Improving Quality in Education - a Real Challenge – A Study to Improve Quality Education in BSSS Campus

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ABSTRACT

What does quality means in the context of education? Do the faculty as well as students of the present day understand the real meaning of Quality with the existing complex system of education or for them it's simply a Job. We boast of our young brains. Have we ever analyzed our learning curves? India could not make it to any significant headway in the worlds ranking of its institutions as per the reports of The Times Higher World University ranking 2015-16. Through this paper the authors have tried to identify the few factors contributing to law Quality in Education. A survey was conducted to identify the level of agreement by students as well as teachers of our institution in this regard. The same elements identified were utilized to find the opinion from teachers as well students.

Key words: Quality education, Higher education, digital Learning,

I   INTRODUCTION

Quality in education testifies the intricacy and complicated nature of the Higher Education system. Quality Education includes the learners, the environment, the content, the process and also the outcomes linked to a positive involvement in the society. Defining the quality and explaining quality assurance schemes existing in the higher education has become extremely complex proposition. The main reason behind being that there are many variables affecting any scheme that gets implemented. The Robbins Report of 1963, Higher Education in the UK has undergone major expansion. It emphasized on a change from an elite to a mass system.

The Higher Education system has been tilled now found to be very neutral to the skill deficit problems within our country. The demographic dividend of India indicating the potential to become youngest nation by the year 2020 indicates a severe challenge due to lack of basic skill development programme at school and higher education levels But what does Quality in Education actually mean?

II   REVIEWS

Quality education accounts the global influences as per Motala,2000; and Pipho, 2000, Quality means including relevancy of stakeholders. (motala,2000; Benoliel,O'Gara & Miske,1999).

Self assessments offers quality education.(Glasser, 1990).Studies have found that a relationship of class size is not always consistently been linked to student achievement .(Rutter,1979). Constructive discipline and reinforcement of positive behavior speak a seriousness of purpose to students (Craig, Kreft & Du Plessis, 1998)

III RESEARCH METHODOLOGY

A sample size of 152 from "The Bhopal School of Social Sciences" were asked to evaluate the college on the basis of 18 items.   The data was collected, coded, edited and analyzed .The output was generated with the help of SPSS.

Table 1
Case Processing Summary

		N	%
Cases	Valid	151	99.3
	Excluded[a]	1	.7
	Total	152	100.0
a. Listwise deletion based on all variables in the procedure.			

Table 2
Reliability Statistics

Cronbach's Alpha	N of Items
.824	15

Table 3
Item Statistics

	Mean	Std. Deviation	N
Safe environment	.95	.211	151
Ambience	.90	.300	151
Infrastructure	.84	.367	151
Regular class	.83	.379	151
Strength	.81	.395	151
Discipline	.85	.354	151
Behavior of Teacher	.85	.361	151
Well managed class	.77	.423	151
Competency of the Teacher	.82	.384	151
Participative Class	.77	.419	151
Teacher Feedback	.84	.367	151
Relevant ,upgraded syllabus	.79	.405	151
Uniqueness of Syllabus	.62	.488	151
Skill Development	.75	.435	151
Life Skills	.76	.428	151

Table 4
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.752
Bartlett's Test of Sphericity	Approx. Chi-Square	628.985
	df	105
	Sig.	.000

Table 5
Communalities

	Initial	Extraction
Safe Environment	1.000	.683
Ambience	1.000	.682
Infrastructure	1.000	.389
Regular class	1.000	.592
Strength	1.000	.558
Discipline	1.000	.522
Behavior of teacher	1.000	.525
Well managed class	1.000	.504
Competency of the teacher	1.000	.427
Participative class	1.000	.402
Teacher Feedback	1.000	.553
Relevant ,upgraded syllabus	1.000	.560

Uniqueness of syllabus	1.000	.577
Skill development	1.000	.759
Life skills	1.000	.735

Extraction Method: Principal Component Analysis.

