

# **The Impact of Quality Management in Higher Education and its Relationship in Academic Performance of Private University Students: A Study**

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## **Abstract**

*Quality education is the vital element of a higher educational institution. It depends on proper management and it enhances quality of students which reflects on their final results of any program. The study has been designed to identify the impact of quality education management on academic performance of the students of four private universities in Bangladesh. Data have been collected through self-administered interview schedule. For this end, 350 final year outgoing students were selected as sample. The study reveals that the students, who were provided with high motivation through quality education management, performed better than those who were provided lower motivation. The findings also provide valuable insights into the problems encountered by university teachers as they engage in the process of delivering education. The outcome will help the educationists, curriculum designers and policy makers to build up quality education management in the universities of Bangladesh.*

**Key Terms:** Quality education management, performance, university students

## **Introduction**

*Quality Education* enables students to judge things objectively and develops their analytical ability. It can be achieved by fulfilling some conditions i.e. specifying the educational goals, ensuring well-planned, balanced and organized programs to meet the needs of students, encouraging students' commitment to learning, high degree of staff involvement in developing goals and making decisions, motivated and cohesive teaching force with good team spirit, administrators' effort for teachers' professional development to make the best use of their skills and experience.

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Government funding for higher education and research is not, at all, adequate. There is a long run relationship between economic growth and higher education (Chaudhary, Iqbal, and Gillani 2009). In Bangladesh, different Education Commissions have theoretically emphasized on unlocking potential at all levels of the society and creating a pool of highly trained individuals, who could contribute to the nation building. But in practice, the academic standard of Bangladeshi universities is very weak and as such they have measurably failed to bring any positive change (Monem, Bainamin and Mobasser, 2010). Better understanding among teachers and students, introduction of modern teaching methods and dedication of teachers and students can improve the quality of higher education in Bangladesh. The higher education is costly everywhere in the world, but in Bangladesh higher education is cheaper compared to developed countries. Cheaper higher educational opportunities in Bangladesh should be utilized effectively and efficiently to develop individuals for socio-economic development of the nation.

It is generally agreed by academicians, education thinkers, education researchers, education policy planners and other stakeholders that the quality of higher education in Bangladesh has been deteriorating steadily, in some areas quite alarmingly, over the last two decades. As such the reasons for declining the quality of higher education need to be evaluated and addressed properly.

Despite several education commissions and report, namely Dr. Qudrat-e Khuda Education Commission in 1971; Shamsul Haque Education Committee in 1997; Dr. M. A. Bari Commission in 2002; Mohammad Moniruzzaman Mia Commission in 2003, Prof. Kobir Chowdhury Commission in 2009, were taken for the development of quality of total education system. But it has been irony of Bangladesh that the recommendations forwarded by those committees have been kept to the shelves mainly because of politicization of the recommendations. For the first time in 2006, University Grants Commission (UGC) of Bangladesh prepared a 20 year long strategic planning for higher education with the help of World Bank. Higher education in Bangladesh was imparted through public institutions until 1990s up to which its supply situation was much slower (Alam and Khalifa, 2009).

Till today, there is no legal body to ensure the quality of higher education in private universities except a weak supervision, like reporting to government, of UGC, Bangladesh (Alam and Khalifa, 2009). UGC reports (2006) and assessment found that both public and private universities suffer from quality problem in Bangladesh with the exception of a few. The report also mentioned for: the faculties both in public and private sectors do not

have necessary credentials, the quality of student is so poor, a large number of private universities to provide minimum physical infrastructure, full time faculty, libraries, teaching aids and so on.

Politicization and favoritism of employment, posting, and promotion must be stopped. Quality and quality be the only criterion from the review of available related literature. It is clear that none of the previous research had strived to find out the hidden reasons for deteriorating the quality of higher education in Bangladesh. Thus, there is a research gap and as such this study is relevant.

### **Literature Review**

Self-efficacy refers to the abilities of the students for success in a given task. It is a student's "I can" or "I cannot" belief. Self-efficacy reflects how confident students are about performing a specific task. Self-efficacy beliefs affect behaviors of a student through how he or she feels thinks, motivates him/her, and acts. Self-efficacy influences what activities students select, how much effort they put forth, how persistent they are in the face of difficulties, and the difficulties of the goals they set.

