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# Issues of Access in Public and Private Higher Education Institutions in Islamabad Pakistan

Muhammad Majid Khan

*University of Massachusetts Amherst*, [majidkhan799@gmail.com](mailto:majidkhan799@gmail.com)

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ISSUES OF ACCESS IN PUBLIC AND PRIVATE HIGHER EDUCATION  
INSTITUTIONS IN ISLAMABAD, PAKISTAN

A Dissertation Presented

by

MUHAMMAD MAJID KHAN

Submitted to the Graduate School of the  
University of Massachusetts Amherst in partial fulfillment  
of the requirements for the degree of

DOCTOR OF EDUCATION

February 2010

School of Education

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MUHAMMAD MAJID KHAN

Approved as to style and content by:

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David R. Evans, Chair

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Joseph B. Berger, Member

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Sanjiv Gupta, Member

---

Christine B. McCormick, Dean  
School of Education

## DEDICATION

To my parents, family members, teachers and friends

## ACKNOWLEDGMENTS

I would like to first of all thank Dr. Valerie Haugen for introducing me to the Center for International Education. She not only encouraged and advised me to apply for graduate school, but also shared thoughtful and well informed suggestions. Her continuous support and friendship is invaluable.

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## ABSTRACT

ISSUES OF ACCESS IN PUBLIC AND PRIVATE HIGHER EDUCATION

INSTITUTIONS IN ISLAMABAD, PAKISTAN

FEBRUARY 2010

MUHAMMAD MAJID KHAN, B.S., UNIVERSITY OF KASHMIR-PAKISTAN

M.Ed., UNIVERSITY OF MASSACHUSETTS AMHERST

Ed.D., UNIVERSITY OF MASSACHUSETTS AMHERST

Directed by: Professor David R. Evans

The study examined the issues of access in public and private higher education institutions in Islamabad, Pakistan. The policies and institutions currently in place to deal with access related issues are not effective, therefore, not providing students with the support systems to help them succeed at the institutions of higher learning.

The study analyzed student perspectives on access, examined access related systems in place at public and private institutions, and kind of students that have access to higher education. The study also analyzed the growth of higher education institutions and their impact on access related issues particularly in last eight years. Continuous planning, support and development needed to provide higher education is discussed.

In addition, the research discussed opportunities and challenges experienced by students before entering college, processes involved entrance at college and after arriving at college. Moreover, similarities and dissimilarities between public and private institutions are also discussed.

The study makes suggestions to improve access related systems to help students be successful and the need and ways how can they be further developed and strengthened is also discussed.

The hope is that this research will contribute to well in-formed policy making that takes into account the complexities of the forces that shape higher education and the development of Pakistan.



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## CHAPTER 1

### INTRODUCTION TO THE STUDY

#### Introduction

This chapter discusses statement of the problem and situates issues related to access to higher education in the context of Islamabad, Pakistan. This is followed by purpose and significance of the study. Additionally, the chapter briefly discusses review of literature and concludes by discussing dissertation chapters that follow.

#### Statement of the Problem

The tragic and horrific acts of terrorism on September 11, 2001 that took place in both New York City and Washington D.C changed the United States and the World. Significant changes took place and there were a number of policy shifts that followed. One of the important and significant changes that are relevant to the study was the renewed interest of the United States in the Islamic World. Ever since, Pakistan an important Muslim country located in south Asia and neighbor to Afghanistan became an important part of US foreign policy.

The United States declared war against terror and Pakistan became the front line ally in the war against terrorism. This alliance between the two countries and renewed interest of both the United States and the western world in Pakistan resulted into a number of changes that started to take place inside the country. The changes impacted the domestic as well as foreign policy of Pakistan.

In domestic area one sector that got the particular attention, focus and interest is the education sector of Pakistan. The renewed and strong interest influenced educators and policy makers to again look at the importance and role of education in the

development of a society and country. The linkage between education and development was reestablished. The importance of educated citizens that play a necessary and crucial role in the social, economic and political development of a society was revisited by Pakistani establishment. It was again realized by Pakistani government that in addition to producing conscientious, tolerant, accepting and accommodating citizens, education also helps with the much-needed skilled labor force that the country needs. With this understanding and with the help and cooperation of international development agencies the overdue and much needed reforms were introduced in the education sector of Pakistan.

In the education field, Pakistan's long neglected higher education sector started getting attention of the United States Agency for International Development (USAID) and Pakistani policy makers. This interest and cooperation between the USAID and Pakistan resulted into the establishment of the Higher Education Commission (HEC) of Pakistan. The commission was established in September 2002. And, the HEC replaced the University Grants Commission (UGC) of Pakistan.

Since the establishment of the commission, the higher education sector in Pakistan has experienced significant changes and reforms. The HEC developed its goals and under the medium term development framework started working on faculty development, access to higher education and promotion of excellence in learning and research (HEC, 2005).

Rehman (2008), the retired chairman of the HEC asserts that since the establishment of the commission 47 new universities had been established. Furthermore, 18 new campuses of existing universities have also been started in all four provinces and



regions of Pakistan. With regards to access, the university enrolment has almost tripled from 135,123 in 2002 to 363,700 in 2008 (Rehman, 2008, p. 11).

However, the HEC recognizes that the higher education system in Pakistan is facing number of challenges and one of them is the issue of access to institutions of higher education. The HEC understands the challenges and with the implementation of its policy goal is to increase student access to higher education institutions in Pakistan from 2.9% to 5% by 2009 (HEC, 2006, April 01).

Public higher education system, meaning not only the Pakistani universities but the colleges<sup>1</sup> that offer bachelors and masters level degree programs are implementing reforms set forward by the Higher education commission since 2002.

Pakistan's higher education system serves many very important functions. These are the institutions and places that offer training and education to its young population and prepare them for future challenges. Furthermore, the higher education institutions help the country in creating a skilled and knowledgeable human capital. Educated human resources are very crucial for Pakistan in not only developing its institutions and increasing its productivity but to compete with other nations in the region as well as globally.

Bloom (2007), asserts that higher education provides countries with people that are equipped with a higher level of capabilities that cannot be attained just through primary and secondary schooling. Let us place this argument in the context of Pakistan.

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<sup>1</sup> In Pakistan, the high school or secondary school education ends at grade 10 and then successful students attend college to study grade 11 and 12, or pursue higher secondary education. These institutions are called intermediate colleges. There are state run and private colleges that offer two and four year bachelor degree programs.

The country with a population of approximately 160 million people is the sixth largest in the world. Pakistan has limited natural resources and its economy is struggling.

Moreover, the country is facing a serious terrorist threat and religious extremism is on rise. Poverty is increasing and with it social instability. However, Pakistan has the potential to address these challenges successfully. One possible way of addressing these problems is by investing in education and particularly higher education. Investment in higher education institutions and increasing access to higher education should help Pakistan in developing a pool of talented, skilled and knowledgeable young people. And, these educated and productive people can thrive in their professions.

Other possible way is by establishing a strong link between Pakistan's domestic policies and needs with its foreign policy. And, in the process redefine Pakistan's history and focus on indigenous cultures that help place the county in South Asian region.

Furthermore, higher education helps to produce people that possess leadership skills to lead the society and participate in the development process. Additionally, higher education institutions also provide support with the development of primary, middle and secondary education. This takes place when higher education institutions help in developing policy framework, building institutions, and creating necessary structures to support following:

- a) Recruitment and selection processes of teachers
- b) Providing training to primary, middle and secondary level teachers
- c) Curriculum development
- d) Conduct research studies to understand and implement what educational practices work best in a particular contexts

The institutions of higher education play a vital role in shaping and improving the social, economic, political and cultural life of different communities. Also, these institutions help in promoting a culture of dialogue that contributes in peace and development.

This is the understanding that has led to the growth and development of higher education system in Pakistan. The issues of community development, democratic participation and social responsibilities are discussed and enhanced at the higher education institutions. Therefore, for democracy to take root, social justice to prevail and human rights to be respected in country like Pakistan the increased access to the higher education institutions is very crucial and significant.

#### Purpose of the Study

The major purpose of this study is to examine and analyze the issues of access in higher education institutions in Islamabad, Pakistan, and the extent to which the policies and systems in place are able to help undergraduate students to become successful at institutions of higher learning. The first purpose of the study is to understand the students that have access to higher education institutions. Further, to identify the challenges and opportunities that undergraduate students face in terms of access to higher education. The second purpose is to understand and discuss access related systems that are in place at these institutions. Also, to explore how various access related systems in place at public and private universities affect the development and success of students. And, the third purpose is to understand student perspectives on access. Moreover, the study examines and analyzes the results and share findings with the readers.

Additionally, the research is an attempt to contribute to the existing literature in the context of Pakistan and to identify factors that will enable institutions of higher education to create opportunities and establish systems that will address the issue of access. Further, the research is a contribution in developing a case by linking the issue of access with the development of Pakistan. Moreover, the study suggests specific recommendations for future practice and research. By gathering data and conducting this study, it is hoped that the suggestions offered will assist educators and policy makers in developing future policies. However, in order to arrive at these goals it is necessary to first review the existing knowledge on the issue. This review of knowledge establishes a framework and set the guidelines for the study.

Improved access to both public and private higher education and increased investment in higher education system should assist Pakistan in successfully addressing number of social, political, cultural, and religious, development and economic challenges. Specifically, the following inter-related research questions that will guide the study are:

1. Who has access to higher education in public and private universities in Islamabad, Pakistan?
2. What systems are in place at the institutions of higher learning, both public and private to address the issue of access?
3. What are student's perspectives on access to higher education in public and private sector universities in Islamabad?

### Significance of the Study

This study attempts to contribute towards the practices and policies of higher education in Pakistan in many different ways. Young men and women are the future of Pakistan. And, better educated, equipped with higher education, trained and skilled men and women have the potential of becoming catalyst in reform-oriented change that Pakistan badly needs. In order to succeed in the process and to provide opportunities of higher learning to the youth, there is a need to develop higher education system in such a way that is sustainable and offers better and improved access. Access to quality higher education should help students in becoming successful learners.

This study is important because it focuses on developing access related support systems and suggests expanding existing systems currently in place at the institutions of higher learning in Islamabad that should help in strengthening the student learning experiences at both public and private universities. Furthermore, the study suggests new approaches and strategies to increase the access and make the systems inclusive by offering higher education opportunities to minority and underprivileged men and women that come from all provinces and regions of Pakistan. This study particularly addresses students that belong to the low-income groups.

Additionally, the study is also significant because very few research studies have been conducted to discuss the issues related to access in higher education in Pakistan. The hope is that present research will contribute in advancing practices, policies and future researches in education sector in Pakistan and guide researchers in carrying out both qualitative and quantitative studies particularly in the higher education setting. The study should provide educators, policy makers and teachers with the research data on

access related issues. Further, study should help them understand the issues involving current debate in the development of the sector. Also, the study has the potential of benefiting university administrators by offering them an assessment tool. The questionnaire used in the study can be adapted to examine other important issues such as quality and equity in higher education. Moreover, the questionnaire can be used to conduct studies related to faculty research output as well as administrator's impact. These kinds of studies have the potential of improving the leadership qualities on campus, improving teaching quality, increasing communication and understanding between different stake-holders and in the process improve the overall education environment on the campus.

The study identifies the weaknesses of the existing support systems, examines and addresses existing opportunities as well as lack of opportunities and offers suggestions that how best can students be supported by the system.

This study is designed to make a contribution in the development of knowledge in several areas. The study situates the problems and challenges faced by both public and private higher education systems in global as well as south Asian context. This analysis and approach provide knowledge that helps us understand the broader picture. The study uses the existing knowledge to guide the development and growth of higher education sector. This helps us in understanding the complex issues that are part of access in college and university setting. Furthermore, the development of student questionnaire and quantitative analysis should help in gaining knowledge and understanding on a research method technique.

The other significance is that study is conducted at a crucial and important time in the history of Pakistan. Pakistan as a country is going through tough and challenging economic, social, religious and political situations. On the economic front, Pakistan's economy is in serious trouble and country has approached the International Monetary Fund (IMF) for assistance. Poverty is on the rise and prices of daily commodities including food and fuel are significantly high. And, on the social and political front, Pakistan is facing a very serious threat of terrorism, particularly in Federally Administered Tribal Areas (FATA) where the country is facing an ongoing war with the militants.

In these increasingly difficult times, public funding for higher education is less available. There is a serious debate about providing public financial support for higher education. The workings and achievements of Higher Education Commission (HEC) are contested and debated by people that are directly or indirectly part of education system. In the literature review chapter, there is a detailed discussion of the debate.

However, it is important to briefly mention that General Musharraf<sup>2</sup> is credited with the establishment of HEC and under his watch the system experienced significant growth. Between 2002 and 2007 the total public budget allocated for higher education was increased from 3.2 billion rupees to 33.7 billion rupees (Hoodbhoy, 2008, p. 13). President Musharraf resigned in August 2008 and since then the new government headed

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<sup>2</sup> General (retired) Musharraf ruled Pakistan from October 1999 till August 2008. The results of education policies and reforms that were planned and started since year 2000 are part of a serious debate in Pakistan.

by Mr. Asif Ali Zardari<sup>3</sup> has made budget cuts in HEC. This debate is further linked with the expansion of higher education in Pakistan.

Naqvi (2008), supports the HEC and asserts that since 2002 the institution has performed well. He argues that to see the results there is a need for continuation of HEC policies that were started seven years ago. He further suggests that Pakistan is going through a demographic transition and this is causing changes in country's age structure. The post-secondary population that falls between ages 18-23 is going to rise until 2050; whereas, the percentage of pre-secondary will continue to decline (Naqvi, 2008, pp. 8-10). This suggests that there is going to be more demand for higher education and by focusing on expanding the system, by increasing access and planning ahead, universities should be in a reasonable position to meet the growing demand.

Similarly, Hoodbhoy (2008) asserts that in last six years the HEC has sent about 3000 Pakistani students abroad for graduate studies and increased the salaries of university teachers. Both of these steps are taken to attract better candidates to teaching profession and improve the quality of teaching.

The development of the study at such an important time in the history of Pakistan offers detailed insight on the issue. The study offers evidence on the importance of continued development of higher education systems.

It is hoped that this study should help in creating better understanding among those that are directly or indirectly part of higher education in Pakistan. Furthermore, the study situates the problems examined in the larger context of the country. The study

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<sup>3</sup> In March 2008 Pakistan Peoples Party (PPP) formed the government at the center. And, in September 2008 Mr. Asif Ali Zardari the widower of late Benazir Bhutto became the President of Pakistan.



should help in advancing informed examination of the historical, current and future problems in the higher education sector.

### Approach to the Study

Three research steps were undertaken in this study. First, the researcher analyzed and examined the archives, policy documents, and systems that are in place to address the issues related to access. Second, the researcher conducted an undergraduate student questionnaire at four public and one private university in Islamabad. A total of 320 student questionnaires were collected. The questionnaire was administered to investigate the problems and challenges that undergraduate students face during the process. In addition, to gather student input to make programs and systems more effective. Third, the researcher held discussions with educators, higher education commission officials, teachers and university administrators. All of the above approaches were used to answer the major research questions.

### Interpretation of Access to Higher Education Relevant to the Study

The study specifically examines access to higher education in the context of helping students succeed at the university level in Islamabad, Pakistan. The research looks at access that includes pre-admission processes, being admitted and enrolling, staying enrolled and learning and finally completing studies successfully. In other words, study looks at access as a mean for entrance into college, retention and then graduation.

Access to higher education is a process that includes access to primary and secondary education. Moreover, tools and academic preparation provided to successfully complete secondary school education helps students in having access to college education.

Access related processes relevant to pre-admission include guidance, counseling, advising, preparation at the high school level and the university application submission process. The study suggests ways to simplify pre-admission processes to help improve student access to higher education. Similarly, for successful completion and graduation, the research offers suggestions to improve university environment, academic environment and teaching and learning processes. Suggestions are made considering that access to higher education means choice and opportunities for social, political, economic and cultural development.

### Review of Literature

The review of literature provides a conceptual framework for this study. Selected literature was reviewed to help guide the study and to understand how systems can be created and expanded to address issues related to access. The problem was examined in Pakistan as well as south Asian and global context. The role played by both public and private higher education in the development of countries, region and the globe was reviewed.

Additionally, to investigate how systems can be improved to help students grow, succeed and learn. Specifically, the review of literature consists of: a) Global and regional perspectives on access to higher education, b) the significance and development of public and private higher education (perspectives on access ), c) comparisons between systems (public and private); d) historical analysis by situating the problem in the context of Pakistan, e) discussion on the current access related developments in Pakistan.

## Chapter Overview

Chapter 1, Introduction discusses the context, purpose and significance of the study. Additionally, the chapter explains why it is important for us to understand and study the issues related to access at higher education institutions in Pakistan. While, globally there is a detailed and comprehensive discussion and research on the topic, however, in the context of Pakistan there is limited research on the issue. Further, there is lack of empirical research that helps us to advance the inquiry.

Chapter 2, Literature Review examines the literature that is related to the topic. First, the issue is examined and explored by situating the problem globally as well as in the context of south Asia. Diverse perspectives allow us to study the issue in the context of Pakistan. This is followed by discussion on both public and private higher education and analysis of different approaches to address the issue of access in both situations.

Then Chapter 2 examines the linked historical access related reforms with emphasis on higher education. The discussion on the role and contributions of higher education commission of Pakistan in addressing the issue of access and shaping the higher education system is important to understand. Equally important is the understanding of the role played by international funding agencies in the development of higher education institutions. The chapter concludes by examining the development of higher education institutions in Islamabad Pakistan.

Chapter 3, Research Methodology discusses the data set, setting, research questions and research methodology used in the study. This discussion provides the necessary framework for data analysis. Data analyses is provided in chapter four which

helps in providing answers for research questions and set the stage to discuss implications for practice, policy and research.

Chapter 4, Data Analysis, provides the data analysis. The chapter discusses descriptive analysis, relevant frequency tables, comparative data analysis between one public and one private institution, factor analysis, correlations table and t-tests. The analysis helps in providing answers for research questions. The chapter concludes by summarizing the study including the major findings.

Chapter 5, Summary and Recommendations, discusses implications for practice, policy and research. Additionally, the chapter makes recommendations for establishing systems for improved access in the higher education.

## CHAPTER 2

### REVIEW OF LITERATURE

#### Introduction

This chapter reviews and discusses literature on issues of access to higher education in Pakistan. In addition, discussion situates the debate in the context of south Asia, as well as the world. The chapter examines debate on issues related to access in public and private higher education institutions. Moreover, chapter provides a brief analysis of historical development of access to higher education in Pakistan.

In addition, chapter analysis and examines the role and progress of Higher Education Commission of Pakistan. Further, it discusses the role that international development institutions are playing with regards to improving access and quality in higher education sector. Moreover, developments in higher education institutions in Islamabad are discussed. Following are description of the works that I have found to be relevant to my research.

#### Global Perspective on Access in Higher Education

The origin of current day universities and the development of university culture can be traced and found in Europe. Universities were founded for the purpose of pursuing and creating knowledge. However, Rhodes (2001), asserts that more recently in addition to imparting and expanding knowledge, universities also represent the interest of student community and diversity in their countries This is the context in which individual universities, private and public and commissions that govern and manage higher education in different parts of the world are developing policies to respond to growing need for higher education. Furthermore, in the 21<sup>st</sup> century there is a need to place

emphasis on the link between the higher education, economic development and democratic societies. The World Bank (2002), establishes the link in following words:

As the 21<sup>st</sup> century opens, tertiary education is facing unprecedented challenges, arising from the convergent impacts of globalization, the increasing importance of knowledge as a principal driver of growth, and the information and communication revolution. But opportunities are emerging from these challenges. The role of education in general and of tertiary education in particular, is now more influential than ever in the construction of knowledge economies and democratic societies (World Bank, 2002, p. 1).

The increase in the world population increases the competition for resources.

