

Passion and Quest for Quality in Education

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Abstract: The paper presents the passion and quest for quality in education. The purpose of this paper is to explore quality benchmark in education. It defines quality and demonstrates different dimensions of quality in education. It also presents why quality education is important to the learners. It is a theoretical article. The available relevant literature has been reviewed, analyzed and linked with life, learning, social justice and quality education benchmark. Therefore, quality education is the evaluation of educational level. It definitely comes from the quality of person who are educated. It also implies to the developing of basic qualities on child and providing training in a relevant field. Hence, it is said that, quality education refers to the relevancy of knowledge; it is the character of the set of elements in the input, process and output of education system that provides services satisfy in both internal and external strategic consistencies in quality education by meeting their explicit and implicit expectations. Stakeholders of education such as teachers, students, parents, curriculum developers, syllabus designers and textbook writers are responsible to strive, struggle, survive and thrive with quality in education.

Keywords: Passion, Quality Education Benchmark, Social Justice

A. Introduction

Educational leadership requires an agility, ambience and aspiration to influence the way teaching learning takes place, and the way education professionals work and collaborate together to support students, teachers and relevant stakeholders. It also requires the vision and readiness to create an innovative and creative thinking climate.

Daniel (2007) asserts that education must be a window on the world. It must draw out the potential of each individual and develop the skills and knowledge that will support the learners to identify and explore fulfillment in the various facets of life. He further opines that education must help the learners learn to live together, to create network of social relationship and to work together in communities for the common good.

The word quality is a broad term which cannot be achieved with limited indicators. Dhungel (2009) asserts that quality education is a popular word among learners of educational activities. A person after completion of any educational level is considered ready to go to a society to live a dignified, decent and quality life when he or she is equipped with required knowledge and skills.

The question raised frequently is, are these people coming out of any level of education system equipped with necessary skills and knowledge to live a quality life? For example, how can a system with guess papers and coaching classes just a few weeks before the examination be taken an effective quality education system? Such questions evoked curiosity in me to search on quality education in Nepal. Therefore, the major purpose of this study is to explore the concept on quality indicator in education and its needs in a nation. I strive and struggle to unearth ideas on quality education. Now, I present the objectives of this study.

Objective of this study, Quality is a beautiful blend of indicators such as infrastructure, teacher effectiveness, resource, training, curriculum, syllabus, textbook, professional development, input, process and output. At this juncture, the main objective of this study is to explore the meaning of different dimensions of quality and quality of education.

Research questions of this study, 1) how is quality introduced in education? 2) how is the global and national level practice in quality education? 3) Why is quality education important?

B. Methods

This a theoretical study. I have tried to review data from different scholars in a quality form. I am aware of the principle of honesty and ethical consideration in my study. Therefore, the methods that are used in this study are document review and reviewing the theoretical knowledge. Related thematic and empirical review have been conducted to maintain conceptual clarity on quality education. Data are also presented from relevant websites, google pages, journals, thesis, books, reports and articles. The researcher has been contributing his insights and expertise in the field of quality education. Therefore, I have presented my own personal and professional knowledge and experiences to explore ideas on quality in education. Quality education benchmark has been explored through global, regional and national perspectives.

C. Results and Discussion

Quality and Quality of Education

Historically, the quality approach was originated from Japan, based on the works of renowned American experts like Crosby, Deming and Juran which revolutionized quality systems in Japan and USA (Zairi, 2013). "The definition of quality should always be flexible for changing to cope with educational evolution and its continuous progress which is influenced by various changing factors; such as, politics, culture, and economy" (Glasser, 1990). Quality is an abstract term which is a mixture of objective measures such as point scored in an exam of students and subjective measure such as the development of thought and character of students which can be viewed from the perspective of global market to be employed (Kunwar, 2018). So, quality refers to the internal and external efficiency of product in the global market. The vague term of 'Quality' has many meanings, but basically, it refers to the set of inherent properties of an object that allows satisfying state of persons.

