

CHALLENGES IN QUALITY OF EDUCATION IN HIGHER EDUCATION INSTITUTIONS (HEIs) OF PAKISTAN

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Abstract

The motivation behind this study depends on exploratory examination to distinguish "Challenges in Quality of Education in Higher Education Institutions (HEIs) of Pakistan". The exploratory examination approach is utilized to accomplish the goals of the concentrate significantly quicker and with reasonable means. Throughout the previous few years, Pakistan is confronting a ton of difficulties in the sector of education like curriculum, not many preparation establishments, debasement in training, educator's way of behaving, and less exploration work. Arising Issues in the education sector are less preparation establishments and the pattern toward research work which is fundamental to follow for the development and strength of any economy. The reason for our exploration is to distinguish the significant difficulties in the instructive area in Pakistan which the instructive area is languishing over most recent couple of years. The researcher utilized triangulation to convey the unwavering quality and legitimacy of the information for results. Thus, to direct this triangulation the researcher involved poll surveys for the understudies, questionnaire for the instructors and meetings with the administration. In such manner essential information was gathered from the engaged gathering of understudies involving an example of 100 surveys for every institution were filled by the understudies of the chose five institutions. The discoveries feature positive relationship of value schooling with educational program, not many preparation organizations, and defilement in training, educator's way of behaving and less exploration work. These difficulties caused limitations in achieving equipped instructing and learning regarding quality training. As per the ongoing circumstance in Pakistan, similar difficulties are being confronted.

Keywords

Curriculum, Corruption, Teacher's Behavior, Research Work.

1. INTRODUCTION & BACKGROUND

What's the significance here with regards to training? Numerous meanings of value in education exist, vouching for the intricacy and complex nature of the idea. Extensive agreement exists around the essential components of value training today, in any case. Quality instruction incorporates:

- ✓ Students who are sound, very much fed and prepared to partake and learn, and upheld in advancing by their families and networks.
- ✓ Conditions that are sound, protected, defensive and orientation delicate, and give satisfactory resources and workplaces.

It is all around said that instruction is the way to public turn of events. "Schooling is a crucial course of the improvement of any general public. It is viewed as one of the primary mainstays

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of a general public" (Adams, 1988). Schooling makes mindfulness among individuals about existence and difficulties on the planet. Nature of Training is a portrayal of how well the learning potential open doors made accessible to understudies assist them with accomplishing their honors. It is tied in with ensuring that proper and successful educating, appraisal and learning potential open doors are made accessible to understudies.

The difficulties in the nature of training in HEIs of Pakistan can be found back to the earliest reference point of the nation when the recently autonomous state came into an all-around characterized arrangement of schooling. This entire framework was exceptionally feeble, inadequately oversaw and ordered. The framework couldn't be worked on as per the social class of individuals. Because of this, Pakistan is as yet fighting with the most minimal proficiency rate on the planet even following 74 years of its exist from 1947 to 2021. UNESCO Establishment for Measurements in 2019 expressed that education pace of Pakistan is 58%. This study plans to break down the different difficulties in the nature of schooling in advanced education Establishments in Pakistan. In Pakistan, the school system is classified into five levels. These are:

- ✓ **Primary Level (Class 1 – 5)**
- ✓ **Middle Level (Class 6 – 8)**
- ✓ **Secondary Level (Class 9 – 10)**
- ✓ **Intermediate Level (Class 11 – 12)**
- ✓ **University Level (Class 13 – PhD)**

In the wake of zeroing in on levels of the education system, assuming we discuss schools, colleges and universities, they are additionally sorted into three kinds. These are:

- ✓ **Schools (Government + Private)**
- ✓ **Colleges (Government + Private)**
- ✓ **Universities (Government + Private)**

The nature of education in HEIs of Pakistan is having a terrible design right now. There is most likely in tolerating the way that training remains as the spine for the advancement of countries. This examination is pointed toward distinguishing the elements influencing the nature of schooling in HEIs in Pakistan. A few exploration has been led connected with this area. The job of TQM in instructive areas is the essential exploration issue. In Pakistan, the nature of training has a declining pattern. Research gave just momentary arrangements of the issues. Past explores gave just issues instead of arrangements and just data connected with public area HEIs.

Right now the financial circumstance in Pakistan is under extreme pressure and the schooling area has gotten the most elevated influence. As indicated by the Pakistan Monetary Standpoint, the economy is deteriorating as the financial year (July 2021-June 2022) reaches a conclusion. The Constitution of the Islamic Republic of Pakistan has prompted the reality in the accompanying words:

"The province of Pakistan will eliminate ignorance and furnish free and obligatory optional schooling with least conceivable period".

