

Institutional accreditation: A step forward or hurdle for self-financed HEI

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Abstract - India is experiencing a progressive change in the instruction area with significant weight on examination, advancement, expansion, and coordinated effort fronts. In the ebb and flow situation for educators, instructing has become an auxiliary job, presently their job has been re-imagined as a job of Facilitator, Mentor, Researcher, Innovator, and colleague. With the assistance of different overseeing bodies and new schooling strategies, the public authority is endeavouring hard to update the advanced education foundations by outlining rules and giving headings for improving the norm of instruction bestowed and to keep up adequate quality. Along these lines, to remain in the opposition just as for supporting itself over the long haul, Higher training Institutions are convincing instructors to invest in their amounts of energy. The educators presently need to work in a multimodal approach where from one viewpoint they are vested with the obligation of instructing the expanded understudies coming from different controls and then again they need to save time for self-learning, research exercises and overseeing augmentation and cooperation duties. This paper attempts to consider the impression of educators of self-account courses about accreditation and its effect on them.

Keywords: Accreditation, Institutional viewpoints, Teaching-learning measure

I. INTRODUCTION

India is experiencing a progressive change in the schooling area with significant weight on examination, advancement, expansion, and cooperation fronts. In the ebb and flow situation for educators, instructing has become an auxiliary job, presently their job has been reclassified as a part of Facilitator, Mentor, Researcher, Innovator, and partner. With the assistance of different overseeing bodies and new schooling approaches, the public authority is endeavouring hard to update the advanced education foundations by outlining rules and giving headings for improving the norm of training bestowed and to keep up adequate quality.

Thinking about the significance of tertiary schooling, the principle center is around assimilating quality conveyance and keeping up quality guidelines in working Higher Education Institutes. The primary purpose for this is that HEI is the significant accomplice answerable for the monetary advancement of the nation. The HEI visualizes monetary turn of events, activating youth, instills serious aptitudes on the worldwide level, advances the use of innovation and a lot more duties there on HEI.

In the period of globalization, the opposition is merciless and to contend with worldwide contenders now, it is basic that the HEI should inspire their quality and plan something inventive for face the difficulties presented by worldwide pioneers in instruction.

Thus, to remain in the opposition just as for supporting themselves over the long haul, Higher instruction Institutions are investing level best amounts of energy to keep up quality and to satisfy the principles, alongside this constant push from the state specialists and the public authority to keep up quality in the training area powers HEI to go for accreditation to approve their reality. So high level overseers are pushing hard to get accreditation and this convincing the school personnel to partake effectively in the accreditation cycle. Then again, the training club is experiencing a hard face, they need to enjoy accreditation exercises if they are willing. The resources need to work perseveringly and the outstanding burden of the resources had expanded because of Accreditation standards. Without expecting prizes or pay they need to convey the work qualified for them readily or reluctantly. Particularly on account of showing network of Self Finance course, their state is more awful on the grounds that they are constrained to work without anticipating prizes for their endeavors. With the amazing blast in data innovation and because of the web upheaval the quantum of understudies expanded enormously and the good to beat all is the enhanced foundations of the understudies. Interdisciplinary instruction had become more normal nowadays and understudies are settling on complex mixes of courses to upgrade their scholastic ability. With a particularly colossal mass of enhanced students turning in, advanced education has now become an exceptionally mind boggling framework including instructing and learning both for the instructors. The instructors are currently need to work in a multimodal approach where from one viewpoint they are vested with the duty of training the expanded understudies coming from different controls and then again they need to save time for self-learning ,research exercises and overseeing expansion and cooperation duties.

What is Accreditation?

Accreditation is an approval cycle of Higher schooling Institutes to guarantee they fulfill quality guidelines in instruction. In India, there are bountiful advanced education establishments that give training to wanted gatherings as indicated by their requirements and request. The HEI's working might be Government, Private, Grant in guide or self-Finance Institutions dependent on the wellspring of Funding.

