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Comparative Analysis of Organizational Governance, Management Practices, and Learning Environments in Higher Education Institutions Across Different Provinces

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Abstract

This research examines organizational governance structures, management practices and learning environments within higher education institutions across provinces in Pakistan. Higher education institutions (HEIs) are controlled and regulated under the framework that is provided by organizational governance. It encompasses the structures, procedures, and mechanisms that are responsible for guiding decision-making, ensuring accountability, and promoting openness inside institutions. In Pakistan, higher education institutions (HEIs) have governance systems that varies from province to province.The study was descriptive in nature. The population of the study was all the principals; faculty members of affiliated colleges were the population of the study. A total of 1900 colleges are registered under the affiliation of different degree-awarding institutions in Pakistan. The study was survey type while the sample was selected through the convenience sampling method of non-probability sampling. Total of 140 faculty members (80 from Punjab (the largest province in terms of population), 20 from Sindh, 20 from KP, and 20 from Baluchistan, while 28 principals and 28 directors QEC were selected as samples of the study. The questionnaires were used to determine the effectiveness of the parameters of modified minimum quality standards; moreover, the questionnaires were used to highlight/ explore the deficient areas in MQS for further deliberation/incorporation. The findings of the investigation also found that the scholars were aware of this. In a setting where there was no encouragement or enforcement from teachers present among the students, it was discovered that the kids lacked the motivation to improve their academic performance. It was discovered that teachers were concentrating on the outcome of the exams. There was no evidence that they were teachers or

leaders. It was discovered that teachers were only facilitators, not stimulators. Additionally, it was determined that the atmosphere of the classroom was conducive to learning. In terms of their responsibilities, it was discovered that the principals were self-restrictive. There was a lack of contentment among both the instructors and the pupils over the current educational setting. When it came to receiving inspiration from higher authorities, it was shown that teachers did not have a significant amount of confidence.As a result, it is highly advised that college principals work together to coordinate the development of an engaging learning environment for teachers in the colleges.

Keywords: organizational governance, management practices, learning environment, higher education etc.

Introduction

A nation's intellectual and socio-economic landscape is significantly influenced by the institutions of higher education (HEIs), which play a significant part in this process. Over the course of the last several decades, Pakistan's higher education industry has undergone a substantial amount of growth and transition. This has been characterized by an increase in the number of institutions, enrollment rates, and academic programmes. On the other hand, this expansion has also been accompanied with difficulties in terms of governance, managerial practices, and the learning environment that exists within these institutions. In order for policymakers, administrators, and academics to effectively address these difficulties, it is vital for them to have a solid understanding of the differences that exist between the various provinces in Pakistan in terms of organizational governance, management practices, and learning environments.

Higher education institutions (HEIs) are controlled and regulated under the framework that is provided by organizational governance. According to Rhoades and Slaughter (2004), it encompasses the structures, procedures, and mechanisms that are responsible for guiding decision-making, ensuring accountability, and promoting openness inside institutions. In Pakistan, higher education institutions (HEIs) have governance systems that varies from province to province. These variations include the membership of governing bodies, the procedures for appointing employees to senior positions, and the degree of autonomy that is allowed to institutions. In the province of Punjab, for example, the Punjab Higher Education Commission (PHEC) is responsible for a substantial role in the oversight of the governance of public sector higher education institutions (HEIs), whereas in the province of Sindh, the Sindh Higher Education Commission (SHEC) performs a duty that is comparable. According to Rashid et al. (2019), differences in the models of governance that are used in different provinces can have an impact on the efficiency and efficacy of decision-making processes, the distribution of resources, and the overall performance of institutions.In higher education institutions (HEIs), management practices cover a wide variety of tasks, such as academic administration, financial management, human resource management, and strategic planning. The implementation of efficient management methods is absolutely necessary in order to

guarantee the quality of education, maximize the utilization of available resources, and encourage both academic brilliance and innovation. However, there may be differences in management techniques among higher education institutions (HEIs) in different provinces due to differences in the cultures of the institutions, the styles of leadership, and the resources that are available. In their 2018 article, Khan and Khan highlight the variations in financial management methods that exist between public and private colleges in Pakistan. These differences have ramifications for the sustainability and competitiveness of various institutions.

In higher education institutions (HEIs), the learning environment covers not only the intellectual but also the social and physical aspects of the educational experience. A number of aspects are included in this category, including classroom facilities, instructional strategies, interactions between students and teachers, and extracurricular activities. In order to encourage student engagement, retention, and academic accomplishment, it is essential to provide a learning environment that is conducive to learning. It is possible that the learning environment in different provinces of Pakistan is different from one another due to variances in the development of infrastructure, educational regulations, and cultural norms. When compared to their urban counterparts, higher education institutions (HEIs) in rural areas may have a more difficult time providing students with current facilities and resources, which can have an effect on the overall quality of the educational experience that students have (Bano et al., 2020).

Research Objectives

- To examine organizational governance structures in higher education institutions across different provinces in Pakistan.
- To analyze management practices employed by higher education institutions in various provinces in Pakistan.
- To assess learning environments within higher education institutions across provinces in Pakistan.

Research Questions

1. What are organizational governance structures in higher education institutions across different provinces in Pakistan?
2. What management practices are employed by higher education institutions in various provinces in Pakistan?
3. How do learning environments within higher education institutions vary across provinces in Pakistan?

Literature Review

Higher education institutions' effectiveness and mission depend on governance, management, and learning environments. Universities have complicated governance frameworks with administrators, faculty, trustees, and other stakeholders with different roles and duties. Good governance fosters accountability, transparency, and strategic decision-making (Birnbaum, 1988). Higher education management includes financial, human resources, strategic planning,

and academic programme creation. Financial management supports operations and institutional goals through budgeting, resource allocation, and income production (Birnbaum, 1988). Hire, train, and retain qualified academics and staff and create a positive organizational culture that encourages creativity and collaboration (Bolman & Deal, 2017).

Higher education learning environments are physical, social, and intellectual settings for teaching and learning. These include classrooms, labs, libraries, online platforms, and extracurriculars. Class size, instruction, technology, and student support must be considered to create favorable learning environments (Chickering & Gamson, 1987).To ensure equitable success for all students, a culture of inclusion, diversity, and equity is necessary (Milem, Chang, & Antonio, 2005).Higher education governance is complex and involves several decision-making processes. Faculty, administrators, and governing boards traditionally collaborate on academic policies, curriculum creation, and budget allocations (Kezar & Eckel, 2002). Higher education governance is changing as transparency, accountability, and efficiency rise (Eckel & Kezar, 2003).

Higher education institutions need good management to function well and last. Universities must manage finances well due to diminishing public funding, rising tuition, and increased competition for resources. Financial stability and long-term survival need strategic financial planning, cost control, and revenue diversification (Johnstone & Marcucci, 2010).Attracting, keeping, and developing excellent academics and staff requires efficient human resource management. This includes competitive compensation, benefits, professional growth, and a friendly workplace. Additionally, encouraging creativity and collaboration can boost staff morale and productivity (Cohen, 1998).

