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Assessing the Implementation and Effectiveness of Academic Programs and Evaluation Strategies in Pakistani Affiliated Colleges

[1]Tayyaba Zia, [2]Professor Liu Bangfan, [3]Dr Allah Wasaya Babbar, [4]Dr Muhammad Shakir, [5]Faiz Mahmood, [6]Muhammad Fayyaz Khokhar

1.School of public Mangment Yanshan University Hebei Quinhangdao China
tayyaba@technotines.com
2.Public Management School of Public Administration, Yanshan university, Quinhangdao, Hebei China liubangfan@ysu.edu.cn
3.Phd from Islamia University Bahawalpur
4.Chairman department of educational training in The Islamia Umiversity Bahawalpur
Shakiriub@gmail.com
5.Ms chemistry from education university Lahore
Faizmahmood603@gmail.com
6.PhD in Public Management School of Public Administration Yanshan University Qinhuangdao Hebei China malik.mfayaz983@gmail.com

Abstract

This research evaluates higher education institution governance, management, and learning environments throughout Pakistani provinces. The study sought to identify obstacles to Minimum Quality Standards implementation in Pakistani affiliated colleges. The research was descriptive. Principals and faculty of connected colleges were the study's population. Pakistan has 1900 colleges affiliated with degree-granting institutions. In Punjab, there were 1351 colleges (principals, directors quality enhancement cells (QEC), and 36,648 faculty members), in Sindh, there were 258 colleges, in KP, there were 209 colleges, and in Baluchistan, there were 72 colleges. These colleges had 1900 principals, 1900 quality enhancement cells directors, and 53,116 faculty. Convenience sampling was used to choose the sample for the survey investigation. The survey sampled 140 faculty members (80 from Punjab (the most populous province), 20 from Sindh, 20 from KP, and 20 from Baluchistan) and 28 principals and 28 directors QEC. The questionnaires assessed the efficiency of amended minimum quality criteria and identified areas for additional discussion/incorporation. The principals and teachers of affiliated colleges received the surveys. A minimum-quality interview technique was employed to collect data from associated college administrators. Discussed and validated through interviews were questionnaire data dimensions. After gathering data from associated colleges, SPSS 21 was used for percentage, mean score, and One Way ANOVA. According to data research, linked colleges' minimal quality standards are significantly different. The

investigation found several concerns impacting Pakistani linked educational institutions. This investigation also found that associated colleges followed university academic program and evaluation norms. The regulations aren't implemented properly.
Keywords: academic programs, evaluation strategies, learning environment, higher education etc.

Introduction

The provision of advanced information and skills that are essential for the growth of a nation's socioeconomic system is one of the most important roles that higher education institutions play in melding the future of a nation. Rehman et al. (2020), affiliated colleges, which are educational establishments that are connected to larger universities, play a significant role in the provision of undergraduate and postgraduate education in Pakistan. As a result of the fact that the efficiency of these academic programs has a direct influence on the standard of education and the employability of graduates, it is absolutely necessary to continually evaluate and enhance these programs.

Ali and Zahid (2019), the academic programs offered by affiliated institutions are developed to conform to both the national education standards and the regulations that are imposed by the universities with which they are affiliated. However, the implementation of these programs frequently encounters obstacles, such as insufficient resources, a dearth of faculty members who have received proper training, and curriculums that are no longer relevant (Khan et al., 2021). Ahmed et al. (2018), evaluating the efficiency of these programs requires evaluating a number of different aspects, such as the design of the curriculum, the teaching techniques, the qualifications of the faculty, the infrastructure, and the outcomes they produce for the students. Yousaf and Altaf (2022), it is essential to have efficient evaluation procedures in place in order to guarantee that educational programs succeed in achieving their desired learning outcomes and continue to uphold high educational standards. Hussain et al. (2023), these tactics include of feedback mechanisms, continuous improvement procedures, and formative and summative evaluations to evaluate the progress of the students. The execution of these assessment procedures frequently lacks consistency and rigor, which results in differing degrees of program performance across different colleges (Zafar & Ahmed, 2021). This is despite the fact that these evaluation strategies are readily available.

