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## CHALLENGES IN THE CURRENT EDUCATION SYSTEM THE UNSEEN PROBLEMS

**Annotation.** *This article showcases the current unseen challenges in the current education system. The unseen problems that can only be felt and not seen. The article also focuses a light on the education levels and shortcomings of the literacy rate for major growing economies. Researches of various authors in the past has been taken into consideration in the literature. The data has been studied accordingly to analyze the results based on previous researches and according to the same a short suggestion is prepared. The articles aim is to bring to light the unseen problems in the current education system and the challenges parents, Teachers, students and the educational institutions face accordingly.*

**Keywords:** *Higher Education, Organizations, Problems, Challenges, Students*

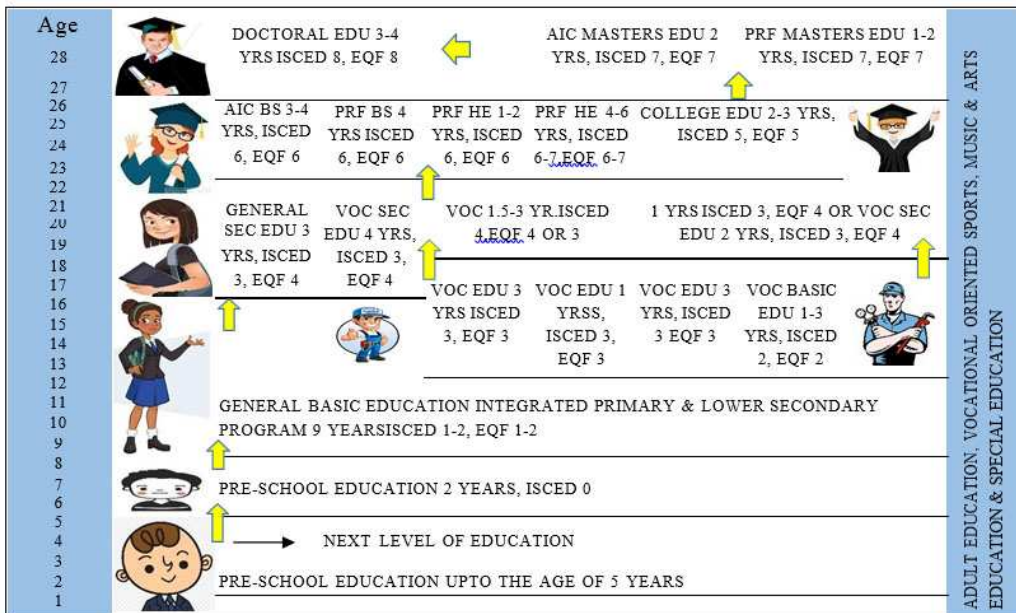
### Abstract

This article aims to provide information and understandings on the current challenges in education with teachers, students, parents, and organizations the unseen problems which are not reported and often overlooked. The Article further tries to analyze the situation and challenges in the European Union and the region in which the study is conducted is (LATVIA). The article narrows down to the topic of current issues in the higher educational sector in Latvia in contrast with the universities and their acceptance and values. The article further highlights that what aspects are being overseen and what are been least considered. It also gives an overview of the regional pattern of educational enrolment the amount of foreign students being attracted and the trends it is going on.

### Introduction

**Higher education:** - Considering the significant importance in higher education, both state and private higher education institutions offer higher education and courses for students who are willing to enroll themselves. As per the author, the criteria for getting admission to HEI's in Latvia however depends upon, the eligibility of the candidates i.e. a student must have successfully completed his/her secondary education and obtained a certificate of general secondary education or a diploma of professional secondary education. International secondary diplomas or certificates that are acquired from outside of Latvia, do require the examination and approval from the Academic Information Centre (AIC). In some instances, it is a possibility that a student maybe asked to give an entrance exam to qualify for the same. Whilst the colleges in Latvia are engaged in delivering first-level higher education programs, the academic programs are only offered in HEI's and universities respectively. The Latvian government is giving special emphasis on interest based studies such as WBL and VET type of education and many projects have come into force to facilitate the same (Feldberga et al., 2019, pp. 4-12).

The language of instruction is state national language that is "Latvian", however some universities and colleges to have courses offered in English medium, basically catering education services to asylum seekers, refugees, international students etc. One very good example of a very popular university amongst the foreign students is "Turiba University", that is offering courses in English language as well as Latvian language. Most popular study programmes in Latvia are in field of law, computer science, medicine, communication and psychology (Feldberga et al., 2019, p. 11).



**Fig 1. EDUCATION SYSTEM OF LATVIA (AIC, 2020)**

Latvian education system: The Latvian education system consists of a 4 stage cycles, which starts from a pre-school education (nursery, kindergarten), then proceeds towards basic education that is integrated primary and lower secondary programme, making its way for secondary education or an equivalent vocational education for 3 years and finally reaching to higher education. These phases are explained below by the author in the figure 1.

