

**A CASE STUDY ABOUT THE DYNAMICS OF FACTORS
INFLUENCING THE ENHANCEMENT OF QUALITY
EDUCATION IN
UNIVERSITY OF KARACHI, PAKISTAN**

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ABSTRACT

The Quality Enhancement in University of Karachi is correlated with many influencing factors which determine the shape of any introduced reform in the academics. The dynamics of these global and local factors cannot be measured merely through quantitative; this research attempts to explore qualitatively the local factors and their dynamics in the perspective of Quality Enhancement in the context of the University of Karachi. This research evaluates these factors in the opinions of students, teachers, and management personnel and suggests the area of improvement in this regard. Finally, this research also suggests about creating the bond between society and University of Karachi in order to claim quality enhancement of academic practices.

KEY WORDS: Quality of education, Quality of Higher Education, Institute of Higher Education, Quality Enhancement, Dynamics

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INTRODUCTION

“[Higher] Education plays a vital role in human capital formation. It raises the productivity and efficiency of individuals and thus produces skilled manpower that is capable of leading the economy toward the path of sustainable economic development”¹. Atta Ur Rahaman argues about the existence of direct linkage between the Quality of Higher Education and political socioeconomic development of the country². However, the prevailing condition of Higher Education in Pakistan is not meeting with the international standards of higher education. Thus, there is sufficient space available to pursue the goal of QHE in the educational sector of Pakistan. Despite, after the new endeavors and reforms launch by Higher Education Commission (HEC) the desirable outcomes in higher education could not achieve due to the contextual factors affecting either directly or indirectly on the quality of higher education³. Conversely, there is ample scope available for educational reforms to correlate with influencing factors and enhancement of quality education at university level in order to improve the efficiency of Institute of Higher Education in Pakistan.

The aim of this small-scale case study research is to explore the factors influencing on the enhancement of quality education in University of Karachi (UoK) Pakistan against any reform in HE. This research also draws implications for the better productivity of UoK in terms of academics while understanding the dynamics of influential factors qualitatively.

STATEMENT OF THE PROBLEM

In Pakistan quality enhancement in higher education is correlated with many influencing factors like: availability of financial resources to institution, norms of quality education, training of faculty members, vibrant research environment, outcomes & parameter of evaluation systems and non-flexible admission criteria⁴. Being a large public sector university, UoK holds the leadership status-quo among the universities of Pakistan. After the establishment of HEC, quality

¹ Ghulam Rasool Memon, "Education in Pakistan: The Key Issues, Problems and the New Challenge." Journal of Management and Social Science 3, no. 1 (2007), p. 47

² Atta Ur Rehman, "A Silent Revolution of Higher Education in Pakistan," www.lineneetwork.org/1085/4.com, accessed on 15 February 2011 pp 1-8.

³ Mosa K. Jalalzai, ed. "The Crisis of Education in Pakistan--State Policies and Textbook". Edited by Mosa K. Jalalzai. (Lahore: Al-Abbas International, 2005).p. 7

⁴ Naseem Aadil, "Assessing Quality of Higher Education in Pakistan" (2010). www.icaghe2010.org, accessed on 23-1-2011 p 28

enhancement in higher education became the center of the gravity for the researches across the Pakistan⁵. Although, quality and its parameters have been addressed in different educational policies but not attention has been paid yet in any research claiming about the local factors mainly responsible to dictate the shape of any reform for quality enhancement in higher education. Therefore, the prime rationale of this research is to explore the dynamics of major influential factors responsible for effecting the enhancement of quality in higher education. Hence, in the parameter of these major factors the focus remains with the improvement in the quality of higher education and better performances of UoK. Moreover, this research bears crucial significance to understand the dynamics of local factors and their impact upon efforts related to quality enhancement in UoK for the maximum leverage of academic standards. Thus, this research would be beneficial for student, faculty members, and quality enhancement cell in UoK to understand the reform strives to provide up-to-date knowledge. Finally, research deeply sights the present state of affairs related to the enhancement of quality of education in UoK, and attempts to conduct the in-depth analysis of the influential factors mostly neglected and finds some concrete answers to deal with the persistence of issues and hindering factors influencing the progress of higher education in UoK.

REVIEW OF LITERATURE

This research attempts to establish a framework which compares and contrasts the global factors with local factors impacting higher education in Pakistan. This research also explores and critiques the existing situation available in literature by analyzing these factors in the parameter of the local context of UoK.

