

Comparison of the MPhil/PhD Programmes in Public and Private Universities in Khyber Pakhtunkhwa, Pakistan.

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Abstract

It was a comparative study about MPhil and PhD programmes in public and private universities in Khyber pakhtunkhwa, Pakistan. The population was all the recognized universities in Pakistan. The data was collected from the Head of the education departments of the 06 sampled universities. The tool used was interview. Data was analyzed and findings were drawn. The study concluded that public universities were better in facilities provision and faculty/staff members. Private universities were students centered and more research oriented. The study recommended that there should be a public private partnership in universities and both sectors should focus on good quality education by applying modern teaching practices and access to modern technologies.

Keywords: MPhil/PhD Programmes, Comparison, university, public private, Pakistan.

Introduction

The progress and success of every society is directly linked to the standard and type of its education. It is the main source which can improve the living of the members of a community. It is a wonderful tool for earnings and provisions of welfare for personal and societal needs in a specific locality. Good education can make a person good and an active individual for a society. In Pakistan education is the responsibility of the concerned provincial governments but major educational plans is made by the federal government. Universities are the places of higher learning and the place for getting professional, social and economical benefits in life. There are many excellent universities in Pakistan which offer quality higher education to the masses but still it is far behind from the developed world in the field of quality education.

After 68 years of independence we are unable to seek the best path of giving standard and useful education to the community. The major problems of higher education in Pakistan are the political leadership and lack of adequate interest in education. Education system in Pakistan is facing many problems regarding the use of modern technologies and strategies; therefore, most of the affording Pakistani students' are striving to get higher education in the foreign developed countries universities. After the establishment of Higher

Education Commission in Pakistan the quality of higher education has considerably improved and developed as compared to past but still it needs further efforts to make our higher education system standardized.

Universities need to improve its systems related to pedagogical practices, assessment procedures, learning climate, availability of the resources, utilization of the existing facilities, faculty members teaching skills, administration and supervision, programmes management, internal environment of the classrooms, improve collegiality and follow the guidelines of the university. In developed countries all such practices are in practice in the teaching learning organizations but in country like Pakistan all such practices and measures are not in practice. Therefore, all the above mentioned measures are to be adopted and follow by the institutions of higher education so that our graduates may get the same qualification as like the developed nations of the world.

Literature Review

The National Education Policy of Government of Pakistan (1998-2010) reported that in Pakistan state funded universities are represented by important principles and rules that design and suggests the guidelines and rules accommodating their foundation and controlling system, its management, organization, administration and other related objectives and aims. The normal performing artists in authoritative and administration of the state funded universities were consists of, the Chancellor, Syndicate, Faculties, Departments and Students. All the universities should have these said offices for its state of the art performance in administration and governance.

Memon (2007) stated that the government of Pakistan is the major budget giving source to all the state higher education organizations in the country and spends the greater part of its power and money in advanced education institutions administration. Government financing has, however demonstrated lacking to the rising needs of the foundations. The general population division universities depend to a great extent on state financing. Universities' salary and use examination demonstrated abundance of use over pay in every open universities and there was a working up of shortages between capital pay and capital use.

According to Stace and Dumpy (2001) in this rapidly growing and changing world it is a wide accepted reality and certainty that the HEIs and other universities are working in a competitive and difficult climate because of the new dimensions and expectations of the peoples from education all over the globe. The problems are many but if a university is practicing the new era administrative practices then it will become a source of quality producing DAIs amongst the universities of its statures. The universities should see the future world and the future university ways of teaching, managements, administrations and of course, the better exercises for the creation of a world standard university. The university governance is required to be upgraded and modernized according to the necessities of 21 century.

According to Batool, Qureshi and Rauf (2008) with the main aim of contributing and bringing excellence in Pakistani universities, HEC was made in 2002. It was its main task to support and motivate local universities for getting good repute and world ranking in the field of teaching and quality research production and encouragement. In this regards, HEC started different motivational and encouraging programmes which consists of teacher trainings, incentives and promotion packages to research supervisors, local and international scholarships to the scholars, increasing the salaries of the staff, providing grants and human resource development programmes etc. it is working day and night to evaluate, re-evaluate, renovate and update all the matters of the universities to make it a quality learners and graduate producing DAIs.