This examination centers on a total outline of difficulties in the nature of training in HEIs of Pakistan. This examination likewise gives data about long haul arrangements of the issues. In this examination most significant difficulties are talked about alongside their proposals. This exploration will be useful to understudies, specialists, administrators, policymakers, the coaches, target populace and the overall population.

2. STATEMENT OF THE PROBLEM

This exploration is pointed toward distinguishing the elements influencing the nature of training in advanced education Establishments (HEIs) in Pakistan.

3. RESEARCH QUESTIONS

Q1. What are the difficulties in the nature of education in advanced education foundations in Pakistan?

Q2. What arrangements can be proposed to work on the nature of education in advanced education foundation in Pakistan?

4. RESEARCH OBJECTIVES

Main Objective:

To distinguish the difficulties in the nature of education in HEIs of Pakistan.

Sub Objective:

- To distinguish the liaison amid curriculum and quality of education.
- To distinguish the liaison amid less training institutions and quality of education.
- To distinguish the liaison amid corruption in education and quality of education.
- To distinguish the liaison amid teacher's behavior and quality of education.
- To distinguish the liaison amid less research work and quality of education.

5. THEORETICAL WORK

The hypothetical construction for this study was framed by noticing the association of boundaries with each other. The boundaries in this examination were quality of education, curriculum, less training institutions, corruption in education, teacher's behavior, and less research work. The reliant variable was the quality of education and the autonomous factors were curriculum, less training institutions, corruption in education, teacher's behavior, and less research work.

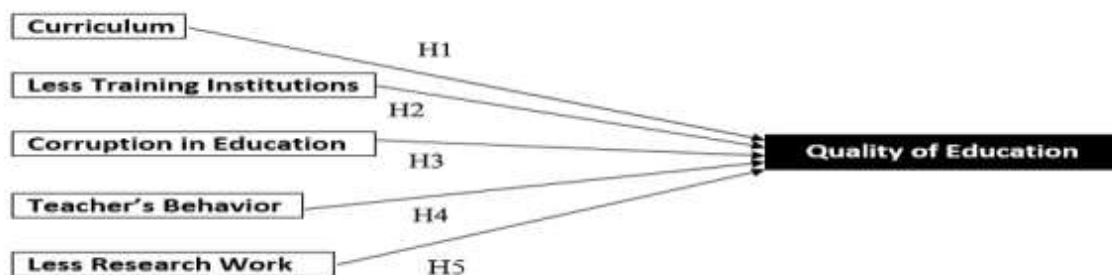


Figure-1 Schematic Diagram of Variables

Figure 1 indicates the connection of the parameters/ variables.

6. RESEARCH HYPOTHESIS

Developed from hypothetical design, the accompanying speculation can be framed:

H1: There is a progressive liaison amid curriculum and quality of education.

H2: There is a progressive liaison amid less training institutions and quality of education.

H3: There is a progressive liaison amid corruption in education and quality of education.

H4: There is a progressive liaison amid teachers' behavior and quality of education.

H5: There is a progressive liaison amid less research work and quality of education.

7. LITERATURE REVIEW

These days positive circumstances and a quick world, the instruction area including the public area is immensely impacted by the board practices of the business world and most likely, Complete Quality Administration is a model that has entered the public area. There are more opportunities and demands for higher education in the context of globalization. Building top-notch, high-quality standards for higher education institutions is necessary to meet these demands. Every citizen has a fundamental right to education, which is also one of the most important components in the advancement of lower-class families worldwide (Ashraf, 2019). However, parents and students who use educational services in Pakistan have few options or ideas for pursuing further education.

A consolidated administration reasoning is required to have been carried out at every one of the institutional levels (Oakland, 2003) for example it won't find success whenever executed in conflict and closures.

Pakistan's different educational systems, including Basic Medical Education, face difficulties ensuring their quality due to political involvement (Khan et al., 2020). To guarantee the quality of medical education, the administrative authorities should check the accreditation process of medical institutions critically.

