

Students' Perceptions of Quality Assurance of Legal Education in Pakistan

*Sardar Ali Shah**, *Saroja Dhanapal***, *Muhammad Hassan****

Abstract

Despite showing evidence of growth and advancement in many major sectors, Pakistan is still seriously lagging in terms of growth in its education sector. This inadequacy of advancement is evident in its legal education as it has not been given the necessary attention that is required to be on par with other developed nations. The quality of a country's education is measured by the learning outcomes of the programmes offered to students in the form of education. These outcomes attest to the quality of the curriculum, the teachers, and the student's performance, as well as to the teaching methods, the administration, the evaluation, and the linkages with other higher educational establishments. Although researchers are in consensus that the teaching faculty and students are the main stakeholders of the education system, it has been proven that the students are the best judges of an education system as they are the recipients whose lives are determined by the education that they have received. However, as it stands today, research has proven that there are numerous deficiencies in the legal education imparted in Pakistan. Given this, this paper gives a comprehensive overview of law students' perceptions of the legal education system in Pakistan to highlight the strengths and weaknesses of the system. This quantitative research conducted via survey identifies the flaws in the system and proposes constructive recommendations for the improvement of legal education in Pakistan to ensure that the country is on par with other developed nations in the world.

Keywords: Legal Education, Quality Assurance Mechanism, Students' Perceptions

*Assistant Professor, Institute of Law, University of Sindh; PhD, Universiti Malaya, Kuala Lumpur, Malaysia [e-mail: sardar.shah@usindh.edu.pk](mailto:sardar.shah@usindh.edu.pk).

Associate Professor (Retd); PhD, Universiti Malaya, Kuala Lumpur, Malaysia [email: saroja_dhana@hotmail.com](mailto:saroja_dhana@hotmail.com). *Lecturer, Department of Law, The Islamia University of Bahawalpur; PhD, Universiti Malaya, Kuala Lumpur, Malaysia [email: muhammad.hassan@iub.edu.pk](mailto:muhammad.hassan@iub.edu.pk).

Article History: Received March 31, 2023; Received in revised form April 15, 2023; Received with Second Revision June 26, 2023; Accepted July 8, 2023; Available online July 21, 2023

*Students' Perceptions on Quality Assurance of Legal Education
in Pakistan*

Introduction

Legal education is considered a human science which is embedded within society. It prepares and provides law graduates with techniques, skills and competencies for their future profession. Legal education has two functions to exert, one for the individual who is in the process of learning, and the other for society (Sial, 2009). Legal education also offers law graduates the philosophies, ideologies, critiques and instrumentalities that can enhance their practice of law. All of these learnt skills are intended to help these law graduates to contribute to society's creation and maintenance (Report of The Curriculum Development Centre in Law, 1990). According to Afzal Hyder (Hyder, n.d.), legal education is an essential element for human development. Since legal education is the study of human rights and obligations, it is a safe vehicle to be used for the development of society and international peace.

Higher Education is defined as an act or process of conveying or obtaining knowledge and research (Online dictionary). People gain skills and knowledge through education and this qualifies them to be a productive part of society. Similarly, quality education guarantees growth in the economy, security, well-being and prosperity of a country. Boon and Webb (2008) define quality assurance as "focusing on outcomes rather than courses would unravel the extensive quality assurance mechanisms". The quality of a country's education is measured by the learning outcomes of the programmes offered to students in the form of education. These outcomes attest to the quality of the curriculum, the teacher's and the student's performance, as well as to the teaching methods, the administration, the financing, the evaluation and the linkages with other higher educational establishments (Sultana et al. 2009). The world focuses on quality, cost control, and external monitoring through many methods of quality assurance and guidelines. The quality assurance system can be monitored with the help of the Bar Council Associations (Wilson, 2018). The requirements of the market concern the high-quality courses that must be taught. The U.S. law schools can accomplish this requirement, as they have the professors, and because the American law school structure serves to guarantee a level of quality beyond that of many if not all schools in other countries (Klimas, 2004).

