

Predictive Role of Institutional Effectiveness on Students' Learning Outcomes in Higher Education Institutions (HEIs) in Punjab, Pakistan

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Keywords: Institutional Effectiveness, Student Learning Outcomes, Higher Education Institutions (HEIs)

DOI No:

<https://doi.org/10.56976/jsom.v4i3.304>

This study investigated the predictive role of institutional effectiveness on students' learning outcomes in higher education institutions. Research employs a cross-sectional research design; data was collected from a stratified sample of 1,129 final-year bachelor's degree students across 32 universities in Punjab. A researcher-created 70-question self-report questionnaire, covering students' perceptions of institutional effectiveness (including planning, management, climate, cost-effectiveness, and integrity) and student learning outcomes (personal development, academic achievement, and skill development), was used. Statistical analysis using SPSS revealed a significant positive correlation between institutional effectiveness and students' learning outcomes. Furthermore, institutional effectiveness was found to positively predict students' learning outcomes, explaining 87% of the variance. The findings underscore that higher effectiveness in academic institutions leads to better student learning. This implies that effective institutions, characterized by clear missions, continuous assessment, and responsiveness to stakeholders, enhance educational satisfaction and foster an environment conducive to student success.

1. Introduction

The foundation of any nation's political, social, and economic structure is articulated through education. An effective education system enables the nation to achieve its national objectives. Students achieve higher levels of success as a direct consequence of efficient educational system. Educational institutions with effective systems and administrative commitment to excellent services consistently attract a greater influx of exceptional and bright students. According to Murphy (2013) and Parveen et al. (2024), the higher authorities of the institution should maintain an awareness of students' desired outcomes, academics preferences, and perceptions of the quality of the educational environment in order to make the institution progressive and effective. Higher academic level students, or those enrolled in higher education institutions, in particular, demand higher quality instruction and systemic perfection because it upholds their self-esteem and equips them with all the necessary skills and abilities to be successful educational personalities (Garcia, 2018; Sanyal, 2024). Rowle (1996) and Rafiq et al. (2024) asserts that students from such institutions exhibit more capability, superior performance, and enhanced productivity, as they benefit from higher educational service quality and receive the necessary support for their academic and career success. As students grow academically, they look for empathy, responsiveness, and assurance, which gives them extra skills to fight in the job market. Effective administration involves implementing systematic quality assurance processes and developing quality cultures that lead to enhanced teaching, research, and student outcomes, including the cultivation of vital skills and attributes for long-term success (Parveen et al., 2024). Thus, a higher education institution's effectiveness in supporting students through quality assurance and personality development serves as an indicator of its administrative and management performance

From the beginning Pakistan has faced major difficulty in education' system, as it has failed to deliver. Education is the pavement to nation's growth. It frames aura of liability between people. On account of education individuals not only comprehend their commitments but also realize how to achieve their public, civil and individual integrity. The intent of education is to empower the humans by upgrading their general apprehension concerning their local and global position. This cognizance produces an aspect of belief and collaboration in the community. Education boost mass production and accordingly, people flourished and play their inclusive part in the national establishment (Sanyal, 2024).

Institutional Effectiveness is defined as the condition of attaining the set of objectives of an institution and being apt to validate the fulfillment of these objectives with defined data which demonstrate the degree or eminence of their accomplishment. Where the principal objectives or goals of the certain institution linked to services and instruction, emphasis is placed on outcomes valuation. Institutional effectiveness statistics consist of productivity, measures of effectiveness, efficiency, and relative supremacy or quality. Over the years the relationship among the institutions and state has grab a leading place in the political banter in Pakistan on how to nurture institutions to create a model 'trust line' amid the institutions and society. Ineffective and weak state institutions, as previous history offers sufficient evidence, trigger civil wars in the world (Rafiq et al., 2024).

