

PhD Theses Management Process in Public and Private Universities in Pakistan

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Abstract

This comparative research dealt with the PhD degree Programmes in both public and private sectors universities in Pakistan. The comparison were based on objectives of the PhD degree, syllabi, teaching practices, quality assurance approaches, thesis development, research techniques guidance & supervision, research culture development, research publications of the faculty and graduates. The study identified the strengths and weaknesses of the sampled universities for making viable recommendations for further improvement in these programmes. The study also made a comparative study in terms of Higher Education Commission of the Government of Pakistan's guidelines and policies for the universities and more particularly for PhD programmes to bring quality in these research degrees. Public universities were observed better in the provision of physical facilities; faculty numbers, job security and research scholarships. In private sector the course work was satisfactory and admission were timely and teaching were students centered as compared to public sector where teaching was teacher centered. The study found that public universities scholars were not satisfied from their supervisors, topic and synopsis approval process and research environment. Private universities were lacking with research supervisors, research journals, scholarships and incentives for their research projects. The study recommended that research culture should be promoted by the government from master level and Higher Education Commission of Pakistan should arrange regular workshops and seminars for the scholars and research supervisors about academic writing, articles writing, thesis writing and organization.

Keywords: *Comparison, PhD education, research, private sector, public sector, Pakistan.*

Introduction

Instruction is the primary wellspring of human improvement and thriving. The advancement and achievement of each general public is straightforwardly connected to the standard and kind of its instruction. It is the fundamental source which can enhance the living of the individuals from a network. It is a magnificent instrument for income and arrangements of welfare for individual and societal needs in a particular territory. Quality training can make a man scholarly, dexterous and a

functioning individual for a general public. In Pakistan instruction is the obligation of the concerned commonplace governments yet major instructive plans is made by the central government. Be that as it may, it is commonplace government to actualize these approaches and advance instruction in the area. The present day advancement of each country is specifically associated with the kind of training arrangement of that nation. On the off chance that the training of a nation is viable, redesigned, current and in fact sound than its people groups will appreciate standard livings, methods for social linkages, conduct and practices in general and will be sure in all kind of qualities. Then again when the instruction of a network is frail and of low quality then its people groups won't get quality training and required aptitudes for the cutting edge time however the students will get instruction for gaining degrees.

Propelled training is the rule segment being produced and a great hotspot for overhauling the individual fulfillment. It is a serious gadget for money related change and welfare of the social requests as a rule. Those nations of the world who had present day kind of cutting edge training system are getting a charge out of an extensive variety of workplaces, excesses, advancements and life comforts. The Government of Pakistan is sharp that both open and private part universities convey significantly qualified individuals locally for the beforehand specified change of the country.

The Education Policy of Pakistan (1998-2010) expressed that training is a solid source and device to give chances to people in the fields of insight, aptitudes advancement, inventiveness and social and also monetary improvement, it likewise essential for the qualities instruction advancement to make them prepared forever and to furnished them with the required capacities for their future lives and enhance them with vital abilities for effective life. As indicated by Higher Education Commission of Pakistan (2014) the quantity of perceived colleges is 160 in the Pakistan; ninety-one (91) of these colleges are in broad daylight while sixty nine (69) are in the private division. They offer scholastic projects up to ace level and many offer projects up to MPhil or PhD levels. The rules for Granting Charter to Universities and their institutionalization are checked by Higher Education Commission.

As indicated by Isani and Virk (2005) the accompanying are a portion of the significant reasons for Higher Education.

- 1- Higher training backing and improves the procedure of monetary and social development.
- 2- It empowers the students to accomplish greatness.
- 3- It reinforces the administration framework of society and advances authority.

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- 4- It makes and advances specific ability in social, financial and different fields.
- 5- It moves training at all levels and advances human asset improvement.