Concerning the implementation and evaluation of academic programs, associated colleges encounter a variety of obstacles that are complex in nature. Javed et al.'(2020), having insufficient funds and inadequate infrastructure are two examples of resource constraints that greatly hinder the delivery of effective education. Nadeem and Qazi (2019), the successful management of academic programs is further complicated by policy and governance difficulties. These issues include bureaucratic barriers and a lack of autonomy. In addition, the educational environment is influenced by cultural and socio-economic aspects, which in turn affects the level of student engagement and performance (Shah et al., 2024).

This study seeks to conduct a complete review of the execution and efficacy of academic programs and evaluation methodologies in Pakistani affiliated colleges. This evaluation was

conducted in light of the problems that have been presented. In doing so, it tries to identify major areas for improvement and make recommendations that may be put into action in order to improve the quality of higher education in Pakistan. This evaluation was including a comprehensive examination of the curriculum design, faculty competency, infrastructure, student performance, and stakeholder satisfaction, in addition to an examination of the evaluation methodologies that are utilized by these educational institutions (Ahmed et al., 2018; Rehman et al., 2020; Hussain et al., 2023).

Research Objectives

- To identify the challenges and issues for the implementation of Minimum Quality Standards in affiliated colleges of Pakistan.
- To assess how academic programs are implemented in associated colleges.
- To evaluate these programs' performance in reaching targeted learning objectives.

Research Questions

1. What are the main challenges and issues for implementing Minimum Quality Standards in affiliated colleges of Pakistan?
2. How can implementation processes of academic programs in affiliated colleges be evaluated?
3. How effective are these programs in achieving desired educational outcomes?

Literature Review

There are a number of implementations that must be carried out in order to guarantee the quality and relevance of education. These procedures are involved in the implementation of academic programs at affiliated colleges. Ahmed et al. (2021) state that in order to successfully execute a curriculum, it is necessary to connect it not only with national educational standards but also with the particular requirements of the local context. To do this, meticulous planning, participation from relevant stakeholders, and ongoing monitoring are required. The authors emphasize that difficulties like as insufficient resources and resistance to change among faculty members are frequently obstacles that stand in the way of successful implementation.

Ali et al. (2022) underlines the significance of faculty development and infrastructure in the successful execution of academic programs. This perspective is similar to the one presented in the previous paragraph. In order to stay up with the ever-changing educational practices and to guarantee that the curriculum is effectively delivered, they say that doing professional development for faculty members is absolutely necessary. Ali and Zahid (2021), it is essential to have access to modern technology and physical resources in order to facilitate the implementation of novel instructional strategies and to improve the overall quality of the learning environment.

Noaman et al. (2023) provides further elaboration on the difficulties that associated colleges encounter when attempting to execute academic programs. They point out that financial limits and administrative inefficiencies frequently impede the success of programs. The findings of their study highlight the importance of taking a strategic approach to the administration of programs and the allocation of resources in order to effectively handle these difficulties. In order to guarantee that academic programs are successful in meeting their educational goals

and making a positive contribution to the outcomes of students, it is essential to evaluate the effectiveness of these programs.

Yousaf and Altaf (2022), the efficiency of a program can be evaluated using a variety of indicators, such as the performance of students, the growth of their skills, and the consequences of employment. They argue that in order to acquire a holistic assessment of the effectiveness of the program, it is necessary to have a thorough evaluation framework that incorporates both quantitative and qualitative measures. Hussain et al. (2023) investigate the influence that evaluation tactics have on the efficiency of programs and argue that procedures for continual assessment and feedback are essential for enhancing academic outcomes. The findings of their research shed light on the positive impact that formative assessments, consistent feedback, and the utilization of performance metrics may have on the overall quality of education.

Rehman et al. (2020), they also highlight the fact that effective evaluation necessitates teamwork between the teaching staff, the students, and the administrative staff in order to guarantee that input is taken into consideration and that improvements are made. Shah et al. (2024) regarding the connection between the success of a program and the contentment of its stakeholders. They contend that a major measure of program effectiveness is favourable feedback from current students, graduates, and employers who have participated in the program that actively interact with stakeholders and include their feedback into the design and execution of the program are more likely to achieve educational outcomes that are appealing to the stakeholders.

