

Overview of Student Enrolment, Teaching Faculty and Student-Teacher Ratio of Private and Public Universities in Pakistan

Dr. Munazza Rahim Hanafi

Department of Public Administration

University of Karachi

Karachi - Pakistan

ORCID: <https://orcid.org/0000-0002-5891-5030>

Email: munazzadanish1.md@gmail.com

Prof. (Meritorious) Dr. Abuzar Wajidi

Department of Public Administration

University of Karachi

Karachi - Pakistan

Email: abuzarwajidi@hotmail.com

Abstract

Growth and social wellbeing of a country largely depends on all the activities that require knowledge, expertise and highly qualified individuals to fill the gap between new avenues and job demand. Higher education institutions, number of enrolments in universities and availability of qualified teachers is important for fostering quality of education with a smooth flow of academic activities. This study is an attempt to gauge the situation of public and private universities in Pakistan by focusing on the number of universities, number of teachers and student-teacher ratio in public and private universities of Pakistan. Secondary data has been reviewed and examined from the available source (Pakistan Education Statistic). It has been identified that there is an increase in the number of universities but with a prominent decrease in teaching staff particularly in public sector universities, whereas student-teacher ratio has also been witnessed higher in public sector than the private universities in Pakistan.

Key Words: Student Enrolment, Teaching Faculty, Higher Education Institutions, Student-Teacher Ratio, Public and Private Universities.

1. Introduction

The imperative institutional organization of a nation is education; it plays a substantial role in the progress of any country. It empowers a country to stand on her feet. Nations that care and develop better education values attain success and economic growth. Moreover, talking about the higher depiction, the world is facing a lot of challenges and competition particularly in the education. Economic growth and development fundamentally depends on educated and competent man power and their share in the course

of economic development. A nation cannot pursue accomplishment without strong educational structure, for which professional, capable and satisfied teachers are required who can deliver quality education and can transform individuals into creative, skilled assets who can participate in the economic growth and development of the country. Hence it is an important area for a developing country to look into the education sector, dig down and recognizes lope holes which are blocking growth and development of the country and expand the identified areas so that the country can face challenges of the 21st century.

There are many examples of emerging economies in the world like India and China where education has been given immense importance between 2001 to 2013 as according to The World Bank IBRD- IDA (Gross Enrolment Ratio in Tertiary Education) there is a swift rise in the number of enrolments which justifies a clear picture and shows the prominence given to education by the governments (World Bank). The importance of teachers cannot be neglected as highlighted by (Usop, Askandar, Langguyuan-Kadtong, Usop, 2013; Panda & Mohanty, 2003), that teachers are the pivot of every learning organization.

Moreover student enrolment in educational institutions reflects where the country is leading, according to (ICEF) Monitor “Global economic power projected to shift to Asia and emerging economies” higher education enrolment in India has blasted over the past decade, and it displays the increase from 14 million to 28 million students between 2007 and 2013 particularly which is a double in numbers (ICEF Monitor). Conferring to the report the growth of higher education has been a key emphasis in India. Further in the report it has cited that, India is forecast to have the world’s largest population of college-aged students – 119 million – by 2025. The main attention of the government is to encourage higher education and to set out plans for the development of 20 world-class universities, including ten public-sector and ten private institutions. This is one leading example showing how education can improve the standards of growth and development of a country.

Similarly, literacy rate of a country provide a wider picture about the education system of a country and the importance of education in a country. Figure 1.1 shows the literacy rate of Pakistan with a percentage share of male and female including all provinces in Pakistan which has been extracted from Pakistan Economic Survey 2017-18. Female literacy rate is lower than the male literacy rates throughout in Pakistan showing that that government should take measures to improve this percentage share especially the female percentage.