Technology, pedagogy, and student demographics are changing higher education learning settings. Online learning platforms and educational software are changing course delivery and student engagement (Means et al., 2013). Active learning methods that encourage student engagement, critical thinking, and problem-solving are also becoming more popular (Freeman et al., 2014).Strategic planning entails defining goals, examining internal and external environments, recognizing strengths and weaknesses, and creating executable plans (Bryson, 2018). It guides resource allocation, initiative prioritization, and adaptation in a dynamically changing higher education landscape.

Diversity, equity, and inclusion must be addressed in higher education governance and management. Diversity enriches education and prepares students for a diverse and interconnected society. DEI projects must actively recruit and retain diverse professors, staff, and students and create inclusive learning environments where all community members feel appreciated and supported (Hurtado & DeAngelo, 2012).Higher education institutions must promote constant learning and improvement to stay relevant and responsive to students and society. This comprises giving academic and staff chances for professional growth, research, and collaboration (Huber & Hutchings, 2005).

Research Methodology

The objective of this research was to conduct an examination of the organizational governance, management practices, and learning environments of a sample that was representative of colleges that are associated with Pakistan. The investigation was carried out utilizing a combination of different approaches. A research strategy known as the mixed method is one that incorporates both qualitative and quantitative data into a single investigative endeavor. One approach is to use the qualitative method, which consists of asking wide, introspective questions. The use of "close answer" questions, which are part of the quantitative technique, constitutes the second tactic. The present study was descriptive in nature and utilized a mixed-method approach to collect data from educational institutions in Pakistan, specifically universities and colleges. Mixed methods research involves the collection, analysis, and synthesis of data from both qualitative and quantitative sources, such as interviews and focus groups, as well as experiments and surveys. In Pakistan, there are a total of 1900 colleges that are associated with a variety of education institutions that issue degrees. In Punjab, there were 1351 colleges with 1351 principals, 1351 directors of QEC, and 36,648 faculty members. In Sindh, there were 258 colleges with 258 principals, 258 directors of QEC, and 7582 faculty members. In KP, there were 209 colleges with 209 principals, 209 directors of QEC, and 5674 faculty members. In Baluchistan, there were 72 colleges with 72 principals, 72 directors of QEC, and 3212 faculty members. A total of 53,116 academic members, 1900 directors of QEC, and 1900 principals were employed by these educational institutions. Everyone who read this was considered for participation in the study (Table 1).

Table 1: Targeted Population

Areas	Number Of Affiliated Colleges	Number ofPrincipals	QEC Directors	Number of Faculty Members	Targeted Population
Punjab	1,351	1,351	1,351	36,648	
Sindh	268	268	268	7,581	
KP	209	209	209	5,675	
Baluchistan	72	72	72	3,213	
Total	**1900**	**1900**	**1900**	**53,116**	**56,916**

Source:Higher Education Commission of Pakistan (2016)

A population of 56,916 was determined to be the result of using this strategy. In addition to Sindh, Punjab, and K.P., Baluchistan was also included in the sample. The sample for the research consisted of one public university and four affiliated colleges from the province of Baluchistan, one public university and four affiliated colleges from the province of KPK, one public university and four affiliated colleges from Sindh, and four public universities and sixteen affiliated colleges from the province of Punjab (Table 2).

Table 2: Sample Distributions Chart

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Areas	Number of Affiliated Colleges	Number of Principals	Directors of QEC	Numbers of Faculty Members	Targeted Sample
Punjab	16	16	16	80	
Sindh	04	04	04	20	
KP	04	04	04	20	
Baluchistan	04	04	04	20	
Total	**28**	**28**	**28**	**140**	**196**

The questionnaires were utilized to ascertain the efficacy of the parameters of organizational governance, management practices, and learning environments. Furthermore, the questionnaires were utilized to highlight and investigate the areas of organizational governance, management practices, and learning environments that were lacking in order to facilitate further consideration and incorporation. The principals and faculty members of the institutions that were affiliated with the consortium were given the questionnaires to fill out. In Pakistan, there is a questionnaire that is directed towards the head faculty teachers of affiliated colleges. A procedure for conducting interviews with the principals of affiliated institutions in Pakistan, as well as a protocol for conducting interviews with the QEC directors of universities in Pakistan. Before any analysis can begin, quantitative data must first be coded in the appropriate manner. During the entire process of data collecting and the commencement of the data feeding process in SPSS-21, coding was required because of this specific circumstance. For the purpose of determining the areas in which administrators and instructors differed in their utilization of quality assurance processes, percentages, means, and analysis of variance were utilized. During the process of collecting qualitative data, information of a more subjective type was acquired.

Results

Quantitative Results

Table 1 below shows the average age of teachers in Pakistan's provinces, broken down by years. In contrast, only 5% of Punjab's teaching personnel are between the ages of 25 and 30, compared to 20% of Sindh's teaching team. Similarly, in Khyber Pakhtunkhwa (KPK), 15% of the teaching staff is comprised of individuals between the ages of 25 and 30, while in Baluchistan the same age group makes up 15% of the teaching staff. Taking a look at those between the ages of 31 and 35, Sindh has 30% of the teachers in this group, Punjab has 16.25%, KPK has 35%, and Baluchistan has 10%. Baluchistan has 40% of its population between the ages of 36 and 40, while Punjab has 70%, Khyber Pakhtunkhwa Province has 25%, and Sindh has 40% of this age group. While the rate in Punjab is 8.75%, KPK is 25%, and Baluchistan is 35%, the percentage in Sindh is 10% for teachers over 40. When accounting for all age groups, Sindh provides 100 teachers (20%), Punjab 80 teachers

(100%), KPK 20 teachers (100%), and Baluchistan 20 teachers (100%) to the overall count of 140 instructors in the study.

Table 1: Age (Year) Distribution of Teachers

	Sindh		Punjab		KPK		Baluchistan		Total
	f	**%**	**f**	**%**	**f**	**%**	**f**	**%**	
25-30	4	20%	4	5%	3	15%	3	15%	14
31-35	6	30%	13	16.25%	7	35%	2	10%	28
36-40	8	40%	56	70%	5	25%	8	40%	77
> 40	2	10%	7	8.75%	5	25%	7	35%	21
Total	**20**	**100%**	**80**	**100%**	**20**	**100%**	**20**	**100%**	**140**

Table 2, which can be found below, compares the educational backgrounds of teachers in Pakistan's various provinces. The proportion of teachers with a Bachelor of Science (BS) degree is significantly greater in Sindh (35%), whereas it is significantly lower in Punjab (3.75%). Only 10% of teachers in Khyber Pakhtunkhwa (KPK) are Bachelor of Science degree holders; in contrast, 15% of teachers in Baluchistan are. Going on to the master's degree level, Sindh has 40% of teachers with an MA or MSC, whilst Punjab has 81.25% of teachers with this qualification. In Baluchistan, seventy percent of the teaching staff holds a master's or specialist degree, compared to fifty percent in KPK. Of the total number of people with an M. Phil degree, Sindh accounts for 15%, Punjab for 8.75%, KPK for 25%, and Baluchistan for 10%. To sum up, 10% of teachers in the nation are Ph.D. holders, compared to 6.25 percent in Punjab, 15% in KPK, and only 5% in Baluchistan. Within the general allotment, Sindh contributes 20 teachers to the total of 140 teachers, Punjab contributes 80 teachers, KPK contributes 20 teachers, and Baluchistan contributes 20 teachers.

