# Effect of Quality Assurance Practices of Administration on Academic Achievement of Students

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## ABSTRACT
Quality Assurance Practices refer to the set of policies, procedures, and activities which are designed to guarantee that education provided by an institution to meets certain standards of quality. However, the purpose of this research was to find the effect of quality assurance practices of administration on academic achievement of students. Moreover, the objective of the study was to find out the effect of quality assurance practices on academic achievement of students. The research was a survey method and quantitative in nature. Population of the study were 217 students, 32 teachers and 5 principals and they were selected from graduate colleges of Islamabad. Simple Random Sampling technique was use for Sample selection and close ended questionnaires were used to collect data from selected sample. The result was formulated according to the findings of the study; majority of students had 3.51 CGPA. Moreover, it was concluded that principals and teachers believed quality instructional materials and research facilities are available in departments but students were less satisfied with the availability of proper research opportunities and computer lab in their departments and principals, teachers and students were satisfied that their college environment is conducive for learning and classrooms provide an environment for free and open expression of ideas. Lastly, Federal Directorate of Education may organize more training sessions and seminars to expand the values and principles of the quality assurance process among the teaching staffs to implement variety of teaching strategies in classroom that may enhance students' academic performances.

**Key Words**: Quality Assurance Practices, Administration, Academic Achievement

## Introduction
Quality Assurance Practices (QAP) have a key role in preserving and enlightening the standard of education provided to students. According to Fatima (2020) one of the greatest purposes of education is to produce productive human being who are not only capable to survive in the world but also responsible for the progress and survival of their

nation and country. She also mentioned that human can be productive when they have the assess to quality education because it is the most essential and considered as a pivotal process to uplift the lives of a nation and quality assurance practices help enhancing quality education. Moreover, quality schooling is fundamental for a general public's turn of events, since it prompts genuine progress and moderate development. According to UNESCO (2014) it is the fundamental duty of every stakeholder of institutions to assure quality education by providing all those facilities and human resources that helps to build quality education. In fact, institutional success depend on the quality education and that quality education means fulfill the requirements of learners who are being taught and it also guides them to solve their problems (Rasool et at., 2019). Moreover, quality education also determines the requirement of a person and groups and help in attaining those needs of leaners that increase a thrust and affection toward education (Khan, 2011).

In recent years, the policies and processes used by educational institutions to guarantee that they are giving their pupils a high-quality education have made quality assurance methods more significant in the field of education in recent years (Ryan, 2015). Curriculum creation, instructional strategies, student assessments, and other initiatives aimed at raising educational standards are examples of quality assurance approaches (Haider et al., 2015). Al Amril et al., (2020) study used input from the institution's many stakeholders to determine the quality of education offered at Higher Education Institutions (HEIs). Every response seemed to differ greatly from the others. While employers and students agree that the quality of an institution's research output determines its quality, staff members maintain and manage the institution's quality development collaboratively. Students believe that the quality of an institution's teaching and learning methods determine its quality.

Jalal et al., (2017) described quality assurance procedures are now on top priority for politicians and educators in Pakistan. Ensuring high-quality education is a major problem for the nation, with an estimated 22 million children enrolled in elementary and secondary schools and over 4 million students enrolled in higher education institutions. According to Tanveer et al., (2021) there is still a lot we don't know about the relationship between quality assurance practices and student accomplishment, despite the fact that the volume of research on the subject is rising. For example, it is not clear which specific quality assurance practices are most effective in improving student achievement, or how different factors such as students background or institutional context may affect the relationship between quality assurance practices and academic achievement (Ali et al., 2019). However, as learners are considered as important investors and observer in institution that is why it is important to give keen attention to students' point of view regarding or viewing institutions assistances and facilities provided to them and thus Minimum Quality Standards (MQS) are viewed for colleges to pledge their accreditation (Batool et al., 2010). In this manner, students' academic achievement would be the accurate and practical results to see whether these standards are being implemented at college level.

