An Evaluation of MPhil Educational Leadership and Management Program at a Private University, Lahore: A Case Study

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Abstract:

In today's competitive educational environment, it is difficult to maintain and enhance quality for higher education institutions. The purpose of the current case study was to evaluate the effectiveness of MPhil in Educational Leadership and Management (MPhil-ELM) program at a private university of Lahore. The study tried to evaluate the satisfaction of the teachers and the students regarding the MPhil-ELM program using CIPP Model. It also focused on to provide some suggestions regarding quality enhancement and for the sustainability of the program in future. The interpretive qualitative paradigm was adopted, case study was the design, and mixed methods were the approach of this study. The population of the study was the students studying from Fall-2015 to Spring-2017 in MPhil-ELM program and the teachers teaching in this program. Purposive, criterion-based sampling technique was used to select students and the teachers; only those teachers were selected who had taught more than two courses since the beginning of MPhil-ELM program to the enrolled students. Document analysis, interview protocol and survey questionnaire were the major tools to obtain required data. The study found that MPhil-ELM program was meeting its desired objectives. Most of the teachers and the students were satisfied with teaching courses. However, based on the teachers' and students' recommendations, the research suggested: firstly, proactive steps should be taken for research culture; and secondly, quality of teaching and learning should not be compromised. In order to sustain this program in future, the study recommended that the department should follow market-oriented trends and build effective industry linkages.

Key Words: *CIPP model, higher education, program evaluation, quality assurance, quality teaching and learning.*

Introduction

Today, quality is a challenge in Pakistan's educational institutions (Mahmood, 2016). Higher educational institutions are required to maintain and enhance their quality and to transform their learning organizations into quality criteria as well (Avdjieva & Wilson, 2002). Higher Education

Commission (HEC) of Pakistan is trying to enhance the quality of higher education (Ali & Mohamed, 2014; Khan, 2011). Educational institutions follow quality management principles in their education system (Sahney, 2012). Rana (2008) stated that in Pakistan, HEC is trying to increase the quality assurance system in order to make the nation excel in a globalized world. In all policies and systems of an institution, the quality assurance system is used to maintain and enhance quality. He further says that quality can be achieved by cooperation and commitment among stakeholders. From the late 1980s, higher education institutions have been attracted to Total Quality Management (Sakthivel, Rajendran, & Raju, 2005). Total Quality Management (TQM) leads higher education to improve and it helps in the quality improvement of courses, resource management processes and it also supports the student services (Tulsi, 2001).

Quality is a multi-dimensional concept and therefore, there is no one indicator to measure it. In higher education, there is no universal consensus to best measure and interpret the quality and a large number of studies have been conducted on evaluation and quality in education (Becket & Brookes, 2006; Aghamolaei & Zare, 2008). There are different models to evaluate the programs and after getting the relevant information, the results of the evaluation are utilized to enhance the quality. Program evaluation is often used to know whether the program is meeting its desired outcomes or not and to inform actions to change and to determine program effectiveness. While emerging the broader frameworks, the literature of evaluation is changing rapidly. Evaluation is the process to determine the change in the behavior of people and the same is the case with educational programs. Program evaluation is a systematic collection of information to make judgments about the program in which the program's activities, characteristics and the program's outcomes are included (Zabaleta, 2007; Patton, 2002).

In social research methods, program evaluation is used for systematic investigation about the effectiveness of social intervention programs (Rossi, 2004). In education and public health, systematic evaluation firstly became popular in social programs. After World War II, a large number of federal and privately funded programs were launched. Program evaluation became commonplace by the end of the 1950s and numerous studies were conducted in the United States, Europe, and other industrialized countries. Hence, less developed nations were also focusing on program evaluation (Denzin, 2012). Numerous books and articles on research evaluation grew dramatically during the 1960s. In social sciences evaluation research became a distinct field in the early 1970s. A number of books appeared, including the first texts (Rossi & Williams, 1972; Weiss, 1972), critiques of the methodological quality of evaluation studies (Bernstein & Freeman, 1975), and discussions of the organizational and structural constraints on evaluation research. The first journal in 1976 about evaluation that was "Evaluation Review" was launched by Sage Publications. Today a dozen devoted primarily to evaluation journals are available (Shah, 2010).