Table 2: Qualification of Teachers

	Sindh		Punjab		KPK		Baluchistan		Total
	f	**%**	**f**	**%**	**f**	**%**	**f**	**%**	
BS	7	35%	3	3.75%	2	10%	3	15%	15
MA/MSC	8	40%	65	81.25%	10	50%	14	70%	97
M.Phil	3	15%	7	8.75%	5	25%	2	10%	17
Ph.D.	2	10%	5	6.25%	3	15%	1	05%	11
Total	**20**	**100%**	**80**	**100%**	**20**	**100%**	**20**	**100%**	**140**

Based on the grade levels of the classes they teach, Table 3's data offers a comparative examination of how instructors are distributed throughout Pakistan's provinces. In Punjab, just 5% of teachers are actively involved in teaching BA/BSC courses; in Sindh, this number is 10%. In a similar spirit, BA/BSC teachings are the responsibility of 10% of teachers in Khyber Pakhtunkhwa (KPK) and 15% of teachers in Baluchistan. At the BS level, Sindh provides thirty percent of the teachers, Punjab provides forty-six.25 percent, KPK provides thirty percent, and Baluchistan provides thirty percent. Baluchistan contributes 10%, KPK contributes 15%, Punjab gives 6.25%, and Sindh contributes 10% to the MA/MSC category. 25% of teachers in Sindh, 33.75% of teachers in Punjab, 20% of teachers in KPK, and 20% of teachers in Baluchistan are currently employed as secondary school instructors. Sindh has

fifteen percent of professors competent to offer M. Phil courses; Punjab has five percent; KPK has fifteen percent; and Baluchistan has ten percent. In summary, the following states have the highest percentage of Ph.D.-holding professors: Sindh (10%), Punjab (3.75%), KPK (10%), and Baluchistan (15%). According to the cumulative view, Punjab contributes 80 teachers overall, KPK contributes 20, and Baluchistan contributes 20 teachers overall. Sindh contributes 20 teachers to the total count of 140 instructors.

Table 3: Class Teaching

	Sindh		**Punjab**		**KPK**		**Baluchistan**		**Total**
	f	**%**	**f**	**%**	**f**	**%**	**f**	**%**	
BA/BSC	2	10%	4	5%	2	10%	3	15%	11%
BS	6	30%	37	46.25%	6	30%	6	30%	55%
MA/MSC	2	10%	5	6.25%	3	15%	2	10%	12%
MS	5	25%	27	33.75%	4	20%	4	20%	40%
M.Phil	3	15%	4	5%	3	15%	2	10%	12%
Ph.D.	2	10%	3	3.75%	2	10%	3	15%	10%
Total	**20**	**100%**	**80**	**100%**	**20**	**100%**	**20**	**100%**	**140**

An insightful analysis of the number of years of teaching experience that instructors have in each of Pakistan's provinces can be found in Table 4. Just 20% of educators in Punjab have the same level of experience as teachers in Sindh, where 25% of educators have one to five years of classroom experience. In Khyber Pakhtunkhwa (KPK), 20% of instructors fit this experience category; in Baluchistan, the figure is 10%. Twenty percent of the teachers in the group with six to ten years of experience are from Sindh, thirty percent are from Punjab, thirty percent are from KPK, and fifteen percent are from Baluchistan. Of the instructors in the country with 11–15 years of experience, 25% are from Sindh, 23.75% are from Punjab, 25% are from KPK, and an astounding 50% are from Baluchistan. KPK has 10% and Baluchistan has 10% of the workforce with 16 to 20 years of experience, compared to 20% in Sindh and Punjab. 10% of instructors in Sindh have more than 20 years of experience; in Punjab, this number is 6.25%; in KPK, it is 15%; and in Baluchistan, it is 15%. In total, there are 140 instructors; Sindh provides 20 teachers, Punjab contributes 80 teachers, KPK contributes 20 teachers, and Baluchistan contributes 20 teachers. These numbers do not include the various backgrounds of the instructors.

Table 4: Teaching Experience (in Year)

	Sindh		**Punjab**		**KPK**		**Baluchistan**		**Total**
	f	**%**	**f**	**%**	**f**	**%**	**f**	**%**	
1-5	5	25%	16	20%	4	20%	2	10%	27
6-10	4	20%	24	30%	6	30%	3	15%	37
11-15	5	25%	19	23.75%	5	25%	10	50%	39
16-20	4	20%	16	20%	2	10%	2	10%	24
> 20	2	10%	5	6.25%	3	15%	3	15%	13

Total	**20**	**100%**	**80**	**100%**	**20**	**100%**	**20**	**100%**	**140**

The information shown in Table 5 provides an in-depth summary of the resources that are available to teachers in Pakistan's Punjab province. Among the tools at hand, computer accessibility is particularly noteworthy. Of the instructors, 77, or around 96.25 percent, acknowledged that they have access to computers, while only three professors do not. Regarding internet accessibility, a similar trend can be observed: only four teachers lack access to this resource out of 76 teachers (or 95%) who have attested to having access. The distribution of E-Data access is similar: just 6 teachers (or 95%) do not have access, whereas 76 teachers (or 95%) do. Nine professors do not have access to e-books, whereas 21 instructors, or 26.25 percent, have attested to their accessibility. Interestingly, only two teachers (2.5% of the total) reported having access to the electronic library, while a sizable portion of teachers (78) reported not having any access at all. Conversely, as 79 teachers (or 98.75%) have attested to having access to a real library, reading materials are abundant there.Just four professors lack access to conference rooms, out of the 76 instructors (or 95%) who claim to have them available. Comparably, 79 instructors have confirmed the existence of prayer rooms and amenities, for a confirmation rate of 98.75%. Remarkably, 87.5% of teachers report having access to transport facilities, whilst only 10% of instructors report not having access. This indicates that most transport services are accessible. Conversely, medical services seem to be harder to get access to, since only one instructor (1.25%) confirmed availability.

Table 5: What Resources are Accessible to Teachers (in Punjab)?