Belief in the self appears to influence goals for which one strives. Self-efficacy beliefs also determine how much effort people will spend on a task and how long they will persist with it. Numerous studies have revealed that people with strong self-efficacy beliefs exert greater efforts to master a challenge while those with weak self-efficacy beliefs are likely to reduce their efforts or even quit.

Self-efficacy plays a role towards connecting goals, performance and motivation. Motivation, on the other hand, is an inner drive that directs a student's behavior toward the fulfillment of a goal (i.e. academic success). Motivation is a goal-directed behavior and indicates the willingness of the students to exert high levels of effort toward achieving goals. Motivation influences how and why people learn as well as their performance that potential source of drive to perform is the incentive value (extrinsic motivation) of the performance.

Chowdhury and Shahabuddin (2007) worked on self-efficacy, motivation and their relationship to academic performance of Bangladeshi students and found that there is a relationship of students' self-efficacy and quality management and students' performance on academic issues. However, the study does not find out the reason of development of quality education. People will perform a specific task when its result is likely to result in some outcome they desire. The distinction between intrinsic and extrinsic motivation is an acknowledgement of the role of the value of a behavior in the determination of whether or not the behavior is performed.

Intrinsic motivation is the tendency to engage tasks because one finds them interesting, challenging, involving and satisfying.

It is well documented in the literature that motivation plays an important role in influencing students' academic achievement. In general, students are found to value both intrinsic and extrinsic rewards. An intrinsically motivated student might say things such as "the course materials really challenge me". An extrinsically motivated student, on the other hand, might say things such as "my main concern is to get a good grade in this course". Based on a vast amount of literature in the field, we contend that to the extent such rewards (intrinsic and extrinsic) are important to students and likely to result in some outcome they desire, they engage themselves in learning so that such rewards can be achieved.

Historically, teachers, trainers and academicians in any learning organization throughout the world have used self-efficacy beliefs of the students and motivation as techniques to encourage the tasks and duties of learning. Although self-efficacy has been found to be a significant factor in predicting academic achievement by enhancing motivation to achieve, still students' self-efficacy and motivation have been of great practical concern to the academic institutions and of great theoretical concern to researchers, educators, and practitioners. Little is known about whether academic performance of students in the context of Bangladesh is based on their self-efficacy and motivation. The self-efficacy of the students alone will not insure success if the motivation is lacking.

### **Study Rationale**

The improvement of higher education facilities may attract local outgoing students to our country as well as foreign students which could generate more government revenues (Bhuiyan and Hakim, 1995). There is a great controversy about the quality of education that private universities provide. Most of the private universities are running their academic activities in rented buildings without enough research facilities. Quality education is such education which is time befitting and can make a learner suitable and highly efficient for this extremely competitive globalized world. It enables them to judge things objectively and develop their analytical ability. Thus, it is essential for proper management of higher education and it enhances quality of students which reflects on their final results of any program.

It is generally agreed by academicians, education thinkers, education researchers, education policy planners and other stakeholders that the quality of higher education in Bangladesh has been deteriorating steadily, in some areas quite alarmingly, over the last two decades. As such the reasons for declining the quality of higher education need to be evaluated and addressed properly.

The study, therefore, represents how quality management can help the abilities of the students for success in a given study module. Moreover, the researchers have identified the problems of quality education management in private universities of Bangladesh.

### **Objectives**

The main objective of the study is to identify the elements contributing to the quality of higher education in private universities of Bangladesh.

The specific objectives of the study are:

- To evaluate the students' performance on the basis of their motivation.
- To identify the problems of quality education management in private universities of Bangladesh.
- To provide some recommendations in order to improve quality in higher education

### **Methods**

Data were collected from the students who took principles of marketing course at four private universities located in Chittagong. Four private universities namely International Islamic University Chittagong (IIUC), Premier University (PU), East Delta University (EDU), and University of Science & Technology Chittagong (USTC) have been purposively selected considering the location, establishment period, and nature of education. Researchers distributed the questionnaires to students. Each participant in the survey was informed that the participation was voluntary but encouraged, and that because responses would be returned directly to the researchers, no one other than researchers would know it. A total of 350 usable responses were obtained for an overall response rate of 87%. The students came from the same cultural group. Students' final course grades were collected at the end of the year. The study is based on both primary and secondary data. A questionnaire adapted from learning questionnaires of Pintrich and DeGroot (1990) on a scale of 1 to 7 anchored on from "not true at all" to "very true" has been used for the study. These items assessed the confidence of the students in completing the learning materials as well as the ability to do well in the examinations. Primary data had been collected also from 40 teachers and executives of administration through face to face interview of the selected universities using semi-structured questionnaire/ interview schedule in order to find necessity of quality management in higher education. Ranking of problems was selected based on interview with the teachers and executives of administration. Collected data were analyzed by using weighted average and percentage.

