xIlkogretim Online - Elementary Education Online,2021; Vol 20 (Issue 1): pp.2618-2623
http://ilkogretim-online.org
doi: 10.17051/ilkonline.2021.01.293

An Analytical Study of Complications in Sustaining Quality of Educational Institutions

Dr. Medha Kanetkar, Associate Professor, C.P. & Berar College, Tulsibag, Mahal, Nagpur, medhakanetkar@gmail.com
Dr. Vibha Suraj Bhusari, Assistant Professor, G H Raisoni Institute of Management & Research, Nagpur, vibha.bhusari@raisoni.net

Abstract: Quality, as all of us are aware, makes education as much socially relevant as it is personally indispensable to the individual. Gaining of quality and excellence is the great challenge faced by all higher education institutions. This research was carried out for determine the threats, complications and constrains in sustaining the quality of educational institution. The data was collected through structured questionnaire. Data was examining with the statistical tools. Higher education as the production of qualified human resources, Higher education as training for a research career. Higher education as the efficient management of teaching profession, Higher education as a matter of extending life chances. Higher education can no longer be owned by a community of disciplinary connoisseurs who transmit knowledge to students. Both the complexity and uncertainty of society and the economy will require institutions to continuously adapt while upholding quality standards. Effective leadership and willingness for change are big constraints in maintaining the quality of educational institutions.

Keywords: human resources, research career, quality of educational institutions.

I. INTRODUCTION

Quality has become the defining component of education in the 21st Century in the framework of new social realities. The information communication revolt, the knowledge economy, and globalization are significantly influencing the "next society", to borrow the expression of Peter Drucker, that has emerged. This networked complex and competitive society places a great premium on education for development. The Millennium Development Goals of the United Nations (MDGs, 2002) consider knowledge as the prime motivator of development in the new millennium. How to provide quality education to large numbers at affordable costs is the primary concern of developing countries. Quality, as all of us are aware, makes education as much socially relevant as it is personally indispensable to the individual. In this sense quality becomes the defining element of education. In this context quality and excellence should be the vision of every higher education institution. Achievement of quality and excellence is the great challenge faced by all higher education institutions.

Academic institutions contribution higher education in general and those contributing professional education in particular are experiencing a process of change similar to what business organizations have undergone a few decades ago when they were confronted by competition. The speed of change is driven by multiple factors. Demands from industry, information-age mind set of the students, increased competition and the renewed quest among academic community are some of the factors driving this change. To ensure that higher education, particularly professional education, is able to deal with market and technological changes coupled with global requirements, it is important for institutions offering higher education to use appropriate curricula, course materials and teaching methodologies that are not only up-to-date, but also effective from learner's point of view. The exponential growth of knowledge, exploding instructional technologies, enhanced access to practices of premier institutions, accessibility to knowledge, globalization of education etc require educators and faculty members to continuously evaluate themselves and improve upon their effectiveness

Higher Education Higher education imparts in-depth knowledge and understanding so as to advance the students to new frontiers of knowledge in different subject domine . It develops the student ability to question and seek truth and makes him/her competent to critique on contemporary issues. It broadens the intellectual powers of the individual within a narrow specialization, but also gives him/her a wider perspective of the world around. According to Ronald Barnett (1992) there are four predominant concepts of higher education.

i) Higher education as the production of qualified human resources: In this view, higher education is seen as a process in which students are counted as "products" absorbed in labour market. Thus, higher education becomes input to the growth and development of business and industry.

ii) Higher education as training for a research career: In this view, higher education is preparation for qualified scientists and researchers who would continuously develop the frontiers of knowledge. Quality within this view point is more about research publications and transmission of academic rigidity to do quality research.

iii) Higher education as the efficient management of teaching profession: Many strongly believe that teaching is the core of educational institutions. Thus, higher education institutions focus on efficient management of teaching-learning provisions by improving the quality of teaching, enabling a higher completion rate among the students.

iv) Higher education as a matter of extending life chances: In this view, higher education is seen as an opportunity to participate in the development process of individual through a flexible, continuing education mode. Interestingly, all these four concepts of higher education are not exclusive; rather they are integrated and give an overall picture of higher education. If we look at the activities of colleges and universities, we will realize that teaching, research and extension form the three main functions of higher education.