The all out Quality Administration (TQM) strategies that unfamiliar advanced education foundations take on all around the world, trailed by an investigation of the amount Pakistani HEIs have integrated those standards into their practical engineering. Clients of HEIs incorporate understudies as well as different partners who will profit from understudies' information and abilities, including business people, families, business/industry, society, and HEI workers (Kanji and Malek, 2000; Bayraktar, 2008). These two gatherings' prerequisites are key determinants of value. All out Quality Administration is viable with advanced education, for the explanation that an immediate method is centered on extending efficiency, diminishing expenses and upgrading quality (James and James, 1998). Various Advanced education Establishments in America have acknowledged the methodology of All out Quality Administration yet at the same time there are a few conditions where the scholarly quality has not redesigned a lot. There is a framework improvement, regulatory cycles have upgraded quickly and there is additionally an expansion in understudy and staff fulfillment yet more plainly that training or scholastic quality necessities advancement (James and James, 1998). Setting up clear objectives that are simple to comprehend and interpret is crucial for implementation success (Saeed et al., 2020).

Going before research showed the separation between an individual or institutional purposes for instructive turn of events (Amundsen and Wilson 2012; Trowler and Bamber 2005). Single reasons look at the significant reason for helping instructional classes to be committed for employees in a methodology of individual impact on schooling to give changes in individual teachers' idea of educating and getting the hang of, interfacing this to instructing rehearses. Advanced education improvement is thought about a short time later as anything individual and discretionary. Then again, institutional grounds are interconnected to quality

administration and key preparation (D'Andrea and Gosling 2005; Havnes and Stensaker 2006). Improvement leads are every now and again controlled and happen with respect to an institutional arrangement (Amundsen and Wilson 2012). Impact on institutional change and worked on instructive quality advanced in the event that the courses are made compulsory (Havnes and Stensaker 2006; Trowler and Bamber 2005).

"Education is not the filling of the pail, but the kindling of a fire," Kelly-Gangi & Patterson remarked (Mulenga, 2020). It implies that teachers serve as sources of illumination for the light of education, which shines brightly and broadly. Without qualified and prepared instructors, the necessary educational objectives cannot be met, which emphasizes the need of teachers' professional development. Additionally, numerous studies have demonstrated a strong connection between teachers' learning and students' achievement (Kim & Seo, 2018). Therefore, it is important to provide instructors with ongoing professional development opportunities so they can keep up with changing educational demands.

With regards to the two perspectives, the essential assumption is that the HETT courses will influence a solitary instructor who will put up to change the organization and lift the quality. The arrangement of computerized change is by the by, strong in the institutional perspective and denounced by erudite people who guarantee that the connection isn't programmed between the improvement of educating and the institutional change yet it needs more assessment (Gibbs and Coffey 2004; Trowler and Bamber 2005).

As revealed by N.A. Jafarey,

"Pakistan's low degree of logical examination is because of a culture that beats free and decisive reasoning down".

Most likely that the university degree in Pakistan, particularly the public authority and the educators' gives slight consideration to explore work. Accordingly, understudies stay careless in regards to the techniques for research. The result is that an understudy doesn't have an unmistakable idea of basic examination. The subsequent explanation is there are insufficient assets for directing exploration. Research work is to be sure extremely fundamental, particularly at the undergrad level. Despite the fact that scientists assume a significant part in finding a new line of work on the lookout.

8. METHODOLOGY

In this examination paper, an exploratory methodology has been taken on. The reason for applying this approach is to nail down the showdowns in the greatness of learning in the foundations (HEIs) of Pakistan.

In light of comparability, five universities were picked as an example to such an extent that every one of them were related of the public authority segment and drew in with the comparative neighborhood authority (Commonplace Government). The inclination of this example was legitimate upon same climate, dependence on comparative predominant service, area and characterization. From every university, absolute of 500 surveys filled by understudies and instructors of the engaged five universities.

Table 1.1

S.No.	University	Students	Teachers	Management
1	A	95	5	3
2	B	95	5	5
3	C	95	5	4
4	D	95	5	3
5	E	95	5	4
Total		475	25	19

The table 1.1 makes sense of the information around 475 of understudies (polling survey), 25 educators (questionnaire) and 19 administration faculty (interviews) of the engaged five universities. While the record of the meeting with the executives is in the supplement.

Concerning the dependability and legitimacy of the points of interest for end, the specialist utilized triangulation. To convey this triangulation, polling survey for understudies; questionnaires for the educators and gatherings (interviews) with the administration were utilized by specialist. Google Structures were utilized to gather the information of survey. Genuine results from the crowd were reflected utilizing this apparatus.

9. DATA ANALYSIS

Research Question 1: What are the difficulties in the nature of education in advanced education foundations in Pakistan?