Zafar and Ahmed (2021), one of the most significant problems is that there are variations in the implementation of evaluation methodologies. They believe that the absence of uniform procedures and the different levels of rigor that are applied to evaluations at different institutions might result in outcomes that are not reliable and limit the progress that can be made in academic programs. Altaf and Qazi (2023) emphasize the influence that regulatory limits and bureaucratic obstacles have on the evaluation process. It is suggested by them that centralized control and rigid administrative structures frequently inhibit the adoption of appropriate evaluation procedures and limit the flexibility that is required to address new difficulties.

Research Methodology

This study examined the organizational governance, managerial strategies, and learning environments of a sample of Pakistani colleges. The investigation used multiple methods. The mixed technique uses qualitative and quantitative data in one study. One strategy is qualitative, which involves asking broad, introspective questions. Quantitative "close answer" questions are the second strategy. The descriptive study used a mixed-method technique to collect data from Pakistani universities and colleges. Mixed methods research collects, analyses, and synthesizes qualitative and quantitative data from interviews, focus groups, experiments, and surveys. Pakistan has 1900 colleges affiliated with degree-granting institutions. In Punjab, there were 1351 colleges, 1351 principals, 1351 QEC directors, and 36,648 faculty. Sindh has 258 colleges, 258 principals, 258 QEC directors, and 7582 teachers. KP has 209 colleges, 209 principals, 209 QEC directors, and 5674 faculty. Baluchistan has 72 colleges, 72 principals, 72

QEC directors, and 3212 teachers. These schools employed 53,116 faculty, 1900 QEC directors, and 1900 principals (table 1).

Table 1: Targeted Population

Areas	Number Of Affiliated Colleges	Number of Principals	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

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 purpose of the surveys was to determine the effectiveness of management procedures, learning environments, and organizational governance factors. In order to promote more thought and integration, the questionnaires were also used to identify and look into the areas of implementation and effectiveness of academic programs and evaluation strategies. The surveys were distributed to the principals and academic members of the consortium-affiliated institutions to complete. A survey is being administered in Pakistan to the chief academic officers of connected colleges. two protocols: one for interviewing QEC directors of Pakistani universities and another for interviewing principals of connected Pakistani institutions. Quantitative data must first be appropriately coded before any analysis can start. This particular situation necessitated coding throughout the whole data collection phase and the start of the data feeding procedure in SPSS-21. Percentages, means, and analysis of variance were used to identify the areas where administrators and teachers differed in their use of quality assurance

procedures. In the course of gathering qualitative data, more subjective kinds of information were gathered.

Results

Quantitative Results

Table 1 shows that whereas 20% of Sindh's teaching staff is between the ages of 25 and 30, just 5% of Punjab's teaching staff is in this age range. Similarly, individuals between the ages of 25 and 30 make up 15% of the teaching staff in Khyber Pakhtunkhwa (KPK), whilst in Baluchistan, the same age group makes up 15% of the teaching staff. When looking at teachers in this age range, 30% of them are from Sindh, 16.25% are from Punjab, 35% are from KPK, and 10% are from Baluchistan. The percentage of people in Baluchistan between the ages of 36 and 40 is 40%, compared to 70% in Punjab, 25% in Khyber Pakhtunkhwa Province, and 40% in Sindh. Sindh's rate for teachers over 40 is 10%, compared to 8.75% in Punjab, 25% in KPK, and 35% in Baluchistan. Sindh contributes 100 teachers (20%), Punjab 80 teachers (100%), KPK 20 teachers (100%), and Baluchistan 20 teachers (10%) to the total count of 140 teachers in the study, taking into account all age groups.

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, Sindh has a much higher percentage of teachers with a Bachelor of Science (BS) degree (35%), while Punjab has a significantly lower percentage (3.75%). In Khyber Pakhtunkhwa (KPK), just 10% of teachers hold a Bachelor of Science degree; in Baluchistan, this figure is 15%. Moving on to the master's degree level, Punjab has 81.25% of teachers with an MA or MSC, compared to 40% of teachers in Sindh. Whereas just 50% of teachers in KPK have a master's or specialized degree, 70% of teachers in Baluchistan have. Sindh has 15% of the total M. Phil degree holders, followed by Punjab (8.75%), KPK (25%), and Baluchistan (10%). In summary, 10% of educators nationwide possess a Ph.D.; this is in contrast to 6.25 percent in Punjab, 15% in KPK, and a mere 5% in Baluchistan. In terms of the general allotment, Sindh provides 20 teachers, Punjab provides 80, KPK provides 20, and Baluchistan provides 20 teachers out of the total of 140 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**

