



Quality Education and influencing factors - A study with special reference to Select Colleges of Mangalore University, Karnataka

Dr. Ganesha Acharya B

Coordinator, Department of P G Studies and Research in Commerce,
Govinda Dasa College, Surathkal, Mangalore, Karnataka

Introduction

Education is one of the fundamental rights of human being. The education is a journey to a child and the destination is higher education. Now question is what is the standard of education? Whether a graduate attains the quality education? If not, what exactly the reasons? Which factors are responsible for ensuring quality education? This study is to identify and evaluate those factors related to higher education.

Quality Education is not so easy to define and difficult to fix the basic standard of quality education. This is because there is no end for the education. In the present globalised world, a big question is: what should be the main concern about education? Whether quantitative success or qualitative standard? Of course, it depends on the stage of education, primary, secondary and university level varies from each other. In university level, qualitative standard is the main criteria for the quality education. But unfortunately, reality is different; our education policy became failure to ensure this standard. Our education system is multi-divided and biased. There is serious discrimination between town and village, rich and poor students.

The quality education can make human being as capital. There are many factors that can hamper quality education. Quality education depends on socio-political environment, physical environment, art of teaching, technological advancement etc., but the effort of our government e is not satisfactory to ensure quality education in terms of these factors. In this paper an attempt is made to determine and evaluate factors that affect quality education at the Select Colleges of Mangalore University in higher education.

Quality Education

Quality education refers to meeting the standard or expected learning that helps to compete in global arena. According to the Education for All: Global Monitoring Report 2005 - The Quality Imperative, two principles characterise most attempts to define quality in education: the first identifies learners' intellectual development as the major obvious objective of all education systems. The second emphasises role of education in promoting values and attitudes of responsible citizenship and in nurturing creative and emotional development."

Physical Learning Environment

At higher education level, quality education mostly depends on adequate physical environment. In Physical environment the quality of universities and the facilities seems to have an indirect effect on learning. It includes

quality of university facilities, interaction between university infrastructure and other quality dimensions, teachers' perceptions of working conditions and their sense of efficiency.

Political Environment

To guarantee continuous and proper learning environment, stable political set-up is indispensable as the most powerful and superior political activities occurred at the universities compare to primary and secondary level institutions. The interpersonal and group conflicts clearly have an impact on students' mental health and their ability to learn. Many students suffer lasting physical, psychological, social, emotional and behavioural effects. Another issue in political environment is teachers' behaviour that affects safety of the students at large too.

Library Facilities

Education is impossible without library and library related facilities, supported by books, journals, encyclopaedias etc.

Laboratory and Research Facilities

Major share of higher education mostly depends on the practical knowledge of the students. Science students do their study in laboratories and arts and social sciences students do applied researches (in the form of assignment and projects) as mandatory for their higher education. To ensure quality education these facilities play a significant role in their particular area.

Computer Lab Facilities

Technology and technology-related skills will be crucial factors in the modern knowledge-based global economy. The use of technology to reduce global inequalities, such approaches to learning may contribute significantly to improve the quality of educational processes. E-learning eliminates the barriers of time and distance, creating universal learning-on-demand opportunities for people, companies and countries. So to do that computer lab is essential at higher education level.

Pedagogy/ Art of teaching

Pedagogy is the art of delivering lecture to the students. It is important in every field of life. In the context of higher education, pedagogy of teachers influences the students. It aimed to lead to more interesting, enjoyable and meaningful teaching and learning experiences.

Teachers' Working Conditions

Teachers' working conditions affect their ability to provide quality education. The condition of infrastructure, availability of textbooks and learning materials and class sizes all influence the teachers' experience as an educator. Teachers' remuneration also matters in this regard.

Review of literature

- **Martin Loku Modi** (2013), in his thesis "Factors affecting the provision of quality education in public and private secondary schools in Central Equatoria State, Juba County South Sudan", examined the factors affecting the provision of quality education in public and private secondary schools in Central equatorial State, Juba County South Sudan. The study was guided by six research questions. These included: what is the role of a teacher in providing quality education? How does school leadership style influence the provision of quality education? To what extent do school physical environment, facilities and resources affect the provision of quality education? What is the role of parents/guardians and

community members/ leaders in the provision of quality education in schools? What are the challenges facing the provision of quality education in public and private secondary schools in Central Equatoria State? What are possible effective ways to improve the provision of quality education in Central equatorial State? The findings showed that there was lack of enough and professionally qualified and trained teachers, teaching and learning materials and teachers were not motivated due to low remuneration. The study concluded that the government of South Sudan should employ more professionally qualified and trained teachers to curb the problem of scarcity of teachers.

