



Article

Assessment Of The Quality Of Education In Higher Education Institutions Of Uzbekistan Based On The Approach Of Students

Yuldashev Iskandar Bahromovich

Independent Researcher of Tashkent State University of Economics

* Correspondence: isk.yuldashev@bk.ru

Abstract: In this paper has been examined the development of world-class higher education universities and the experiences of foreign universities. According to the author the international reputation of higher education institutions were explained by scientists based on different approaches. A add up to of 2,606 understudies were able to take part within the study. Among them, 1505 understudies from Kokan University, 636 understudies from Namangan Engineering-Construction Established, 193 understudies from TATU Fergana department, 144 understudies from Uzbekistan National College and 128 understudies from OBUQI taken an interest. Based on the conducted research, scientific proposals and conclusions were formed.

Keywords: Higher Education, International Rating, International Classification, Higher Education Management, Education Market, Rate, Students, University Management.

1. Introduction

Many approaches can be seen in the international experience of international classification of higher education institutions. Nowadays, recognition at the international level in the global background of the higher education market creates an intense battleground[1], [2]. The tightening of the competitive environment in the global higher education market is leading to an increase in the struggle to attract applicants among universities[3]–[5].

In recent years, many countries have been developing reforms aimed at the liberalization of education policy and the inclusion of higher education. Also, within the framework of the United Nations Sustainable Development Goals by 2030, all governments are implementing rapid reforms in higher education coverage. According to UN data, the population aged 15-24 will reach 1.2 billion in 2024. and this number is predicted to be 1.3 billion by 2030 [1].

Therefore, it is appropriate to focus on the development of universities, taking into account the trends in the global higher education market[6]–[8]. As we mentioned, the fact that 156 US universities are in the top 1000 of the Times Higher Education World University Rankings 2024 indicates that this country is competitive both locally and globally.

Literature review

In the research carried out by S. Velbers and J. Brankovich, the ratings of higher education institutions focus on historical-sociological analysis [2]. According to them, the ratings of higher education institutions were developed in the 1960s and 1970s by scientists

Citation: Yuldashev Iskandar Bahromovich. Assessment Of The Quality Of Education In Higher Education Institutions Of Uzbekistan Based On The Approach Of Students. Central Asian Journal of Innovations on Tourism Management and Finance 2024, 5(6), 232-241.

Received: 10th Jul 2024
Revised: 11th Agt 2024
Accepted: 24th Sep 2024
Published: 27th Okt 2024



Copyright: © 2024 by the authors. Submitted for open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>)

of the social science field, who conducted research aimed at evaluating the university's activities. They note that these trends have been exacerbated by the American Education Committee's implementation process[9]–[11].

A. Nelson in his research focuses on the critical analysis of the history of higher education institution ratings [3]. According to him, the rankings of universities try to justify that they are more motivated to engage in imitative processes than to lead to innovation. In particular, he notes that American universities are paying more attention to international advertising rather than providing quality higher education services to the public. As a result, such ranking races do not create sufficient conditions to ensure academic creativity and independence of universities.

J. Shin and others formulate conclusions about the history and perspective in the scientific work reflecting the research on the ranking of universities [4]. They attempt to assess the evolution of university ranking and its impact on higher education. They also analyze the impact of the rating system on the formation of higher education policy, institutional structure and societal views. In this regard, they justify their opinions about the methods used by rating agencies. In their opinion, they justify that in the future, the inclination of the universities to the rating system will remain. Therefore, it is concluded that it is necessary to improve the methods of the rating system with the criteria of methods aimed at preventing the negative impact on the quality of modern life.

K. Stergion and A. Tsikliras conducted a joint study to assess the impact of national values on the formation of global reputations of higher education institutions [5]. Using Google's Ngram viewer, they analyze how often 13 US, 5 UK, and 4 Canadian universities are mentioned in books published in English between 1800 and 2008. In the long term, the reputation and intellectual influence of the commercial character QS notes that it is more positive than the list of rating agencies such as THE. Therefore, it is noted that having a long history can be seen to have a significant influence on the selection process by applicants (and their parents).

In our opinion, the international reputation of higher education institutions is explained by scientists based on different approaches. Based on our research, theoretically, the following scientific conclusions can be formed:

First, there is a significant increase in demand in the global higher education market. It can be more clearly visualized with the increase of the share of the young generation in the total population.