Resource	Yes	No	To Some Extent
Computer	77	3	0
Internet	76	4	0
E-Data	76	6	0
E-Book	21	9	0
E-Library	2	78	0
Reading in Library	79	1	0
Conference Room	76	4	0
Prayer Place	79	1	0
Transport Facility	70	10	0
Medical Facility	1	79	0
Hostel Facility	78	2	0

A thorough overview of the resources that are available to instructors in Sindh, Pakistan, is given by the statistics in Table 6. Of the total number of teachers, four, or twenty percent, report having access to computers; the other sixteen do not possess this resource. Parallel to this, only two teachers (10%) have admitted to having internet access, while eighteen teachers lack this facility. The trend and access to e-data are similar; just 10% of teachers report having access, while 18 teachers do not. Out of all the teachers, just one (or 5% of them) has access to electronic books; the other nineteen teachers do not. Similarly, only two teachers (10%) are claiming access to the electronic library, whereas eighteen teachers do not

have access. Conversely, there are plenty of reading resources available in a physical library; only four teachers do not have access to one, while eighteen teachers, or eighty percent, have affirmed that they have.There are a lot of conference rooms available; 16 instructors, or 80% of the total, report having access to them, while only 4 teachers report not having any. Similarly, 19 teachers (or 95%) have verified their availability for prayer rooms, indicating that they are easily accessible; only one teacher does not have access. There are 10 instructors (or 50% of the total) who report having access to transport and an equal number who do not. Merely 10% of the educators, or two teachers, have indicated that they have access to medical services. This suggests that there are restrictions on access to further resources.

Table 6: What Resources are Accessible to Teachers (Sindh)?

Resource	Yes	No	To Some Extent
Computer	4	16	0
Internet	2	18	0
E-Data	2	18	0
E-Book	1	19	0
E-Library	2	18	0
Reading in Library	16	04	0
Conference Room	16	04	0
Prayer Place	19	01	0
Transport Facility	10	10	0
Medical Facility	2	18	0
Hostel Facility	18	2	0

An extensive examination of the resources that are available to instructors in the Pakistani province of Khyber Pakhtunkhwa (KPK) is shown in Table 7. Of the resources, 12 teachers (or 60% of the total) have confirmed computer accessibility, while the remaining 8 teachers do not have access. When it comes to internet access, a similar pattern is evident, with sixteen teachers not having it and only four teachers (20%) claiming they have it. This tendency is also seen in the accessibility of e-data, where only three teachers (15%) report having access while seventeen teachers state they do not. Of the teachers surveyed, just two (10%) have certified that they have access to libraries and electronic books; the remaining eighteen do not. Conversely, reading materials held in physical libraries are more easily accessed; ten teachers, or 50% of the total, have attested to their access, while the same number do not. Only three teachers, or 15%, do not have access to conference rooms, despite the fact that 17 instructors, or 85%, claim having access to them. Twenty instructors—or one hundred percent of the sample—attest to the availability of prayer areas. There is a 50/50 split in the availability of transport facilities; 10 instructors (or 50%) report having access, while the remaining instructors indicate they do not. All KPK teachers who responded to the survey don't seem to have access to healthcare, though. There are a lot of hostels available for students to stay in; ninety percent of the professors, or eighteen, have verified their availability, and only two teachers do not have access.

Table 7: What Resources are Accessible to Teachers (in KPK)?

Resource	Yes	No	To Some Extent
Computer	12	8	0
Internet	4	16	0
E-Data	3	17	0
E-Book	2	18	0
E-Library	2	18	0
Reading in Library	10	10	0
Conference Room	17	3	0
Prayer Place	20	0	0
Transport Facility	10	10	0
Medical Facility	0	20	0
Hostel Facility	18	2	0

The information in Table 8 provide a clear picture of the range of resources that are available to teachers in Pakistan's Baluchistan region. Out of all the resources, 15% of teachers have stated that computers are accessible, yet 17 teachers do not have access. Even though just 2 teachers (10%) acknowledge having access, this pattern is also evident in the 18 teachers who do not have internet connection. Similarly, of the 20 teachers surveyed, only one (5%) report having access to E-Data; the other 19 teachers do not. It has not been confirmed by any of the polled teachers that they have access to electronic books or an electronic library. Fifteen educators, or fifty percent of the total, say they have access to reading materials kept in physical libraries, while the remaining educators do not. With 10 instructors (or 50% of the total) having confirmed access and 10 teachers not having access, the conference room is roughly equally available. Twenty instructors—or one hundred percent of the sample—attest to the availability of prayer areas. Of the total, ten instructors (or fifty percent) report having access to the available transit options, while the remaining instructors (the other half) do not. Nevertheless, none of the Baluchistani teachers surveyed had access to the state's medical resources. When it comes to housing, the availability of hostel facilities is especially remarkable because only three professors lack access, while 17 teachers—or 85% of the total—have confirmed their availability.

Table 8: What Resources are Accessible to Teachers (in Baluchistan)?

Resource	Yes	No	To Some Extent
Computer	3	17	
Internet	2	18	
E-Data	1	19	
E-Book	0	20	
E-Library	0	20	
Reading in Library	10	10	
Conference Room	10	10	
Prayer Place	20	0	
Transport Facility	10	10	
Medical Facility	0	20	

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Hostel Facility	17	3	

Table 9 gives a detailed summary of one-way ANOVA findings for Organizational Governance and Management. Instructors' mean response to "The college has clear job descriptions for all teachers and staff" was (3.76) with a standard deviation of (0.815), whereas Sindh province's mean was (2.6). (0.94). KP had a mean value of 4.4 and a standard deviation of 0.681 for this statement, while Baluchistan had 3.15 and 0.681. KP had a very high mean value compared to other provinces. Punjab ranked second, however the distance between Punjab and KP mean values was minor. Baluchistan has a higher mean value for this statement than Sindh. Punjab's mean value for "The college assures clever management system" was (3.35) with a standard deviation of (0.887), whereas Sindh's was (2.75) with 0.887. The mean value for KP's statement was (4.05) with a standard deviation of (0.686), whereas Baluchistan's was (2.35) with a standard deviation of (0.686). KP has a high mean value compared to all provinces, while Punjab is second, yet it is near to KP. The lowest mean value for this statement was in Baluchistan, and Sindh was second. "The college has prepared a long-term plan for future Trends of" received an average response of (3.62) with a standard deviation of 0.877, and "The college has prepared a long-term plan for future Trends of" received 3.2. (0.616). The mean value for this statement in KP was (3.8) with a standard deviation of (0.616), while in Baluchistan it was (2.7). (0.733). KP's mean value was higher than the other provinces. Punjab had second-highest mean values, but the margin between Punjab and KP was small. Baluchistan had the lowest mean value, although Sindh province was somewhat better. Teachers' responses to "The college have implemented committees" were noted. Punjab province had a mean value of 4.26 and a standard deviation of 0.951, whereas Sindh province had 3.25. (0.716). The mean value for this statement in KP was (4.35) with a standard deviation of (0.587), and in Baluchistan, it was (2.6). (1.046). KP has a higher mean value than the other provinces. The Punjab province average was also better. Baluchistan has a poor average value. Sindh province has a significantly higher mean value. Instructional replies to "The college have established a strong disciplinary policy" were (3.99) in Punjab and (3.4) in Sindh (0.754). In KP, the mean value for this statement was (3.45) with a standard deviation of (0.686), while in Baluchistan, it was (2.4). (1.501). Punjab has a higher mean value than the other provinces. The mean value of KP was second, Sindh was better, and Baluchistan was low. Punjab (3.95) and Sindh (3.25) responded to "The College has created an efficient audit procedure" (1.333). Baluchistan's mean value for this statement was (2.3) with a standard deviation of (1.021), while KP's was (4.1). (1.081). According to mean values, KP had a greater mean value than the other provinces. Punjab had a good mean value, and the mean gap between Punjab and KP was very small. Sindh's mean value was somewhat greater than Baluchistan's, which was severely low. Teachers' responses to "The College maintains communication with all stakeholders" were noted. Punjab had a mean score of 3.82 and a standard deviation of 0.897, whereas Sindh had 2.9. (1.252). Baluchistan's mean value for this statement was 2.00, while KP's was 3.75 with a standard deviation of 0.716. (0.858). Punjab has a higher mean value than the other provinces. KP

