

A Study to Investigate the Quality of Education: A Case from Degree Colleges of the Central Punjab

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A Study to Investigate the Quality of Education: A Case from Degree Colleges of the Central Punjab

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Abstract

The aim of this study was to explore the level of quality education at college level in Punjab. Population of this study was all the teachers of Government Degree Colleges situated in Punjab. Through simple random sampling technique 400 teachers were selected. Quality Education Assessment Questionnaire (QEAQ) was used for data collection. This instrument was based on the Minimum Quality Standards (MQS) which were introduced by Higher Education Commission to maintain the quality of colleges. Out of all 90% teachers responded. Findings showed that majority of the respondents were of the opinion that MQS were followed in Government Degree Colleges in Punjab. Future research may be conducted to study the viewpoint of other stakeholders of education regarding quality education and it is suggested that research may be conducted to make comparison between private and public colleges regarding quality education.

Key Words: Quality Education, Minimum Quality Standards, Government Degree Colleges

Introduction

Quality plays a role of backbone for the success of organizations. It is one of the important elements in every field like education and business. As education is a service so quality also applies to education. Importance of quality education is increasing as human resources hold a key position in a world competitive environment (Green, 1993; Tofte, 1995). Quality of any system is mostly dependent on its patrons. Adequate curricula, educational facilities, and productive teachers are few out of many tools of quality education. It is imperative to note that quality education is produced by quality institutes. Indicators of quality institutes are competent teachers, ideal environment for transmitting knowledge and skills. The vital highlights of quality education focus on educational material, teaching methodologies, qualification of teachers, curriculum, equipment and physical facilities. Moreover, it facilitates people to develop all of their skills and attributes to achieve their potential as human beings and members of society (UNICEF, 2002). In recent years, people have become more aware and are not only concerned about quantity of education but also majorly considerate about the quality of education. In Pakistan to improve the quality of education many effort are made and by understanding the utter importance of it, government of Pakistan has also shown keen interest in taking the initiative towards quality improvement in the educational sector.

For improving the quality of colleges Higher Education Commission (HEC) has taken a significant initiative by introducing the Minimum Quality Standards (MQS). Education at college level is very important as it works like a bridge between school and university education. MQS are developed by HEC for affiliated colleges to maintain the quality of affiliated colleges. With the collaborations of higher education department of all provinces HEC developed the MQS for colleges which are affiliated with public universities. A set of nine standards were given for quality check and these are for overall college performance (HEC, 2011). These standards are 1) vision, mission and goals; 2) academic programs and evaluation; 3) student admission and progression; 4) academic faculty and non-academic staff; 5) physical infrastructure, academic facilities and learning resources; 6) organization, governance and financial management; 7) research; 8) public disclosure and transparency; 9) community link and outreach (HEC, 2011).

Colleges are committed in fulfilling the requirements of HEC. There are many researches that throw a light on the quality of education in Pakistan such as Shahzad (2007) investigated the quality of education at intermediate level in Punjab. Akhtar, Rafi, Ahmed and Rauf (2011) conducted a study on quality of higher education that addressed the initiatives which are taken by HEC to improve research and development in universities. Researchers found that there was no specific research carried out on MQS to study the quality of Government Degree Colleges.

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Considering its importance it was, therefore imperative to conduct a study on MQS which were introduced to maintain the quality of degree colleges.

Literature Review

In Pakistan, college education is a part of higher education. College education plays an imperative role for the development of national economy and is an active participant in the knowledge societies. MQS throws a light on the minimal quality measures required by the affiliated institutes and sets a ground for the betterment of these colleges to run in an improvised mechanism. Thus, this technique ensures the fair evaluation of every affiliated college individually (HEC, 2011). Detail of these standards is given in proceeding sections.

Standard 1: Vision, mission and goals (05%). A college must be able to clearly identify its vision i.e. the position of an institute should be defined as foreseen and characteristics it withholds. In addition, the mission of the college has to state the main agenda it follows and type of education provision it focuses on. Moreover the third element goal comprises of reassurance to abide by the HEC measures essential for the affiliated colleges and how it aims to achieve the higher levels of excellence with the resources present. All of these elements namely vision, mission and goal are finalized by the consensus of the directors or shareholders of the institute(HEC, 2011).

