



Components of a Quality Education: A literature review

Peter Mduwile^{1*}, Dulumoni Goswami²

¹⁻²Gauhati University, India

Email: mduwilepeter@upi.edu

Article Info:

Accepted: 22 March 2024; Approve: 27 March 2024; Published: 30 March 2024

Abstract: Education is an essential human entitlement and a crucial catalyst for sustained progress. Quality education influences individuals, societies, and economies by imparting the knowledge, skills, and values needed for personal satisfaction and societal advancement. The concept of 'Components of quality education' encompasses various elements essential for ensuring that all learners receive an education that is relevant, equitable, and effective. Some educationists contend, however, that determining what makes an education good requires an objective yardstick because education quality is a subjective matter involving multiple dimensions of reference. That being said, this paper looks at a few crucial markers that, if followed, would help solve the issue of low learning standards. A qualitative approach was used by reviewing different literature concerning the topic. The paper briefly addresses several components of providing high-quality education, including a standardized curriculum, excellent teachers, practical students, suitable resources, capable leaders, and understanding parents. As a result of this study, A Teaching Learning Support (TLS) model for quality education has been created.

Keywords: Education; Quality Education; Learners; Curriculum; Quality Teacher.

Corresponding Author: Peter Mduwile

This is an open access article
under the [CC BY SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



1. INTRODUCTION

Quality education has always been a significant focus in the history of education. Education in ancient civilizations like Greece, Rome, and China focused on developing moral values, promoting critical thinking, and maintaining social unity (Tedla & Kilango, 2022). However, access to education was often limited to the elite classes, with most of the population excluded from formal learning opportunities (Hakielimu, 2008). During the Renaissance, the humanist movement emphasized the importance of education in fostering individual potential and promoting intellectual inquiry. Key figures such as Leonardo da Vinci, Michelangelo, and Galileo Galilei played significant roles in advancing knowledge and promoting education as a pathway to enlightenment and empowerment (Anangisye, 2011).

The Industrial Revolution in the 18th and 19th centuries led to the development of mass schooling institutions to accommodate the needs of an industrialised society. However, these systems often prioritized rote memorization, conformity, and obedience over critical thinking, creativity, and personal development. In the 20th century, expanding public education systems worldwide increased access to schooling for children and youth. The implementation of global education regulations and the creation of international institutions like UNESCO and the World Bank emphasised the significance of high-quality education as a fundamental human entitlement and a crucial catalyst for societal and economic progress (Mbelle, 2008).

Various influential individuals have significantly contributed to the field of 'Components of quality education'. One key figure is John Dewey, an American philosopher and educator known for his progressive ideas on education. Dewey believed education should be student-centred, experiential, and focused on promoting critical thinking and problem-solving skills (Hadi et al., 2021; Languille, 2014). His work on the philosophy of education has had a lasting impact on educational theory and practice. Paulo Freire, a Brazilian educator and philosopher, is renowned for his critical pedagogy approach to teaching. Freire contended that education should emancipate, empower, and advocate for social justice and equality. His idea of 'critical consciousness' and his focus on dialogue, contemplation, and action have motivated educators around to embrace a more participatory and revolutionary method of teaching and learning (Makunja, 2015).

The components of quality education have a profound impact on individuals, societies, and economies. Quality education has the power to enable individuals to achieve their maximum potential, enhance the welfare of their communities, and engage effectively in a swiftly evolving world. Quality education equips learners with the necessary knowledge, skills, and values to thrive in life, leading to poverty reduction, improved health outcomes, gender equality promotion, and the fostering of peace and social cohesion (Languille, 2014).

In addition, quality education positively impacts economic growth and development. Research has shown that investments in education lead to higher levels of productivity, innovation, and entrepreneurship, which are critical drivers of economic prosperity (Hastuti et al., 2020; Kapinga, 2017; Khaki, 2006). Quality education can also help reduce income inequality, enhance social mobility, and create opportunities for sustainable development.