A GLOBAL PERSPECTIVE ABOUT THE INFLUENCING FACTORS ON QUALITY ENHANCEMENT IN HIGHER EDUCATION

Aldridge and Rowley⁶ observe that good quality education provides better learning opportunities and the levels of satisfaction or dissatisfaction which strongly affects the students' success or failure of learning in the circles of academics⁶. In the broader sense, it is realized that reforming education is the first step in re-structuring of

⁵ Pervez Aslam Shami, "Education in Pakistan--Policies and Policy Formulation", (Islamabad: National Book Foundation, 2005) pp 79.

⁶ Susan Aldridge and Jennifer Rowley, "Measuring Customer Satisfaction in Higher Education", *Quality Assurance in Education* (1998).
<http://www.emeraldinsight.com/journals.htm?articleid=839613&show=pdf>, pp 197-204. accessed on 15 April, 2011,

society and for unique social compatibility⁷. In this scenario the best approach is to map about increasing the social productivity by re-conceptualizing the quality of the educational system of the country in order to provide skill to the people they need for and to meet the new standards of global competitive society⁸. Quality enhancement in higher education has gained gravity of attention for its key role of human resources development due to rapidly increasing the present competitive multi-cultural global society. Becket & Brookes argue that "Quality is one of the major concerns of higher education... day by day with the increasing demand of higher education the argument for quality is also increasing. Besides all the efforts and initiatives taken for the quality yet there exist the problem to manage quality in higher education institutions."⁹ Fraser clarifies this notion as "Quality of Higher Education is important because university must be accountable to the society, to employers, and to students who are stakeholders in the process."¹⁰ However Anderson defines quality of higher education as "The quality revolution in higher education has underscored the expectations that universities must demonstrate that they are providing quality education and producing quality research and constantly strive to improve both."¹¹ It can be concluded from the aforementioned argument that the quality of higher education is genetically related to the excellence in learning, relevant to the industry and accountable to the society as compared to its traditional academic view.

QUALITY ENHANCEMENT

HEI is mainly responsible to maintain equilibrium between demand and supply to the society and correlate QUALITY ENHANCEMENT with many factors and processes. Biggs, defines quality enhancement as "The mechanism that an institution puts in place to continually review and improve the practice"¹² in order to

⁷ The idea well articulated by V. K. Rao, "Quality of Higher Education", (New Delhi: APH Publishing corporate, 2009). pp 133.

⁸ G. Anderson, "Assuring Quality / Resisting Quality Assurance: Academic Response to Quality in Some Australian Universities", wiscap.wisc.edu/uploads/media/VS020SkolnikPresentation.pdf, accessed on 17 April 2011. pp 161.

⁹ Nina Becket and Maureen Brookes, "Analysing Quality Audits in Higher Education" http://bejlt.brookes.ac.uk/vol1/volume1issue2/academic/becket_brookes.html accessed on 8 February, 2011, pp.2-4

¹⁰ M. Fraser, "Quality in Higher Education: An International Perspective", UK: SRHE an open universities press. 1994,p.28

¹¹ Ibid. p. 328

¹² John Biggs, "Teaching for Quality Learning at University", (Buckingham: Open University Press, 2003), p.41

understand the dynamics of global and local influential factors affecting on quality of education. However, Middlehurst articulates "Quality Enhancement is part of a wider framework in which quality control; quality assurance and transformation are stages in the management of quality"¹³. Rao¹⁴ Bornman¹⁵ and Kohn¹⁶ cites the following factors dominantly influencing global on QUALITY ENHANCEMENT in HE:

1. Admission criteria of Institute
2. Financial resources Available to Institute of higher education and Efficiency of the management system
3. Research Culture and its significance
4. Professional Development of Faculty
5. Curriculum standards of Institute
6. Evaluation system of Institutional progress

ADMISION CRITERIA OF INSTITUTES

The educational system across the globe has produced an imbalance amid the different disciplines of higher education. The demand for science and business education is far higher than the places available in the public universities across the globe¹⁷. The pressure has led to inflexible entry requirements based only on the examination performance of the student¹⁸. It can be inferred that admission criteria is dilemma across the globe and its effects on quality enhancement and the selection of the right students who have proven aptitude for higher education be given admission¹⁹.

FAINANCIAL RESOURCES AVAILABLE TO HEI AND THE EFFICIENCY OF MANAGEMENT SYSTEM

Institutes of higher education are being challenged by their traditional sources of income to become 'enterprising' with new connections to the labor market, business and social communities. State funding is increasingly restricted or available for specific state priorities. Rao explores, "Budgetary constraints particularly for operation are adversely affecting on the universities. They operate with heavy deficits and some of them have obtained overdrafts from

¹³ Robin Middlehurst, "Quality Enhancement for Accountability and Transformation--a Framework for the Future" *Tertiary Education and Management* 3, no. 1 (1997): 15-24.