## Results and Discussion

Table 1: Students' performance and Pearson correlation among the variables:

|               | Mean  | SD   | Self-efficacy | Intrinsic | Extrinsic |
|---------------|-------|------|---------------|-----------|-----------|
| Self-efficacy | 23.14 | 4.41 | 1             | .490**    | .29**     |
| Intrinsic     | 30.85 | 5.02 | .45**         | 1         | .44**     |
| Extrinsic     | 29.02 | 5.29 | .29**         | .441**    | 1         |

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

According to the findings, self-efficacy is found to be significantly correlated to students' motivation (both intrinsic and extrinsic) and performance (grade). As expected, both intrinsic and extrinsic motivations are positively correlated to academic achievement.

Table 2: Regression results for relationships between self-efficacy, extrinsic, intrinsic motivation and students' performance:

| Students' Performance (Grade) |     |      |                    |
|-------------------------------|-----|------|--------------------|
|                               | B   | T    | Significance Level |
| Self-efficacy                 | .15 | 1.60 | .11                |
| Extrinsic                     | .19 | 1.90 | .05                |
| Intrinsic                     | .10 | 1.24 | .21                |

This study reveals that the students who attain the highest level of academic performance are those who are simultaneously high in self-efficacy and in intrinsic and extrinsic motivation as well.

### Findings on the Problems that Hamper the Quality Education at Private Universities

The private universities with limited number of full time faculty members depend heavily on part-time teachers drawn primarily from public universities. This, one might argue, adversely affects quality of education in those universities since these part-time faculty members, allegedly, are lacking responsibility and accountability to the institutions and the learners belonging to the institutions. As such, some problems have been identified by the researchers as follows:

Table- 3: Key reasons for quality management in higher education

| Sl. |   | Respondents | Percent | Rank |
|-----|---|-------------|---------|------|
| 1   | Failure in attracting the quality learners                    | 32          | .80     | 5    |
| 2   | Lack of quality academic staff                                | 6           | .015    | 1    |
| 3   | Absence of training for newly recruited teachers              | 2           | .05     | 3    |
| 4   | Lack of proper motivation for the teachers                    | 36          | .9      | 4    |
| 5   | Lack of using proper teaching methodology                     | 20          | .5      | 6    |
| 6   | Defective assessment method                                   | 32          | .80     | 8    |
| 7   | Lack of proper administrative support                         | 30          | .75     | 7    |
| 8   | Quality environment   | 8           | .2      | 10   |
| 9   | Lack of management in exam related issue                      | 28          | .5      | 2    |
| 10  | Lack of library facilities                                    | 20          | .5      | 12   |
| 11  | Lack of IT facilities and automated systems                   | 12          | .3      | 11   |
| 12  | Lack of assessment for the teachers and administrative staffs | 24          | .6      | 9    |
| 13  | Lack of seminars and workshops                                | 32          | .8      | 14   |
| 14. | Lack of updated syllabus                                      | 8           | .2      | 13   |

***Failure in attracting the quality learners:*** Due to failure in attracting the students, a good number of quality students are seeking admission at more expensive universities.

***Lack of quality academic staff:*** Academic staff is considered as the topmost important factor for ensuring quality education. University needs to attract high quality, competent, research-oriented and motivated teachers who will proficient in their disciplines and committed.

***Absence of training for newly recruited teachers:*** A new teacher has to take extra classes even immediately after joining his service without having any training or orientation. As a result, the students suffer a lot.

***Lack of proper motivation for the teachers:***

- Compensation structure for the beginners in the teaching career may be acceptable. However, as they attain seniority they begin to be demotivated due to defective promotion system and job advancement.
- The teaching excellence is not identified and recognized.

***Lack of teachers' preparation for classes:*** Lack of preparation for classes is seriously undermining teachers' performance. No detailed lesson plans, not creating friendly atmosphere, not giving timely feedback to

students, not maintaining counseling hour for students etc. are common factors

***Lack of using proper teaching methodology:*** As the curriculum should be student-centered and relevant, so should be the method of instruction. The limited view of teaching as presentation of knowledge no longer fits with current understandings of how and what students learn. Instead instruction should help students build on prior knowledge to develop attitude, belief and skills.