mean value was second, but the Punjab and KP mean values were close. In Sindh province, the average figure was also low, while in Baluchistan, it was slightly higher. Teachers' comments on "The college supports the employability of its graduates" were noted. Punjab had a mean value of 3.86 and a standard deviation of 0.938, whereas Sindh had 2.55. (1.302) KP's mean value for this statement was (3.55) with a standard deviation of (1.05), while Baluchistan's was (2.7). Punjab has a higher mean value than the other provinces. The KP mean was second, with little change from the Punjab mean. Sindh and Baluchistan had low average values. This statement ranked Punjab mean value first.

Table 9: ***Organizational Governance and Management***

	Sindh		**Punjab**		**KPK**		**Baluchistan**	
	M	**SD**	**M**	**SD**	**M**	**SD**	**M**	**SD**
The college has articulated job description for all teachers and staff.	3.7	0.815	2.6	0.94	4.4	0.681	3.15	0.933
The college ensures smart management system and efficient disposition of the pending issues	3.3	0.887	2.75	0.716	4.05	0.686	2.35	0.875
The college has prepared long-term plan for academic expansion based on forecasting the future trends of 21st century	3.62	0.877	3.2	0.616	3.8	0.616	2.7	0.733
The college has developed and implemented the following committees; a) course contents review committee. b) Discipline committee. C) Misconduct Committee. D) Internal Examination Committee. E) Co-curricular activities Committee.	4.26	0.951	3.25	0.716	4.35	0.587	2.6	1.046
The college has developed and implemented a strict disciplinary policy against any kind of violence, sexual harassment and gender discrimination among students, teachers and staff of any background.	3.99	0.771	3.4	0.754	3.45	0.686	2.4	1.501
The college has developed an efficient internal financial	3.95	0.855	3.25	1.333	4.1	1.021	2.3	1.081

audit mechanism, complemented by an external auditing process.								
The college remains in contact with all stakeholders to prepare graduates according to the demands of the world of work.	3.82	0.897	2.9	1.252	3.75	0.716	2	0.858
The college facilitates for the employability of its graduates by arranging coordination with labor market.	3.86	0.938	2.55	1.191	3.55	1.05	2.7	1.302

SD = Standard Deviation

The findings of an analysis of variance (ANOVA) are shown in Table 10. The findings of the Post Hoc Tests contrasted provinces' Organizational Governance and Management. Games-Howell (.418) found a strong Punjab-KP link. The mean difference between Punjab and KP was extremely low (.10312), whereas Punjab and Sindh were (.84063) and Punjab and Baluchistanwere (1.30313), which was quite significant. The Games-Howell Post Hoc Test showed that Sindh was less followed by Organizational Governance and Management than Punjab (-.84063). In contrast to the other provinces, Sindh's mean difference with KP was significantly higher (-.94375). Sindh and Baluchistan have a narrow mean difference (.46250), indicating tight ties and significance (.005). The Games-Howell Post Hoc Test showed KP mean difference and significance. With a significance of.418, KP and Punjab followed this aspect closely. The mean difference between KP and Sindh and Baluchistanwere also substantial (1.40625). (.94375). Sindh and Baluchistan had a large mean deviation from Punjab. In several comparisons of provinces on the Organizational Governance and Management component, Baluchistan and Punjab had a significant mean difference of 1.30313, whereas Sindh and Baluchistan had a less significant mean difference of (-.46250) (.005). Baluchistan mean deviation from KP was also large (-1.40625). KP did well in this aspect compared to other provinces. Sindh and Baluchistan did poorly.

Table 10: ***Summary of the factor (Organizational Governance and Management)***

	N	**Mean**	**SD**	**SE**	**95% C.I.**	
					Lower	**Upper**
Punjab	80	3.82	.40241	.04499	3.7386	3.9177
Sindh	20	2.98	.29217	.06533	2.8508	3.1242
KPK	20	3.93	.22018	.04923	3.8282	4.0343
Baluchistan	20	2.52	.48599	.10867	2.2976	2.7524
Total	140	3.53	.63605	.05376	3.4303	3.6429

SD = Standard Deviation, SE = Standard Error, C.I. = Confidence Interval

Table 11

Table 9 gives a detailed summary of one-way ANOVA findings for Learning Environment. Answers to the statement "The College conducts induction programmes to all new students" were submitted by the faculty and were recorded. The provinces of Sindh and Punjab had mean values of 4.2 and 0.773, respectively, and 4.1 and 4.2, respectively, with a standard deviation of 0.773. (0.616). With regard to this statement, the mean value for KP was (4.1) with a standard deviation of (0.718), whilst the mean value for Baluchistan was (3.95) with a standard deviation of (0.718). (0.826). The mean value of Sindh province is the highest when compared to the other provinces. It was also observed that there was minimal difference between the mean values of Punjab, KP, and Sindh, and that the mean values of KP and Punjab were similar and extremely high. It was discovered that Baluchistan had the lowest mean value for this claim. The mean value for the Sindh province was (2.75), with a standard deviation of (0.878), while the Punjab assignments were (3.84) with a standard deviation of (0.878) (1.333). Consequently, the statement's mean value for KP was 4.05 with a standard deviation of (0.605), whereas the mean value for Baluchistan was 2.15 with a standard deviation of (0.605). (1.226). When compared to the mean values of all provinces, the mean value of KP is high, based on mean value observations. Although Punjab was around the KP mean value, it was placed second in this area. Although it was determined that Sindh had the second-lowest mean value and Baluchistan the lowest mean value for this statement, there was not much of a difference between the mean values of the two states. Responses to the statement "Students are given learning opportunities by the College" were documented. The average value for Punjab was 3.66, with a standard deviation of 0.526, while the average value for Sindh was 2.05, with a standard deviation of 0.526. (0.759). Baluchistan's mean value was 1.75 with a standard deviation of (0.725), while KP's mean value for this statement was (4.00) with a standard deviation of (0.725). 1.333). The average value of KP was found to be higher than the average value of the other provinces. The mean value of the Punjab province came in second in this regard, however the difference between the mean values of Punjab and KP was very narrow. Baluchistan was found to have the lowest mean value; nonetheless, Sindh province outperformed Baluchistan in this area. The way in which educators responded to the statement "Efforts are undertaken to equip the learners with the skills necessary" was observed. (0.611) was the standard deviation of the mean value for Punjab, which was 3.74; the standard deviation for Sindh, on the other hand, was 2.05 (0.611) (0.887). Baluchistan's mean value was (1.55) with a standard deviation of (0.788), whereas KP's mean value was (4.1) with a standard deviation of (0.788). (0.826). It was determined that KP's mean value exceeded the means of the other provinces. In this way, the provincial average for Punjab was also favorable. In reference to this statement, the province of Baluchistan was determined to have an average value that was quite low. In this context, Sindh province's mean value was somewhat higher. Responses from educators to the statement "The college encourages practical lessons and internships." Mean values for Sindh and Punjab were 2.55 and 1.036, respectively. The mean value for Sindh was (3.7) with a standard deviation of (1.036). (0.826). For this statement, the mean value for KP was

