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STUDENTS PERCEPTION ABOUT QUALITY EDUCATION

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Abstract: The right to education is not only the right to access education but also the right to receive education of good quality. This study aims to investigate students' perception about quality education. With this aim, the study is undertaken to unveil the factors that contribute to education Quality are Faculty and teaching methods, Learning Environment, Learning Resources, Development of skills and Curriculum. Questionnaires are distributed and collected 112 students from various colleges are selected in and around Greater Chennai. Statistical tools percentage analysis and descriptive analysis and correlation are used. The study concluded that the students are satisfied by the educational system since most of them evaluated quality of education as good and majority of the students agree that quality of education depends on secondary school education and the institution provides the skills to be Employability, lectures have necessary qualification and lessons taken are interactive and friendly. Also, they agree that there is a need for quality in education and there is a significant relationship between quality of education and development of Employability skills. And hence are inter related.

keywords: Perception, Quality education, Faculty and teaching methods, Learning Environment, Learning Resources, Development of skills and Curriculum.

I. INTRODUCTION

“Every child has the fundamental right to quality education – one that helps them acquire basic literacy and numeracy, enjoy learning without fear and feel valued and included, irrespective of where they come from.” Education is the most powerful weapon we can use to change the world and for self- enlightenment. Today, it is universally accepted that the future of a nation is built in its classrooms. Education liberates the intellect, unlocks the imagination and is fundamental for self-respect. It is the key to prosperity and opens a world of opportunities, making it possible for each of us to contribute to a progressive, healthy society. Learning benefits every human being and should be available to all. And therefore, the quest to provide good quality education is an ongoing one. The purpose of education has been and always will be to empower, to impart skills and knowledge that will enhance the child's philosophy or mindset. The Quality of Education provided directly corresponds to Quality of life or Sustainable living”.

Definitions of Quality

There are different definitions of the word “quality” as elucidated by various philosophers and scholars. As per British Standard Institution (1991) quality is “the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs”.

Goddard and Leask (1992) highlighted the definition of quality as “simply meeting the requirements of customers. They have included different customers for education—parents, government, students, teachers, employers, and institutions—who look for different characteristics of quality.”

Definition of Quality Education

Characteristically, the term ‘Quality Education’ seems to be a subjective concept and the understanding of it may differ from person to person; however, a number of definitions regarding quality education exist which testifies the complexity and varied character of the concept. For instance, UNICEF (2000) discusses five dimensions of quality education, “healthy learners; conducive environments; relevant curricula; child-friendly pedagogy; and useful outcomes.” All these elements contribute to building a quality education in a system, thereby enabling an indispensable right to students for effective learning. Therefore, this study seeks in particular to discuss some of the core dimensions or elements of learning, namely the quality of learners, teachers, curriculum, resources, parents and professional leaders.

Scope of the study: This study ensures that quality education provides the Employability of the graduates.

II. Objectives

1. Does students are satisfied by educational system and environment
2. To analyze students’ perspective about education quality provided by institution
3. To find out if quality and Employability are inter-related

Goals of Quality of Education

- a. Academic Excellence
- b. Improve Academic Standard
- c. Applied learning
- d. Lifting Academic Status

Purpose of Quality of Education

- a. To determine the educational needs of students
- b. To improve the Quality of education
- c. To make education accessible to everyone

III. Factors influencing Quality of Education:

For the study, we have considered 17 variables like background of institution, demand for course, relevant books provided by the institution, lectures qualification, interactive classes, co-curricular activities, lectures start with basics, books being provided, enough semester to grasp all the knowledge, use of technology, Employability skills, teaching methodology, quality of secondary education, quality oriented learning material, and need for quality education that are categorized into 5 factors which are:

- **Faculty & Teaching Methods:** Teaching method is the mechanism that is used by the teacher to organize and implement a number of educational means and activities to achieve certain goals. Teaching techniques are the means that reflect the success of the learning process and the competencies of the teacher. The variables that fall under this category are lecturers start with the basics when they start the lesson, teaching methodology, relevant qualification of the lecturers.
- **Learning environment:** A learning environment is more than just a classroom—it's a space in which students feel safe and supported in their pursuit of knowledge, as well as inspired by their surroundings. The variables are background of institution, co-curricular activities, classroom lessons are interactive.
- **Learning Resources:** Learning resources are things that teachers can access to help them do some aspect of their job better as part of the professional development process. It also refers to the books and the learning content accessible by the students. The variables are books are provided, relevant books, semester period, technology used and learning material.

- **Development of Employability Skill:** Skill development helps build a strong foundation for students at the school level. It helps build self-esteem, confidence, and leadership skills and Employability skills. It develops problem-solving skills and collaboration. It helps students become independent thinkers and encourages them to plan for their future. The variables used are necessary Employability skills, job opportunities.
- **Curriculum:** A curriculum is a collection of lessons and assessments that will be taught in an educational institution by a teacher. Or to put it another way, it describes the totality of experiences a student will have when taught in an institution by a teacher. The variables are course demand, quality of secondary school education, whether quality is must or not, and need for quality.