Standard 2: Academic programs and evaluation (10%).This standard deals with the courses offered, syllabus and books that a college has to offer.Colleges have to ensure that they offer widely accepted and job oriented programs with respect to not just domestic but also international demanding criteria. Another important factor this segment deals with is the adequate planning and structure of its overall degree, credits, electives to be offered and the entire curriculum.Students should also be given a chance to evaluate their teachers in terms of lecture deliverance etc. It further states that evaluation of the students should be explanatory such that it defines clearly the results and percentages(HEC, 2011).

Standard 3: Student admission and progression (10%).The accomplishments of colleges can be analyzed by the accomplishments of its enrollees. Colleges should reassure that the admissions are according to their present resources and available capacity. The college must archive the pass rates of students in all orders to embrace endeavors to enhance the pass rate(HEC, 2011).

Standard 4: Academic faculty and non-academic staff (10%).Staff is principally in charge of instructing, research, general students' learning, and implanting projects of a college comparing to its main goal and objectives. The old conventional part of the college staff is being replaced with obligations of qualified experts, who are qualified by uprightness of instruction, preparing, knowledge and other suitable abilities. Sufficient number of staff and experts chose through certain choice criteria is essential for smooth conveyance of projects and administrations.Each college should have a formal program of expert advancement for its staff as far as short courses, support in traits enhancement workshops, classes and meetings are concerned (HEC, 2011).

Standard 5: Physical infrastructure, academic facilities and learning resources (20%). This section deals with the human, physical, mechanical, and learning data assets of an organization are suitable, adequate and open to understand its main goal. The institution shows viable and productive use and proceeded with advancement of these resources. Institutional administration of asset obtaining, proper designation and use is critical for arranging, objectives accomplishment, mission satisfaction and trustworthiness. In addition, the colleges must have adequate incorporate address lobbies, instructional exercise rooms, proper class size, research centers, libraries for the staff and the student to guarantee that the educational modules can be conveyed enough (HEC, 2011).

Standard 6: Organization, Governance and Financial Management (20%). The college should have a good organization, governance system to facilitate the accomplishment of its predefined mission, vision and set goals. Governance should be maintained according to distributed level of responsibility that there should be well defined criteria of authority as well. There should be good system of finance to ensure the availability of all required resource. The financial management department should also be responsible for the optimum utilization of resources as they should be proved useful for faculty and students as well (HEC, 2011).

Standard 7: Research (03%). The colleges should adopt the research and development phenomenon that ought to cover an extensive variety of pertinent interstate and worldwide issues and the yields ought to be utilized for the change of the instructive projects and educating learning environment in the college. The results of the research ought to likewise be spread or impart to the concerned groups locally and globally (HEC, 2011).

Standard 8: Public disclosure and transparency (15%). The colleges ought to give efficient and sufficient data on college policies to its students, guardians, educators, staff, subsidiary colleges, different partners and target groups to help them in settling on educated choices in regards to their learning outcomes. This is usually conveyed through the prospectus issued by the colleges that describe the profile of college and act as an educational portfolio for the institute and presents the staff and team behind the educational setup. This process ensures transparency and openness of institute towards the groups interested in it and adopts public policies accordingly (HEC, 2011).

Standard 9: Community link and outreach (07%). The college must not work separately to its community. There should be scope for the collaboration with its community in the area of academic research and development. The college should offer internships and training programs according to the nature and need of its community (HEC, 2011).

Summing up, these all standards are developed for overall performance of the college rather than just issues of academic performance. Assessment of quality and continuous improvement are obligatory ingredients to achieve these standards. This set of nine standards will help the administrators to improve their academic programs and streamline the college matters.

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A thorough search was made with regard to the studies on quality education. The review of studies on quality education is presented in the proceeding section.

Chua (2004) conducted a study on perception of quality in higher education by adopting SERVQUAL model. Five aspects of quality (tangibles, assurance, reliability, empathy and responsiveness) were divided into input-process-output framework. In this study quality aspects were assessed from the perspectives of parents, faculty members and students and it was found that all these stakeholders have different views related higher education quality. Parents considered the quality as input (e.g. reputation of schools, ranking of schools) and output (e.g. academic placement, employability). Students viewed quality as educational process (e.g. teaching and courses) and outputs. On the other hand, teachers considered quality as the whole education system (input, process and output).

Hamid-Ullah (2005) did comparison of quality of higher education in public and private universities in Pakistan. He found that private sector universities were better in quality than public sector universities.