Although quality education has good consequences, it is also accompanied by different problems and constraints. Access to quality education is unequal in various regions globally due to reasons like poverty, discrimination, conflict, and insufficient resources. The quality of education is

often compromised by overcrowded classrooms, outdated curricula, poorly trained teachers, and a lack of infrastructure and technology. Moreover, the emphasis on standardized testing and high-stakes assessments can undermine the holistic development of learners and perpetuate inequality and social exclusion. (Mori Junior, Renzo and Fien, John and Horne, 2017)

Given these issues, there is an increasing acknowledgment of the necessity to reform education institutions and advocate for more inclusive, equitable, and pragmatic learning methods. The United Nations adopted the Sustainable Development Goals (SDGs) in 2015, which include a goal focused on excellent education (SDG 4). This objective aims to achieve inclusive and equitable education by 2030. This goal highlights the importance of investing in early childhood education, improving teacher training and support, promoting lifelong learning opportunities, and fostering digital literacy and 21st-century skills (Eze, 2017)

Innovative initiatives such as personalized learning, competency-based education, and online and blended learning are reshaping the education landscape and providing new opportunities for learners to engage with content, collaborate with peers, and access resources and support. Digital technologies such as artificial intelligence, virtual reality, and blockchain are also used to enhance teaching and learning, streamline administrative processes, and facilitate access to education for marginalized populations.

However, the future of 'Components of quality education' is challenging. Education systems need to be more flexible, responsive, and inclusive due to the fast technology advancements, complex global concerns, and the need for lifelong learning in a knowledge-based economy. Collaboration among policy-makers, educators, parents, and students is essential to tackle several aspects of high-quality education, such as curriculum planning, teaching methods, evaluation techniques, teacher training, and involvement of the community (Barrett et al., 2006; INEE, 2018).

Generally speaking, "quality education" seems subjective, and people's interpretations can vary. Nevertheless, various definitions exist for what defines an excellent education, highlighting the intricate and varied nature of the idea. UNICEF (2014), for example, lists five criteria for a high-quality education: "useful outcomes; child-friendly pedagogy; relevant curricula; conducive environments; and healthy learners" (p. 4). These components all work together to create a system that offers high-quality education, giving pupils the essential right to efficient learning. The study examines key components of learning such as student quality, instructors, curriculum, resources, parental involvement, and professional leadership. The author has developed a model named the Teaching Learning Support (TLS) model that is analogous to others.

2. METHOD

This paper employs a qualitative research methodology to investigate components of quality education. The study examines quality education and its components and summarises observations from other research publications. The design methodologies utilised involved document analysis with the purpose of presenting a critical argument and establishing a comprehensive framework for understanding quality education that can be solution for today's difficulties. Bowen (2009) defines the systematic examination and interpretation of data in electronic or printed documents as the document analysis approach. The study was conducted by integrating library research, which involved evaluating a variety of literary works and papers to acquire data on research findings. The initial step involved identifying and analysing quality education and its components. The second step involved evaluating literature and papers on Quality education. The final step involved drawing conclusions from the investigation and proposing remedies to the identified difficulties. Further investigation and improvement were recommended once again.

3. RESULTS AND DISCUSSION

a. Quality teacher

A good curriculum is only as vital as a good teacher. According to (Mori Junior, Renzo Fien, John and Horne, 2017), the curriculum is just bits of paper unless the instructor transforms it into meaningful learning experiences. Crucially, (Hoge, 2003) asserts that excellent teachers are the foundation of superior education. People may passionately and ardently support child-centred education. Still, they cannot dispute that instructors are primarily "in the hands and minds" of their students when it comes to achieving the best outcomes (Benson, 1977). Therefore, even the least promising pupils can succeed in their studies when a motivated, skilled, and prepared teacher teaches them.

Furthermore, (Eze, 2017) assert that teachers can exert positive pressure on students, enhancing their success and high-performance levels, even in the face of significant disparities in their learning environments. Teachers are the backbone of every educational system since they are crucial in helping students acquire high-quality knowledge (Hoge, 2003). When some highly educated individuals claim that the nation is affected by instructor errors, nothing could be further from the truth. According to (INEE, 2018), effective teaching-learning processes in the classroom depend on teachers' solid academic knowledge. Thus, educators are pivotal in determining how well an educational system performs.