Resources are finite and limited. Therefore, there is a need for resource management and undertake economic development process in such a way that is sustainable. This can be done by looking at new ways of development, and this is where concept of knowledge economies gains importance. Societies that are benefiting in the era of globalization and converting challenges into opportunities are the ones that are paying attention to the development of higher education.

Now, let us see what we mean and understand by access to higher education.

UNESCO (2008) has defined access to higher education in following words:

Access means ensuring equitable access to tertiary education institutions based on merit, capacity, efforts and perseverance. Post-secondary opportunities for underrepresented groups such as indigenous peoples, cultural, ethnic and linguistic minorities; immigrants; refugees; the disabled; and women are key (UNESCO, 2008, p.15).

The understanding and statement that not only the privileged groups but ethnic, religious, linguistic minorities and refugees as well should be provided higher education opportunities is an indication that access is associated with social cohesiveness, human rights, democracy and upward mobility. Countries, socially and economically benefit when they make policies and take steps to open the door for higher education to qualified

young men and women. Johnstone (2004) asserts that globally demand for higher education is increasing and communities understand the intellectual, economic and cultural benefits that higher education offers.

Higher education at the beginning of the 21st century has never been in greater demand, both from individual students and their families, for the occupational and social status it is presumed to convey, and from governments, for the public benefits it is presumed to bring to the social, cultural, and economic well being of countries (Johnstone, 2004, p. 403).

Parents and community members share similar understandings of the importance of higher education in one's development. Access to quality higher education addresses the important question and the relationship between knowledge and power in a meaningful way and enhances social, cultural and economic stature of an individual.

Over the past decade a lively, informative and intellectually stimulating debate has taken place in institutions of higher learning in Europe on the role of higher education. The discussion is focused on addressing the issues of social exclusion and the need to build societies and higher education institutions that are more inclusive and responsive to the need of the changing societies (Askonas & Stewart, 2000). This debate informs and guides us that globally universities are taking initiatives and concrete steps to be inclusive and they are responding to emerging social needs.

Moreover, universities are increasing access to bring youth that represent different cross section of the society to the institutions of higher learning. The importance of the argument on increasing access gains strength when we see that members of different social and economic classes strongly believe that higher education offers opportunity for promotion (Scott, 1995). In terms of personal growth and learning, "access to higher

education helps learners in becoming critical thinkers and in this way they engage critically with the world and themselves” (Barnett, 1997, p. 3).

Echoing the similar theme, Giroux (1992), argues that critical knowledge, democratic values and social practices can provide a basis for teachers and students to redefine their role as engaged and public intellectuals. Furthermore, higher education addresses the important issues of “social class, gender, ethnicity and reduces inequality in distribution of opportunity”(Halsey, 1993, p. 129). And, “today’s most technologically advanced economies are truly knowledge based, creating millions of knowledge related jobs in an array of disciplines that have emerged over overnight” (World Bank, 1999, p. 16).

Institutions of higher learning train people to be specialists and set the basis for social, political, religious, cultural and economic growth. In addition, advocating the social benefit of higher education by linking it with the greater access, Boleman (1979) notes that modern universities offer space and opportunity for dissent, debate and for any point of view. Better and improved access to higher education means that more people become part of the decision making process.

When we explore the archives we find that President Harry Truman’s commission on higher education has following to say with regards to access to higher education:

It is the responsibility of the community, at the local, state, and national level, to guarantee that financial barriers do not prevent any able and otherwise qualified young person from receiving the opportunity for higher education. There must be developed in this country the widespread realization that money expended for education is the wisest and soundest of investments in the national interest. The democratic community cannot tolerate a society based upon education for well to do alone. If college opportunities are restricted to those in the higher income brackets, the way is open to the creation and perpetuation of a class society, which has no place in the American way of life (Zook, 1947. vol.2, p. 23).



The commission clearly realized and set the tone for establishing a higher education system that should be accessible to qualified young men and women. The relationship between democracy and access to higher education is emphasized. Furthermore, improved access to higher education is seen as a positive and necessary development in relation to promotion of equality and addressing social and economic disparity. More access to higher education helps in reducing poverty through economic growth as well as through redistribution and empowerment (The World bank, 2000, p. 4).

Let us take a look at the document released by the World conference on higher education in 1998. World conference on higher education emphasized the need for improved access to higher education and linked human rights with access to higher education in following words:

- (a) Higher education shall be accessible to all on the basis of merit. No discrimination can be accepted.
- (b) Define and implement policies to eliminate all gender stereotyping in higher education
- (c) Each higher education institution should define its mission according to the present and future needs of the society
- (d) Help understand, interpret, preserve, enhance, promote and disseminate national and regional, international and historic cultures, in a context of cultural pluralism and diversity
- (e) Access to higher education for members of some special target groups, such as indigenous peoples, cultural and linguistic minorities, disadvantaged groups, peoples living under occupation and those who suffer from disabilities, must be actively facilitated (World conference on higher Education, 1998, pp.3-7).

The report sets the stage for member countries to develop higher education policies to develop social cohesion. Moreover, report takes a critical look at various marginalized groups that are at disadvantage and have been marginalized due to their identities. This setting encourages policy makers and educators all over the world in

developing policies that are inclusive and intentional in offering higher education opportunities to deserving and qualified men and women.

Similarly while discussing the importance of institutions of higher learning, Goastellec (2008), suggests that higher education is emerging on the political agendas of an increasing number of higher education public authorities and institutions' governing bodies. He analyzes the global debate on access to higher education in the context of 'demographic pressure, the economic pressure and the political pressure' (Goastellec, 2008, p.72). With the global population increase, governments and governing elites are dealing with increasing population of young men and women that are high school graduates and are looking for opportunities in institutions of higher learning. In addition, policy makers and educationists are under pressure for both economic and political reasons from their populations to create more spaces for their young populations at the higher education institutions.

Global debate, analysis, discussions and arguments in the context of access and improving access to higher education is an important educational issue that has both short and long term consequences for the world. Furthermore it is important to note that access to higher education is associated with knowledge production that causes and enhances social, political and economic development.

#### Discussion on Access in Higher Education in South Asia

According to the World Bank report (2008), combined population of south Asia is estimated to be around 1.6 billion people (Bank, 2008, p.33). Poverty is widespread in the region as a whole and almost half of the World's poor live in the region. There is little doubt that education is a tool that has the capacity to solve the problem of poverty.

Current challenge of high and over population can become an opportunity if more people have access to education in general and higher education in particular in the region.

Further underlying the significance of education, the World Bank (1993) by examining the successes in East Asia makes a case, that investments of these countries in their education systems were the largest determinant of economic growth. The World Bank (1995) suggests that, “Other things equal, the more educated a nation's workers, the greater their potential to catch up with prevailing technologies and so achieve more rapid growth”(The World Bank, 1995, p.27).

Even regionally things do not look good for Pakistan. Burki (2005) asserts that Pakistan has an adult literacy rate of only 43.5 percent for the population above the age of 15 years. In comparison, the rates for Sri Lanka and India are 92.1 percent and 61.3 percent respectively, which are considerably higher than Pakistan. Only Bangladesh has slightly lower rate of 41.1 percent. In terms of literacy and other measures, Pakistan ranks 142 in terms of UNDP's human development index. In comparison, Sri Lanka ranks at 96, India at 127 and Bangladesh at 138 (Burki, 2005, p. 17).

Realizing the potential of higher education and its relations with present and future economic growth of India, the national knowledge commission (2008), has suggested that it is necessary to raise the proportion of Indian young men and women that want to pursue higher education to at least 15 percent, from current 7 percent. The report further adds that increase to access should not compromise academic standards.

A better access to higher education in south Asian countries can play instrumental role in developing well-qualified and professional human resource. Countries that are developing their industrial, agricultural and service sectors can benefit a great deal from

highly educated manpower. Andaleeb (2003), analyzes the condition of higher education institutions in Bangladesh in following words:

Higher education in Bangladesh today faces similar crises: it is beleaguered with lack of vision; deteriorating quality; abysmal mismanagement; high uncertainty; poor standards; and continuing turmoil, chaos, and violence in campuses across the country. Consequently, the traditional post-secondary institutions appear to have lost much of their luster and glory, and their pursuit of excellence has been replaced by dismal mediocrity. (Andaleeb, 2003, p. 487).

This helps us in understanding the development of higher education institutions in Bangladesh. It appears that institutions that are in crisis were on the road to development and excellence. One of the solutions to address the situation can be found by looking at the admissions criteria to higher education institutions. Higher education institutions need to make an attempt in becoming inclusive and admit deserving students that are qualified to get admissions at the institution. Then deliver quality education to future generations to help build the social, economic, political and economic institutions.

Let us take a comparative look at total population, public spending in education as % of GDP and total as well as male and female tertiary gross enrollment ratio in Pakistan, India, Bangladesh and Nepal. Table 2.1 provides following information.

Table 2.1 shows that in tertiary education enrollment Pakistan lags behind India, Bangladesh and Nepal. In terms of total enrollment, India, Bangladesh and Nepal are 7.3%, 1.5% and 1.1 % respectively ahead of Pakistan. In addition, table 2.1 shows that with regards to public education spending India, Bangladesh and Nepal are ahead of

Table 2.1

## Tertiary Enrollment Comparison in Selected Countries in South Asia

Item	Pakistan			India			Bangladesh			Nepal		
Population (millions)	160.9			1151.8			156			27.6		
Population ages (0-14)	58.8			374.7			54.2			10.6		
Public education spending (% of GDP)	2.6			3.2			2.7			3.4		
Tertiary gross enrollment ratio (%)	Total	M	F	Total	M	F	Total	M	F	Total	M	F
	4.5	4.9	4.2	11.8	13.6	9.9	6.0	7.7	4.1	5.6	7.9	3.2

(The World Bank, 2006, pp. 35-40)

Pakistan. India, Bangladesh and Nepal are respectively spending 0.6 %, 0.1% and 0.8% more than Pakistan. Furthermore, the table informs us that that when compared regionally, Pakistan is in a position where it should do more to provide access to its young people to tertiary education. Also, Pakistan should be investing more in education sector to compete in South Asia.

Perspective on Access in Higher Education in Pakistan

Pakistan has four provinces with 102 districts. Punjab, Balochistan, North-West Frontier Provinces (NWFP), and Sindh are the four provinces. In addition, there is federal capital Islamabad, the Federally Administered Tribal Areas (FATA), the Federally Administered Northern Areas (FANA) and Azad Jammu and Kashmir (AJK). The four provinces or Punjab, Balochistan, Sindh and NWFP, together with Islamabad, account for more than 97 percent of the population (Andrabi & Khawaja, 2005). Karachi, the capital

of Sindh province is the biggest city of Pakistan followed by Lahore, which is the capital of Punjab province.

The HEC<sup>4</sup> recognizes that the higher education system in Pakistan is facing number of challenges and one of them is the issue of access to institutions of higher education. The HEC acknowledges that at present only 2.9 % of Pakistani students in the age group 18 to 23 has access to institutions of higher education. This means that in 2005 only 2.9% of 13 million people in the age group 18 to 23 years were enrolled in institutions of higher learning (Burki, 2005).

Pakistan became a nation state on August 14<sup>th</sup>, 1947 which means Pakistan will celebrate its 61<sup>st</sup> birthday on August 14<sup>th</sup>, 2008. Rehman (2004) asserts that since independence ruling elite and policy makers did not give much importance to the development of universities in Pakistan. He further adds that from the very beginning institutions such as the military and civil service got power, financial support and prestige. This argument has a story<sup>5</sup> to tell when we analyze it in current as well as in historical context.

When we take a look at the government document produced in 1959, we find following detailed observation:

We must recognize that Government has never provided adequate financial support for education either in absolute terms or in comparison with the effort being made in other countries. It is frequently argued that the level of support for education in Pakistan is related to the general economic position of the country and if our effort is to be judged in this light it is as much as can be managed. It is stated that because we are poor we cannot afford an extensive educational program. There is, of course,

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<sup>4</sup> Higher Education Commission

<sup>5</sup> Pakistan had three full-fledged constitutions in 1956, 1962, and 1973 and four martial laws during military rules in 1958, 1969, 1977, and 1999. Beside these, we had two quasi-constitutions in 1948 and 1985.

some truth in this. But to argue that we are too poor to support education is to argue that we must always be poor. This goes against the whole concept of economic planning. We are spending a smaller percentage of our national income on education than many countries whose resources are more or less equal to our own (GOP<sup>6</sup>, 1959, pp. 340-341)

This observation very well explains the level of attention and financial support provided to education sector. Further, the document analyzes the relationship between economics and set of priorities that inform policy and decision-making. In comparison to neighboring countries in South Asia, Pakistan was spending less in education then and is investing less currently as well, see table 2.1.

Burki (2005) notes that according to the population estimates Pakistan is already the World's sixth largest country in the World. Pakistan's population is estimated around 160 million. Therefore, after China, India, the United States, Indonesia and Brazil, Pakistan is the sixth largest country in the World. He further adds that about 25 million is below the age of 18 years. Pakistan, in other words has one of the youngest populations in the World. "In 2005, United States had fewer people below the age of 18 than did Pakistan, even though the American population is almost twice as large as that of Pakistan" (Burki, 2005, p.18). This makes a compelling case for us to study and analyze higher education and in Pakistan.

The World Bank report (1990) analyzed higher education in Pakistan in following words:

The divorce of administrative from financial responsibility means that neither federal, nor provincial, nor university authorities can be held to account for the overall management of the university system. Especially in an environment where tough decisions are required, nothing significant can be accomplished to improve the universities until this duality of management control is ended (World Bank, 1990, p.15).

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<sup>6</sup> Report of the Commission on National Education, Government of Pakistan

A defined and a comprehensive governance system is needed to manage universities that are growing at a rapid pace. In the twenty first century where universities have a great deal of responsibility to offer students a well grounded education, there is a need for institutions to develop capacity to respond to challenges and needs of the changing world. This helps, because a well managed institution is in a better position to offer quality education to its students.

Among other things, the report informs us, that accountability in the decision-making processes is very crucial. And, that further improvements in the higher education system can be made and results can be improved if decisions are made with consensus and by carefully examining the social needs of the populations.

While examining the current situation in access to higher education, a Pakistani researcher Malik (2007) argues that it is hard to solve the issue of access to higher education unless we make a very serious attempt in understanding and addressing the very nature of the Pakistani education system. He adds that there is not one but two Pakistans. One Pakistan belongs and serves the interest of the elite, privileged, and selected and few, where as second one that of the deprived and oppressed.

One education system serves the interests of the elite and uses English as the medium of instruction from primary school to the university, standards are maintained, in comparison jobs are easily available for this product and it has been taken over by the international system of education. The other system belongs to the non-elite class, here the language problem is unresolved, standards are low, drop out rate is high and job opportunities are very insufficient (Daily Dawn, 2007, Aug 18, p.12).

. The understanding of duality of education system helps us in focusing on the needs of the system and brings to attention that how important it is to improve the



education system and provide more access to our young people to higher education to help them be successful.

Mustafa (2007) suggests that Pakistan is often referred to as a failed state in the political context. Its biggest failure, however, lies in educating its population, including providing access to higher education to millions of Pakistani youth. Today barely 50% of Pakistan's population is literate. She further argues that the education system in Pakistan is tailored to the needs of the urban elites. Examining the education system and expanding on the debate, Zahid (2007) defends the significance of access to higher education when he notes that critical and meaningful education is required to take us on the path of true democracy. He adds that it is education that helps an individual to develop intellectually and socially.

Ahmar (2007) makes an argument in favor of increased access to higher education by linking results and fruits of education with non-violence. He suggests that in a society, which is chauvinistic, militaristic, authoritarian, racist, illiterate, unjust and cruel, violence flourishes to the core and cause great harm to a large segment of people. It is understood that road to non-violence passes through best practices in our educational institutions and a young population that has access to such institutions and ideas can make Pakistan a true democratic state. Rehman (2007) touches and elaborates the similar theme when he says that in our society, only access to critical education can help us in reducing the power and break the power of feudal lords over peasants, the bureaucracy over the public and the military over the political process.

Now let us see how many universities are there in Pakistan. Further, let's examine where they are located and what is the ratio between public and private universities.

Table 2.2

Provincial and Regional Distribution of Universities in Pakistan

Region	Universities	Public	Private
AJ&K	3	1	2
Balochistan	7	5	2
Islamabad	17	14	3
Northern Areas	1	1	0
NWFP	22	13	9
Punjab	36	20	16
Sindh	38	13	25
Total	124	67	57

(HEC, 2008)

Table 2.2 tells us that there are 124 universities providing higher education to youth in Pakistan. It further shows that private higher education sector is catching up with the public higher education system. Private higher education system is expanding at a high rate and there has been a significant expansion in the sector in last decade.

Table 2.3

Comparison of Male and Female Student Population at Tertiary Level

Year	Male	Female	Total	Female % of Total enrollment
2001-2002	2.05 million	1.22 million	3.27 million	37.30
2002-2003	2.34 million	1.51 million	3.85 million	39.22
2003-2004	2.79 million	1.99 million	4.78 million	41.63

(HEC, 2006)

Analysis of Table 2.3 shows that out of 77 million young men and women, approximately 4.78 million are enrolled at higher education institutions in Pakistan. Other significance is male to female ratio. Table shows that since 2001-2002 the ratio of female students having access to higher education has increased. The increase has been gradual, in 2001-2002 female student population make up 37.30% of the total and it has increased

to 41.63% of the total enrollment in 2003-2004 academic year. This statistics is quite important, significant and encouraging for a country like Pakistan, where historically women always have very less access to education in general and higher education in particular. In addition, the hope is that having more access to higher education might help women in getting better social, political and economic status in the country.

### Issues in Public Higher Education

Understanding on public higher education varies from country to country. In some countries public higher education is considered prestigious and only selected person can get into public universities. Whereas, in other countries private higher education is considered better than public and students that cannot get into prestigious private universities are the ones that opt for public universities.

Sharing perspective on the issue, Paul Krugman, Nobel peace prize winner in Economics in 2008 has following to say:

Public goods, quasi public goods, and externalities are fairly common in the real World. They are common enough that it is necessary to take proposals for government intervention in the economy on case by case basis. Government action can never be ruled in or out on principle. Only with attention to detail and prudent judgment based on the facts of the case can we hope to approach an optimal allocation of resources. That means government will always have a full agenda for reforms and in some cases, as in deregulation that will mean undoing the actions of government in an earlier generation. This is not evidence of failure but of an alert, active government aware of changing circumstances (Krugman, 1996, p. 13).

This set of argument places the debate in the perspective. Issues related to higher education and higher education as a whole should be examined contextually. One set of solution does not apply everywhere. Each situation is unique and unwanted events can

take place anytime. And, considering that domestic and global circumstances can change<sup>7</sup> quickly, governments and governing institution should stay alert to the situation and respond accordingly.

In developing countries, where access to higher education is increasing the governments are in difficult situation to decide whether they should continue to finance the system or not. When governments continue to support the system then they face the challenge of maintaining the quality of education.

Taking a position, Nyborg (2004) suggests that we should look at higher education as a public good. The reason that supports the argument is that higher education institutions serve country, people and the world simultaneously. Since higher education serves the interests of the state, therefore, it becomes the responsibility of the state to provide such a service. He continues with his suggestion that higher education should not be looked at a commodity, and thus it should not be for profit. Globally we are witnessing decline in public subsidies and increase in globalization and this in not encouraging for the future of public higher education.

The World Bank (1994) recognizes that investments in public higher education are important for economic growth. The report suggests that by investing in higher education, countries can get long-term economic benefits on basic research and technological development. Harrison and Huntington (2000), assert that the norms, values, attitudes and ethics that higher education institutions offer to students are

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<sup>7</sup> In 2008 when energy and food prices saw significant increase, many governments around the world responded by placing cuts in their developing budgets. In the case of Pakistan this included cuts in the budget of Higher Education Commission. Additionally, largest economies in the world are in recession and this is putting strain on government spending.

necessary for building healthy societies and cohesive cultures. Buchanan (1978), suggests that when government support is provided to public good, it is with the understanding that “people will tend to maximize their own utilities, so institutions must be designed so that individual behavior will further the interests of the group, small or large, local or national” (Buchanan, 1978, p.14).

