Literature Review

The quality education has been a cornerstone of the development of the country. Education is a basic and primary condition to cultivate knowledge and civilize people for their all-round development. The issues of education in Nepal seem to be debatable and researchable as well. So, the major purpose of this research study is to analyze the status of private education in terms of quality education.

The main objective of this literature review is to enhance the researchers for the knowledge of quality education in private schools. In this study, knowledge will be complemented and supplemented through different theories related to quality education. The literature review from various areas may support in developing the theoretical framework for stepping towards the objectives of the research.

The quality education may prevail in schools with active role of teachers, enthusiastic participation of students and active dynamic role of management committee and other stakeholders. MoE, (2003) has dealt that the quality of education depends upon the teaching learning skill of teacher, students’ learning capacity and their staying hour at school.

The role of parents may have significant value to establish the quality education in schools. Parents choose and may send their children to schools if they believe whether it is institutional or community schools. MoE, (2003) has its belief that the quality education in schools is the major strategy to give assurance to parents and that can win the heart of people. It has been envisaged that quality education can be increased in presence of institutional and human ability.

Most of the educationists claim that curricular, resources, text books, social linguistics and social values of the local communities and encouragement of the ethnic minorities may be focused to improving the quality education in schools. When the quality of teachers is
maintained the quality education can be expected in schools. The quality of teacher with indicators may reflect the quality of schools. Addition to this some factors of quality education are required like curriculum, planning, transformation of curriculum, infrastructural development, learning resources, student participation and organization and management. However it may need to address the role of parents and stakeholders.

When it is discussed about the quality education in the private schools, infrastructural development may also be considered. However it may require other instruments to measure the quality in the private sectors. Regarding this, Imran, (2008) in his thesis of Doctor of Philosophy, explains that the quality education is the most vital and important instrument to bring the changes as in the society as a whole. He analyzes the quality education of private secondary with comparing the education of public secondary schools in Pakistan. Again he says mostly public schools have their own school buildings where majority of private schools have no school buildings. Principals, teachers and students are better in the private schools rather than public schools even though the head teachers and teachers in the public schools are more trained, experienced and qualified. However it may require some indicators to measure the quality of education in the private sectors. Mushtaq, (2014) in his article the author explains that the private sector has played very important role in delivering quality education. The author has analyzed that the private sector has the innovative and different type of management structures whereas the public sector has homogenous and traditional type of management structure at secondary level especially in the private sector. MC Millan, (2000) in his dissertation, puts focus on the public school performance analyzing the role of parents. He has analyzed the theory on the basis of competition on
productivity of public schools. He further explains that public schools are not providing quality education as it is quite inefficient though use excessive monopoly power.

Thapa, (2011) in his doctoral thesis, the topic ‘Does Private school Competition improves public school performance? The Case of Nepal’ mentions that enrollment of students in Private Boarding schools is interrelated with the performance of government schools. However it may need to mention the meaning of quality, quality of education, quality management, benchmark of quality and total quality management. Human Development Unit, (2001) indicates that the modern education system followed by Nepal is not as old as countries in the world which means it is the youngest in the world to operate the education system. It further indicates that there have been considerable quantitative achievements with a lot of changes but qualitative achievements point of view it still seems low at all levels. There is less than fifty percent SLC appearing students pass the SLC exam from community schools and there is high rate of class repetition which is the wasting of time and valuable resources. Shrestha, (2008) says that the result of SLC exam is better in private schools than community schools. The pass percent of community school is thirty seven percent where as the private schools rate is eighty four percent.

The EFA has focused on the provision of supporting disadvantaged children as they are reasonably weak as compared to mainstream group in the class performances (MoE, 2003). It again may have the debates of quality education and SLC result.

The quality of product and service may influence the customers which they demand. If the service and products are qualititative, people may demand the products. Ree (2009), in his doctoral thesis named ‘Service Quality indicators for Business Support Service’ mentions that a product or service which stands on its capability to increase the demand for manufactured goods
or service at a particular price can be measured by influencing customer perception. However the business quality and products may apply in quality education too. The term quality may be used in every aspect of life. The quality can be discoursed through the language which is one of the most important elements to influence the customers and maintain the standard of institution. The English language teaching as compulsory and non compulsory subject in the schools may give the clear example of quality education (Hughes, 2007). He has focused on quality concepts, quality assurance and quality management. However the concepts may be connected with the total quality management in the education. Hansson in his doctoral thesis ‘Total Quality Management: Aspects of Implementation and Performance. It has been focused on the investigation with a Focus on small Organization on Swedish model TQM and TQM in small organization (Hansson, 2003). However it needs to focus on TQM in education.