Table 3 shows that just 5% of teachers in Punjab and 10% in Sindh are actively involved in teaching BA/BSC courses. 10% of teachers in Khyber Pakhtunkhwa (KPK) and 15% of teachers in Baluchistan are in charge of teaching BA/BSC courses. Thirty percent of the teachers at the BS level are supplied by Sindh, forty-six.25 percent by Punjab, thirty percent by KPK, and thirty percent by Baluchistan. 10% comes from Baluchistan, 15% from KPK, 6.25% from Punjab, and 10% from Sindh go toward the MA/MSC category. At present, secondary school teachers employ 25% of teachers in Sindh, 33.75% of teachers in Punjab, 20% of teachers in KPK, and 20% of teachers in Baluchistan. Teachers qualified to teach M. Phil courses make about 15% of the faculty in Sindh, 5% in Punjab, 15% in KPK, and 10% in Baluchistan. In conclusion, the states with the largest percentage of academics with Ph.D. are Baluchistan (15%), Sindh (10%), Punjab (3.75%), and KPK (10%). Punjab contributes 80 teachers overall, KPK contributes 20, and Baluchistan contributes 20 teachers overall, per the cumulative view. Twenty teachers from Sindh make up the total of 140 teachers.

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**

Table 4, twenty percent of educators in Punjab have the same amount of experience as educators in Sindh, where twenty-five percent of educators have taught for one to five years. 20% of teachers in Khyber Pakhtunkhwa (KPK) and 10% in Baluchistan fall into this experience level. Thirty percent are from Punjab, thirty percent are from KPK, fifteen percent are from Baluchistan, and twenty percent of the teachers in the group with six to ten years of experience are from Sindh. With 11–15 years of expertise, 25% of the nation's teachers are from Sindh, 23.75% are from Punjab, 25% are from KPK, and an astonishing 50% are from Baluchistan. Compared to 20% in Sindh and Punjab, 10% of workers in KPK and 10% in Baluchistan have 16 to 20 years of experience. Ten percent of teachers in Sindh, six and a half percent in Punjab, fifteen percent in KPK, and fifteen percent in Baluchistan have more than twenty years of experience. There are 140 teachers in all; 20 teachers are from Sindh, 80 from Punjab, 20 from KPK, and 20 from Baluchistan. The teachers' diverse backgrounds are not reflected in these numbers.

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**

Table 5, 77, or almost 96.25%, confirmed that they have access to computers, while only three do not. Comparable trends are seen in internet accessibility, where only four teachers out of 76 (or 95%) who have confirmed to having access do not have it. Comparable distributions exist for E-Data access: 76 teachers, or 95% of the total, have access, whereas just 6 teachers, or 95% of the total, do not. While twenty-one teachers, or twenty-six percent, have confirmed that e-books are accessible, nine teachers do not have access to them. It's interesting to note that out of all the teachers, just two (2.5%) reported having access to the electronic library, whereas 78 teachers reported having no access at all. On the other hand, reading resources are plentiful in a genuine library, as reported by 79 teachers (98.75%). Of the 76 teachers (or 95%) who report having conference rooms available, only four do not have access to them. In contrast, 79 teachers—or 98.75% of the total—have attested to the presence of prayer rooms and other facilities. Surprisingly, 87.5% of educators say they have access to transportation, compared to just 10% who say they don't. This suggests that the majority of transportation services are available. In contrast, it appears that accessing medical care is more difficult, as only one teacher (1.25%) verified 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

Four (20%) of the respondents in Table 6 claim having access to computers; the remaining sixteen do not. Concurrently, only two teachers (10%) have acknowledged having access to the internet, whilst eighteen teachers do not. Similar trends apply to access to e-data; only 10% of teachers report having it, compared to 18% who do not. Just one teacher, or 5% of the total, has access to electronic books; the other nineteen are not so fortunate. In a similar vein, out of the eighteen teachers that do not have access to the electronic library, only two teachers (10%) are claiming to have it. On the other hand, eighteen teachers, or eighty percent, have confirmed that they have access to a physical library, where there are plenty of reading resources. Only

four teachers do not have access to one. There are plenty of conference rooms available; only 4 teachers claim not having any, while 16 teachers, or 80% of the total, report having access to them. In a similar vein, 19 teachers (or 95%) have confirmed that they are available for prayer rooms, meaning that only one teacher lacks access. Ten teachers, or half of the total, report having access to transportation, while the remaining teachers report not having it. Just two teachers, or 10% of the total, have stated that they have access to medical care. This implies that access to further resources may be restricted.