Additionally, when the evaluation research became mature, qualitative research occurred. In the 21st century, national policy is dominated by following the fiscal conservatism and continuing skepticism about social programs. These trends have mixed implications for evaluation. Hence, if anything is learned about their fiscal and social impacts, there is a need for revisions and reforms in social programs that require evaluation (Gertler, Martinez, Premand, Rawlings, & Vermeersch, 2016). Department of Education at a private university of Lahore was established under the School of Social Sciences and Humanities (SSS&H). The oldest

department was set up in 1999, with the vision "Education changes people's lives" Faculty of Education Management & Technology (FEMT). Now, it has developed as the Department of Education. Department of Education is providing the students with a unique experience of academic life and it also focusing on research and career preparation in their chosen field.The majority of the faculty, 10 Out of 13, is Ph.D. in this department and The Department of Education, is currently offering around seven programs of education at undergraduate, graduate, MS/ MPhil and Ph.D. level along with 3 one-year diplomas.

MPhil Educational Leadership and Management (ELM) is one of the MPhil programs of the Education department and the current study was aimed to evaluate the effectiveness of this program. MPhil-ELM program was started in Fall-2015 at a private university of Lahore. In higher education, one of the fast-growing concepts is becoming the concept of leadership. The field of educational leadership and management is pluralist and keeping that the pluralist view in mind, the program offers a broad perspective about leadership theories and practices. Along with theoretical knowledge, this program is providing practical knowledge in order to meet national and international practices. The program also provides a research culture in which participants develop and enhance their research skills. To meet the objectives, the MPhil-ELM program is offering challenging curricula, a variety of teaching-learning methodologies and a supportive academic environment.

Statement of the Problem

In academic curricula, through a comprehensive research study, the evaluation of the ongoing programs and areas which need development plays a crucial part. Evaluating the programs is very necessary to enhance their quality (Chen, 2014). After reviewing the literature, little evaluation studies in Pakistan have been conducted especially in higher education. With the emerging need for quality assurance in higher education, higher education institutions should focus on the evaluation process (Wright, 2006). Therefore, the problem of this study arose "Is MPhil-ELM program effectively working?" Based on this main problem statement, the following sub-problems were also within the problem of this study;

• the strengths and weaknesses of MPhil-ELM program
• whether MPhil-ELM program is meeting its desired objectives
• whether MPhil-ELM is meeting the needs of the students and the teachers

The study aimed to evaluate the effectiveness of MPhil-ELM program taught in the Department of Education at a private university of, Lahore, through the satisfaction of the teachers and the students. Moreover, the teaching and learning environment that the MPhil-ELM program took place, the satisfaction of the students and the teachers in terms of goals, objectives, content, teaching methods, materials, resources and overall satisfaction about quality of the program were aimed to examine. The researcher's ultimate aim of this study was to suggest relevant adaptations and contributions in order to improve and enhance the quality of the MPhil-ELM program.

Research Questions

• How much students are satisfied with teaching courses for the MPhil-ELM program?
• How much faculty is satisfied with teaching courses for the MPhil-ELM program?
• What role do the university's vision, mission and objective play in the effectiveness of a program?

- How the quality of the MPhil-ELM program can be improved?
- How this program can be sustainable in the future?

Methodology

The interpretive qualitative paradigm was adopted for this study because the researcher wanted to understand the insight of the participants' expectations and experiences. Researchers consider that the interpretive/constructive paradigm is usually used in qualitative methods (Silverman, 2000; McQueen, 2002; Willis & Jost, 2007; Nind & Todd, 2011).