Total quality management is the long term management policy rather than the short term. It is the overall quality management as service delivery to product management. Andrea in doctoral thesis named ‘Quality Assurance in Transition towards Global concern’ explained the quality assurance about the higher Secondary schools Andrea, (2010). However it needs to explain much about the quality assurance of private secondary schools. Theodore in his discussion paper ‘The Theory of Totally Integrated Education (TIE)’ explains that mental structures formed by learners are expected to know the things properly and way of learning and integrate the things taught (Theodore, 2014). According to the theory, students feel uninterested in class if learning materials are not motivating and not demanding. Students may fall asleep because the classes are not really attentive. Students may drop out of the school if they detest their schools and teachers.

In this aspect, leadership role in school may be required for the quality education. People have become increasingly hypnotized by the idea of leadership for a long time. People believe that
leadership is a way to improve their personal, social and professional lives. Corporations seek those with leadership ability as they believe that they bring special assets and improve their organization. L, (1999) as cited in Bush, (2007) asserts that managerial leadership focuses on functioning tasks and behavior. Managerial leaders carryout the tasks competently in the organization by facilitating subordinates for the betterment of organization. In this managerial leadership what is assumed that the behaviors of workers in the organization are rational. The subordinates and staff may be highly influenced by the authorities as they possess the hierarchical position.

The requirement may be examined in connection to the expectation of the customer. But all customers have no similar expectation. Thus accomplishment of requirements done by one may not mean that all customers are satisfied. The quality is a fit of goodness (Crosby, 2000). People are in the opinion of varying degrees of goodness. The author says that the goodness that people refer to higher quality goods and lower quality products. The author further adds that in reality it is a freedom for People who wish to have quality come about happen must know the meaning and definition so that it is coped and determined. To accomplish this purpose, the author explains that quality is dealt as convenience to necessities.

Regarding the quality education Parents may have the various options to choose the schools for their children now day. Parents may choose private schools paying fees rather than free education in public schools (Nazir, 2008).He explains the effectiveness of management in private and public schools in Lebanon taking two schools from public and two from private schools. The factors effecting the academic environment may hinder or facilitate the quality assurances practice for students’ improvement in learning. In this connection, Kahsay, (2012)
has critically examined the quality and quality assurances in the Ethiopian Higher education context explores.

The learning ability may also improve the quality of students. Learning abilities of students may be enhanced by student centered process and preparation for lifelong learning (Chalkey, 1996).

Regarding the quality education the service delivery may be the most concerned subject. Kapri (2012) in his exploratory doctoral thesis has focused on effective delivery of services in educational management system. He has analyzed the reality and experiences of service providers and service receivers in the service delivery system with reference to educational management. His theory has been based on the system theory, power theory and school based management theory. He has focused on the community, teachers ‘accountability, resource utilization and equalizing the pedagogy in the schools. As community mobilizes the resources and own the responsibility with accountability to run the schools taking the ownership of the schools, it could be significant for the community ownership and better accountability and efficiency of community management. It may be an effective way to maintain quality education in community schools when management is transferred to the community (CERID, 2009). However it requires mentioning the quality education focusing on the secondary schools of Nepal in private sector.

It may be discussed with school managing point of view as the discussion of who especially involves in managing schools. In US management of schools is done by the state government not by the federal government. To establish and operate the higher education, state government is independent. For this Private Higher Education Institutions are licensed by the state government (Harcleroad, 2011). However this research report may require explaining the
quality education in secondary schools of private sector. There are several components of quality mentioned as quality learners, learning environment, content and process (Colbym & Witt, 2000).

Ghana people interpret the meaning of quality education, which categories of people get disadvantaged, whether they have success history of quality education, what sorts of challenges they faced and how they build the capacity strength in quality education (Yakomah, Koomson, Bosu, & Odusu, 2005). However they may require interpreting the status and quality education of private sectors in Ghana. International development agencies have put their emphasis to improve the quality education of developing countries by adopting the assessments as gains and losses in quality. Some research articles reviews the international and hybrid assessments. It is however the quality is not achieved through international political commitments (Wagner, 2010). Instead, he suggests availing the stakeholders related information assessment of education.

It may be connected with the examples of other countries and Philippine higher education system is world’s most extensive system where there are more private colleges and universities as compared to government colleges and university. Higher education in Philippine is dominated by private sector (Robert, 2003). The market itself may determine the quality of products and service. There are other infrastructures that may influence the quality education in schools. Among them, school library may come in consideration. Raman (2012) says that private sector run library is better than public established and run library in view of catering the services to users. However it may need the further research study for quality education.