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

Twelve teachers (or 60% of the total) in Table 7 have attested to having access to a computer; the other eight teachers do not. A similar tendency can be seen with regard to internet connection, as only four teachers (20%) report having it, while sixteen teachers do not have it. The accessibility of e-data exhibits a similar trend, with only three teachers (15%) reporting having access and seventeen stating they do not. Out of the teachers polled, just two (10%) have attested to having access to electronic books and libraries; the other eighteen do not. On the other hand, access to reading materials kept in physical libraries is easier; ten teachers, or 50% of the total, have confirmed that they have access to these materials, while the same number do not. Despite the fact that 17 teachers, or 85%, report having access to conference rooms, only three teachers, or 15%, do not. Twenty teachers, or all twenty percent of the sample, confirm that prayer places are available. The availability of transportation facilities is divided 50/50; 10 teachers, or 50%, say they have access, while the other teachers say they don't. However, it appears that none of the KPK teachers who answered the poll have access to healthcare. Ninety percent of the teachers, or eighteen, have confirmed that they are available for students to stay in hostels; only two lecturers 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

Table 8 shows that while 15% of teachers claim to have access to computers, 17 teachers do not. This pattern is seen in the 18 teachers who do not have an internet connection, even if only 2 teachers (10%) acknowledge having access. Similarly, just one teacher (5%) out of the 20 who were polled claimed to have access to E-Data; the other 19 teachers did not. None of the teachers surveyed has acknowledged that they have access to an electronic library or books. Of the total number of educators, fifteen, or fifty percent, claim to have access to reading materials that are stored in physical libraries, whilst the remaining educators do not. The conference room is about equally available, with 10 teachers (or 50% of the total) having confirmed access and 10 teachers not having access. Twenty teachers, or all twenty percent of the sample, confirm that prayer places are available. Ten teachers, or half of the total, report having access to the various transit choices, whereas the other half of the teachers do not. However, none of the teachers who were polled were Baluchistani and had access to the state's medical resources. Regarding lodging, the fact that hostel facilities are available to all but three academics is noteworthy, as 17 lecturers, or 85% of the faculty, have attested to their availability.

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

Resource	Yes	No
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
Hostel Facility	17	3

Table 9 gives a detailed summary of academic programs and evaluation. When compared to Sindh (M = 2.55, SD = 1.191) and Baluchistan (M = 2.7, SD = 1.302), the mean scores show that colleges in Punjab (M = 3.90, SD = 0.922) and KPK (M = 3.55, SD = 1.05) more consistently adhere to the study plans and road maps created by the affiliated institutions. There may be greater variation in the adherence to these norms in Sindh and Baluchistan, as indicated by the higher standard deviations. The mean ratings for providing a range of general, core, optional, and elective courses are high across all regions; Sindh and Punjab have the highest

scores (M = 4.2, SD = 0.616 and 0.719, respectively), KPK is next highest (M = 4.1, SD = 0.718), and Baluchistan is lowest (M = 3.95, SD = 0.826). This consistency suggests that the provinces offer a wide variety of courses.

The colleges in Punjab (M = 3.86, SD = 0.924) and KPK (M = 4.05, SD = 0.605) report the highest alignment between course content and learning outcomes. Lower mean ratings for Sindh (M = 2.75, SD = 1.333) and Baluchistan (M = 2.15, SD = 1.226) suggest possible gaps in the alignment of courses with the desired learning outcomes and the transfer of necessary knowledge and skills. When it comes to keeping attendance and assessment records, Punjab (M = 3.72, SD = 0.616) and KPK (M = 4.00, SD = 0.725) excel, whereas Sindh (M = 2.05, SD = 0.759) and Baluchistan (M = 1.75, SD = 1.333) fall short. Baluchistan's larger standard deviation indicates inconsistent record-keeping practices. The two regions with the highest mean scores for making sure all course material is taught are KPK (M = 4.1, SD = 0.788) and Punjab (M = 3.79, SD = 0.724). The significantly lower scores of Sindh (M = 2.05, SD = 0.887) and Baluchistan (M = 1.55, SD = 0.826) suggest difficulties in providing the entire course material.