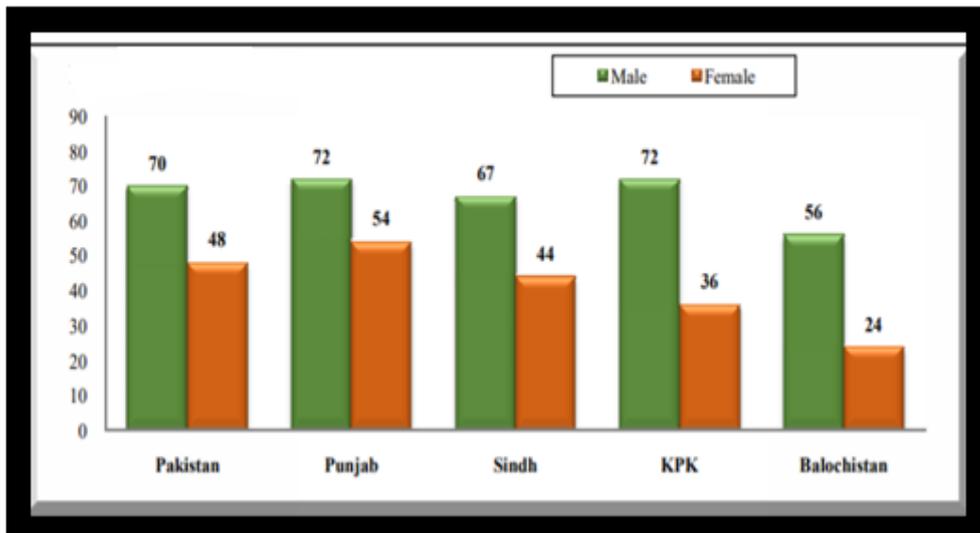


Figure -1 Literacy Rate of Pakistan (Male and Female)

Source: Extracted from Pakistan Economic Survey 2017-18

It can be clearly seen that KPK and Punjab shows 72 percent male participation whereas female literacy rate is different. Punjab shows 54 percent which is higher than the literacy rate of KPK which is 36 percent. While Sindh stand at 67 percent male and 44 percent female participation and Balochistan last in the list with 56 percent male and 24 percent female indicating the least literacy rates of Pakistan.

Figure - 2 demonstrates the percentage share of permanent PhD teaching faculty and permanent total teaching faculty in the universities of Pakistan from the year 2012-13 till 2014-15 respectively. The percentage displays that the percentage of PhD qualified teachers is quite small as related to the total full time faculty and it is a big question on the HEC criteria for university teachers.

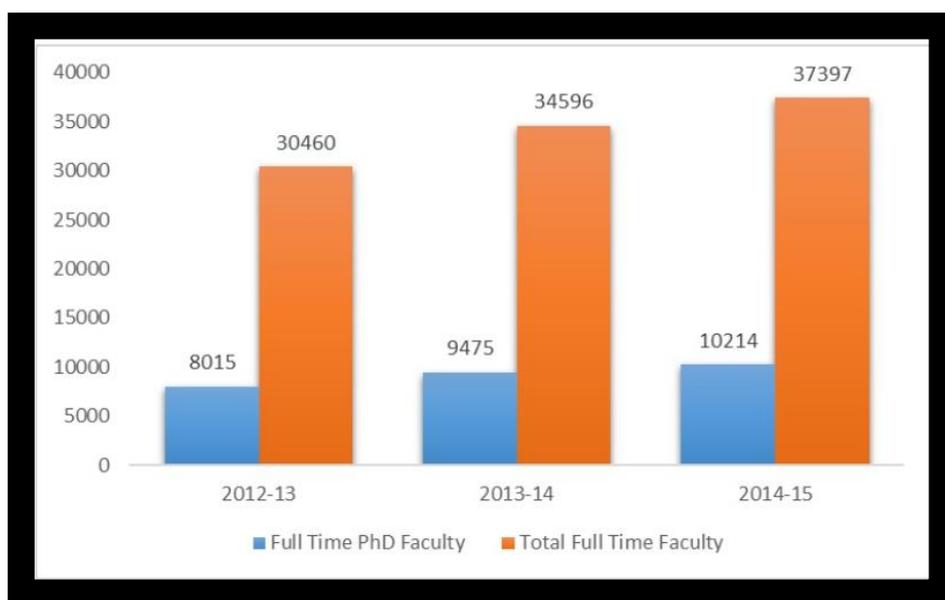


Figure -2 Teaching Faculty of Pakistani Universities/DAIS and Basic Colleges (2012-2014)