Defining Quality

The British Standard Institution (BSI) defines quality as "the totality of features and characteristics of a product or service that bears on its ability to satisfy the stated or implied needs" (BSI, 1991). Green and Harvey (1993) identified five different approaches to defining quality: In terms of exceptional (Exceeding high standards and passing required standards); In terms of consistency (exhibited through "Zero defects" and "getting right the first time", making quality a culture); As fitness for purpose (meaning the product or service meets the stated purpose, customer specifications and satisfaction) As value for money (through efficiency and effectiveness); and As transformative (in terms of qualitative change These different notions of quality have lead Reeves and Bedner (1994) to conclude "the search for a universal definition of quality and statement of law like relationship has been unsuccessful". According to Gummesson (1990) it might be useful to create an insight into the many dimensions that form a fuzzy entity referred to as quality through social consensus rather than defining it. Garvin (1998) classified the various definitions of quality into five major groups: (1) Transcendent definitions: These definitions are subjective and personal. They are eternal but go beyond measurement and logical description (2) Product-based definitions: Quality is seen as measurable variable. The basis for measurement is objective of the product. (3) User-based definitions: Quality is a means for customer satisfaction. This makes these definitions individual and partly subjective. (4) Manufacturing-based definitions: Quality is seen as conformance to requirements and specifications.

Value-based definitions: These definitions define quality in relation to costs. Quality is seen as providing good value for costs (Largosen et al, 2004) Quality has a few central ideas around which the whole concept revolves: Quality as absolute, Quality as relative, Quality as a process, and Quality as culture. When we consider quality as absolute, it is given and considered as the highest possible standard. The Egyptian Pyramids and the Taj Mahal are works of high standards and quality. In product terms, they are attached with high "brand" values, status and positional advantages. Educational institutions such as Oxford, Cambridge and Stanford in the west have this absolute quality standard, though in the case of education it might still be perceptual. Quality as relative suggests that the quality of a product or service can be described in relative terms. Quality here can be measured in terms of certain specifications. According to Mukhopadhya (2005) the adherence to "product specification is actually, the minimum condition for quality but not the sufficient condition". The sufficient condition is customer satisfaction and beyond".

Objectives

To find out difficulties in maintaining Quality in educational institution, following objectives are taken for the study

1. To discuss the threats of quality in higher education institutions

2. To know the complications in sustaining Quality in educational institutions

3. To determine constrains in sustaining Quality in educational institution.

II. METHODOLOGY

The data is collected through primary and secondary sources. A sample of 200 respondents (faculty working in Aided Private Higher Education Institutes offering Science, commerce and humanities) selected through convenient random sampling and data is collected through structured questionnaire and subjective opinions of the respondents on quality indicators. Secondary data is collected through journals, published papers and websites.

Data Analysis

Demographic characteristics of the respondents

Table 1: Age distribution of respondents

Age group	No. of respondents	Percentage
25-35	66	33
36-45	78	39
46-55	45	22.5
56& above	11	5.5

25 – 35, 33%.36- 45 , 39%, 46-55 22.5% and 56 & above 5.5%. The majority of the respondents were in the age group of 35-44 years consisting of 46.36percent. It was followed by the age group of 25-35years consisting of 33percent. Only 28 percent of the respondents were above 45.

Table 2: Course-wise distribution of respondent

Course	No. of respondents	Percentage
Science & Technology	56	28
Commerce & management	84	42
Arts & Humanities	60	30

The institution wise distribution shows that among the total respondent's 28 percent of them were from science course, 42 percent of them were from commerce, 30percent of them were from Arts & humanities course.

Table 3: Work experience of respondents

Work Experience	No. of respondents	Percentage
Below 5 years	66	33
5 to 10 years	78	39
10 years & more	56	28

3 years and below 33 %, 5 to 10 years 39 % more than 10 year 28 percent of the respondents had 7-9 years of service.