In the years since it became independent, Pakistan has not been able to build an education system that meets people's needs. As a developing country, Pakistan encounters various challenges within its education sector. Numerous problems are pervasive and prevalent in Pakistan's educational system at all educational levels, including elementary, secondary, college, and

university. The essential aspect of education has been neglected in Pakistan, leading to underdevelopment across various sectors. Education has been treated as a secondary concern. The educational system has consistently received the lowest budget, undermining the quality of education. Consequently, the education system has deteriorated. The nation experienced failure in political, economic, and social domains. Despite the passage of fifty years and the endorsement of over twenty-five educational policies, the education system has significantly failed to extricate the nation from its worsening economic, political, and social challenges (Akhtar et al., 2024).

In the context of Pakistan, institutional effectiveness is essential given the challenges of limited resources, evolving market demands, and global competition. In order to improve overall performance and impact, educational institutions in Pakistan must speak structural, academic, and administrative issues to increase organizational effectiveness (Azhar et al., 2024). Effective HEIs demonstrate adaptability and answer back to the needs of various stakeholders, students, faculty, industry, and government by aligning curricula with market demands and implementing evidence-based improvements. A focus on institutional effectiveness sanctions HEIs to engage in uninterrupted assessment and reform, ensuring they address disparities in learning outcomes, skill gaps, and research productivity (Ahmed et al., 2024). Thus, the present study attempts to discover the role of institutional effectiveness of the higher education institutes of Punjab and its impact over students learning.

1.1 Research Objective

- To investigate the relationship between institutional effectiveness and students' learning outcomes in higher education institutes in Punjab
- To investigate predictive role of institutional effectiveness with student's learning outcomes in higher education institutes

2. Literature Review

Research on the predictive role of institutional effectiveness on students' learning outcomes has emerged as a critical area of inquiry due to increasing demands for accountability and quality assurance in higher education. Over recent decades, the focus has shifted from input-based evaluations to outcome-oriented assessments, emphasizing student learning as a core indicator of institutional success (Drummond & Robby, 2012; Yan-li et al., 2012.). according to previous research institutional effectiveness is a multidimensional construct encompassing strategic planning, resource management, and organizational culture, which collectively influence student learning outcomes defined cognitively, affectively, and skill-wise (Ewell, 1985; Gual, 2022; Radwan et al., 2021).

This evolution reflects broader societal and economic imperatives to ensure that educational institutions produce graduates equipped with relevant competencies (Lu et al., 2024; Pandita & Kiran, 2023). The significance of present study is underscored by the growing complexity of higher education systems and the rising costs borne by students and stakeholders, necessitating evidence-based strategies to enhance learning outcomes (Kramer et al., 2011; Gallagher, 2008). Empirical data reveal persistent disparities in student achievement linked to

institutional factors, highlighting the practical importance of understanding how institutional effectiveness influences educational results (Gómez & Santelices, 2024; Santana et al., 2025).

Since the early 2000s, significant reforms have aimed to enhance access, equity, and quality in higher education, with a focus on gender parity and urban-rural disparities (Rind & Malin, 2024). These reforms are crucial given Pakistan's low gross enrollment ratio in higher education, particularly among women, and persistent socio-economic and cultural barriers that affect educational attainment (Jamshaid, 2020; Mehmood et al., 2018). The evolving policy landscape reflects efforts to align education with labor market demands and sustainable development goals, emphasizing the role of governance and resource distribution in institutional growth (Ali et al., 2024; Fatima et al., 2020).

Despite these efforts, challenges remain in addressing the complex interplay of governance inefficiencies, socio-cultural norms, and economic constraints that hinder equitable access and quality outcomes in higher education (Butt & Park, 2024; Firdoos et al., 2023; Ullah, 2024). Notably, gender disparities persist, influenced by entrenched cultural expectations and limited institutional support, especially in rural areas (Khan & Yaseen, 2023; Hasan et al., 2023). While some studies highlight policy reforms and financial investments as pathways to improvement, others underscore the inadequate implementation and uneven resource allocation that exacerbate inequalities (Imran, 2015; Manzoor et al., 2021; Tasleem & Tasleem, 2024). This divergence reveals a critical knowledge gap regarding the effectiveness of governance and policy measures in fostering institutional effectiveness and student outcomes across diverse socio-economic and cultural contexts in Punjab (Jabeen et al., 2022; Rana et al., 2024; Sharafat et al., 2022).

