# *THE QUALITY OF EDUCATION, A PERMANENT PRIORITY FOR ANY ORGANIZATION PROVIDING EDUCATION*

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*Abstract: The transition in the teaching system offered in educational institutions and the introduction of technology are clear indications that education must be of a certain quality to meet certain market standards.*
*Therefore, it is relevant to adapt to changes in order to achieve sustainability.*
*This paper presents key findings that highlight the real effects of recent and emerging local and international research on educational effectiveness. While students' literacy skills, general academic achievement, attitudes, behaviors, and schooling experiences are influenced by background and entry characteristics, the magnitude of these effects pales in comparison to class/teacher effects.*
*This means that the quality of teaching and learning providers are by far the most important evidence-based findings and indicates that what matters most is quality teachers and teaching.*

*Keywords: Quality, Education, Institutions, Teacher quality, factors, learning*

## Introduction

After a considerable increase in access to information and educational outcomes in general, education now needs to focus its resources on quality education, although in the past this has remained an unrealistic goal.

Improved quality education is necessary for progress in all dimensions of sustainable development. Not only does it make people more employable, it gives them the skills and values to address the tensions between human development and planetary boundaries.

Although quality education has been championed in several global education initiatives, difficulties in quantifying its achievement have led to access and attainment continuing to be the main targets for concrete action.

Education for sustainable development is largely synonymous with quality education, but it requires far-reaching changes in the way education works in modern society.

Quality education can be improved by identifying key elements, including both educational content and learning processes, and embedding them in educational development using an integrated framework.

There is an approach to the roles of actors that reveals the wide scope and complexity of the field of education that includes decision makers such as national/regional education officers, curriculum developers, educators and local school administrators.

## 1. A quality education

A quality education that provides the life skills necessary for individual well-being, improves society with the capabilities to achieve a sustainable future for all by setting measurable and qualitative targets.

The literature emphasizes the importance of quality education and its progressive role in transcending quantitative objectives to achieve a more holistic educational development.

Although there have been significant increases in both educational access and attainment, further efforts are still needed to meet all targets.

The old problems that affected the quality of education remain and are further complicated by new challenges, such as the role of education in relation to sustainable development, peace and security and the pandemic, for example.

Although most people intuitively understand what the quality of education means, there may not be a common understanding of the term, which is especially true now at the beginning of the 21st century, when education is increasingly understood as more than "reading, writing and arithmetic' and extends to the 'extended vision of education', as articulated at the World Conference on 'Education for All' [Jomtien, 1990] and reaffirmed at the World Education Forum in Dakar, 2000.

In this very important field, UNESCO has a special role through debates on the quality of education and educational systems.

Given the breadth of this topic, we have identified several critical areas of quality education that address the relationships between access and quality.

Educational access and quality are distinct concepts, but they are closely related, especially when supply and demand are considered, while quality is impossible without access, access without quality is often meaningless to those who have access to education.

Although access is critical, the complex interplay between access and quality is fairly well covered in the literature, so rather a review of what is meant by "quality education" will be attempted.

We can say that the definition of quality is evolving, but a more conventional definition remains important for understanding quality education that includes literacy, numeracy and life skills being directly linked to critical components such as teachers, content, methodologies, curriculum, examination systems, policies, planning and management.

UNESCO promotes quality education as a human right and supports a rights-based approach to the implementation of all educational activities. But our activities are based on a series of international instruments that indicate the quality of this education.

However, it is important to have practical ways of implementing a human rights programming approach in education. This can be done by looking through three sets of lenses. The first set of lenses is education as learning which addresses all aspects of learning and enables lifelong learning. Learning to know recognizes that each person constructs his own knowledge, combining indigenous and "external" knowledge to form new knowledge every day. Learning to do focuses on the ability to put what has been learned into practice, particularly in livelihoods.

The second set of lenses addresses several key dimensions of quality education, being what each person seeks to help them learn using a wide range of modalities, recognizing that learning is related to experience, linguistic and cultural practices, longings , traits, external environment and interests. A quality education is one that can adapt to meet learning needs.

The third set of lenses concerns the importance of an enabling rights-based environment. A quality education must be provided within a managerial and administrative system that also supports effective learning. This requires a well-managed system, with transparent processes guided towards the implementation of good policies and appropriate legislation.

## 2. Factors affecting the quality of education in underdeveloped areas

The variables we refer to regarding the quality of education in underdeveloped areas are the quality of teachers, educational infrastructure, community participation in education, financing of education, perception of education, accessibility to education, educational service, educational equity.

All these variables are important for improving the quality of education.

Improving the quality of education depends on human development, and the fundamental problems that lie in human development are: poverty, unemployment, illiteracy, food security and the rule of democracy.

Starting from these fundamental issues, two important things stand out: the fair distribution of income and the appropriate allocation of public spending on education and health.

As an example, South Korea consistently does these two things, while Brazil fails due to inequality in income distribution and allocation of public spending on education and health [UNBP, BPS, Bappenas, 2004].

It can be said that education is an important, if not the most important, indicator in measuring the achievement of human development.

Also, educational differences between regions become a problem in the development of education. These differences refer to geographical conditions, differences in educational facilities as well as educational policies or regional and economic autonomies that also contribute to this disparity.

Indicators of educational disparity between regions can be seen, in particular, through studies on the literacy rate of young people between 15-24 years old [Prosiding ICTTE FKIP UNS, 2015, Vol. 1 NOMOR 1, January 2016, Halaman, ISSN 2502-4124].

Many reforms in education systems in many countries have aimed to eliminate communication gaps and continuity between types of education in the field of personnel training. Currently, state policies regarding personnel training present shortcomings related to the imbalance of personnel distribution in the regions, as a result of the incomplete study of the socio-economic specifics, the needs and requirements of the regions, the in-depth study of supply and demand on the labor market.

