

TO STUDY THE IMPACT OF QUALITY EDUCATION**Shikha Saxena**

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Abstract

Higher education, and especially university education, is seen as a crucial driver of modernization and growth in emerging nations. Due to this, there is now a higher demand for access to it, but there are also other difficulties. This essay seeks to define the components of higher education quality. The study's comparative evaluations of quality dimensions are based on qualitative and quantitative factors within the higher education industry.

Keywords: Higher Education, India, Quality Education, Leadership

Introduction

In the educational system, higher education plays a key role in leadership. A nation may be secure, well-off, and prosperous with the help of quality education. The standard of the curriculum, the availability of technological equipment, the environment for doing research, the accreditation process, administrative rules, funding, evaluation, and effective governance are the main elements affecting the quality of higher education (Fitsilis, P, 2010).

Education is seen as a tool for change, although change today occurs more quickly than it did in previous eras. A nation's security, welfare, and prosperity can all be ensured through high-quality education (Skender Brucaj, 2014). The standard of the curriculum, the students, the professors, the teaching techniques, the governance, the funding, the evaluation, and the connection to other apex institutions are all used to gauge the quality of education. The faculty is the most crucial of these considerations.

University instructors contribute significantly to the understanding and enhancing the teaching and learning process in higher education (Zaman, 1998). Teaching is the act of assisting someone in learning anything by providing information about it. In institutions, "teaching" refers to giving instructions or leading the learners. In a broader sense, it encompasses exchanges between educators and students, class planning and preparation, gathering necessary "teaching aids," as well as activities like communication and instruction evaluation (Misra, 2002).

Any educational system's quality is based on the caliber of its higher education. Barnett (1994) defined higher education as the process of producing competent labor, as preparation for a career in research, as the effective administration of teaching resources, and as a way to increase life chances (Anderson, 2004). Making our higher education institutions world-class centers of learning with the

resources needed to promote high-quality instruction, scholarship, and research in order to generate morally upright people who will contribute to the development of a pluralistic society based on Pakistani culture (Govt. of Pakistan, 2002). Higher education quality is a multifaceted notion that should include all of its operations, teaching and academic programs, research and scholarship, employees, students, buildings, and other factors.

University professors contribute significantly to the educational process (Sallis E. 2002). It is stated that a student's ability to learn depends on how well their teachers teach. Recognizing teacher effectiveness, or differentiating between more effective instructors and less effective teachers, is one of the trickiest issues in educational research (Coleman, 1998).

One of the most important duties of university teachers is effective instruction. The performance and expertise of the teachers are key factors in effective instruction. The performance of teachers is always impacted by their classroom experiences (Walke, 2001). The university's primary goals are to develop and disseminate knowledge. For this university, the teacher is the main factor influencing how well students are educated. The importance of the teacher's quality, skill, and character is therefore without a doubt the greatest. (Isani, 2005)

Review of Literature

One of the most important duties of academic staff is efficient instruction. The competence and experience of the teachers are key factors in effective instruction. The performance of teachers is always impacted by their classroom experiences (Walke, 2001). The university's primary goals are to develop and disseminate knowledge. For this university, the instructor is the main factor influencing how well students are educated. Therefore, the most important factors are clearly the teacher's quality, competence, and character (Isani, 2005).

Competent university instructors routinely generated results that either indirectly or directly concentrated on the learners' learning. The process of achieving instructional excellence was difficult (William Gonch, 2013). A teacher that is effective must have a solid understanding of their subject. He needs to stay current in his profession and be able to explain it to others in a way that they can understand (Carroll (1982). In order to effectively apply psychological principles in his teaching, he must be familiar with them (Anderson, 2004).

University instructors contribute significantly to knowing and improving the teaching and learning process in higher education (Zaman, 1998). Teaching is the act of assisting someone in learning something by providing information about it. In institutions, "teaching" refers to giving instructions or leading the students (Walker, M. 2001). In a broader sense, it encompasses interactions between teachers and students, class planning and preparation, gathering necessary "teaching aids," as well as actions like communication and instruction evaluation (Misra, 2002).

Every kid has the right to receive instruction from qualified teachers who understand how students learn. How can the learning objectives be met? How to apply teaching techniques How may teaching models be used? the effective use of instructional components, organizational and time management skills, language skills, and lastly, how to control the climate in the classroom. The study's case studies are centered on the premise that the standard of education increases with teacher quality.