Colleges in KPK (M = 3.95, SD = 0.759) and Punjab (M = 3.81, SD = 0.943) have a stronger dedication to finishing courses on schedule. Lower adherence is reported in Baluchistan (M = 2.25, SD = 0.91) and Sindh (M = 2.55, SD = 0.826), which may indicate scheduling problems. When it comes to making sure students finish the required credit hours for a program, KPK (M = 4.4, SD = 0.681) is in the front, followed by Punjab (M = 3.40, SD = 0.851). Lower scores for Sindh (M = 2.3, SD = 0.801) and Baluchistan (M = 2.5, SD = 0.946) suggest difficulties meeting credit hour requirements. According to established guidelines, KPK (M = 4.05, SD = 0.605) and Punjab (M = 3.75, SD = 0.819) report the highest mean scores for qualifying and promoting pupils. Baluchistan (M = 2.2, SD = 1.196) and Sindh (M = 2.8, SD = 0.951) do worse in this category.

While appeal committees are reported to exist in all regions to handle student issues, the highest scores are seen in Punjab (M = 3.40, SD = 1.12) and KPK (M = 4.0, SD = 0.725). Baluchistan (M = 2.3, SD = 1.261) and Sindh (M = 2.65, SD = 1.496) trail behind, indicating a need for improved procedures for handling student complaints. Punjab (M = 3.55, SD = 0.884) and KPK (M = 3.85, SD = 0.813) are more consistent in adhering to the norm when it comes to internship placement procedures. Lower adherence rates in Sindh (M = 2.3, SD = 1.031) and Baluchistan (M = 1.85, SD = 0.875) suggest possible problems with internship opportunities. While Sindh (M = 2.5, SD = 1.277) and KPK (M = 2.25, SD = 1.07) had lower scores, underlining the need for stronger monitoring methods, Punjab (M = 3.31, SD = 1.05) and Baluchistan (M = 3.35, SD = 0.745) demonstrate a moderate commitment to monitoring and assessing students throughout internships.

Table 9: Academic Programs and Evaluation (Cross Table)

	Sindh		**Punjab**		**KPK**		**Baluchistan**	
	M	**SD**	**M**	**SD**	**M**	**SD**	**M**	**SD**
The college has followed the scheme of studies and road	2.55	1.191	3.90	0.922	3.55	1.05	2.7	1.302

maps designed and approved by the Affiliating institution.								
Each academic program of the college contains various general, core, optional and elective courses.	4.2	0.616	4.20	0.719	4.1	0.718	3.95	0.826
The contents of the courses taught are according to the learning outcomes and impart the required knowledge and skill.	2.75	1.333	3.86	0.924	4.05	0.605	2.15	1.226
The college maintains attendance and assessment records.	2.05	0.759	3.72	0.616	4	0.725	1.75	1.333
All the contents of a course are taught to the students.	2.05	0.887	3.79	0.724	4.1	0.788	1.55	0.826
All courses of a program are completed according to the timetable.	2.55	0.826	3.81	0.943	3.95	0.759	2.25	0.91
All the credit hours mandatory for a program are completed.	2.3	0.801	3.40	0.851	4.4	0.681	2.5	0.946
All the students are promoted and qualified according to the set rules for study.	2.8	0.951	3.75	0.819	4.05	0.605	2.2	1.196
The college has an appeal committee to deal with all concerns of the students regarding assessment and evaluation.	2.65	1.496	3.40	1.12	4	0.725	2.3	1.261
The college follows a standard procedure of placement for internships.	2.3	1.031	3.55	0.884	3.85	0.813	1.85	0.875
During placement or internship, a monitoring and assessment mechanism is followed.	2.5	1.277	3.31	1.05	2.25	1.07	3.35	0.745

SD = Standard Deviation

The findings of an analysis of variance (ANOVA) are shown in Table 10. The mean score for Punjab is 3.70, with a 0.33719 standard deviation. This shows that academic program practices

are reasonably consistent. The range of the 95% confidence interval is 3.6250 to 3.7750, and the standard error is 0.03770. With a standard deviation of 0.36733 and a mean score of 2.60, Sindh has far greater diversity in its practices. The range of the 95% confidence interval is 2.4372 to 2.7810, and the standard error is 0.08214.