Gonzles & Nair (2004) stated that the increasing demand from all the related personnel's to higher education like; parents, learners, employers and social scientists all are now well aware about the worth and scope of quality higher education and are interested to see excellent kind of DAIs for the present day learners and staff members. This creates an extra pressure on all DAIs to check its overall performance and make sure to give quality education.

Hattie and Marsh (1996) stated that, in universities of modern time, the problem of associations and linkage between research and pedagogical practices. Today the HEIs are facing problems because of much increased number of students and teaching disciplines and an increased interest for research by the scholars of advance levels, but the problem is that there is no connection between the students past course work type of degrees and research work and the connection between pedagogical practices and researches are not well established as has been imagined.

Phillips & Pugh (2005) stated that PhD qualification or degree is much attractive to many students' and general peoples but a PhD degree is awarded after an intensive research work. The study further stated that Albert Einstein and Karl Marx both were PhDs but Einstein's PhD research was not about relativity nor was Marx's research thesis about capital. However, the existing PhD degree must have an original research activity or thesis. The thesis must be an original work the will be supported with solid and new data.

Sepoy (2005) stated that the situation of higher education in Pakistan cannot be ignored and that there is no clear plan to make its education system compatible or match able with the world. The quality of researches and research education in Pakistan, in the field of natural sciences or social science is unsatisfactory and lagging far behind than the developed nations. Knowledge has transferred from teacher to student by rote memorization. The teachers are not taking interest to develop creative skills of the students and make them critical thinkers.

Methodology of the Study

This was a descriptive study. The data was collected through interviews by the head of the education departments and collected data was analyzed and interpreted.

Population and Sample of the Study

The population of the study was all recognized universities in Pakistan. The sample was selected as 6 universities and it was further delimited to the Head of education departments 03 from each sectors.

Research instrument

The research instrument used was an interview.

Data Analysis

The researcher visited by person to all the Incharges / Heads of Education Departments of the six sampled universities in public and private sectors and interviewed them as per the following schedule.

Table1. Number of Faculty in Education Department.

Type of University	No of Sample University	Regular	Visiting	Total
Public Sector	03	23	05	28
Private Sector	03	12	07	19

Table 1 showed that in the public sector sampled universities there were Twenty Three (23) Regular faculty members and in addition to it there were Five (5) visiting faculty members, so the total number was Twenty Eight (28). In private sector universities education departments the number of faculty members were Twelve (12) regular and Seven (7) visiting faculty members which is total Nineteen (19) in numbers. It shows that the number of public sector universities faculty numbers were more than that of private sector universities.

Table 2. Objectives of this university M.Phil Education programme:

Type of University	Sample University	MPhil Education Programme Objectives
Public Sector	Sample University-01 Public	1. Research oriented environment. 2. Producing good researchers.
	Sample University-02 Public	1.To provide good environment to the students to make them skillful and ready for practical life.
	Sample University-03 Public	1.To produce research oriented scholars. 2.To meet the immediate burning issues and problems in education system.
Private Sector	Sample University-04 Private	1.To produced skillful researchers.
	Sample University-05 Private	1. To promote the skill in scholar like creativity, the power analytical Discussion, the spirit of criticism and innovation in solving the issues in education. 2. To support the scholars who have command on the discipline of education. 3. To nourish research potential and promote research activities in the field of education keeping in view the Pakistani perspective.
	Sample University-06 Private	1.To develop critical thinking and research spirit in students

Data reflected in Table 2 is about the objectives of both sectors universities at MPhil Education level. The public sector universities objectives at MPhil level included: Research oriented environment, producing good researchers. To meet the immediate burning issues and problems in education system and to provide good environment to the students to make them skillful and ready for practical life. While private sector universities objectives were: To produced skillful researchers. To produce scholars who have command on the discipline of education. To nourish research potential and promote research activities in the field of education keeping in view the Pakistani perspective. To develop critical thinking and research spirit in students.

Table 3 data is about the objectives of both sectors universities at MPhil Education Programmes level. The public sector universities objectives at PhD level included: Research must be promoted in education.To create problem solving skill, Producing good researchers. To provide good environment to the students to make them skillful and ready for practical life. To produce research oriented scholars, to meets the immediate burning issues and problems in education system. The private sector universities objectives at PhD level included: To produced the skill of research and make learners good researchers. To gain insight and in-depth knowledge. Critique, diagnose and examine the theories and concepts. Think about and reflect upon the subject and things to be taught. Identify and formulate problems and be able to approach problem resolution, relate diverse ideas, integrate and synthesize ideas and facts.