HEC (2011) reported the most common problems of institutions are they emphasis more on quantity of education system rather than focusing the quality of education. Additionally, college level learning addresses the capacity to take information and relate it inside a specific setting and to different settings both inside and outside a given field (Fall et al., 2000). Moreover, college education includes procuring new data, drawing in basic request, breaking down, combining and coordinating the data, arranging the information inside a more extensive setting, showing the capacity to apply the learning (Khan, 2011). Quality education plays an essential role in making children skillful so that

they can work and have bright career but in current scenario quality education is facing some problems. Having a glance over other countries then it is commonly observed that if a student who is pass out from school is capable enough to earn and be financially independent because those countries education system emphasis more on students' creative skills rather than being limited to bookish knowledge only. As the matter of fact, in Pakistan even a graduate student is confused what he is capable of and if someone knows what he has to do but they lack skills and opportunities and this is because our education system absences quality in education.

However, quality is not sufficient now daily in that frame of mind of Pakistan due to restricted offices, the degree of value training is disintegrated quickly. There are many variables, which are influencing quality education system like insufficient arrangement of affirmation, unmotivated students, absence of prepared instructors, unequal educators' understudies' proportion, absence of cutting-edge educational plan, deficient arrangement of appraisal, scholarly review, institutional limit building, staff improvement, assets distribution, arrangement of exploration reserves, fortifying libraries and research centers (Hadzhikoleva et al., 2022). However, the major components of quality assurance for example, deliberate quality affirmation component and its suggestions in the advanced education organizations for accomplishing quality are required. In any case, advanced education framework is confronting obstacles in the execution of value confirmation rehearses practices in educational institutions.

According to Fatima (2020) students, their parents and other stakeholder complain regarding the poor quality of education at college level. However, HEC provide Minimum Quality Standards (MQS) as a guideline to monitor quality education for affiliated colleges, but showed little concern on the effective system for implementation of those standards. For guaranteeing the criteria and standards are met properly, a system of capacity building is mandatory. Thus, this study aimed to examine the effects of quality assurance practices on the academic achievement of students at the college level. Despite the HEC's efforts to promote quality assurance practices in higher education institutions, but there is a lack of empirical evidence on how these practices impact students' academic achievement. That is why, this research aimed to fill this gap in the literature by examining the effect of quality assurance practices on academic achievement of students.

## Research Objectives
The objectives of the study were:
To find out the quality assurance practices (provision of infrastructure, research culture, faculty management, students' services, academic programs & evaluation, teaching and learning process and institution learning facilities) currently being utilized in the higher education institutes.
To explore the academic achievement of students at colleges in Islamabad.
To find out the effect of quality assurance practices on the academic achievement of students at the college level.

## Research Questions
The research questions of this study were:
To what extent the quality assurance practices (provision of infrastructure, research culture, faculty managements, students' services, academic programs & evaluation, teaching and learning and institution learning facilities) currently being utilized in the higher education institutes?
What was the academic achievement of students at college level?

**Research Hypotheses**

Ho1: There is no effect of quality assurance practices on academic achievements of students.

**Literature Review**

Education is not generally characterized as far as what an educator will educate yet rather as far as what an understudy will actually want to illustrate. According to Ryan (2015) all students need quality education that means all education institutions should focus on quality assurance practice by enhance provision of infrastructure, research culture, faculty management, students' services, academic programs and evaluation, teaching and learning process and institution learning facilities because these factors play an essential role in students' academic achievements.

In order to guarantee that the intended educational requirements are fulfilled, quality assurance procedures are becoming crucial in the education sector (Kisanga & Machumu, 2014). In recent years, there has been an increasing movement in higher education to embrace quality assurance techniques. Quality Assurance Practices (QAP), according to Farooq et al., (2011) are a collection of guidelines, practices, and initiatives intended to guarantee that the instruction dispensed by an establishment satisfies specific criteria of quality. These procedures are meant to raise the standard of instruction and guarantee that graduates are ready for the workforce or for additional education. Additionally, quality assurance services have several goals (Tanveer et al., 2021).