Research design intends to the selected research paradigm (Creswell, 2009). A case study was the design and mixed-method was the approach of this study. There can be any mix of qualitative and quantitative approaches in case studies (Yin, 2009). Willies (2007) explained that interpretivists look for qualitative methods such as ethnography and case studies or use case studies when the answers of "How" and "Why" are required (Yin, 2009; Merriam, 2009).

The Case

A "case" provides a comprehensive description of an individual, event or program and its analysis and focuses on all the features that are in the process of research itself (Flyvbjerg, 2011). According to Yin (2009) case studies have been done about programs, decisions, organizational change and the process of implementation and the "case" can be some event, entity and a single individual. In this study, the "case" was the "MPhil-ELM program in the education department. The current study was conducted to evaluate the first-time satisfaction of teachers and students about the MPhil-ELM program focusing on the strengths as well as weaknesses if any, implications of this program.

The constitute population of this study was the students studying in the MPhil-ELM program and the teachers teaching in this program. All the students enrolled in this program from Fall-2015 to Spring-2017 were selected by using census sampling technique and all the teachers for interview protocol, who had taught courses more than two since the beginning of the MPhil-ELM program in Fall-2015. Census sampling suggests 100% of the target population (Creswell, 2003). Ten teachers fulfilled the criteria in which 7 were permanent and 3 visiting.

The researcher collected both qualitative and quantitative data. The survey questionnaire, interview protocol and written documents were used to collect data in this case study. The data collection instrument was developed by the researcher herself by using the dimensions of CIPP (context, input, process, and product) evaluation model of Daniel Stufflebeam (1971) and it contained both close-ended and open-ended items. 5-point Likert scale was used to respond to 52 items that were close-ended. The values ranged from 1-5 indicating 5 for Strongly Agree, 4 for Agree, 3 for Neutral, 2 for Disagree and 1 for Strongly Disagree. The interview protocol consisted of open-ended questions which were related to the program.

In order to convey reality and to develop deeper insight into the phenomena, in this research documents were collected. The secondary source of data was collected for the sake of triangulation. Merriam (2001) stated that the use of documents is similar to the use of interviews. In this study, document analysis was conducted in order to get information about the mission, goals, objectives, teaching-learning environment and quality standards of the MPhil-ELM program. In this study the values of Cronbach's alpha for each of the factors were above the 0.8 thresholds. For the reliability and consistency of the responses, Cronbach alpha was recorded as 0.864, which showed a higher level of consistency and reliability (Creswell & Miller, 2000).

Data Analysis

Theme 1: Teaching Courses of MPhil-ELM Program

According to the introductory document of MPhil-ELM program, the program's objectives were to create highly skilled professionals, to develop leaders and communication skills in the students. When the teachers were asked about whether courses taught in the MPhil-ELM program were meeting the program's objectives or not, almost all of the respondents stated that the courses taught in the MPhil-ELM program were meeting the program's objectives. They further elaborated that there was immense need of adding more innovative and pragmatic courses that could teach 21st-century skills. Following were the comments from the interviewees;

"We are fulfilling the objectives on which this program was made." (EDHR)

"Yes, of course, the program's objectives were to create highly skilled professionals. I interviewed so many teachers, principals and people from the industry before designing the courses. I looked for the latest courses across Pakistan. I looked at many leading universities like Nottingham, Oxford, Howard even I looked at the University of Ontario whose education program is outclassed. Especially I design this program to bridge the gap. TQM is a need for higher education if we want to succeed the International accreditation and rankings." (EDAPR-1)

"I am pretty much satisfied and they are meeting the program's objectives." (EDAPR-2)

"As a teacher, I know the mission of the university is to produce the leaders and not the professional, who can lead the market in front. That is why I always make my objectives to develop leadership and communication skills in students…" (EAPR-5)

1.1. Need to Change or Add Academic Courses. It is rightly said that the only constant is change and for the sake of quality enhancement it is necessary to change or add academics courses where the need is required. When the teachers of MPhil-ELM were asked whether they want to change or add some academic courses, 80% of the responded did not want to and they were satisfied with the courses. Only 20% were not satisfied and they want to change a few academic courses in the MPhil-ELM program in order to enhance the quality of this program. Following were the responses of teachers;