The term 'quality' is being used from a long history but it is very vague in itself. Quality refers to the high degree of significant level of anything to use. In the context of education, 'Quality of education' is commonly and carelessly used in our day-to-day life of persons. Quality refers to the excellence and education refers to the knowledge and deals with excellence of knowledge (Rova, 1980). He has also added that the knowledge, capacity, efficiency empowerment and innate power development are the main aspects of quality education. Similarly, quality in education across the education system consists of the application of the principles as-effectiveness, empowerment, equity, sustainability, appropriateness and well-being or safety.

In the period of 17th century, education was conceived as a pedagogical subject where all subjects were understood as a single subject of pedagogy. From the history of education in 19th century, due to the explosion of knowledge, many subjects were separated from other subjects, as a result, education became a separate disciplinary subject like others. In the similar vein, the etymological meaning of education, Chaube & Chaube, (2003) state, "It was derived from the Latin word, where 'E' means out of and "ducare" means to raise up, it means education is a process of drawing out something from the child"(p.7). In the context of definition of education, Rousseau defined as "Education is nothing but formation of habit". Similarly, Aristotle expressed as "Education is a creation of sound mind in a sound body". Similarly, Mahatma Gandhi also defined as 'By education I mean an all-round drawing out best of the child from body, mind and spirit'. However, education is a bi-polar process (Teacher and students) and tri-polar process (Teacher-students and curriculum). Additionally, education is a process of providing knowledge, skills and attitudes rather than a

process of fulfilling the knowledge as regarding to an empty vessel to be filled. So, education is the process of producing power of something from the child.

In the same point, US Department of Education defines, "the quality of national educational goals and objectives may broadly be classified into three categories as social excellence, national excellence, and academic excellence" (Yuan et al., 2016, p.405). Regarding quality Mar (2013) has stated the following seven qualities as "fit to purpose, conformance to requirements, quality is cost, quality is pricing, quality is standard, quality is value for performance, quality is an experience"(p.76). Indeed, quality has been defined as excellence (Rova, 1980). Quality is synonymously used as an excellence of innate power.

However, Education is a fundamental right of the child. UNESCO is dedicated to marking all the children can enjoy their rights to get quality education. Learning to be, learning to know, learning to do and learning to live together are the main standards of quality education (EFA, 2003). It has also added that efficiency, effectiveness, moral development, knowledge transformation, and digital transformation denotes the quality education. Quality education can only be attained when adequate instructional materials are provided. They also add that the challenges, standards and quality of education will be maintained whenever adequate instructional materials have been managed properly. In the alternative view of quality education, Linda (2013) states that the students' academic achievement reflects the curriculum and quality education depends upon the effective implementation of curriculum. Therefore, quality education is the evaluation of educational level. It definitely comes from the quality of person who are educated.

Quality Education Benchmark

Pertaining to quality education benchmark Pigozzi (2008) has claimed that a quality education is one that welcomes the learner and can adapt to meet learning needs. Similarly, he has added that the quality education strives to ensure the participation of all learners in organized learning activities. In the realm of quality education, along with EFA program has also presented these indicators: Learners who are healthy, well-nourished and ready to participate in learning; Environment that provides healthy, protective, gender-sensitive, adequate resources and facilities; Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life and knowledge; Processes through which trained teachers use child centered teaching approaches in well-managed classrooms and schools.

Similarly, Eze (2009) states quality education contains Physical element, psychological element, Nonviolence, Service delivery, Quality content, Quality input, Quality

process, Teachers working conditions and Quality outcomes" are the main standards of quality education.

Models and Approaches of Quality education

Harvey & Green (1993) have indicated the major five approaches in measuring quality in education: In terms of quality standards, Consistency with objective, Fitness of management, Value for employment, and transformative participation (READ Foundation, 2016, p.67).

Different Dimensions of Quality Education

Quality education is defined in different ways. The main focus of quality of education is to provide knowledge to the learners. The first pillar of quality education focuses on relevant and life situation-oriented knowledge to the learners so that the learners are able to explain the subject differently. Similarly, another pillar of education is to advocate on the personality development of the learners. Education will make something to the child what we have imagined specially focuses on the humanization. In the same way, another pillar of education is learning to do which focuses on the skill and capacity development of the child. It advocates to the practical knowledge. Another pillar of education is learning to live together mainly focuses on the social adjustment. It advocates to the child to enable, adjust and assimilate in his/her society easily (UNESCO, 2005).