Secondly, it is becoming important to increase the competitiveness of higher education institutions by identifying their weak points and developing their elimination.

Third, formulating goals aimed at preventing the main goal from being on the global rating lists in a commercial form. In this case, in the development of the international classification of the university, it is necessary to strengthen it based on the criteria aimed at improving the quality of life, not the global rating criteria.

It can be observed that the factor of education quality is one of the primary elements in the formation of the international classification of higher education institutions. In this context, many universities try to take into account the opinions and attitudes of students in ensuring the quality of education.

J. Leckey et al., in their research, note the tendency to take students' attitudes into account when evaluating the quality of education in UK universities [7]. They analyze the quality of higher education in the country within six categories. In particular, they focus on analyzing the evaluations of the Quality Assurance Agency. According to them, many complexities remain in the education management and student relations work systems. Therefore, it tries to justify the need for methods aimed at identifying and evaluating students' approaches.

P.Ferguson focuses on evaluating the teaching processes of professors and teachers from the point of view of students [8]. He notes that in a 2007 study, 46 percent of undergraduate students reported a lack of feedback. According to him, students justify during the lessons, firstly, if students do not need much time to repeat the process in class, secondly, not to steal the main time of the lesson, and thirdly, the preference of oral feedback during out-of-class time.

2. Materials and Methods

In our study, we focused on the analysis of students' attitudes based on a questionnaire in the evaluation of the quality of education. In June and July 2024, we conducted a survey among undergraduate students of state and non-state higher education institutions in my country. This survey was sent to university students at https://docs.google.com/forms/d/11LOUYIeVpmd3aT-reDYWCd5CTk_yzOHrn6OSYy46Jcc/edit#responses . Among the higher educational institutions that were surveyed, as a non-state university - Koqon University, as state universities - Namangan Engineering and Construction Institute (NamMQI), National University of Uzbekistan (UzMU), Tashkent University of Information Technologies (TATU) Ferghana Branch and Uzbekistan-Belarus Joint Institute (UzMU).) were selected.

We took into account the unique characteristics of each institution in selecting public universities as objects of this study. In particular, the fact that the National University of Uzbekistan ranks 781-790 according to QS World University Rankings 2025, the Namangan Engineering and Construction Institute located in the region and the regional branch of the university located in the capital, as well as a joint higher education institution with one foreign university were selected. We chose Kokan University considering that it is one of the flagship non-state higher education institutions in our country and one of the first institutions established in this regard.

A total of 2,606 students were able to participate in the survey. Among them, 1505 students from Ko'kan University, 636 students from Namangan Engineering-Construction Institute, 193 students from TATU Fergana branch, 144 students from Uzbekistan National University and 128 students from OBUQI participated.

The general content of the questionnaire can be found below. It provides for the collection of qualitative and quantitative data on the attitudes of students in the management of the quality of education.

1. Your age

2. Sex

Male

A woman

3. What course are you studying in?

4. Write the name of your university

5. How do you pay the payment contract ?

I study on a scholarship

My parents pay

Education loan

I pay by myself

Employer/sponsor pays

6. How do you cover your monthly expenses?

My parents give
I earn it myself
I borrow from my friend
A scholarship is enough

7. How did you choose your field of study?

I chose myself
I transferred my studies from another field of study
My parents advised me
Do not ask my friends
I don't know

8. What is your average grade?

Excellent (5)
average (4)
Satisfactory (3)
Unsatisfied (failing an exam)

9. Are you satisfied with the assessment of your knowledge?

Very good
Good
Average
Not so much
No

10. What are the subjects that you were not interested in at first, but then became interested in?

A lot
A lot
Average
Few
No

11. Are there any subjects you were interested in at first and then lost interest in?

A lot
A lot
Average
Few
No

12. What depends on your understanding of the lesson content?

To the teacher
To myself
To my friends
I don't know

13. How many students are there in your study group?

5-12
13-18

19-24

25 and more

14. When do you do your homework?

After class in the library

After dinner at home

Before the lesson starts

I will do it by asking my friend

I will forget

15. Where do you get a book for science?

From the library (online/offline)

from the Internet

From my friend

I will study if the teacher gives

I can read from the presentation

16. Are you satisfied with the conditions in the library?

Very good

Good

Average

You are not satisfied

I don't know

17. What do you do during class?

I listen to the teacher

I listen, but I don't understand

My mind is in the house (street).