According to UNESCO (2014) the people concentration in credible scholastic credentials for higher education is protected by Quality Assurance (QA) in advance education organization. Furthermore, it offers data and aids in the administration of the caliber of education given by universities (Usmani & Khatoon, 2016). To raise the standard of instruction in advance education institutions forlocal area administration, the board framework for education, sound administration as well as client happiness. When creating, locating, and putting into practice suitable quality assurance methods (policies, systems, strategies, and processes), HEIs are urged to adopt a practical approach (Malik & Ameen, 2020). Both the availability of higher education and the economic viability of developing nations will benefit from this.

However, according to Kisanga and Machumu (2014) it is adequate to contend that QA in advanced education is the capacity of HEIs to meet the following standards concerning to scholastic as well as administrative substances, staff development (professionalism), staff blend by rank, staff-understudy proportions, actual offices, supporting staff, subsidizing frameworks, sufficient library offices, supporting staff. Furthermore, the adequacy of the various inputs in terms of quantity and quality procedures has a significant impact on the internal quality assurance of the higher education system (HEC, 2011). It should be emphasized that improved QA procedures are a enhancement to also a tamed form of quality administration to raise the caliber of education provided at HEIs, not a solution for complete administration plans to all association (Fatima, 2020).

In essence, the institution's goal, vision, and intended outcomes all have a significant impact on how proper definitions of quality assurance are implemented. For example, it is feasible to ensure guidelines and keep up with quality by putting in place proper inward designs and techniques for evaluating the caliber of education being provided (Usmani & Khatoon, 2016). As a result, the process of providing shareholders with assurance that the provision (i.e., input, process, and outputs) satisfies assumptions or compares edge essentials criteria comprises QA systems, processes, and practices. According to Hadzhikoleva et al., (2022) accreditation agencies have an obligation to go

above and beyond their typical responsibilities in quality assurance and accreditation in order to meet the increasing need for publicly available information and improved QA procedures. The authors countered that no university can survive the current competitiveness with different colleges in the country, the area, and the world without focusing on QA. One such responsibility stems from the developing impact of worldwide positioning frameworks. Higher education institutions (HEIs), in the same way as other different associations, including business-situated firms and modern areas, are attempting to reclassify and rearrange their customary acts of creating quality client administration to effectively execute the Thousand years Improvement Objectives (MDGs), which maintain the nature of training (Dilshad, 2009).

Moreover, Quality Assurance (QA) is becoming more recognized as an essential element of higher education in developing countries, as demonstrated by the relevant national and institutional policies, institutions, and procedures that have been established. According to Liu et al., (2015) there are several perspectives on the notion of quality because it is a topic that is studied in the domains of engineering, management, health, and manufacturing. Furthermore, Ryan (2015) pointed out that the evolution of quality and its journey go beyond the mediaeval period, which is when the concept of universities initially emerged. Thus, neither quality nor quality assurance is novel.

Hadzhikoleva et al., (2022) also mentioned in their research that it is currently the expansion and advancement of higher education, as well as the emergence of private HEIs and its popularization through technology. According to their research, for example, early universities had no libraries, laboratories (like computer and language labs), or museums. Nevertheless, 21st-century higher education is directly descended from those in the early universities of Paris and Bologna, and both share their collegial culture. According to Fatima (2020) the majority of quality assurance officers work in a variety of capacities, including teaching, research, student supervision, academic progress evaluation, travel for training, organizing Quality Assurance (QA) workshops, evaluations, and follow-up. She also stated that inadequate QA procedures are caused by the incompetence of QA officers. She continued by saying that in this situation, the majority of QA procedures will automatically not be completed correctly if there are incompetent QA officers, and the ultimate output (students, publications, and services offered to the community and other partners) may show the multiplier effect of this. Additionally, this trend makes it possible to enhance the setup and monitoring of high-quality education through appropriate QA methods, systems, and associated procedures all of which are essential elements of higher education institutions (Jalal et al., 2017).