Jidamva (2012) carried out a research on teachers' understanding about quality of secondary school education in Tanzania. This study was qualitative in nature and semi-structured interview was taken from thirty teachers teaching in secondary schools. The results of study showed that teachers understand the quality of education in their schools as individuals' capabilities and achievements, meeting the aims of society and schools.

Seng and Ling (2013) conducted a study to investigate the relationship between quality education and students' satisfaction in Malaysia. Five dimensions of quality education were selected for these studies which are academic courses, instructors, learning resources, assessment and students' engagement. Results indicated that all dimensions of quality education had positive correlation with students' satisfaction except dimension of assessment.

Akareem and Hossain (2016) conducted a study to know the difference of students' perceptions about quality of higher education according to their demographic and background information. A survey was conducted by taking Higher education quality as dependent variable and demographic information of students was taken as independent variables. This study found that demographic information of students has an effect on their perception about higher education quality.

Objective of the Study

The study was completed by considering the following objective:

1. To explore the level of quality education in Public Degree Colleges of Punjab.

Research Methodology

This study was quantitative in nature. A survey was conducted to collect data. Population of this study was all the teachers of Government Degree colleges located in Punjab. Through simple

random sampling technique 400 teachers were selected from Government Degree Colleges located in Central Punjab. To measure quality education “Quality Education Assessment Questionnaire” was used with its alpha coefficient value .90. This tool was developed by researchers by taking into consideration the MQS presented by HEC.

Data Analysis and Results

Data analysis answered the research question related state of quality education. There were nine indicators of quality education and following tables show that majority of the teachers had positive view regarding quality education at college level.

Table 1
Descriptive Statistics for Quality Education Subscale “Vision, Mission and Goals” (N= 360)

Statements	SA	A	N	D	SD	M
	%	%	%	%	%	
1) Vision, Mission and Goals						
1. Vision statement reflects the short term and long term strategies to achieve goal of national education policy.	22.20	54.20	13.60	5.80	4.20	3.84
2. The mission statement reflects the college vision in line with the ambitions of the institution, as well as national and international goals.	16.90	57.80	17.80	4.40	3.10	3.81
3. The statements of the goals are unambiguous and meet the requirements given in the mission statement.	10.60	48.30	28.90	8.90	3.30	3.54

SA=Strongly Agree, A= Agree, N= Neutral, D=Disagree, SD= Strongly Disagree, M=Mean Score

Analysis showed that 76% of the teachers agreed that the vision statement reflected the short term and long term strategies to achieve goals of national education policy (Mean=3.84). Analysis showed that 75% teachers agreed that the mission statement reflected the college vision in line with the ambitions of the institution with national and international goals (Mean=3.81). Analysis showed that 59% teachers had the same opinion that the statements of the goals were unambiguous and meet the requirements given in the mission statement (Mean=3.54).

Table 2
Descriptive Statistics for Quality Education Subscale “Academic Programs and Evaluation (N= 360)

Statements	SA	A	N	D	SD	M
	%	%	%	%	%	

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2) Academic Programs and Evaluation						
4. Academic programs and curriculum are approved by the affiliated university/HEC.	34.70	52.50	7.80	2.50	2.50	4.14
5. Contents are delivered by the qualified faculty to support the self-learning of the learners.	30.60	53.10	10.30	4.40	1.70	4.06
6. The college has introduced Mathematics/Science/ Computer for Arts students.	23.06	46.10	13.60	11.70	5.0	3.72
7. College has academic committee to select and offer the market driven and community need based educational programs for the students.	17.70	43.10	14.20	21.10	6.90	3.38
8. The college has a mechanism for teacher appraisal/ evaluation by students/ peers.	15.30	37.20	20.60	20.60	6.40	3.34

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD= Strongly Disagree, M=Mean Score

Analysis showed that 87% teachers agreed that academic programs and curriculum are approved by the affiliated university/ HEC (Mean=4.14). Analysis showed that 84% teachers agreed that contents are delivered by the qualified faculty to support the self- learning of the learners (Mean=4.06). Analysis showed that 69% teachers agreed that the college has introduced Mathematics/Science/Computer for the Arts student (Mean=3.72). Analysis showed that 61% teachers agreed that college has the academic committee to select and offer the market driven and community need base educational programs for the students(Mean=3.38).Analysis showed that 53% teachers agreed that the college has a mechanism for teacher appraisal/ evaluation by students/ peers (Mean=3.34).