This is due to the fact that in some areas the need for teaching staff has not been sufficiently met.

From the experience of countries with high intellectual potential, it is very clear that there is a close connection between science, education and production, and then it is also possible to train qualified personnel in this field, ensuring their commitment to implement structural changes in the economy of countries.

The creation of new mechanisms for the development of continuing education has become a vital requirement of today's globalization processes, which in turn requires the improvement of the quality of education and its modernization.

One of the secondary education systems included in the context of globalization regarding the improvement of the quality of continuing education is that of Uzbekistan, where new innovative approaches to education are important tools for improving the quality of education [European Journal of Research and Reflection in Educational Sciences, Vol.8, No. 4, 2020, Part II, ISSN 2056-5852, Progressive Academic Publishing, Great Britain, page 152, www.edpublishing.org].

Looking at the literature reviews, a systematic analysis of the issue shows us that cluster-based education has started in Europe since the 1990s as a practical result of the theory and development of clusters (M. Porter)

Based on the analysis of the scientific literature, the cluster approach in the development of education is based on self-development and mutual development included in social partnerships, which increases the specific advantages of individual subjects and group participants in general [T.I.Shamova, E.I. Pavlova, 2006].

One of the final goals of the society is the development and implementation of new innovative ideas in the modernization of education systems starting with the organization of a complex economic, financial and legal management.

## 3. Educational effectiveness

Schools are seen as vital instruments of social and economic policy aimed at promoting individual, social fulfillment, progress and national prosperity.

For a school to be effective, the improvement of education is an ongoing goal, and the provision of tuition must generate substantial investment of money to hire quality teachers and administrators.

Educational effectiveness translates into school outcomes with direct effects on students, teachers, parents and the community in general.

The importance of teacher quality is an important factor in student experience and school outcomes.

The management model in educational governance and the prevailing climate of "results-driven" learning, in which activities related to accountability, evaluation, monitoring, performance indicators, teacher quality, lead to school effectiveness and the importance of school education.

Mortimore (1991, p. 216) suggests the following definition of "results oriented": "An effective school is when students make more progress than might be expected."

The message from this study is that effective schools are characterized by a learning-oriented "ethos" or "culture", expressed in terms of high standards and expectations of students, with an emphasis on basic skills, a high level of involvement in decision-making and professionalism among teachers, clear policies on matters such as homework, student behavior, etc.

In addition, "effective schools" must also be characterized by outstanding educational leadership, directed towards setting agreed objectives, increasing competence and involving staff.

We summarize a five-factor model of school effectiveness, namely:

1. involved educational leadership,
2. challenging teaching and high expectations from students,
3. involvement and consistency of teachers,
4. a positive and orderly climate,
5. frequent assessment of student progress.

This pattern can represent the basis of what might be called the effectiveness of a school.

## 4. Quality teacher and quality curriculum

A quality teacher is as important as a quality curriculum.

Curriculum is nothing more than pieces of paper unless the teacher converts it into useful learning experiences.

The root of a quality education is a quality teacher. We can support the idea of a child-centered education, but we can't deny the fact that access to the best results is mostly "in the hands and minds" of teachers.

Even the least promising students can do well in their studies if there are well-motivated, qualified and well-trained teachers.

At the center of an education system is the teacher who plays a very important role in promoting quality learning in students, increasing their level of performance and success.

Therefore, teaching staff are the pillars on which the achievement of the quality of an education system is based.

Regarding the curriculum, a quality curriculum is as important as a quality teacher, the purpose of a curriculum being to achieve the objectives conceived within the theory and research of professional practice, containing elements that enhance the innate potential of students.

Without a quality curriculum learning may not take place, student learning is strongly determined by the type of curriculum existing in the education system.

All progress should be learner-centred, with standardized content and non-discriminatory, particularly in relation to cultural diversity, innate talents and interests that students have in their own learning.

UNICEF (2000) points out: "national goals for education and statements of results that translate these goals into measurable objectives should provide the starting point for developing and influencing the curriculum".

UNICEF (2003) strongly supports the view that during curriculum design an emphasis should be placed on deeper areas of learning rather than just a broader coverage of some aspects of knowledge.

The curriculum is expected to be value-based education containing literacy, numeracy and life skills with more emphasis on child-centred teaching method.

**Conclusions**

According to the responses from teachers participating in studies conducted in several countries regarding secondary education, the quality of education:

1) it is determined by the intellectual development, the motivation for education, the creative ability of the students,

2) is determined by the level of access of graduates to higher education, the level of knowledge and its results,

3) is determined by the state of the education process and the results of the indicator,

4) is determined by the social and personal development of students and their participation in education.

Most teachers claim that the quality of education is the sum of knowledge being sufficient for self-education and continuing education in the higher education system.

The importance of professional teachers, modern technologies, modern teaching methods, the teacher's ability to organize the independent work of students, appropriate recommendations, the importance of managerial skills, both of the leaders of school organizations and in the teaching process, are defining factors in ensuring the quality of education.

Another characteristic in the social and personal development of the student and in ensuring the quality of education is the desire of each person to constantly make changes for the better, to have the ability to fight for high results in life, flexibility to the existing system, the ability to -manage your position wisely, to protect yourself from external influences as well as self-awareness.

Also for the provision of quality education we can add the following suggestions and conclusions:

- the development on the basis of basic and regional standards of new pedagogical technologies that ensure the division of teaching and personality development into components, taking into account the individual, cultural and national characteristics of the learners,
- the development of democratization through the diversity of forms of education and forms of knowledge,
- ensuring the priority of personal interests, humanizing education,
- individual approach to each student and teacher, creating the most favorable conditions for training and realizing their potential.

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