HEIs are expected to set up inner quality administration frameworks (otherwise called inner quality confirmation organizations), which are here and there responsible for laying out, keeping up with, and creating quality affirmation practices on a daily basis, rather than requiring institutions or study programs to be accredited (Usmani & Khatoon, 2016). In the current fast-paced world of education development, Akhtar (2021) contends that higher education institutions' strategic goals, mission, and vision must all continue to be highly prioritized, along with the quality of service they provide to their students. This is essential for HEIs to thrive in a cutthroat, worldwide labour market and workplace, and QA helps HEIs achieve their stated goals and purposes (Rasool et al., 2019). Moreover, a quality assurance system is a way to make sure that any company is always improving what it does and how it does it by collecting data, evaluating results, and keeping track of performance. A small number of procedures, frameworks, standards, and other mechanisms employed at HEIs are linked to quality assurance; claim Malik and Ameen (2020). However, in order to ensure the quality of the education offered and

## Vol. 3 No. 9 (September) (2025)

to compare what HEIs do to other HEIs performing similar work or against present, agreed norms, HEIs have put in place quality assurance (QA) procedures (Liu et al., 2015).

However, while there are well-known internal and external quality assurance processes, there may be little information accessible regarding the systems, policies, implementation strategies, interpretation, and procedures utilized in HEIs to ensure quality (Hadzhikoleva et al., 2022). HEIs use peer reviews, reflective practices, and student evaluations as part of their internal quality assurance processes. Moreover, HEIs evaluate staff training, student learning, and the wellbeing of learners. They also promote high-caliber research and publications (Billing, 2004). By the QA agency of the individual countries or regions, external practices are improved, maintained and observed.

### Quality Assurance Practices in College Level

Any system or organization that wants to guarantee the provision of high-quality services or goods must have quality assurance procedures in place (Fatima, 2020). Quality assurance practices in the context of higher education relate to the systems, guidelines, and regulations that educational establishments put in place to ensure that students receive a high-quality education (Ryan, 2015). However, according to Shaheen et al., (2020) The collection of procedures and controls known as quality assurance methods in higher education guarantee that the institution provides instruction that satisfies predetermined criteria. Furthermore, the institution needs to abide by any rules and requirements set by regulatory organizations or accrediting agencies in order to guarantee high-quality instruction. Additionally, they noted in their study that actions like monitoring, assessing, and reviewing the institution's policies, processes, and programs to make sure they adhere to the established standards are all part of the quality assurance process.

Another way to look at quality assurance procedures in higher education is as a collection of actions that support ongoing enhancements to the caliber of instruction provided by a facility (Batool & Qureshi, 2007). According to this viewpoint, quality assurance procedures should prioritize achieving educational excellence in addition to adhering to established criteria. Additionally, an emphasis on staff development, student support services, teaching and learning procedures, and research initiatives that raise educational standards were all part of this (Kasem & Pathak, 2015). Moreover, a collection of guidelines and processes known as quality assurance methods in higher education guarantee the efficient use of the institution's resources (Fall et al., 2000). This highlights how crucial effective resource management is to guaranteeing high-quality instruction. They added that policies and procedures are meant to guarantee that the institution makes efficient use of its resources in order to accomplish its goals and provide students with a high-quality education.

However, quality assurance practices in higher education involves the establishment of standards and procedures that promote quality in teaching and learning (Yarmohammadian et al., 2011). According to Haider et al., (2015) the effectiveness of institutions in higher education depends on their use of quality assurance procedures. The authors made the point that putting quality assurance procedures into place can boost institutional efficacy, enhance student outcomes, and increase student happiness. Assessment is one of the most important elements of quality assurance procedures in higher education. According to Saeed and Samreerah (2018) assessment helps institutions identify areas that require improvement by providing information on the

## Vol. 3 No. 9 (September) (2025)

efficacy of teaching and learning. Minnesota (2007) asserts that assessment is a crucial instrument for ensuring quality in higher education. According to the author, assessments can reveal details on curricular alignment, teacher efficacy, and student learning

Accreditation is a crucial part of quality assurance procedures in higher education. The process of accreditation assesses the caliber of the services and programs offered by an organization. Shaukat et al., (2018) state that accreditation is a crucial instrument for ensuring quality in higher education. The authors pointed out that certification helps institutions show their dedication to quality and provide a framework for ongoing improvement. Higher education quality assurance techniques encompass not just evaluation and certification, but also the creation of quality-promoting policies and processes. The creation of rules and processes is a crucial part of quality assurance in higher education (Mishra, 2007). According to the author, rules and procedures offer a foundation for guaranteeing that institutions uphold quality.