Table 3

Descriptive Statistics for Quality Education Subscale “Student Admission and Progression” (N=360)

Statements	SA	A	N	D	SD	M
	%	%	%	%	%	
3) Student Admission and Progression						
9. College follows the admission policy provided by the affiliated university.	33.30	50.30	7.50	6.40	2.50	4.06
10. Admissions are announced in newspaper, website as per academic calendar.	30.00	46.10	12.80	7.20	3.90	3.91
11. Students are admitted according to college capacity, i.e., faculty, labs, library	23.90	45.00	11.70	12.80	6.70	3.67

facilities etc.						
12. Pass rate of the college is in accordance with the pass rate of the affiliated university.	23.10	45.60	16.90	10.00	4.40	3.73
13. College has student support services for the low achievers.	9.20	39.20	22.20	20.80	8.60	3.19
14. College has financial aid programs and scholarships for needy students.	25.80	46.70	14.40	11.10	1.90	3.83

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree, M=Mean Score

Analysis showed that 84% teachers agreed that college follow the admission policy provided by the affiliated university (Mean=4.06). Analysis showed that 76% teachers agreed that admissions are announced in newspaper, website, as per academic calendar (Mean=3.91). Analysis showed that 69% teachers agreed that students are admitted according to college capacity, i.e., faculty, labs, library facilities etc (Mean= 3.67). Analysis showed that 69% teachers agreed that pass rate of college is in accordance with the pass rate of affiliated university(Mean=3.73) Analysis showed that 48% teachers agreed that college has student support services for the low achievers(Mean=3.19). Analysis showed that 73% teachers agreed that college has financial aid program and scholarships for needy students (Mean=3.83).

Table 4

Descriptive Statistics for Quality Education Subscale “Academic Faculty and Non-Academic Staff” (N= 360)

Statements	SA	A	N	D	SD	M
	%	%	%	%	%	
4) Academic Faculty and Non-Academic Staff						
15. Faculty members are appropriately qualified and trained.	34.40	50.00	8.30	3.90	3.30	4.08
16. Other professional non-Academic staff (e.g. finance related) are appropriately qualified and trained.	13.60	47.80	21.10	11.40	6.10	3.51
17. All the sanctioned posts are filled	14.20	33.60	25.30	16.40	10.60	3.24
18. College has strict monitoring system regarding attendance, regular class teaching and absenteeism as laid down by Government.	34.40	43.30	8.90	9.70	3.60	3.95
19. The college has formal programs like short courses, training workshops, seminars and conferences for professional development.	18.90	30.00	19.70	18.30	13.10	3.23

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree, M=Mean Score

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Analysis showed that 84% teachers agreed that faculty members are appropriately qualified and trained (Mean=4.08). Analysis showed that 61% teachers agreed that other professional and non academic staff are appropriately qualified and trained (Mean= 3.51). Analysis showed 48% teachers agreed that all the sanctioned posts are filled (Mean=3.24). Analysis showed that 78% teachers agreed that college has strict monitoring system regarding attendance, regular class teaching and absenteeism as laid down by government (Mean=3.95). Analysis showed that 49% teachers agreed that the college has formal programs like short courses, training workshops, seminars and conferences for professional development (Mean= 3.23).

Table 5

Descriptive Statistics for Quality Education Subscale “Physical Infrastructure, Academic Facilities and Learning Resources” (N= 360)

Statements	SA	A	N	D	SD	M
	%	%	%	%	%	
5) Physical Infrastructure, Academic Facilities and Learning Resources						
20. Infrastructure, lab facilities, equipments and books are available as required for the programs’ curricula.	19.40	41.90	13.60	17.50	7.50	3.48
21. The library is being continuously improved and college is making efforts for the provision of E-library resource.	16.40	37.80	19.40	18.30	8.10	3.36
22. The computer has broad band internet for self-learning, accessing information and managing teaching and learning situations.	13.90	39.40	18.30	18.10	10.30	3.29
23. College is providing internet and training to its faculty for use of internet and ICT for their professional development.	19.40	36.10	13.90	18.60	11.90	3.32

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree, M=Mean Score

Analysis showed that 61% teachers agreed that infrastructure, lab facilities, equipments and books are available as required for the programs’ curricula (Mean=3.48). Analysis showed that 54% teachers agreed that the library is being continuously improved and college is making efforts for the provision of E-library resource (Mean=3.36). Analysis showed that 53% the computer has broad band internet for self-learning, accessing information and managing teaching and learning situations (Mean=3.29). Analysis showed that 56% teachers agreed that college is providing internet and training to its faculty for use of internet and ICT for their professional development (Mean=3.32).

