



*International Journal of Humanities & Social Science Studies (IJHSSS)*  
*A Peer-Reviewed Bi-monthly Bi-lingual Research Journal*  
ISSN: 2349-6959 (Online), ISSN: 2349-6711 (Print)  
ISJN: A4372-3142 (Online) ISJN: A4372-3143 (Print)  
Volume-IV, Issue-I, July 2017, Page No. 222-229  
Published by Scholar Publications, Karimganj, Assam, India, 788711  
Website: <http://www.ijhsss.com>

---

## **Effective Management of Teaching and Learning for Quality Improvement in Higher Education**

**Samar Deb**

*Gurucharan College, Silchar, Cachar, Assam, India*

**L. Joy Chandra Singha**

*Gurucharan College, Silchar, Cachar, Assam, India*

### **Abstract**

*Quality of higher education depends on effective management of teaching and learning, and therefore, this paper examines how teaching and learning can be made more resourceful and knowledge oriented for life bringing purpose of higher education learners. With this aim in mind, we have attempted to discuss and explain various issues pertaining to higher education prospects and problems, and its good management with the help of learning culture, leadership role model and various other parameters of higher learning institutions. Accordingly, it is expected to deal with the development cycle of the teaching and learning processes in institutional framework, on the basis of building vision, setting objectives to understanding people and also redesigning of the organization and curriculum system. Thus, this paper is attempted to discuss laudably in dealing with challenging nature of human behavioral traits confining behavioral management issues pertaining to quality improvement aspects of higher learning tendencies in free atmosphere of teaching and learning paradigms. As a whole, it provides potential for demonstrating good practice and generalizing it throughout the institution. The paper also suggests that 'instructional leadership' must be a strong focus for quality improvement purpose of overall learning system, and therefore, it is asserted in sparkling manner that good planning and implementation of programs would be immensely helpful for quality assessment and management of teaching and learning effectively for holistic development of higher education; where curriculum design, infrastructure facilities, development of time tables, examination system, evaluation process and effective use of support system, among others, are all considered to be the factors of effective management in bringing quality, and for continuous improvement of such quality.*

**Key words:** *Curriculum Design, Effective Management, Higher Education (HE), Instructional Leadership, Quality Improvement, Support System, Teaching and Learning.*

---

**Introduction:** Higher Education (HE) is the backbone of a nation, on which depends the development and growth for initiating all-round qualities of human living parameters. So, effective management of teaching and learning can improve conditions and situations of HE in a country, which requires adequate improvement plans or development plans that generally include a sequence of activities beginning with needs assessment or situational analysis, followed by planning, implementation or action, and evaluation, leading to a further development cycle. It is therefore, essential to note that leadership practices which range from building vision and setting directions, to understanding and developing people, redesigning the organization (for example, team building, delegating, consulting and networking), and managing the teaching and learning program (including staffing the teaching program and monitoring performance)<sup>1</sup>, etc. are all necessary ingredients of quality improvement potentials requiring special care and timely attention to bring in adequate level of learning commitment as well as working conditions for all the stakeholders who are to shoulder responsibilities with professional development for nurturing human resources by working in teams, to identify and address challenges effectively. From this standpoint, it can be said undoubtedly that modeling strategies for supporting inexperienced teachers would be a good example for dealing with challenging nature of human behavioral traits confining behavioral management issues pertaining to quality improvement aspects of higher learning tendencies in free atmosphere of teaching paradigms. Thus, Reynolds (2007) provides some strategies to address crucial issues in HE for quality improvement purposes, of which – (i) Modeling, monitoring and dialogue should take place simultaneously; (ii) Opportunities to observe colleagues create structured support, constructive feedback and the identification of professional learning needs; (iii) Effective modeling, monitoring and dialogue need to be given time and more, often than not, reflect a high priority given to professional development by the head of the institution and leadership team; and (iv) Modeling, through classroom observation, needs to be consistent and at frequent and regular intervals. It also needs to be supported by someone who has expertise and/or good subject knowledge.