I will be busy on the Internet

18. How do you remember the information the teacher told you?

I will write in the notebook

I will read the presentation again

I will repeat the given literature

I write a note on my phone

19. Why are you interested in studying science?

Because the teacher is interested

Because my friends are interested

To get a good grade

I have never had such a situation

20. Do you know about the cooperation of your university with internships?

Yes

No

3. Results and Discussion

We can see a summary of the gender and year (course) of the respondents in the survey as shown in Table 1.

Table 1
Descriptive statistics of students who participated in the survey

	Linearized		Logit	
Over	Proportion	Std. Err.	[95% Conf. Interval]	
your gender				
male	.437452	.0097194	.4184947	.4565938
a woman	.562548	.0097194	.5434062	.5815053
First course				
male	.2763158	.0132467	.2511085	.3030296
A woman	.425648	.0129161	.4005371	.4511485
Second course				
male	.3368421	.0140008	.3099612	.3648218
a woman	.2899045	.0118523	.2672256	.3136841
Third course				
male	.2736842	.0132074	.2485623	.3003303
a woman	.1855389	.0101547	.1664455	.2062805
Fourth course				
male	.1096491	.0092558	.0927729	.1291582
a woman	.0982265	.0077746	.0840002	.1145607
Fifth course				
male	.0035088	.0017516	.0013167	.0093164
a woman	.0006821	.000682	.000096	.0048318

1 shows that the main contingent of those who participated in the survey are 1st year students. It is also possible to see the participation of 5th year students. We believe that these students may be studying part-time, so they may have indicated this course. In general, it can be observed that the share of women is 56 percent, and the remaining 1147 are men.

We will try to first look at our research in general, and then to carry out these analyzes in the cross-section of higher education institutions. To do this, we focus on assessing the factors that influence the grades students are studying.

Table 2
“ What's your average B grade? ” general trend analysis of answers to the question
 observation=2606, $F(27, 2579)=7.10$, Prob > F=0.0000

	Coef.	P>t		Coef.	P>t	Coef.	P>t
Indicator name	Excellent (5)		average (4)	Satisfactory (3)		Unsatisfied (exam fall)	
Your age	-.02853	0.002	(base outcome)	-.03402	0.028	-.15107	0.030
your gender	.47588	0.000		-.54752	0.001	.29737	0.492
How much on the course do you read	.03612	0.498		.0126	0.860	.11789	0.495

You lesson content what does your understanding depend on?	-.19866	0.048		.25225	0.020	.29790	0.259
You student in the group how many students	-.30248	0.000		.12480	0.236	.48050	0.118
Home task when will you pay ?	-.27567	0.005		.33436	0.000	.87677	0.000
You science for the book from where can you	-.00544	0.900		.21371	0.000	.18709	0.251
Lesson in time what do you	-.29207	0.045		.0973	0.404	.34881	0.083
You teacher said How do you remember information ?	-.00310	0.954		.14890	0.025	.33310	0.043
_cons	.70608	0.229		-3.0312	0.000	-7.737	0.000

We conduct our research using Stata computer software. We use different methods during these analyses.

Using the multinomial logistic regression method, we try to base our scientific conclusions on the basis of determining the regression relationship between the answers to the questions based on the results of the questionnaire.

Based on the data in Table 2, we selected the grades of students (based on their answers) as the outcome variable (Y). We formed scientific conclusions based on the answers given by them to the questions shown in the table as factors influencing the formation of student grades.

First, younger students are more likely to receive an excellent rating than an average (4) rating. It can also be observed that the decrease in grades is significantly related to the probability of increasing age.

Second, it can be seen that female students are more likely to achieve excellent grades while male students are observed to achieve satisfactory grades compared to average (4) grades.

Third, it shows that there is no correlation between what course students study and what grade they study. It can be seen that students' understanding of lesson content independent of the teacher leads to excellent grades, while poor grades are more teacher- or self-dependent.

Fourthly, if the increase in the number of students in the academic group increases the probability of studying for excellent grades, on the contrary, it creates the probability of failing the exam.