Figure 1. Part I of TLS Quality Education Model

b. Quality curriculum

Good teachers are just as vital as a good curriculum. As stated by King (2013), the primary aim of a curriculum or educational programme is to achieve a range of goals set within a framework of theory, research, professional practice, and societal expectations. Insufficient curriculum can impede student learning.

In essence, the kind of curriculum used in the educational system significantly influences the calibre of knowledge that pupils acquire. The components of a curriculum must include the learners' learning styles and allow educators and students to explore and develop the variety of natural potential that each student possesses. In addition to being inclusive and gender-sensitive, the curriculum should be outcomes-oriented (Semali, 2014). Every curriculum should be learner-centred, standardized, and without discrimination, especially regarding cultural diversity, different intelligences, innate abilities, and students' educational stakes.

According to (Barrett et al., 2006), "National goals for education should serve as the foundation for the development and implementation of curriculum, along with outcome statements that translate those goals into measurable objectives." Reliable and contextualized research that gives students access to the three learning domains—cognitive, emotional, and psychosocial—must be incorporated into curricula. UNICEF (2003) persuasively argues that deeper learning domains should be prioritized during curriculum design instead of merely providing a comprehensive overview of specific topics. These learning domains are believed to represent intrinsic traits. A doctor with a weak grasp of ethics and values is more likely to fail. Value-based education comprising literacy, numeracy, and life skills is anticipated in the curriculum. They are increasing the focus on the child-centred teaching approach. Raising the bar for academic curricula gives teachers a chance to reflect better their pupils' interests and abilities, increasing the likelihood that their futures will be secure

instead of having a depersonalized curriculum. The nation's educational objectives of creating future citizens who are highly qualified, talented, and motivated can be met with the aid of a robust curriculum (Hoge, 2003).

c. Quality learners

High-quality students in the classroom result from various factors, including early nutrition, good health, and supportive psychosocial experiences. According to (Benson, 1977), children in good physical, social, and mental health are better able to learn. A positive early upbringing, particularly in the initial three years, establishes the foundation for future academic achievement. A healthy diet that includes wholesome foods can allow kids to develop healthfully. For example, a child in good health has lower absenteeism rates and maintains a continuous teaching-learning process in the classroom. A student can succeed in class and extracurricular and curricular activities by attending regularly. Healthy students and high-quality education are strongly correlated.

Children who attend school regularly perform well academically, which significantly impacts achievement, as (Haseena & Ajims, 2015) show. For instance, regular attendance pupils in Malawi showed considerable learning gains and low rates of repeat and dropout, according to research (Mbelle, 2008). If students are unresponsive, uninterested, or chronically absent from school, then even the best curricula and teachers are made unproductive.



Figure 2. Part II of TLS Quality Education Model

d. Quality resources

Achieving quality learning is significantly impacted by having classrooms that are furnished and engaging, as well as having sufficient teaching-learning resources. To create an excellent teaching-learning process, curriculum and qualified teachers will probably be crucial, in addition to the school's infrastructure. Although (VSO, 2011) makes a strong case for the idea that "empirical

evidence is inconclusive as to whether the condition of school buildings is related to higher student achievement after taking into account student's background". (Anil Kumar Agnihotri, 2017) a study was undertaken in India including 59 schools, with 49 having buildings, 25 having one lavatory, 20 having electricity, 10 having one library room and 4 having one television set. A study by Anil Kumar Agnihotri in 2017 found a notable correlation between students' academic performance in Hindi and mathematics and the presence of sufficient resources in the classroom..

(Barrett et al., 2006) Sampled 50,000 grade three and four pupils in Latin America and discovered that test scores were significantly lower in schools lacking teaching and learning resources and inadequate library facilities than in schools that were well-furnished and equipped. William's findings aligned with those of Papua New Guinea, Nigeria, and Botswana schools (Mori Junior, Renzo and Fien, John and Horne, 2017).