In this way, it can be asserted that scientific monitoring and evaluation provide a means of judging the quality of classroom practice, and subsequently improvement depends on the quality of feedback to educators and on their receptiveness to advice. However, it is true to mention here that modeling provides the potential for demonstrating good practices and generalizing it throughout the institution. In short, it is highly essential to remember that improving the quality of learning requires a strong focus on ‘instructional leadership’. Again, transformational leadership provides the potential to produce lasting change in higher learning institutions. Thus, effective management of teaching and learning requires a shared vision and the main driver for improvement of quality is the leaders’ set of core value<sup>2</sup>. It needs a holistic approach which fulfills the conditions of a learning-centered vision, and provides the best prospect of sustainable improvement in terms of human resource development potentials.

**Teaching Effectiveness through Institutional Quality Building Approach:** Institutional quality requires focus primarily on teaching and learning as the main purpose of education.

Hence, every institution of higher learning should concentrate on learning processes, and therefore, there should be special attention on understanding of learning impacts by means of teaching and learning cultural factors, which further should be examined carefully underpinning the management of teaching and learning issues like, curriculum, infrastructure, development of time tables, examination system, evaluation process, and ensuring effective use of support system for attaining the overall goals of the curriculum. Besides, learners' work and performance should be maintained regularly, analyzed time-to-time for planning, problem solving and development. So, strategies are to be framed to ensure that all learners, whatever their background or special needs, are required to be supported to achieve their potential. However, Evans and Abbott (1998) maintained that there can be no consensus about what characterizes effective teaching until the aims of higher education are agreed upon<sup>3</sup>. Whereas, Biggs (2003) posits that the purpose of higher education teaching is to promote the development of higher order learning processes, which he suggests appear to come naturally to high achieving undergraduates but not necessarily to all students<sup>4</sup>. In commenting thus, we may say that the secret of higher quality teaching rests on the fact that there is alignment between what we want, how we teach and how we assess in a system where all components address the same agenda. It is therefore true that instructional quality building for teaching effectiveness is possible when the students are entrapped in the web of consistency, optimizing the livelihood that they will engage in the appropriate learning activities, but paradoxically leaving them free to construct knowledge in their way. Hence, it is suggested that any measure of effectiveness should take into consideration contextual issues, a point reflected in studies (Mortimore, 1998; Hopkins & Reynolds, 2001; Campbell et al, 2004) that recognize that social, economic, and political factors all have an impact on notions of effectiveness.

From the above, we may write that in a contemporary HE context, learning effectiveness and teaching qualities in institutional framework should carefully follow the aspects of educational norms in bringing quality in holistic sense, and among others: (a) preparing independent learner; (b) developing meta-cognitive skills; (c) problem solving; (d) acting on feedback; (e) assessing one's strengths and weaknesses; (f) acquiring generic study skills, e. g., communicating effectively, making effective use of technology to promote one's own learning; and (g) efficient time management (Allan & Clarke, 2007)<sup>5</sup> are all important. It is now clear that teaching effectiveness will come in higher learning institutions, when we will be well prepared to have the 'experiential learning model', by which we would be able to know how people learn. Accordingly, institutional quality building framework should adopt the learning styles like, concrete experiential (CE), reflective observation (RO), abstract conceptualization (AC) and active experimentation (AE). These are factors of individual learning styles requiring the convergers' dominant learning abilities, the greatest strength of which lies in the practical application of ideas. This approach is called the converger because a person with this style seems to do best in situations such as conventional intelligence tests, where there is single correct answer or solution to a question or problem<sup>6</sup>. Hudson's research on this style of learning shows that convergers are relatively unemotional, and they always like to prefer to deal with things rather than people<sup>7</sup>. As a

whole, institutional quality building approach of teaching effectiveness goal of learning are like, rapid increase in competition, decrease of funding from government sources, greater government scrutiny, growing consumer rights' movement, rapid spread of communications and information technology into every aspects of our lives, including education and training, among others<sup>8</sup>.