IV. REVIEW OF LITERATURE

1. Jimmy Thinley (2021) examined the Quality of education among various Educational Institutions and the objective were to study the factors of Quality education among Institutions. The factors considered were Curriculum, Quality of Education, appropriate resources, capable leaders and supportive parents. The study was done using descriptive method and concluded that the above factors have a significant influence on the quality of Education.

2. Sandhya et al (2020) examined the quality concern in Higher education. The objective of the study was to highlight the parts of improvement to provide quality education. Factors considered were infrastructure, budget, quality of teaching and availability of resources. The case study concluded that the concerned specialists need to focus on the improvement of the factors influencing quality and that quality advanced education can build up India as a world pioneer.

3. Sydney et al (2019) did a study on perception of students towards Education. The study was a quantitative design with the aim to know the perception of students towards education. The study was conducted with 229 respondents and the tool used was Chi Square Analysis. The factors considered were Skills, Values, self-esteem and demands for work. The study concluded that there is a significant relationship between the attitude of students and their education.

4. Arul et al (2017) examined the Quality of education and its challenges in developing countries. The factors considered were higher education, resources and quality of education. Quantitative method was used for analysis. The conclusion of study was that Quality of Education enhanced the regulatory system.

5. Zafrul Allam (2017) investigated the students' perception of quality in higher education with the aim of exploring their perception in terms of Curriculum, Learning and teaching experience, resources and outcome. 91 students were randomly selected for the study and was analyzed using descriptive and inferential statistics. The study concluded that resources emerged as one of the most prominent predictors of Quality Education.

6. Arundhati et al (2016) studied about the Quality of Education in Modern Day. The objective of the study was to come up with recommendations on how to solve the challenges faced by the students and how satisfied they are with the current educational system. The factors considered for this purpose were Quality, Education, Perceptive, Sustainability and Job Market. 77 students were surveyed and the tool used was percentage analysis. The study concluded that students are aware of the importance of Quality in Education as quality has an impact on employment.

7. Dr Nakhat and Tazeen (2016) examined about the Global Objectives of Quality Education possibilities and challenges. The objective of the study was to develop a model of objectives which are necessary for Quality schooling on a universal basis. The factors considered were structure of course of study, Quality Infrastructure, Competent Teaching Faculties, flexible curriculum and Advanced Learning materials. The case study concluded that there is a great need to make joint efforts to solve the global issues that is possible only through Quality Education.

8. Payal (2016) studied about the Improving Quality of higher education in India. The objective of the study was to track the barriers stopping the improvement of Quality Education and to provide necessary suggestions for improvement. The case study concluded that for the proper implementation of any educational policy the teachers have the central place and are part of the success of the educational reforms.

9. Anjali et al (2012) investigated about the quality of Primary Education in India- an Interstate Perspective. The study analyzed the inter-regional disparities in the quality of primary education in rural India. The factors considered were Quality of Teaching Index, School Infrastructure Index and

Learning achievement Index. Various students from primary school were surveyed and the tool used was Indexing Method. The study concluded that at the regional level a high-quality knowledge base on education system reform needs to be developed.

10. S.G.N. Eze (2009) studied about the features of Quality Education. The objective of the study was to find the features of Quality Education and the factors considered were Quality learners, environment, content of learning. The study was analyzed using survey method and concluded that equality education involved all 3 factors that reflected in relevant curricular and material, process through trained teachers.

V. Research Methodology

The study seeks to discover the importance of quality in higher education and also to investigate quality education. The study is carried out by the descriptive research design. In our study, we have used primary sources to analyze the data. The instrument used is a structured questionnaire. Questionnaires are distributed and collected 112 students from various colleges and are based on different age groups and department wise are selected in and around Greater Chennai. Questionnaires are divided into two parts.

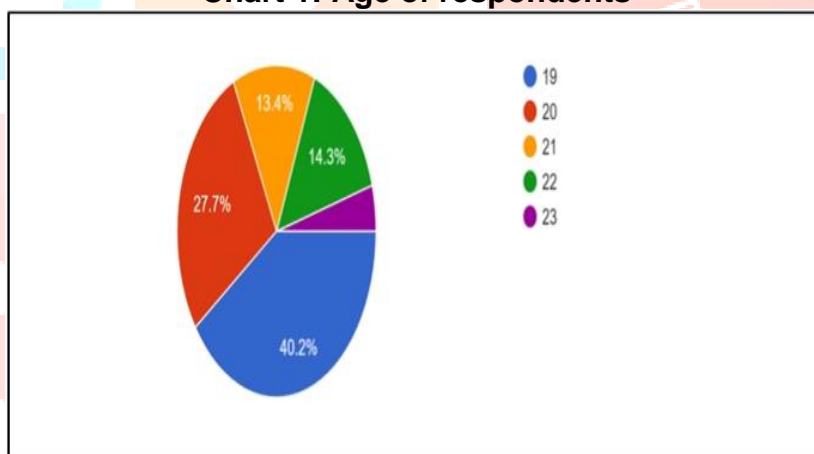
Part I – This part consists of the demographic questions of the participant, level and Course of study.
Part II – In this part the questions are on a Likert scale of 5 ranging from strongly agree, agree, neutral, disagree to strongly disagree. Statistical tools percentage analysis, descriptive analysis and correlation are used.