Furthermore, investment in public higher education is investment in social institution. Similarly UNESCO (1994), notes that investment in public higher education is like investing in cultural development and social cohesion. Further emphasizing the need and development of public higher education institutions, the report has following to say:

Without a satisfactory system of higher education and research, no country will achieve a degree of progress in which economic development occurs with due consideration for the environment and in which a culture of peace emerges based on democracy, tolerance and mutual respect (UNESCO, 1994, p. 7).

The document has linked the expansion and development of public higher education with peace and tolerance. Analysis and examination of the argument in the current social and political development context in Pakistan, lends support to intellectuals and policy makers that favor investment in public higher education. More investment in public higher education should help us in building a society that discourages bigotry, intolerance, violence and encourages critical thinking, tolerance towards others and non-violence.

Historically public higher education has played a significant role in the social, economic and political development of the American society. Following comment

signifies the importance and service of American universities when it situates the argument in multicultural and democratic context:

Higher education is a precious mediating public space where, unlike most of American society, different groups live, study, and think side by side. As such, it offers the genuinely authentic daily experience of a multicultural, pluralist, democratic environment. If higher education can seize the rich educational and societal benefits inherent in such a mix, it promises to have far-reaching consequences on the quality of the nation's, and the world's, communal life (State University Education, 2008, July 10)

Promotion and expansion of public higher education where more opportunities are created for student learning help in the short as well as in the long run in developing a culture of dialogue and reasoning. A civilized debate along with the research and development address the pressing issues such as poverty and social exclusion.

Rehman (2004,) asserts that in Pakistan the idea of a university as a liberal institution where students have access to quality education, where we learn, teach and bring new ideas is under threat. He argues that most public universities are run and managed by leadership that comes from armed forces of Pakistan. This strengthens the power of military and provides privilege to its views on national interests and future of the country.

His argument makes sense when we find that during Musharraf period that ended in August 2008, the federal minister for education was a retired military General. And, there were serving military officers in the ministry of education that were part of curriculum development and teacher training. The vice chancellor of Punjab University and that of Engineering University Lahore was a retired military General. People that belong to armed forces bring along their own culture to run academic institutions of management that can be authoritarian and controlling. This kind of management is not

conducive in creating an academic environment that allows open debate and freedom of expression.

Rais (2008), notes that access to quality education and academic excellence lacks in public universities. Despite being aware of the situation the media, civil society and political parties are not doing enough to help public universities improve quality of education. There are reasons that are responsible for the underdevelopment of public universities in Pakistan and according to Rehman (2004), they are a) subordination to the government, b) Paucity of funds and lack of high academic standards.

Current state of universities does not mean that access to quality education and academic standards were never good in Pakistan. During late 1960's and 70's situation on Pakistani universities was much different. Hoodbhoy (2006), reports that it was stimulating then and intellectual, scientific, cultural and literary activity flourished. However, things begin to change significantly since 1979 when military dictator General Zia-ul-Haq<sup>8</sup> got power and started a well-planned program of controlling academic freedom at universities.

Public universities as they are in the western world allow and encourage diversity of opinion. Universities are places where intellectual development takes place and space is provided to express ideas freely. Discussions and lively debates take place inside and outside of a classroom. Faculty encourages ideas and students express their views without any fear. In addition to diversity of courses, workshops, seminars and conferences are

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<sup>8</sup> In 1979, a military dictator General Zia-ul-Haq overthrew the elected government of Z.A. Bhutto. Zia implemented a well thought out policy of eliminating academic freedom at higher education institutions. His government banned student unions, curbed academic freedom, arrested significant number of students and faculty members and harassed faculty members that did not agree with the dictatorial policies of his government.

held where stimulating discussions take place. These are academic values that public universities need to promote.

### Issues in Private Higher Education

Globally there is a significant growth in the development of private higher education institutions. There are countries where private higher education serves the elite and it is of very good quality and in some countries it offers low quality education and allows admission to only those students that cannot get admission into the elite public sector (Cummings, 1997). We are living in a time in which “the new sources of wealth are coming from knowledge and communication rather than natural resources and physical labor” (Levine, 2001, p. 133).

University education is no more a right of selected and few since more and more qualified young men and women want to have access to higher education. The economist (2005) would define following four reasons that are pushing for private higher education: a) Democratization or massification of higher education, b) Rise of knowledge economy c) Globalization of higher education, d) Competition higher education institutions face for students and funding

Similarly, Garrett (2003) notes that globalization and privatization have greatly impacted the goals of higher education. He further adds that universities are linked to markets, industry and corporate business while issues of equality and social access rarely make it to official and public discourses on education.

This is happening at a time when demand for higher education is increasing. Governments in many parts of the World are either unable or unwilling to pay for the



growing cost of higher education, and this is one more reason is encouraging development and growth of private higher education.

Nyborg, (2004) asserts that the 1995 General Agreement on Trade in Services (GATS) under the World Trade Organization (WTO) defined rules for a global market that also includes educational services. The impact of GATS on access and quality of higher education is yet to be seen.

According to GATS higher education can be interpreted as private good where private businesses, corporations are encouraged to invest. There is a global competition among private universities to establish campuses in different regions of the world and attract best and the brightest.

Historically and currently private universities are one of the best universities in the world. There are many private universities that offer access to quality education and students have a good chance of getting jobs after they complete their studies. Supporting the argument and promoting the development of private higher education institutions and programs, Dennison (1984) shares following understanding:

Far from the state being the necessary to the provision of education, a market is usually superior in meeting the wants of individuals as they themselves judge them in the light of their own circumstances; and the market does so with the economy and efficiency in the use of scarce resources. Further, in meeting the genuine wants of individuals, social objectives are more likely to be achieved than by imposing political objectives administered by bureaucrats. Finally, state provision, especially in a monopoly, creates problems which profoundly affect not only the operation of the service but also the whole political, economic and social structure (Dennison, 1984, p.8).

Any situation where monopoly is exercised does have affect on the quality of the service. And, public higher education institutions functioning under the guidance of a dictatorship or for that matter guided by a democratically elected government serve and

advance a set of ideology. This is where private higher education steps in to provide an alternate arrangement and a healthy competition that often times helps in improving the quality of education. People see a choice and they make their own decision.

Nyborg (2004), reports that since rate of return is high, therefore, there are people that are willing to pay for private higher education, even in situations where they might get free higher education

Chanana (2005), asserts that private universities can further improve their chances of succeeding in the world of competition by improving curricula, access and participation, teaching and learning, decision-making and accountability.

Ghazanfar (2005) notes that international bodies such as the IMF, World Bank, WTO and GATS are pressurizing the developing countries to shift education from public to private. He adds that this will open universities for profit business of private local and international universities and multinational corporations.

Khan (1991), brings to attention that an additional concern may be that the private sector would take over the higher education sector. Inability to pay high tuition fees that private universities usually charge may limit access of poor students to university education. Since access to higher education is one of the few avenues to social mobility for the poor, therefore, such situation can be very damaging for social cohesion.

Andrabi (2006), asserts that there is a significant market for private education in countries like Pakistan. He notes that there are 6.3 million children enrolled in more than 36,000 private institutions in Pakistan. He adds “Private school enrollments account for 35 percent of public enrollment across primary, middle and high schools “(Andrabi,

2006, p. 16). Argument shows that significant population opts for private schooling and there is a strong likelihood that in future some students might prefer private university.

At the same time, Khawaja (2006) reports there is a growing concern in Pakistan that private education leads to the emergence of two classes, a) the English-medium trained elite and b) the vernacular Urdu-medium taught masses.

Let me begin conclusion on the discussion on public and private higher education by looking at public and private benefits that the higher education offers. The table 2.4 is about individual and family benefits as well as social benefits that are part of higher education. However, table also offers an opportunity to discuss the extent to which private and public institutions are seen better at which aspects of providing benefits in the context of Pakistan. For this let us take a look at table 2.4.

The understandings on public and private benefits and advantages that higher education offers raise interesting questions in the context of Pakistan. Since higher education sector is going through reform and is under development, therefore, for the time being few questions might remain unanswered. However, it is important to raise them. Questions are following:

- a) Do private and public benefits that higher education offers are similar in the context of Pakistan?
- b) What kind of benefits private and public higher education institutions offer to their employees and students?
- c) What are some of the similarities and dissimilarities among public and private higher education institutions?

Table 2.4

Benefits from Higher Education

Benefits	Private (Individual and Family Benefits)	Public (Social Benefits)
Economic	<ol style="list-style-type: none"> <li>1. Higher Salaries</li> <li>2. Employment</li> <li>3. Higher Savings</li> <li>4. Improved working conditions</li> <li>5. Personal and professional mobility</li> </ol>	<ol style="list-style-type: none"> <li>1. Greater Productivity</li> <li>2. National and Regional Development</li> <li>3. Financial Support</li> <li>4. Increased Consumption</li> <li>5. Increased potential for transformation from low skill industrial to knowledge based economy</li> </ol>
Social	<ol style="list-style-type: none"> <li>1. Improved quality of life for self and children</li> <li>2. Better decision-making</li> <li>3. Improved personal status</li> <li>4. Increased educational opportunities</li> <li>5. Healthier lifestyle and higher life expectancy</li> </ol>	<ol style="list-style-type: none"> <li>1. Nation Building and Development of Leadership</li> <li>2. Democratic Participation</li> <li>3. Social Mobility</li> <li>4. Improved health</li> <li>5. Improved Basic and Secondary Education</li> </ol>

(World Bank, 2002, p. 81)

In addition to providing answers to research questions discussed in chapter 1, the study also attempts to provide answers to part of above raised questions. Upon examining workings of higher education institutions in Pakistan that are based on my understandings and observations, discussions with faculty members, students and educators, the study suggests following.

When benefits discussed in Table 2.4 are applied in the context of Pakistan, we find that individual, family and social advantages are very similar. It makes sense to suggest that higher education helps with the social and economic development of an individual and society. With higher education comes improved quality of life, increased educational opportunities, higher salaries, increased consumption and regional and national development.

However, when Table 2.4 is used for the purposes of seeing which private or public higher education institution seem to be better at which aspect of providing individual and social benefits, we find following to discuss.

As a whole the private higher education system does not appear to be developed enough and in a position to offer better employment opportunities, higher salaries, better working conditions, improved personal status and healthier lifestyle. In comparison, by and large, public higher education institutions appear to be equipped better to offer some of the benefits discussed above. However, the quality of benefits is contextual and needs close examination. Additionally, it is important to mention that exceptions are there. In terms of offering benefits and quality of education, few private higher education institutions are performing better than many public higher education institutions working in the country.

Similarly, most public higher education institutions have re-adjusted their fee structures and there has been considerable increase in tuition and curriculum fees. Since public universities also receive public funding (i.e., financial support from HEC, Federal government and land to establish institution). Therefore, in terms of access to financial resources, public sector universities appear to have an advantage over private sector

institutions. And, there is an expectation that public sector universities should provide better social and individual benefits than private universities.

### A Brief Historical Analysis of Access Related Education Reforms in Pakistan

#### A Brief Overview of Pakistan's First Education Conference in 1947

Pakistan became a nation state on August 14<sup>th</sup>, 1947. The first education conference was held between November 27<sup>th</sup> and December 1<sup>st</sup>, 1947. The purpose of the conference was to develop education policy and to create educational opportunities for the citizens of newly independent state. To create and to improve access to education, the conference agreed on developing following:

- a) An aptitude based selection and admission criteria for students
- b) Initiation of mass literacy programs and
- c) Free and compulsory education for the period of five years (GOP, 1947).

The first education conference was successful in initiating mass literacy programs but could not produce desired results. Furthermore, education initiatives were limited to major cities and rural areas were left out of the process. The reasons were unavailability of trained professionals, weak infrastructure and organization and financial difficulties.

#### A Discussion on Education Commission's Report Presented in 1959

The commission on national education, known as Shareef Report, made number of recommendation. I would like to bring only those recommendations that are related to higher education and access to higher education. According to GOP (1959), recommendations are following:

- a) Recognition of Higher education as a distinct stage, and separation and transfer of immediate classes from the jurisdiction of universities to the boards of secondary education
- b) Increase in the duration of the course of study for Bachelor's degree in Arts and science from the prevailing two to three years
- c) Establishment of University Grants Commission to develop higher education and co-ordinate university and college programs
- d) Prohibition of students to participate in politics or serve the interests of groups outside the academic community
- e) Establishment of an agriculture university in all four provinces (GOP, 1959).

#### A View on Education Policy of 1970

The education policy emphasized on decentralization of education institutions to improve student access and allow greater community participation. Access and quality related important feature of the policy are following:

- a) National research fellowships and national professorships schemes to be financed by the central government
- b) Establishment of two national institutes of modern languages
- c) Higher pay scales for faculty members linked with their qualifications and research output
- d) System of sabbatical leave for faculty members (GOP, 1970).

## Understanding Education Policy of 1972

The most important recommendation of 1972 education policy was to nationalize<sup>9</sup> private education institutions. Prior to 1972, private education institutions constituted a sizeable portion of the total educational system. Most of these institutions operated at the school and college level. Such institutions were administered and managed by voluntary organizations, individuals and private groups.

The institutions generated funds through tuition fees, attached property, private donations, as well as through grants and aid from the government. As a result, 19,432 educational institutions were nationalized (UGC<sup>10</sup>, 2002). This included 18,926 schools, 346 Madrasah (Islamic schools), 155 colleges and 5 technical institutions. This step opened the door of education for majority of population. And, moreover, the decision to nationalize education made higher education accessible to common Pakistani.

According to GOP (1972), recommendations related to access to higher education are following:

- a) Limit enrollment in arts to 5% per annum, and increase enrollment in sciences at 10% per annum
- b) Establish new universities at Multan, Saidu Sharif and Sukkur
- c) Add Medical college to the Baluchistan University
- d) Give Agriculture college Tandojam, NED Engineering College Karachi and Engineering college Jamshoro university status

The policy made higher education more accessible to people, improved the overall enrollment at all levels, enrollment in universities was increased by 56%, and six

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<sup>9</sup> Nationalization meant subsidized access to education.

<sup>10</sup> University Grants Commission of Pakistan



new universities were established, raising the number from six to twelve (GOP, 2002). The Punjab professors and lecturers association of Pakistan (2000), asserts that the policy produced excellent results in higher education. Under the policy old buildings of institutions were expanded and some new ones were constructed. Fresh recruitments were made and education institutions in Pakistan started hiring quality faculty and staff members.

#### A Radical Shift: Discussion on Education Policy of 1979

The policy was introduced to harmonize education with the concepts of Islam<sup>11</sup> and the ideology of Pakistan. This policy brought significant changes and in many ways reversed the educational reforms of 1972.

Under this policy medium of instruction was switched from English to Urdu in government run schools. Private schools were allowed to have English as the medium of instruction. This decision allowed two different systems to function; one for those, who could afford private education and one for the majority of the population. The policy of nationalization was reversed and private sector was encouraged to open schools.

According to the UGC (2002), the national policy of 1979 studied the results of nationalization. Government came to the conclusion that in view of high participation rates at all levels of education the government alone could not carry the burden of the whole educational process. It was considered necessary to encourage once again the

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<sup>11</sup> Arabic and Islamic studies were introduced as compulsory subjects in all state schools. Moreover, the government started patronizing, funding and encouraging the Madrasah education system all over Pakistan.

participation of the community in education development. Therefore, the process of denationalization<sup>12</sup> was started.

Punjab professors and lecturers association of Pakistan (2000), notes that the denationalization policy of 1979 created resentment and displeasure among various representative bodies of teacher's community. Tuition fees at denationalized educational institutions were increased and many teachers and staff members were removed from their jobs. In addition the property of educational institutions was sold for commercial purposes.

However, the UGC (2002), argues that, as a result of education policy of 1979, community participation in education was energized. As a result it is estimated that in 2002 there were about 30,000 private education institutions at all levels with approximately 3 million students (UGC, 2002). Most of these institutions were English medium schools and impart education from school level to postgraduate level. Some schools have been established on community basis, while individuals owned others.

#### An Overview of Education Policy of 1992

National policy of 1992 introduced a qualitative shift for higher education. The emphasis was on supply to demand oriented programs. In addition, the policy placed emphasis on student discipline, research, and community participation (NEP<sup>13</sup>, 1992).

Policy stated that teachers should be subjected to accountability through performance evaluation, on the basis of which rewards and punishments should be awarded by review boards established for the purpose.

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<sup>12</sup> The policy of denationalization encouraged private sector education. Also public funding to state universities was decreased and the quality of education at state universities was allowed to decline.

<sup>13</sup> National Education Policy

A Dean of student affairs should be appointed at each education campus for promoting and regulating the co-curricular activities of students. Policy stated that, campus security force should be established at each campus and emphasis was laid on encouraging college and university students to do community service (NEP, 1992).

#### Discussion on Education Policy of 1998

The Policy acknowledged that there is a need for faculty development, revision of curricula, academic audit, corruption free system of examination, selectivity of higher education and diversity of higher education institutions (NEP, 1998).

Furthermore, the policy recommended that funding of education to be raised from 2.2% to 4% of GNP. The policy discussed increasing access to higher education by at-least 5% of the relevant age group. In addition, policy mentioned that special funds for research, strengthening of laboratories and libraries at all higher educational institutions in Pakistan should be made available. The provision of guidance, counseling and career development services to the students should be a priority and policy will require universities to generate their own funds (NEP, 1998).

#### Discussion on Higher Education Commission (HEC) of Pakistan

In April 2001, the President of Pakistan appointed the commission on higher education that has 36 members. The commission started working in 2002 and it started looking into reforming the higher education system.

In November 2002, the government of Pakistan issued the Model University Act 2002. The Model University Act led to the establishment of Higher education commission (HEC) of Pakistan (HEC, 2003). Since becoming a commission, the HEC

has taken steps to develop the higher education in Pakistan by improving access, developing faculty and emphasizing research and development (HEC, 2005).

Since then, the higher education system reforms recommended by the commission are being implemented. The introduction and implementation of set of reforms generated interest and discussion. Academics, students and staff members from all over the country are actively participating in the debate. The explicit stated mandate and goal of the commission was to improve quality and efficiency of higher education sector in Pakistan (HEC, 2002). However, examination of reforms also informs us that HEC is encouraging private sector to invest in higher education and removal of state subsidies for higher education institutions is also taking place.

Since 2002, the higher education institutions all over the country have received a considerable rise in the allocation of financial resources. Similarly, “the universities are being developed through a program of faculty development, scholarships and stipends to the poor, curriculum revision, equipping laboratories and libraries. Annual budget allocation has been increased from \$15 million a year to \$150 million while that for science and technology increased from \$3 million to \$ 100 million”. (Hussain, 2005, Daily Dawn, April 8<sup>th</sup>).

One of the successful implementation of the reform has been the establishment of a digital library. “The digital library provides students and researchers access to more than twenty three thousand international journals and over forty thousand textbooks from two hundred twenty international publishers. This facility is available to all public sector universities free of charge” (Daily Dawn, 2007, November 17<sup>th</sup>). The library has been

successful in improving access and is helping students to gain from the research-taking place in various disciplines.

Now let us see what has happened in terms of budget allocation in public higher education institutions in Pakistan. In 2001-02 the government was spending about Rs. 2 billion on all the public sector universities<sup>14</sup>, however, since then the higher education commission has significantly increased funding to state universities. HEC (2004), informs us that government spent about Rs. 6.4 billion during academic year 2002-03 and is planning to increase funding for subsequent years.

There are examples that can be used to tell the successes of HEC policies. Hoodbhoy (2005) notes that with the implementation of policies Internet connectivity in universities has been greatly expanded. He further adds that, HEC has been successful in establishing a virtual university, hiring some foreign faculty and developing linkages with foreign universities. In addition, money for scientific equipment is available.