The numerous ways technology is used in education attest to developing a student-centred learning environment. Examples of interactive and time-saving educational technologies that can improve the quality of educational processes include online learning, video and teleconferencing, and televised educational talks. According to (Eze, 2017), internet technology can also be employed instead of other approaches. This is a novel idea that many schools in underdeveloped nations should investigate. "The Internet and education are the two fundamental equalizers in life," said the president of Cisco Systems. E-learning breaks down barriers related to time and location, enabling people, businesses, and nations to access learning opportunities anytime, anywhere.

e. Quality leaders

School administrators' management and leadership abilities impact the achievement of high-quality education within a system. A school principal only needs to say encouraging words to inspire instructors and students and only a few unfavourable remarks to demotivate them. In a hierarchical educational system, the head of the school is regarded as the most informed and important person; thus, the leader must keep the statements and promises made on behalf of the school. For example, mentioning "I saw you going late to the morning assembly" might cast doubt on the head's administrative and leadership abilities. Thus, the head of the school must be cautious with his words and actions because their management and leadership styles have a huge impact on the entire educational system (Mukhopadhyay, 2014). A school leader cannot overlook a few elements since they play an important role in ensuring that children receive a high-quality education.

School-sponsored extracurricular and curricular activities play a crucial role in maintaining teacher and student motivation and can affect the quality of education if ignored. It is possible to

institutionalize a culture that upholds the dignity of educators and students in an accreditation framework. (Haseena & Ajims, 2015) Asserts forcefully that when school citizens have a system to recognize their efforts in competition and initiative, more gets accomplished. School culture would be positively impacted by the goal of providing pupils with a high-quality education.

Additionally, the school head is not the only person responsible for managing the institution. Ensuring students receive an excellent education requires a collaborative and coordinated effort from the administrator, teachers, and support staff (Hadi et al., 2021). Giving all employees authority and responsibility is extremely important because it yields quantifiable results.

Finally, a practical head works hard to ensure all staff members and students benefit. Making a school seem like home is the head's responsibility. Undoubtedly, harassment, bullying, and physical punishment in schools are unethical and contrary to the values of a positive school climate (Hastuti et al., 2020). It is an issue of ethics and morality. Alternatively, for students to acquire wholesomeness, principles like honesty, authenticity, integrity, and love—abbreviated as "HAIL"—must be warmly welcomed, claimed, and supported (Khaki, 2006). In the end, the school exists to serve the needs of its students. Hence, its goals, mission, and vision must focus on producing high-calibre graduates.



Figure 3. Part III of TLS Quality Education Model

f. Quality parents

Parents' role in their children's education is paramount in modern society. Children of educated parents perform relatively well in both academic and extracurricular activities. Put differently, (Dariyanto et al., 2020) suggest that children who receive assistance from their families are more likely to succeed academically. Additionally, according to (Hastuti et al., 2020; King, 2013; Makunja, 2015) and others, a parent's participation in their child's everyday learning activities significantly impacts the latter's academic achievement.

Studies (Khaki, 2006) have shown that students with parents interested in learning, who are time-conscious, knowledgeable, and supportive of their education, perform better on standardized examinations than students whose parents are not. Confident parents even participate in school events to help their kids grow into kind, outstanding adults. Therefore, Parental support is desperately needed for the pupils' growth and the school's success.



Figure 4. Components of Quality education

4. CONCLUSION

In conclusion, 'Components of quality education' is a multifaceted concept encompassing various elements, including access, relevance, equity, effectiveness, and sustainability. To achieve greatness in education, we must prioritise students' different needs, promote social justice and equity, and adopt new teaching methods. Collaborating to achieve these objectives can establish a more inclusive and fair education system that equips all students for success in the 21st century. Understanding quality education helps us recognise the significance of ensuring that all students receive a high-quality education that equips them for success in a continually evolving world. Collaboration is essential to tackle the difficulties and opportunities in education and aim to build a fair, comprehensive, and thriving society for future generations.

The fundamental aspects defining the quality of education in the nation are motivated learners, supportive parents, well-qualified and diligent teachers, effective leaders, high-quality curricula, and abundant resources. If the TLS model of quality education is well-maintained, schools are more likely to be recognized for their high academic standards. Instructors should understand this paradigm well before beginning any new educational endeavours to benefit students and the nation's future citizens. Today's children hold the key to the nation's future. It is widely believed that every student has the right to receive a high-quality education. All individuals must listen to, comprehend, evaluate, and collaboratively address the question, "What will be the country's fate if there are high numbers of unproductive youth in the country?"