(3.95) with a standard deviation of (0.759), whereas the mean value for Baluchistan was (2.25) with a standard deviation of (0.759). (0.91). The average value of KP was found to be higher than the average value of the other provinces. Punjab's mean value was second in this regard, but there wasn't much of a difference between the two mean values. It was determined that the mean value of the Baluchistan province was significantly lower than the mean values of all other provinces; nevertheless, the mean value of the Sindh province was also very low; in this regard, there was very little difference between the mean values of the two provinces, and both were poor. The respondents give the statement "The kids are provided full encouragement and possibilities" a positive reaction. The average value for Punjab was 3.33 with a standard deviation of 0.854, while the average value for Sindh was 2.3 with a standard deviation of 0.854. (0.801). Baluchistan's mean value was (2.5) with a standard deviation of (0.681), whereas KP's mean value for this statement was (4.4) with a standard deviation of (0.681). (0.946). Comparing mean values, it was discovered that KP had a greater mean value than the other provinces. In light of this, Punjab's mean value was also excellent, and there was very little mean difference between Punjab's and KP's mean values. It was found that, although both states were poor in this regard, Baluchistan's mean value for this statement was somewhat better than Sindh's, which had a very low mean value. The replies provided by educators to the claim that "The College provides adequate academic and career counselling" were documented. (2.8) with a standard deviation of (0.834). (0.951) The mean value for Sindh province was (2.8) with a standard deviation of (0.834), whereas the mean value for Punjab province was (3.61). The statement's mean value in KP was 4.05, with a standard deviation of 0.605, whereas the mean value in Baluchistan was 2.2, also with a standard deviation of 0.605. (1.196). The average value of KP was found to be higher than the average value of the other provinces. Although there wasn't much of a difference between Punjab and KP's mean values, Punjab's mean value came in second in this regard. The mean value for the province of Sindh was also poor, but it was marginally better than the mean value for the province of Baluchistan, which was found to be severely low. The opinions of the teachers regarding the claim that "The College encourages a culture of peace and mutual respect" were documented. In Punjab province, the mean value was 3.38 with a standard deviation of 1.095, and in Sindh province, the mean value was 2.65 with a standard deviation of 1.095. (1.496). Baluchistan's mean value was (2.3) with a standard deviation of (0.725), while KP's mean value for this statement was (4.00) with a standard deviation of (0.725). 1.261). It was determined that KP's mean value exceeded the means of the other provinces. With minimal deviation from the Punjab mean value, the Punjab mean was ranked second in terms of high mean value. Both the average value in Sindh province and the average score in Baluchistan were rather low. Consequently, for this assertion, the KP mean value was the highest. The Post Hoc Test was used to compare the factor Learning Environment between provinces. The mean difference between Punjab and Sindh was (1.00000) and the mean difference between Punjab and Baluchistan was (1.33750), which was rather large when compared to all other provinces.

The mean difference between Punjab and KP was incredibly little (.41250) compared to other provinces. In the Games-Howell Post Hoc Test, the mean difference between Sindh and Punjab was (-1.00000), suggesting that Sindh was less affected by the factor Learning Environment than Punjab. Compared to other provinces, Sindh's mean difference from KP was much higher (-1.41250), suggesting that Sindh was less affected by this factor than KP. The very modest mean difference (.33750) between Sindh and Baluchistan suggests that the two are significantly connected (.118). Games: Howell's post hoc test results for the KP mean difference were displayed. Although there was a very small mean difference (.41250) between KP and Punjab, there was a significant mean difference (1.75000) between KP and Baluchistan, and a high mean difference (1.75000) between KP and Sindh. 1.41250). The mean difference between Sindh and Baluchistan was found to be rather significant when compared to the province of Punjab. After comparing the provinces on the Learning environment component multiple times, the mean difference between Sindh and Baluchistan was (-.33750), which was not as significant (.118) as the mean difference between Punjab and Baluchistan (-1.33750). The mean divergence of Baluchistan from KP was also rather high (-1.75000). It was concluded that KP performs better in this area than the other provinces. Sindh and Baluchistan did not do well in this area.

Table 11: ***Learning Environment***

	Sindh		**Punjab**		**KPK**		**Baluchistan**	
	M	**SD**	**M**	**SD**	**M**	**SD**	**M**	**SD**
The college offers induction programs to all incoming students regarding the rules and regulations and use of facilities in the institutions	4.1	0.773	4.2	0.616	4.1	0.718	3.95	0.826
The self-directed learning is encouraged through assignments that require students engaged in consulting books and journals	3.84	0.878	2.75	1.333	4.05	0.605	2.15	1.226
The college provides learning opportunities to the students with latest information and knowledge	3.66	0.526	2.05	0.759	4	0.725	1.75	1.333
The efforts are made to equip the learners with the sills required to become successful in life	3.74	0.611	2.05	0.887	4.1	0.788	1.55	0.826
The college promotes practical classes and internship in the relevant	3.7	1.036	2.55	0.826	3.95	0.759	2.25	0.91

field as a supplement to classroom teaching								
The students are given full encouragement and opportunities to participate in co- curricular and extra-curricular activities for the growth of their personality	3.33	0.854	2.3	0.801	4.4	0.681	2.5	0.946
The college has sufficient academic and career counseling support services for the students	3.61	0.834	2.8	0.951	4.05	0.605	2.2	1.196
The college promotes a culture of peace, mutual respect and social harmony as well as make efforts to develop personality and positive attitude	3.38	1.095	2.65	1.496	4	0.725	2.3	1.261

SD = Standard Deviation

The findings of an analysis of variance (ANOVA) are shown in Table 12. The findings of the Post Hoc Tests contrasted provinces' learning environment. Results showed that the Punjab province had a mean score of (3.66) and a standard deviation of (3.66). (34339). On the other hand, it was found that the Punjab mean was substantially closer to the KP mean (4.0813) with a standard deviation of.30692. In comparison to the other provinces, the mean (2.33) and standard deviation (.42972) for Baluchistan were determined to be quite low. In contrast, Sindh had a somewhat higher mean value (2.66) and standard deviation (.49881) than Baluchistan. When it came to the factor Learning Environment, Punjab ranked second, KP ranked first, and Baluchistan ranked last.