Despite the absence of fundamental changes over time, the widespread occurrence of blame during the periods under scrutiny consistently drives the emergence of new ideas and influences changes in legal education. Thus, the determination of critical analysis in legal education and its association with society is important to expose problems in law and society and keep legal education up to the mark (Salojarvi, 2014). After graduating, law students have to face the requirements of the market on the first day at work, in both the public and private sectors. Fresh law graduates are expected to be able to work across local jurisdictions and in the international scope. In the case of Finland, dual language is a national foundation because Finland has two constitutionally recognized national languages: Finnish and Swedish. Nevertheless, Finland has one of the best education systems in the world (Norrgård & Nylund, 2021). Seyfried, and Pohlenz (2018) define quality assurance as the systematic management of programmes; the systematic appraisal processes of these institutions and the programmes they offer is one way of ensuring that the quality of both the institution and the programme or courses offered are not sub-standard. According to Barnett (1992), four approaches can assure the quality of higher education:

- (i) Qualified human resources (as a product of higher education)
- (ii) High levels of research (as a preparation for higher education)
- (iii) Effective management of teaching practices (vital for higher education) and,
- (iv) Wider life opportunities (higher education is a means of broadening one's opportunities in life).

As a branch of general education, legal education enables those who aspire to become advocates or law officers (Jamin, & Van Caenegem, 2016). For understanding the state of the legal education system of Pakistan, we must have a clear understanding of what is the stakeholders' perception of it. Students, as the main and most important stakeholders in the education system, their perception is very crucial for measuring the quality assurance mechanism of legal education. This paper seeks students' opinions regarding the quality assurance of the legal education system.

Students' Perception of legal education in Pakistan

This paper deals with law students' perceptions of legal education in Pakistan. The students' perception is fundamental for this study since they are the direct receivers of the legal education components. Their input is considered beneficial in highlighting what is positive and less positive about the legal education system which they go through. For this purpose, a questionnaire was developed. The questionnaire was then reviewed by four law experts. Following their input, the questionnaire was then translated into English and then piloted on 50 respondents who were students in law institutions. The pilot study confirmed that the questions and items noted in the questionnaire were relevant. Taking the comments of the respondents into account, the questionnaire was adjusted in terms of the language and the items. Following the amendments, the questionnaire was then distributed among the students of the selected law institutes. There are two parts to the questionnaire. The first part of the questionnaire is based on a Yes/No response. The second part of the questionnaire is based on a five-point Likert scale response ranging from Strongly Disagree to Disagree, Neutral, Agree and Strongly Agree. All the statements in the questionnaire are assigned serial numbers with codes A, B, C and D.

Demographics

The demographic information of respondents is important. This information features the profiles of the respondents and can provide a clearer picture of their background. In this regard, the students' demographic structure has an essential role to play as their background affects their expectations of future success in their lives (Abbasi, et al., 2011). The demographic information collected from the survey is expected to help clarify the problems and needs of these students in relation to the items noted in the questionnaire (Sargent, & Shively, 2004). This part of the study measures the students' perception of legal education, which is part of the higher education system in Pakistan. This sub-section summarizes the background characteristics of the 411 respondents. Figures 1, 2 and 3 present the graphic position of the respondents.

The three figures provided above illustrate the demographics of the respondents under the type of institution, gender of respondent and present level of education. The names of the respondents and institutions were optional, so the discussion of the demographic data commences with the type of institution.

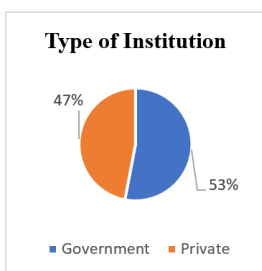


Figure 4.1 Type of Institution

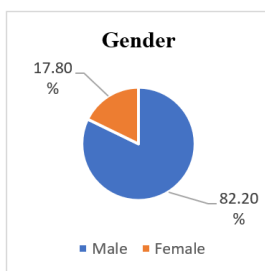


Figure 4.2 Gender

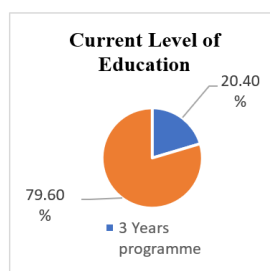


Figure 4.3 Current Level of Education

The “Type of institution” question gathered 218 (53%) datasets from government law colleges and institutions and 193 (47%) datasets from private law colleges and institutions. The respondents comprised 338 (82.2%) male participants and 73 (17.8%) female participants. The low representation of female students may be attributed to the cultural discrimination between males and females in Pakistan (Halai, 2010). It is a known fact that Pakistan has a very low proportion of school-children who are girls. The country has the highest gender difference in educational involvement when compared to other countries in the world. In Pakistan, substantial inequality exists in schools and institutions of higher learning, with more male enrolments than female enrolments. It is estimated that less than 3% of people between 17-23 years of age enrol in higher education courses, with just 30-35% of students in public universities being female (Halai, 2010). In this study, the level of education of the respondents indicated that the majority, i.e., 327 (79.6%), were in the five-year LLB programme while 84 (20.4%) were in the three-year LLB programme. The item stating ‘level of education’ suggests that the law institutions were giving preference to the five-year LLB programme as compared to the three-year LLB programme. In the year 2015, the PBC introduced the Pakistan Bar Council Legal Education Rules [PBCLER], (2015) as a measure to enhance legal education. Among the rules provided