¹⁴ Op.cit., Rao, p.177.

¹⁵ Bornman, et al, "Quality Assurance in Higher Education." *Higher Education* 52, no. 4 (2006): pp. 687-704.

¹⁶ Alfie Kohn, "Turning Learning into a Business Concerns about Quality Management at School." *Educational Leadership* 51 (1993): 58-61.

¹⁷ Op.cit., Rao. p.145

¹⁸ Ibid., p. 79

¹⁹ Op.cit., Biggs, pp.1-309

banks amounting to millions to meet their current expenditures, some of them find it difficult even to pay the salaries for the staff and to meet day to day financial commitments and to a large extent the financial problems of universities are due to mismanagement. Inadequate, untimely and inefficient financial system has adversely affected the performances of the universities and does immense harm to their academic growth and development as a whole. Major innovations and changes in the financial system appear mandatory.”²⁰

In this scenario, the availability of resources and the poor management system raises question to quality enhancement as a major influencing factor.

RESEARCH CULTURE AND ITS SIGNIFICANCE

The main function of the universities is to impart knowledge and produce knowledge²¹. The production of knowledge and its application is accomplished through research. However Bridesall, articulates that, “Industry based research plays a key role in the development of a country. However, a very few research projects in public universities are jointly conducted due to shortage of funds. Lack of local capacity to carry out research may be one ... [concern] to exploit fully existing technologies in such fields as education.”²²

PROFESSIONAL DEVELOPMENT OF FACULTY MEMBERS

The teacher is the kingpin and the central figure of the whole process of higher education. It is, therefore important to strengthen this position and attract the best of society’s brains²³. Advanced training of teachers is vital for the quality of higher education. The low quality of the teaching faculty is one of the major causes of the low standard of education. Poor quality and shortage of qualified teachers are continuing to hinder the progress of higher education towards achieving its goals related to quality enhancement²⁴.

CURRICULUM STANDARDS OF INSTITUTE

²⁰ Op.cit., Rao,p,279

²¹ Op.cit., Kohn, pp. 58-61

²² N. Bridesall, “*Public Spending on Higher Education in Developing Countries: Too Much or Too Little?*” *Economic Education* 15, no. 4 (1996): 407-419.

²³ Op,cit.,Anderson, p 169.

²⁴ Kontio, Juha. “*Quality Assurance at Higher Education Institutes: The Role of Educational Initiatives*”

http://iceehungary.net/download/fullp/full_papers/full_paper336.pdf, accessed on 14 February 2011. p.8

Kohn discussed that, "In higher education, culture highly depends upon the curriculum. The failure of quality may be caused due to poor design and the nature of the curriculum. It may also cause hindrances in the adaptation and delivery of curriculum in the context of quality initiatives"²⁵. The quality of institutions is assessed based on curriculum content and work based learning meets with the standards of job-markets and social standards.

EVALUATION SYSTEM OF INSTITUTIONAL PROGRESS

It is perceived that the evaluation system of an institute exhibits vital concerns about the progress of HEI. Gronlund express that, "evaluating is a systematic process of collecting, analyzing an interpretation of information to determine the extent to which pupils are achieving instructional objective".²⁶ Therefore, the process of quality in higher education is not simple but it needs regular and continuous efforts to regulate the HEI.

THEORETICAL FRAMEWORK ABOUT PAKISTANI PERSPECTIVE RELATED TO THE INFLUENCING FACTORS ON QUALITY ENHANCEMENT OF HIGHER EDUCATION

The importance of education was fully realized soon after the establishment of Pakistan but as a nation we failed to address this concern in any educational policy so far. Higher education plays vital role in the socioeconomic development and political awareness of the country²⁷. But in deplorable present circumstances of education in Pakistan is a direct result of education not receiving national priority in any regime. Therefore, it is necessary to focus on the restructuring of higher education system and enhance the quality of education. Khan supports this notion as "In the 21 century quality is an important feature for institutions of Higher Education all over the world. It gained importance because of the fact that the key role of human resources is increasing very rapidly in the present competitive era."²⁸ Iqbal highlights the challenges and issues in this regard as, "Quality in Higher Education is a challenging task and therefore, this is no universal consensus on how to manage quality in higher education

²⁵ Op.cit., Kohn, p. 139

²⁶ Norman Edward Gronlund, "Developing Instructional Objective" (2000) http://www.jblearning.com/samples/0763740233/40233_ch03_final.pdf, accessed on, 9 May 2011. p,249