Making sure that quality assurance procedures in higher education are in line with institutional aims and objectives is one of the issues they face. Tanveer et al., (2021) assert that alignment plays a critical role in the effectiveness of quality assurance procedures in higher education. According to the authors, alignment makes it possible to guarantee that quality assurance procedures are capable of enhancing institutional efficacy and are pertinent to institutional aims and objectives. However, college level quality assurance procedures are impacted by a number of variables, such as a lack of funds, a lack of understanding, and opposition to change. In order for colleges to successfully implement quality assurance procedures and uphold high levels of instruction, several aspects must be taken into consideration. According to HEC (2011) colleges and universities can get beyond these obstacles and guarantee the caliber of education they offer by boosting funding, spreading awareness, and incorporating administrators and professors in the creation of quality assurance procedures.

### Critical Summary of Literature Review

There is a vast rage of literature on different standards affecting students' performance and on the other hand, there are different researches that were concern with quality assurance practices but very few researches found on quality assurance practices and its effectiveness on students' academic achievements in college level. Thus, it has scope of research for this study.

### Research Methodology
### Research Design

This research comes under positivist research paradigm and it was conducted in a quantitative manner. The researcher collected primary data directly from respondents. The researchers used descriptive research. However, this survey was based on finding the effect of one variable (quality assurance practices) on the other variable (academic achievements of students).

### Population of the Study

Population of the study was principals, teachers and BS students of Islamabad Model Colleges for Girls. However, there are five IMCGs where graduate programs of similar discipline (Mathematics, Urdu and Psychology) were offered so the students and faculty staff were selected from these departments. Moreover, the population of enrolled degree program students was 523 and faculty staff was 35 and each college has one principal.

### Sample of the Study

Five affiliated Islamabad Model College for Girls were selected that offer graduate program of similar discipline. Overall population of study were principals, teachers, students and they were 563 (523 students, 35 teachers and 5 principals) and according to Mill and Gay, (2012), the sample size of students was 217 and teachers sample size was 32 and five principals (universal sampling for principals' selection). However, students and teachers were selected through Simple Random Sampling technique because in this technique all selected population get equal chance to participate.

### Instruments

To measure the effect of quality assurances practices, close-ended questionnaires were used to collect data from the selected sample of through survey method. The instruments were adapted and the close-ended statements were consisted of 5-point Likert scale with option strongly agree, agree, neutral, disagree and strongly disagree. For data collection, researcher prepared three close ended questionnaires, questionnaire for principals (26 items), questionnaire for faculty staff (21 items) and questionnaire for students (22 items) along with the covering letters. By keeping in the mind, the research objective, research questions and literature review, all statements of the questionnaires were accordingly adapted for data collection. The questionnaires were comprised of two variables 1) Quality Assurance Practices and 2) Students' Academic Achievement.

The initial part of questionnaires for principals was consisted of demographic factors (institution name) while the second part contained items of five sub variables of quality assurance practices, named as provision of infrastructure (6 items), research culture (5 items), faculty management (5 items), students' services (5 items) and academic program and evaluation (5 items). Questionnaires for teachers was consisted of demographic factors (institution name and department name) and the second part contained items of three sub variables of quality assurance practices, named as faculty management (9 items), teaching and learning process (6 items) and academic program and evaluation (6 items). Questionnaires for students was consisted of demographic factors (institution name, department name and CGPA) while the second part contained items of one sub variable of quality assurance practices, named as institution's learning facilities including 22 items. For the instrument's validity, senior's faculty members from Faculty of Education, International Islamic University Islamabad were taken as experts and their opinion were concern for the validity of instruments. Reliability of principals' questionnaire was measured by using 26 items and Cronbach's alpha value is 0.855 and reliability of teachers' questionnaire was measured by using 21 items and Cronbach's alpha value was 0.80. Lastly, reliability of students' questionnaire was measured by using 22 items and Cronbach's alpha value was 0.860.