With a mean score of 3.84 and a standard deviation of 0.27368, KPK exhibits the best levels of consistency and efficacy across academic programs. The range of the 95% confidence interval is 3.7174 to 3.9735, while the standard error is 0.06120. With a mean score of 2.41 and a standard deviation of 0.36420, Baluchistan has the lowest overall, suggesting considerable variability and possible problems with the execution of academic programs. The range of the 95% confidence interval is 2.2432 to 2.5841, while the standard error is 0.08144. The average score across all provinces is 3.38, with 0.64917 as the standard deviation. This indicates a moderate degree of regional variation in the methods used in academic programs. With a 95% confidence interval spanning from 3.2727 to 3.4896 and a standard error of 0.05486, the total indicates a rather limited range of uncertainty around the mean.

Table 10: ANOVA Description

	N	Mean	SD	SE	95% C.I.	
					Lower	Upper
Punjab	80	3.70	.33719	.03770	3.6250	3.7750
Sindh	20	2.60	.36733	.08214	2.4372	2.7810
KPK	20	3.84	.27368	.06120	3.7174	3.9735
Baluchistan	20	2.41	.36420	.08144	2.2432	2.5841
Total	140	3.38	.64917	.05486	3.2727	3.4896

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

Principals and QEC Representatives' Qualitative Data

Table 11 illustrates the interviewee's suggestions about the most crucial problems related to the Academic Programs and Evaluation to achieve the minimum quality standards for colleges in Pakistan.

Figure 1: Problems related to Academic Programs and Evaluation

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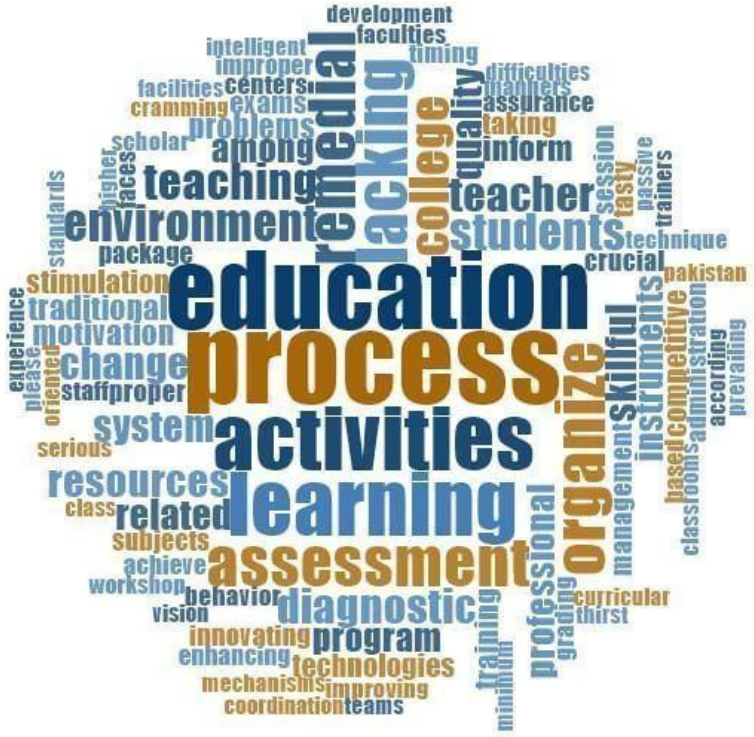

The word cloud indicates that the most crucial problem relating to academic programs, teaching-learning process, and assessment to achieve the minimum quality standard for college in Pakistan is the lack of learning activities. Interviewees believe that the most crucial academic issues are learning and teaching activities. They said lack of diagnostic assessment is the most critical problem relating to review to achieve the minimum quality standard of the college is still visible in college education in Pakistan. The word cloud shows that most interviewees view that the continuous professional development of teachers is also affecting the quality of education to achieve the minimum quality standard for colleges in Pakistan. The word cloud provides the most interviewers' opinions that the teaching-learning process and assessment system to achieve the minimum quality standard for colleges in Pakistan is still demanding improvement in teaching and assessment. The word cloud shows most interviewers were of the view that teaching-learning and assessment are facing the issues of innovation and Diagnostic based evaluation to achieve the minimum quality standard for colleges in Pakistan.