"I do not want to give people a stipulated transcript. We should give them the opportunity to choose different courses. When I feel the need I change or add the courses." (EDAPR-1)

"No, I do not want to change any course. They are as per the requirements of the program's objectives." (EAPR-5)

"Keeping in view we are supposed to make changes in the component of the program's courses with require improvements. We should also see what other universities are offering the courses." (EAPR-1)

Theme 2: Factors of Satisfaction

In order to make a program successful, the satisfaction of academic staff plays an important role. To indicate the second research question, some satisfactory factors were identified from the responses of academic staff.

2.1. The Mission of the Program

According to the university booklet, the mission is to produce the leaders who can lead the market in front and it is written in the introductory document of the MPhil-ELM program that the mission of is program is aligned with the mission of the university. When the teachers were asked about whether the mission of this program was developed through consultation with concerned faculty, 70% of the respondents stated that they were never been consulted in this regard. A few of them responded that they were newly appointed teachers. And very few stated that because they were visiting faculty, they were never consulted regarding the development of the mission of the MPhil-ELM Program. Only 30% of the respondents stated that only Ph.D. faculty were consulted at the time of developing the mission of this program.

When the teachers were asked whether the mission of MPhil-ELM Program and institutional activities meet the quality standards in Pakistan, 70% of the respondents stated that there were no quality parameters for this program in Pakistan.

"Only the Ph.D. faculty was taken part in those meetings and the non-Ph.D. staff was not included. Still, I took everyone on board. I even discuss the program mission, courses, outlines and how to approach admissions and everything. Yes, our focus is on continuous improvement and we are trying to meet the high-quality standards." (EDAPR-1)

"No, the stakeholders' consultation was not carried out and it can be done at any stage of the future to strengthen the program. It requires developing a clear mission lead by the vision and then the quality standard is drawn from it." (EAPR-1)

"It did not share with me. I was newly appointed" (EAPR-4)

2.2. Teachers' Autonomy

Teachers' autonomy is used as a complex characteristic in higher education and it refers to the academic freedom of teachers (Lamb, 2008). According to The Department of Education, teachers are given full freedom regarding their teaching methodologies. They are freehand and autonomous. When the teachers were questioned about the teaching methodologies for the MPhil-ELM program 70% of the respondents stated that they were quite satisfied with the teaching methodologies used for this program.

A few teachers suggested adding case study approach along with other teaching methodologies to compete at world level. When the teachers were asked about diversification of their pedagogy, 100% of the respondents were stated that they practiced full autonomy regarding pedagogy. They shifted to discussion method from lecture method and embedded other teaching methodologies that they considered appropriate and conducive for the delivery content. They had full free-hand in this regard. A few teachers proposed to encourage case study method at the graduate level and post-graduate level.

When the teachers were asked about the grading criteria used for the MPhil-ELM program, 90% of the respondents stated that they were quite satisfied with the grading criteria of the department of education for the MPhil-ELM program. When the faculty were asked about their experience of teaching MPhil-ELM students and the barriers they faced, 60% of the respondents replied that they were greatly satisfied with their experience of teaching MPhil-ELM students and they never faced any considerable barrier. Following were the responses of faculty;

"Teachers are freehand and autonomy is a good thing." (EAPR-4)

"Yes! Teachers are freehand and autonomous. They can do what they want to do in the classroom. And Yes! I utilize this autonomy very well. I try my level best to comprehend things and divert style of pedagogy." (EDAPR-2)

"I was the proponent of fix grading criteria but now I believe relevant grading is a wonderful thing because that helps the instructor to closely monitor the performance of each and every student." (EAPR-1)

2.3. Resources of MPhil-ELM Program

According to the Education Department, to run this program sufficient resources are available. When the teachers were asked about the human, physical, technological, financial and information resources available and accessible for this program, 60% of the teachers responded that they were satisfied with the resources available for this program. When the dean of social sciences and humanities was questioned about the human, physical, financial and technological and information resources were not satisfactory to achieve the mission of MPhil-ELM program. He further elaborated that department of education has a shortage of experienced teachers and that is a gap in human resources.