The quality assurance may be observed in line of government policy of the individual countries how they provide educational opportunity to people (Darwin & Lewis, 2005). A term globalization has frequently been used in the world today but its precise meaning is not always
clear (Anantha, 2012). Globalization and internationalization are generally transactional used. The scholar further explains that both private and public systems are in existence under the rule of Ministry of Education in Malaysia. Growth, access and challenges are the focus of Kenyan education system. Resources has stumbled the access to the secondary and higher secondary in Kenya (Yakaboski & Nolan, 2011). However it needs to explain the quality and the status of private education. People perceive that private schools provide better quality education as compared to government schools. Private schools may meet the aspiration of the parents even from low income group as compared to the government schools (Woodhead, Frost, & James, 2013). As they say that the parental participation is essential in imparting quality education to the children. It may need the strong relationship between parents and school which may be felt by stakeholders (Macfarlana, 2006).

Another important part of quality education is the quality assurance. The produced product may qualitative for which there may be separate department to design and make the enduring and ensuring quality. Byrne, Jorgensen, & Loukkola, (2013) in this project the researchers are focused on the quality assurance. Furthermore the project has clarified that how quality assurance has grown around the concepts of accountability, quality enhancement.

There are many indicators to measure the quality of education. Among them the API is taken as one of the tools. The quantitative approach is used to measure the quality of teaching staff especially their level of skill and proficiency (Singh, Gadge, Bhoj, & Vyas, 2014). The API (Academic performance indicator) is the tool to link the teacher selection and their promotion. If the teacher academic performance is better, then their promotion and selection will be certain. Zhang in his study states that total quality management has been used in Chinese firms and industries in view of improving the production of quality of staff (Zhang, 2001). Quality
education may be regarded in each and every country whether it is developing or developed. It may be essential to make efforts towards making education more qualitative in order to enrich the human resource as an invaluable economy (Khaniya, 2007). The author has further adds that youth of 21st century must be inculcated with skilled and abilities to fulfill the needs of the society. It may be linked with that of Timia, (2013) has done research on the quality assurance from the perspective of higher imia, education in Hungary. As researcher, he says social, economical and political variables have influenced the quality of higher education in Hungary. It has been a great challenge to meet the aspiration of students.

When discussing the quality of education, it may be cited the example of different countries. Private education in UK has been a great potentiality for providing quality education. Private education has played significant role in UK even though few number of private schools are in practice as compared to government schools in UK (Green, Machin, Murphy, & Zhu, 2010). The private schools have achieved the goodwill for producing labor force in the field of employment. Student’ prior knowledge, skill and quality of prior instruction and socio economic level may establish a direct link between the quality and achievement outcomes of pupil (Guthier & Dembele, 2004).

The quality education in private education may be connected with the theory of management. This management theory says that there will be the relationship among the elements like products, process, employs and the states for knowledge and understanding which has been compared with water rock logic management system. The quality education the private education may link the investment thinking system. In this investment thinking system the resource is allocated to achieve high return (Bellows, 2002).
The quality education in private education may be incorporated with the theory of quality control and quality management. There are numerous benefits to use quality control in firms and business to achieve the better result. However there is manual on the quality measures and quality control which may be beneficial to measure the quality of products (Brien, 2011).

There have been several ideas and themes to define the quality education in the private education and for this, (Westerheizden, 2013) has focused on the government policy through the organizational theory especially resource dependency and new institutionalism. However it may have to link quality management measures and inputs in the school education.

The quality education may be explained with learning theory. In this theory, it has been has focused on the curriculum standard that customizes the teaching learning process to respond the teaching learning environment. It may realize the learning outcomes. (Staffordshire University and the University of Madras, 2009). However it requires covering the quality, inputs and indicators to measure the quality of education

In many respects, the quality has been defined from different aspects like (UNICEF, 2000), has defined and discussed new innovative ideas and case studies. It has presented the quality from the perspective of right based approach only like learning environment, learners’ development, learning content and curriculum, learning process and learning outcome. There will be much more rooms for the quality definition which gives the wider meaning. In these working papers, they could not capture the holistic approach of quality education.

Quality of leadership may make the school and student difference by bringing the quality of result. So, school may need pro institutional and effective leadership who provide the quality leadership with quality of staff and subordinates (Tony, 2007).
Conceptual Framework

The compacted and incorporated framework of quality education in private school contains stakeholders who always demand and seek the quality education. The soci-economic status of community people may influence to establish and create the quality of education. If people in the community are able and access to resource and economy they insist demanding the quality education or better schools. The private schools may establish when the community is well to do. Government may formulate the policy to regulate the schools. The management theories may analyze management aspect (TQM), quality assurance. Leadership theory may help analyze leadership quality and learning theory may analyze the teaching learning activities. They all come as inputs in process can be measured by indicators in schools and seen as outputs as quality education.

Figure 1.1: Conceptual Framework of the Research Study.