(Source: Extracted from HEC website)

Consequently adhering to the Higher Education Commission of Pakistan statistics (2019), there are total 203 universities in Pakistan where 81 are the private universities and 122 are the public in the fields of medicine, agriculture, engineering, veterinary sciences and general disciplines in Pakistan. However 189 are general universities out of which 79 are private and 110 are publicly owned universities respectively (Higher Education Pakistan).

2. Literature Review

The significance of education is not to shape any sole quality in the society but to crop such individuals who understand the significance of healthy life and become a source of fulfillment for others. Also other role of education is also important and that is character building which cannot be ignored. Any society with high moral values harvests such an atmosphere which can effect in healthier, well groomed, and prudent individuals.

Many studies have spotted the importance of education and about the academic profession as it is considered to be the “key profession”. Novelty and change has always been acknowledged and appreciated by the university and academics but the academics have never started nor strengthened institutional reforms. Growing knowledge society envisions shift in the traditional academic roles and they are equipped to welcome motivated academic people who are satisfied with work and atmosphere.

Proper and educated society only can contribute in growth and development of a country and for that education of males and females both should be given equal importance. Dalal (2018) specifies in his study that gender discrimination is one of the fundamental purpose why women are not being given the opportunity to get education as given to males. The census study shows that male literacy is more than the women literacy.

Likewise Gupta, (2014) justifies the prominence of female education and the profits of female empowerment. Women also must have a freedom and of healthier and happier life hence this should be enough a reason for encouraging women education. Nevertheless there are more important benefits for society as a whole. Education specially women education in developing countries is essential for the growth and stability (Verick, 2018). Conferring to the importance of women education Lutz, & Kebede (2018) suggests better educated people tend to have higher life probability and so they can provide better out puts. Chatterjee, Gupta, & Upadhyay (2018) also focuses the importance of education more on the female education and justifies that education is transformational which literally can change lives, and so education for both men and women should be encouraged at every level.

2.1 Higher Education

Need of higher education has influenced the world in all dimensions but that change is unique in all countries round the globe. Academic business plays a pivot role in producing skilled cultured work force that leads to economic development and in producing such expert and educated generation there is an important role of skilled, educated and satisfied academicians. Different academicians across the world participated and contributed in a survey which was conducted to find out the imperative aspects of academicians’s job satisfaction. Extensive range of survey study revealed and showed that job satisfaction

correlate expressively with job performance and the key relation was found between complexity and job autonomy (Judge et al., 2001; Bentley, Coates, Dobson, Goedegebuure & Meek, 2012).

The concept of having competent teachers is important as such motivated people will be able to face challenges of the fast growing society and will be proficient to produce knowledgeable and skilled generations for better required innovations and research work. University officials may it be private or public must give importance to the aspect of drive and job satisfaction of academics for better upcoming results. Person's self-image plays an important role in the performance and educated people must care about their image Danish, M. (2015), so teachers should improve their self-image with higher qualifications.

2.2 Importance of Higher Education

Higher education is an essential and unquestionable area for the economic growth and development of societies but there are reasons on which number of people to attain higher education is low (Kyllonen, 2012). The scholar has specified that several of the students who wish to take admission in higher education found miss fit as linked to the demands of admissions in higher education. Hence here, the study highlights that academicians must pay consideration to advance non cognitive skills of students in their early education so that when they reach higher education, they should feel competent and should be able to meet the demands of higher education. More education reveals more earnings, low crime, better lifestyles, and better civic contribution, with higher job rank and job satisfaction.