For this fragment, insights accumulated are shown unmistakably and the complete view is introduced. For this, Likert Scale has been utilized demonstrating firmly concur and unequivocally differ from 1 to 5. The examination of the opinion given by the understudies to the variables is displayed in Table 1.2

Likert Scale:

1	2	3	4	5
Strongly Agree (SA)	Agree (A)	Not Sure (NS)	Disagree (DA)	Strongly Disagree (SDA)

Summary of Students Feedback

Table 1.2

Factors	University	SA	A	NS	DA	SDA	Total	Percentage
Curriculum	University A	55	22	3	2	6	95	57.89
Less Training Institutions		59	19	2	10	5	95	62.11
Corruption in Education		62	17	6	8	2	95	65.26
Teacher's Behaviour		72	18	0	4	1	95	75.79
Less Research Work		65	12	1	6	11	95	68.42
Quality Education	70	8	5	2	10	95	73.68	
Curriculum	University B	60	15	7	3	10	95	63.16
Less Training Institutions		71	22	1	0	1	95	74.74
Corruption in Education		69	8	4	5	9	95	72.63
Teacher's Behaviour		85	7	1	1	1	95	89.47
Less Research Work		77	14	0	2	2	95	81.05
Quality Education	83	9	3	0	0	95	87.37	
Curriculum	University C	61	9	6	11	8	95	64.21
Less Training Institutions		73	12	3	4	3	95	76.84
Corruption in Education		65	8	5	7	10	95	68.42
Teacher's Behaviour		82	5	1	3	4	95	86.32
Less Research Work		68	13	7	5	2	95	71.58
Quality Education	76	7	8	1	3	95	80.00	
Curriculum	University D	68	10	4	10	3	95	71.58
Less Training Institutions		70	11	8	2	4	95	73.68
Corruption in Education		78	2	5	5	5	95	82.11
Teacher's Behaviour		84	6	2	2	1	95	88.42
Less Research Work		87	5	0	0	3	95	91.58
Quality Education	77	13	1	2	1	95	81.05	
Curriculum	University E	66	13	9	2	5	95	69.47
Less Training Institutions		78	7	2	1	7	95	82.11
Corruption in Education		70	8	6	3	8	95	73.68
Teacher's Behaviour		81	4	1	5	4	95	85.26
Less Research Work		85	2	4	2	2	95	89.47
Quality Education	87	3	3	1	1	95	91.58	

Table 1.2 shows that the recurrence and level of understudies when inquiries connected with factors were posed to by the scientist about conflicts in greatness of learning/training in organizations (HEIs) of nation (Pakistan). In university A, out of the 475 respondents 55 (57.89%) addressed SA that is curriculum; 59 (62.11%) addressed SA that is less training institutions; 62 (65.26%) addressed SA that is corruption in education; 72 (75.79%) addressed SA that is teacher's behavior (educator's way of behaving); 65 (68.42%) addressed SA that is less research work; 70 (73.68%) addressed SA that is quality education.

For university B, out of the 475 respondents 60 (63.16%) addressed SA that is curriculum; 71 (74.74%) addressed SA that is less training institutions; 69 (72.63%) addressed SA that is corruption in education; 85 (89.47%) addressed S.A that is teacher's behavior; 77 (81.05%) addressed SA that is less research work; 83 (87.37%) addressed SA that is quality education. For university C, out of the 475 respondents 61 (64.21%) addressed SA that is curriculum; 73 (76.84%) addressed SA that is less training institutions; 65 (68.42%) addressed SA that is corruption in education; 82 (86.32%) addressed SA that is teacher's behavior; 68 (71.58%) addressed SA that is less research work; 76 (80%) addressed SA that is quality education. For university D, out of the 475 respondents 68 (71.58%) addressed SA that is curriculum; 70 (73.68%) addressed SA that is less training institutions; 78 (82.11%) addressed SA that is corruption in education; 84 (88.42%) addressed SA that is teacher's behavior; 87 (91.58%) addressed SA that is less research work; 77 (81.05%) addressed SA that is quality education. For university E, out of the 475 respondents 66 (69.47%) addressed SA that is curriculum; 78 (82.11%) addressed SA that is less training institutions; 70 (73.68%) addressed SA that is corruption in education; 81 (85.26%) addressed SA that is teacher's behavior; 85 (89.47%) addressed SA that is less research work; 87 (91.58%) addressed SA that is quality education.