Table:4 Threats of the maintaining Quality of educational institutions

Sentence	Rank-1		Rank-2		Rank-3		Rank-4		Rank-5		Total Rank
	Res	Rank	Res	Rank	Res	Rank	Res	Rank	Res	Rank	
Dictatorship of the teacher	20	**20**	30	**60**	20	**60**	50	**200**	80	**400**	***740***
Learners are not ready to learn good creations	0	**0**	0	**0**	0	**0**	80	**320**	120	**600**	***920***
Online teaching buried classroom teaching	50	**50**	40	**80**	50	**150**	40	**160**	20	**100**	***540***
Vibrant Community	0	**0**	0	**0**	0	**0**	60	**240**	140	**700**	***940***
Corrupted System	0	**0**	0	**0**	0	**0**	20	**80**	180	**900**	***980***
Total	70	**70**	70	**140**	70	**210**	250	**1000**	540	**2700**	***4120***

(Give Rank 1 as Lower-5 as higher)

Following are the threats founds from the data analysis.

1) Typically the teachers are dictators who are good performers to communicate ideology instead quality knowledge

2) Engaged learner is a good criterion but in many cases the learners is not engaged - he/she may hate what learns but needs it for the success. I would say responsible leaner instead engaged.

3) Great teaching is buried past because of the online education.

4) Vibrant community. This sounds very non-academic

5) Corrupted system is also a big threat of educational institutions.

Complications in sustaining Quality of educational institutions

The fundamental changes in employment over the past 50 years imply a rise in the demand for non routine cognitive and interpersonal skills and a decline in the demand for routine cognitive and craft skills, physical labour and repetitive physical tasks (OECD, 2012). Graduates are entering a world of employment that is characterized by greater uncertainty, speed, risk, complexity and interdisciplinary working. University education, and the mode of learning whilst at university, will need to prepare students for entry to such an environment and equip them with appropriate skills, knowledge, values and attributes to thrive in it. There is a strong drive to build and create knowledge together with an understanding of working life and reformulate the concept of knowledge in learning situations. Tighter connections with working life through different academic projects provide authentic opportunities to learn both generic and professional competencies as well as to build networks and pathways for employment after graduation. Universities across the globe are increasingly pressed to find ways of proving their worth not only in the preparation of students, but also how they are linked to business and industry. Learning rooted in 9 working life could help institutions to interpret and respond pedagogically to the challenges of this environment, using other forms of teaching and learning patterns, like project-based learning. Higher education can no longer be owned by a community of disciplinary connoisseurs who transmit knowledge to students. Both the complexity and uncertainty of society and the economy will require institutions to continuously adapt while upholding quality standards. In practice, institutions will have to learn how to best serve the student community. Students have become the focal point of the learning approach in many areas of the world. At the same time, students appear to have become more

sensitive to equality of treatment and demand to be provided with equal teaching and learning opportunities, to be assessed fairly and get the education they deserve for job and social inclusion. The expansion of higher education providers along with the diversification of student types put the issue of equity at the very centre of quality issues. With this view of learning, the role of higher education teachers is therefore changing. In addition to being, first and foremost, a subject expert acquainted with ways to transmit knowledge, higher education teachers are now required to have effective pedagogical skills for delivering student learning outcomes. They also need to co-operate with students, colleagues from other departments, and with external stakeholders as members of a dynamic learning community. The new teaching and learning paradigms in higher education actually imply.

Hence following some complications are found in data collection

1) New relationships regarding access to teachers, and a wider range of communication and collaborative working through learning platforms
2) Re-designing of curricula. Bridging teaching and research more intensively
3) Re-thinking of student workload and teaching load.
4) Continuous upgrading in pedagogy, use of technologies, assessment models aligned with student-centered learning.
5) Creating of innovative learning platforms.
6) Providing guidance and tutoring to students with new means and methods.
7) Assessing impacts and documenting effectiveness of the teaching delivered.

As a proactive measure, many institutions have implemented specific teaching and learning strategies and have designed mechanisms and instruments to improve the quality of education. With diminishing resources and increasing competition, the challenges may seem insurmountable, but nevertheless higher education institutions can, and are, doing much to foster quality teaching and improve student learning outcomes.