Table 12: ***Summary of the factor (Learning environment)***

	N	**Mean**	**SD**	**SE**	**95% C.I.**	
					Lower	**Upper**
Punjab	80	3.66	.34339	.03839	3.5923	3.7452
Sindh	20	2.66	.49881	.11154	2.4353	2.9022
KPK	20	4.08	.30692	.06863	3.9376	4.2249
Baluchistan	20	2.33	.42972	.09609	2.1301	2.5324
Total	140	3.39	.69910	.05908	3.2769	3.5106

Principals and QEC Representatives' Qualitative Data

Table 11 illustrates the interviewee's suggestions about the most crucial problems related to the Vision, mission, and goal to achieve the minimum quality standards for colleges in Pakistan. They suggested that teachers' lack of motivational behaviour toward their students is the most crucial problem relating to the Vision, mission, and goals to achieve the minimum

quality standards for colleges in Pakistan. Interviewees believed that a lack of visionary teaching missions and less learning are the most crucial problems relating to achieving the minimum requirements in Pakistan.

Figure 1: Problems related to Organizational Governance and Management Practices

The word cloud describes the most important planning, administration, and execution issues for Pakistani institutions to meet basic quality standards. The word cloud shows interviewees' views; most see lack of planning, miscommunication, and teacher professional development as the biggest problems in planning, administration, and implementation to meet Pakistani colleges' minimum quality standards. The word cloud shows that most interviewees thought teachers couldn't know about new concepts. Administration requires cooperation and communication, which most teachers lack. The word cloud shows that many interviewees thought inappropriate planning, mismanagement, and practical work were the most planning administration issues for Pakistani colleges to meet the minimum quality requirement. The cloud demonstrates that lack of organization and coordination is the biggest challenge in planning, administration, and implementation to meet Pakistani colleges' basic quality

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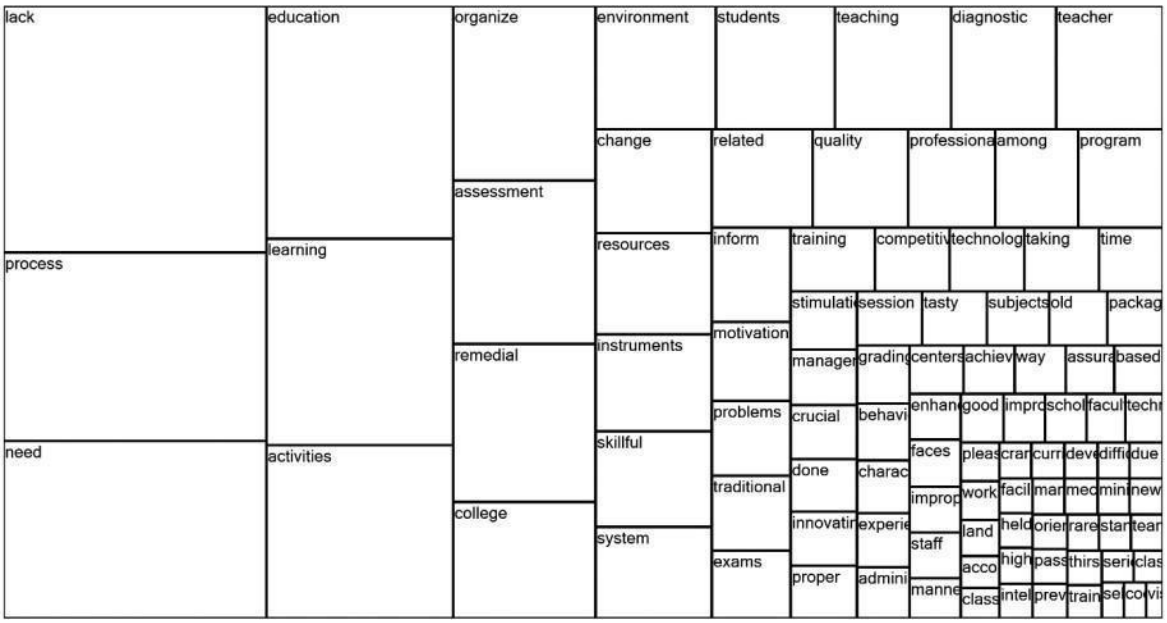
standards. The words cloud reveals that interviewees did not advise sufficient management or coordination among staff members to meet Pakistan's minimal quality criteria for planning, administration, and implementation. Lack of refresher courses for staff development is another major issue with college education quality in Pakistan, as seen by the word cloud.

Figure 2: Problems related Learning Environments



The chart shows the most pressing learning environment issues for Pakistani colleges to meet basic quality standards. The chart presents interviewees' information about students' lack of learning activities and inspiration to meet Pakistani colleges' minimum quality criteria. The table shows that interviewees said missing instructor motivation and student participation in learning are the greatest obstacles to meeting Pakistani colleges' basic quality criteria. Interviewees say colleges' poor learning environments are vital to meeting Pakistan's minimum quality criteria. The lack of research education spirit at Pakistani colleges is a barrier for meeting basic quality standards, according to interviewees. The table illustrates that sports grounds, equipped classrooms, and ICT are essential for learning. Unfortunately, interviewers judged its flaws solid and equivalent to Pakistan's minimum college quality requirement. The chart shows that interviewees thought a shortage of skilled staff, teaching material, and diagnostic assessment were major issues for Pakistani colleges to meet basic quality criteria.

Discussion

Results from the province about "The College has articulated job description for all teachers and staff". Punjab had a mean score of 3.76, Sindh 2.60, KP 4.40, and Baluchistan 3.15. Sindh had a very bad mean, while KP had a good mean. Province findings align with "The College ensures smart management system and efficient disposition of pending issues" statement. Punjab had a mean score of 3.35, Sindh 2.75, KP 4.05, and Baluchistan 2.35. The data suggest that KP had a high mean and Baluchistan a low mean. The province's outcomes

in reference to "The College has prepared a long-term plan for academic expansion based on forecasting 21st century trends". Punjab had a mean score of 3.62, Sindh 3.20, KP 3.80, and Baluchistan 2.70. The data suggest that KP had a high mean and Baluchistan a low mean. Province results for "The college has established course content review and discipline committees." C) Misconduct Committee. Internal Exam Committee. E) Co-curricular Activity Committee". Punjab averaged 4.26, Sindh 3.25, KP 4.35, and Baluchistan 4.35. Punjab had a higher mean than other provinces, while Baluchistan had a lower mean. Province results for "The college has developed and implemented a strict disciplinary policy against any kind of violence, sexual, harassment, and gender discrimination among students, teachers, and staff of any background". Punjab had a mean score of 3.99, Sindh 3.40, KP 3.45, and Baluchistan 2.40. Punjab's mean score was higher than other provinces, whereas Baluchistan's was significantly lower. Province's results in reference to "The College has developed an efficient internal financial audit mechanism, complemented by an external auditing process". Punjab averaged 3.95, Sindh 3.25, KP 4.10, and Baluchistan 2.30. Sindh had a very bad mean, while KP had a good mean. Province's outcomes according to "The College remains in contact with all stakeholders to prepare graduates for the world of work" Punjab had a mean score of 3.82, Sindh 2.90, KP 3.75, and Baluchistan 2.00. Punjab's mean was higher than others, while Baluchistan's was relatively low. Province results for "The College facilitates the employability of its graduates by arranging coordination with the labour market". Punjab averaged 3.86, Sindh 2.55, KP 3.55, and Baluchistan 3.55. (2.70). Punjab had a higher mean than the other provinces, while Sindh had a lower mean. After comparing provinces on Organizational Governance and Management, Baluchistan and Punjab had a significant mean difference (-1.30313) whereas Sindh had a less significant mean difference (-.46250) (.005). Baluchistan mean score difference from KP was large (-1.40625). KP outperforms the other provinces in this regard. Sindh and Baluchistan did poorly. The mean score for Punjab province was (3.8281), according to the summary. However, KP's mean (3.9313) was much higher and closely related to Punjab's. Baluchistan means (2.5250) were low compared to other provinces. Sindh had a slightly higher mean (2.9875) than Baluchistan. It ranked first, Punjab second, and Baluchistan last in Academic Organizational Governance and Management.