***Defective assessment method:*** Good teachers are skilled not only in instruction but also in assessment practices that allow them to gauge individual student learning and adapt activities according to students' needs. Question moderation procedures require more attention. Students are awarded abnormally higher grades than they deserve. All these have damaging impacts on quality education.

***Lack of proper administrative support:*** Unfortunately the administrative facilities at university are now marred with sluggish and protracted system. Students and teachers have to suffer due to very slow administrative support at these universities.

***Quality environment:*** The 1:25 teacher-student ratio can hardly be maintained due to classroom shortage. Multimedia and other facilities should be incorporated.

***Lack of management in exam related issue:*** Question moderation procedures require more attention and seriousness. The midterm and final term exam scripts are to be assessed more seriously. Assessment and feedback procedures of academic obligations should be more prompt, efficient and time effective manner.

***Lack of IT facilities:*** No automated academic system. Dynamic website should be ensured for students including relevant information of all departments.

***Lack of seminars and workshops:*** to create awareness among teachers

### **Recommendations**

Present study indicates that the academic environment in Bangladesh should encourage self-efficacy and motivation among students as predictors of academic success. Especially, academic advisors may find out self-efficacy and motivation beliefs of students by way of questionnaires applicable to the educational environment of the country. This information may help them in motivating these students and increasing their academic success.

Further studies should be done to determine whether the results of this study are representative. In the current study we used surveys to measure

students' self-efficacy and motivation. Since students may have answered the questions with socially desirable responses, perhaps interviews with students would have allowed more contextual and thus more honest responses. Moreover, the study focused on students' GPA in their third year of study. Feedback from the teachers might have influenced the higher GPA. These and other issues need to be studied further. The aim of teaching must transcend the development of academic competence. The private universities in Bangladesh must have the added responsibility of preparing individuals capable of pursuing their hopes and ambitions on their own. Students who develop strong self-efficacy are well equipped to educate themselves when they rely on their own initiatives. The study reveals that the students who attain the highest level of academic performance are those who are simultaneously high in self-efficacy and in intrinsic and extrinsic motivation as well.

Some specific recommendations are given below in the light of the analysis for the development of quality education:

1. Attract the quality learners
2. Quality academic staff
3. Training for newly recruited teachers
4. Proper motivation for the teachers
5. Effective assessment method
6. Proper administrative support
7. Quality environment
8. Arrange seminars and workshops
9. Develop automation and IT facilities
10. Proper management in exam related issue
11. Partnership between Corporate World and Management Schools
12. Faculty research and publication
13. Update Curricula
14. Forming an Accreditation Council
15. De-politicization of education

Moreover, not all the public universities have the ability to offer quality management education program. Challenges in delivering quality management education include poor infrastructure facilities, lack of qualified instructors, and outdated curriculum. Since all the faculties of the university, because of the dearth of financial resources, do not get the scholarship to go abroad, especially in the US, Canada, or UK for degree(s) or training, the respective departments in public universities have been offering M.Phil. and Ph.D. degrees since early 80s. Dhaka University and the Institute of Business Administration of Dhaka University are the only credible institutes in this field. However, it is not known if these institutes have got any recognition or

certification from the Association to Advance Collegiate School of Business (AACSB) and the European Foundation for Management Development (EFMD), for imparting high quality management education at all levels of management in the country.

Besides private and public universities, there are also professional institutes that are engaged in imparting management education in the country. The more important professional institutes that are offering management education to the executives of private and public sector corporations are (a) Institute of Bangladesh Management, (b) Institute of Personnel management, (c) Public Administration Training complex and (d) Institute of Bank management.

### **Conclusion**

From the above discussion it is clear that limited resources and insufficient facilities are the major challenges for quality higher education in Bangladesh. There are some key elements which have been influencing the quality of higher education in Bangladesh. Those elements are modern teaching aids, library facilities, availability of books and journals in the library, laboratory facilities, research facilities, quality of course curricula etc. Quality higher education should not be a slogan only. It should be the commitment and willingness of the government and all concerned. If Bangladesh could successfully address the existing challenges of quality higher education and ensure essential facilities for the same through budgetary provision, it could provide world class higher education at moderate cost and it could be an example to the whole world.

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