College is described as an enlightening association proposed for providing guidance, direct examination, or both, of understudies in various parts of front line getting the hang of, offering degrees to the students in various fields. A college is a city of the globe which is essentially authorized for examination and information for the general population and for the overall population. It remains a store of data and learning. In the ebb and flow age, the essential limit of a college joins the headway of human asset and the idea of human change which is basically contracted for research and data for people and society. A college includes incredible speculation of network and has commitments to serve it which ought to be ensured to its people and spotlight on issues of national intrigue. College should consolidate the abilities of research and educating, on both scholarly and down to earth grounds and advancement of some basic aptitudes. Proficient honesty, thoughtfulness and talk, these every single vital system ought to be instructed and practiced by higher instructive organizations went with the cutting edge time devices, equipment's, programming's ability and building up the aptitudes of blend and examination in its instructors and understudies. (www.google.com.pk ,2015). It was viewed as important to complete a methodical report which would be helpful for HEC, concerned colleges, employees and their researchers to know the qualities and shortcomings of the projects. The colleges is working under the rules of HEC for PhD programs and delivering the able graduates for the country.

Objectives of the Study

1. To make a comparative analysis of the PhD Education programmes of selected 03 government and 03 private sector universities in Khyberpakhtunkhwa in terms of input, process and output.
2. To highlight the strengths and weaknesses of PhD Education programmes in sampled universities.
3. To make a comparative analysis that the sampled universities in both sectors fulfill the objectives of Higher Education Commission of Pakistan.
4. To make implementable recommendations for improvement and strengthening of the MPhil/PhD programmes of these universities.

Research Questions

1. What are the current best practices in terms of input, process and output, in both sectors universities PhD Education programmes?
2. What are the strengths and weaknesses in PhD Education programmes of the sampled universities?
3. What implementable recommendations the study can make for the improvement of these programmes?

Literature Review

As per Patel (2003) Higher Education all around the globe is the primary and critical source to satisfy a portion of the higher desires for a network. Understudies' and instructors' of colleges wherever on the planet are constantly propelled to keep alive the estimations of flexibility, singular poise and fraternity. As indicated by Higher Education Commission, Qualification Framework (2014) MPhil and PhD researchers are regularly anticipated that would finish in two and three years separately and present an exposition/proposition inside the most extreme time frame took into account enrollment. In outstanding conditions, where the generation of an exposition or postulation has been postponed, it might be conceivable to apply to the Faculty Research Degrees Committee to stretch out enrollment for up to one year on one event as it were. The application for augmentation should give subtle elements of any outstanding conditions that have postponed the fulfillment of the exposition or proposition, and ought to contain a point by point activity plan indicating how the extra time will be utilized to finish and present the theory/thesis.

Pakistan has procured a to a great degree slight and delicate base of Higher Education. Right when the then India was subdivided into India and Pakistan, only two out of the twenty one DAIs were on the Pakistan side of the periphery, one was University of the Punjab, Lahore, set up in 1882 and the other was in Dhaka. While Sindh University got affirmation in 1947. (Isani and Virk, 2005). As indicated by Khan, M (2010) twenty-first hundreds of years is the time of changes and fast advancement, learning blast, upgrades in the regions of Technology and Science, world globalization and depleting resources have brought each hover of life under colossal weight to respond to the developing circumstance. Enlightening associations are no special case. This movement has incited duty, profitable use of advantages, business division driven strategy and lively response to rising needs and requirements of the accomplices in higher educational foundations. Far and wide, propelled training is being shaken by noteworthy changes. Expanded enlistments throughout the latest decade are putting genuine cash related strains on higher learning system.

As indicated by Rahman (2013) Pakistan has a colossal development in advanced education in the ongoing past. It is bolstered by an expansion in college enrolment from 276,000 in the year 2002 to more than one million constantly 2012 and the quantity of colleges came to from 71 of every 2003 to 146 by 2011. Additionally there was stamped increment in the quantity of Ph.D yield from the aggregate 3281 amid 1947-2002 to around 5,000 amid the period 2003-2012. Global research distributions likewise expanded from 600 every year in the year 2,000 to around 8,142, in the year 2013.