Table 6

Descriptive Statistics for Quality Education Subscale “Organization, Governance and Financial Management” (N= 360)

Statements	SA	A	N	D	SD	M
	%	%	%	%	%	
6) Organization, Governance and Financial Management						
24. Responsibilities of college governance/leadership are clearly documented.	15.30	56.10	16.90	9.40	2.20	3.73
25. College governance/leadership is regularly evaluated with respect to achievement of objective/mission or annual targets of college.	16.40	51.90	16.70	12.50	2.50	3.67
26. College has annual performance reports of academic and non-academic staff.	23.30	54.40	12.80	7.20	2.20	3.89
27. Governance bodies/committees have representation from academic staff, students, parents and civil society/ community.	12.80	44.70	25.30	13.90	3.30	3.50
28. College has maintained financial record.	24.70	51.10	16.90	4.70	2.50	3.91

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree, M=Mean Score

Analysis showed that 71% teachers agreed that responsibilities of college governance/leadership are clearly documented (Mean=3.73). Analysis showed that 68% teachers agreed that college governance/leadership is regularly evaluated with respect to achievement of objective/mission or annual targets of college (Mean=3.67). Analysis showed that 78% teachers agreed that college has annual performance reports of academic and non-academic staff (Mean=3.89). Analysis showed that 58% teachers agreed that governance bodies/committees have representation from academic staff, students, parents and civil society/ community (Mean=3.50). Analysis showed that 76% teachers agreed that college has maintained financial record (Mean=3.91).

Table 7

Descriptive Statistics for Quality Education Subscale “Research” (N= 360)

Statements	SA	A	N	D	SD	M
	%	%	%	%	%	
7) Research						
29. Colleges are encouraged to plan an environment of applied research.	12.20	28.30	22.50	24.70	12.20	3.04
30. College disseminates and shares	8.90	28.30	27.80	23.30	11.70	2.99

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the research findings.

SA=Strongly Agree, A=Agree,N=Neutral,D=Disagree, SD=Strongly Disagree,M=Mean Score

Analysis showed that 36% teachers agreed that colleges are encouraged to plan an environment of applied research (Mean=3.04). Analysis showed that 37% teachers agreed that college disseminate and shares the research findings (Mean=2.99).

Table 8

Descriptive Statistics for Quality Education Subscale “Public Disclosure and Transparency” (N= 360)

Statements	SA	A	N	D	SD	M
	%	%	%	%	%	
8) Public Disclosure and Transparency						
31. Website of the college is developed, maintained and updated to meet the requirement of the public.	18.60	40.80	17.80	14.40	8.30	3.47
32. Use of electronic and print media for public disclosure and transparency e.g. budget, expenditures and students’ result.	13.60	42.20	24.70	11.70	7.80	3.42
33. College is responsive to inquiries about college, students, teachers, staff, facilities and its programs.	17.20	54.70	16.90	7.80	3.30	3.75

SA=Strongly Agree, A=Agree,N=Neutral,D=Disagree, SD=Strongly Disagree,M=Mean Score

Analysis showed that 59% teachers agreed that website of the college is developed, maintained and updated to meet the requirement of the public (Mean=3.47). Analysis showed that 56% teachers agreed that Use of electronic and print media for public disclosure and transparency e.g. budget, expenditures and students’ result (Mean=3.42). Analysis showed that 72% teachers agreed that College is responsive to inquiries about college, students, teachers, staff, facilities and its programs (Mean=3.75).

Table 9

Descriptive Statistics for Quality Education Subscale “Community Link and Outreach” (N= 360)

Statements	SA	A	N	D	SD	M
	%	%	%	%	%	

9) Community Link and Outreach

34. College has participation of community members in planning and implementation of outreach programs/projects.	11.90	37.50	28.60	17.80	4.20	3.35
35. College has fair, equitable and supportive policies and procedures regarding gender and minorities.	11.10	51.70	24.40	9.40	3.30	3.58

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree, M=Mean Score

Analysis showed that 49% teachers agreed that college has participation of community members in planning and implementation of outreach programs/projects (Mean=3.35). Analysis showed that 63% teachers agreed that college has fair, equitable and supportive policies and procedures regarding gender and minorities (Mean=3.58).