REFERENCE

- Anil Kumar Agnihotri, Ph. (2017). Quality In Primary And Secondary Education. *Scholarly Research Journal for Humanity Science & English Language*, 4, 4878–4884.
- Barrett, A. M., Chawla-Duggan, R., Lowe, J., Nikel, J., & Ukpo, E. (2006). The Concept of Quality in Education: A Review of The 'International' Literature on The Concept of Quality in Education. *EdQual Working Paper*, 3(3), 23.
- Benson, R. E. (1977). Defining Equality in Education. *Educational Studies*, 8(2), 105–112. https://doi.org/10.1207/s15326993es0802_3
- Dariyanto, Mudofir, & Wulandari, F. (2020). School Leadership To Improve The Education Quality Of Madrasah (A Case Study at State Madrasah Tsanawiyah Sragen Indonesia). *European Journal of Molecular and Clinical Medicine*, 7(7), 411–419.
- Eze, S. G. N. (2017). Features of quality education. *Research Gate*, 1(1), 8.
- Hadi, F., Harapan, E., & Tahrin. (2021). The Impact of Headmaster Leadership and Teacher Success on Quality Education. *Proceedings of the International Conference on Education Universitas PGRI Palembang (INCoEPP 2021)*, 565(INCoEPP), 465–468. <https://doi.org/10.2991/assehr.k.210716.084>
- Haseena, A., & Ajims, M. (2015). Aspects of Quality in Education for the Improvement of Educational Scenario. *Journal of Education and Practice*, 6(4), 100–106.
- Hastuti, T., Kristiawan, M., & Negeri, S. (2020). The Principal's Leadership in Improving the Quality of Education. *International Journal of Progressive Sciences and Technologies (IJPSAT)*, 22(1), 314–320.
- Hoge, J. D. (2003). The quality of education: Dimensions and strategies. In *Asia Pacific Education Review* (Vol. 4, Issue 2). <https://doi.org/10.1007/bf03025363>

- INEE. (2018). The concept of quality in education: Its structure, dimensions and evaluation. *Gaceta*, 4(10), 3–15.
- Kapinga, O. S. (2017). Assessment of School Facilities and Resources in the Context of Fee Free Basic Education in Tanzania. *International Journal of Education and Research*, 5(6), 93–102.
- Khaki, J.-A. (2006). Effective school leadership: Can it lead to quality education? *Quality in Education: Teaching and Leadership in Challenging Times*, 1(February), 206–217.
- King, Dr. N. A. S. (2013). Investigation of Factors Hindering Quality Education in Secondary Schools in Mbeya, Tanzania. *International Journal of Learning and Development*, 3(6), 52. <https://doi.org/10.5296/ijld.v3i6.4843>
- Languille, S. (2014). Quality education through performativity. ‘Learning crisis’ and technology of quantification in Tanzania. *International Journal of Educational Development*, 39(2014), 49–58. <https://doi.org/10.1016/j.ijedudev.2014.06.002>
- Makunja, G. (2015). Adopting Competence-Based Curriculum to Improve Quality of Secondary Education in Tanzania: “ Is it a Dream or Reality ”? *International Journal of Education and Research*, 3(11), 175–188.
- Mbelle, A. V. Y. (2008). The impact of reforms on the quality of primary education in Tanzania. In *Research Report No 08.1, REPOA*.
- Mori Junior, Renzo and Fien, John and Horne, R. (2017). Quality Education: Why it Matters. *United Nation*, 1–2.
- Semali, L. M. (2014). *Rethinking Quality Education in Tanzania’S Classrooms*. January 2014, 107–129. https://doi.org/10.1007/978-94-6209-734-6_7
- Tedla, A., & Kilango, N. C. (2022). The Role of School Leadership toward Improving Student ’ s Achievement: A Case Study of Secondary Schools in Changchun , China. *Journal of Positive School Psychology*, 6(4), 6744–6755.
- VSO. (2011). Leading Learning: A report on effective school leadership and quality education in Zanzibar. *The Revolutionary Government of Zanzibar Ministry of Education*, 64.