**Some Issues of Quality Teaching and Learning Effectiveness:** In HE, if we want to distinguish between on-and-off site learning, it will be wrong in the sense that we need to work out a good match for effective learning process. Thus, our priority should be to identify what mix of learning times, locations, modes, and context best suit and matches students' need, their capabilities required and the available resources. It is because quality is not just about giving students what they want. Responsiveness to students must be balanced against capabilities they will need to be successful in their chosen profession or discipline. It is therefore essential for learning effectiveness that flexible learning is about far more than flexible delivery. Thus, it is as much about what has always been necessary for good teaching and learning – being responsive and contingent – as it is about anything else<sup>9</sup>. So, we may predict that merely receiving information would not be able to enhance teaching quality for actual learning effectiveness. It is therefore, truly flexible quality of teaching will require attention to far more than online learning, which is just one option among dozens of learning approaches that may or may not add value in the unique context of a particular course. In today's world of competition, successful teaching needs not only any single set of knowledge or skills but also ability of students to adapt to and master the changing demands of their job and career – by their ability to learn. Every learner therefore needs today, a four-stage cycle already noted in aforesaid explanations – it is because learning effectiveness is conceived through these four-stage cycles to bring overall quality in teaching prospects.

Similarly, focusing HE, Ramsden (1991) comments: “although good teaching is undoubtedly a complicated matter, there is a substantial measure of agreement among these empirical studies about its essential characteristics”<sup>10</sup>. We should therefore try to integrate the overall system of learning by means of adequate aids to overcome problems, and to bring in quality more and more with practical exposition of things and activities. To do this, we need to go for providing to the students methodical teaching through games, role plays, and exercises (concrete experiences) that focus on various concepts of organizational psychology. Thus, there should be innovative role playing model for qualitative aspects of education in terms of effective learning process and quality teaching models<sup>11</sup>. It is therefore suggested that the quality of teaching climate in HE should shift in emphasis from quality assurance to quality enhancement. It means that there should be an evolution that has resulted in a movement away from discipline specific audit trails to institutional audits and a concomitant explicit focus on institutional strategies for improving the quality of learning opportunities (QAA, 2007, p. 3)<sup>12</sup>. The empirical research findings also agree with this norm of quality teaching and learning effectiveness parameters.

**Teaching and Learning Quality Improvement in HE for Effective Change Management:** Change is universal concept. It is ubiquitous as well as inevitable, and

therefore, the management of change is essential (Deb, 2001, p. 94)<sup>13</sup>. Effective management of change can help to bring in successful quality improvement of teaching and learning in HE, and so, every institution of higher learning requires adapting itself to the changing environment, in the absence of which there is possibility for complacency, stagnation, inefficiency, and decline (Deb, 2001). In HE, teaching and learning quality in recent years have brought forth some combination of change forces like, rapid increase in competitive learning, a significant decrease in funding from government sources in number of countries, greater government scrutiny, and many other issues pertaining to learning atmosphere, which have ultimately contributed for flexible pattern of learning. In this way, teaching and learning together have become responsible for initiating and creating a positive and disciplined learning environment to the overall co-curricular activities. Another way of looking about change in managing the teaching and learning situation occurs when students and teachers with common interests come together for the purpose of developing an authentic product or a service, that is an application of their common interest (Malik, Murtaza & Khan, 2011)<sup>14</sup>. Hence, in HE teaching-learning quality improvement is linked with excellence or achieving the best for managing change effectively, and in order to achieve continuous improvement of the quality of teaching and learning, institutions should provide value by framing rules and regulations to cope up with changing need of time for all the students; so that their performance superiority is directly linked with long-term effectiveness – having vision where the institutions would be, say in the next 5-10 years. Such quality is based on number of issues and ideas. It means thinking about quality in terms of all functions related to the parameters of teaching-learning process of the higher learning institutions, and is a start-to-finish process that integrates interrelated functioning at all levels of teaching and learning management system. Accordingly, it should be noted that there should be a learning philosophy that encourages involvement of all the stakeholders, and thus, it embraces the ethic of continuous improvement. As a whole, the qualitative aspects of teaching and learning improves the overall system in terms of changing mechanisms, including training and education, communication, recognition management behavior, teamwork, and so on. So, we should be very much careful about today's leader who is often observed to be bluffed or frustrated by new kind of politics, which arises from significant interaction with various governmental agencies, relevant laws and regulations, the courts, the media, the customers and so on<sup>15</sup>.