Learning to Know

The main aim of education is to develop the knowledge on mind. It implies to the learning capacity to know and developing one's concentration, memory skills and ability to think. They have added that knowledge produces the reasoning power, imagination, physical ability, communication skill and aptitude skills in the subject. The initial stage of learning starts from the concentration on any object. The process of learning gradually changes towards the memory. Child can make sense on the object which has already been presented by the parents (Pigozzi, 2003). He has added that after memorizing, the child starts to respond with reasoning. Not only this, the child can imagine on the topic or, subject area from his own views. After imagination, the child is able to express his knowledge through the physical ability that physically expression implies to the symbolic meaning of learning (UNESCO, 2005a). Along with this, aesthetic sense can also be developed through the knowledge and feelings development. Knowledge is the initial stage of skill development. It can change the behaviors of the child. In this way the first pillar of education implies to the acquisition of knowledge. It is developed with the different phases of learning from concentration to skill development. So, quality education is more commonly related with the knowledge development and knowing capacity.

Learning to Do

This statement is associated with the meaning of occupational skills. After getting the knowledge and having certificate, everyone should be involved in any work field. It implies to the working capacity of the person (UNESCO, 2005b). Similarly, learning must transform the skills into personal competence. Personal skills and capacity can be reflected from the social behaviors, communication skills, problem solving skills, adaptability, social responsibility, leadership skills and job performance. After completing the academic courses and certified from the institutions, person must show his/her performance in his/her work field. Education ensures the person to take responsibility and expose their skill performance in job places. The capacity of the person can be compared with the ability or performance of duty. Everyone should be able to solve the problems by own self. So, quality education is explained whenever the person can do his/her work by own self. Not only this, whenever he/she can take the social responsibility, social leadership and show the performance in his/her work field (Pigozzi, 2003). Therefore, the second pillar of education expressed by the UNESCO, stresses on the work performance in learning so that the quality education is taken place there. In this way, school should create a good environment for developing the knowledge and performance skills so that the persons can do their work easily.

Learning to Be

Another pillar of education 'learning to be' is expressed by UNESCO. It implies to the completion of life. Education should fulfill the expectation of persons (UNESCO, 2005a). The development of a person especially from his body, mind and spirit should be completed through the process of quality education (Bogue, 1998). He has mentioned that different aspects of a person as his/her mind and body, intelligence sensitivity, spirituality and aesthetic values can be reflected from the learning. Every person has his/her own imagination of life. To expose as a great personality, through the process of modification of behavior of a person and his/her life style can be changed with the experiences of life specially reflected from the learning experiences (Pigozzi, 2003 p.85). Professional development, spiritual mind, aesthetic values, social and political leader development are the main ways of personal development (UNESCO, 2005b). Though, there is no way of handling the lifestyle, but the knowledge and learning capacity determines the lifestyle of a person. Education should develop one's personality, self- identity, self- knowledge and self- fulfillment. It deals with the completion of life and reflection of life. Education reflects the personality and future life. It reflects to personality development, professional development, ethical personality, aesthetic values and humanization (Delors, 1996). So, another aspect of quality education is learning to be as the reflection of professional development that seeks to attain by the efforts of schools.

Learning to Live Together

UNESCO urges as a fourth pillar of education is 'learning to live together'. It implies to the social adjustment in a particular place (UNESCO, 2005a). It enables the persons to adjust in the society and expresses the inter-relationship, co-operation, respect and harmonious relationship (UNESCO, 2005b). It respects to the cultural diversity and avoid any kind of disparity and suppression which are seen in the society. It enables the person to overcome with situation of tension, exclusion, conflict, violence and terrorism. They have added that there should be the equal participation, justice and mutual relationship in the society. Similarly, it enables the person to understand about the multi-cultural activities. In the context of meaning of quality education, one should be adjusted in the society. Education should enable the person to adjust in the society easily. In every adverse situation of the person, he/she has to develop own capacity to solve and adjust on it. Moreover, the following indicators are equally relevant for maintaining quality in school education:

Resources and Facilities

From the perspective of management of resources and facilities in school, it should be congruence with the quality education. It stresses on the physical, economic, human manpower and facilities which refers to the way of making easy for learning at schools (Güner, 2015).