Table 6
Total Variance Explained

Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
4.443	29.618	29.618	4.443	29.618	29.618	2.742	18.278	18.278
1.702	11.346	40.964	1.702	11.346	40.964	2.536	16.909	35.188
1.262	8.416	49.380	1.262	8.416	49.380	1.772	11.812	46.999
1.061	7.072	56.451	1.061	7.072	56.451	1.418	9.452	56.451
.966	6.437	62.889						
.859	5.725	68.614						
.758	5.052	73.665						
.736	4.904	78.569						
.668	4.453	83.023						
.589	3.930	86.952						
.573	3.817	90.769						
.477	3.179	93.948						
.407	2.712	96.660						
.273	1.818	98.478						
.228	1.522	100.000						

Extraction Method: Principal Component Analysis.

Table 7
Component Matrixa

	Component			
	1	2	3	4
safe environment	.471	-.274	-.288	.551
ambience	.498	.369	-.216	.502
infrastructure	.541	-.213	-.210	.083
regular class	.482	.504	-.166	-.279
strength	.325	-.022	.671	.046
discipline	.596	.381	-.102	.105
behavior of teacher	.609	.278	.268	.070
well managed class	.485	-.191	.480	-.045
component teacher	.554	.342	-.047	.027
participative class	.479	.358	-.069	-.199
teacher feedback	.431	-.234	.430	.356
relevant ,upgraded syllabus	.652	.001	.056	-.362
uniqueness of syllabus	.717	-.105	-.010	-.225
skill development	.625	-.526	-.252	-.165
life skills	.571	-.587	-.200	-.158

Extraction Method: Principal Component Analysis.
a. 4 components extracted.

Table 8
Rotated Component Matrixa

	Component			
	1 Classroom Discipline	2 Overall Development	3 Teacher Feedback	4 Safe Environment with ambience
Safe environment				.726
Ambience				.681
Infrastructure		.504		
Regular class	.761			

Strength			.738	
Discipline	.632			
Behavior of teacher	.534			
Well managed class			.641	
Competency of the teacher	.592			
Participative class	.621			
Teacher feedback			.648	
Relevant, upgraded syllabus	.507			
Uniqueness of syllabus		.562		
Skill development		.855		
Life skills		.846		

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

     a.   Rotation converged in 7 iterations.

Table 9
Component Transformation Matrix

Component	1	2	3	4
1	.632	.585	.399	.316
2	.715	-.683	-.146	.019
3	-.115	-.318	.890	-.305
4	-.276	-.300	.165	.898

IV ANALYSIS AND DISCUSSION

The reliability tests for the variables were also conducted and Cronbach's Alpha value for 15 items was obtained as 0.824.

The Correlation matrix shows the value of Determinant as 0.013. (0.013>0.0001) and the value for KMO is 0.752 for 15 items and 0.000 a significance. In communalities none of the extraction part shows values less than) 0.30 indication a good sample size.

The total variance explained indicates that four factors contribute to 56.451% of cumulative variance [rotation sum of squared loadings]. From the rotated component matrix, Factor 1 includes regular class, discipline, teachers' behavior, competency of the teacher, participative classes and upgraded syllabus., Factor 2 includes infrastructure uniqueness of the syllabus, skill development and life skills, Factor 3 includes strength of class, well managed class room and teacher's feedback and Factor 4 includes safe environment and ambience.
The four factors are named as :-
   (i)   Classroom Discipline
   (ii) Overall Development
   (iii) Teacher Feedback
   (iv) Safe Environment with ambience

Limitations of the study: The respondents from the teachers could not be assessed as more than 95% of the teachers surveyed had the only one answer "Yes".

V SUGGESTIONS AND CONCLUSIONS

This study was interesting as we concentrated on our own institution. Further this study helped us to find out the areas in which the college can focus for improving the quality of Education.

The vision of higher education should be to contribute to the development of learning society. The Government of India though have started e-Learning modules in school to improve and standardize quality of education a constant feedback is also a need of the hour to evaluate the effectiveness of these modules.

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