Table 3. Objectives of PhD Education programme:

Type of University	Sample University 06	MPhil Education Programme Objectives
Public Sector	Sample University-01 Public	1- Research must be promoted in education. 2- To create problem solving skill
	Sample University-02 Public	1-Producing good researchers. To provide good environment to the students to make them skillful and ready for practical life.
	Sample University-03 Public	1. To produce research oriented scholars. 2. To meet the immediate burning issues and problems in education system.
Private Sector	Sample University-04 Private	1-To produced the skill of research and make learners good researchers.
	Sample University-05 Private	1 To gain insight and indepth knowledge. 2 Critique, diagnose and examine the theories and concepts etc. 3 Think about and reflect upon the subject and things to be taught. 4 Identify and formulate problems and be able to approach problem resolution 5 Relate diverse ideas, integrate and synthesize ideas and facts.
	Sample University-06 Private	1-To develop critical thinking and research spirit in students

Table 4. Date of the start of this university MPhil Education programme.

Sample University	Sector	Date of the start of this university MPhil Education programme
Sample -01	Public Sample 1. KUST Kohat	2005
Sample -02	Public Sample 2. UOP Peshawar	1989
Sample -03	Public Sample 3. AWKUM Mardan	2009
Sample -04	Private Sample 4. SUIT Peshawar	2005
Sample -05	Private Sample 5. CUSIT Peshawar	2005
Sample -06	Private Sample 6. QUSIT Peshawar	2003

The data of the table 4 showed that MPhil education programmes in public sector universities have been started from 1989 when the University of Peshawar started its MPhil in education. while the University of Kohat has started its MPhil education in 2005 and Abdul Wali Khan University Mardan, in 2009. In private sector the sampled university i-e Qurtuba University Peshawar, started its MPhil education in 2003, while Sarhad university Peshawar and City University Peshawar, both have started its Master of Philosophy in Education programmes in 2005.

Table 5. Date of the start of this university PhD Education programme.

Sample University	Sector	Date of the start of this university PhD Education programme
Sample -01	Public	2008
Sample -02	Public	1989
Sample -03	Public	2010
Sample -04	Private	2008
Sample -05	Private	2006
Sample -06	Private	2003

The data of the Table 5 showed that PhD education programme in public sector universities have been started from 1989 when the University of Peshawar started its PhD programme in education. The University of Kohat has started its PhD education in 2008 and Abdul Wali Khan University Mardan in 2010. In private sector the first sampled university i-e Qurtuba University Peshawar, started its PhD education in 2003, while Sarhad University Peshawar and City University Peshawar, have started its PhD in education programmes in 2008 & 2006 respectively.

Table 6. Number of currently enrolled MPhil Education Scholars.

Sample University	Sector	Number of currently enrolled MPhil Education Scholars.
Sample -01	Public	12
Sample -02	Public	11
Sample -03	Public	8
Sample -04	Private	15
Sample -05	Private	14
Sample -06	Private	19

Table 6 data showed that public sector sampled universities enrolled thirty one (31) scholars at MPhil education level, and private sector sampled universities have enrolled forty eight (48) scholars at MPhil education level.

Table 7. Number of currently enrolled PhD Education Scholars

Sample University	Sector	Number of currently enrolled PhD Education Scholars.
Sample -01	Public	04
Sample -02	Public	04
Sample -03	Public	15
Sample -04	Private	07
Sample -05	Private	07
Sample -06	Private	11

Table 7 data showed that the sampled public universities have enrolled 23 scholars at PhD education programme in current session while private sector sampled universities enrolled 25 PhD education scholars.

Table 8. Number of research supervisors in your department.

Type of University	No of Sample University	Research Supervisors
Public Sector	03	16
Private Sector	03	12

Table 8 stated that the number of research supervisors in both types of sampled universities. The total No: of supervisors in public sector universities are 16, while the number of supervisors in private sector sampled universities is 12. As the required number of research supervisors are satisfactory and according to the need of the scholars but private sector universities are lagging behind from public sector universities. The analysis of the data is further elaborated with the help of a Figure given below for clarity:

Table 9. Is library well equipped with books and research journals for scholars?