Students' Perceptions on Quality Assurance of Legal Education in Pakistan

was Rule 4 (PBCLER, 2015), which clearly directed that the three-year LLB programme be discontinued. This rule was implemented, as noted by the outcome of the survey since almost all the respondents in the survey indicated this information (Sheikh, 2016). In other words, this ruling was well adhered to.

Students' Perceptions of Legal Education and Facilities

The questionnaire also aimed to measure the law students' satisfaction level in the context of several tangible and intangible elements and characteristics present within the law institutions. Past literature indicates that four different concepts are involved, i.e. respondents' attitude towards legal education, teaching and learning processes, facilities provided by the law institutions and the management or administration of the law institutions. These four concepts served as the major variables applied to measure students' satisfaction in this study.

Level of Agreement on Legal Education and Facilities

Part III of the survey focused on legal education and facilities. To identify the challenges faced by the respondents in terms of the teaching and learning process in law colleges and institutions, this part of the survey was further divided into three parts: A-Teaching and Learning Processes in Legal Education, B-Facilities in the Law College or institution and C- Management or administration in the Law College or institution. This part of the data analysis measured the frequencies of satisfaction in terms of five levels of satisfaction: Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree. Table 1 presents the findings of the respondents' perceptions of teaching and learning processes in legal education.

A-Teaching and Learning Processes in the Legal Education

This section of the survey contains 14 items. Each of these items needs to be responded to with at least one level of the satisfaction as provided by the scale. These are then converted into percentages. Table 1 illustrates the result or analysis.

Table.1: Teaching and Learning Processes in Legal Education

S. No	Items	Strongly Disagree n (%)	Disagree n (%)	Neutral n (%)	Agree n (%)	Strongly Agree n (%)
A1	I am well aware about the Goals and Mission of my law college or institution.	65 (15.8)	52 (12.7)	78 (19)	136 (33.1)	80 (19.5)
A2	I can easily obtain information about my law college or institution on the website.	67 (16.3)	80 (19.5)	70 (17)	119 (29)	75 (18.2)
A3	I am able to obtain sufficient information about matters related to my studies from my law college or institution.	47 (11.4)	69 (16.8)	79 (19.2)	155 (37.7)	61 (14.8)
A4	I find that the syllabus designed for LLB programme is preparing me adequately for legal practice.	43 (10.5)	87 (21.2)	99 (24.1)	120 (29.2)	62 (15.1)
A5	I am satisfied with the teaching and learning methods adopted in my law college or institution.	63 (15.3)	80 (19.5)	85 (20.7)	118 (28.7)	65 (15.8)
A6	I receive sufficient feedback from my teachers on my studies.	53 (12.9)	81 (19.7)	91 (22.1)	101 (24.6)	85 (20.7)
A7	I am confident that the academic programmes of this institution meet the needs of the targeted community (local, national, international) as my seniors have obtained jobs easily.	59 (14.4)	169 (41.1)	39 (9.5)	98 (23.8)	46 (11.2)
A8	I am satisfied with the examination/assessment system of my law college or institution.	62 (15.1)	139 (33.8)	34 (8.3)	118 (28.7)	58 (14.1)
A9	The marks obtained for my assessments are reflective of my capability.	61 (14.8)	121 (29.4)	75 (18.2)	85 (20.7)	68 (16.5)

*Students' Perceptions on Quality Assurance of Legal Education
in Pakistan*

A10	The assessments are assessed in a fair manner.	61 (14.8)	144 (35.0)	50 (12.2)	105 (25.5)	51 (12.4)
A11	I get enough supportive feedback from the teacher.	59 (14.4)	144 (35.0)	59 (14.4)	85 (20.7)	64 (15.6)
A12	My law college/institute promotes a research culture	158 (38.4)	84 (20.4)	39 (9.5)	77 (18.7)	53 (12.9)
A13	The institution provides opportunities to participate in international activities.	145 (35.3)	92 (22.4)	39 (9.5)	74 (18.0)	60 (14.6)
A14	The teaching faculty of my law college or institution is highly qualified and well-trained.	75 (18.2)	104 (25.3)	77(18.7)	94 (22.9)	61 (14.8)