As indicated by Stace and Dunphy (2001) colleges works in more vivacious and changing conditions required exceedingly new and change organization. As we went into the 21 century, we confront numerous adjustments in each stroll of life thus in instruction and rather than less thoughtfulness regarding the administration issue at HEIs level the pace of advancement must be multiplied or tripled of speed by both state and network alike. In particular, we stand up to the trial of changing affiliations and we should all get the chance to be the change specialists to make our framework in indistinguishable way from that of the created world instruction framework. Memon (2007) expressed that the legislature of Pakistan is the significant spending offering source to all the state advanced education associations in the nation and spends most of its influence and cash in cutting edge training organizations organization. Government financing has, anyway exhibited lacking to the rising needs of the establishments. The all-inclusive community division colleges depend, all things considered, on state financing. Universities` pay and utilize examination showed bounty of utilization over pay in each open college and there was a working up of deficiencies between capital pay and capital utilize.

As per an UNESCO report (1996) in past the standard of training was straightforwardly connected to the territorial and national parameters and desires of a particular society, yet now is completely changed in light of the fact that the nature of instruction is certifiably not a neighborhood matter however a worldwide issue and now great instruction is that one which not just give down to earth kind of advanced education for the understudies yet additionally to created such graduates and gifted people that can get distinction and reasonable place in the working spot, industry or other related clients. As per Reid and Sanders (2002) there are principally four quality estimation apparatuses with the assistance of which one can get data about any advanced education organizations. Those quality estimating components are the standard of the showing administrations, the nature of process, standard of the plan and the finished results are the essential components of the quality strategies all

in all. The general parameters execution process is crucial for now best class DAI.

Hamidullah, Ajmal and Rahman (2012) expressed that there are three fundamental Quality pointers including: data sources, techniques and result. Contributions of instructive associations join spending steps, advance for offices and the means to be taken in the field of laborers associated with the benefits which are given to students' at each informational level. Cost and costs related measures are specifically connected with the aggregate costs spent by instructive organizations per single or understudy. Physical assets measures should take care of the required demand of the time and furthermore to satisfy the need of the classrooms inward and external offices by the arrangement of institutionalized kind of universal assets. HR is to accord the necessities and current time, the offices which assume real part like best library ought to be made conceivable. Research work, sports offices and other curricular and co-curricular offices accessibility and its appropriate use. As per Khan (2010) quality advancing system outlined by HEC comprises of three unique stages which including, stage first as the period of improvement of the essential rules and standards for the quality measures, stage second is to make on justify the accreditations of all the DAIs with a particular made principles and rules. These two stages are made to watch the inner quality confirmations as indicated by HEC created rules for all higher learning foundations. The third stage is intended for the appraisal of the outside quality affirmation (EQA) of the DAIs and for this HEC is creating standards and rules for its viable usage in all DAIs. There is plane for up degree of all the instructive projects and distinctive boards are made for the best possible accreditations of all advanced education programs, with the goal that the DAIs ought to be made fantastic and get its place on the planet class foundations in future.

Methodology of the Study

This study is descriptive. The data were collected by using questionnaires from research scholar and academicians. A questionnaire was made for the research supervisors / academicians and another questionnaire for the research scholars enrolled or pass out at MPhil/PhD education level in time period from 2010 to 2014 in the sampled universities.

Population of the Study

The population of the study was included 14 Universities including 08 in public and 06 in private sector in Khyber Pakhtunkhwa, All MPhil/PhD Education programme incharges/HODs, all Research

Supervisors and MPhil/PhD Education Scholars Graduated and enrolled during the period from 2010-2014 were included in the population of the study.