Sustainable society needs higher education institution that plays an integral role and act as a transformative agent for the growth and development (Kruss, McGrath, Petersen, & Gastrow, 2015). Higher educational institutions include profession- oriented institutions, traditional universities and vocational institutes which help in the conversion and intend to foster sustainable development of HEIs (Findler, Schönherr, & Martinuzzi, 2019). The importance of higher education cannot be ignored as it vital for socio and economic growth (Prichard & Trowler, 2018 & Dumciuviene, D. 2015). Globally it has been recognized by the authorities like UNITED NATIONS and the importance of HEIs and initiatives have been taken in to account. These measures are shaping and forming the guidelines and framework has also been formulated.

Importance of higher education and its effectiveness has been highlighted by (Reeves, T. C. 2006) who suggests that learning environment shows adequate, aligned factors including content, learner tasks, instructor role, student role, goals, assessment, instructional design and technological affordance which result in achieving success. On the other hand in higher education the most ignorant factor is the assessments and suggests the importance of adequate assessment methods to improve online commencement in higher education. Furthermore, Information Technology (IT) as strategic tool has significant importance in higher education (Khouja, et. al., 2018). Zain, Aspah, Abdullah, & Ebrahimi, (2017) promotes the importance of higher education and its impact on the Malaysian evolution. He has suggested that Malaysian student's growth and employment of graduates increased through properly managed higher education system. The study reveals and connects the importance with the current study

and signifies the importance of higher education in connection with the economic growth and development.

Opportunities in higher education system in India reflects that the government of India has noticed that the economic success of the state is directly determined by the education system of the country and keeping this at top priority, India has given focus in the education system and investing more in the system to achieve fast growth in country. This also validated the current study which is highlighting the importance of education for economic development (Sheikh, 2017).

Higher education and economic value has been studied by Allais, (2017) in her research, which reflects the connection of higher education, society and the economy. The paper questions on the current approaches used in higher education of South Africa and provides a link between higher education system and distinctive candidates who add value in society and in economic development.

2.3 Higher Education in Pakistan

Higher education has been observed in today's time period as of supreme importance and termed as the capital investment for economic development and social wellbeing of the society (Tilak, 2015). One of the simple human rights of every individual is education and out of which higher education is of vital importance for the improvement of a nation (Mohanty, 2000; Nasrin R. Khalilia, 2015). According to Erdkunde (2015), the condition of Pakistan's higher education is quite distressing. The people in Pakistan regard moral values and are not behind any other nation in terms of aptitude or competency perhaps some political differences and uncertainties have ruined the intellectual magnitudes of the people living in Pakistan. In the study conducted by Hanafi, M. R., & Iraqi, K. (2019) it has been highlighted that part time faculty members has reduced in "public sector" with projecting figures while full time (permanent) faculty has increased in Pakistan. This reflects that there is a need to speed up the recruitment processes in public universities so that there would be more permanent faculty members in both sectors respectively.

Pakistan used to have only one university that was "University of Punjab" situated in Lahore at the time it came in to being. Later on Karachi University started giving services of higher education from 1950 onwards till to date. The very first private university was established in Lahore which was "Lahore University of Management Sciences" (LUMS) in the year 1984 followed via "Agha Khan University in 1985" which was the second private university established in Karachi city. According to Hoodbhoj (2009), the noticeable increase in the number of universities was marked in Mr. Zulfiqar Ali Bhutto's regime which was from 1971 to 1977 respectively.

2.4 Student-Teacher Ratio

Koc, & Celik, (2015) suggests that there is a substantial correlation between number of students per teacher and students' achievement hence the importance of student-teacher ratio cannot be ignored as it plays an important role for quality education. Another study has given emphasis on the student-teacher ratio in higher education. Number of students in one class impacts on each individual's learning and

reflects impact on the success of students. It has been suggested that students learn better if the class size is small and teachers can assist student individually with full focus (Jones, Gallagher, & Midraj, 2020).

Students feel more focused and attentive when the number of students is low in the class room and teachers can easily focus on students learning and can keep a check on individual progress. International universities follow standard student-teacher ratio to improve students learning. A study by (Bedard, & Kuhn, 2008) has reinforced the importance of student-teacher ratio and suggests that class size effects on test-based outcomes in higher education.