- **Considine G and G Zappala** (2002), in their report on “Factors influencing the educational performance of students from disadvantaged backgrounds”, examined the factors that influence educational outcomes within particular socio-economic status. This paper presents data on the educational performance of children from financially disadvantaged backgrounds and examines its variation as affected by traditional measures of socio-economic status as well as by a range of other family, individual and contextual factors. The finding of the report is that, even within a group with considerable financial disadvantage, socio-economic status as reflected by the level of parental education was a key predictor of student academic achievement raises several policy implications.
- **Maria Tsinidou, Vassilis Gerogiannis and Panos Fitsilis** (2010), in their research article “Evaluation of the factors that determine quality in higher education: an empirical study”, identified the quality determinants for education services provided by higher education institutions in Greece and to measured their relative importance from the students’ point of view. The study reveals that the relative weights of the factors that contribute to the quality of educational services as it is perceived by students was measured. The outcome of this study can be used in order to quantify internal quality assessment of HEIs. More specifically, the outcome can be directly used by HEIs for assessing quality as perceived by students.
- **Elizabeth Lutah Waseka and Enose M W Simatwa** (2016), in their research paper “Student Factors Influencing Academic Performance of Students in Secondary Education in Kenya: A Case Study of Kakamega County”, investigated student factors influence on student academic performance in secondary education in Kenya using Kakamega County as the site for the study. The study finds that student factors influenced student academic performance by 7.56%. The study revealed that participation in co-curricular activities greatly enhanced students’ performance in Kenya Certificate of Secondary Education. Further, performance in Kenya Certificate of Primary Education was a strong predictor of possible outcomes in Kenya Certificate of Secondary Education. Additionally, overage reduced students’ performance in Kenya Certificate of Secondary Education and conversely younger age enhanced performance in Kenya Certificate of Secondary Education.

Methodology of the Study

For the purpose of conducting this study, the data are collected from two sources- primary source and secondary source. Primary data are collected through questionnaire, interview and observation. Secondary data are collected from books, journals, articles, newspapers, published research documents and magazines.

We have formed two questionnaires for interview. There were separate questionnaire for both teachers and students. In teachers questionnaires there were six questions and in students questionnaires there were 16 questions both closed ended and open ended. Both structured and unstructured interview method also followed in addition to questionnaire method.

Two hundred forty student respondents were taken from the Select Colleges affiliated to Mangalore University, in which 135 boys and 105 girls, comprises 60 each from B.com, BA, BSc and BBA stream. Meantime, 16 lecturer respondents were also taken, 4 each from the above discipline.

Limitations of the study

This study is based on the data furnished by the students and lecturers in the study area and the observations made during the survey. An element of personal bias may affect the data to some extent. Moreover, it was difficult to maintain gender balance among our sample size. Some of the female students were unwilling to respond. Apart from that, as we didn't find any previous research exactly on this topic, we had to rely on primary data source for doing this full research. Further, the results of this study may be applicable only to areas similar to that of the study area. With due awareness of these limitations, an attempt is made with study titled, "Quality Education and influencing factors - A study with special reference to Select Colleges of Mangalore University, Karnataka".

Research objectives

The specific objectives of this study are to examine the factors affecting quality education at university level and to find the reason and concern for ensuring quality education from the point of view of teachers and students of Select Colleges affiliated to Mangalore University.

The study Variables

Dependent variable is Quality Education and Independent variables are: Physical Learning Environment, Political Environment, Library Facilities, Laboratory and Research Facilities, Computer Lab Facilities, Pedagogy/ Art of teaching and Teachers' Working Conditions.