The fourteen statements describe the teaching and learning processes offered in the respective law institutions in Pakistan. To focus on the goals and mission of the respective law college or institution, the respondents were asked to respond to the statement of A1 (I am well aware of the Goals and Mission of my law college or institution). A total of 15.8% strongly disagreed, 12.7 disagreed and 19% remained neutral. In contrast, 33.1% agreed and 19.5% strongly agreed. This result implies that the students were well aware of the goals and mission of the respective law college or institution. This means that the respective law institutions had been emphasizing these aspects. In response to statement A2 (I can easily obtain information about my law college or institution on the website), around 15.8% of the respondents strongly disagreed, 12.7% disagreed and 19% remained neutral. In contrast, a total of 33% said they agreed, while 9.5% strongly agreed. This result also indicates the overall satisfaction of the students in respect of being able to obtain knowledge about the Law College or institution from websites. In other words, the result showed that law colleges or institutions have developed their websites and are connected to the internet.

Similarly, when students were asked to respond to statement A3 (I am able to obtain sufficient information about matters related to my studies from my Law College or institution), a total of 11.4% strongly disagreed, 16.8% disagreed and 19.2% remained neutral.

In contrast, 37.7% agreed and 14.8% strongly agreed. This result indicates that the students had enough knowledge about issues related to their studies. It is positive to note that the law colleges and institutions provided sufficient information to the students with regard to matters related to their studies.

The syllabus plays a very important role in the teaching and learning process, especially in the field of law. This aspect of legal education was also rated by respondents via statement A4 (I find that the syllabus designed for the LLB programme is preparing me adequately for legal practice). The replies noted showed that 10.5% strongly disagreed, 21.2% disagreed and 24.1% remained neutral. In contrast, 29.2% agreed and 15.1% strongly agreed. This result suggests that the students were not generally in agreement. Clearly, the syllabus needs to be improved. It seems that the time is right for the inspection teams of the PBCLER to conduct their regular monitoring (Gillani, 2018).

As well as the syllabus, the teaching and learning method is also an important aspect of the education system. This was highlighted in statement A5 (I am satisfied with the teaching and learning methods adopted in my law college or institution). The responses gathered from this item showed that 15.3% strongly disagreed, 19.5% disagreed and 20.7% remained neutral. In contrast, 28.7% agreed and 15.8% strongly agreed. This result shows that the students were generally satisfied with the teaching and learning method since about 44.5% (28.7% + 15.8%) of the respondents agreed. In respect of statement A6 (I receive sufficient feedback from my teachers on my studies), 12.9% strongly disagreed, 19.7% disagreed and 22.1% remained neutral. In contrast, 24.6% agreed and 20.7% strongly agreed. This result indicates that the students were satisfied with the feedback they received from their teachers regarding their studies. This further endorses the view that information about the academic programmes of law colleges and institutions is relevant for and supportive of the students, thereby allowing them the opportunity to do better in future.

As for statement A7 (I am confident that the academic programmes of this institution meet the needs of the targeted community - local, national, international, as my seniors have obtained jobs easily), 14.4% of the students strongly disagreed, 41.1% disagreed and 9.5% remained neutral, while 23.8% agreed

*Students' Perceptions on Quality Assurance of Legal Education
in Pakistan*

and 11.2% strongly agreed. This result implies that more than half (14.4% + 41.1%) of the students had negative perceptions about academic programmes that were meant to meet national and international standards. Generally, the academic programmes were designed to meet the requirements of the targeted community and to match the level of national and international standards. Unfortunately, this vision of the country is not being realized. As before, the PBC and its Legal Education Committee and the HEC team need to give this area of legal education more attention so that it can be further enhanced before quality drops to a level from which no rescue is possible (Malik, 2016).