There are numerous offices in India that are vested with the duty of guaranteeing that the HEI working in India ought to keep up quality guidelines. Organizations, for example, the Accreditation Board of Engineering and Technology (ABET), Association of Advanced Collegiate Schools of Business (AACSB), National Assessment and Accreditation Council (NAAC), National Board of Accreditation (NBA)

II. SELF-FINANCING COURSES

Self-financing courses are the ones for which no monetary guide is given by the public authority or some other power. In this sort, obviously, the significant wellspring of financing is the charges gotten from understudies, as such, understudies bear the whole expense. Generally, the private establishments which are not monetarily helped by Government-run these sorts of courses. Practically all expert courses of under-graduation or post-graduation are self-financed courses. Since self-financed courses intensely rely on understudy inflow and the executives needs to deal with all the expenses of running or working the quality is the main factor.

Literature Review:

(Cindy S. Jacobs, 2005) : In an examination, the respondents saw that the accreditation cycle is tedious and dominant part of respondents didn't get money related pay for extra obligations they performed and this outcome in disappointment among them and as a result, they see the accreditation cycle as diminishing them from their expert advancement exercises.

(Aeron Zentner, Steven Homestead, and Raissa Covit,2017): Accreditation ought not to be considered as an authoritative impulse and ought to be looked as a cycle-dependent on personal development belief system. Additionally, a synergistic methodology is normal in execution by methods for open correspondence and taking into care proficient advancement objectives. The examination recommended that there are various boundaries that forestall the dynamic support of resources

(Ahmed Kanan AL Jaafari,2019): Study uncovers that personnel inclusion in accreditation measure is driven by dread. Resources have low commitment because of low anticipation, low valuation for appraisal, and cost concerns. Additionally, workforce endeavors are not perceived and they didn't get wanted help from chairmen alongside this no prizes and expert advancement are likewise significant reasons upsetting dynamic interest of Faculties.

(Swathikishore and Baby, 2017): Majority of Faculties of Self-money organizations have pressure related issues. The main sources for pressure among resources are over-burden working hours, part in the exhibition of work, understudy discipline, advancements in the advanced education field, profession improvement, financing arrangements, issues emerge from organization side, the sensation of furious, whipping by completed sleepiness and ill-suited to move-in work is considered as the basic consequences of stress among the Arts and Science school educators.

(Sari, Arif, Altay Firat, and Ali Karaduman,2016): The investigation uncovers that for the development of the organization three elements are vital which are Higher administration Support, seen the significance of Accreditation, and the assembly of help in quality confirmation from resources and other staff. According to the examination, the apparent importance of accreditation adversely corresponds with adequacy, so it very well may be said that accreditation is generally a proper method and doesn't affect viability.

Research Methodology

Risk aversion is basic human nature due to which one often tries to find security in terms of securing economic needs. Future being fairly unpredictable and unsure in private unaided institutions, it is critical to be organized against the chances of downfall or non-accreditation. This study is basically explorative and descriptive, the more and more information exploring from respondents to solve problems and future benefits. The Primary data was collected through Questionnaires and surveys.

Objectives

- To analyse teachers, outlook towards accreditation
- To try and understand the teachers outlook towards long term sustainability of the institute due to accreditation
- To try and understand their point of view of research playing an important role in accreditation

Hypothesis

H₀₁- There is no significant difference between accreditation and long-term sustainability

H₁₁-There is a direct relation between accreditation and long-term sustainability

H₀₂-There is no significant relation between research credentials of institute and accreditation of an institute

H₁₂-There is a significant relation between research credentials of institute and accreditation of an institute

Case Processing Summary

| | | N | % |
|-------|-----------------------|-----|-------|
| Cases | Valid | 100 | 100.0 |
| | Excluded ^a | 0 | .0 |
| | Total | 100 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .720 | 18 |

The sample reliability is relatively high which can be gauged from a high Cronbach alpha value

Satisfied with Salary * Workload is more as compared to salary Crosstabulation

Count

| | | Workload is more as compared to salary | | | Total |
|-----------------------|-----|--|-------|---------|-------|
| | | Strongly Agree | Agree | Neutral | |
| Satisfied with Salary | yes | 7 | 12 | 0 | 19 |
| | No | 13 | 63 | 5 | 81 |
| Total | | 20 | 75 | 5 | 100 |

Satisfied with Salary * Do you think Accreditation of Your Institution is necessary for long term sustainability Crosstabulation