In order to improve the quality of teachers the HEC is planning to send 20,000 students overseas to get Ph.D. degrees. The countries that are chosen are the US, the UK, Australia, Germany, France, Sweden, Netherlands and China. The process is underway and many students have been selected and sent abroad for higher education (Daily Dawn, 2005, April 13<sup>th</sup>, p.6).

Critical analysis and challenge to the establishment and workings of HEC can be examined the way Saigol (1995), analyzed the development of education system in postcolonial countries in global capitalist economy. She suggests that education systems are used to reproduce the dominant social, political and economic ideologies.

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<sup>14</sup> The total public sector expenditure on education rose from 1.7% of GNP in the 1990s and 2.1% in 2000-2001. This is well behind the 4.0% of GNP recommended (Economic survey of Pakistan, 2001) and the average for the South Asia region (World Bank publication, 2000).

The argument partly explains why Pakistan that became a nation state on August 14<sup>th</sup> 1947 has continued to struggle in putting necessary institutions in place. Indeed, Pakistani policy makers were successful in developing policies that helped in establishing few good quality private education institutions that catered the needs of selected elite. However, for a very long time a serious attempt was not made in developing and implementing a comprehensive policy in higher education sector that could have allowed the country in establishing quality institutions in the public sector as well.

The role, objectives and workings of the Higher Education Commission in this regard have created controversy. Kalam (2005), asserts that the commission blames public higher education institutions for low quality of education and lack of research work in public universities. Where as, in response the university administration argues that at least 80 percent of the work of any professional university is to concentrate initially on teaching to produce the high quality professionals needed in the country. In addition, “research and development work in any developing country has first to complete its record and documentation stage before it can reach the advanced stage of original research and development” (Kalam, 2005, Daily Dawn, April 3<sup>rd</sup>).

Gazanfar (2005) notes that the education reform is a classic good news and bad news problem. He further argues that the changes in higher education system are part of a globalization process and eventually the universities in developing countries such as Pakistan will either become franchise of western universities or compete with each other as providers of services and human resources to the developed countries.

For a country like Pakistan, the increased spending on education is indeed good and welcome news. This if continues, should help the universities in developing their

capacity, improve the infrastructure, hire better and qualified faculty members, improve the library facilities and offer quality extracurricular activities.

### Discussion on Role of International Funding Agencies in the Development of Higher Education in Pakistan

The USAID (2005), presents that in August 2002, the United States Government, through USAID, signed a five-year \$100 million agreement with the Government of Pakistan to support education sector reform. It is estimated that the USAID education allocation would be around \$300 million from the year 2005 to the year 2009. According to the report the main features of the education support reform include:

- a) Sector-wide approach from primary to higher education to eliminate gender and access gaps and ensure optimum use of facilities
- b) Macro-level reforms in planning and procedures
- c) Institutional reforms in all tiers of government engaged in educational planning and service delivery
- d) Commencement of vocational and technical education streams at the secondary level
- e) Quality assurance
- f) Increased public-private partnerships
- g) Implementation of a poverty reduction program (Hathaway, 2005, p.127)

Riboud (2005), notes that the World bank and other donors have supported education in Pakistan through investment projects for a long period of time. By the end of the 1990s, however, outcomes did not show significant improvement. One important lesson learned perhaps is that the sector reform requires political will and sustained commitment. “One size does not fit all, especially in countries as diverse as Pakistan” (Riboud, 2005, p.141).

The international crisis group (2005) report has made following suggestions to improve the education and access to education.

- a) Raising public expenditure on education to at least 4 percent of GDP
- b) Raising public expenditure on social sector development to make public schools more accessible to teachers and students
- c) Donors should condition aid on the Pakistani government on meeting benchmarks for increased expenditure on education as a percentage of GDP, and monitor the use of government funds in the education sector (ICG, 2005, p.169).

The international funding agencies are playing a significant role in the growth of higher education in Pakistan. The full bright scholarship is working in association with the higher education commission in offering scholars and students scholarships to get higher education in the United States. This is an attempt to build human capital and capacity of the existing colleges and universities in Pakistan. According to the HEC (2006), during 2003-2009, the commission plans to send around fifteen thousand Pakistani students abroad for higher education.

While discussing problems of higher education in Pakistan, Clark (2005) suggests four major reasons.

- a) Access- 2.9% has access which is very limited
- b) Quality- Insufficient education and training of faculty, only 1700 with PhDs
- c) Infrastructure- Most Universities are ill-equipped to teach, laboratories and libraries are limited and resources are scarce
- d) Education and Research is not linked with issues such as economic and social development of Pakistan (Clark, 2005, pp. 55-56).

Discussing the role of International development institutions in the development of higher education in Pakistan, Burki (2005), notes that a total of \$ 1.4 billion will be spent in education over a period of seven years. Most of the money will come from the World Bank and the Asian development bank. Pakistan is likely to spend \$ 2 billion on education, with 20 percent provided by the donor community (Daily Dawn, 2005, April 16, p.10).



## A View on Development of Higher Education Institutions in Islamabad

Islamabad is the capital city of Pakistan. The city is located in the north of country. It was 1960 when capital of Pakistan was shifted from Karachi to Islamabad. Since then, Islamabad has seen significant growth in social, economic and education development.

All federal buildings including the parliament house, Supreme Court of Pakistan, foreign embassies, and head offices of many multinational companies are located in Islamabad. Contextually, Islamabad is relatively clean and developed city of Pakistan. According to 1998 census there are 0.85million residents living in Islamabad

There are a number of quality public and private education institutions in the city. In addition, since late 1990's Islamabad has experienced a significant growth and development in higher education institutions. Both public and private universities have been established to provide higher education opportunities to deserving and qualified students.

According to HEC (2008), there are 17 universities in Islamabad, out of which 14 are public and 3 private sector institutions. Table 2.5 shows name, year in which institutions was granted status of a university, type (public or private) and major characteristics of the institution. A look at Table 2.5 shows that there has been a rapid growth in the development of higher education institution since year 2000. Out of 17 universities that have campuses in Islamabad 12 universities were established since year 2000. Two institutions got university status in 1990's where as three were established earlier. A detailed look at the characteristics of universities informs us that most

universities are focused in providing education in engineering, science & technology and management sciences.

Table 2.5 shows that in Islamabad 12 universities have started working since the year 2000. Considering that development of a new institution requires detailed planning, involves many processes, and a very thoughtful process, this is a fast growth of the system. Such a rapid development offers a lot of challenges. Number of challenges that one can imagine in such a situation are presented following.

World Bank & UNESCO (2000), report that:

Problems of quality and lack of resources are compounded by the new realities faced by higher education, as higher education institutions battle to cope with ever increasing student numbers. Responding to this demand without further diluting quality is an especially daunting challenge. Expansion, public and private, has been unbridled, unplanned and often chaotic. The result-deteriorating in average quality, continued interregional, inter-country and intra-country inequities, and increased for profit provision of higher education-could all have serious consequences (World Bank & UNESCO, 2000, p.11).

The understanding is that when the Higher Education Commission (HEC) of Pakistan was in the process of approving the establishment of the institutions, detailed attention was paid to the problems and consequences discussed in the above statement. And, that HEC, made sure that newly established institution do not compromise on quality of education. Otherwise, institutions that should be focusing on providing better quality of education might be compromising on the issue and just focusing on profit linked provision of higher education.

Next, let us take a look at Table 2.6. Table 2.6 shows us the total enrollment at both public and private universities, degree awarding institutions and constituent colleges in Islamabad during year 2001-2002, 2002-2003 and 2003-2004.

Table 2.5

## Major Characteristics of Universities in Islamabad

Name of the institution	Year when institution got the status of a university	Public/Private	Major Characteristics
Allama Iqbal open university	1974	Public	The university focuses on long distance education. A large public sector university that offers degree programs in many fields
Quaid-I-Azam university	1967	Public	A large public sector university. Offers only graduate programs in many different fields
International Islamic university	1985	Public	A large public sector university. Offers undergraduate and graduate programs in Islamic Shari'ah, Islamic law, social and management sciences
Riphah international university	1995	Private	Degree programs in pharmaceutical sciences, management and engineering fields
National university of science and technology	1993	Public	Offers many degree programs in the IT and engineering fields
Bahria university	2000	Public	Focuses on management sciences and engineering programs
COMSATS institute of information technology	2000	Public	Offers programs in computer sciences, management sciences and engineering disciplines
Muhammad Ali Jinnah university	2000	Private	Focuses on management sciences. Offers Undergraduate and Master's level programs
Pakistan institute of engineering and applied sciences	2000	Public	Focuses on engineering and natural sciences. Offers undergraduate programs
National university of modern languages	2000	Public	Focuses on Master's level degree programs in many languages

Continued, next page

Table 2.5, cont'd.:

Name of the institution	Year when institution got the status of a university	Public/Private	Major Characteristics
National university of computer and emerging sciences	2000	Public	Focuses on engineering and computer sciences disciplines. Offers Undergraduate and Master's level programs
Foundation university	2002	Private	Offers programs in management sciences, engineering and IT field
Federal Urdu university of arts, sciences and technology	2002	Public	Uses Urdu as a medium of instruction. Undergraduate and Master's level programs are offered in engineering and natural sciences
Air university	2002	Public	Focuses on Undergraduate and Master level programs in engineering and management sciences
Institute of space technology	2004	Public	Offers programs in space technology and engineering fields. Offers Undergraduate and graduate programs.
Pakistan institute of development economics	2006	Public	Focuses on fields related to economics. Offers graduate programs only
National defense university	2007	Public	Offers courses and degrees in defense and security studies. Caters to the needs of Pakistan defense forces

(HEC, 2008)

Table 2.6 helps us understand that each academic year there has been a measurable increase in the total enrollment at institutions in Islamabad. However, knowing that as a capital city Islamabad attracts students from all the over Pakistan, the increase in access does not seem significant.

Table 2.6

Enrollment in Public and Private Universities in Islamabad

Year	Enrollment in public institutions	Enrollment in public institutions as % of total enrollment	Enrollment in private institutions	Enrollment in private institutions as % of total enrollment	Total Enrollment
2001-2002	17791	86.39%	2804	13.61%	20595
2002-2003	26305	87.79%	3657	12.21%	29962
2003-2004	31841	87.09%	4720	12.91	36561

(HEC, 2006)

Furthermore, table shows that since academic year 2001-2002, there is not much difference in terms of enrollment at public institutions versus enrollment at the private institutions. The understanding is that gradually as institutions grow and build capacity there is hope that more spaces and opportunities will be created for deserving and qualified students to get higher education in Islamabad.

Summary

This chapter has presented a review of literature related to the topic of access to higher education in Pakistan and has situated the issue in the context of south Asia and the World. Furthermore, the chapter has researched the historical as well as contemporary developments in higher education sector in Pakistan.

As previously stated, access to higher education is about 2.9%, which is lower even by south Asian standards. However, in recent years the higher education commission has developed and implemented policies to improve access in higher education sector. These policies include building the capacity of existing public sector

universities, opening up new institutions in the public sector and encouraging private sector to develop higher education institutions.

Advocates and scholars that promote private sector assert that in addition to improving quality of higher education and producing quality graduates, private sector will also help in improving access in the country. However, opposing view is that private sector intervention and investment in higher education might be profit driven. The argument is that since higher education is a public service, therefore, it should not be for profit. Moreover, assertion is that with privatization, higher education will be accessible only to selected classes in the country. This will mean that doors for upward social mobility for majority population will begin to close.

Literature shows that there is an appreciation for the role that international development agencies are playing in the development of higher education institutions in Pakistan. And, more recently USAID and full bright scholarship programs are contributing with significant financial commitment.

Historically agencies such as the World Bank, IMF and Asian development bank have played an active role in Pakistan. The role of international development agencies has been controversial and their role in the development of Pakistan is debated by educators, political parties and civil society members.

Those opposed to the involvement of international development agencies argue that Pakistan is a client state in the neo-colonial world order. The assertion is that by following the agenda of international donors; privatization process of higher education will further accelerate.

In a country of 160 million, with young population of approximately 23 million, where only 2.9 % of the university aged population has access to higher education, the importance of issue of access will continue to be discussed in future.

## CHAPTER 3

### RESEARCH METHODOLOGY

#### Introduction

This chapter discusses the methodology used to carry out the study. The chapter discusses setting of the study, research questions, institutions involved in the study, the survey instrument used, data collection, data analysis, and the limitations.

The purpose of this study is to examine the issues of access in both public and private sector universities in Islamabad, Pakistan. The researcher utilized a descriptive and quantitative methodology by developing a questionnaire. Quantitative measurement provides a standardized structure for “instruments which are designed to limit data collection to a certain predetermined response or analysis” (Patton, 1980, p.22). Moreover, a “quantitative research approach stresses empiricism, scientific methodology, identification of the objective truth and validity” (Guba & Lincoln, 1981, p. 61). Borg & Gall (1990), note that a survey is a method of systematic data collection to obtain standardized information. Moreover, this methodology was developed on the basis of an extensive review of literature on access to higher education in a global context as well as in south Asia and Pakistan. The review of literature provided the themes or categories included in the questionnaire.

#### Setting of the Study

##### Higher Education Institutions Surveyed

The universities studied by the researcher are located in Islamabad, the capital city of Pakistan. Islamabad is considered as one of the developed and relatively safe cities of Pakistan. The education institutions located in Islamabad are trying to provide



reasonable quality education. The city is considered by policymakers, educators and administrators to deliver a better quality higher education than other cities in the country. In addition, the higher education commission is located in the city. As discussed in chapter two, more recently, Islamabad has experienced significant development and growth in public and private sector universities. According HEC (2007), 12 universities have opened in Islamabad since the year 2000.

Recent expansion has encouraged students from different provinces and regions in Pakistan to get education in Islamabad. According to HEC (2008), there are 17 universities in Islamabad, out of which 14 are in public sector and 3 are private sector institutions. From the 17 universities, 5 were chosen for the study. Four of the universities are in the public sector, and one is in the private sector. The universities were chosen because of their accessibility and the researcher's familiarity with the teachers and staff members.

#### COMSATS Institute for Information Technology, Islamabad (CIIT)

COMSATS Institute for Information Technology (CIIT) is a public sector institution and it became a university in the year 2000. The main campus of CIIT Islamabad is located in H-8 Islamabad. The institution is also known as COMSATS University.

The CIIT has six campuses that are located in different cities of Pakistan. Campuses are located in Islamabad, Lahore, Wah, Abbottabad, Attock and Sahiwal. In addition, the institution is planning to develop more campuses in six other cities.

The institution started as an information technology institute and in the beginning its focus was on the development of science and technology. CIIT started working in

1998 and since then contextually the CIIT has evolved into a mature institutions for higher learning. Furthermore, CIIT has seen a relatively rapid growth and expansion, which can be seen from the fact that in less than a decade the institution has significantly increased student enrollment and has presence in many major cities of Pakistan.

CIIT offers courses and degree programs in computer sciences, management sciences, many disciplines in engineering fields and natural sciences. To meet its financial needs the institution generates resources through student fees and receives funding from the federal government. And, although the institution falls in the public sector, its fee structure can easily be matched and compared with that of private universities working in Islamabad. In addition to one time admission and registration fee which is Rs. 15,000, the tuition fee is about Rs. 36,5 00 per semester for undergraduate students. Fee structure is subject to change and varies from program to program. And, the institution offers financial assistance which is on need cum merit basis.

The data for this study were collected with the participation of undergraduate students pursuing studies at the management sciences department, CIIT Islamabad.

#### International Islamic University Islamabad (IIUI)

IIUI is a public university located in sector H-10 of Islamabad. IIUI was established in 1980 and it was named Islamic University. Later it was renamed as International Islamic University Islamabad (IIUI) and became a university in 1985. The university is unique in a sense that it integrates Islamic religious teachings and other education systems working in the country. The values, mission and vision of the university are based on Islam and Islamic teachings. The university is known both

internationally and in Pakistan for producing graduates that adhere to Islamic norms and values.

The IIUI has collaborations with Al-Azhar University in Egypt, Islamic University Medina, Saudi Arabia and King Abdul Aziz University, Jaddah Saudi Arabia. Moreover, University attracts international students from many different countries, particularly Muslim countries. Currently university has sizeable international student population. University offers education to both men and women but it does not believe in coeducation. This is the reason that at the university there are separate campuses for male and female students.

The university offers 58 academic programs. The university focuses on Islamic studies, Islamic Law, Shariah, Arabic languages, management sciences, and engineering and technology. It has only one campus and the total student enrollment is around 12,000 out of which 5,500 are female students.

The data for the study were collected with the participation of undergraduate male students pursuing studies at the management sciences department.

#### Bahria University Islamabad (BU)

Bahria University has evolved out of Bahria schools that were established by the Pakistan Navy in late 1980s. These schools were started to provide education to the children of naval personnel. The institution traces its origin in Pakistan Navy. Moreover, values, mission and vision of Bahria University are inspired by the Pakistan Navy. BU is a public sector institution and in year 2000 it became a university. University's Islamabad campus is located in sector E-8, Islamabad.

In addition to the Islamabad campus, the university has established its campuses in Lahore and Karachi. Other constituents of the University are Pakistan Naval Academy Karachi, Pakistan Navy War College Lahore and the institute of Earth and Environmental Sciences Islamabad.

Per semester fee for an undergraduate degree in business administration is Rs. 34, 200. And, admission fee is Rs. 12, 000.

The data for the study were collected with the participation of undergraduate students studying at the management sciences department, Islamabad.

#### Muhammad Ali Jinnah University (MAJU)

MAJU is a private sector institution that became a university in 2000. The university has evolved out of Punjab group of colleges, Punjab College of Business Administration and Punjab Institution of Computer Sciences. The Punjab group of colleges got their start in 1985 when the group first started Punjab College of commerce in the private sector.

MAJU has two campuses, one each in Karachi and Islamabad. Islamabad campus is located in Blue Area Islamabad. Blue Area is a commercial center of the city with many congested low-rise buildings. The institution is housed in a multi storey building in the Area. This is where MAJU Islamabad offers academic programs, classes are held and institution organizes debates and seminars. Islamabad campus is known for its management science department; however, the institution also offers computer science and engineering programs.

Fee structure is not much different to that of newly developed public sector institutions such as CIIT, Bahria University and Air University. For an undergraduate

degree in business administration (BBA), MAJU charges Rs. 4, 350 per credit hour and this is in addition to one time admission fee. One time admission fee is Rs. 15,000 and total cost for a semester is about Rs. 39,000.

The data for the study were collected with the participation of undergraduate students studying at the management sciences department, Islamabad.

#### Air University Islamabad (AU)

Air University is a public sector institution that became a university in 2002. The university is located in sector E-9 of Islamabad and it derives its strength from its association with the Pakistan Air force. The management of the university comes from Pakistan Air force and mission and vision of the institution is inspired by its parent organization. Air University has four affiliated institutes and they are a) Bilquis College Chaklala, b) College of Women Peshawar, c) Air War College Karachi and Fazaia Degree College Risalpur.

Total estimated cost of a 4-year degree program for bachelor's in business administration (BBA) is about Rs. 403, 200.

Air University offers courses in engineering, administrative sciences, management sciences and aeronautics. And, the university is credited with establishing an institute of Avionics and Aeronautics. Currently there are about 1300 students enrolled in different departments at the Islamabad campus.

The data for the study were collected with the participation of undergraduate students studying at the management sciences department, Islamabad.

Table 3.1 explains and concludes the discussion on five institutions by presenting some of the characteristics of five universities discussed above.

Table 3.1

Characteristics of One Private and Four Public Universities

Name of the Institution	Type	Some Characteristics
CIIT	Public	Rapidly growing institution with presence in major cities of Pakistan, known for computer sciences related programs, offers 4 year degree programs in many disciplines, coeducation and reasonably high fee structure
IIUI	Public	Well established and well known internationally for offering degree programs in Islamic law, values and vision rooted in Islamic teachings, does not believe in coeducation, has nationally known researchers and scholars among its faculty
BU	Public	Newly established institution, established by Pakistan Navy, expansion has been gradual, well resourced, known for its management sciences program
MAJU	Private	A successful private sector project, is competing with many public sector institutions in Islamabad, offers 4 year degree programs, known for management sciences program
AU	Public	Established by Pakistan Air force, known for aeronautical and engineering programs and well resourced

Research Questions

The research was designed, organized and conducted according to the following three research questions. Numbers of steps taken to answer the research questions are explained as following:

### Research Question 1

Who has access to higher education in public and private universities in Islamabad, Pakistan?