Sufficient Knowledge and Skills

Schools are the main platform for providing knowledge and skills to the learners. The main motto of expectation of stakeholders is to provide quality education to their children (Tan, 2009). In this regards Spruit et al., (2015) has expressed, there should be good and conducive environment for providing quality education where sufficient knowledge and skills are to be cultivated as per relevant time period of the children.

Efficiency in Technology

Impact of technology is not separated from the quality education (Chopra, 2016). It makes our life easier than that of our traditional way of life activities. In the real platform of education and educational activities, there is high influence of technology (Arabmomeni, et al., 2013). In this context, Jerrard (2016) has advocated on the support of enhancing the learning with effective use of technology in teaching.

Good moral behaviors

While connecting with the quality of education in schools, there may be connection with moral behaviors produces on the child (Güner, 2015). The ultimate aim of

education is to produce the good behaviors on the child (Chopra, 2016). She has also mentioned that quality education is taken place there where the school's endeavor on the cultivation of moral and ethical behaviors on the child.

Exposing Good Personality

Personality denotes to the way of expressing life styles externally and internally (Tan, 2009). One of the main objectives of education is to develop the personality of a child (Grady, 1998). Internal personality refers to the capacity development expressed by the child intrinsically and external personality is exposed through the appearances of the child extrinsically (Jerrard, 2016).

Effective Instructional Activities

The meaning of quality education can be explained from the lens of effective instructional activities. They have also added that quality education can be imagined where there is effective teaching and learning activities are taken place. Quality education means knowledge which can be produced from the effective instruction activities conducted by the teachers at schools.

Producing Innate Powers on the Child

Education is the process of producing innate power from the child (Tan, 2009). It draws out the potential power of child as an external way. Quality of education is taken place there, whenever the potential power of child produces on the mind (Jerrard, 2016). There is a potential power to learn and exposes them in different ways, quality education is the means of producing the knowledge and skills from the mind of child.

Social Adjustment

From the meaning of quality education, it is the process of socialization (Mark, 1990). Education enables the person to adjust himself/herself in his/her society. The main aim of education is to make the person adjust in the society (Tan, 2009). In this context, (Arabmomeni et al., 2013) has elaborated that the process of adjustment at home. Not only this, it is the process of assimilation in different cultures (Shetty, 2016).

External efficiency of the students

External efficiency means performance in job services. It refers to the employment services and satisfaction. In this context, Shetty (2016) has mentioned that after passing out from the level of academic courses of qualification, candidates want to be employed in any field.

Internal efficiency of institutions

From the perspective of quality education, it also stresses on the internal capacity and performance of the schools (Mark, 1990). Internal efficiency denotes qualitative changes of schools (Jerrard, 2016). Internal efficiency of institutions refers to the performance of schools where all the teaching and non-teaching staffs should be trained and expressed their performance in their own field. They have also added that, all the performance of the school's personals can be increased along with the performance and achievement of the students every year.

Effective educational governance

The main aim of educational governance is to ensure quality education through reliable and effective governance in education (Benavot, et al., 2003). The effective educative governance is understood as articulating, monitoring and controlling aspects of the school, creating, approving, reviewing, directing and recommending aspects of the school program for ensuring quality education in school and monitoring then growth and development part of the schools. To make effective educational governance, there should be necessary to develop the main three components as engagement, empowerment and enablement.

Teacher effectiveness

The meaning of quality education from the perspective of teacher effectiveness stresses on the quality of a teacher (Jerrard, 2016). Only the qualified teacher can maintain the quality education in the class room. Teacher effectiveness refers to the ways of quality of a teacher where individual quality, social quality and educational quality of a teacher are mentioned meaningfully (David et al., 2011). In this way, there should be high activeness in teaching, maintaining social qualities and apply educational techniques and methods for the betterment of student's performance (Mark, 1990). So, from the meaning of teacher effectiveness, trained and qualified teachers are needed for maintaining the quality education in schools.