Student-teacher ratio can be improved if the government appoints more teachers in universities to improve quality of education (Awan & Hussain, 2020). Hence this study justify that a controlled class size directly effect on quality of education so the government must focus on increasing the number of teachers in higher education to improve and advance quality of education which can help achieve sustainable development in Pakistan.

2.5 Student Enrolment in Higher Education Institutions

Study by (Adetula, et. al., 2017) signifies the importance of investment in education sector and suggests that economic development and high gross domestic product (GDP) largely depends on the investment made in education sector of a country. Study also suggests that the government may collaborate more with the private sector through Public Private Partnership (PPP) for achieving fast growth in the country. This will also help to reduce the burden and dependences on aids from developed countries and organizations.

Owens, (2017) suggest the importance of higher education by connecting education with the framework of sustainable development in the study. Higher education plays a key role in the economic development with quality education with the help of more funded research and partnership projects in the country. The study also provided guidelines for ensuring employability in the global market.

3. Research Method

For the current study descriptive research design has been adopted to investigate secondary data available from the website to identify answers for the research questions that have been framed by a through literature review. The data used in the study is from Pakistan Education Statistics, Pakistan Economic Survey, Ministry of Finance (official website) GOP and from HEC official website.

4. Research Objectives

1. To find out the percentage increase/decrease of number of public and private universities in Pakistan.
2. To examine the percentage increase/decrease of student enrolment in public and private universities of Pakistan.
3. To evaluate the percentage increase/decrease of student-teacher ratio in public and private universities of Pakistan.

4. To assess the percentage increase/decrease of teachers in public and private universities of Pakistan.

5. Discussion and Analysis of Education Statistics of Pakistan

A detailed exploration of education statistics of Pakistan will be discusses from the year 2007 till 2017 as per availability and reliability of the data. The data used in the study is from different sources including Pakistan Education Statistics, Pakistan Economic Survey, Ministry of Finance (official website) GOP and from HEC official website.

Following statistical data has been included after a through literature review in the study. The data is from different sources that will provide a wider overview of higher education in Pakistan. The tables are representing educational statistics of Pakistan and include number of public and private universities, student-teacher ratio, number of student enrolment, number of teachers in HEI’s, literacy rate, unemployment rate of degree attained individuals and number of PhD produced during particular years in Pakistan.

Table - 1 Public & Private Universities/ Institutions in Pakistan

S. No	Years	Public	Private	Total	Percentage Increase/ Decrease
1	2007-2008	68	56	124	-
2	2008-2009	72	57	129	4%
3	2009-2010	73	59	132	2%
4	2010-2011	76	59	135	2%
5	2011-2012	79	60	139	3%
6	2012-2013	79	60	139	0%
7	2013-2014	91	70	161	16%
8	2014-2015	91	72	163	1%
9	2015-2016	91	72	163	0%
10	2016-2017	110	75	185	13%

(Source: Pakistan Education Statistic 2007-2017)

Table - 1 represents total number of “public and private universities” of Pakistan. The table shows from year 2008-2009 till 2013-2014, there is a slow increase in the number of both public and private universities in Pakistan. However, in the year 2013-2014, the data shows 16 percent speedy increase in the number of universities reflecting growth in the country. But again in the year 2014-2015 and 2015-2016, there is no increase in the number of universities. Perhaps, the year 2016-2017 shows a prominent increase in the number of universities reflecting a good picture of higher education in Pakistan. The data also revealed that since 2007 to 2017 i.e. in about ten years, government has invested more on education than the private sector as public sector universities number raised from 68 to 110 (Total

increase is 42 universities), whereas in private sector the number increased from 56 to 75 means a total number of 19 universities.