Sample of the Study

The sample of this research study was purposively selected from both types of public and private universities reason being that all the universities did not have MPhil/PhD programmes in Education. The sample included Six (06) Universities, Three (03) from public and Three (03) from private sector.

Tools of the Study

The tools used for data collection were as follows:

1. Questionnaires for the Academicians'/Lecturers related to MPhil/PhD Education Programmes.
2. Questionnaire for the Graduate and on roll Scholars in MPhil/PhD Education programmes.

The primary data is collected with the help of Questionnaires with Teachers/Lecturers/Research Supervisors and MPhil/PhD Education Graduates & Scholars of both Private and Public Sector Universities of Khyber Pakhtunkhawa. The secondary data was obtained from relevant documents, books, related studies, articles, internet, magazines, newspapers and review of related literature.

Data Analysis

Table 1: Research Scholars Responses

NO	STATEMENT	PUBLIC UNIVERSITIES		PRIVATE UNIVERSITIES	
		St-dev	MEAN SCORE	St-dev	MEAN SCORE
1.	Faculty are qualification for teaching/supervision	24.07	4.3	40.77	4.3
2.	They use effective teaching practices.	13.02	3.2	32.53	3.6
3.	Faculty are absolutely fair in grading	14.27	2.5	22.006	2.90
4.	Faculty encourage scholars for research work	12.13	2.9	26.08	3.3
5.	Technologies needed for effective teaching are	22.90	4.1	37.58	3.4

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	satisfactory.				
6.	Supervisors are relevant to the research work of scholars	14.75	3.5	27.500	3.3
7.	Research is taught as a compulsory course	23.72	4.3	37.91	4.1
8.	The needed Office/classroom facilities are available	31.902	3.8	19.51	3.5
9.	Library facility is satisfactory	20.24	3.9	20.14	2.9
10.	Internet facility is satisfactory	19.91	3.7	28.39	3.4
11.	Common rooms are available for scholars	13.12	3.4	26.09	3.1
12.	Guidance center facility is satisfactory	10.42	2.5	28.12	2.5
13.	Research journals for scholars research publication is available	14.51	3.17	21.73	3.0
14.	Access to online libraries for scholars is available in campus.	21.54	4.7	3.83	3.0
15.	Students-teacher ratio is satisfactory in the University	16.26	3.8	25.96	2.9
16.	Educational field trips are arranged for scholars.	7.39	2.8	32.96	2.1

Discussion

Table data shows the responses of both sectors scholars' and it is proved from data result that both government and private universities scholars responses mean scores were 4.3 and 4.3 respectively, which clearly indicated the agreement with the statement about faculty qualification and expertise. The statistics also showed that majority of the respondents of both sectors universities were agreed that faculty of both sectors universities has the needed qualification for teaching and research supervision. Item 2 result indicated that public sector universities responses Mean is 3.2, which means that majority of the sampled participants are agreed that they used effective teaching strategies. Private scholars' Mean Score is 3.6, which also shows that

