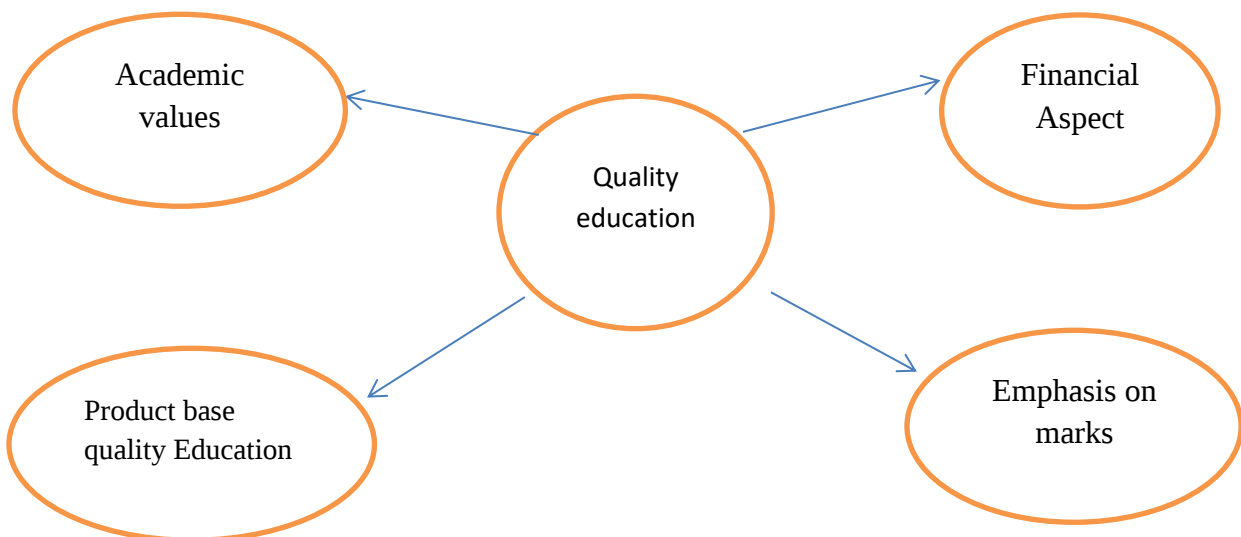
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"Quality" in the context of education refers to the effectiveness, efficiency, relevance, and excellence of educational processes, outcomes, and experiences. The concept of quality in education is multifaceted and dynamic, evolving in response to changing societal needs, technological advancements, and educational research. It reflects a commitment to excellence, equity, and continuous improvement in the pursuit of educational goals and outcomes (UNICEF, 2000).

The goal of a quality education is to provide students the values, information, and skills they need to flourish in society and make positive contributions to its advancement. It is a comprehensive approach to learning. It goes beyond merely imparting knowledge; instead, its main goals are to develop students' capacity for critical thought, creativity, problem-solving, and lifetime learning. A high standard of education is essential to both social and economic advancement and is a fundamental human right. It enables people to reach their greatest potential, engage in meaningful social interaction, and help create a world that is more equitable, peaceful, and sustainable (Widodo, 2019).

Acquiring knowledge, skills, values, beliefs, and attitudes via formal and informal learning experiences is the lifelong process of education. It covers a broad spectrum of activities, situations, and locations, such as workplaces, educational institutions, communities, and interpersonal relationships. Education is essential for social advancement, cultural enrichment, and personal growth.

The quality education in private sector universities encompasses a commitment to academic excellence, innovation, student-centeredness, and global engagement. While private universities face unique challenges related to funding, affordability, and accountability, they also offer distinct advantages in terms of resources, flexibility, and industry connections. Ultimately, the pursuit of quality education in private sector universities requires a holistic approach that prioritizes the needs and aspirations of students while upholding rigorous academic standards and fostering a culture of continuous improvement. The aim of the study was to find out the determinants of quality education of private sector universities.



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LITERATURE REVIEW

EDUCATION

"The process of growing and training the powers and capability of human beings" is the definition of education. The spread of education is therefore mostly driven by the desire for profit, the selling of services, or the reality that education recipients provide the majority of the money. One might easily argue that education is becoming more and more of a commodity. Information and communication technology has advanced so quickly that a global economy and global community now exist. As a result, our education becomes increasingly elitist and for-profit (Borgohain, 2016).