Results and Discussions

Quality Education

- The study reveals that, 87.50 per cent of the student respondents and 93.75 per cent of teacher respondents approved on the statement on quality education: "Quality education means meeting the standard or expected learning that helps to compete in global arena".
- The study shows that 93.75 per cent of the student respondents and 100 per cent of the teacher respondents accepted that internal factors such as adequate physical learning environment (infrastructure, class room, outdoor environment, etc.), Safe political atmosphere, Good library facilities, sufficient laboratory and research facilities, Easy access to technology and Art of teaching are directly affecting quality education. The study also shows that 83.75 per cent of the students feel that, factors such as Involvement of teachers in other activities, Political influence in recruitment, Poor infrastructure and Teachers' politics are responsible for quality education.
- The study presents that 80 per cent of the student respondents and 100 per cent of the teacher respondents accepted that external factors such as Secondary school and pre university curricula, Poor communication

skills, low education, Unstable political environment, Coaching based admission test, and Misuse of technology affect quality education in the study area.

Factors Affecting Quality Education

Physical Learning Environment - The study shows that 57.50 per cent of the student respondents believe that the physical learning environment is good. Around 82.50 per cent of the students believe that class size and students ratio is balanced in their class.

Political Environment – The study reveals that, one of the major problems is Teachers and Students politics in the study area and which is directly affecting quality education. It is shocking that 83.75 per cent of the students think unstable political environment is highly responsible to hamper quality education in the study area and teachers has marked teachers’ politics is second most important factor that’s affecting our quality education after Party Politics.

Library Facilities - Education is mainly relied on library and library related facilities. Overall library facility is average in the study area. The study is showing that around 70 per cent of the students think that the library facility is adequate and rest think that library facility is not adequate in the study area. The study observation revealed the factors highly responsible to hamper quality education in the study area are Limited space, no updated books and poor presence of students related to library.

Laboratory and Research Facilities – The study show that 77 per cent of the students are not getting this facility in major project form. But study also reveals that, Science students get better benefits than other streams. In the study area 12 articles of students are published in journal.

IT Facility and Computer Labs – The study shows that, around 60 per cent students think that computer and internet facilities are sufficient and the rest (40 per cent) think that it is not sufficient in the study area. The ratio of students and available computers is average. The study also observed that, most of the computer lab is using backdated technologies where internet speed is very slow and they are still using manual technologies.

Art of teaching / pedagogy - In the higher education, pedagogy of lecturers at class room or seminar hall influences the students to the lecture topic comprehensively. The study shows that, around 75 per cent of the students are satisfied with the art of teaching of their lecturers and 25 per cent are not satisfied.

Teachers’ Working Conditions - Teachers’ working conditions affect their ability to provide quality education. Many aspects of teaching life and educational policy go into teachers’ perceptions of their employment. The study shows that majority of the teachers are not satisfied with their working condition.

Research Findings and Observation faculty wise

Arts Faculty – Crowded locality, class room shortage, Imbalanced class size and student ratio, Inadequate reading materials, problem of absenteeism and poor IT facilities are the main hinders of quality education in the study area.

B. Com Faculty – Lack of infrastructure, poor library facility, Imbalanced class size and student ratio and problem of students’ absenteeism are the main problems of quality education in the study area.

BBA Faculty – Lack of modern teaching aids, poor industrial exposure, qualified faculty and problem of students’ absenteeism are the main problems of quality education in the study area. Outside Environment is good and balanced class size and student ratio are the positive factors.

Science Faculty – Little political influence, poor lab facilities, class room shortage and crowded locality are the main problems of quality education in the study area. Balanced class room and student ratio and Healthy and secure environment are the positive factors.

Recommendations and Conclusion

Majority of the respondents (68 per cent) opined that the education system in the study area is better but there are many factors that are hampering quality education, especially political influence on the recruitment of teachers, teachers' and students' politics, lack of infrastructure etc. are the most important. If these factors can be removed, then it is possible to ensure quality education.

This study exhibits that, University has failed to provide all required factors of quality education according to expectation. The Mangalore University's outstanding history proves that, it can contribute and lead to make any change happen in the study area. So, this recommendation should be more conscious on its quality education and this university should work to place a top position in the Indian top university ranking ensuring all the factors affecting quality education. According to the study, the following specific recommendations placed to help to ensure factors affecting quality education are as follows:

- Both Teachers' and Students' politics should be minimised.
- Proper study environment should be provided, controlled while providing affiliation to the colleges.
- Infrastructure and all Educational equipment should be modernized and updated.
- IT and ICT Infrastructure should be updated.
- Provide trainings and seminars for lecturers that will help them to improve their quality.
- Teachers' working condition should be developed.

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