Moreover, despite extensive research on institutional effectiveness, a specific knowledge gap remains regarding the mechanisms through which institutional management practices, strategic planning, and resource allocation predict student learning outcomes across diverse contexts (Jan et al., 2024; Mbanefo, 2022; Neustroev, 2024). While some studies emphasize the role of strategic planning and integrated institutional processes in fostering student development (Hoshaw et al., 2021), others highlight the influence of institutional climate and advising services (Feng, 2018; Mu & Fosnacht, 2019). Contrasting perspectives exist on the relative impact of teaching quality versus institutional resources, with some findings suggesting that resource availability may overshadow instructional factors in certain cultural settings (Lu et al., 2024; Radwan et al., 2021). This controversy complicates efforts to generalize findings and implement effective policies. The absence of a unified framework linking institutional effectiveness components to measurable student outcomes impedes targeted improvements and accountability (Djeukeng, 2014; Gómez & Santelices, 2024).

This study aims to contribute a comprehensive understanding that informs policy and practice, enhancing institutional strategies to improve educational quality and student achievement (Abdul-Majeed & Mante, 2023; Doherty-Restrepo et al., 2023). By aligning institutional effectiveness with student outcomes, the study offers actionable insights for stakeholders seeking to optimize higher education performance.

3. Method

3.1 Research Design

Prest research used Crossectional research design to examine the institutional effectiveness and its role in student learning in higher education institutions in Punjab.

3.2 Sample of the study

Stratified sampling method was used. A sample size of 14% from both strata was chosen. (Creswell, 2012). All students studying in the three regions (southern, upper, lower) of Punjab from 32 universities were taken as population of the study. Only students from the final year of bachelors' degree were included. Data was originally collected from 1,200 students, but 71 students provided incomplete information and were excluded. Consequently, the final sample included 1,129 students, achieving a response rate of 80%. Among them, 45% were boys and 35% were girls. 543 students were studying in sciences group and 578 students were learning social science. Moreover, sample was collected from 526 public and 595 private institutes.

3.3 Instruments

3.3.1 Demographic Information

Student personal information was collected through demographic details from students, including gender, age, semester, CGPA (Cumulative Grade Point Average), discipline, department, and university.

3.3.2 Questionnaire for Student

The researcher created this tool to measure student perceptions about institutional effectiveness and student learning outcomes. This instrument was a self-report tool of 70 questions. The questionnaire was designed to assess how well students were learning and was structured into several key areas identified through a review of existing literature. Its content and face validity were ensured through feedback from five experts and an item analysis conducted in a preliminary study. Questionnaire was divided into two parts, i.e. institutional effectiveness this part focused on students' perceptions of various aspects of institutional effectiveness. (covering planning and management, institutional climate, cost effectiveness and community benefit, and institutional integrity), and student learning outcomes, this section aimed to assess students' perceptions of their own learning outcomes, (encompassing personal development, academic achievement/knowledge, and skill development). Scores were obtained by summing up the individual subscale items.

3.4 Ethical consideration

The information has been kept confidential. No personal details of any individual have been shared or made public. Throughout the study, the researcher took care to ensure that no harm came to any person or property. Extra safety measures were taken when involving participants, and plagiarism was strictly avoided in the written work.

4. Results

To examine the institutional effectiveness and its role in student learning in higher education institutions in Punjab Statistical Package for Social Sciences (SPSS) software Version 2.0, was employed to conduct analysis on the data. Correlation between independent and dependent variable and regression analysis was used to infer the research objectives.

Table No 1: Correlations Among Study Variables (N = 1121)

Sr No.	Variables	M	SD	1	2
1	Institutional Effectiveness,	3.56		-	
2	Students' Learning Outcome	178.58	32.65	.74**	-

** $p < .01$. * $p < .05$

Table 1 displays the correlation matrix for Institutional Effectiveness and Students' Learning Outcomes. Result shows that Institutional Effectiveness is positively correlated with the Students' Learning Outcomes ($r = .747, p < .01$).