"Resources are sufficient. The financial barrier is there. But in Sha Allah slow and steady we will win the race. We need to be humbled. We need to be moderate". (EDAPR-1)

"Yes! The resources are appropriate and sufficient. However, access to more technology would be helpful." (EAPR-2)

"All the resources are good. But I did not get my check on time". (EAPR-6)

Theme 3: Quality Improvement of MPhil-ELM Program

Quality in higher education has become a key term since the 1980s (Cheng, 2014). The head of QEC at the University of Management and Technology lead quality Enhancement Cell. Quality Council (QC) is established by the rector of the university, in order to enhance the quality standards. When the teachers were asked whether they were satisfied with the overall quality of the MPhil-ELM program, 80% of the respondents stated that they were optimistic about that but not satisfied with the overall quality of the MPhil-ELM program.

When the teachers were asked how the quality of the MPhil-ELM program could be enhanced, they suggested adding more courses in program, revise course outlines and increase credit hours for thesis. They also recommended that teachers' training should be focused and workshops and seminars should be organized in this regard on a regular basis. When the dean of the school was interviewed the same question, he suggested to hire experienced teachers and to improve the research culture in order to improve the quality of MPhil-ELM program. The responses of teachers regarding overall quality were such as;

"Overall quality of this program is good and I am satisfied." (EAPR-3)

"Overall quality is good." (EAPR-4)

"I am satisfied but not fully satisfied. There are a few things that need to change." (EDHR)

3.1. Teachers Training

Staff development and training are very important for quality teaching (Hammond & Snowden 2005). To improve the quality of the MPhil-ELM program, a few of the teachers suggested that the focus should be on teacher training. One of the respondents stated that more experienced staff should be hired. Following were the responses of teachers;

"I believe that after going through this program students would be on some transformational and metamorphosis stage. They will become true educational leaders and managers in the future but our focus should be on teachers training." (EAPR-1)

"I am satisfied with the quality but in my personal opinion a strict time table should be followed and teachers' training is missing." (EAPR-8)

"I am satisfied with the quality of this program but MPhil credit hours are less, there should be 12 credit hours for MPhil thesis." (EAPR-4)

"More experienced staff should be hired." (EAPR-5)

3.2. More Conferences or Seminars

To enhance the quality of program conferences or seminars help to learn new knowledge and information, the ability to share the ideas and get feedback and networking with new people within the field (Mizell, 2010). A few teachers of the MPhil-ELM program recommended that there should be more conferences and seminars in this program to enhance the quality of education. The following were the responses of teachers;

"Quality is an ongoing process. Quality is a journey. It's not a destination. I think the first thing I need to do is there should be more conferences, more seminars in our own department." (EDAPR-1)

"More conferences are the need of this program." (EAPR-6)

3.3. Improving Research Culture

MPhil-ELM is a research-oriented degree and in order to fulfill the market needs research should be real-time progress. When the teachers were asked that to what extent they were satisfied with the research activities carried out by students and faculty in the department of education, 60% of the respondents stated that they were not satisfied with the research activities in the department. There is no research committee to look after matters relating to research.

While 40% of the respondents stated that they were satisfied with the research activities carried out in the department yet they also recommended improving the research culture in the department. When the same question was asked from the dean of the school of social sciences and humanities, he stated that the research culture in the department was not proactive. Following were the responses of faculty;

"The task is to make our students self-regulated and self-directed. So that is why I have a very unique component in this degree that is "Academic Writing" which is not offered anywhere in the degree programs." (EDAPR-1)

"Dr. Seema is working really hard. I do not know about others but Mr. Sajid and Dr. Seema are doing great efforts. In private universities, there is not a culture of research. They are fulfilling the requirements of degree only. Students do not bother. Their focus is on the degree." (EAPR-8)

"I am not satisfied with the research culture. Students even cannot think about the research topic." (EAPR-4)

"I try my level best but I alone cannot do that. We are failed to produce a research culture in our department." (EAPR-5)

Theme 4: Sustainability of MPhil-ELM Program

MPhil-ELM program is focusing on continuous improvement and trying to meet high-quality standards. When the teachers were asked that how MPhil-ELM program could be

sustainable in future, many suggestions were given on that bases one main theme along with three sub-themes emerged.