Fifth, if students doing homework before class or asking a friend increases the probability of getting an excellent grade, it can be observed that doing tasks in the library or doing extra reading at home does not lead to students getting an excellent grade.

Sixth, it can be concluded that the tendency of students who get excellent grades compared to students who get average grades to look for study materials (books) is unstable. However, it can be seen that students with unsatisfactory grades are less likely to use internet resources (online library).

Seventh, it shows that students' listening to the teacher is not directly proportional to the achievement of excellent grades. Also, it can be observed that the grades of the remaining forms are not related to the activity during the lesson.

Eighth, it can be observed that in remembering the information given by the teacher, taking notes in a notebook or re-reading the presentation serves to obtain satisfactory grades. It should be noted that there is no connection with the remaining cases.

Table 3
"Are you satisfied with the assessment of your knowledge?" analysis of the
answers to the question

F(9, 2597)= 15.09, Prob > F=0.0000

Indicator name	Coef.	Std. Err.	t	P>t	[95% Conf.	Interval]
Your age	-.019118	.0060	-3.15	0.002	-.031033	-.007204
your gender	-.143438	.08762	-1.64	0.102	-.315260	.02838
How much on the course do you read	-.088424	.04014	-2.20	0.028	-.167144	-.009704
You lesson content what does your understanding depend on?	.060768	.06696	0.91	0.364	-.070545	.192083
You student in the group how many students	.119526	.05758	2.08	0.038	.006607	.232445
Home task when will you pay ?	.203628	.06436	3.16	0.002	.077415	.329841
You science for the book from where can you	.156284	.03256	4.80	0.000	.092436	.220132
Lesson in time what do you	.431759	.08638	5.00	0.000	.262359	.601158
You teacher said How do you remember information ?	.134262	.03701	3.63	0.000	.061679	.206844
/cut1	-.638310	.28649		-1.200097	-.0765245	
/cut2	2.12349	.28938		1.556037	2.690945	
/cut3	3.55113	.29648		2.969774	4.132503	
/cut4	4.90569	.3032		4.311049	5.50034	

We will check the level of satisfaction of the students' answers with the grade based on the Ordered logistic regression method in order to further clarify these conclusions and analyze them in detail.

In Table 3, students were asked to answer the question "Are you satisfied with the grades given to your knowledge?" We will analyze the answers to the question.

Table 3 shows a regression analysis of students' satisfaction with their grades with influencing response factors used in Table 2. According to him, it was possible to form the following scientific conclusions:

First, it can be seen that the older the students are, the higher the level of dissatisfaction with their grades. We also observe that female students are more likely to be dissatisfied with their grades than male students.

Secondly, it can be concluded that the factors of reading or understanding the lesson have a positive effect on the level of satisfaction with the grade, as the course of the students increases.

Third, completing homework assignments on time serves to increase satisfaction with grades. We also see that trends in the academic group, such as increasing the number of students, being irresponsible with homework, and not looking for additional study materials, lead to higher grade satisfaction.

Fourthly, it should be noted that listening to the teacher during the lesson and recording the information in the notebook on time is proportional to the satisfaction with the grade.

4. Conclusion

We think that the following scientific conclusions can be formed based on the conducted analyses:

First, younger students are getting excellent grades and their satisfaction with their grades is showing positive trends.

Second, we observe that although female students are studying for higher grades than boys, they are more likely to be dissatisfied with the grades they receive.

Thirdly, increasing the number of students in academic groups increases the probability of studying for high grades, and in turn, it serves to ensure the level of satisfaction with grades.

Fourth, it can be concluded that students studying for satisfactory grades seek additional learning materials in extracurricular situations or neglect to complete academic assignments on time, which, along with declining grades, reflects acceptance of these low grades.

Fifth, students remember knowledge based on the information given by the teacher during the lesson. It can also be seen that they are less motivated to seek out additional learning materials aimed at independent thinking.

We will try to consider the above researches in the section of individual universities. Since the institutions of higher education we have chosen are non-state and state universities, some of them deserve special analysis in the ranking of world universities.