Type of University	Total No; of Respondents	Yes	%	No	%
Public Sector	3	3	100	00	00
Private Sector	3	1	33.3	02	66.6

Table 9 data mean that the responses about the sampled universities from both sectors universities respondents about sampled universities libraries. The responses from public sector universities showed that they were 100% agreed that the libraries in public sector universities were well equipped with books and research journals both local and international. While, private sector sampled universities responses showed that 33.3% private universities libraries were well equipped and having all kinds of books and research journals. On the other hand, 66.6% private sector universities have poor quality of libraries, which were deficit in books and local and international research journals.

Table 10. In your university, Advance Studies & Research Board meeting held;

Type of University	Total No;of Respondent	Monthly %	After Two months %	Twice in a Semester%	Once in a Semeste%	Yearly %	Any other
Public Sector	03	02 66.6%	01	33.3%			
Private Sector	03		01 33.3%		02 66.6%		

Table 10 results indicated that public sector sampled universities held its Advanced Studies & Research Board meetings and responses showed that 66.6% public sector sampled universities held its meeting on monthly basis and 33.3% of the public sector universities held its meeting after two months. The responses of the private sector sampled universities showed that 33.3% private sector universities held its meeting after two months and 66.6% of the universities held its Advance Studies and Research Board meetings once in a semester.

Table 11. Are the curricula revised according to the developing needs?

Type of University	Total No;of Respondents	Yes	%	No	%
Public Sector	3	2	66.6	01	33.3
Private Sector	3	2	66.6	01	33.3

Table 11 results above showed that in both sectors 66.6% sampled universities were revising its curricula according to the developing needs. But 33.3% universities in both sectors sampled universities were not agreed and they stated that their concerned universities did not revise its curricula according to the developing needs.

Table 12. Number of publications by the faculty of this Deptt: from 2010 till 2014?

Type of University	Total No;of Respondents	No of Research Paper Publication
Public Sector	3	250
Private Sector	3	40

Table 12 data is about the research publication numbers in both sectors sampled universities educations departments. The results of the table indicated that in public sector sampled universities the numbers of total research publications were 250 from 2010 to 2014, and private sector sampled universities publications numbers were 40 in the period from 2010 till 2014.

Table 13 shows the suggestions given by the both sectors sampled universities HODs of education departements. The suggestions given by public sector sampled universities were: MPhil/PhD is required to be in harmony with the local research and industrial needs. Faculty development, seminars, conferences and research oriented workshops. Incentive should be given to all supervisors for research publications. Supervisors should be encouraged for research work and supervisions.

Table 13. In your valued opinion, any suggestions for MPhil/PhD programmes:

<p>Public Sector Universities Education Department HODs Responses: In response to the given statement the responses of the Head of Education Departments of the sampled public sector Universities are given below:</p>	<p>Private Sector Universities Education Department HODs Responses: In response to the given statement the responses of the Head of Education Departments of the sampled private sector Universities are given below:</p>
<p>The programme of MPhil and PhD are required to be in harmony with the local research and industrial needs. There should be regular programmes for faculty development including seminars, conferences and research oriented workshops. Incentive should be given to all supervisors for research publications. Supervisors should be encouraged for research work and research supervisions. The number of teaching staff should be increased and the number of supervisors should be according to the enrolled scholars need. There should be publication incentives for the scholars and supervisors by the university and HEC.</p>	<p>There should be seminars, workshops and international conferences on regular basis for the faculty members and research scholars. Proper incentives should be given to research supervisors and research scholars. Promotion of faculty members should be on research publications and graduate supervisions basis. Supervisors should be given proper recognition for their contribution in researches and research supervisions. Incentive from HEC should be given to the supervisors and scholars for encouraging the researchers and research culture.</p>

The suggestions given by private sector sampled universities were: There should be seminars, workshops and conferences for the faculty members and research scholars. Proper incentives should be given to research supervisors and research scholars. Promotion of faculty members should be on the basis of research publication and supervisions. Supervisors should be given proper recognition on the basis of researches. Incentive from HEC should be given to the supervisors and scholars.