Table No 2: Regression Coefficients of Institutional Effectiveness on Students' Learning Outcome

Variable	B	β	SE
Constant	-5.75***		1.03
Institutional Effectiveness	.50***	.94	.01
R^2	.87		

Note. N = 1121

*** $p < .001$.

Table 2 shows the impact of institutional effectiveness on learning outcomes in students. The R^2 value of .87 revealed that the predictor variable explained 87% variance in the outcome variable i.e., students' learning outcome with $F(1, 1117) = 7742.35, p < .001$. The findings revealed that Institutional Effectiveness positively predicted learning outcomes of students ($\beta = .45, p < .001$). Thus, it can be established that the higher effectiveness of the academic institutions predicts the better learning outcome of students.

4.1 Discussion

Institutional efficacy is the extent to which an institution is succeeding in fulfilling its mission and objectives. An institution that is effective is distinguished by a distinct purpose that outlines its values, aspirations, and the individuals it services (Middaugh, 2010). The objective of institutional effectiveness is to furnish accurate, beneficial data that facilitates effective planning and decision-making (Vidyapith & Hyder., 2025). Present study results found that institutional effectiveness positively related as well as predicted student learning outcome.

According to Allen (2004), institutional effectiveness is the process that organisations use to determine the expected results for their support and education services, evaluate whether those results were attained, and provide data-driven evidence of those changes. Kasenene (2013) contends that stakeholders' expectations regarding the quality and accessibility of higher education

have been consistently mismatched. This assertion requires additional empirical evidence, either qualitatively or quantitatively. In order to determine the success of higher education, this study examined the following metrics: the use of data to evaluate students' learning outcomes and institutional support services for research, teaching, and community assistance.

Assessing student learning determines how well performance matches expectations and standards of the institution. Ewell (2001) defines the assessment of student learning outcomes as the process by which an institution or program gathers direct evidence regarding the achievement of these outcomes, with the aim of evaluating and enhancing overall institutional performance. Maintaining institutional efficacy through ongoing student learning improvement will eventually serve as an indicator of faculty productivity (Fasco et al., 2024). Similarly, according to research, curriculum and student services that are in line with industry and societal expectations improve institutional effectiveness and prepare students for professional settings (Mahardhani et al., 2023). By coordinating their strategic planning with academic objectives, facilitating the effective use of resources, and implementing adaptable strategies to accommodate changing student requirements and educational trends, successful educational institutions create a positive learning environment.

Institutions that make funds in professional development and leadership, particularly in fields like visionary and transformative leadership, frequently exhibit greater adaptability and efficacy in accomplishing educational objectives. This involves putting in place strong processes for managing resources, creative teaching methods, and proactive tracking of student achievement and organizational well-being (Smith & Doe, 2024).

According to Bileviciute et al. (2019), there is a strong overlap between the definition of higher education and the expanding need for skilled and outgoing workers in the job market. Educational satisfaction significantly impacts academic progress, motivation, and student retention. Given the correlation between satisfaction and service quality, HEIs can develop student experiences by addressing gaps in service delivery, particularly concerning responsiveness and personalized support. Additionally, since physical amenities affect students' perceptions of their learning environment, institutions can benefit from regularly studying these facilities. Ultimately, enhancing educational satisfaction needs a comprehensive approach that integrates academic rigor with compassionate and prompt student support services (Qadeer et al., 2024).

To sum up, achieving high levels of institutional effectiveness create educational satisfaction in students thus establish a creative, encouraging, and student-centered atmosphere that makes everyone involved feel appreciated and equipped to succeed (Parmer et al., 2025).

5. Conclusion

The findings emphasize that higher effectiveness in academic institutions leads to better student learning. Effective HEIs are characterized by a clearly defined mission, continuous assessment, and responsiveness to stakeholders, which enhances educational satisfaction and fosters an environment conducive to student success. This is particularly crucial for Pakistan's development and its ability to compete globally.

6. References

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