It is therefore permeably said that principles and practices of quality improvement techniques might change from time-to-time, but there should be unanimous consensus about the important role that leadership should play (Bowman, 1998, p. 113)<sup>16</sup> for suggesting that quality depends upon a vision of excellence and that a vision becomes reality through excellent, compelling leadership (Whiteley, 1990, p. 9-10)<sup>17</sup>. In this way, we may come up with the changing nature of time in universal application of learning with methodical formulation of teaching qualities for the improvement of higher learning institutions as well as for the growth of a national economy.

**Effective Management of Skills for Teaching and Learning Quality Improvement:** For teaching and learning quality improvement in HE, we must try to improve human skills and therefore, we should spend more time for analyzing learners' results, jointly develop institutional improvement plans with concerned educators, monitor educators' classroom records on a regular basis, establish direct observation of educators' teaching and set improvement targets with educators, among others. Bush et al (2008) add that evaluation is another tool to enhance the quality of teaching and learning<sup>18</sup>. They add that classroom practice may be judged at two levels: (a) seeking to assess the ways in which the teaching plans are put into effect and the outcomes from these in terms of learners' attainment; and (b) seeking to assess the impact of teaching and learning at a more strategic level. So, effective management of skills requires monitoring regularly the classroom practices. Southworth (2004) further says that monitoring processes include analyzing and acting on students' progress and outcome data, for example, assessment and test scores<sup>19</sup>. Thus, it should be noted that effective monitoring involves visiting classrooms, observing teachers at work and providing them with feedback. It is therefore truly said that effective monitoring is based upon agreement between stakeholders on the data that provides a measurable and yet realistic view of what is happening in the institution of higher learning and also in the classroom directly. Hence, it should be built on a combination of system results (internal test results and direct or national examination results), and consistent students assessment practices. All these are essentially required for skill development purposes. Besides, skills will be improved by means of regular performance appraisal, in identifying areas of strength and weakness, and to relate these to goals and objectives and learning processes.

In nutshell, institutions should also coordinate assessment programs to ensure quality, avoid duplication of effort and minimize disruption to classroom instruction. Finally, assessment results are to be used for evaluating programs and target areas for improvement purposes. There should also be direct support to be provided for classroom level assessment efforts; so that skills could be enhanced at regular intervals for making the entire process of teaching and learning effective towards institutional quality building norms. Bush et al (2008) therefore predicts that monitoring is an ongoing process, undertaken to establish whether teaching and learning are taking place in a satisfactory way. At last, it is suggested that effective management of skills for teaching and learning quality improvement requires adequate evaluation of learners' outcomes for 'benchmarking'. In this way, the progress made within an institution of higher learning can be compared with that of achievement in similar institutions.

**Conclusion:** Effective management of teaching and learning requires defining the learning culture in continuous improvement of quality in HE. It needs developing plans and implementing programs to enhance a perfect environment of learning. Higher learning institutions should therefore be managed to focus centrally on teaching and learning as the main purpose of education. Institutional heads or authorities are to adopt for this reason a critical perspective to see constantly how to improve teaching and learning in a healthy