Findings, Conclusions and Recommendations

Findings

1. In public sector sampled universities the total number of teaching staff was Twenty Eight (28) and in private universities education departments the number of faculty members was total Nineteen (19). It is clear that the number of public sector universities teaching faculty numbers were more than that of private sector universities.
2. Both sectors universities having the same or similar objectives about MPhil/PhD education programmes.
3. MPhil and PhD education programmes in public sector universities have been started from 1989 while private sector sampled university i-e Qurtuba University Peshawar, started its MPhil education in 2003.
4. Public sector sampled universities enrolled thirty one (31) scholars at MPhil education level, and private sector sampled universities have enrolled forty eight (48) scholars at MPhil education level.
5. The sampled public universities have enrolled 23 scholars at PhD education programme in current session while private sector sampled universities enrolled 25 PhD education scholars.
6. MPhil education scholars in public sector universities are 31 in course work, 15 in the phase of topic selection, 17 scholars' were doing research work, 31 MPhil education scholars graduated from 2010 to 2014 and in total the sampled public universities produced 38 MPhil education scholars from the start

of the programmes till the end of the year 2014. The scholars in private sector universities are 48 in course work, 22 in the phase of topic selection, 21 scholars' research work in progress, 22 MPhil education scholars graduated from 2010 to 2014 and in total the sampled private universities produced 66 MPhil education scholars from the start of the programmes till the end of the year 2014.

7. Research publication numbers in both sectors sampled universities education departments. The results of the table indicated that in public sector sampled universities the numbers of total research publications were 250 from 2010 to 2014, and private sector sampled universities publications numbers were 40 in the period from 2010 till 2014.

Conclusions

Public and private universities had academicians of all categories with variety of experience which means that the teaching and supervision staff members of both gender and all categories of public and private universities were equally satisfied in exercising their authority in academic matters. Universities in both public and private sectors follow semester system at MPhil and PhD education programmes levels. There are advantages and disadvantages of the semester system but this system suits the purpose and intent of the universities and their staff. It is also comparable to the foreign universities in terms of academic achievements. The universities were fully agreed that semester system is more appropriate and effective than conventional system. There was no significant difference between the qualification of the faculty members, their experiences, their expertise and skills in research supervision in both sector universities. But there was a significant difference between the staff members' numbers, the staff appraisals system and about the salary packages, public universities were better as compared to private sector universities. There was a significant difference between the supervision and research related process of public and private sectors universities. The research supervision process by the research supervisors and research scholars were quick and fast in private sector universities as compared to private sector universities. The researchers of both sectors were not satisfied by the supervision process and about the interest of their supervisors. Research scholars of both sectors were in general and public sector universities in particular, of the opinion that supervisors did not give proper time to the scholars due to their academic work load. The scholars were also said that most of the research supervisors were biased and prejudiced in terms of sex, status, posts and castes. Consequently, it creates problems for PhD scholars in their research theses.

Recommendations

1. Private universities research scholars should be provided HEC scholarships. So that the scholars of private universities who has the talent but needy may be encouraged by providing them scholarships.
2. Access to National and International research journals should be provided to the scholars by the universities. The number of supervisors may also be increased in private sector universities to make the scholars research supervision possible.
3. Internet access and online lab access to all research sites should be given to research supervisors and scholars in both sectors universities free of cost in the campus and in libraries.
4. The existing courses at MPhil and PhD levels should be upgraded, modernized and according to the world standards in the light of the present day social, economical, geographical, national and international needs. In this process all the stakeholders must be involved.
5. HEC, local government and universities should provide incentive to dedicated and hard working research supervisors. Research supervisors may be promoted and given rewards on the basis of their researches and research work contribution in the universities.
6. Research related workshops and seminars should be conducted on regular basis for both sectors universities to improve research culture and promote the researches and research scholars' competencies and skills.

7. There should be seminars, workshops and international conferences on regular basis for the faculty members and research scholars.
8. Proper incentives should be given to research supervisors and research scholars.
9. Promotion of faculty members should be on research publications and graduate supervisions basis.
10. The number of teaching staff should be increased and the number of supervisors should be according to the enrolled scholars need.
11. There should be publication incentives for the scholars and supervisors by the university and HEC.
12. Public private partnership should be established between all universities in both sectors to bring harmony and quality in both sectors universities at MPhil/PhD programmes.

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