In addition, the examination system provided by legal education should be of a high standard because this appears to be the only way to assess law students' quality. However, when students were asked to respond to statement A8 (I am satisfied with the examination/assessment system of my law college or institution), 15.1% replied that they strongly disagreed, while 33.8% disagreed and 8.3% were neutral. In contrast, 28.7% agreed and 14.1% strongly disagreed. This shows that almost half (15.1% + 33.8%) were dissatisfied with the examination system. This reaction is probably linked to what is perceived as an unfair assessment of the examination. Nonetheless, this aspect of the result could be subjective, since students who are dissatisfied with their results may use opportunities like this as a way to voice their dissatisfaction. The high percentage of disagreement, nevertheless, indicates an overall weakness in the examination system. Some of these findings were consistent with previous findings, as noted by Siddique (2007), who asserted that there have been many issues in the examination and assessment system. According to him, the main issue with the existing examination system involved the assessment mechanism where the examinations were usually organized and held by the parent public (sector) university. When students feel that they have been unfairly assessed, they are likely to voice dissatisfaction. Although on one hand, such dissatisfaction could be due to emotional displeasure, on the other hand, it may also be a window into the poor way in which examinations are designed and assessed, where transparency is absent. When students do not fairly get their results, it is an indication that the quality of an important component of the education system has deteriorated. Linked to this is statement A9 (The marks obtained for my assessments are reflective of my

capability) to which 14.8% strongly disagreed, 29.4% disagreed and 18.2% were neutral. In contrast, 20.7% agreed and 16.5% strongly agreed. Another related statement about the assessment system of law colleges and institutions is A10 (The assessments are assessed in a fair manner). Here, the responses showed that 14.8% strongly disagreed, 35% disagreed and 12.2% were neutral, while 25.5% agreed and 12.4% strongly agreed. The outcome was similar for statement A11 (I get enough supportive feedback from the teacher) where 14.4% strongly disagreed, 35% disagreed, 14.4% were neutral, 20.7% agreed and 15.6% strongly agreed. The responses to statements A8, A9, A10 and A11 clearly show that the students are not satisfied with the examination system of their law college or institution. The analysis of this section of the survey also shows that law students do not get feedback from their teachers after exams. These four statements are connected to measuring the satisfaction level of students about the examinations, assessments and feedback from teachers. Thus, this aspect needs the attention of the two agencies, the PBC and the HEC, for the system to be improved.

Furthermore, when students were asked about the research culture in statement A12 (My law college or institute promotes research culture), the responses showed that 38.4% strongly disagreed, 20.45% disagreed and 9.5% were neutral. In contrast, 18.7% agreed and 12.9% strongly agreed. The results indicate that more than half (38.4% + 20.45%) of the students disagreed. This suggests that the research culture in law colleges and institutions is inadequate. This finding is consistent with the views of A.Q. Sial (2009), who asserted that one of the most important issues in legal education in Pakistan is the lack of research. In the responses given to statement A13 (The institution provides opportunities to participate in international activities), 35.3% of the respondents strongly disagreed, 22.4% disagreed and 9.5% were neutral. In contrast, 18.0% agreed and 14.6% strongly agreed. Once again, this outcome suggests a high level of dissatisfaction among students. The law college or institution does not provide sufficient facilities for participation in international activities. This implies that the law college or institution exists in isolation without links to international activities. The past literature review also indicates that there is a lack of permanent faculty staff and well-qualified teachers in law colleges and institutions. From statement A14 (The teaching faculty of my law college or institution is highly qualified and well trained)

*Students' Perceptions on Quality Assurance of Legal Education
in Pakistan*

the responses generated show that 18.2% strongly disagreed, 25.3% disagreed and 18.7% remained neutral, while 22.9% agreed and 14.8% strongly agreed. This result (18.2% + 25.3%) showing the rate of those who disagreed suggests that the teaching faculty of the law college or institution was either not highly qualified or not well trained. This is a significant defect of the legal education system of Pakistan. Like others, this aspect also requires the urgent attention of both agencies. Table 2 provides the results showing the respondents' perceptions of the facilities in the law college or institution.

B-Facilities in the Law College or institution

Part B of the survey comprises five statements. Respondents were required to use the five-point scale to indicate their responses in this component of the survey.