Results of the province about "The College offers induction programmes to all incoming students regarding rules and regulations and use of facilities in the institutions". Punjab scores averaged 4.10, Sindh 4.20, KP 4.10, and Baluchistan 3.95. Sindh's mean was higher than others, but Baluchistan's was relatively low. Results from the province about "Self-directed learning is encouraged through assignments that require students to consult books and journals". Punjab scored 3.84, Sindh 2.75, KP 4.05, and Baluchistan 4.05. (2.15). The statistics indicate that KP had a higher mean than other provinces and Baluchistan a lower one. Results of the province in reference to "The College provides learning opportunities to students with the latest information and knowledge". Punjab had a mean score of 3.66, Sindh 2.05, KP 4.00, and Baluchistan 1.75. The data suggest that KP had a high mean and

Baluchistan a low mean. Results of the province with regards to "equipping learners with skills for success in life" Punjab had a mean score of 3.74, Sindh 2.05, KP 4.10, and Baluchistan 1.55. The data suggest that KP had a high mean and Baluchistan a low mean. Results of the province in reference to "The College promotes practical classes and internships in relevant fields as a supplement to classroom teaching". Punjab had a mean score of 3.70, Sindh 2.55, KP 3.95, and Baluchistan 2.25. The data suggest that KP had a high mean and Baluchistan a low mean. Province results align with the statement, "Students are encouraged to participate in co-curricular and extracurricular activities for personal growth". Punjab averaged (3.33), Sindh (2.30), KP (4.40), and Baluchistan (2.50). The statistics indicate that KP had a higher mean than other provinces and Baluchistan a lower one. The province's results for "The College have sufficient academic and career counselling support services for students". Punjab had a mean score of 3.61, Sindh 2.80, KP 4.05, and Baluchistan 2.20. The data suggest that KP had a high mean and Baluchistan a low mean. Results from the province aligned with the phrase "The College promotes peace, mutual respect, social harmony, and positive attitude development." Punjab had a mean score of 3.38, Sindh 2.65, KP 4.00, and Baluchistan 2.30. The data suggest that KP had a high mean and Baluchistan a low mean. Multiple comparisons of provinces towards the Learning environment factor showed that Baluchistan and Punjab had a large mean difference (-1.33750) while Sindh had a low mean difference (.33750) and a significant close relation (.118). Baluchistan and KP have a large mean difference (-1.75000). Thus, KP outperforms other provinces in this area. Baluchistan and Sindh did poorly. Summative data showed Punjab's mean score was 3.66. However, KP's mean (4.08) was much higher and closely related to Punjab's. The Baluchistan average was 2.33. Sindh had a slightly higher mean value (2.66) than Baluchistan. Learning Environment was first, Punjab second, and Baluchistan last.

Many principals said they helped but did not lead. Their self-rustication was limited to college administration, not leadership. In contrast, the principals organized well to meet Pakistani college quality norms. Most QEC directors believed principals were assistants, not leaders, unlike universities. Most principals didn't realize how important the learning environment is to meeting Pakistan's college criteria. Principals understood the learning environment's role in quality assurance. A few tried to develop a student-centered learning environment that met minimum quality standards. QEC directors noted that many colleges lacked learning environments.

Conclusion

The study investigated the leadership spirit of college principals and teachers who currently work in colleges in order to meet basic quality standards. According to the findings of the investigation, the principals of the college were unable to come up with an inventive approach and work together in order to meet the basic quality standards. Even more than that, the founders were not prepared to establish coordination and collaboration among the self-restricted organizations. Neither of them was willing to work together with other educators,

nor were they eager to work together in the system any further. In a similar vein, the principals of the colleges did not know how to make use of the resources in accordance with the impending requirements, which was a response to the professors. The fact that principals and teachers were not working together to make decisions in order to meet the basic quality standards for colleges in Pakistan was another thing that emerged from the investigation. In general, it was found during the investigation that the college in Pakistan did not exhibit any signs of organizational spirit, harmony, or efficient use of resources in order to meet the basic quality standards. After careful consideration, it was determined that the colleges need a reporting system in addition to planning, controlling, and organizing their operations. Finding out the learning environment of colleges in Pakistan with relation to quality assurance was one of the most important components of the study. (Bryson,2018) An investigation was conducted to determine whether or not the learning environment in the colleges was below the norms regarding quality assurance. The findings of the investigation also found that the scholars were aware of this. In a setting where there was no encouragement or enforcement from teachers present among the students, it was discovered that the kids lacked the motivation to improve their academic performance. It was discovered that teachers were concentrating on the outcome of the exams. There was no evidence that they were teachers or leaders. It was discovered that teachers were only facilitators, not stimulators. Additionally, it was determined that the atmosphere of the classroom was conducive to learning. In terms of their responsibilities, it was discovered that the principals were self-restrictive. There was a lack of contentment among both the instructors and the pupils over the current educational setting. When it came to receiving inspiration from higher authorities, it was shown that teachers did not have a significant amount of confidence.

Recommendation

Governance and management should receive a lot more attention in order to meet Pakistani institutions' minimal quality requirements. To meet the minimum quality standards for colleges in Pakistan, examiners' duties must be abandoned and new responsibilities assigned to college professors to handle marking jobs. To handle examiner responsibilities and paper-dealing tasks, the department ought to assemble a special team. It is necessary to hire exceptional personnel for the marking and setting of exams and reports. The department has to create a system for guaranteeing the quality of college instruction. Principals and educators should provide guidance to the department in order to address the problems with quality assurance at the associated Pakistani educational institutions. Everything concerning the principals of the teachers and the troubled pupils should be included.

It was discovered that a large number of colleges lacked an engaging learning environment. As a result, it is highly advised that college principals work together to coordinate the development of an engaging learning environment for teachers in the colleges. This programme will improve the college environment's dignity and general well-being. This will guarantee the caliber of college education, which is a good step.

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