Quality

Each time the topic of educational quality is raised, it can be important to define "quality" since different professionals—such as teachers, academics, and politicians—perceive it differently. The Latin term "qualitas," which describes a thing's level of perfection, is where the word "quality" originates (Oxford Dictionary, 2003). According to established curriculum and standards, quality "means more than the standard definition of education quality as determined by student learning outcomes." Relevance, or how well what is taught and learned fits the needs of the specific learners in issue, given their unique circumstances and future potential, is another aspect of excellence. It also refers to significant changes made to the objectives, curricula, and instructional technology of the educational system, as well as the social, cultural, and political environment.

Quality is defined differently by Murgatroyd and Morgan (1994: 45–46). The first is about quality assurance, and the second is about quality from the perspective of consumers. They are as follows: "Quality assurance refers to the determination of standards, appropriate methods, and quality requirements by an expert body, accompanied by a process of inspection or evaluation that assesses how well practise adheres to these standards, and consumer-driven quality is a concept of quality in which individuals who will use a product or service are the ones who determine its level of quality make explicit statements about their expectations of the quality of the product or service they wish to receive."

Therefore, the concept of quality, according to Murgatroyd and Morgan (1994), "includes a customer-driven perspective that is a consequence of economic theories. In actuality, just like any other commercial organization, service quality has grown to be a crucial factor for educational institutions. Therefore, in every organization, Customer assessments of educational quality ought to be a cornerstone of overall quality management.

DETERMINANTS OF QUALITY EDUCATION

1. Academic values

Long-term research and observation have shown that the commercialization of higher education is having a negative impact on the embodiment of academic value. Bok pointed out with objectivity that while the profit motive of higher education can create some favourable conditions for academic growth, the negative effects of this motive completely outweigh the benefits, which are primarily manifested in the lowering of academic standards and the harm to academic reputation. Similar worries were voiced by Batnett, who claimed that while

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entrepreneurship is beneficial, it is filtered by improper regulations in entrepreneurial universities, which could result in significant academic research corruption and the loss of real academic value. The harm this problem does to academic value has a direct impact on how the university operating community is perceived (GAO, 2021; Bok, 2007).

Long-term research and observation have shown that the private sector universities higher education is having a positive impact on the embodiment of academic value. Bok pointed out with objectivity that while the profit motive of higher education can create some favourable conditions for academic growth, which are primarily manifested in the uplifted of academic standards and academic reputation. This protect the problem does to academic value has a direct impact on how the university operating community is perceived.

2. The product base quality education

According to researcher, large class sizes have become a need in commercial higher education since it draws so many overseas students, which will directly lower educational quality. According to research by Jenkins (2002), the government's cuts to the education budget led to lower university costs and an increase in class sizes as a result of the new enrolment policy's removal of enrolment limits. According to Cuseo (2004), providing quality and equal learning opportunities for pupils in large classes is a challenge for teachers as well as a problem with the quantity of students. There is evidence that learning gains will diminish as class size increases, even though the ideal class size for active learning is not known. For instance, the curriculum in large classes frequently concentrates on explaining theoretical concepts because more students will become distracted if there are too many presents for them to join in the conversation. Given that students are there to receive a better education, the effect of commercialization on teaching quality will be a big concern in higher education (Maringe & Sing 2014).

3. Financial Aspect

Financial assistance is a critical component of school quality and the primary factor influencing it (Van Roo, Lazio, Pesce, Malik, & Courtney, 2011). Students' knowledge of the quality of higher education is directly influenced by their household financial level. The financial situation of a student's parents influences the quality of their education; children from lower-income families are more likely to believe that their school offers a higher standard of instruction. This might result from their encouragement to succeed in life, as these kids are aware that they shouldn't rely on their families for direct financial assistance when pursuing a job. Universities focus on this group of students in order to influence the caliber of education (Akareem & Hossain, 2016).

In addition, the formation of intermediary schools is influenced by the caliber of higher education. Intermediaries have been in European nations since 1996, and since 1999, universities and European intermediaries have worked together to attract overseas students, claims Robinson (2018). Unexpectedly, more than 70% of overseas students attend universities via the assistance of a middleman, whose fees can reach six thousand pounds. (The Economist, London, 2011) The cost of education is comparable to that of housing, consumer goods, and transportation (GAO, 2021).

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4. More emphasis on marks

More emphasis is placed on grades as education becoming competition. It makes an effort to promote pupils' overall growth. The value of intellectual pursuits was emphasized, and the students were compelled to concentrate on each subject. Continuous learning is overkill in this kind of setting. When students perform well and earn good grades, the institution will grow and more opportunities create. Private sector provide inexpensive quality and vocational education, and parents send their kids there naively (Borgain, 2016).