In order to answer this question, the researcher analyzed the relevant policy documents related to access in higher education. Second, discussions with the educators, university administrators, higher education commission officials and university teachers were used. Third, undergraduate students were asked to respond to a student questionnaire. Part of the questionnaire addresses the question of access.

### Research Question 2

What systems are in place at the institutions of higher learning, both public and private to address the issue of access?

In order to answer this question, the researcher administered a survey questionnaire and students were asked to respond to a likert scale closed ended items. Second the relevant policy documents produced by the higher education commission were utilized. Third, the researcher visited universities in Islamabad, made observations, had discussions with university officials and students; this approach is used in providing answer to the question.

### Research Question 3

What are student's perspectives on access to higher education in public and private sector universities in Islamabad?

In order to answer this question, the researcher administered a survey questionnaire and students were asked to respond to the items. Part of the questionnaire provides the answers for the question.

## Survey Instrument

An undergraduate student questionnaire was designed to collect the data. The items on the survey were designed to obtain specific information about the three research questions. In this study a five point modified Likert-type scale was used which included a choice of five responses ranging from strongly agreeing to strongly disagreeing for the respondents to circle. The instrument administered to collect the data used the scale from 1 to 5. The scale has 1= strongly disagree, 2= disagree, 3= not sure, 4= agree, 5= strongly agree. The instruments were administered in person by the researcher at each university.

The researcher used two approaches to administer the questionnaire. First, the lecturers and staff members were approached to seek the permission to administer the questionnaire. Once the lecturer or the staff member granted the permission, undergraduate students were requested to assemble at the end of the class to fill out the questionnaire handed out by the researcher. The researcher introduced himself, addressed issues of confidentiality, explained the purpose of the research and then requested the students to fill out the questionnaire.

In addition to the eight background questions, the questionnaire contained 34 items. The eight background items were intended to collect information about the respondents such as their age, gender, province/region, rural/urban, ethnicity, school year, religion, and the institutions they are attending. The 34 items address access to higher education and issues such as institutional satisfaction, pre-university preparation, application availability and submission and support from professors. Both the survey instrument and the consent form are included in the appendix as appendix 1 and 2.



## Data Collection

First the researcher approached the Ministry of Education and the Higher Education Commission to obtain the relevant policy and research documents on the state of higher education and access to higher education. These documents included several education policy reports, five and ten year education plans, the World Bank reports and studies and statistic developed by the higher education commission.

Second, the researcher arranged meetings with the educators, serving and retired, ministry of education and higher education commission officials, university teachers and administrators, student leaders and intellectuals to have formal and informal discussions on issues related to higher education. In addition, in February 2007, the researcher participated in an education conference held at the International Islamic University Islamabad. The conference allowed the researcher to have discussions with the leading educators of Pakistan.

Third, in 2006 the pilot test was performed at the Muhammad Ali Jinnah University (MAJU), Islamabad. The survey was sent to Islamabad through mail, five undergraduate students at the management sciences department completed the survey. Participants in the pilot study were asked to examine the questionnaire and return it with comments on issues such as readability, content and relative ease or difficulty with instructions. All the respondents provided feedback on the survey design, item construction and the amount to time required to complete the survey. The feedback was then used by the author the further improve the questionnaire. The items were reworded and the format was altered.

Fourth, in 2007 the researcher administered an undergraduate survey questionnaire in Islamabad. The sample comprised of three hundred and twenty undergraduate student questionnaires that were administered in four public universities and one private university.

Table 3.2 provides the location, name, and type, number of questionnaires administered, total number of students in the department and percentage of students that participated at each institution.

Table 3.2  
Institutions and Questionnaire Administered

Location	Name of the Institution	Public/Private	Number of Questionnaires Administered	Total number of students in the department	% of students that participated in the study
Islamabad	Muhammad Ali Jinnah University	Private	113	280	40.35%
Islamabad	International Islamic University	Public	28	250	11.2% (All Male Campus)
Islamabad	COMSATS Institute of Information Technology	Public	89	275	32.36%
Islamabad	Bahria University	Public	43	200	22.0%
Islamabad	Air University	Public	47	150	31.3%
<b>Total</b>			<b>320</b>	<b>1155</b>	<b>28%</b>

### Data Analysis

The data obtained from the questionnaire was processed using the Statistical Package for the Social Sciences (SPSS). The study is descriptive and survey research. In

order to answer the research questions a number of different statistical techniques were used; including descriptive analysis, correlations, factor analysis and t-tests.

The descriptive analysis was used to provide an overview of the sample. Factor analysis was used to identify the underlying structure among related variables in order to reduce the complexity. Correlations were used to examine relationships. And the variable t-tests were conducted to see if there were differences between universities.

### Limitations

The first limitation is that this is a limited sample of public and private universities. The second limitation is limited access to undergraduate students at universities in Islamabad. Third limitation is the availability and accessibility to the most valid and reliable persistence studies, articles, reports and policy briefs on the issue of access to higher education in Pakistan. This is a limitation because in Pakistan's context, in recent years very few research studies have been conducted on access related issues in higher education. Furthermore, most of the material that has been produced by educators on higher education in Pakistan and has been published is available in the form of newspaper essays, reports and articles. And, there is a limited availability of published qualitative and quantities studies, dissertations, and other relevant research on the topic.

The results of this dissertation are limited to the access issues in higher education in Islamabad, Pakistan. And, Islamabad as a city is relatively more developed and has access to more resources, manages to get more funding and attention than many other cities in the country. Therefore, the fourth limitation of the study is related to the ability of applying the findings and conclusions from the study to other areas of Pakistan. However, the results obtained from the study may well have important implications for

universities in many cities of Pakistan facing similar challenges regarding access to higher education.

Fifth limitation is that the student questionnaire was administered only in the management sciences departments in four public and one private university. Since students of a particular profile (such as academic background, professional interests, future goals etc) enroll in management sciences, therefore, their responses may not represent the diverse student populations enrolled in all five institutions. The sixth limitation is that research was administered at a time when the relationship between the United States and Pakistan were going through a difficult period. During the research process the researcher was continuously and repeatedly asked about the purpose of the research. The researcher provided the answers and explained the purpose of the research but still many educators and university officials turned down the request to participate in the informal discussion sessions. Similar situations were observed while administering the questionnaire at universities. Therefore, it is fair to assume that the students that participated in the research might have responded in a different manner because a doctoral candidate from the United States was conducting the research project.

### Summary

The study was conducted to collect necessary information to answer three research questions that guided the study. An undergraduate student questionnaire was developed, a pilot study was conducted, a detailed literature review was done, discussions and conversations were held with the educators. Permission was obtained from the teachers and staff members to collect the data needed for the research. Then with the help and permission of university staff and faculty a total of 320 undergraduate student

questionnaires were collected at five universities in Islamabad, Pakistan. The study is descriptive and survey research. The data were analyzed using techniques such as descriptive analysis, factor analysis, correlations and T-tests.

## CHAPTER 4

### DATA ANALYSIS AND RESULTS

#### Introduction

The purpose of this chapter is to present the results of the data analysis for this study. This chapter begins with the overview of the characteristics of the variables used in the study. This part is followed by discussion on three sections. Section I discusses descriptive characteristics of students. These data helps explain who the student participants are and where they come from. A look at this basic descriptive data helps us understand the differences in types of students.

Section II discusses entrance into college. This section helps us understand the challenges, opportunities and experiences that students have had before applying for an admission at the university. And, this is followed by discussion on Section III. This section discusses experiences in college. These data provide us an understanding of the experiences that students are having at their respective universities. The factors developed for the study are discussed in Section II and Section III.

Section IV provides a discussion about the differences between COMSATS (Public University) and MAJU (Private University). These data help us understand the opportunities and challenges that students experience in two different systems. Correlations among the variables are then provided, followed by the results of T-tests used for mean comparisons. This chapter concludes with the review of three research questions.

## Descriptive Statistics

Let us begin with the descriptive statistics. Let's have an overview of the definition of the variables used in the study. Table 4.1 provides an overview of the variables used in the study.

### Section 1

#### Descriptive Characteristics of the Respondents

Section I discusses characteristics of the sample. The discussion is on items of questionnaire that were used to collect demographic information of the respondents. Section discusses gender of respondents, provincial and regional representation, urban and rural representation, school year of respondents, parent and sibling with a university degree and responses on type of school before entering the university.

Gender of Respondents. Table 4.2 provides the gender of respondents. Table shows that 65% of the respondents are male and 35% female. Following reasons explain the result:

- a) Researcher collected data at four co-education and one male only campus in Islamabad
- b) Selection of classes
- c) Presence of student population when questionnaire was conducted
- d) Cultural and Religious reasons
- e) Availability of financial resources

Table 4.1

## Variable Definitions

Variable	Definition
Age	Single item asking student age: 1 (18) 2 (19) 3 (20) 4 (21) 5 (22) 6 (other)
Gender	Single item asking students to identify their gender: 1 (Male) 2 (female)
Province/Region	Single item asking students to identify what province or region they belong to: 1 (Punjab) 2 (Sindh) 3 (Baluchistan) 4 (N.W.F.P) 5 (Capital) 6 (AJ&K) 7 (FATA) 8 (FANA)
Urban/Rural	Single item asking students to mark whether they belong to an urban or rural area in Pakistan 1(Urban) 2(Rural)
Religion	Single item asking students what religion they practice, if any: 1 (Islam) 2 (Christian) 3 (Hindu) 4 (Sikh) 5 (Other)
Private/Public	Single item asking students to identify what institution are they studying at: 1 (Private) 2 (Public)
Name of the Institution	Single item asking students to share the name the institution they are studying at: 1 (MAJU) 2 (COMSATS) 3 (IIUI) 4 (BU) 5 (AU)
School Year	Single item asking students to share their school year: 1 (First Year) 2 (Second Year) 3 (Third Year) 4 (Forth year)
Institutional Satisfaction	Five item scale measuring student satisfaction with the institution where they are studying at. See Appendix 3
Application Availability	Three item scale measuring student response to application availability at the university where they are studying at. See Appendix 3
External Pressure	Four item scale measuring student response to external pressure involved while they were applying to the university where they are studying at. See Appendix 3
Pre-University Preparation	Three item scale indicating student response to pre-university preparation help available while they were applying to the university where they are studying at. See Appendix 3
Application Submission	Two item scale indicating students comfort with the application submission process. See Appendix 3
Supportive Professors	Two item scale measuring support that students receive from their professors at the university where they are studying at. See Appendix 3
Do your professors keep office hours?	Single item asking student response on office hours kept by their professors. (1=Yes, 2=No)

Continued, next page.



Table 4.1, cont'd.:

Variable	Definition
Do your professors keep office hours?	Single item asking student response on office hours kept by their professors. (1=Yes, 2=No)
Do you have an academic advisor?	Single item asking student response if they have an academic advisor or not. (1=Yes, 2=No)
Do professors encourage diversity of opinion in the classroom?	Single item asking student response on encouragement of diversity of opinion by their professors. (1=Yes, 2=No)
Do professors encourage discussion in the classroom?	Single item asking student response on encouragement of discussion by their professors. (1=Yes, 2=No)
Does at least one of your parents hold a university degree?	Single item asking student response if their parents hold a university degree. (1=Yes, 2=No)
Do any of your siblings hold a university degree?	Single item asking student response if their siblings hold a university degree. (1=Yes, 2=No)
Were you overlooked by some universities that you applied to?	Single item asking student response if they were overlooked by the universities that they applied to. (1=Yes, 2=No)
You attended what kind of a school before entering the university? Public or Private	Single item asking student response that what kind of a school they graduated from. (1=Private, 2=Public)
You prefer what kind of a university? Public or Private	Single item asking student response that what kind of a university they prefer to attend (1=Private, 2=Public)

Table 4.2

Gender of Respondents

Gender	Percent
Male	65
Female	35

Provincial & Regional Representation. Table 4.3 identifies the provincial and regional representation of the respondents. The table indicates that 58.4 % of the students come from Punjab and 28.9%, the second biggest student group belongs to Islamabad.

The data did not show student representation either from Federally Administered Tribal Areas (FATA) or Federally Administered Northern Areas (FANA) of Pakistan. The provincial and regional underrepresentation could be linked to following reasons:

- a) Cost associated with college education in Islamabad
- b) Lack of interest in studying in Islamabad
- c) There are not enough qualified students
- d) Pre-university preparation
- e) Admission policies of universities

Table 4.3

Provincial and Regional Representation of Students

Province/Region	Percent
Punjab	58.4
Sindh	1.0
Baluchistan	1.0
NWFP	9.6
Islamabad	28.9
Kashmir	1.0

Urban & Rural Representation. Table 4.4 shows the urban and rural representation of the respondents. Data shows that 86.5% of the students come from urban areas and 13.5% from rural areas. The majority of Pakistanis live in rural areas of the country and table 4.4 shows that they are seriously underrepresented at the universities. This could be result of following reasons:

- a) Quality of primary and high schools education in rural areas
- b) Quality of teaching in rural areas
- c) Social and Peer influence
- d) Financial resources

Table 4.4

Urban and Rural Representation

Urban/Rural	Percent
Urban	86.5
Rural	13.5

School Year of Respondents. Table 4.5 provides an understanding of the status of undergraduate students. Table 4.5 indicates that the largest number of students that responded to the questionnaire were first year students. This is the result of following reasons:

- a) Researcher's access to management sciences students
- b) Researcher's access to classes
- c) Students that participated in the survey

Table 4.5

School Year of Respondents

School Year	Percent
First Year	46.7
Second Year	33.0
Third Year	16.8
Fourth Year	3.5

Parent(s) and Sibling (s) with a College Degree. Table 4.6 shows that 67.7 % of these students have at-least one parent that holds a college degree. Similarly, 62.3% report that one of their siblings holds a university degree. The result shows that students that have either a parent or a sibling with a college degree have significant representation at a college. This could be the result of following:

- a) College degree is valued at home
- b) Advice and mentoring is available at home
- c) Guidance is somewhat easily available to the student

Table 4.6

Parent and Sibling with a College Degree

Item	Percent
Parent with a university degree	68
Sibling with a university degree	62

Type of School Before Entering College. Table 4.7 shows that 56% of the respondents report that they attended a private school before entering a university and 44% report that they graduated from a public school.

Table 4.7

Type of School Before Entering College

Type of School	Percent
Private	56
Public	44

This brings following understandings.

- a) Students that graduated from private schools had better access to guidance
- b) Private schools graduates had good grades to get admission in a college
- c) Financial resources available to students that graduated from both public and private high schools
- d) There are public schools that offer quality education that prepares students to enroll into college

## Section 2

### Entrance into College

Section 2 shares part of the data that relates to student entrance into college. This section discusses two individual items. The items are preferred type of a university and not accepted by first choice university.

In addition, the section discusses four factors that relate to entrance into college. Factor analysis is a data reduction technique that is used to create latent measures that are

composed of multiple items for many of the variables. Berger (1997) asserts that latent measures provide estimates with greater variance than do single item indicators of a construct. Moreover, factor analysis is effective because based on counting the extracted factors; it reveals the latent structure of the analyzed subject (Berger, 1997, p. 86).

Factors were developed to group items together and to reduce the complexity of the data. For this study 34 items were analyzed in the initial exploratory factor analysis. 23 items were identified as having common patterns of associated relationship. Once these 23 items were selected they were tested for internal reliability using the Chronbach Alpha Reliability scale. Chronbach's alpha reliability test is used to determine the reliability of multi-item indicators. Factor loadings and alpha reliabilities for six factors are described in Appendix 3.

These groupings are consistent with previous literature on access related issues, as these six areas appear to have the greatest influence on student responses with regards to access to higher education.

A total of six factors that represent 23 items were developed, all were discussed briefly in chapter 3. Following four factors are included in this section. And, remaining two factors are discussed in Section 3.

- a) Application Availability
- b) External Pressure
- c) Pre-University Preparation
- d) Application Submission

First, let's begin by looking at two individual items.

Preferred Type of a University. Table 4.8 shows that 54% of the respondents would prefer to get education at a Private University. In comparison, 46% reported that they want to study at a Public University. The result relates to following understandings:

- a) Students perceptions have developed based on available information
- b) Perhaps they are not satisfied with the quality of education offered at their institution
- c) Understanding that quality of education offered at private colleges is better than that of public colleges
- d) Reputation and quality of teaching available at public and private Institutions
- e) Rate of return on education

Table 4.8

Type of University Preferred

Type of School	Percent
Private	54
Public	46

Not Accepted by First Choice University. Table 4.9 presents that 45% of the respondents report that when they applied for admission to the university of their first choice they were not accepted. This means that the university that they are currently studying at was not their first choice. Similarly, 55% of the respondents report that they were accepted by the University of their First Choice.

Table 4.9

Accepted by First Choice University

Accepted by first choice University	Percent
No	45
Yes	55

Now, let's continue discussion by looking at four factors.

The Application Availability scale measures student comfort level with the understanding of application process that was made available to them. Application Availability factor includes following items:

- a) You were able to tour the university campus prior to admission in the undergraduate study
- b) The university application packet was easy to understand
- c) You feel prepared for the university academic workload

Discussion

- a) 45 % of the respondents report that they got the opportunity to tour the campus before their admission
- b) 64 % of the respondents report that application process was easy to understand
- c) 49% of the respondents report that they feel prepared for the academic workload

This shows that a significant student population needs assistance, guidance and mentoring before they enter college. This can be achieved to some extent if students get guidance at their high school, and colleges work in simplifying application availability processes.



The External Pressure scale reflects on external pressures that influenced the decision of students to enroll in a university. Student responses relate to how their decision was influenced by total expenses involve and pressure from their parents, siblings as well as from peers. Furthermore, it presents how availability of on campus housing played a role while they were making their decision to enroll in a university.

External Pressure factor includes following four items:

- a) Money was a factor in your decision to enroll in the university
- b) Pressure from your family factor into your decision to enroll in this university
- c) Pressure from your peers factor into your decision to enroll in this university
- d) Availability of on campus housing was considered when choosing the university

#### Discussion

- a) 27% of the respondents report that money was a factor when they were making a decision to enroll in a university
- b) 50% of the respondents report that pressure from their family did not play a role in their decision to enroll in a university
- c) 45 % report that pressure from their peers did not factor into their decision to enroll in a university
- d) 48% report that on campus housing was not considered when choosing the university

These results show that advice and help from family members played a role in helping students reaching at a firm decision. Also, since housing is contextually expensive and not easily available in Islamabad, therefore, result shows that students need on campus housing.

The Pre-University factor describes student responses to items that relate to how well students perceive receiving help, assistance and guidance prior to the admission at the university. Pre-University factor includes following three items:

- a) The university counselor was available to you during the application process
- b) Opportunities related to extracurricular activities influence your decision to enroll in the university
- c) The guidance provided to you prior to university enrollment was adequate

#### Discussion

- a) 55 % of the respondents report that university counselor was available during the application process
- b) 52 % report that availability of extracurricular activities influenced their decision to enroll in the university
- c) 29% of the respondents report that guidance that was provided prior to university enrollment was adequate

Results show that student need proper guidance at their high school. A proper guidance at high school level not only prepares student for college but also helps them in choosing the discipline that matches their interest.

The Application Submission factor measures the comfort level that students have when submitting their application. Application Submission factor has following two items:

- a) You found the application submission fees reasonable
- b) University applications were easily available to you

## Results

- a) 49 % of the respondents report that they found application fees reasonable
- b) 53% of the respondents report that university applications were easily available to them

### Section 3

#### Experience in College

Section 3 shares data that describes student experiences upon entrance to college. Section discusses four individual items and two factors. Four items are, academic advisors, teachers keeping office hours, teachers encouraging diversity of opinion in the classroom and teachers encouraging discussion in the classroom. And, two factors that relate to experience in college are supportive professors and institutional satisfaction.