Table -2 Teachers in Public & Private Universities/Institutions of Pakistan

S. No	Years	Teachers				Total	Percentage Increase / Decrease
		Public		Private			
		Full Time	Part Time	Full Time	Part Time		
1	2007-2008	13,087	25,179	5,895	2,732		
	Total	38,266		8,627		46,893	-
2	2008-2009	14,540	27,975	7,051	3,267		
	Total	42,515		10,318		52,833	13 %
3	2009-2010	15,774	30,350	7,965	3,691		
	Total	46,124		11,656		57,780	9 %
4	2010-2011	17,188	33,072	9,086	4,211		
	Total	50,260		13,297		63,557	10 %
5	2011-2012	18,753	36,084	10,397	4,819		
	Total	54,837		15,216		70,053	10 %
6	2012-2013	20,525	39,492	11,984	5,556		
	Total	60,017		17,540		77,557	11 %
7	2013-2014	20545	39492	11984	5556		
	Total	60,017		17,540		77,557	0 %
8	2014-2015	30586	39492	12654	5556		
	Total	70,078		18,210		88,288	14 %
9	2015-2016	26,251	40,281	11,177	5,666		
	Total	66,532		16,843		83,375	- 6 %
10	2016-2017	31819	8,439	13420	5055		
	Total	40,258		18,475		58,733	- 30 %

(Source: Pakistan Education Statistic 2007-2017)

Table - 2 is indicating the number of “public and private” academicians in Pakistan. From the year 2008-2009 till 2014-2015 except year 2013-2014, we can see a slow but firm increase in the number of teachers in both “public and private” universities. However, the year 2015-2016 and 2016-2017 reflects a prominent decline in the number of teachers in public sector but there can be seen some increasing trend from 2015-2016 till 2016-2017 in private sector academes specifically.

On the other hand, with the increasing number of universities during the year 2016-2017 and decreasing number of teachers in the same period in public sector, reflects that the teachers were leaving the profession and were not happy with their work and here it shows that the government need to identify reasons of the decline and try to provide avenues of teachers.

Table - 3 University/Institution Enrolments in Pakistan

S. No	Years	Public	Private	Total Enrolments	Percentage Increase/ Decrease
1	2007-2008	637,037	104,055	741,092	-
2	2008-2009	688,138	115,369	803,507	8%
3	2009-2010	801,395	134,204	935,599	16%
4	2010-2011	948,764	158,918	1,107,682	18%
5	2011-2012	1130143	189656	1,319,799	19%
6	2012-2013	1364590	230058	1,594,648	21%
7	2013-2014	1364590	230058	1,594,648	0%
8	2014-2015	1112625	186535	1,299,160	-19%
9	2015-2016	1141219	214430	1,355,649	4%
10	2016-2017	1192535	270744	1,463,279	8%

(Source: Pakistan Education Statistic 2007-2017)

Table – 3 represents total number of public and private university enrollments in Pakistan. The table shows a steady increase in the number of enrolments from the year 2008-2009 till the year 2012-2013 respectively. However, there is no change in the year 2013-2014 as per the data. Besides it can be witnessed through the data that it has been an alarming 19 percent decrease in the number of enrolments in the year 2014-2015 in Pakistan. Moreover, according to Pakistan Education Statistics, a sum of 185 universities are present in Pakistan with 58.7 thousand teachers providing services in higher education in both public and private universities in the year 2016-2017, as represented in Table -2 respectively.

On the other hand, the data reflects an increase of 8 percent in student enrolments which is around 1463.3 thousand in 2016-2017 in contradiction of 1355.6 thousand in 2015-2016 as represented in Table-3. Perhaps, it is likely to foresee a decrease by 2.7 percent in the number of enrolments from 1463.3 thousand in 2016-2017 to 1423.1 thousand in 2017-2018 respectively (Pakistan Education Statistics 2017-2018) which is not represented in the tables as complete data of the year 2017-2018 is not present. This picture reflects serious concerns that the number of enrolment has decreased fast contrary to the population growth in Pakistan.