4.1. Market Oriented Trends

When the teachers of the MPhil-ELM program were asked about how this program could sustainable in the future, 50% of the responded stated that by following the market-oriented trends this program could be sustainable in future. When the dean of the school was asked the same question, he also focused on market-oriented trends and job allocation. Following were the responses of interviewees;

"We should invite professionals from the market who are working in the market as guest speakers." (EAPR-8)

"Most importantly, we should develop a relationship with International networks in this area and invite those researchers here as guest lecturers and we should also send our researchers, scholars to abroad as faculty and student exchange conferences, to learn their experiences." (EAPR-7)

"We should provide a job market. In our own institution, students should be given jobs. It should be market-oriented. University should think about the output." (EAPR-6)

4.2. Self-Assessment

When the teachers were asked about self-assessment and the internal quality assurance process of the MPhil-ELM program, 50% of the respondents stated that they were satisfied with the self-assessment and quality assurance processes for this program. They further explained that feedback is taken from students and is given proper consideration in quality assurance. Two of five faculty members stated that QEC of the university was working on satisfactory level by following the parameters given by HEC Pakistan.

On the other hand, 50% of the respondents stated that they were not satisfied with the self-assessment and internal quality assurance process of the MPhil-ELM program. Following were the responses of teachers;

"There is check and balance by the HEC on this program and we fulfill those parameters and after fulfilling we can run the program. Baseline parameters we are fulfilling but we are working on high-quality level parameters." (EAPR-3)

"Well, so far this program is concerned I believe we have a certain mechanism. We have a QEC. It takes feedback from the students. That feedback is very comprehensive." (EAPR-1)

"No, just feedback from the students and that is given 20% wattage. But you are not involving the corporate sector and not the academic people." (EAPR-5)

"Student feedback is an important thing but maybe I will start my own mechanism more than QEC. Another reason is I am not satisfied with the QEC department and the functioning of QEC not only here but also in many other universities. I think they do not even know the ABC of how QEC should work. Therefore, I design this program." (EDAPR-1)

4.3. Industry Linkages

Many teachers suggested that there is an immense need to expand the linkages in order to sustain this program. One of the respondents also stated that relationship with alumni is also very important for the sustainability of MPhil-ELM program. Following were the responses of teachers;

"In future sustainability is definitely a problem. We have 50 plus students in this program and these students will be employed in the future only then this program will be sustainable. It means we need to expand our linkages, academia and industry linkages. Getting foreign funding, affiliated with some foreign universities, getting accredited from NECTE." (EDAPR-1)

"Linkages are very important to sustain this program." (EAPR-6)

"We should develop a relationship between alumni and the program of MPhil-ELM." (EAPR-3)

4.4. Quality Education

To build excellence in any program, high quality and well-motivated faculty play a vital role (Pavel, 2012). When the teachers were asked about the sustainability of the MPhil-ELM program, many of them suggested focusing on the enhancement of quality in all the areas. They suggested that quality teachers and more experienced teachers should be hired.