Summary of Teachers Feedback

Table 1.3

Factors	University	SA	A	NS	DA	SDA	Total	%age
Curriculum	University A	3	1	0	1	0	5	60.00
Less Training Institutions		4	0	0	0	1	5	80.00
Corruption in Education		3	0	1	0	1	5	60.00
Teacher's Behaviour		4	1	0	0	0	5	80.00
Less Research Work		3	0	0	1	1	5	60.00
Quality Education		3	1	1	0	0	5	60.00
Curriculum	University B	4	0	0	0	1	5	80.00
Less Training Institutions		3	2	0	0	0	5	60.00
Corruption in Education		3	0	1	0	1	5	60.00
Teacher's Behaviour		4	0	0	0	1	5	80.00
Less Research Work		5	0	0	0	0	5	100.00
Quality Education		4	1	0	0	0	5	80.00
Curriculum	University C	4	0	0	0	1	5	80.00
Less Training Institutions		2	1	0	1	1	5	40.00
Corruption in Education		3	1	0	1	0	5	60.00
Teacher's Behaviour		5	0	0	0	0	5	100.00
Less Research Work		2	2	0	0	1	5	40.00
Quality Education		3	0	1	0	1	5	60.00
Curriculum	University D	0	0	0	2	3	5	60.00
Less Training Institutions		0	1	0	1	3	5	60.00
Corruption in Education		1	0	0	2	2	5	40.00
Teacher's Behaviour		0	0	0	3	2	5	40.00
Less Research Work		0	0	0	1	4	5	80.00
Quality Education		1	0	2	1	1	5	20.00
Curriculum	University E	1	1	0	1	2	5	40.00
Less Training Institutions		0	0	1	0	4	5	80.00
Corruption in Education		0	1	0	1	3	5	60.00
Teacher's Behaviour		0	1	0	0	4	5	80.00
Less Research Work		1	0	1	1	2	5	40.00
Quality Education		0	2	0	0	3	5	60

Table 1.3 shows that the recurrence and level of educators when inquiries connected with factors were posed to by the specialist about conflicts in greatness of learning/schooling in scholarly community (HEIs) of nation (Pakistan). In College A, out of the 5 respondents 3 (60%) addressed SA that is curriculum; 4 (80%) addressed SA that is less training institutions; 3 (60%) addressed SA that is corruption in education; 4 (80%) addressed SA that is teacher's behavior; 3 (60%) addressed SA that is less research work; 3 (60%) addressed SA that is quality education.

For university B, out of the 5 respondents 4 (80%) addressed SA that is curriculum; 3 (60%) addressed SA that is less training institutions; 3 (60%) addressed SA that is corruption in

education; 4 (80%) addressed SA that is teacher's behavior; 5 (100 percent) addressed SA that is less research work; 4 (80%) addressed SA that is quality education.

For university C, out of the 5 respondents 4 (80%) addressed SA that is curriculum; 2 (40%) addressed SA that is less training institutions; 3 (60%) addressed SA that is corruption in education; 5 (100 percent) addressed SA that is teacher's behavior; 2 (40%) addressed SA that is less research work; 3 (60%) addressed SA that is quality education.

For university D, out of the 5 respondents 3 (60%) addressed SDA that is curriculum; 3 (60%) addressed SDA that is less training institutions; 2 (40%) addressed SDA that is corruption in education; 2 (40%) addressed SDA that is teacher's behavior; 4 (80%) addressed SDA that is less research work; 1 (20%) addressed SDA that is quality education.

For university E, out of the 5 respondents 2 (40%) addressed SDA that is curriculum; 4 (80%) addressed SDA that is less training institutions; 3 (60%) addressed SDA that is corruption in education; 4 (80%) addressed SDA that is teacher's behavior; 2 (40%) addressed SDA that is less research work; 3 (60%) addressed SDA that is quality education.

Transcription of Interview by the Management

For interviews, 19 administration staff of the engaged 5 universities shared their perspectives about the previously mentioned factors that are certainly the showdowns in greatness of learning/training in HEIs of Pakistan. Besides, to confirm the insights, gatherings (interviews) were occurred from inconsistent branches of the administration.

10. RESULTS & DISCUSSION

In this review, the specialist has applied Pearson Connection to check/test the speculation. The Pearson Connection has been utilized to actually look at the connection between every one of the autonomous variable with subordinate variable. The worth of Pearson Connection fluctuates inside 1 and - 1. On the other hand expressed, in the event that worth is higher than 0 this implies the connection is great albeit the connection isn't ideal when the worth is under 0.