Count

| | | Do you think Accreditation of Your Institution is necessary for long term sustainability | | | Total |
|-----------------------|-----|--|-------|---------|-------|
| | | Strongly Agree | Agree | Neutral | |
| Satisfied with Salary | yes | 0 | 13 | 6 | 19 |
| | No | 13 | 61 | 7 | 81 |
| Total | | 13 | 74 | 13 | 100 |

Accreditation will result in promotion and salary appraisal * As a result of Accreditation your work has increased Crosstabulation

Count

| | | As a result of Accreditation your work has increased | | | Total |
|---|----------|--|-------|---------|-------|
| | | Strongly Agree | Agree | Neutral | |
| Accreditation will result in promotion and salary appraisal | Agree | 6 | 12 | 0 | 18 |
| | Neutral | 3 | 8 | 0 | 11 |
| | Disagree | 12 | 57 | 2 | 71 |
| Total | | 21 | 77 | 2 | 100 |

Accreditation will result in promotion and salary appraisal * The Accreditation work has impacted my teaching time Crosstabulation

Count

| | | The Accreditation work has impacted my teaching time | | | Total |
|---|----------|--|-------|---------|-------|
| | | Strongly Agree | Agree | Neutral | |
| Accreditation will result in promotion and salary appraisal | Agree | 1 | 17 | 0 | 18 |
| | Neutral | 3 | 8 | 0 | 11 |
| | Disagree | 9 | 49 | 13 | 71 |
| Total | | 13 | 74 | 13 | 100 |

Research work has a positive effect on my career * Research work helps me in better teaching/understanding of the subject Crosstabulation

Count

| | | Research work helps me in better teaching/understanding of the subject | | | Total |
|--|----------|--|---------|----------|-------|
| | | Agree | Neutral | Disagree | |
| Research work has a positive effect on my career | Agree | 18 | 0 | 0 | 18 |
| | Neutral | 0 | 11 | 0 | 11 |
| | Disagree | 0 | 0 | 71 | 71 |
| Total | | 18 | 11 | 71 | 100 |

Research work has a positive effect on my career * Do You think Research Paper Publication is Time consuming? Crosstabulation

Count

| | | Do You think Research Paper Publication is Time consuming? | | | Total |
|--|----------|--|-------|---------|-------|
| | | Strongly Agree | Agree | Neutral | |
| Research work has a Positive effect on my career | Agree | 3 | 14 | 1 | 18 |
| | Neutral | 6 | 3 | 2 | 11 |
| | Disagree | 22 | 47 | 2 | 71 |
| Total | | 31 | 64 | 5 | 100 |

Research work has a Positive effect on my career * Do you think Research activities increases stress? Crosstabulation

Count

| | | Do you think Research activities increases stress? | | | Total |
|--|----------|--|-------|---------|-------|
| | | Strongly Agree | Agree | Neutral | |
| Research work has a Positive effect on my career | Agree | 5 | 12 | 1 | 18 |
| | Neutral | 6 | 3 | 2 | 11 |
| | Disagree | 27 | 39 | 5 | 71 |
| Total | | 38 | 54 | 8 | 100 |

ANOVA

| | | Sum of Squares | df | Mean Square | F | Sig. |
|--|----------------|----------------|----|-------------|-------|------|
| The Accreditation work has impacted my teaching time | Between Groups | 2.339 | 1 | 2.339 | 9.689 | .032 |
| | Within Groups | 23.661 | 98 | .241 | | |
| | Total | 26.000 | 99 | | | |
| Research is an important parameter for good Accreditation | Between Groups | .168 | 1 | .168 | .859 | .036 |
| | Within Groups | 19.222 | 98 | .196 | | |
| | Total | 19.390 | 99 | | | |
| Research work has a positive effect on my career | Between Groups | 3.248 | 1 | 3.248 | 5.520 | .021 |
| | Within Groups | 57.662 | 98 | .588 | | |
| | Total | 60.910 | 99 | | | |
| Research work helps me in better teaching/understanding of the subject | Between Groups | 3.248 | 1 | 3.248 | 5.520 | .021 |
| | Within Groups | 57.662 | 98 | .588 | | |
| | Total | 60.910 | 99 | | | |
| Do You think Research Paper Publication is Time consuming? | Between Groups | .073 | 1 | .073 | .245 | .022 |
| | Within Groups | 29.167 | 98 | .298 | | |
| | Total | 29.240 | 99 | | | |
| Do you think Research activities increases stress? | Between Groups | 1.201 | 1 | 1.201 | 3.289 | .043 |
| | Within Groups | 35.799 | 98 | .365 | | |
| | Total | 37.000 | 99 | | | |