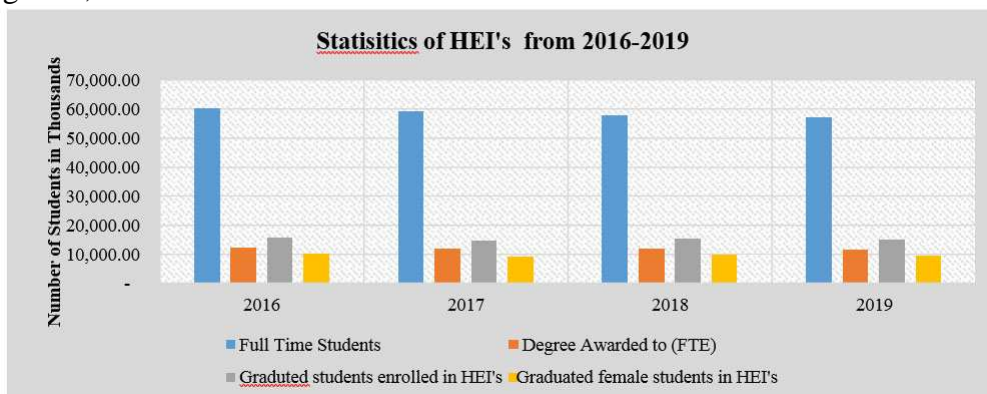
According to the figure. 1. The author describes a total of 12 years are given for the general education which comprises of compulsory basic education of 9-years with 3-years of secondary education. Apart from this compulsory 12 years of general education, a pre-school education at age of 5-6 is compulsory in Latvia.

**Table 1**

**NUMBER OF HIGHER EDUCATION INSTITUTION IN LATVIA  
FROM 2016-2019 (Central.Statistic.&.AIC, 2020)**

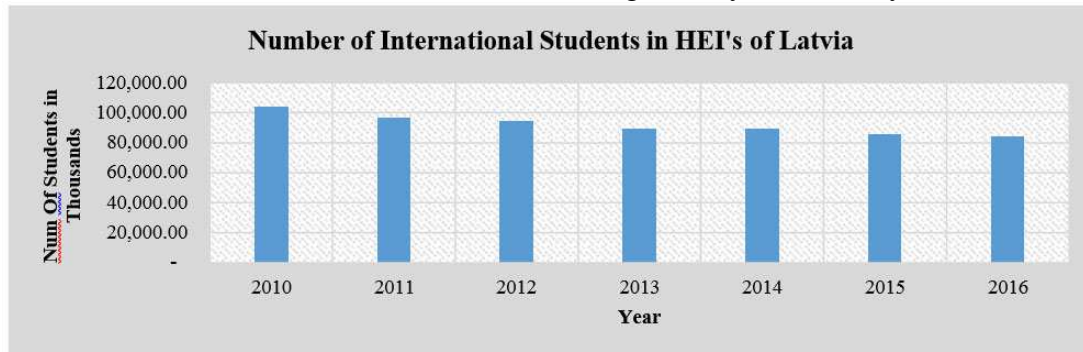
Number Of Higher Education Institutions In Latvia	Year
58	2016
54	2017
54	2018
54	2019

According to the author in table 1, in the year 2016 number of HEI's were more that is 58 which reduced to 54 for the following 3 years from 2017 -2019. However, it is important to see how these 54 HEI's been accomodating students after the reduction in their numbers, which is shown by the author in figure 2, below.



**Fig.2. STATISTICS OF HEI'S IN LATVIA FROM 2016-2019 (Central.Statistic.&.AIC, 2020)**

According to the figure 2 above, the author describes how the reduced number of HEI's in the year 2017-2019, did not really impact the number of graduated students seeking higher education. However, the number full time students shows a declining trend by the end of year 2019.



**Fig. 3. INTERNATIONAL STUDENTS IN LATVIAN HEI's FROM 2010-2016 (Central.Statistic.&.AIC, 2020)**

According to figure 3, The number of international students in Latvian HEI's, has shown a downward trend since the year 2010. In the year 2010, the HEI's in Latvia were having 16% of international students in its composition, which by the year 2016 has reduced to only 13%, that is 3% less in the 6 year, which is a significant factor of consideration. The

HEI's in Latvia are continuously engaged in promoting the quality of education and training in order to attract international students and has been given priority by the government itself too

### **THE UNSEEN PROBLEMS**

**Education Getting Expensive:** The education as it was perceived before to be an affordable one, has over the period started to grow expensive. One major role in this has been played by the private institutions setting up higher standards and infrastructures with a higher structure of payments. In Latvia the ratio of private: public educational institutions are 21:13 that is there are 21 public universities and 13 private universities in Latvia. As shown in table 1 that the number of HEI's that is higher education institutions in Latvia were 58 in the year 2016 and dropped down to 54 by the year 2019 and one major role player for their close down are the private institutions coming up and making it tougher.