Respondents also suggested that job holder students should be given extra time to complete the degree so that they can perform. Another suggestion was given by the respondent that the course outlines must be seen by the head of department in order to enhance the quality of the program and quality should not be compromised. The head of the department also suggested that quality teachers, more experienced teachers should be hired to sustain this program. Following were the responses of interviewees:

"By increasing credit hours of thesis, book shop for students where they can buy a textbook on half price and after completing the degree they will return those books." (EAPR-3)

"Thesis that is the main effort of degree, it should be real progress. I think more work is required forthe thesis and research field. There should be a research department in the admission office." (EAPR-8)

"If you have a good faculty, if you have people who want to achieve the goals of this program then it would be sustainable and quality must not be compromised." (EDAPR-2)

Conclusions

The objective of the current study was to evaluate the effectiveness of the MPhil-ELM program. According to the results, it is concluded that the students of the MPhil-ELM program were highly satisfied with teaching courses in this program and almost all of the teachers were satisfied with the courses. They further elaborated that there was an immense need for adding more innovative and pragmatic courses that could teach 21st-century skills. It is also found that the vision, mission and objectives of the university play an important role in MPhil-ELM program and the understanding of teachers and program creators play an important role to make this program effective. According to results, it is also concluded that almost 80% of the teachers were optimistic and about 80% of the students were satisfied with the quality of this program and they have given many suggestions to improve the quality of this program. As MPhil-ELM is a research degree and research should be proactive and it must be real-time progress. Regarding the sustainability of this program many suggestions have given from the teachers, students and the dean of the school. By focusing on those suggestions, this program can be sustainable in future.

Discussion

In higher education, students enroll themselves in the university with the dream of a better quality of teaching and learning, therefore, the satisfaction of students really matters (Elliott &

Shin, 2002). Based on the first research question, it is found that students of MPhil-ELM were highly positively satisfied with the teaching courses in this program. They were highly satisfied with the content, material and objectives of the teaching courses. They stated that the content fulfilled their needs and expectations. They were also satisfied that the program promoted their knowledge, met their desired competencies and it would be valuable for their future. They were highly positively satisfied that this program has developed critical and creative thinking. They have learned interpersonal skills, group work, and problem-solving techniques, self-management learning, communication skills and also computer literacy.

They were satisfied with their engagement in the teaching-learning process. According to Bryson (2016), students' engagement in teaching-learning process provides them confidence and commitment to their learning. It is also found that students of MPhil-ELM program were satisfied regarding the content, material, grading of their assignments and quizzes.

It is found that almost all the teachers of the MPhil-ELM program were satisfied with the courses taught in this program. MPhil-ELM is a distinctive feature of the education department and it's fulfilling its desired objectives. According to Spiller (2014) in evaluation, the role of teachers has great importance because it provides necessary information, which is helpful for continuous improvements. While the teachers of this program suggested introducing more innovative courses in this program that can fulfill the national and international requirements.

According to the introductory document of the MPhil-ELM program, the mission of this program is aligned with the mission of the university. It is found that most of the teachers agreed with this and a few of them stated that they were not consulted in the development of the mission of this program. This finding of this study is closely aligned with the HEC Pakistan standard of evaluation number one. According to HEC (2006) standard 1: Mission statement and goals; the purpose of an institution is defined by its mission and goals. In the mission statement, it drives the activities of institution which focus on the continuous improvement of quality standards and the goals define the aim of higher education which is consistent and implemented according to the HEC standards.

It is also found that teachers were satisfied with their autonomy in this program. Teachers' autonomy is used as a complex characteristic in higher education and it refers to the academic freedom of teachers (Lamb, 2008). When teachers are given freedom regarding their teaching, they feel more comfortable and relax and it helps them to be a good teacher. Hence, the teachers of MPhil-ELM both permanent and visiting enjoy full autonomy. They are freehand about their teaching methodologies.

In this case study, it is found that most of the teachers and students were satisfied with the provided resources for this program. While the dean of the school was not quite satisfied with the provided resources. According to HEC Pakistan (2006) standard 7: Institutional Resources; all types of resources in which physical, financial, technological and human resources are included, they play an important role in higher educational institutions. An institution should be capable to maintain these resources. To evaluate the resources, well-developed strategies are required. To guide the resources, there is a need for proper policy. The life-cycle management system is required.