REFERENCES

- [1] M. A. Marchetti, "Computer algorithms show potential for improving dermatologists' accuracy to diagnose cutaneous melanoma: Results of the International Skin Imaging Collaboration 2017," *J. Am. Acad. Dermatol.*, vol. 82, no. 3, pp. 622–627, 2020, doi: 10.1016/j.jaad.2019.07.016.
- [2] A. Y. k. Lai, "Mental Health Impacts of the COVID-19 Pandemic on International University Students, Related Stressors, and Coping Strategies," *Front. Psychiatry*, vol. 11, 2020, doi: 10.3389/fpsyt.2020.584240.
- [3] S. A. Metcalf, "Serum C-reactive protein in adolescence and risk of schizophrenia in adulthood: A prospective birth cohort study," *Brain. Behav. Immun.*, vol. 59, pp. 253–259, 2017, doi: 10.1016/j.bbi.2016.09.008.
- [4] D. M. Salvioni, "Sustainability in the higher education system: An opportunity to improve quality and image," *Sustain.*, vol. 9, no. 6, 2017, doi: 10.3390/su9060914.
- [5] H. Faller, "Perceived need for psychosocial support depending on emotional distress and mental comorbidity in men and women with cancer," *J. Psychosom. Res.*, vol. 81, pp. 24–30, 2016, doi: 10.1016/j.jpsychores.2015.12.004.
- [6] E. Bélanger, "Sources of social support associated with health and quality of life: A cross-sectional study among Canadian and Latin American older adults," *BMJ Open*, vol. 6, no. 6, 2016, doi: 10.1136/bmjopen-2016-011503.
- [7] J. Moraros, "Flipping for success: Evaluating the effectiveness of a novel teaching approach in a graduate level setting," *BMC Med. Educ.*, vol. 15, no. 1, 2015, doi: 10.1186/s12909-015-0317-2.
- [8] V. Sharifi, "Twelve-month prevalence and correlates of psychiatric disorders in Iran: The Iranian mental health survey, 2011," *Arch. Iran. Med.*, vol. 18, no. 2, pp. 76–84, 2015.
- [9] C. L. Cox, "Are articular cartilage lesions and meniscus tears predictive of IKDC, KOOS, and Marx activity level outcomes after anterior cruciate ligament reconstruction?: A 6-year multicenter cohort study," *Am. J. Sports Med.*, vol. 42, no. 5, pp. 1058–1067, 2014, doi: 10.1177/0363546514525910.
- [10] T. Ding, "Epidural Labor Analgesia is associated with a decreased risk of postpartum depression: A prospective

- cohort study," *Anesth. Analg.*, vol. 119, no. 2, pp. 383–392, 2014, doi: 10.1213/ANE.000000000000107.
- [11] D. W. Riggs, "Healthcare experiences of gender diverse Australians: A mixed-methods, self-report survey," *BMC Public Health*, vol. 14, no. 1, 2014, doi: 10.1186/1471-2458-14-230.
- [12] State of the World's Youth. <https://www.un.org/en/global-issues/youth>
- [13] Wilbers, S., Brankovic, J. The emergence of university rankings: a historical-sociological account. *High Educ* 86, 733–750 (2023). <https://doi.org/10.1007/s10734-021-00776-7>
- [14] Nelson, AR Ranking university innovation: a critical history. *Entrep Educ* 1, 1–10 (2018). <https://doi.org/10.1007/s41959-018-0002-y>
- [15] Shin, JC, Toutkoushian, RK (2011). The Past, Present, and Future of University Rankings. In: Shin, J., Toutkoushian, R., Teichler, U. (eds) *University Rankings. The Changing Academy – The Changing Academic Profession in International Comparative Perspective*, vol 3. Springer, Dordrecht. https://doi.org/10.1007/978-94-007-1116-7_1
- [16] Stergiou KI, Tsikliras AC (2014) Global university reputation and rankings: insights from culturomics. *Ethics Sci Environ Polit* 13:193-202. <https://doi.org/10.3354/esep00140>
- [17] Estimated number of universities worldwide as of July 2023, by country <https://www.statista.com/statistics/918403/number-of-universities-worldwide-by-country/>
- [18] Leckey, J., & Neill, N. (2001). Quantifying quality: the importance of student feedback. *Quality in Higher Education*, 7(1), 19-32.
- [19] Ferguson, P. (2011). Student perceptions of quality feedback in teacher education. *Assessment & evaluation in higher education*, 36(1), 51-62.