Table -4 Students -Teacher Ratio in Public Universities of Pakistan

S. No	Years	Teachers	Enrolments	Student-Teacher Ratio
1.	2007-2008	38266	637,037	16.64759839
2.	2008-2009	42515	688,138	16.18576973
3.	2009-2010	46124	801,395	17.37479403
4.	2010-2011	50260	948,764	18.87711898
5.	2011-2012	54837	1130143	20.60913252

6.	2012-2013	60017	1364590	22.73672459
7.	2013-2014	60017	1364590	22.73672459
8.	2014-2015	70078	1112625	15.8769514
9.	2015-2016	66532	1141219	17.15293393
10.	2016-2017	40258	1192535	29.62231109

(Source: Pakistan Education Statistic 2007-2017)

Table -4 represent student-teacher ratio in public universities of Pakistan. According to the data, public universities in the year 2016-2017 present approximately 30 students per teacher ratio which can be improved by recruiting more teachers.

Table -5 Student-Teacher Ratio in Private Universities of Pakistan

S. No	Years	Teachers	Enrolments	Student-Teacher Ratio
1.	2007-2008	8627	104,055	12.06155094
2.	2008-2009	10318	115,369	11.18133359
3.	2009-2010	11656	134,204	11.51372684
4.	2010-2011	13297	158,918	11.95141761
5.	2011-2012	15216	189656	12.46424816
6.	2012-2013	17540	230058	13.11619156
7.	2013-2014	17540	230058	13.11619156
8.	2014-2015	18210	186535	10.2435475
9.	2015-2016	16843	214430	12.73110491
10.	2016-2017	18475	270744	14.65461434

(Source: Pakistan Education Statistic 2007-2017)

On the other hand, private universities stand at around 15 students per teacher in the year 2016-2017, which is a better ration in comparison to the ratio of public academes at the same time frame, as presented in Table -5. The difference in the student-teacher ratio in public and private universities is due to the number of enrolments in public universities as compared to the private universities. Government must plan and recruit more teachers in public sector universities to cater student needs and to control student-teacher ratio which effects student learning as reflected in literature review.

Table -6 Unemployment Rate of Degree Attained Individuals in Pakistan

S No	Years	Unemployment Rate Male (%)	Percentage Increase/Decrease	Unemployment Rate Female (%)	Percentage Increase/Decrease
1	2006-2007	4.6	-	9.7	-
2	2007-2008	3.5	-24%	12.9	33%
3	2008-2009	4.2	20%	15.1	17%

4	2009-2010	5.8	38%	19.5	29%
5	2010-2011	6.3	9%	19.3	-1%
6	2012-2013	7.6	21%	22.1	15%
7	2013-2014	10.9	43%	15.5	-30%
8	2014-2015	12.9	18%	21.1	36%
9	2017-2018	7.3	-43%	41.1	95%

**Data of year 2015-2016 and 2016-2017 was not available in the report.*

(Source: Pakistan Employment Trends 2018)

Table - 6 highlights unemployment rate of degree attained individuals both male and female in Pakistan. Conferring to the data, female unemployment rate is greater than the male unemployment rate in the year 2016-2017 explicitly. The table shows that in the year 2007-2008, 24% decline and in the year 2016-2017 43% decline in male unemployment rate, whereas in the year 2013-2014, as per the table it can be seen 30% decline in female unemployment rates. However, overall unemployment rate does not represent a good picture as the unemployment rates are mostly showing increasing trend in the table.

However, a positive picture is reflected in year 2017-2018 with 43 percent decline in male unemployment rate depicting progress in Pakistan. On the other hand, female unemployment rate continued to increase except in the year 2010-2011 and 2013-2014. The current female unemployment rate is 41.1 percent which is showing alarming picture for the institutions especially educational institutions in Pakistan and a wakeup call for the government.