high number of the participants is agreed that they use effective teaching techniques. Item 3 data showed that public sector universities respondents Mean score is 2.5 which show that only half respondents agreed with the statement. Private universities Mean score value is 3.2 which shows that the ratio of agreed respondents is high than those of disagreed. Item 4 public universities mean score is 2.9 and private sector mean score is 3.3. Item 5 result showed that the public sector scholars mean are 4.1 which show that majority of the participants agreed with the opinion. Private sector mean is 3.4 which indicated that majority of the participants agreed with the statement. Item 6 Mean score of the responses is 3.5 which indicate that majority of the Public sampled universities had good and high number of supervisors while the Mean of private sector is 3.3 which is comparatively low than public universities. Item 7 was about research techniques teaching and its responses indicated that public sector is better than private sector. In item 8 which were about classrooms and offices the responses showed that public sector is a step ahead than private universities. Item 9 result showed that the public sector scholars' responses mean calculation is 3.9 which means that most of the participants were agreed and private sector mean score is 2.9 which is lesser than public sector agreed participants. Internet facility is satisfactory in both public and private universities with the Mean score 3.7 and 3.4 respectively. Common rooms are available for both male and female scholars were satisfactory in both universities with mean scores 3.4 and 3.1 respectively but public sector is again a little better than private sector universities. Guidance centre facility responses were the same by both sector universities which is 2.5 mean score and indicated unsatisfactory responses from both sectors universities about guidance facility. Item about Research journals facility result showed that the public sector scholars' responses mean score was 3.17 and the responses of the private sector mean score was 3.0 which mean that both sectors universities had very less number of research journals for scholars' publications. Item about Access to online and digitalized libraries is available in campus result indicated that the public sector scholars' mean score is 4.7 and the private sector mean score is 3.0 which shows that internet access to scholars in public universities is more satisfactory than private universities. Responses about students-teacher ratio satisfaction in both sectors universities results showed that the public sector scholars' responses mean score is 3.8 and the private sector mean score is 2.9 which show that public sector universities students-teachers ratio is more satisfactory than private sector universities where teachers' numbers were not satisfactory. Item about Educational field trips for scholars' data showed that the public sector scholars' responses mean score is 2.8 which shows that majority of the

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respondents agreed with the statement. The responses of the private sector mean score is 2.1 which show that very few universities were arranging educational field trips for scholars' knowledge up gradation.

Table 2: Academicians/Supervisors Responses

NO	STATEMENT	PUBLIC UNIVERSITIES		PRIVATE UNIVERSITIES	
		St.dev	MEAN SCORE	St.dev	MEAN SCORE
1	The curriculum is designed to promote professional development of scholars.	3.03	4.2	1.09	3.2
2	Teachers' deliver course content by using innovative methods	2.68	4.3	1.64	4.0
3	Feedback is provided to scholars after their assessment	2.94	3.8	1.48	3.6
4	The assessment system has procedures to ensure transparency.	2.48	4.0	0.83	3.7
5	Procedures used for assessment are systematic and reliable.	1.48	3.7	1.48	2.4
6	The programme describes mechanisms to monitor the performance of the teachers.	2.16	3.4	1.30	2.8
7	There are an adequate number of classrooms and laboratories.	2.48	4.5	2.48	4.2
8	Library is functionally designed, upgraded and accessible.	3.03	4.2	0.44	3.3
9	Incentives are provided to the teachers and scholars for research.	1.303	3.5	2.48	4.0
10	Measures are undertaken to encourage publication.	2.38	3.7	1.48	4.0

Discussion

Item 1 of table 2 stated that curriculum is designed to promote professional development and data indicated that the responses of the public sector universities mean score is 4.2. The responses of the private sector mean score is 3.2. The table statistics also showed that curriculum is designed to promote professional development of scholars. Item 2 was that teachers' use appropriate & innovative teaching methods and data indicated that public universities mean score is 4.3 and private sector mean score is 4.0. The responses were significant and showed that majority of both sectors respondents' were agreed with the statement. Item 3 was that feedback is provided to scholars after their assessment and result showed that public and private universities both faculties were giving proper feedback to the concerned scholars. The procedures used for assessment were systematic, valid and reliable as 3.7 by government and 3.4 by private universities, which mean that government universities were more supportive in feedback provisions to scholars. In item 5 the data mean is as 3.4 for public and 2.8 for private sector universities. The data result indicated that public universities were better than private universities about its faculty performance monitoring. Item 6 result showed that both sectors universities were located in independent buildings which were accessible to teachers and students. Results of item 7 showed that the responses of the public sector universities mean is as= 4.5 and the private sector mean is 4.2. The cumulative results mean that high number of the respondents was satisfied from the number of classes, labs and theatres etc. Item 8 results showed that the public sector universities mean score was 4.2 and private universities mean was 3.3 which indicated that the libraries were functionally designed, upgraded and accessible to all teachers in both sectors universities but public sector was stronger than private sector. Item 9 was that incentives were provided to the teachers and scholars conducting research and results showed that the private universities were giving good incentives as compared to public universities. Item 10 was about publication encouraging and the results showed that the responses of the public sector universities mean is as 3.7 and private sector mean is 4.0. Results comparison indicated that private universities were more research oriented as compared to public universities.