RESEARCH METHODOLOGY

Research Design

The research methodology aids a researcher in developing a strategy that can successfully launch the study and eventually result in productive conclusions. In order to increase the reliability of research findings to provide answers to studied questions, research typically includes the deliberate investigation of empirical data along with justification and sets up a hypothesis. The data come from primary sources, which can result from developing new sources of data or information. Researchers used primary data sources to achieve a comprehensive understanding of the research issue as it relates to the research question (Blessinger, 2015). The study's research methodology was descriptive in nature and quantitative method was used.

Population of the study

The respondent of the study were head of department of private sector universities in Rawalpindi and Islamabad. The total numbers of private sector universities are 12 and 102 head of department in these universities.

Sample and Sampling Technique

Total 12 private sector universities are in Rawalpindi and Islamabad. Census method was used to select the sample of the study.

Data Collection

The data was collected through self-developed questionnaire. The information was obtained from heads of department of private sector universities in Rawalpindi and Islamabad.

Data analysis

For data analysis, frequency, percentage and mood were utilized. The data were examined using SPSS 26 version.

FINDING AND DISCUSSION

Academic values

Variable	F	%	Mode
Strongly disagree	2	2.0	4
Disagree	15	14.7	
Neutral	21	20.6	
Agree	44	43.1	

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Strongly agree	20	19.6
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Table shows that the academic value of quality education in private sector universities determinant academic values, strongly disagree 2(2.0%), disagreeing 15(14.7%), neutral 21(20.6%), agreed 44(43.1%) and 20(19.6%) are strongly agreed. Majority of the respondent 44(43.1%) agreed that the academic value is the determinant of quality education in private sector universities.

Financial aspects

Variable	F	%	Mode
Strongly disagree	0	0	4
Disagree	9	8.8	
Neutral	15	14.7	
Agree	58	56.9	
Strongly agree	20	19.6	

Table shows, strongly disagree 0(0%), disagreeing 9(8.8%), neutral 15(14.7%), agreed 58(56.9%) and 20(19.6%) are strongly agreed. Most of the respondent 58(56.9%) are agreed that financial aspect is the determinant of quality of education in private sector universities.

Product base Quality Education

Variable	F	%	Mode
Strongly disagree	0	0	4
Disagree	12	11.8	
Neutral	18	17.6	
Agree	49	48.0	
Strongly agree	23	22.5	

Table shows that product base quality education is the determinant of private sector universities, strongly disagree 0(0.0%), disagreeing 12(11.8%), neutral 18(17.6%), agreed 49(48.0%) and 23(22.5%) are strongly agreed. Maximum respondent 49(48.0%) are agreed that product base quality education in private sector universities is the determinant of quality education.

More Emphasize on Marks

Variable	F	%	Mode
Strongly disagree	1	1.0	4
Disagree	12	11.8	
Neutral	17	16.7	
Agree	53	52.0	
Strongly agree	19	18.6	

Table shows that more emphasize on marks is the quality education determinant in private sector universities, strongly disagree 1(1.0%), disagreeing 12(11.8%), neutral 17(16.7%), agreed 53(52.0%) and 19(18.6%) are strongly agreed. Most of the respondent 53(52.0%) are agreed that in private sector universities students emphasize on more marks the quality of education due to more emphasize on marks is increased.

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Quality Educations

Variable	f	%	Mode
Low	27	26.5	2
Average	28	27.5	
High	26	25.5	
Very High	21	20.6	

Table shows the analysis of quality education of private sector universities. According to the table the value of quality education is; low (n=27, 26.5%). Average (n=28, 27.5%), high (n=26, 25.5%), and very high (n=21, 20.6%). The value of Mode is 2, which falls in category 2 i.e. average. It means that level of quality education of universities is on average. Moreover, according to the results of the table the response of respondent from low to very high is different. At low level response is (n=27, 26.5%) and very high level is (n= 21, 20.6%). It means that the respondents are agreed that the quality education determinants as, academic values, financial burden, product base quality education, and more emphasis on marks in private sector universities.

CONCLUSION AND RECOMMENDATION

The researcher concluded that the study highlights that quality education in private sector universities is determined by a combination of determinants, including academic excellence, financial aspect, product base quality education and more emphasis on marks. By focusing on these determinants, private sector universities can enhance the quality education and produce students who are fruitful for the society as well as themselves. For future studies impact of these factors on students success and retention in private sector universities and role of leadership and governance in promoting and sustaining quality factors in private sector universities.

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