### Data Analysis

Data collected through questionnaires, presented in tables, analyzed and the results were interpreted accordingly. The data were collected through three different research questionnaires; questionnaire for principals, questionnaire for teachers and questionnaire. The degrees of perceptions were analyzed using the statistical software package SPSS. To answer research questions, descriptive and inferential statistics were used. Demographic variables were analyzed through frequency, percentage and independent sample t-test.

## Vol. 3 No. 9 (September) (2025)

**Students' Response on Research Question 1**

**To what extent the quality assurance practices currently being utilized in the higher education institutes? (Based on obj 1)**

Mean of Institution's Learning Facilities Subscale

| Quality assurances Practices | Mean |
|---|---|
| Institution's learning Facilities | 3.87 |

Table 1 shows the result of institution learning process by students. The mean score of (3.87) indicates that students agreed that their institution provide learning facilities to them.

**Teachers' Response on Research Question 1**

Mean of Faculty Management, Teaching and Learning and Academic Program and Evolution Subscale,

| Quality assurances Practices | Mean |
|---|---|
| Faculty Management | 3.85 |
| Teaching and Learning | 3.89 |
| Academic Program and Evolution | 3.98 |

Table 2 indicates that mean score of the statements about academic program and evaluation was highest (M= 3.98), which shows that teachers highly agreed that institutions conduct academic program and evaluation and the mean score of (M=3.89) shows that teachers moderately agreed with the statements of teaching and learning process while less teachers agreed with the statements of faculty managements with mean score of (M=3.85).

**Principals' response on Research Question 1**

Mean of Provision of Infrastructure, Research Culture, Faculty Management, Students' Services and Academic Program and Evaluation Subscale

| Quality assurances Practices | Mean |
|---|---|
| Provision of Infrastructure | 4.36 |
| Research Culture | 4.16 |
| Faculty Management | 4.72 |
| Students' Services | 4.04 |
| Academic Program and Evaluation | 3.84 |

Table 3 indicates that mean score of the statements about academic program and evaluation was highest (M= 4.84), which shows that principals highly agreed that institutions conduct academic program and evaluation, the mean score of (M= 4.72) shows that principals moderately agreed with the statements of faculty management while less principals agreed with the statements of students' services with mean score of (M= 4.04).

**Research Question 2**
**What is the academic achievement of students at college level? (Based on obj2)**
Frequency, Percentage of Students Academic Achievements

| Students' Academic Achievements (GPA) | frequency | Percentage |
|---|---|---|
| Low (2.50-2.99) | 3 | 1.4 |
| Average (3.00-3.50) | 57 | 26.6 |
| Advance (3.51- 4.00) | 157 | 72.4 |
| Total | 217 | 100% |

Table 4 represents that BS Psychology, Urdu and Mathematics students (n= 217) with different semesters 6th and 8th from five Islamabad Model Colleges for Girls are at different achievement levels. CGPA indicates their academic level in which they fall. Most of the students fall at good (72.4 %), having 3.51-4.0) CGPA.

**Research hypothesis**
**There is no significant effect of institution learning facilities on students' academic achievement.**

| Variables | No. of Participants N | Mean | df | t-value | p-value |
|---|---|---|---|---|---|
| ILF (Low) | 27 | 2.74 | 215 | 355 | .723 |
| ILF (High) | 190 | 2.70 | | | |

Table 5 shows that an independent sample t-test was applied to compute the mean score of institution learning facilities on students' academic achievement and table shows the significant difference between the mean score of high and low level of institution learning facilities on students' academic achievement. The highest mean score was (2.74). The t-test value of lower group was 355 and p-value (.723) was higher than significance level of 0.05 and it shows that institution learning facilities is no significant effect on students' academic achievements so the null hypothesis has been accepted.

**There is no significant effect of academic program and evaluation on students' academic achievement.**

| Variables | No. of Participants (N) | Mean | df | t-value | p-value |
|---|---|---|---|---|---|
| APE (Low) | 1 | 30.00 | 30 | 619 | .540 |
| APE (High) | 31 | 2.61 | | | |

Table 6 shows a depiction of t-test result regarding effects of academic program

## Vol. 3 No. 9 (September) (2025)

and evaluation on students' academic achievement. Above table shows that mean score of low academic program and evaluation is 30.00 with t-value was (619) and p-value was .540 which is not significant at 0.05 level of significance. Therefore, it is concluded that there no significant effect of academic program and evaluation on students' academic achievement so the null hypothesis has been accepted.