environment. They should explore ideas and create innovative plans for teaching in consultation with all the stakeholders. The head of the institution should be responsible to manage things by facilitating conditions of healthy learning and so, he should have to provide access to the required resources of teaching. Time-to-time learning evaluation should be made for undertaking a major study of the impact of institutional leadership on students' outcomes for the national government (Leithwood et al, 2006). Hence, institutional leaders should try to improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions. The personal traits of leadership will explain for a high proportion of the variation in leadership effectiveness, and so, the institutional authority need to develop staff capacity and capability, for example, through professional development and working in teams to identify and address challenges. Thus, the institutional head as the heart of a series of interlocking teams, should together to improve the conditions of teaching and learning and try to enhance learners' outcomes regularly. It will pave the way for increasing teaching excellence, improving learning quality and enlarging the effective system of education. Hence, quality of teaching and learning in an institution of higher learning will be determined in part by overall culture of the institution, which is influenced by a variety of different activities within the institution: approaches to assessment, sports, behavior of learners and staff, efforts, infrastructure, discipline, etc. The main function of the institutional head should be to provide academic leadership and to manage the institutional resources, i. e., human, financial, physical, and the curriculum in such a way as to maximize the effectiveness<sup>20</sup> of the overall institution in promoting development and maintaining quality of teaching and learning. Lastly, an effective institutional leader must be able to work with all, and encourage the best performance from a wider range of people. Improving the quality of learning requires a strong focus on 'instructional leadership', which should provide continuous improvement in making the quality of teaching and learning that needs also continuous monitoring of performance and achievement for attaining goals.

**References:**

1. Leithwood, K. and Jantzi, D. (2004), *Transformational Leadership*, in Davies, B. (Ed.), London, Paul Chapman Publishing.
2. Cooney, K. (2006), *Are you Learn in us today, Miss? Developing Learning for Assessment as Personalized Practice*, Nottingham, NCSL.
3. Evans, L. and Abbott, I. (1998), *Teaching and Learning in Higher Education*, London, ENG: Cassell.
4. Biggs, J. (2003), *Learning to Teach in Higher Education*, Maidenhead, ENG: Society for Research into Higher Education.
5. Allan, J. and Clarke, K. (2007), *Nurturing Supportive Learning Environments in HE through the Teaching of Study Skills: To Embed or not to Embed?* *International Journal of Teaching and Learning in HE*, 19 (1), 64-76.

6. Torrealba, D. (1972), *Convergent and Divergent Learning Styles*, MS Thesis, MIT Sloan School.
7. Hudson, L. (1966), *Contrary Imaginations*, Middlesex, England, Penguin Books Ltd.
8. Fullan, M. (1982), *The Meaning of Education and Change*, Toronto, Ontario Institute of Studies in Education; Foley, G. (Ed.), (2000), *Understanding Adult Education and Training*, 2<sup>nd</sup> Edn., St. Leonards, NSW: Allen & Unwin; Alexander, S., McKenzie, J. and Geissinger, H. (1998), *An Evaluation of Information Technology Projects for University Learning*, Canberra, Committee for University Teaching and Staff Development.
9. Scott, G. (2003), *Effective Change Management in Higher Education*, *Educause Review*, 38 (6), 64-80.
10. Ramsden, P. (1991), *A Performance Indicator of Teaching Quality in Higher Education: The Course Experience Questionnaire*, *Studies in Higher Education*, 16 (2), 129-150.
11. Flavell, J. (1963), *The Developmental Psychology of Jean Piaget*, New York, Van Nostrand Reinhold Co.
12. Quality Assurance Agency for Higher Education (2007), *Higher Quality 24*.
13. Deb, S. (2001), *Contemporary Issues on Management*, New Delhi, Atlantic Publishers and Distributors.
14. Malik, M. A., Murtaza, A. and Khan, A. M. (2011), *Role of Teachers in Managing Teaching Learning Situation*, *International Journal of Contemporary Research in Business*, 3 (5), 783-821.
15. Bennis, W. G. (1975), *The Unconscious Conspiracy: Why Leaders can't Lead*, New York, AMACOM.
16. Bowman, C. (1998), *The Essence of Strategic Management*, New Delhi, Prentice-Hall.
17. Whiteley, R. C. (1990), *Creating a Customer Focus, Executive Excellence*.
18. Bush, T. and Glover, D. (2008), *Managing Teaching and Learning: A Concept Paper*, Johannesburg, Matthew Goniwe School of Leadership and Governance.
19. Southworth, G. (2004), *Learning-Centred Leadership*, in Davies, B. (Ed.), London, Paul Chapman Publishing.
20. Coleman, M. (2003), *School Effectiveness*, in Thurlow, M., Bush, T. and Coleman, M. (Eds.), *Leading and Strategic Management in South Africa Schools*, London, Commonwealth Secretariat.