**Educational variances:** As per the author there is not many education fields in the current education system to pick up from. The students are forced to decide from the limited number of educational fields to pick from even if they do not like it.

**Affordability:** Even if the students are affording their education in their given country it is highly possible that certain educations like Medical Education, Aeronautical or Marine Engineering are still very expensive. The students are compelled to travel and study to other countries that is affordable comparatively and can seek their education. Thus as transitional burden is always there, and often many students who would not want to move to another country for education would end up choosing subjects or courses they do not like.

**The steady promotion of lifelong learning platform:** The lifelong learning program of the European Union is an aim to promote and motivate education in all group and age sections, however it is not being actively promoted and often the void is seen occupying this space.

**The Interest or work based Learning Overlooked:** Where most of the countries are promoting interest based learning it is still not being popular or becoming a trend actively. People who have special interests in IT, Music, Nature, Chemicals, Masonry, Crafts, Electricals etc. would like to refine their skills and get educated in the sector they are working or have hobby or are just simply interested. However, this section is still a challenge to many students as they are not able to find the proper school or education accordingly as not many institutions can offer that.

**They pay scale challenge:** The students often high school needs various gadgets and tools to study with the latest technologies being incorporated every day into the educational sectors and these high tech devices are not cheaper to afford ultimately the students are forced to work extra hours or depend upon the parents in order to source these gadgets. A monetary stress apart from fees.

**After Graduation impossible job hunts:** The students believe that they will be hired by a good company or an enterprise after their education and often many international students come in this hope that an educational degree would eventually boost the future job prospects. However, this is seldom happening and many youngsters are left struggling and applying for jobs over and over just to make ends meet. As shown in figure 3 number of international students dropped significantly from the year 2010 to 2016 which alone shows that what the students “expect”, is not being achieved if not entirely than to some extent and eventually changing their preferences.

**Teachers are magicians:** The teachers are magicians is always what an institution expect them to be when it comes to learning of new technologies implemented into the college or school. The constant stress teachers go through regularly updating themselves with these technological advancements is beyond comprehension. The institutions often expect that teachers are aware of those tools and expect better results straight away which is again a problem which the teachers go through without anyone noticing it. The unseen problem.

**Over occupied Teachers:** The teachers now a days are over occupied, they have to design course sometimes, teach, take exams, monitor progress, be a supervisor, guide, get themselves trained, check the research works and so on. Even though the digital tools coming into help the lives of teachers, they are still very busy and thus students miss that personal connection.

**The parents struggle:** Education no doubt wherever in the world, it is every parents want that their kids get to have the best education from the best of the best schools possible. Right from the kindergarten till the doctorate, the education is analyzed on the basis of the quality of the organization and its offerings. As mentioned earlier the “Private” educational organizations are expensive because they are providing international standards and infrastructures and other means to their students and thus the stress comes up on the parents to earn more, so that they could accommodate the education cost of their loved ones and doing so it is often seen they are working overtime and there is a disconnection in the family where it should be connected, another unseen problem.

**Educational Organizations Struggle:** The educational organizations have to struggle with almost on a daily basis, since every day there is a new course or theme being introduced a new research is being accepted and granted permissions or a new technology coming into force, these educational institutions have to make sure they keep up with the trends in the industry. However, to be competitive and accommodate things the organizations needs huge financial backings. The educational organizations are always on stress about enrolment of students and delivering them the standards. However, not all educational institutions can keep up with the constant changes and struggle to modify or change and thus have an impact on them by less student’s enrolment or students shifting to other universities etc.

**Technological Neglect:** The technologies incorporating in today’s education structure is commendable however it is almost 99.99% designed for abled students/children/adults/young adults. No major emphasis is given towards the educational advancements for people who are disabled, or suffer autism, etc. The technology drivers often simply neglect this section because they do not make up the majority again and unseen problem which can be felt but not seen.

### **Summary**

### **Conclusion & Suggestion**

The article shows that there is a cycle that is interconnected, which involves everyone during this phase such as students, parents, teachers, organizations etc. The problems are there which are unseen and everyone attached to the current education system is facing some sort of challenges which are shown above. However, they are all linked and if one gets crippled the others will get affected. For instance, if parents cannot afford the kids cannot have better education, if there is less enrolment the educational institutions will eventually shut down and the teachers will lose their jobs.

A suggestion that can be seen to overcome this problem is to develop a cloud education cycle where the connectivity is free and the cost is moderate. A system which is very well designed for the future decade and would not need upgrade and can run on older systems as well in short a LMS that will be a boon to not only abled students but also disabled people wanting to learn. Eventually cutting

down the cost and maintenance making the organizations not to worry about constant switches and at the same time making the parents, students, teachers happier.

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