**There is no significant effect of teaching and learning process on students' academic achievement**.

| Variables value | No. of Participants N | Mean | df | t-value | p- |
|---|---|---|---|---|---|
| T& L (Low) .233 | 3 | 30.00 | 30 | 2.33 | |
| T &L (High) | 29 | 35.13 | | | |

Table 7 shows that there is significant difference between the mean score of teaching and learning process of two groups on students' academic achievement. The lower group mean score was (30.00) and the mean score of higher groups was (35.13). The t-test value was 2.33 and p-value (.233) was greater than significance level of 0.05 which shows that teaching and learning process is no significant effect on students' academic achievements so the null hypothesis has been accepted.

**There is no significant effect of faculty management on students' academic achievement**.

| Variables | No. of Participants (N) | Mean | df | t-value | p-value |
|---|---|---|---|---|---|
| FM (Low) because there group | 0 | 0 | | Not able to run t-test | is no one in lower |
| FM (High) | 32 | 1.31 | | | |

**Detail of principals' response score on quality assurance practices and GPA**

| No. of principals GPA | PI | RC | SS | FM | AP&E |
|---|---|---|---|---|---|
| Principal 1 3.55 | 4.33 | 3.20 | 4.00 | 3.20 | 3.80 |
| Principal 2 3.64 | 4.17 | 4.40 | 4.80 | 3.80 | 3.40 |
| Principal 3 3.75 | 4.33 | 4.60 | 5.00 | 4.00 | 4.20 |
| Principal 4 3.68 | 4.50 | 4.20 | 5.00 | 4.80 | 3.40 |

| | | | | | |
|---|---|---|---|---|---|
| Principal 5 | 4.40 | 4.40 | 4.80 | 4.40 | 4.40 |
| 3.60 | | | | | |
| Total | 4.34 | 4.16 | 4.72 | 4.04 | 3.84 |
| 3.64 | | | | | |

Table 9 shows the responses scores of principals of five colleges. Principal 1 responses shows that provision of infrastructure with high mean score of (4.33) and faculty management and research culture with lowest mean score of (3.20) may affect students GPA which was (3.55). Similarly, principal 2 responses shows that students services with high mean score of (4.80) and academic program and evaluation with the lowest mean score of (3.40) may affect students GPA which was (3.64). While principal 3 responses shows that students services with high mean score of (5.00) and faculty managements with lowest mean score of (4.00) may affect students GPA which was (3.75). Principal 4 responses shows that students services with high mean score of (5.00) and academic program and evaluation with lowest mean score of (3.40) may affect students GPA which was (3.68). Lastly, principal 5 responses shows that students services with high mean score of (4.80) and faculty management, provision of infrastructure, faculty managements, research culture and academic program and evaluation with lowest mean score of (4.40) may affect students GPA which was (3.60).

## Findings
The study investigated the effect of quality assurance practices (QAP) on students' academic achievement at the college level. Data were collected from 217 students, 32 teachers, and 5 principals of Islamabad Model Colleges for Girls. The findings are summarized as follows:

## Students' Perspective
Students reported that their institutions provided adequate learning facilities (M = 3.87).
Despite the availability of resources, students expressed less satisfaction with research opportunities and computer labs.

## Teachers' Perspective
Teachers highly agreed that academic programs and evaluations were conducted effectively (M = 3.98).
They moderately agreed with the teaching and learning process (M = 3.89) and faculty management (M = 3.85).

## Principals' Perspective
Principals strongly agreed that infrastructure (M = 4.36), faculty management (M = 4.72), and research culture (M = 4.16) were well established.
Students' services (M = 4.04) and academic programs & evaluation (M = 3.84) received relatively lower scores.

## Academic Achievement
The majority of students (72.4%) achieved a CGPA between 3.51–4.00, reflecting good academic performance.
Only 1.4% of students fell in the low achievement category (CGPA 2.50–2.99).