Table.2: Facilities in the Law College or institution

S. No	Items	Strongly Disagree n (%)	Disagree n (%)	Neutral n (%)	Agree n (%)	Strongly Agree n (%)
B1	I am satisfied with my opportunities to use IT (e-mail and software) at the institution.	90 (21.9)	128 (31.1)	73 (17.8)	82 (20.0)	38 (9.2)
B2	I receive help in problems related to the information systems.	72 (17.5)	108 (26.3)	97 (23.6)	87 (21.2)	47 (11.4)
B3	The classroom is well equipped with all facilities (Multimedia, Sound system, furniture etc).	104 (25.3)	80 (19.5)	79 (19.2)	82 (20.0)	66 (16.1)
B4	I can get help in using the library services when I need it.	77 (18.7)	88 (21.4)	82 (22.0)	108 (26.3)	56 (13.6)
B5	My law college or institution provides adequate facilities for physically challenged students.	83 (20.0)	100 (24.3)	91 (22.1)	89 (21.7)	49 (11.9)

The table above presents the satisfaction level of students with the facilities of the law college or institution they attend. In response to statement B1 (I am satisfied with my opportunities to

use IT (e-mail and software) at the institution), student responses contained 21.9% who strongly disagreed, 31.1% who disagreed and 17.8% who were neutral. In contrast, 20.0% agreed and 9.2% strongly agreed. The results show that about half (21.9% + 31.1%) of the students are not satisfied with the opportunities to use IT (e-mail and software) at their law college or institution. This means that the law college or institution does not provide these facilities or provides them inadequately. With globalization and technology advancing so rapidly, IT is the basic means of communication and also the main source of acquiring knowledge for many (Arshad, et al., 2019). A lack of IT resources can significantly delay students' acquisition of new knowledge. This result, therefore, indicates that local law institutions need to be more competitive with the rest of the world in legal education. In statement B2 (I receive help in problems related to information systems), analysis shows that 17.5% strongly disagreed, 26.3% disagreed and 23.6% remained neutral. In contrast, 21.2% agreed and only 11.4% strongly agreed. This result is indicative of the poor support provided for IT-related problems and the student's dissatisfaction with the lack of IT facilities. Although there could be many reasons for this, the lack of IT relates to Pakistan's underdevelopment in terms of infrastructure. This observation is also supported by the responses to statement B3 (The classroom is well equipped with all facilities (Multimedia, Sound system, furniture etc.) where 25.3% strongly disagreed, 19.5% disagreed and 19.2% were neutral. In contrast, only 20.0% agreed and 16.1% strongly agreed. This result indicates that law colleges or institutions need to improve their infrastructure for their classrooms; they also need to prioritize equipping their classrooms with facilities such as multimedia, sound systems, furniture and so on. In statement B4 (I can get help in using the library services when I need it), the responses contained 18.7% who strongly disagreed, 21.4% who disagreed and 22.0% were neutral. In contrast, 26.3% agreed and 13.6% strongly agreed. This result shows that the students were quite satisfied with the assistance provided in using library services. In statement B5 (My law college or institution provides adequate facilities for physically challenged students), the responses showed that 20% strongly disagreed, 24.3% disagreed and 22.1% remained neutral. In contrast, only 21.7% agreed and 11.9% strongly agreed. These results suggest that there is a lack of modern facilities and technologies within these law colleges or

Students' Perceptions on Quality Assurance of Legal Education in Pakistan

institutions. According to Robert Scott McGowen (2007), good facilities have a strong and positive impact on the learning process. This impact is clearly not seen in the law institutions of Pakistan. It was also observed that students may achieve higher results in modern learning environments and lower results in old-fashioned learning environments. This implies that law students in Pakistan are at a disadvantage when compared to others (Arshad, et al., 2019). The PBCLER must take such inadequacies seriously because technologies and capabilities of modern environments can better equip students for their professional lives. Table 3 displays respondents' perceptions of the management or administration of law colleges or institutions.

C-Management or administration in the Law College or institution

Part C of the questionnaire focused on the management or administration of law colleges or institutions. Four statements were provided and responses were expected based on five levels of satisfaction.

Table.3: Management or administration in the Law College or institution

S. No	Items	Strongly Disagree n (%)	Disagree n (%)	Neutral n (%)	Agree n (%)	Strongly Agree n (%)
C1	My law college or institution has adequate administrative staff to address students' concerns/needs.	69 (16.8)	69 (16.8)	65 (15.8)	155(37.7)	53(12.9)
C2	The organizational/administrative system of my law college or institution is clear to me.	57 (13.9)	62 (15.1)	82 (20.0)	162 (39.4)	48 (11.7)
C3	My law college or institution has a good reputation.	46 (11.2)	52 (12.7)	69 (16.8)	178 (43.3)	65 (15.8)
C4	There are enough signs at the institution for locating different sites.	55(13.4)	93 (22.6)	91(22.1)	119 (29.0)	53 (12.9)