Discussion

Most principals admitted that they only focused on a member of college admission. In contrast, they could not sustain the progression to achieve the minimum quality standards for college education. Finding out the principal's and teachers' perspectives on students' admittance was one of the most critical components of the study. It was explored that principals were looking thirsty for much more new access to social media publicity. It was found that coordination between principals and teachers was a significant issue in quality assurance. QEC directors believed that a lack of collaboration between staff members and teachers affected the college Environment. After achieving the admission target, it was explored that principals and teachers were not willing to quality enhancement in colleges to achieve minimum quality for colleges

in Pakistan. My results also follow the results of scholars; (Rauf, 2004; Rehman, 2008; Rhoades & Sporn, 2002).

Some principals believed that the colleges did not have sustainable development related to quality assurance. Most of the QEC directors said, compared to university students," admission and progression. Another study's primary concern was to explore how much teachers and principals knew of the academic progression to achieve the minimum quality standard for college education in Pakistan. It was investigated that colleges did not observe developing continuity in the daily routine, producing reliable staff, being conscious of emerging problems, and making a persistent effort to achieve the minimum quality standard. However, this point contradicts the exploration. Quality enhancement cell directors said the steps above were being ignored in colleges to reach the minimum quality standard for colleges in Pakistan. It was found that academic progression compared to university has a significant gap between current and desirable results.

Conclusion

The study investigated the leadership spirit of college principals and teachers who currently work in colleges in order to meet basic quality standards. There are notable differences among the provinces of Sindh, Punjab, Khyber Pakhtunkhwa (KPK), and Baluchistan when it comes to the execution and assessment of academic programs in Pakistani-affiliated colleges. The comparatively high mean ratings (3.70 and 3.84, respectively) for Punjab and KPK suggest that their academic programs are implemented and evaluated well. These locations' lower standard deviations indicate a consistent adherence to academic criteria and preservation of educational quality. KPK's (3.7174 to 3.9735) and Punjab's (3.6250 to 3.7750) 95% confidence intervals further support the dependability of their strong performance. The mean ratings of Sindh and Baluchistan are 2.60 and 2.41, respectively, with higher standard deviations, indicating variations and irregularities in the practices of their academic programs. Furthermore, the confidence intervals for these regions are broader, suggesting that there is more ambiguity about their educational results. These provinces clearly show a need for focused interventions to enhance the execution of academic programs and standards adherence. The average score for all provinces is 3.38, with a standard deviation of 0.64917, indicating a considerable degree of heterogeneity in academic program procedures. The analysis emphasizes how crucial it is to improve resource allocation and standardize processes in order to guarantee uniform educational quality throughout all regions. A few specific areas that need to be addressed are making sure that all course material is covered, keeping accurate records of attendance and assessments, and offering thorough supervision during internships. enhancing internship placement processes and strengthening student grievance channels are also essential to enhancing educational results.

Recommendation

Governance and management should receive a lot more attention in order to meet Pakistani institutions' minimal quality requirements.

1. Affiliating universities review their affiliating process, make new parameters for affiliation, and ensure regular and efficient monitoring systems for affiliating colleges.

The universities expand their regulatory and academic bodies with a reasonable representation of affiliated colleges to ensure understanding and ownership.

2. After the new initiative, there is a need to review the principal's powers. The principal may be given planning and implementing powers with financial autonomy, especially in public sector colleges. With all the facilities, the quality of education cannot be achieved unless teachers are given the training to transform the policies into practice and understand their new role in the knowledge economy of the 21st century. In order to ensure quality standards, the affiliating university must establish a QEC office in the affiliated college covering all expectations of quality mentioned in the findings and prepare all the desirable records for the QEC office of the university.

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