VI. Data Analysis and Interpretation

Percentage Analysis

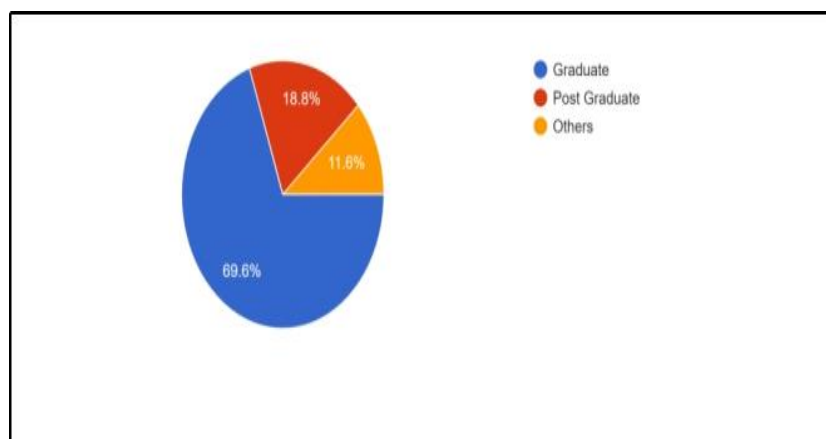
Objective: Are students satisfied by educational system and environment

Chart 1: Age of respondents



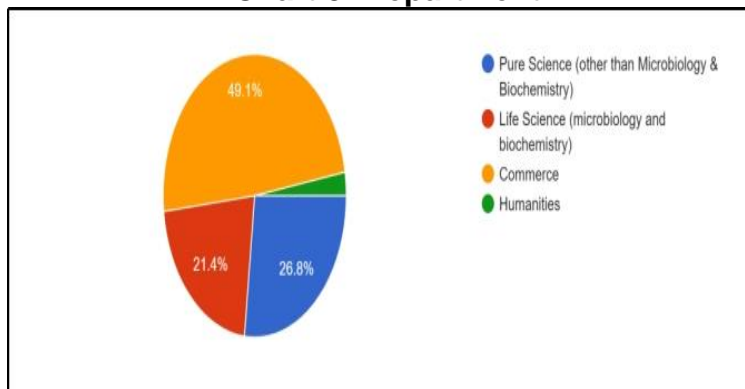
From the above diagram, 40% of the students belong to 19 years of age and 28% of the students are 20 years followed by 14% of students who are 22 years old.

Chart 2: Current Education



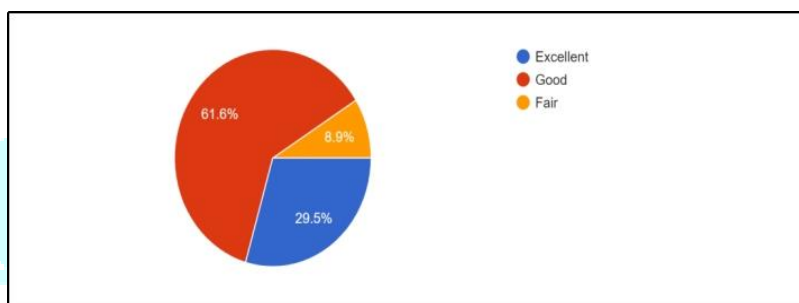
From the above chart, it is inferred that 69% of the students are Graduates followed by 18% of the students who are Post Graduates.

Chart 3: Department



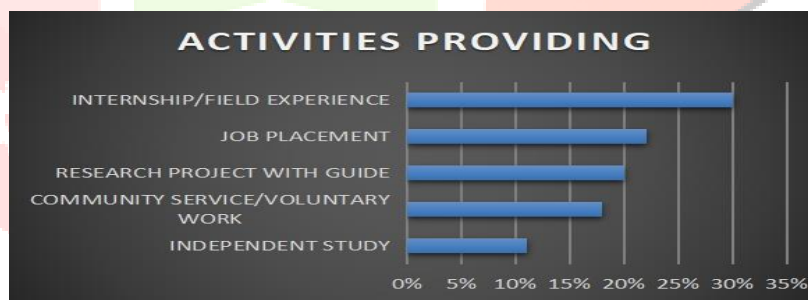
The above chart shows that 49% of the students belong to the Commerce Department followed by 27% who belong to the Pure Science Department and 21% who belong to the Department of Life Science.