The analysis displayed in Table 3 indicates the overall results. Here, it is noted that respondents agreed with statements C1, C2, C3 and C4. In statement C1 (My law college or institution has adequate administrative staff to address students' concerns or needs) the responses generated 16.8% who strongly disagreed, 16.8% who disagreed and 15.8% who were neutral. In contrast, 37.7% agreed and 12.9% strongly agreed. This result showed that the majority of the students were satisfied with the number of administrative staff who were provided by the respective law colleges or institutions to address students' concerns or needs. Thus, it was deduced that the supporting staff was adequate for helping students. The responses generated by statement C2 (The organizational or administrative system of my law college or institution is clear to me) indicate that 13.9% strongly disagreed, 15.1% disagreed and 20.0% remained neutral. In contrast, 39.4% agreed and 11.7% strongly agreed. This result shows that the students were aware of the organizational or administrative system of their law college or institution. In response to the reputation of the law college or institution statement, C3 (My law college or institution has a good reputation), the responses contained 11.2% who strongly disagreed, 12.7% who disagreed and 16.8% who were neutral. In contrast, 43.3% agreed and 15.8% strongly agreed. The responses to this statement showed that the students were satisfied with the reputation of their law college or institution. Additionally, when asked about the signs at the law colleges or institutions for locating different sites, as stated in statement C4 (There are enough signs at the institution for locating different sites) the replies showed that 13.4% strongly disagreed, 22.6% disagreed and 22.1% were neutral. In contrast, 29.0% agreed and 12.9% strongly agreed. This mixed result showed that slightly more than a quarter of the respondents were satisfied and almost a quarter were not satisfied with the signs designated at the institutions for locating different sites. The results of this section revealed that the management and administration of the law college or institution were performing well in this respect.

Conclusion

Students' views regarding the general position of legal education and the quality assurance mechanism adopted for legal education in Pakistan were extracted by the survey. The primary data clearly

Students' Perceptions on Quality Assurance of Legal Education in Pakistan

indicates that many flaws exist in legal education in Pakistan. Students' perceptions about the quality of legal education were analysed through surveys but, at the same time, it was also noted that many students could not express their claim that there were gaps in the system. Some students did not want to express their points of view about the college or institution, and some students did not reply due to their lack of awareness about specific issues such as administration, evaluation, teaching and learning.

The overall results of the quantitative analysis reveal that the students of the law colleges and institutions are generally satisfied with learning law subjects in a classroom environment; they were also satisfied with the teaching methods, the requirements of registering for the law programme and the premises of the law college or institutions, including the canteen facility. Additionally, the students showed their satisfaction with the safety and security of their belongings as well as the administration and management's performance. In contrast, the students expressed their dissatisfaction regarding the examination and assessment procedures, the evaluation of teachers, the syllabus and facilities, and field trips. Furthermore, the students were also dissatisfied with the facilities involving computer use and IT, the library and the connected internet facilities provided by the law colleges or institutions as per the standards set by HEC's Eleven Standards and European Peer Review Manual.

It can be concluded that the majority of the students studying law at the colleges or institutions were dissatisfied with the current quality of legal education. It is worth mentioning that even though the PBC and the HEC have consistently introduced reforms for the sake of upgrading the quality of legal education, these reforms have not been able to meet the satisfaction of law students. This study has only focused on the quality assurance mechanism of legal education in Pakistan. It has, through this paper, completed the initial step towards examining the level of satisfaction of students, the stakeholders of legal education in Pakistan. Here, it was noted that the level of satisfaction highlighted the need for the quality assurance of legal education in Pakistan to be enhanced.

References

- Abbasi, M. N., Malik, A., Chaudhry, I. S., & Imdadullah, M. (2011). A study on student satisfaction in Pakistani universities: the case of Bahauddin Zakariya University, Pakistan. *Asian Social Science*, 7(7), 209-219
- Allen, M. (Ed.). (2017). *The SAGE Encyclopedia of communication research methods*. SAGE Publications. Thousand Oaks, California, US.
- Arshad, M., Ahmed, G., & Tayyab, M. (2019). Assessing the Effects of School Support Facilities on Academic Achievement at Punjab Education Foundation Partner Schools. *European Online Journal of Natural and Social Sciences: Proceedings*, 8(2 (s)), 214-222.
- Barnett, R. (1992). *Improving higher education: Total quality care*. Open University Press, 1900 Frost Rd., Suite 101, Bristol, PA 19007. As cited by Bertolin, J. C. (2015). Quality in Higher Education: From the Diversity of Conceptions to the Relentless Conceptual Subjectivity. *Creative Education*, 6(22), 2410-2421.
- Boon, A., & Webb, J. (2008). Legal education and training in England and Wales: back to the future? *Journal of Legal Education*, 58(1), 79-121.
- Burns, N., & Grove, S. K. (2010). *Understanding nursing research-eBook: Building an evidence-based practice*. Elsevier Health Sciences, Texas US.
- Education, *Online dictionary*, dictionary.com. Retrieved on November 12, 2017, from: <http://www.dictionary.com/browse/education>