Academic Advisor. According to Table 4.10, 51% of the respondents report that they have an academic advisor. However, 49% share that they do not have an academic advisor. Results help in developing following understandings:

Table 4.10

#### Academic Advisors

Academic Advisor	Percent
Yes	51
No	49

- a) University culture to assign academic advisor to undergraduate students is underdevelopment
- b) However, universities have begun to assign academic advisors to their students

- c) Faculty and student ratio is playing a role
- d) Students are aware that they have an academic advisor
- e) Significant percentage is without an academic advisor and student understand that they should have an academic advisor

Do Professors Keep Office Hours? 54% of the respondents report that their professors keep office hours and 46% share that their professors do not keep office hours.

The result brings following understandings:

- a) Universities are establishing an academic culture where they require their teachers to have office hours
- b) Students are aware that their teachers should keep office hours

Table 4.11

Professors Keep Office Hours

Office Hours	Valid Percent
Yes	54
No	46

Do Professors Encourage Diversity of Opinion in the Classroom? Table 4.12 shows that 74% of students think that their teachers allow and encourage diversity of opinion in the classroom and 26% disagree with that. This could be the result of following:

- a) Selection of classes for data collection
- b) Teachers were present when data was collected
- c) Teachers value diversity of opinion
- d) Teachers are well qualified and have good command over their subject area
- e) Students are assertive
- f) Institutions encourage diversity of opinion

Table 4.12

Professors Encourage Diversity of Opinion in the Classroom

Encourage Diversity	Valid Percent
Yes	74
No	26

Do Professors Encourage Discussion in the Classroom? Table 4.13 shows, that 87% of the respondents report that their teachers encourage discussion in the classroom. However, 13% disagree and share that their teachers do not encourage discussion in the classroom. The result brings following understanding:

- a) Teachers are interested in student learning
- b) Teachers were present when data was collected
- c) Selection of classes for data collection
- d) Students speak up in the classroom
- e) Institutions expect that teachers encourage discussion in the classroom

Table 4.13

Professors Encourage Discussion in the Classroom

Encourage Discussion	Percent
Yes	87
No	13

### Discussion on Two Factors

The Supportive Professor factor reflects on student responses with regards to support that student perceive to receive from their professors. Moreover, supportive professor factor refers to how professor's involvement with students and attempts that professor makes to help students grow. Supportive Professor factor has following two items:

- a) You feel your professors allow you to grow as a student
- b) You speak to your professors often

### Discussion

- a) 51 % respondents report that their teachers allow them to grow
- b) 49% report that they speak with their professors often

The result shows that teachers participate in the success of their students. However, there is a need for more communication between students and teachers.

The Institutional Satisfaction describes student responses that focus on satisfaction with the institution on the basis of academic environment and support systems provided by that institution. In addition, this factor addresses the lifestyle that university offers, encouragement of relative freedom of expression and satisfaction with the values espouses by the institution. Institutional Satisfaction factor has following five items:

- a) You enjoy the academic environment that the university offers
- b) If I get the opportunity to choose again I will choose the same university
- c) You enjoy the university lifestyle
- d) The institutions encourages diversity of the opinion

- e) I am aware of the university's values and vision statement

### Discussion

- a) 54% report that they enjoy the academic environment that the university offers
- b) 31% share that they would choose the same university again
- c) 48% of the respondents report that enjoy the university lifestyle
- d) 41 % share that institution encourages diversity of opinion

The result shows that students are satisfied with their institution. However, satisfaction can be further improved if there are further improvements in academic environment. Furthermore, institutions should take further steps that make sure that diversity of opinion is encouraged and respected.

### Significant Correlations

Appendix 4 provides correlations matrices for the variables for the data set that addresses research questions. The table shows some interesting relationships between the variables.

### Section 4

#### Discussion on Descriptive Characteristics between COMSATS (Public) and MAJU (Private)

Before starting descriptive characteristics let me explain briefly why I have chosen MAJU and COMSATS for a comparison between a public and a private institution in Islamabad.

- a) Both MAJU and COMSATS offer 4 year Bachelor degree programs.
- b) Both started working as a degree awarding institution in the year 2000
- c) MAJU is relatively well known private institution in Islamabad
- d) COMSATS is relatively well known public institution in Islamabad

- e) I had access to administer a student questionnaire in both institution
- f) I had discussion sessions and conversations with teachers, university administrator and students in both institutions

The following discussion is on gender of respondents, provincial and regional representation, urban and rural representation, academic advisor, parent with a university degree, type of school before entering the university, type of school preferred, teachers encouraging discussion in the classroom and teachers encouraging diversity of opinion in the classroom.

Gender of Respondents. A summary of respondent’s gender at COMSATS and MAJU is shown in Table 4.14. Data shows that both COMSATS and MAJU have 54% and 81 % male students respectively. Female population at COMSATS is 46% and 19% in MAJU. The result brings following understanding:

- a) Selection of classes for data collection at both MAJU and CIIT
- b) Tuition fee for undergraduate students (MAJU- Rs. 4, 350 per credit hour and CIIT- Rs. 36, 500 per semester)- this is subject to change
- c) Comfort level, location and space at the institution

Table 4.14

Gender of Respondents

Name of Institution	Gender (Percent)	
	Male	Female
COMSATS	54	46
MAJU	81	19



Provincial and Regional Representation. The data in Table 4.15 indicates that Punjab province has the largest representation at both MAJU and COMSATS. This is followed by students that belong to capital Islamabad. Data shows that both institutions have no representation from FATA and FANA. Table shows that in comparison MAJU has significantly more students from NWFP than COMSATS. Similarly, data shows that COMSATS has more representation from Islamabad than MAJU. The result brings following understanding:

- a) Selection of the sample
- b) Students from NWFP are more comfortable at MAJU
- c) Admission criteria at both MAJU and COMSATS
- d) Fee structure at both institutions

Table 4.15

Province and Region of Respondents

Name of Institution	Percent					
	Punjab	Sindh	Baluchistan	NWFP	Islamabad	AJ & Kashmir
COMSATS	60	1	0	4	35	0
MAJU	63	1	1	16	17	2

Urban and Rural Representation. Data in Table 4.16 shows that 89% of the respondents at COMSATS are from urban areas. However, in comparison, 83% of respondents at MAJU are from urban areas. Following understandings develop from the results:

- a) Admission structure at both MAJU and COMSATS
- b) Fee structure at both MAJU and COMSATS

- c) Availability of high schools graduates from rural areas
- d) Financial resources available to students in rural areas
- e) Decisions based on opportunity cost

Table 4.16

Urban and Rural Representation

Name of Institution	Percent	
	Urban	Rural
COMSATS	89	11
MAJU	83	17

Academic Advisor. According to data, 79% respondents at COMSATS share that they do not have an academic advisor. Whereas, 38% respondents at MAJU share that they are without an academic advisor. This could be the result of following:

- a) Selection of the sample
- b) Respondent's understanding of the question
- c) Less attention paid by COMSATS in assigning Advisors
- d) In comparison MAJU has more understanding of significance of an advisor
- e) Availability of faculty
- f) Student teacher ratio at both institutions

Table 4.17

Academic Advisor

Name of Institution	Percent	
	Yes	No
COMSATS	21	79
MAJU	62	38

Parent(s) with a University Degree. Table 4.18 shows that 77% of the respondents studying at COMSATS have at-least one parent with a university degree. And, in comparison 51% at MAJU report that at-least one of their parents holds a university degree. The results brings following understandings:

- a) Sample shows that MAJU has more first generation students than COMSATS
- b) Public university is preferred by second generation college age population
- c) Fee and admission structure at a public and private university
- d) Decision based on return on investment

Table 4.18

Parent(s) with a University Degree

Name of Institution	Percent	
	Yes	No
COMSATS	77	23
MAJU	51	49

Type of School Attended Before Entering College. Table 4.19 shows that 44% respondents from COMSATS report that before entering a university they graduated from a private high school. In comparison, 65% of respondents from MAJU share that they graduated from a private high school. Understandings that develop from the result are following:

- a) Sample shows that more public school graduates prefer public university
- b) More private school graduates prefer private university
- c) Understanding or misunderstanding of the meaning of the word public and private

In many parts of the country “private schools” name and market themselves as “public schools”. This leads to an understanding that public schools are better; however, term can be misleading because we might be referring to private schools. For an example, Abbotabad (a city in NWFP) has many private boarding schools but almost all of them are called public schools. Similarly, in Punjab province there are franchises of private schools that are known as public schools.

Table 4.19

Type of School Attended Before Entering College

Name of Institution	Percent	
	Public	Private
COMSATS	56	44
MAJU	35	65

Prefer What Type of a University. According to Table 4.20, 36% of respondents that are studying at COMSATS would prefer a private higher education institution. In

comparison, 66% at MAJU would prefer a private institution. The result brings following understandings:

- a) Sample shows satisfaction with the institution
- b) Quality of education offered at the institution
- c) Return on investment

Table 4.20

Type of University Preferred

Name of Institution	Percent	
	Public	Private
COMSATS	64	36
MAJU	34	66

Professor(s) Encourage Discussion in the Classroom. Table 4.21 shows that at COMSATS 85% of respondents share that their teachers encourage discussion in the classroom. And, in comparison, 87% at MAJU report that their teachers encourage discussion in the classroom as well. The result shows that at both institutions a high percentage of students respond that their teachers encourage discussion in the classroom.

Table 4.21

Professor(s) Encourage Discussion in the Classroom

Name of Institution	Percent	
	Yes	No
COMSATS	85	15
MAJU	87	13

Professor(s) Encourage Diversity of Opinion in the Classroom. According to data presented in table 4.22, 64% of respondents at COMSATS report that their teachers encourage diversity of opinion in the classroom. In comparison, 79% of respondents at MAJU report that their teachers encourage diversity of opinion in the classroom. The result shows following:

- a) Selection of the sample
- b) Approach of faculty at a public institution
- c) Approach of faculty at a private institution
- d) Teacher training and institutional guidelines

Table 4.22

Professor(s) Encourage Diversity of Opinion in the Classroom

Name of Institution	Percent	
	Yes	No
COMSATS	64	36
MAJU	79	21

Brief Summary of Discussion on a Public and a Private Institution

The responses shared by students show that in comparison MAJU has more female students than COMSATS. More students from NWFP are studying at MAJU than COMSATS. Additionally, significant percentages of students at MAJU have access to academic advisor than COMSATS. And, more respondents at MAJU share that their teachers encourage diversity of opinion in the classroom.

More students at COMSATS would prefer to study at a public university. Further, COMSATS has more share of students that graduated from public high school system.

However, both institutions have almost similar percentages of students from Punjab and rural areas. Meaning, both institutions have significant percentages of students from both Punjab and urban areas.

Also, almost similar percentages of students at both institutions share that their teachers encourage discussion in the classroom.

### Significant T-Tests

T- Tests inform us about statistically significant differences between different types of universities. The analysis helps in setting a context for understanding the responses of students. Moreover, the test helps in understanding that students that attend different kind of institutions tend to have different kind of experiences.

Table 4.23 provides an understanding on the statistical significance of the mean differences on key variables between students from each of the three universities, COMSATS, a public University and MAJU a private University. T-tests are used to compare means.

Table 4.23

#### T-Tests Between Different Types of Universities

Variable Name	Between COMSATS & MAJU t-value	Between MAJU &(Air, IIUI & Bahria) t-value	Between COMSATS & (Air, IIUI & Bahria) t-value
Institutional Satisfaction	2.80**	3.86***	0.74
Application Availability	3.37***	5.29***	2.12*
External Pressure	5.68***	4.59***	-0.94
Pre-University Preparation	0.93	0.30	-0.75
Application Submission	0.84	-1.34	-2.24*
Supportive Professors	0.36	1.05	0.64

\*= p< .05; \*\*= p< .01; \*\*\*= p< .001

The composition of students at MAJU is different than at COMSATS. Aside from differences in the composition of gender and region, students at MAJU are more satisfied with their institution than students at COMSATS ( $t= 2.80$ ).

In addition, students at MAJU have higher satisfaction with application availability than students at COMSATS ( $t= 3.37$ ). COMSATS students report that they experience less external pressure than students at MAJU ( $t= 5.68$ ).

There are statistically significant differences between MAJU and each of the three universities. There is a significant difference for the institutional satisfaction, where students at MAJU report that they are more satisfied with their institution ( $t= 3.86$ ) and application availability ( $t= 5.29$ ). In addition, students at MAJU report that they tend to experience more external pressure ( $t= 4.59$ ).

There are statistically significant differences between COMSATS and each of the three universities. Students at COMSATS report that they are more satisfied with the application availability ( $t= 2.12$ ). However, students at COMSATS are likely to be less satisfied with application submission ( $t= -2.24$ ).

### Review of Research Questions

Following three research questions were introduced and discussed in chapter three to guide the study. In addition, the research findings are presented according to the research questions introduced in the purpose of the study.

#### Research Question 1

Who has access to higher education in public and private universities in Islamabad, Pakistan?



In order to answer this question, the researcher analyzed the relevant policy documents related to access in higher education. The documents included policy reports produced by the World Bank, UNESCO, the Higher Education Commission (HEC) of Pakistan as well as by the University Grants Commission.

Second, discussions with the educators, university administrators, higher education commission officials and university teachers were used. Third, undergraduate students were asked to respond to a student questionnaire. Part of the questionnaire also addresses the question of access.

Let's begin with the discussion on results gathered from the undergraduate student questionnaire.

Table 4.24, which has selected data from section 1 and 2, shows who tends to have access to higher education in Islamabad.

Results from Table 4.24 show that female students are significantly less represented than male students. The result however should be seen in the context of table 2.3, discussed in chapter 2, which shows a gradual increase in overall female student enrollment. Additionally, it is important to mention that in Islamabad and Pakistan there are many colleges and few universities that are female only.

Table shows that regional representation is significantly in favor of Punjab and Islamabad. The result makes some sense since literature review shows that Punjab is the majority province of Pakistan where more than 60% of Pakistanis live. And, considering that study was conducted in Islamabad. However, as discussed in section 1 student from smaller provinces such as Baluchistan have significantly less representation.

Table 4.24

Selected Data Showing Kind of Students that Have Access to Higher Education

Item	Percentage
Gender	M= 65%, F= 35%
Regional representation	Punjab= 58%, Islamabad= 29%
Urban and rural representation	Urban= 87%, Rural= 13%
Money was a factor	Yes=27%
On campus was a factor	Yes= 52%
Parent with a university degree	68%
Sibling with a university degree	62%
Type of school attended before entering the university	Private=56%, Public= 44%

Similarly, students from regions like Federally Administered Tribal Areas (FATA) and Federally Administered Northern Areas (FANA) have no representation among the respondents.

Students that come from rural areas are significantly less represented than students from urban areas of Pakistan.

And, 27% of the respondents report that money was a factor to enroll into a university. Examination of this response in the context of fee structure of universities discussed in chapter 3 informs us that most of the students, male and female, come from families that can financially support their studies. Availability of on campus housing was considered by 52% of the respondents. This means that about 48% of the students are less concerned with the housing problem.

Furthermore, result shows that having a parent and a sibling with a university degree helps with issues related to access. And, respondent's satisfaction with the application availability increases as they feel both satisfied with the location of the institution and have access to financial aid opportunities.

Now a brief discussion based on literature review, discussion sessions and personal experiences, visits and knowledge.

As discussed in chapter 1 & 2, the HEC (2005), reports that 2.9 % of Pakistani students in the age group 18 to 23 have access to institutions of higher education. According to HEC, the commission would like to increase access in higher education to 10% in a decade.

During the discussions and conversations with the educators, university administrators, Higher Education Commission officials and university teachers, review of literature, and based on my personal knowledge and observations following understandings developed:

- a) There has been a gradual increase in tuition fees at both public and private universities (The Nation, 2007, Sep 07)
- b) Literature shows that the increase in tuition is in newly developed institutions as well as in relatively older and established institutions
- c) Discussions with students and teachers show that current tuition and curriculum fees at both public and private sector universities are reasonably high

- d) Literature review and discussions bring understanding that most Pakistanis are finding it difficult to send their qualified and deserving children to higher education institutions
- e) Results from data shows that many students that have access to higher education in Islamabad come from economically well off families in Pakistan
- f) The understanding is that during the last six years the policies pursued by both the higher education commission as well as funding from international agencies has helped the higher education sector to expand and improve
- g) Literature review shows that universities have access to more funding and institutions have enough money and resources to send their faculty members abroad for training and higher education
- h) HEC ( 2005), reports that universities have improved their infrastructure and better-qualified faculty members have been hired
- i) Additionally, as discussed in chapter 2 and 3, more universities have been created; new departments in both natural and social sciences have been opened and the access to higher education has improved

However, this has come with a price. Mustafa (2007) asserts that gradually both public and private universities have increased their fees and subsidized higher education is not available anymore. In difficult economic times when food and fuel costs are quite high, work opportunities are lacking. The inflation rate is high and families are hard pressed. For most Pakistanis the questions is more of a survival and when times are tough, it becomes hard for parents to pay high tuition bills for their sons and daughters.

## Research Question 2

What systems are in place at the institutions of higher learning, both public and private to address the issue of access?

In order to answer this question, the researcher administered a survey questionnaire and students were asked to respond to a likert scale closed ended items. Second the relevant policy documents produced by the higher education commission were utilized. Third, the researcher visited universities in Islamabad, made observations, had discussions with university officials and students; this approach is used in providing answer to the question.

Let's begin by looking at responses collected on following factors

- a) Pre-university preparation
- b) Application availability
- c) Application submission
- d) Institutional satisfaction,

Pre-university factor addresses questions related to the guidance provided prior to the university enrollment and availability of university counselor during the application process. Result shows that 29 percent of respondents report that guidance provided prior to the admission was adequate. Similarly, 56 percent report that university counselor was available during the application process.

The result shows that about 1/3<sup>rd</sup> of the respondents received pre-university admission guidance. This means that perhaps schools have started placing structures in place that provide guidance, however, most of the students do not have this service available. Among other things, pre-university guidance can prepare students for

university academic work load and help them in choosing majors of their interests where students can utilize their fullest potential.

The Application Availability factor help understand that 64 percent of the respondents share that the application process was easy to understand. Additionally, 45 percent of the respondents share that they were able to tour the university prior to admission in the undergraduate study. And 49 percent report that they feel prepared for the academic work load.

The results develop the understanding that universities are offering students services that relate to issues of access. However, a significant percentage of students are not fully satisfied with the current arrangements. There needs to be an improvement in simplifying application processes.

The Application Submission factor explains that 53 percent of the respondents agree that the university applications were easily available to them. And, 49 percent agree that application submission fees were reasonable.

Based on observation and discussions one can say that there has been improvement to what used to be the case. However, significant percentages of students are not satisfied and expect more improvements in the application submission processes.

The Institutional Satisfaction factor explains that 54% percent of the respondents share that they enjoy the academic environment that their university offers. Similarly, 48 % percent of the respondents agree that they enjoy the university lifestyle.

Moreover, 41 percent of respondents share that their institution encourages diversity of the opinion. Additionally, 31 percent respond that their teachers allow them to grow. Similarly, 28 percent share that they speak to their professors often. In addition,

20 percent respond that financial aid opportunities that include both loans and scholarships are available to them. 31 percent say that if they get the opportunity they will choose the same university again.

Institutional Satisfaction increases with professors keeping office hours, having an academic advisor, expression of diversity of opinion in the class room, and professors encouraging discussion in the class room.