Objectives of the Study

The objective of this study is to study the impact of quality education and identify the factors governing quality of education.

Research methodology

Data Collection Methods and Source of Data Collection: The data for the research will be done from both the sources primary as well as secondary. Primary Data: The primary data was collected by a self-Developed structured questionnaire. Secondary Data: The secondary data will be collected from the following sources: Books, besides the book a lot of many Periodicals, Manuals, and Newspapers have been referred by the researcher. Many Databases paid as well as open source helpful for literature Review. ANALYSIS OF DATA AND INTERPRETATION The data collected will be entered and analyzed using the Statistical Package for Social Science (SPSS) and MS Excel.

Demographics

Table 1: Gender

Male	45
Female	65

Table 2: Qualification

PG	40
PG & M.Phil.	25
Ph.D.	15
Other	20

Results and Discussions

The quality of the Higher education sector in India includes certain parameters which define the quality of higher education. The parameters of quality education include a sufficient number of quality faculty members, infrastructure facility of the institutions and universities, curriculum, effective and appropriate teaching methods, examination pattern learning resource availability for faculty members and students, government policies, the profile of the students entering into the higher education, students-oriented activities, students’ academic performance, research exposure, etc. Most of the institutes and universities are not fulfill the benchmark of quality education. Quality education directly influences all aspects of the development of a nation and helps the nation to stand high on the global platform (refers to Figure 1).

Table 3: Table of Factor Analysis

S n	Factor Name	Eigen Value		Item Covered	Factor Load
		Total	% of Variance Explained		
		3.405	17.025	Professional/ Academic freedom is important in developing quality in	.684

1	Academic freedom & quality of institute			education.	
					.738
					.664
				Institute/Organization Entuastically organized curricular and extra- curricular activities for student development.	.678
				The feedback given by the students help me and improving my and Organization performance.	.719
				Most of the institution has focus mostly on degree rather than knowledge.	.614
				Attendance in the institution has dropped drastically.	.739
Productive Work Environment	2.531	12.663	Beside my academic work I often do other work that is not a part of my academic work	.889	
			Mostly do administrative work in institute.	.726	
			Often do work which is below my educational qualification that lows my morale and confidence.	.730	
			I get justified time for making teaching notes/preparing quality lectures for students.	.423	
			When faculty members do not get financial & non-financial motivation on time it affects their performance	.655	
3 Academic Development	2.095	10.474	The development of a curriculum based on student needs can improve the quality of higher education.	.756	
			Reputation of the institute is good in the academic world.	.686	
			Institute provide financial supports to take part in academic events e.g. Conference, seminar, research publication etc.	.552	
			The institute provides good placement opportunity to every student.	.496	
4		1.614	8.048	The quantity of faculty-published books and research papers, as well as the	.808

	Research Exposures			number of periodicals and library books, all influence organizational success.	
				I feel that there is need to focus more in research-oriented development for the faculties as well as student.	.790
5	Knowledgeable faculty	1.323	6.613	The quality of the teacher has a significant impact on the quality of the students.	.765
				Higher education in India generally complies with international quality norms.	.665