Findings

The main purpose of education was to explore ideas and insights on quality education. The study has explored quality dimensions in education. With the help of relevant literature such as thematic, theoretical and empirical review, relevant web-site visit, my own personal and professional experiences quality education benchmark has been explored. The study arrives at the following quality model in education.

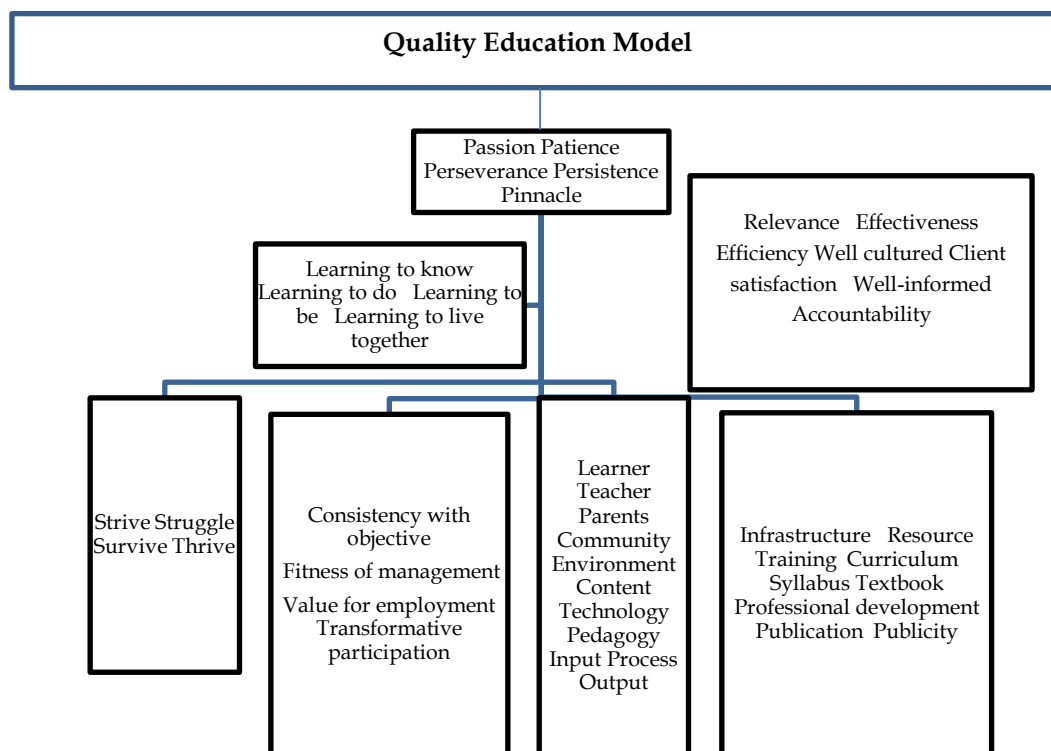


Figure 1. Quality Education Model

D. Conclusion

Quest for quality is essential in education for meaningful life. To achieve this, everyone needs passion, patience, and persistence. Quality education is a beautiful blend of input, process and output. Stakeholders of education such as teachers, students, parents, curriculum developers, syllabus designers and textbook writers are responsible to strive, struggle, survive and thrive with quality in education. Human resource plays an important role to bring transformation in education. Moreover, resource, infrastructure, teaching materials and commitment are equally important to delve deep into the arena of teaching and learning process. Therefore, quality education is the evaluation of educational level. It definitely comes from the quality of person who are educated. It also implies to the developing of basic qualities on child and providing training in a relevant field. Hence, it is said that, quality education refers to the relevancy of knowledge. Quality education is the character of the set of elements in the input, process and output of education system that provides services completely satisfy in both internal and external strategic consistencies in quality education by meeting their explicit and implicit expectations.

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