Let's take a look at selected data on following four items:

- a) Having an academic advisor
- b) Professors encourage discussion in the classroom
- c) Diversity of opinion in the classroom
- d) Teachers keeping office hours

Data shows following results:

- a) 51 percent of the respondents share that they have an academic advisor
- b) 87 percent share that their professors encourage discussion in the classroom
- c) 74 percent share that their professors encourage diversity of opinion
- d) 54 % share that their teachers keep office hours

Literature review, personal observations, visits to institutions and discussions with teachers and university officials explain following:

- a) Hoodbhoy (2005), asserts that institutions are developing and expanding too fast and quality of education is being compromised
- b) Institutions have started setting up student affairs departments but they do not have adequate professional and trained staff members and departments have

insufficient resources (personal visits and discussions with students and staff members)

- c) Safety and Security has become a very serious issue
- d) Institutions have very few well trained and well qualified teachers
- e) Institutions are developing their infrastructure, but the speed of infrastructure development does not match with the fast expansion of the institutions. Infrastructure development is seriously impacted since 2008 when HEC started significantly cutting development budget for universities. Vice chancellors committee met with the HEC chair and showed grave concern over budget cuts (The News, 2009, February 10).
- f) Visits to institutions show that even though they have reasonably developed computer labs, however, they are insufficient to meet the growing number of their students
- g) Discussions with staff members and students help understand that libraries have been set up but they do not have enough books to match with the development of institutions
- h) Visits to institutions show that they do not have enough space and infrastructure to offer quality extracurricular activities to their students
- i) Discussions with students bring to attention that availability of on campus housing is a problem. Islamabad is relatively expensive city and off campus housing is quite expensive
- j) Visits to institutions show that they do not have adequate infrastructure to offer housing to increasing population of students



- k) Discussion with students and university staff members help understand that unavailability of on campus housing seriously impacts the decision of female students to enroll in an institution

### Research Question 3

What are student's perspectives on access to higher education in public and private sector universities in Islamabad?

In order to answer this question, the researcher administered a survey questionnaire and students were asked to respond to likert scale closed ended items. Part of the questionnaire provides the answers for the question.

Comparison in descriptive data in a public and a private institution has been discussed earlier in the chapter. The findings from this research suggest that students learning at public and private universities in Islamabad have different perspective on issues related to access. The kind of university where students have enrolled has an impact on their perspective on access related factors. Selected data in Table 4.25 shows comparison between student that are studying at a public and a private sector University.

A look at data discussed earlier in section 4 and in table 4.25 and based on my discussions and observations, there are many similarities and differences in kind of students studying at a private institution and a public institution.

Both similarities and differences are important to discuss. Both institutions are newly developed and have similarities in their fee structure. Additionally, it is fair to assume that most students that join management sciences tend to have a certain profile.

Table 4.25

Selected Data from MAJU (Private) and COMSATS (Public) University

MAJU- Private Sector University	COMSATS- Public Sector University
19 % are female students	46% are female students
17 % are from Islamabad	35% are from Islamabad
16 % from NWFP	4 % from NWFP
63% come from Punjab	60 % come from Punjab
83 % come from Urban Areas	89 % come Urban Areas
62 % have an academic advisor	21 % have an academic advisor
77 % have a parent with a college degree	51 % have a parent with a college degree
34% prefer a public institution	64% prefer a public institution
35 % graduated from a public high school	56 % graduated from a public high school
Teachers encourage discussion in the classroom= 87%	Teachers encourage discussion in the classroom= 85%
Teachers encourage diversity of opinion= 79%	Teachers encourage diversity of opinion= 64%

Table 4.25 explains that at MAJU more students have access to academic advisor than students at COMSATS. Similarly, in comparison more students at MAJU report that their teachers encourage diversity of opinion. Data set shows that more public school graduates have preferred a public institution and more private school graduates have a preference for a private school.

The comparison informs us that even though both institutions have structures related to access, however, some appear to be working better than other. For an example, advising structure and comfort with teachers seems to be working better at private

institution than at a public institution. And, data set shows that for variety of reasons more female students have chosen to study at a public institution. Similarly, public school graduates are more comfortable at COMSATS than MAJU.

T- tests explain some of the differences between MAJU and COMSATS. Results discussed in T-tests show that respondents at MAJU, have more Institutional Satisfaction with their institution than respondents at COMSATS. This suggests that students at MAJU tend to enjoy the academic environment and university lifestyle. Additionally, result shows that students at MAJU have higher satisfaction with Application Availability than respondents at COMSATS. This would mean that students at MAJU are more prepared for university's academic work load.

However, COMSATS respondents report that they experience less External Pressure than respondents at MAJU. This suggests that for respondents from COMSATS, money while choosing an institution and peer and family pressure were less of an issue.

There are statistically significant differences between MAJU and each of the three universities (IIUI, BU and AU). There is a significant difference for the Institutional Satisfaction, where students at MAJU report that they are more satisfied with their institution. However, students at MAJU report that they tend to experience more External Pressure.

There are statistically significant differences between COMSATS and each of the three universities (IIUI, BU, and AU). Students at COMSATS report that they are more satisfied with the Application Availability process. However, students at COMSATS are likely to be less satisfied with Application Submission process.

Moreover, analysis of data set suggests that following issues are also important for students:

- a) Availability of financial resources
- b) Pressures from the family as well as peers
- c) Availability of on campus housing plays a role when students make a decision
- d) Students would prefer to attend a university that offers more academic freedom and encourages diversity of opinion

It may be that students that participated in the study are interested in learning at a place that offers them new knowledge. And, students want a degree that places them in a good job.

Based on past researches and according to general perception, private institutions are the ones that have high tuition fee structure and they are called for profit institutions. And, perception is that, public institutions offer relatively subsidized education and most students can afford the cost attached with the higher education. Perhaps this was true, but not anymore.

Newly developed public institutions have significantly high tuition fee structure in place. With this beginning the difference between private and public higher education institutions particularly with regards to cost attached with higher education is becoming less of an issue. It appears that in current environment public institutions are in a favorable position. This is because they receive funding from the state and they also generate their resources by collecting admission, tuition and other fees. This provides public institutions with an access to more resources.

Additionally, funding from state also includes the grant of land to establish an institution, which in the case of Islamabad is the most precious resource. With the availability of these resources public institutions are in a position to hire better and qualified teachers, improve their infrastructure, expand their institution and equip their labs and libraries.

### Summary

The chapter presents the results of the data analysis for this study. The discussion of data analysis provides information that helps in understanding students that have access to higher education in Islamabad. Moreover, chapter explains who the student participants are and where they come from. The section on entrance into college helps us understand the challenges, opportunities and experiences that students have had before applying for an admission at the university. And, a section on experiences in college provides us an understanding of the experiences that students are having at their respective universities.

A section on comparison between a public and private higher education institution explains the opportunities and challenges that students experience in two different systems. Key differences in two systems are discussed.

This chapter concludes with the review of three research questions. And, this sets the stage for key findings, implications for policy, practice and further research that are discussed in Chapter 5.

## CHAPTER 5

### SUMMARY AND RECOMMENDATIONS

#### Introduction

This chapter summarizes the major findings of the study. The focus of this study was to discuss the issues of access in higher education institutions in Islamabad, Pakistan. One of the purposes of the study was to determine and generate an approach to improve student access in higher education institutions. In addition, the study discussed ways to improve student learning and participation at the higher education institutions.

Furthermore, study discussed student perspectives on the issue and examined the systems in place to address the issue of access at the institutions of higher learning. The study analyzed the problems, challenges and opportunities that student face when they are in the process of applying for admission; enter the institutions and begin their programs of study. The study collected student's suggestions to make current approach to access to higher education more inclusive and effective.

This chapter begins with the discussion on findings of the study. Findings are discussed under four major headings. This is followed by discussion on implications for practice, implications for policy and implications for future research.

#### Access to College Education in Islamabad

The Higher Education Commission of Pakistan has developed a program to improve access to higher education in the country. One of the beneficiaries of this program is Islamabad. In recent year, Islamabad being the capital city of Pakistan has seen the fast development of campuses of both public and private institutions. There are

17 degree awarding institutions in Islamabad, out of which 12 started working since the year 2000. 3 are private and 14 in the public sector.

Based on the population of provinces and regions of Pakistan, there is a quota system for admission into public institutions. And, since public institutions receive government funding and support, therefore, they are supposed to be admitting students from all over Pakistan.

#### Key Findings on Access to College Education in Islamabad

Following three key findings emerge that are related to access to college education:

- a) In accessing access to higher education in Islamabad, first there is a wide range of expanding opportunities for access; however, these opportunities have inequities that need to be addressed. For an example, data results show that students from provinces such as Balouchistan, Sindh and regions such as FATA and FANA are underrepresented at public institutions. Additionally, students from rural areas are seriously underrepresented as well.
- b) With the significant fee increase at public institutions, most Pakistanis that live in Islamabad, adjoining areas and other regions are finding it hard to afford the expenses associated with the undergraduate degree. This does not seem helping to improve access. Policies do not appear inclusive either.
- c) Policies pursued and implemented at private institutions are not much different from public institutions, and they also appear to be contributing towards creating inequities.

### Entrance into College

Following four key findings that are related to entrance into college are important to understand:

- a) Pre- college guidance is very important for post secondary access. Guidance provided before entering into college is important. Students that are able to tour the university prior to admission make a thoughtful decision. University application process designed in a way that is clear and easy to understand helps
- b) Reasonable application submission fee and presence of a college counselor to provide answers to question when application is submitted reduces the confusion. These steps help students and parents in making a good decision
- c) Availability of on campus housing helps in attracting quality students that do not come from Islamabad. And, living learning communities help students with their academic, social and cultural needs.
- d) Data results show that availability of extracurricular activities, such as indoor and outdoor sports, influenced respondent's decision to enroll in a university.

### Experience in College

Following four key findings emerge that are related to experience into college:

- a) The research shows that having an academic advisor is important for student success. And student, teacher relationship develops and grows when their teachers keep regular office hours. Additionally, access related issues are addressed when teachers help students to grow as a student; they not only encourage discussion in the classroom but encourage diversity of opinion as well.



- b) Students want to enjoy the academic environment and the university lifestyle. They feel satisfy with the college and their experiences at college improves when institutions allow and encourage diversity of opinion.
- c) Availability of financial aid opportunities is important for students to continue their studies. This offers students and parents a necessary solution to their economic challenges.
- d) Institutional development takes time. The fast and rapid growth of university education in Islamabad brings opportunities and challenges. Proper planning, thoughtfulness and continuous availability of resources are essential for survival, growth and further development. Institutions with proper infrastructure, qualified faculty and support staff helps in addressing issues related to access. Having enough rooms to conduct classes, functioning computer labs and libraries are important.

#### Experiences at Public and Private Higher Education Institutions

In Pakistan, establishment of private universities is a relatively new phenomenon. Historically Pakistan had few public universities that were based in major cities of Pakistan. However, situation is different now. There are a total of 124 universities, out of which 67 are public and 57 private.

For a longer period of time public universities offered education that was affordable to most Pakistani that wanted to pursue higher education. But this has changed now. Public universities have readjusted their fees, which in some cases are not so affordable anymore. For an example, the fee structure at newly established public institutions in Islamabad is significantly high.

## Key Findings

Following key findings emerge that are important to discuss:

- a) Female student population on both public and private institutions has gradually increased, however, sample result shows that private institution has more female students
- b) Academic advising is important for student success, and study suggests that in private institution students tend to have more access to an academic advisor
- c) Public school graduates are more comfortable with public university
- d) Students from rural areas are seriously underrepresented at both public and private institutions
- e) The research suggests that cost of education is a serious issue that both parents and students face when they look into admission processes at public and private education institutions in Islamabad
- f) The study suggests that in Islamabad, public universities have better infrastructure. In comparison to private institutions they tend to have better qualified and trained teachers. Moreover, libraries and laboratories at public institutions are in relatively better condition

## Implications for Practice

The study suggests that access to higher education needs to be analyzed in a holistic way. Pakistan is a large, diverse, underdeveloped country and education needs of different regions are contextual. Some areas and cities are relatively developed, and have relative peace and order. And, many areas are underdeveloped and not peaceful at all.

The examination of quality of education available and offered at primary, middle and high school level is important to understand. And, this includes school facilities and quality of teaching available in both rural as well as urban areas. The analysis of policies and institutions in place to address the issue of access suggest that there is a need to improve existing systems.

The study suggests that pre college guidance is very important for post secondary success. There is a need for high school teachers to become more active in advising and counseling students. These steps will prepare students to apply for right institutions, look for disciplines that they are interested in and passionate about and assess the potential opportunities and challenges that the institution offers.

Institutions need to respond to new and emerging challenges and attempt to become responsive to the needs of the community. Improved higher education institutions will be of benefit to students and educators if institutions become more comprehensive. By creating more spaces and offering more opportunities for students from underprivileged backgrounds and those that belong to underdeveloped areas should enrich the academic environment at the higher education institutions. Furthermore, steps like these will provide an opportunity for state to develop human capital in regions that are in need of social and economic uplift.

The institutions need to start attracting and admitting more female students and students from underrepresented areas in order to make academic environment more inclusive. The expectation is that these steps will not only help in addressing issues of access and inequities, but also help in improving the teaching and learning experiences at the institution. Furthermore, the study suggests that institutions should make deliberate

attempt to encourage diversity of opinion, encourage professors to allow and further diversity of opinion in the classroom and encourage greater teacher-student relationship. Additionally, institutions should encourage teachers and help them improve on their teaching methods and continuously increase knowledge on the subject matter. Strengthening of teacher skills is greatly needed to deal with the access related issues. Moreover, in addition to improving academic environment, institutions should also work on providing spaces to students to engage in extracurricular activities.

These steps combined with availability of quality of on campus housing addresses part of the access related issues. This study provides an assessment of the problem that includes availability of financial aid to students. During very difficult economic times, availability of loans and scholarships becomes much necessary to address the issue of access at higher education institutions. Similar steps like the one should help take pressures away from families that in the face of increased fees at both public and private sector universities are unable to send their talented and qualified children to higher education institutions.

Growth of private sector institutions has been helpful in improving access. And, findings from this study suggest that a healthy competition between public and private higher education institutions in offering quality education is important. There are number of areas where both public and private systems can grow and learn from each other. These areas include simplifying application submission process, providing guidance to students and making academic environment more enjoyable and challenging. And, by assigning academic advisors and developing and encouraging student teacher interaction.

### Implications for Policy

The study suggests that results of this research related to access to higher education needs to be understood in the context of Islamabad and Pakistan. The higher education institutions located and functioning in Islamabad need to develop and implement policies that make institutions more student focused. Institutions can work towards developing and implementing policies that help in creating opportunities for students representing different socio economic, gender, religious and cultural backgrounds. Universities in Islamabad need not limit themselves in offering learning opportunities only to students representing urban areas and selected regions of Pakistan. But, instead institutions need to develop policies to attract students from underdeveloped areas of Pakistan as well. This can be achieved by developing outreach programs, set of policies and structures such as student affairs departments that can help and encourage students representing under privileged backgrounds to apply, get accepted, begin and complete education. This means continue attracting and accepting deserving and qualified students from Islamabad, urban centers of Punjab, Sindh, Balochistan and NWFP provinces but also offer higher education opportunities to students that belong to rural areas of provinces, Federally Administered Tribal Areas (FATA), Federally Administered Northern Areas (FANA), and Azad Jammu & Kashmir (AJ &K).

The study suggests that students are experiencing different kinds of challenges at public and private higher education institutions. These challenges include availability of academic advisors, qualified teachers, academic culture inside and outside of the classroom and cost associated with the degree program.

Policies can be made to specifically address student concerns related to academic advising and availability of scholarship and student loans. Furthermore, female students that belong to regions that are at a distance from Islamabad and who would like to pursue education in the city decide not to come. Study suggests that among other factors such as safety and security, one possible factor that plays a role in their decision to not study in institutions in Islamabad is the unavailability of on campus housing. Institutions can implement policies to welcome and encourage more female students to apply for higher education by developing female student friendly institutions.

As discussed in the literature review, by demographic estimates Pakistan is the six largest country in the World. There are millions of young men and women that are looking for quality higher education. Pakistan has the opportunity of making best use of available human potential and one possible way is by creating more opportunities in higher education sector. More spaces can be created by expanding existing institutions; however, careful planning is needed so that quality of education is not compromised.

The study suggests that a well-educated population that is exposed to diversity of creative ideas is prepared for economic opportunities. Additionally, well educated and informed population is suppose to be equipped with abilities and skills such as capacity of asking critical questions and examining and challenging facts and exploring out of box options. Furthermore, it is suggested that quality higher education helps people in thinking analytically and discussing stereotypes and biases. The educated population is inclined to support and practice democratic values, social justice principles and higher education can help in promoting cultural values, civil rights and with the development of

social cohesion. Moreover, educated populations are supposed to discuss, listen and tolerate opposing arguments and solve conflicts through dialogue and discussion.

Therefore, study would suggest that institutions need to develop policies that allow and encourage diversity of opinion, dissent and civil debate.

### Implications for Research

The study suggests that some of the specific research issues that come up during the research are needed to be further explored. Specifically, these issues include male and female ratio on campus, provincial and regional representation, and quality of education in public and private higher education institutions, pre-tertiary advising and advising in college.

The data for the study was collected in Islamabad that provides information about access related issues in one particular location in Pakistan. The results of this study are restricted to the federal capital that is unique in its location and development. The profile of a student that emerged from this study can be expressed as that of an urban, mostly from Punjab province, and one that belongs to middle income group. Similarly, as discussed in the literature review, the unique position of Islamabad has helped the city to benefit from increased funding offered by HEC and donor agencies. These steps have contributed in the establishment of new universities in last ten years.

In comparison, many of Pakistan's public sector and newly established private universities are located in areas that neither have adequate infrastructure nor qualified faculty. Additionally, the areas where they are located are also underdeveloped. Each region has its specific needs and its students would have different position and perceptions on issues related to access. However, research and practices conducted in

Islamabad have the potential to be extended to other regions within Pakistan. For this reason, it is suggested that this study be extended to other areas in Pakistan as well.

There is a need to conduct a study to assess and examine the problems and challenges that are faced by undergraduate students and universities in underdeveloped areas. Then a comparison between rural and urban settings can be conducted. Historically the development carried out in Pakistan has been very uneven. Collective success is altogether missing. Equity in distribution of funds has always been a question and institutions located in less developed areas have not benefited from available resources. While universities located in developed cities of Pakistan are first to get the funding and attention, the institutions in less developed regions receive minimum of the existing resources.

The study has used descriptive and a survey research method to gain knowledge and arrive at results. Furthermore, the study has attempted to contextualize the issues related to access and has discussed how access can further be improved. However, a qualitative study or set of studies is needed to further explore and examine the issue. Mixed methods studies can help in identifying student needs and analyze their perceptions. Additionally, mixed method studies can examine the workings of public and private universities in urban as well as underdeveloped settings and suggest ways to further improve access in higher education.

The study has discussed the role played by the higher education commission in the development of higher education and in improving access. However, since the HEC was established in 2002, therefore, with regards to its contribution it is too early to reach at any definite conclusion. The role of higher education commission and future impact of



its policies with regards to access needs to be further researched. Additionally, the role of international funding agencies and their contributions in the development of higher education should also be further examined.

Moreover, one cannot place more emphasis on gaining and collecting student and teacher understandings and perspectives on the issue. Students and teachers are one of the most important stakeholders in the process and they know what systems can be put in place to improve access related issues.

There is clearly a need for future research to find effective ways to improve access in higher education institutions in Pakistan. Additionally, the research that compares the equity in providing and improving access in different regions of Pakistan would be valuable. It would be equally important to compare results of other researches with the results obtained in this dissertation. This could provide important knowledge and information to policy makers and administrators in developing and implementing policies.

Moreover, it is important to note that during the last few years the higher education commission has encouraged research in academics. There is some progress in producing research-based studies in natural sciences but less so in fields like education and higher education. There is a need for more studies, both quantitative and qualitative to analyze issues such as equity, efficiency, quality and impacts of privatization and globalization of higher education. Such studies are helpful in examining and situating impact of past and current policies and they suggest direction for future.