The importance of quality of education was not as crucial as it is today. Quality is dynamic, multi-level and multi-dimensional (Morley, 2003). The teachers, students and the dean

of the school were asked how the quality of the MPhil-ELM program could be improved; different suggestions were given from them. Quality is a continuous process and programs need to maintain and enhance their quality (Tunc, 2010). Teachers stated that quality could be improved by focusing on teachers' training. Kyriakides, Creemers and Antoniou (2009) stated that staff development and their training are important for quality teaching and better students' outcomes. Quality can also be enhanced by conducting more seminars. The dean of the school stated that quality of this program can be enhanced by making the research culture proactive. While the students of this program suggested declaring results on time, by improving the performance of accounts and registrant office and by creating a positive research culture.

Regarding the sustainability of the MPhil-ELM program, many suggestions were given from the teachers, students and the dean of the school. Based on their responses, one main theme along with four sub-themes emerged. The teachers suggested focusing on market-oriented trends, industry linkages, self-assessment and quality education. In order to sustain this program, the department should follow the new trends of market and expand its linkages with industry. The students of this program also suggested to make linkages with industry and to provide more chances for publications.

Self-assessment is also very important to sustain this program. Ross and Bruce (2007) stated that self-assessment helps the teachers to enhance their professional growth. The dean of the school suggested hiring more experienced faculty. While the students also suggested hiring more dedicated research-oriented faculty. According to HEC Pakistan (2006), standard 10: Assessment and Quality Assurance; focuses on the evaluation of the effectiveness of the mission and objectives, it shows the institution develops and implements internal quality assurance and assessment process.

For quality assurance, Quality Enhancement Cell was implemented in various universities recognized by HEC. Quality Council (QC) was established by the rector, in order to enhance the quality standards. The chairperson of the education department said that she was not satisfied with the QEC department and the functioning of QEC not only here but also in many other universities. Therefore, university should make the performance of QEC well. As quality education is the demand for higher education and it is suggested that for the sustainability of the MPhil-ELM program, quality should not be compromised. Today, quality is a challenge in Pakistan's educational institutions and they are required to maintain and enhance their quality (Mahmood, 2016).

Suggestions for Improvement

Following suggestions are drawn from the current study to be suggested for the university in order to enhance the effectiveness of MPhil-ELM program;

- There must be teachers' training programs for the continuous professional development of the teachers.
- QEC of the university should improve its performance. The education department is required to have its own QEC, which must be linked with the overall institution's quality assurance department so that quality can be assured on the grass-root level.
- University management should provide financial security to the teachers of the MPhil-ELM program.
- A research department should be introduced in the admission office.

- University management should open a bookshop for students where they can buy a textbook at half price and after completing the degree they will return those books.
- The credit hours of the MPhil thesis are less. 12 credit hours for the thesis are suggested in order to enhance the quality of education.

Suggestions for Teachers

Following suggestions are drawn from the current study to be suggested for the teachers of MPhil-ELM program;

- Self-assessment, self-development and motivation should be built-in teachers to enhance the quality of the MPhil-ELM program.
- Teachers should more focus on quality teaching.
- Teachers should improve the research culture of this program.
- Teachers should focus on innovative and latest approaches in order to teach research and it would be helpful for teachers to make research interesting for students.

Recommendations for Future Research

The current study can lead the way of future research by controlling the limitations of the study. Following recommendations are drawn from the study to be suggested for future research;

- This study was done at a private university of Lahore with a relatively small sample. To make effective generalizations, future studies may focus on a comparative study with increased sample size.
- The main data collection tools of this study made use of questionnaires, written documents and interviews and the students' satisfaction was determined through a self-reported questionnaire. In order to make evaluation more comprehensive, another study could make use of achievement tests and/or observations that can be employed.
- Regarding any social phenomena, Focus Group Discussion (FGD) is a good tool to find out the collective view. In future research, FGDs are suggested. It can prove a handy tool to see the overall impression of a group of intellectuals regarding the quality of the MPhil-ELM program.
- In the current study, the students of the MPhil-ELM program during the academic years Fall-2015 to Spring-2017 were selected. By focusing on this case study, a longitudinal study is suggested for future research.

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