Table -7 Literacy Rate in Pakistan (Last 10 Years)

S. No	Years	Literacy Rate Pakistan	Percentage Increase/ Decrease
1	2007-2008	56	-
2	2008-2009	57	2%
3	2009-2010	58	2%
4	2010-2011	58	0%
5	2011-2012	58	0%
6	2012-2013	60	3%
7	2013-2014	58	-3%
8	2014-2015	60	3%
9	2015-2016	58	-3%
10	2016-2017	58	0%

(Source: Pakistan Economic Survey (2007-2017))

Furthermore, to make a further contribution in understanding unemployment rates, literacy rate has also been included. Table -7 reflects literacy rates from the year 2007-2008 till the year 2016-2017 respectively. As per the data 3 percent decline can be seen in the year 2013-2014 and 2015-2016. However, there is no change in the literacy rate of Pakistan in the year 2016-2017 specifically. This picture reflects that literacy rate of Pakistan is stable and consistent since years but it needs to be raised and with a little effort by the government, it can be improved in near future. So government must increase number of teachers so that there would be more teachers to teach in universities and should try to improve student enrolment by increasing the public sector universities. This will also improve the student-teacher ratio in public universities and will positively impact on student learning and on quality education.

Table -8 PhD Output 2010-2014 by Pakistan Universities

S. No	Years	Public Universities	Percentage Increase/Decrease	Private Universities	Percentage Increase/Decrease
1	2010	775	–	57	
2	2011	952	23%	72	26%
3	2012	1038	9%	80	11%
4	2013	1142	10%	69	-14%
5	2014	1248	9%	103	49%
	Total	5155		381	

(Source: HEC website)

According to the HEC criteria, teaching faculty for higher education must have minimum qualification of MS/MPhil or Ph.D. in relevant subject areas. Keeping the criteria of HEC on priority for higher education faculty, we must see the number of Ph.D. teaching staff in between the year 2012-13 till 2014-15 in Figure – 2 which is very low as per the HEC criteria. Hence it is very important to promote higher education and produce more PhD's and then provide avenues to such qualified people with good opportunities and benefits so that they can contribute in HEI's in Pakistan.

Table -8 signifies the quantity of PhD's produced from both sector academes from year 2010 till 2014. The table show massive variance in the number of PhDs produced by the public universities as connected to private universities in Pakistan. Most progressive year in terms of total PhDs individuals produced by the government sector academes is the year 2011 where there can be seen 23 percent rise in the numbers as compared to the former year. However, rest of the years reflects a slow and constant increase which is an area of consideration for the government. This picture gives a clear picture that how and where the government needs to pay attention and help the country prosper with the help of qualified people.

6. Conclusion and Recommendations

A detailed study has been conducted to discuss the importance of higher education in Pakistan. These discussions have been further modified by a thorough literature review analysis and based on the study and the available statistics, relevant data has been studied and discussed to highlight the major aspects of higher education of Pakistan.

An endeavor has been made to observe the studies carried out nationally and internationally regarding “Higher Education” and HEI’s. There is no point to doubt on the importance of education, its requirement in economic development, and in building the moral character of society. Moreover the discussion has made with a comparison of public and private universities in Pakistan.

It has been observed that although the number of universities increased in both sectors of Pakistan, but number of teachers decreased in the corresponding years with noticeable numbers in “public sector universities” only which reflects that the satisfaction level of academicians is low in “public sector” and the reasons could be lack of extrinsic or intrinsic motivation. While student’s enrolment showed a steady increase in both the sectors respectively.

It has been observed from the data that student-teachers ratio is better in “private sector” which may be due to more enrolment of students in “public universities”. A mix trend has been detected in the unemployment rate of degree attained individuals in different years. In some years it reduced and in some years it increased however female unemployment rate remained more than the male though out the period under discussion.

There is not much of variation in literacy rate that has been observed which may increase or decrease due to increase in population. It has been observed that public academes have proved to be more successful in producing PhDs than private academes. Government may promote female employment by increasing female percentage share in employment structure in the country. However there is a great scope to discuss and analyze the available data keeping same variables to improve the literacy rate of country.

An analysis of student enrolment was carried out and showed a steady increase, but a sudden decrease was also observed which needs to be lectured for future. Overall in Pakistan part time faculty is less in “public” sector whereas more in “private” sector respectively but the universities need to follow the HEC criteria of MS/MPhil or PhD set for the faculty respectively. More public universities are required to help control student-teacher ratio, improve quality of education and it will also help produce employment opportunities especially for females to control female unemployment rate.

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