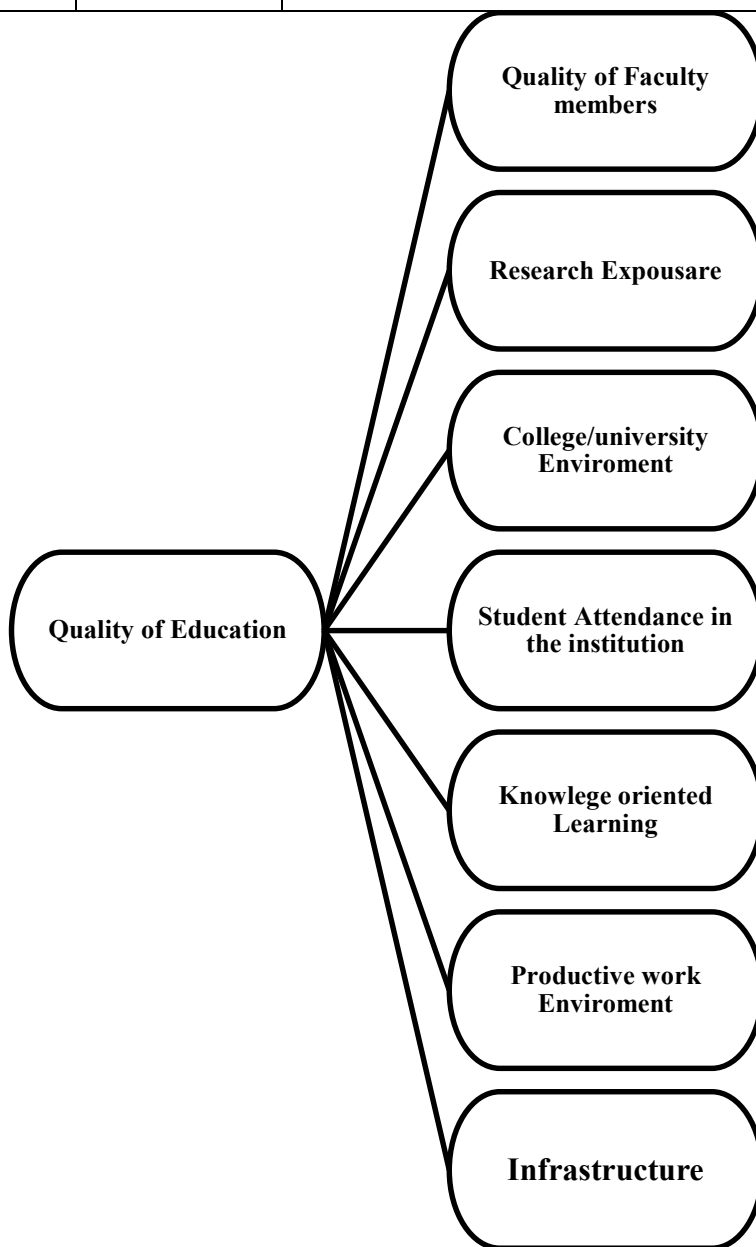


Figure 1: Diagrammatic Presentation of Factors

Faculty members have the right to utilize their knowledge without unjustified or excessive interference. First freedom in the classroom, second freedom in research, and third freedom to take initiative for quality work that is valuable for faculties as well as for students are all significant parts of academic freedom. Most academic staff members believe they lack the proper academic freedom to do high-quality work and explore new ideas. Academic freedom raises faculty members' spirits.

The administrative and clerical work that many institutions assign to their academic members reduces their morale due to the increased burden and degrading tasks. The majority of institutions do not pay their faculty members well-deserved salaries on time, which has an adverse effect on both their performance and work zeal. It does not benefit the institution. The effectiveness of the faculty directly impacts the effectiveness of the institute.

Higher education institutions are required to impart knowledge, skills, wisdom, and character to their students through their curricula. They may generalize from their experiences and interpret new information in reference to what they already know thanks to knowledge. Character attributes including honesty, integrity, initiative, curiosity, truthfulness, self-esteem and the capacity to work both independently and collaboratively are indicators of character development. To provide high-quality education, academic institutions and universities should coordinate their curriculum and standardize their course offerings.

Colleges are the information and wisdom suppliers for our nation's future construction. They are the main providers of education for the majority of the population, and they are the ones who shape the country's destiny. Teachers may easily decide how they want the country to look and then instruct the populace in that direction. They have the capacity and fortitude to overcome obstacles and turn India into a strong, civilized nation.

These findings give an idea about the whole research work carried out by the researcher and the results along with findings obtained through the research. The analysis of findings is done both using descriptive and inferential statistics. The data were analyzed using SPSS software. And the results cover survey responses, a description of respondents, a hypotheses test, a summary of the results, and conclusions. These findings explain whether it answers the research questions and meets the objectives of the research.

Conclusion

According to the study's findings, the majority of institutions have an open door policy for their employees and students, which make them, feel a feeling of connection to the institution. The quality of education must be raised. Numerous institutions just priorities education that leads to a degree; they do not priorities excellent education. The majority of academic staff members believe they do not spend the majority of their time on useless tasks. The educational system needed faculty and students to have exposure to research and development. Education demands a curriculum based on student needs. Enhancing the aforementioned criteria improves organizational performance.

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