Table 2
Descriptive Statistics for Overall Quality Education(N= 360)
M= Mean Score, S. D= Std. Deviation

Variables	M	S. D	Maximum Possible Score
Vision, Mission and Goals	11.19	2.181	15 (3x5)
Academic Programs and Evaluation	18.64	3.211	25 (5x5)
Student Admission and Progression	22.39	3.984	30 (6x5)
Academic Faculty and Non-Academic Staff	18.03	3.718	25 (5x5)
Physical Infrastructure, Academic Facilities and Learning Resources	13.46	4.129	20 (4x5)
Organization, Governance and Financial Management	18.70	3.313	25 (5x5)
Research	6.03	2.243	10 (2x5)
Public Disclosure and Transparency	10.64	2.631	15 (3x5)
Community Link and Outreach	6.93	1.672	10 (2x5)
Overall Quality Education	126.01	19.673	175(35x5)

The data in table 4.19 displays that “organization, governance and financial management” had highest mean score ($M= 18.70/5= 3.74$) close to scale mark *Agree*(4.0); followed by “vision, mission and goals” ($M= 11.19/3= 3.73$)close to scale mark *Agree* (4.0); followed by “academic programs and evaluation” ($M= 18.64/5= 3.72$)also close to scale mark *Agree* (4.0); followed by “student admission and progression”(M= 22.39/6= 3.73) also near to scale mark *Agree* (4.0); followed by “academic faculty and non-academic staff” ($M= 18.03/5= 3.60$) staying between scale mark *Neutral* (3.0) to *Agree* (4.0); followed by “physical infrastructure, academic facilities

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and learning resources” ($M= 13.46/4= 3.36$) which was slightly above the scale mark *Neutral*(3.0). Table shows that “research” had lowest mean score ($M= 6.03/2= 3.01$). “Public disclosure and transparency” had mean score= $10.64/3 =3.54$ which was almost at the center of scale mark *Neutral* (3.0) and *Agree* (4.0) and mean value of “community link and outreach” was ($M= 6.93/2 = 3.46$) which was above the scale mark *Neutral*(3.0). Overall “quality education” had the mean score ($M= 126/35= 3.6$) floating around scale mark *Agree* (4.0).

Discussion

Most of the developing countries are concerned about the quality of colleges. Colleges are considered a bridge between school education and university level. Basic infrastructure and qualified staff is required to improve the quality of education. Therefore, HEC is making efforts to improve the quality of colleges. As a result colleges will provide quality students to universities and good workforce to society. In this study quality education was studied by the perspectives of teachers and major purpose of this study was to explore the level of quality education at college level in Punjab.

With regard to quality education, current study revealed that colleges had clear vision, mission and goals. Admission policies were followed and admissions were announced in newspaper. Results showed that faculty members were trained and qualified, sanctioned posts were filled, physical facilities and computer facilities were available. Findings showed that financial record had maintained and responsibilities were clearly documented. Data analysis showed that colleges were lacking in research. Current study was in line with Shahzad (2007) who found that in Punjab at intermediate level institutions impart quality education. He found that colleges have community need based programs for students, marketing system is fair and qualified and trained teaching staff was available. His findings also support that computer facilities were available and students were admitted on merit. Current study found that books and lab facilities were available according to need. Here, the finding of current research disagrees with that of Shahzad (2007), who found that labs were not well equipped and a smaller amount of books were available in libraries.

Conclusion and Recommendations

On the basis of findings it can be concluded that MQS were followed in Government Degree Colleges in Punjab. Subscale of quality education “organization, governance and financial management” had highest mean score among all the indicators. Accordingly, it can be concluded that financial record of the colleges were maintained, responsibilities were clearly documented and performance of principals and teachers was regularly evaluated. Improved quality of education can be seen through updated curricula, libraries infrastructure, and competent teachers and management. In relation to the findings and conclusion this study recommends colleges may communicate their vision, mission and goals to teachers and students.

Colleges may develop student support services to motivate the low achievers and supporting the needy students. Feedback of relevant stakeholders may be taken on quality education.

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