Chart 4: Evaluating Quality of Education



From the above diagram, 62% of the students evaluate Quality of Education as Good and 29% of the students who find it Excellent.

Chart 5: Activities Conducted by the Institution



ACTIVITIES	FREQUENCY	RANK
Internships/ Field Experience	53	1
Job Placements	39	2
Research Projects with a guide	35	3
Community / Voluntary Work	32	4
Independent Study	19	5

Table 1: Activities conducted by Institution

From the Above diagram, 53% of students accepted the institution providing the internship/field experience, 39% of students accepted the institution providing the community service /voluntary work, 35% of students accepted the institution providing the research project with guide, 32% of students accepted the institution providing the independent study, and 19% of students accepted the institution providing the job placement.

Descriptive Analysis

Objective: To analyze students' perspective about education quality provided by institution

Table 2: Descriptive Statistics

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Lecturers start with basics	32.1%	49.1%	17%	0.9%	0.9%
Course has demand	28.6%	42.9%	27.7%	0.9%	-
Satisfied with teaching methodology	28.6%	42.9%	23.2%	5.4%	-
Books are provided by institution	8%	21.4%	24.1%	25%	21.4%
Books provided are relevant	13.4%	25.9%	25%	21.4%	14.3%
Semester period is enough to grasp all knowledge	8.9%	38.4%	37.5%	12.5%	8.9%
Technology improves the learning process	14.3%	39.3%	29.5%	13.4%	3.6%
Lecturers have necessary qualification	31.3%	48.2%	17%	3.6%	-
Co-curricular activities are provided.	17.9%	38.4%	30.4%	7.1%	6.3%
Quality of Education depends on Secondary School Education	16.1%	62.5%	16.1%	4.5%	0.9%
Institution provides skills to be employable	17.9%	50.9%	19.6%	8.9%	2.7%
Learning material is quality oriented	13.4%	43.8%	26.8%	13.4%	2.7%
Classroom lessons are Interactive and friendly	30.4%	44.6%	16.1%	8.9%	-
There is a need for quality in education	37.5%	44.6%	17%	0.9%	-

From the above table, it is inferred that majority of the students agree that Quality of education depends on Secondary school education and the institution provides the skills to be employable, lecturers have necessary qualifications and the lessons taken are interactive & friendly. Also, they agree that there is a need for quality in Education. The table also shows that none of the students have strongly disagreed to the teaching methodology used, qualification the lecturers have to teach and the need for quality in Education.

CORRELATION

Objective: To find out if quality and Employability are inter-related.

Hypothesis:

H₀: There is no significant relationship between Quality of Education and Development of Employability Skills

H₁: There is a significant relationship between Quality of Education and Development of Employability Skills

Table 3: Correlation Analysis

Correlations				
			Quality	Development of Employability skills
Spearman's rho	Quality	Correlation Coefficient	1.000	.688**
		Sig. (2-tailed)	.	<.001
		N	112	112
	Development of Employability Skills	Correlation Coefficient	.688**	1.000
		Sig. (2-tailed)	<.001	.
		N	112	112

** . Correlation is significant at the 0.01 level (2-tailed).

From the above table it can be inferred that there is a significant relationship between Quality of Education and Development of employability skills since the values are $>.001$ and hence **H₁** is accepted.

VII. Findings:

- 40% of the students belong to the age group of 19.
- 69% of the students fall under the Education of Graduates.
- 49% of the students belong to the Commerce Department.
- 61% of the students have evaluated the Quality of Education in the Institution as Good.
- The descriptive statistics shows that majority of the students agree that there is a need for Quality education and the Faculty & Teaching Methods are as per their expectation.
- There is a significant relationship between Quality of Education and Development of employability skills since the values are $>.001$.

VIII. Conclusion

The study concluded that the students are satisfied by the educational system since most of them evaluated quality of education as good and majority of the students agree that quality of education depends on secondary school education and the institution provides the skills to be Employability, lectures have necessary qualification and lessons taken are interactive and friendly. Also, they agree that there is a need for quality in education and there is a significant relationship between quality of education and development of Employability skills. And hence are inter related.

Education which is nowadays the fundamental of human life, is suffering because of selfish needs and money mindedness of today's generation. If only it was made available to all irrespective of their class, could a welcomed change be brought about. With hardworking teachers and equally determined students, our country's success rate would definitely prosper if high quality education was provided in all educational centers.

IX. Limitation of the study

- The study is only covered Chennai city.
- Getting information from other institution is not easy.
- Availability of time was limited.

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