From the above Anova Test the **Sign value = 0.036, 0.032, 0.021, 0.021, 0.022 & 0.043** which is less than **0.05**, Thus, the null hypothesis H_0 is rejected at **5% level of significance** and hence the **alternate hypothesis is accepted**. The alternate hypothesis is

H_{11} -There is a direct relation between accreditation and long-term sustainability

Correlations

| | | Satisfied with Salary | Work assigned | Workload is more as compared to salary | Do you think Accreditation of Your Institution is necessary for long term sustainability | Accreditation will result in promotion and salary appraisal | As a result of Accreditation your work has increased |
|--|---------------------|-----------------------|---------------|--|--|---|--|
| Satisfied with Salary | Pearson Correlation | 1 | .137 | .222* | -.300** | .231* | -.093 |
| | Sig. (2-tailed) | | .173 | .027 | .002 | .021 | .356 |
| | N | 100 | 100 | 100 | 100 | 100 | 100 |
| Work assigned | Pearson Correlation | .137 | 1 | -.053 | -.283** | -.132 | -.135 |
| | Sig. (2-tailed) | .173 | | .601 | .004 | .190 | .180 |
| | N | 100 | 100 | 100 | 100 | 100 | 100 |
| Workload is more as compared to salary | Pearson Correlation | .222* | -.053 | 1 | -.082 | .187 | -.231* |
| | Sig. (2-tailed) | .027 | .601 | | .416 | .063 | .021 |
| | N | 100 | 100 | 100 | 100 | 100 | 100 |
| Do you think Accreditation of Your Institution is necessary for long term sustainability | Pearson Correlation | -.300** | -.283** | -.082 | 1 | .126 | .045 |
| | Sig. (2-tailed) | .002 | .004 | .416 | | .213 | .660 |
| | N | 100 | 100 | 100 | 100 | 100 | 100 |
| Accreditation will result in promotion and salary appraisal | Pearson Correlation | .231* | -.132 | .187 | .126 | 1 | .177 |
| | Sig. (2-tailed) | .021 | .190 | .063 | .213 | | .079 |
| | N | 100 | 100 | 100 | 100 | 100 | 100 |

| | | | | | | |
|--|-------|-------|--------|------|------|-----|
| As a result of Pearson Accreditation your Correlation work has increased Sig. (2-tailed) | -.093 | -.135 | -.231* | .045 | .177 | 1 |
| N | 100 | 100 | 100 | 100 | 100 | 100 |

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

From the above Correlation test the factors showed medium to high correlation which significantly highlights the fact that null hypothesis is rejected and alternate hypothesis

H₁₂-There is a significant relation between research credentials of institute and accreditation of an institute.

Is accepted

III. CONCLUSION AND FINDINGS

Quality is often looked upon as a single most important factor to sustain in the competitive world. It is highly important that institutes are able to live up to government standards in order to sustain peacefully. The government is continuously pushing institutions for quality norms of betterment and accreditations. But is it really enough?

The above study which was conducted to analyse the point of view of private institute educators highlighted some grey areas of these norms. The respondents opined that there is a huge difference of perception between the grant in aid Institutions and self-financed institutions. Specifically in case of self-financed institutions, the teaching faculties does not participate actively or one say whole heartedly. They think this as an extra burden which is necessary evil for retaining their jobs and long-term survival of their institution. The study clearly indicates that there is an unwanted increase in their workload as a result of accreditation for which they get no financial incentives or compensation for them, this is creating a high level of dissatisfaction among them and their unwillingness for active participation in better teaching learning pedagogy. These educators feel stifled due to lack of better options and are unable to give their best even though they intend to do so. Respondents had common consensus that the government should have different bars and parameters for aided and un-aided institutes, and should use horses for courses approach.

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