Teachers are also more often expected to be engaged and proficient in curriculum design, project based-learning, new forms of peer and group assessments, fundraising and regional networking, as well as more conventional class teaching. Multidisciplinary collaborations, international programmes and the integration of new technologies all add further complexity of the teaching task. Some institutions have tried to address these needs by recruiting experienced practitioners working in the corporate world or public services. But while these individuals are experts in their field, familiar with the technology needs of their profession and often bring managerial skills, their pedagogical expertise may be as limited, or even more so, than faculty with extensive teaching experience. Whether teachers have spent their careers in academia or have extensive experience as practitioners, the key challenge for quality teaching is to develop subject-specific experts into excellent teachers. There is evidence that participation and engagement in professional development activities are related to the quality of student learning. "Provision of opportunities for professional learning and development, and obtaining relevant teaching qualifications, and establishing requirements that professional development and qualifications are undertaken are indicators of an institutional climate that recognizes the importance of the preparation of staff for teaching" (Chalmers, 2007). Many institutions are therefore keen to provide professional development to faculty. But the reality is that professional development for teachers is often disconnected from the educational objectives of the programmes – even though the support provided may be in response to specific requests received from faculty

Constrains in maintaining Quality of educational Institutions

Anyone in an institution can act as a change agent (leaders, faculty, students, support staff) provided they understand the process of change and are committed to the vision underpinning the strategic objective of raising teaching quality. A good understanding and appreciation of the role of change agents across the institution, based on a mutual respect for the role each plays (from leadership on institutional policies to innovation in faculty teaching practice), is crucial for the success of reforms and building a quality culture.

Hence following some are the constrains in maintaining quality of educational institutions

1) There can be tensions between institution leaders seeking to change the culture of the institution through centralized steering and the collegial culture that reflects the discipline-specific features of academia. Another challenge can arise from confusion between provisions designed to manage teaching and learning and those for the development and improvement of teaching and learning.

2) Systems for the effective management of teaching and learning (e.g., running electronic learning management systems, managing accreditation procedures, organizing programme supervisions) play an important administrative role but they are not designed to be used to for development or improvement of teaching and learning.
3) Above all effective leadership is crucial to quality improvement. Institutional leadership and decision making bodies have a fundamental role to play in shaping the institution's quality culture. They are often the initiators of quality teaching initiatives and their approach directly affects the outcome of these initiatives.
4) Effective leadership is more difficult if it is not coupled with organizational provisions like a specific unit to support quality teaching and learning and to ensure that leadership initiatives are followed through and that the institution's conceptual approach to teaching quality are reconciled with practical realities across disciplines, programmes and departments or schools.

III. CONCLUSION

The individual performance of each faculty member is a crucial factor in quality education. Learners are also not ready to gain knowledge; they want only success through the education. Online teaching is one of the threats for quality education vibrant society and corrupt system makes it more difficult. Effective leadership and willingness for change are big constraints in maintaining the quality of educational institutions. Institutions should therefore seek to enhance the coherence of their policies (including those apparently peripheral to quality) to ensure that they support enhancement of quality.

Five areas stand out where institutional policies may need closer alignment to support policy :

1) Human resources;
2) Information and computing technology;
3) Learning environments;
4) Student support;
And
5) Internationalization.

Other elements of the policy mix are worth scrutinizing e.g. financial management, public relations and marketing, R&D management, regional/industrial partnerships for innovation.

REFERENCES

1) Bangert, A. W. (2006). Identifying factors underlying the quality of online teaching effectiveness: An exploratory study. Journal of Computing in Higher Education, 17(2), 79-99.
2) Bigatel, P. M., Ragan, L. C., Kennan, S., May, J., & Redmond, B. F. (2012). The identification of competencies for online teaching success. Journal of Asynchronous Learning Networks, 16(1), 59-77.

3) International Journal of Social Science & Interdisciplinary Research ,ISSN 2277 3630 IJSSIR, Vol. 2 (6), JUNE (2013) Online available at indianresearchjournals.com 124 (5)

4) Kim, K. J., & Bonk, C. J. (2006). The future of online teaching and learning in higher education. Educause quarterly, 29(4), 22-30.