## Conclusion

The study examined issues of access in higher education institutions in Islamabad, Pakistan. The purpose of this dissertation was to examine and analyze the issues of access in higher education institutions, and the extent to which the policies and systems in place are able to help undergraduate students to become successful at institutions of higher learning. Moreover, to understand the students that have access to higher education institutions, to identify the challenges and opportunities that undergraduate students face in terms of access to higher education. Additionally, to explore how various systems in place at public and private universities affect the development and success of students.

The study discussed access related support systems and suggests expanding existing systems currently in place at the institutions of higher learning. The research suggests approaches and strategies to increase the access and make the systems inclusive by offering higher education opportunities to minorities and underprivileged men and women that come from all provinces and regions of Pakistan. The study particularly addressed students that belong to the low-income groups.

Literature and previous researches related to the topic were studied. The analysis of literature informs us that global and regional perspective on access to higher education, the significance and development of public and private higher education, comparisons between public and private, historical analysis of access related reforms, and discussion on current access related developments in Pakistan are important to study.

The study collected student responses to understand the issue. Experiences, perspectives and challenges that were shared by undergraduate students were examined.

Furthermore, to understand the issue university administrators and educators were consulted and discussion were organized with them..

The findings of the study suggest that female students and students from provinces such as Balouchistan, NWFP, Sindh and regions such as FATA and FANA are underrepresented at public and private institutions. And, students from rural areas are also seriously underrepresented. The study suggests that pre- college guidance is very important for post secondary access. And, university application process needs to be designed in a way that is clear and easy to understand. Presence of a college counselor to provide answers to question when application is submitted reduces the confusion.

The research shows that having an academic advisor is important for student success. And student, teacher relationship develops and grows when teachers keep regular office hours. Additionally, access related issues are addressed when teachers help students to grow as a student; they not only encourage discussion in the classroom but encourage diversity of opinion as well. Students want to enjoy the academic environment and the university lifestyle. And, students feel satisfy with the college and their experiences at college improves when institutions allow and encourage diversity of opinion.

Institutional development takes time. The fast and rapid growth of university education in Islamabad brings opportunities and challenges. Proper planning, thoughtfulness and continuous availability of resources are essential for survival, growth and further development. Institutions with proper infrastructure, qualified faculty and support staff helps in addressing issues related to access. Having enough rooms to conduct classes, functioning computer labs and libraries are important.

Female student population on both public and private institutions has gradually increased; however, sample result shows that private institution has more female students. Academic advising is important for student success, and study suggests that in private institution students tend to have more access to an academic advisor.

The study is significant because very few research studies have been conducted to discuss the issues related to access in higher education in Pakistan. Also, the study has the potential of benefiting university administrators by offering them an assessment tool. The questionnaire used in the study can be adapted to examine other important issues such as quality and equity in higher education. Moreover, the questionnaire can be used to conduct studies related to faculty research output as well as administrator's impact. These kinds of studies have the potential of improving the leadership qualities on campus, improving teaching quality, increasing communication and understanding between different stake-holders and in the process improve the overall education environment on the campus.

Let me conclude by sharing that Pakistan as a state is facing number of problems and challenges. These problems include poverty, hunger, unemployment, extremism, terrorism, social and economic instability and inequality, environmental degradation, limited resources, growing population and Talibanization. Problems that Pakistan faces today are the result of misplaced priorities. For too long, Pakistan has been under military rule and policies have been made and pursued that have unduly favored the development of leadership of Pakistan armed forces. Unfortunately, Pakistan has been run as a defense rather than a social state. As a country, Pakistan does not suffer because of lack of resources, it suffers because resources are mismanaged and used at the wrong place. To

move forward and make progress, the policy makers and leadership have to start taking steps to spend less in defense and more in social and education sector.

If right policies are made and implemented, Pakistan has the potential of overcoming current challenges and problems. One of the hopeful solutions is investment in education. Investment in education is investment in the people and future of Pakistan.

Moreover, specifically Pakistan has the potential of developing as a country if it chooses to invest in higher education. By creating opportunities for its young men and women in quality higher education institutions in both social and natural sciences, country can give its people some hope of successful future. A better educated Pakistani young men and women, who are exposed to diversity of ideas in higher education institutions and are allowed and encouraged to critically examine social, educational, cultural, religious and economic issues are asset to the society. An educated Pakistani youth is an asset for democracy and can help the country in overcoming social, economic and terrorism related problems.

A final concluding comment is that higher education institutions that offer and encourage learning opportunities are essentially preparing the learner to effectively deal with variety of challenges that exists inside as well as outside of the classroom. Access to higher education needs to be addressed with the aim to improve the quality of education at both public and private universities, and to make educational institutions places of learning.

## APPENDIX A

### RESEARCH QUESTIONNAIRE

Undergraduate Student Questionnaire to understand the issues of Access in Higher Education in Public and Private Universities in Islamabad Pakistan

This purpose of this questionnaire is to understand the issues of access in higher education institutions in Islamabad, Pakistan. Your participation is greatly appreciated. The survey will be conducted under the guidelines established by the human subject review board at the University of Massachusetts, Amherst. The survey will require approximately 20-25 minutes of your time and your answers will be used for research purpose only. Your participation is voluntary and you may decline to respond to any items. Please find the researcher profile as attached.

Name:

Date:

Age:

Gender:

Province/Region:

Urban/Rural:

Religion:

Ethnicity:

Name of the Institution:

Public/ Private:

School Year:

Phone#/ e-mail address:

Address:

City/Zip:

Please find the following statements and respond as directed. Please select a number from the scale to rate your agreement with each of the following statements. (Circle one number for each statement)

Statement	Strongly Disagree				Strongly Agree
	1	2	3	4	5
1. University applications were easily available to you					
2. You found the application submission fees reasonable					
3. The guidance provided to you prior to university enrollment was adequate					
4. The university counselor/advisor was available to you during the application process					
5. The university application packet/prospectus was easy to understand					
6. You were able to tour the university campus prior to admission in the undergraduate studies					
7. Your higher secondary school teacher(s) encourage you to attend a university					
8. You feel prepared for the university academic workload					
9. You enjoy the academic environment that the university offers					
10. Money was a factor in your decision to enroll in the university					
11. Pressure from your family factor into your decision to enroll in this university					
12. Pressure from your peers factor into your decision to enroll in this university					
13. You enjoy the university lifestyle					
14. You feel your professor(s) allow you to grow as a student					
15. You speak to your professor(s) often					

Statement	Strongly Disagree				Strongly Agree
	1	2	3	4	5
16. The institution encourages diversity of the opinion					
17. Location was considered in selecting the university					
18. Financial Aid opportunities are available to you					
19. The cost of tuition is forcing you to work during the academic year					
20. Opportunities related to extracurricular activities influence your decision to enroll in the university					
21. Availability of on campus housing was considered while choosing the university					
22. If I get the opportunity to choose again I will choose the same university					
23. I am aware of the university's values, mission and vision statement					

24. Do your professor(s) keep office hours? Yes No
25. Do you have an academic advisor? Yes No
26. Do professor (s) encourage diversity of opinion in the classroom? Yes No
27. Do Professor (s) encourage discussion in the classroom? Yes No
28. Does at least one of your parents hold a university degree? Yes No
29. Does any of your siblings hold a university degree? Yes No
30. Are you attending a university that one of your family members graduated from? Yes No
31. You were overlooked by some universities that you applied to Yes No
32. What financial aid are you receiving Scholarship(s) Loan(s)



- |   |         |        |
|---|---------|--------|
| 33. You attended what school before entering the university | Private | Public |
| 34. You prefer what kind of a university                    | Private | Public |

## APPENDIX B

### RESEARCHER'S CONSENT FORM

My name is Muhammad Majid Khan and I am a doctoral candidate in Education Policy, Research and Administration at the University of Massachusetts, Amherst. I am a Pakistani citizen and I joined the University of Massachusetts, Amherst as a graduate student at the Center for International Education (CIE) in spring 2001. I completed Master's degree program in International Education in spring 2003 and presented Master's thesis in May 2003. Then, I got admitted into the doctoral program in Education Policy, Research and Administration (EPRA) at the University of Massachusetts, School of Education in fall 2003. During my stay at the UMass-CIE, I got the opportunity to work with the management committee, the academic matters committee, and the executive committee at the center for international education. I worked as a teaching assistant for the undergraduate course # 229 on International Education at the UMass for two semesters. In addition, I worked as an Assistant Residence Director with the residence life UMass for three years. In my capacity as an Assistant Residence Director, I was involved in student advising, student supervision, community building and in organizing social, educational and cultural programs.

For last one and a half year I am working as a Residence Director with student affairs at the Colorado State University, Fort Collins, where I supervise and advise undergraduate students, teach a weekly leadership development course and help students be successful at the University.

This purpose of this study is to understand the issues of access in higher education institutions in Pakistan. Your participation is greatly appreciated. The study will be

conducted under the guidelines established by the human subject review board at the University of Massachusetts, Amherst. The interview will require approximately 20-25 minutes of your time and your answers will be used for research purpose only. Your participation is voluntary and you may decline to respond to any items.

#### Consent for Voluntary Participation

I volunteer to participate in this study and understand that:

1. I will be interviewed by Muhammad Majid Khan using a guided interview format consisting of eight questions
2. The questions I will be answering address my views on issues related to access in higher education institutions in Pakistan
3. My interview will be tape recorded to facilitate analysis of my data
4. My name will not be used, nor will I be identified personally, in any way or at any time. I understand it will be necessary to identify participants in the dissertation by position and college affiliation.
5. I may withdraw from part or all of this study at any time
6. I have the right to review material prior to the final oral exam or other publication
7. I understand that results from this survey will be included in Muhammad Majid Khan's doctoral dissertation and may also be included in manuscripts submitted to professional journals for publication
8. I am free to participate or not to participate without prejudice
9. Because of the small number of participants, approximately fifteen, I understand that there is some risk that I may be identified as a participant of this study

Researcher's signature

Participant's Signature

## APPENDIX C

### RESULTS OF FACTOR ANALYSIS AND ALPHA RELIABILITY

#### Application Availability

Item Names	Factor Loading
You were able to tour the university campus prior to admission in the undergraduate study	0.45
The university application packet was easy to understand	0.34
You feel prepared for the university academic workload	0.47
Alpha Reliability	0.52

#### External Pressure

Item Names	Factor Loading
Money was a factor in your decision to enroll in the university	0.60
Pressure from your family factor into your decision to enroll in this university	0.52
Pressure from your peers factor into your decision to enroll in this university	0.56
Availability of on campus housing was considered while choosing the university	0.64
Alpha Reliability	0.65

#### Pre-University Preparation

Item Names	Factor Loading
The university counselor was available to you during the application process	0.44
Opportunities related to extracurricular activities influence your decision to enroll in the university	0.51
The guidance provided to you prior to university enrollment was adequate	0.51
Alpha Reliability	0.59

Application Submission

Item Names	Factor Loading
You found the application submission fees reasonable	0.42
University applications were easily available to you	0.42
Alpha Reliability	0.59

Supportive Professors

Item Names	Factor Loading
You feel your professors allow you to grow as a student	0.45
You speak to your professors often	0.45
Alpha Reliability	0.62

Institutional Satisfaction

Item Names	Factor Loading
You enjoy the academic environment that the university offers	0.59
If I get the opportunity to choose again I will choose the same university	0.63
You enjoy the university lifestyle	0.65
The institutions encourages diversity of the opinion	0.64
I am aware of the university's values and vision statement	0.65
Alpha Reliability	0.68

APPENDIX D

CORRELATIONS FOR VARIABLES – FULL DATA SET

		Following is correlation section which is in-complete <b>Correlations for Variables Full Data Set</b>													
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>
1	Age	1	-.18**	.11	.07	-.04	-.034	.35**	.00	-.07	.16*	.03	-.13*	-.06	.02
2	Gender	-.18**	1	.10	-.05	.04	.29	.04	.00	-.02	-.17*	-.02	.11*	.08	.01
3	Province/Region	.11	.10	1	.02	-.00	.16**	.03	-.05	.07	.09	-.10	0.05	-.10	-.10
4	Urban/Rural	.07	-.05	.02	1	.12	-.03	-.03	-.01	-.03	-.04	.03	-.10	.03	-.06
5	Religion	-.04	.04	-.00	.12	1	.05	-.05	.05	-.00	.02	.00	.04	-.05	-.07
6	Private/Public	-.04	.29**	.16**	-.03	.05	1	.03	-.13*	-.15*	-.18**	-.15**	.05	-.07	-.11
7	School Year	.35**	.03	.03	-.03	-.05	.03	1	-.09	-.12	.11	.10	-.04	.05	.01
8	Institutional Satisfaction	.00	.00	-.05	-.01	.05	-.13**	-.09	1	.45**	.22**	.34**	.25**	.43**	-.24**
9	Application Availability	-.07	-.02	.07	-.03	-.00	-.15*	-.12	.45*	1	.39**	.16**	.24**	.16**	-.09
10	External Pressure	.15*	-.17**	-.09	-.04	.02	-.18**	.11	.22**	.39**	1	.01	-.12	-.10	-.04
11	Pre-University Preparation	.03	-.02	-.99	.03	.00	-.15**	.10	.34**	.16**	.01	1	.30**	.37**	.15**
12	Application Submission	-.13*	.11*	-.05	-.10	.04	.05	-.04	.25**	.24**	-.12	.30**	1	.25**	-.19**
13	Supportive Professors	-.06	.08	-.10	.03	-.05	-.07	.05	.43**	.16**	-.10	.37**	.25**	1	-.25**
14	Do your professors keep office hours?	.02	.00	-.10	-.06	-.07	-.11	.01	-.24**	-.09	-.04	-.15**	-.19*	-.25**	1
15	Do you have an academic advisor?	-.03	-.00	.04	.07	.01	-.05	-.14	-.18**	-.23**	-.16**	-.12*	-.24*	-.12*	.27**
16	Do professors encourage diversity of opinion in the classroom?	.05	-.07	-.04	-.02	-.07	.06	-.07	-.26**	-.13*	.04	-.21**	-.19**	-.32**	.30**
17	Do professors encourage discussion in the classroom?	.10	-.02	-.00	-.01	-.01	.06	-.15	-.17**	-.01	.07	-.16**	-.10	-.14*	.21**

18	Does at least one of your parents hold a university degree?	.04	-.09	-.01	.16*	-.01	-.23**	.01	.22**	.21**	.14*	.03	.02	.02	-.04
19	Do any of your siblings hold a university degree?	.03	-.05	-.10	.10	.06	-.05	-.00	.05	.03	.06	.02	-.01	.01	.01
20	Were you overlooked by some universities that you applied to?	.03	-.04	-.07	.12	.01	-.04	.09	.06	.06	-.14*	.08	.09	.14*	-.02
21	What financial aid are you receiving? Scholarship or Loans	-.08	-.16*	.04	.02	.13	.07	-.14	-.02	-.02	-.01	.06	-.04	-.12	.02
22	You attended what kind of a school before entering the university? Public or Private	.08	.10	.14*	.08	-.05	.03	.05	-.03	.03	-.00	.06	-.04	.01	.05
23	You prefer what kind of a university? Public or Private	.01	-.08	-.08	.07	.06	-.07	-.05	-.04	-.08	-.03	.05	-.15**	.03	.16**
24	Your higher secondary school teacher(s) encourage you to attend an university	-.12*	-.04	-.03	-.02	-.02	.06	-.02	.14*	.12*	-.17**	.37**	.25**	.29**	-.12*
25	Location was considered in selecting the university	.07	.01	.07	-.02	.02	.02	.09	.20**	.14*	.21**	.13*	.09	.08	-.14*
26	Financial aid opportunities are available to you	.04	-.00	.07	.07	.01	-.10	-.02	.41**	.42**	.15*	.15**	.15**	.15**	-.23**
27	The cost of tuition forcing you to work during the academic year	.11	-.10	-.03	.03	-.01	-.27**	.08	.18**	.24**	.30**	.22**	-.04	.08	.08

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Correlations for Variables for Full Data Set														
		15	16	17	18	19	20	21	22	23	24	25	26	27
1	Age	-.03	.05	.10	.04	.03	.03	-.08	.08	.10	-.12*	.07	.04	.11
2	Gender	-.01	-.02	-.02	-.10	-.05	-.04	-.16*	.10	-.08	-.04	.01	-.00	-.11
3	Province/Region	.04	-.04	-.00	-.01	-.10	-.07	.04	.14*	-.08	-.03	.07	.07	-.03
4	Urban/Rural	.07	-.02	-.01	.16*	.10	.12	.02	.08	.07	-.02	-.02	.07	.03
5	Religion	.01	-.07	-.01	-.01	.06	.01	.13	-.05	.06	-.02	.02	.01	-.01
6	Private/Public	-.05	.06	.06	-.23**	-.05	-.04	.07	.03	-.07	.06	.02	-.10	-.26**
7	School Year	-.14	-.07	-.15	.01	-.00	.09	-.14	.05	-.05	-.02	.09	-.02	.08
8	Institutional Satisfaction	-.18**	-.26**	-.17**	.22**	.05	.06	-.02	-.03	-.04	.14*	.20**	.41**	.18**
9	Application Availability	-.23**	-.13*	-.01	.21**	.03	.06	-.02	.03	-.08	.12*	.14*	.42**	.24**
10	External Pressure	-.16**	-.04	.07	.14	.06	-.14*	-.01	-.00	-.03	-.17**	.21**	.15*	.30**
11	Pre-University Preparation	-.23**	-.21**	-.16**	.03	.02	.08	.06	.06	.05	.37**	.13*	.15**	.22**
12	Application Submission	-.24**	-.19**	-.10	.02	-.10	.09	-.04	-.04	-.15**	-.25**	.09	.15**	-.04
13	Supportive Professors	-.12*	-.32**	-.14*	.02	.10	.14*	-.12	.01	.03	.29**	.08	.15**	.08
14	Do your professors keep office hours?	.27**	.30**	.21**	-.04	.01	-.02	.02	.05	.16**	-.12*	-.14*	-.23**	-.08
15	Do you have an academic advisor?	1	.11	.03	-.06	-.01	-.05	-.00	.12*	.12*	-.12*	-.08	-.19**	-.02
16	Do professors encourage diversity of opinion in the classroom?	.11	1	.27**	-.06	.01	.01	.08	-.09	.09	-.20**	-.20**	-.25**	-.04
17	Do professors encourage discussion in the classroom?	.03	.27**	1	-.02	.10	-.10	.11	.06	.09	-.07	-.05	-.15*	.02
18	Does at least one of your parents hold a university degree?	-.06	-.06	-.02	1	.23**	.06	.12	.07	-.02	-.08	-.02	.09	.17**
19	Do any of your siblings hold a university degree?	-.01	.01	.10	.23**	1	-.03	.11	.05	.16**	-.07	-.03	.01	-.01



20	Were you overlooked by some universities that you applied to?	-.05	.01	-.10	.06	-.03	1	-.04	-.10	-.02	.07	-.02	.08	.04
21	What financial aid are you receiving?	-.00	.08	.11	.12	.11	-.04	1	.12	.23**	.09	.12	-.09	-.08
22	Scholarship or Loans You attended what kind of a school before entering the university? Public or Private	.12*	-.09	.06	.07	.05	-.10	.12	1	.28**	.11	.00	.05	.04
23	You prefer what kind of a university? Public or Private	.12*	.09	.09	-.02	.16**	-.02	.23	.28**	1	.04	-.00	-.19*	-.10
24	Your higher secondary school teacher(s) encourage you to attend an university	-.12*	-.20**	-.07	-.08	-.07	.07	.09	.11	.04	1	.05	.10	-.05
25	Location was considered in selecting the university	-.08	-.20**	-.05	-.02	-.03	-.02	.12	.00	-.00	.05	1	.19**	.14*
26	Financial aid opportunities are available to you	-.19**	-.25**	-.15*	.09	.01	.08	-.09	.05	-.19**	.10	.19**	1	.11
27	The cost of tuition forcing you to work during the academic year	-.01	-.04	.02	.17**	-.01	.04	-.08	.04	-.10	-.05	.14*	.11	1

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