*Students' Perceptions on Quality Assurance of Legal Education
in Pakistan*

- Gillani, Y. (2018, November 10), Fragmented Framework of Legal Education in Pakistan. *Courting The Law*. Retrieved on August 8, 2019, <http://courtingthelaw.com/2018/11/10/commentary/fragmented-framework-of-legal-education-in-pakistan/>
- Haider, S. A. (n.d.). Legal education. *Analysis*, 500, 3. Retrieved on December 12, 2017, from <http://www.supremecourt.gov.pk/ijc/Articles/6/2.pdf>.
- Halai, A. (2010). Gender and mathematics education in Pakistan: A situation analysis. *The Mathematics Enthusiast*, 7(1), 47-62
- Jamin, C., & Van Caenegem, W. (2016). The Internationalisation of Legal Education: General Report for the Vienna Congress of the International Academy of Comparative Law, 20–26 July 2014. *The Internationalisation of Legal Education* (3-34). Springer, Cham.
- Klimas, T. (2004). AALS Panel–Global Legal Education–Legal Education in the New Europe and the USA: Shall the Twain Ever Meet? *German Law Journal*, 5(3), 321-328.
- Malik, M. (2016). *Position Paper on “The state of legal education in Pakistan and the case of reforms in legal education”*. Legal Aid Society, Karachi, Pakistan,
- McGowen, R. S. (2007). *The impact of school facilities on student achievement, attendance, behaviour, completion rate and teacher turnover rate in selected Texas high schools*. Texas A&M University.
- Norrgård, M., & Nylund, A. (2021). Bilingual Legal Education in Finland. In *Bilingual Study and Research: The Need and the Challenges* (pp. 125-129). Cham: Springer International Publishing.

- Pallant, J. (2013). *SPSS survival manual*. McGraw-Hill Education UK.
- Report of The Curriculum Development Centre in Law *Vol, U.G.C, New Delhi, 1990.*
- Salojärvi, J. (2014). Legal Education and the Reproduction of the Profession—Critical Scholarly Responses to the Crises of Legal Education in the United States in the 1930s and 1960s–1970s, and in Finland in the 1960s–1970s. *Helsinki Law Review, 1.*
- Sargent, J., & Shively, J. (2004). Guide to using data in school improvement efforts: A compilation of knowledge from data retreats and data use at Learning Point Associates. Retrieved on December 19, 2018, from: https://achieve.lausd.net/site/handlers/filedownload.ashx?moduleinstanceid=45379&dataid=65283&FileName=Guide_To_Using_Data_in_School_Improvement_Efforts.pdf
- Seyfried, M., & Pohlenz, P. (2018). Assessing quality assurance in higher education: quality managers' perceptions of effectiveness. *European Journal of Higher Education, 8*(3), 258-271.
- Sheikh. A, (2016, July 29). New rules: PU to start 5-year LLB degree programmes, *The Express Tribune*. Retrieved on August 10, 2018, from: <https://tribune.com.pk/story/1151501/new-rules-pu-start-5-year-llb-degree-programmes/>
- Sial, A. Q. (2009). Designing Legal Education to Support Social Evolution in Pakistan. *South Asian Studies, 24*(2), 283-295.
- Siddique, O. (2007). Marital Law and Lawyers: The Crisis of Legal Education in Pakistan and Key Areas of Reform. *Regent J. Int'l L., 5*, 95-122.

*Students' Perceptions on Quality Assurance of Legal Education
in Pakistan*

Sultana, N., Yousuf, M. I., Ud Din, M. N., & Rehman, S. (2009). The Higher the Quality of Teaching the Higher the Quality of Education. *Contemporary Issues in Education Research*, 2(3), 59-64.

The Pakistan Bar Council Legal Education Rules [PBCLER], (2015)

Wilson, R. J. (2018). Legal aid and clinical legal education in Europe and the USA: Are they compatible? *Outsourcing Legal Aid in the Nordic Welfare States*, 263-285.