Conclusions

Public sector universities were performing better than private sector universities in terms of official appointment; staff selection; staff promotion; staff facilities; provision of financial assistance; relations with community; relations with HEC; HEC influence in administration; student admission; funds allocation; university timings; College

affiliation; meeting with authorities; establishment of new departments. The reason may be that public universities were governed and run by a complete and dynamic body. There were different stakeholders, different officers and different authorities for the effective monitoring and supervisions of the concerned departments while private universities were mostly run by a single person who was mostly responsible for all administrative matters, academic matters, financial matters, induction and promotion of the staff. The lecturers and professors of public sector universities were enjoying better social status as compared to those from private sector universities. As the teaching staff of public universities was enjoying good salary packages, more job security assurances and timely promotion process as compared to private sector universities where all these matters were taken place very rarely. Public and private universities had academicians of all categories with variety of experience which means that the teaching and supervision staff members of both gender and all categories of public and private universities were equally satisfied in exercising their authority in academic matters. There was no significant difference between the qualification of the faculty members, their experiences, their expertise and skills in research supervision in both sector universities. But there was a significant difference between the staff members' numbers, the staff appraisals system and about the salary packages, public universities were better as compared to private sector universities. There was a significant difference between the supervision and research related process of public and private sectors universities. The research supervision process by the research supervisors and research scholars were quick and fast in private sector universities as compared to private sector universities. The researchers of both sectors were not satisfied by the supervision process and about the interest of their supervisors. Research scholars of both sectors were in general and public sector universities in particular, of the opinion that supervisors did not give proper time to the scholars due to their academic work load. The scholars also said that most of the research supervisors were biased and prejudiced in terms of sex, status, posts and castes. Consequently, it creates problems for PhD scholars in their research theses. There were no effective system of incentives and disincentives due to which teachers were not motivated and did not seem inclined to accept additional load of work.

Recommendations

1. Private universities research scholars' should be provided scholarships, So that those scholars who have the talent but needy may be encouraged by providing them scholarships.

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2. Access to National and International research journals should be provided to the scholars by the universities. The number of supervisors may also be increased in private sector universities to make the scholars research supervision possible.
3. Internet access and online lab access to all research sites should be given to research supervisors and scholars in both sectors universities free of cost in the campus and in libraries.
4. The existing courses at MPhil and PhD levels should be upgraded, modernized and according to the world standards in the light of the present day social, economical, national and international needs. In this process all the stakeholders must be involved.
5. Research related workshops and seminars should be conducted on regular basis for both sectors universities to improve research culture and promote the researches and research scholars' competencies and skills.
6. Promotion of faculty members should be on the basis of research publications and research supervisions. Supervisors should be given proper recognition on the basis of research publications and research supervisions. Supervisors should be encouraged for research work by giving them extra incentives.
7. The number of research supervisors must be increased in universities to facilitate researchers. The teaching learning environment at universities level may be made students friendly and it must be conducive for teaching learning process.
8. The universities administration and teaching staff may be free from malpractices. Nepotisms and favoritisms may be removed from the universities administration and teaching personals.
9. There was observed the problems of internal politics and grouping in both sectors universities which result in delay of approval of synopses from the boards of research committee, these issues should be removed and the grouping should be discouraged and professional collegiality should be promoted in all universities staff members.
10. The research scholars' should be facilitated by providing them a pre-planned time line for all the procedures of course works, comprehensive examination, research committee meetings, allocation of supervisors, and submission of research synopses.

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