**Hypothesis Testing**

Results of independent t-tests showed no significant effect of institutional learning facilities, academic programs and evaluation, teaching and learning process, or faculty management on students' academic achievement. Hence, the null hypotheses were accepted, indicating that quality assurance practices had no statistically significant impact on academic achievement.

**Overall Insight**

While principals and teachers believed QAP were effectively implemented, students' perceptions highlighted gaps in research opportunities and technological facilities. Academic performance remained relatively high among students; however, the statistical analysis revealed no significant direct link between QAP and academic achievement.

**Discussion**

This research study focused on effect of quality assurance practices on academic achievement of students. The main purpose of this study was to find out the quality assurance practices (1. provision of infrastructure, 2. research culture, 3. faculty managements, 5. students' services, 6. academic programs & evaluation, 7. teaching and learning and institution learning facilities) presently being used in the advanced education foundations, to investigate the scholarly accomplishment of understudies and to figure out the impacts of value affirmation rehearses on the scholastic accomplishment of understudies at the school level.

As this focused on two variables, quality assurance practices and academic achievement of students and there is a vast literature and different research studies that were conducted on these two variables but in different context. A study was conducted by Khan et al., (2022) found that quality assurance practices have a positive impact on the quality of education. The study highlighted that quality assurance practices, such as curriculum design and assessment, faculty development and student support services, contribute significantly to the overall quality of education at the college level.

Another study was conducted by Shaukat et al., (2018) and the results of the study demonstrated that implementing quality assurance procedures can enhance the effectiveness of teaching. According to the study, quality assurance techniques like program evaluation and assessment can assist pinpoint areas in need of development and optimise the way that education is delivered, making it more effective overall. Nevertheless, not all research has discovered a beneficial effect of quality assurance procedures on college education standards. A study by Ryan (2015) found that the quality of education was not significantly impacted by quality assurance procedures like accreditation. The study indicates that additional investigation is necessary to comprehend the efficacy of quality assurance procedures in various educational settings.

Rasool et al., (2019) conducted research regarding quality assurance and the results show that quality assurance in higher education needs to be defined in terms of how important it is to the development of society and the economy. Furthermore, the results show that rather than merely generating a huge number of graduates who lack the knowledge and abilities required to compete in the global economy, HEIs should be working relentlessly to provide what the market requires. This is something that the entire community should be aware of.

Fall et al., (2000) conducted a research study on factors affecting students' quality of academic performance: a case of secondary school level. The findings shows that the importance of group, like group discussion, group assessment, any group activity that enables students to participates in educational activity and improve students' academic performance. Studies mentioned above were conducted on quality assurance practices

and academic performance of students but in dissimilar context. However, previous studies used qualitative or mixed research method but this study used pure quantitative method and collected data through questionnaires. Moreover, one of the important points of this study was that students, teachers and principals were part of research population and they were asked regarding quality assurance practices and students' academic achievement of their institution.

## Recommendations

According to the findings and conclusions, the following recommendations were formulated:

Results of the research study shown that quality assurance practices practiced and utilized in college but result shows there has no significance effect of quality assurance practices on students' academic achievement, so it is recommended to the head of institutions to invest in continuous faculty development programs focused on pedagogical training and the integration of quality assurance practices. This may help educators enhance their teaching methods and assessment strategies to improve student learning outcome.

In college level Federal Directorate of Education (FDE) is responsible in ensuring the implementation of quality assurance practices so it is also recommended to Federal Directorate of Education that they may organize training courses and seminars to expand the values and principles of the quality assurance process among the teaching staffs to implement variety of teaching strategies in classroom that may enhance students' academic achievements.

It is recommended that administration of educational institutions to provide trainings and workshops that may enhance student support services, including tutoring, counseling, and academic advising, to complement quality assurance efforts. These services may help struggling students improve their academic performance and continuously evaluating student outcomes, including graduation rates, GPA and student satisfaction, to measure the effectiveness of quality assurance practices over time.

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## Vol. 3 No. 9 (September) (2025)

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