Table 1.4

Factors	Pearson Correlation
Curriculum and Quality of Education	.576
Less Training Institutions and Quality of Education	.862
Corruption in Education and Quality of Education	-.405
Teacher's Behaviour and Quality of Education	.644
Less Research Work and Quality of Education	.687

H1: There is a progressive liaison amid curriculum and quality of education.

In view of the discoveries of the Table 1.4, the connection amid curriculum and quality of education is progressive, on the grounds that non-negative sign at a relationship (.576). Subsequently, analyst recognized the first speculation.

H2: There is a progressive liaison amid less training institutions and quality of education.

In view of the discoveries of the Table 1.4, the connection amid less training institutions and quality of education is progressive, on the grounds that non-negative sign at a relationship (.862). Subsequently, analyst recognized the second speculation.

H3: There is a progressive liaison amid corruption in education and quality of education.

In view of the discoveries of the Table 1.4, the connection amid corruption in education and quality of education is progressive, on the grounds that non-negative sign at a relationship (.405). Subsequently, analyst recognized the third speculation.

H4: There is a progressive liaison amid teachers' behavior and quality of education.

In view of the discoveries of the Table 1.4, the connection amid teacher's behavior and quality of education is progressive, on the grounds that non-negative sign at a relationship (.644). Subsequently, analyst recognized the fourth speculation.

H5: There is a progressive liaison amid less research work and quality of education.

In view of the discoveries of the Table 1.4, the connection amid less research work and quality of education is progressive, on the grounds that non-negative sign at a relationship (.687). Subsequently, analyst recognized the fifth speculation.

The topic of conflicts in greatness of education in higher education organizations is straightway connected with quality of education. The curriculum, less training institutions, corruption in education, teacher's behavior (Educators' Way of behaving), and less research (exploration) work are huge giving components in declining the nature of education. In Pakistan, quality of education is declining particularly in open areas. This exploration underlined a portion of the showdowns that have an immediate connection with quality (nature) of education. On one side, the state funded universities doesn't have quality training however on the opposite side confidential (private) universities have better quality education. In this status the responsibilities fall on the Central (Federal) Government and the Higher Education Commission (HEC) to keep up with the quality guidelines in the universities.

11. RECOMMENDATION

Research Question 2: What arrangements can be proposed to work on the nature of education in advanced education foundation in Pakistan?

Observing the examination investigation and the finish of this review, succeeding are suggestions given underneath to work on the greatness in learning in Higher Education Institutions as beneath:

- Educational plan (curriculum) ought to be assessed on yearly premise. In such manner a huge study could be directed to look for choices of educators, guardians and local area in regards to their assumptions and perceptions. In this light the master proposals of the training specialists, the educational program objectives ought to be re-imagined.
- In the perspective on significance of training, the public authority ought to make strong strides towards execution as opposed to projecting approaches like framing an assessment group that could assume command over the quality of education. In such manner, government ought to lay out additional preparation establishments (institutions) for better and consistent element of quality of education in Pakistan.
- The arrangement of responsibility should be reinforced and every one of the experts related with the arrangement of training ought to be taught to claim their obligations on individual and aggregate premise. This aides in making a feeling of responsibility of the framework and its capabilities.
- Government ought to direct workshops and preparing (training) programs making educators mindful about their way of behaving towards understudies.
- The way of life of examination ought to be advanced inside instructive foundations (educational institutions). For this reason the speed of exploration situated programs in educating and learning ought to be advanced rapidly in instructive establishments around the country particularly at more elevated levels. Government ought to build the volume of subsidizing to Higher Education Commission (HEC) for this reason.

12. CONCLUSION

This exposition's proposition is that education propels people in all circles of life, including social, moral, otherworldly, political, and monetary turn of events. Numerous countries have solid instructive organizations, and accordingly, they are starting to lead the pack in the worldwide local area. Pakistan's education system's low quality has kept it from successfully adding to the improvement of the country. This component has supported the acceleration of social discontent in Pakistan. This concentrate additionally examines issues with instructive quality in Pakistan's higher education institutions, uncovering many outcomes from the assortment of existing information and the country's contemporary conditions. The consequences of this study have suggestions for future examination by public and global researchers, higher education institutions, educators, and understudies. The review's last finding is that Pakistan's education system needs dire change to accomplish its objectives.

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