²⁷ U.A. G. Isani and Muhammad Latif Virk, "Higher Education in Pakistan-a Historical and Futuristical Perspectives". Second ed. (Karachi: National Book Foundation, 2005), p.1

²⁸ Shoaib Rabbani Khan, "Education Marketing: Creating the Competitive Edge for Quality Enhancement in Higher Education" (2008) www.icaqhe2010.org/.../11-shoaib%20Rabbani.pdf, accessed on 17 March 2011, p.5

and is the most relevant to the industry excellence implies the notion of reputation and refers to the traditional, academic view which aims demonstrate high academic.”²⁹ It can be realized that this definition has different perceptions about the quality of higher education and its parameters. Therefore, in higher education system the heart of quality is not only the techniques but also the commitment by management to its people and products. It can be inferred that quality as transformation when institutions adopt strategic changes to gain a boost in the industry and society for further refinement in the practices of HE. Thus the indicators of quality enhancement include learners, teachers, content, teaching & learning processes, research environments, outcomes and evaluation of the system.

QUALITY ENHANCEMENT

Oliver defines quality enhancement as “Quality Enhancement is therefore seen as an aspect of institutional quality management that is designed to secure in the context of the constraints with which individual institutions operate steadily and demonstrable improvement in the quality of learning opportunities.”³⁰ Quality enhancement also provides condensation all approaches to the institutions and gives the idea that the institutions they know better actually what quality is? In this regard Quality Enhancement Cell has been established in UoK. Rana articulates “The main purpose of Quality Assurance is to regulate the quality enhancement cell operated by different universities in Pakistan. They are major involved in the training of the faculty, development of the programs, creation of new policies and guideline for setting the appropriate standards.”³¹

However Aadil adds further in this idea that, “Quality Assurance system is based on the hypothesis that everyone in higher education institutions has the responsibility for maintaining and enhancing the quality of product (student). It requires commitment, time, effort and willingness of everyone in the university, from top to lower level of hierarchy.”³²

²⁹ Muhammad Zafar Iqbal, "Problems and Issues Regarding Quality Enhancement Cell (Quality enhancement) Views of Quality enhancement's Heads" (2010). p.382 www.icaghe2010.org, accessed on 17 September 2011,

³⁰ Martin Oliver, "Quality Assurance and Quality Enhancement in E-Learning" (2010) <http://evidencenet.pbworks.com/w/page/19383515/Quality%20assurance%20and%20quality%20enhancement%20in%20e-learning>, p.3 accessed on 8 February 2011

³¹ Saba Rana, "Quality Management in Higher Education-a Perspective", (2009). [www.ciitlahore.edu.pk/pl/abrc/Proceedings/All%2520papers/QM%2520IN%2520HIGHER%2520EDUCATION%2520\(Saba%2520Rana\).pdf+Saba+Rana,+\"Quality+Management+in+Higher+Education-a+Perspective](http://www.ciitlahore.edu.pk/pl/abrc/Proceedings/All%2520papers/QM%2520IN%2520HIGHER%2520EDUCATION%2520(Saba%2520Rana).pdf+Saba+Rana,+\) Accessed 8 February 2011, p.5

³² Ibid. p.38

These influencing factors dictate the shape of any reform in the local context of Pakistan. UoK is constantly striving for improving the quality of higher education as an autonomous governing body and in the light of guideline provided by HEC. Bowen, Clecak, Doud and Douglass have identified many key factors influencing quality of higher education and include the following: teacher remuneration, in appropriate curricula, and the relative absence of research and the mismatch of outputs from HEC with the need of society³³. Siddiqui Dilshad and Iqbal³⁴ Issani and Virk³⁵ Akhtar et al.³⁶, And Rasheed³⁷ endorsed the global factors and their significance but further add following local influencing factors impacting the quality enhancement of higher education in public sector universities like oak

1. Poor planning and implementation of policies
2. Research environment & technology infrastructure
3. Professional Development and Motivational issues of Faculty members

POOR PLANNING & IMPLEMENTATION OF POLICIES

Education policy has to be nationally developed and owned³⁸. There is no standardized and agreed format for policy making that would allow it, protect it design, and implement in a uniform fashion across the country³⁹. The important reason for acquiring this direction is the absence of coherent, comprehensive plan. Issani and Virk observe that in the project mode, the plans are either donor-driven or created on an ad hoc basis for political expediency and these plans do not flow from the direction of national education policy⁴⁰. It can be inferred for UoK that planning and implementing is abrupt and not periodic; policies remain superficially implemented and the gap

³³ Howard R. Bowen, Peter Clecak, Jacqueline Powers Doud, and Gordon K. Douglass, *Investment in Learning*, (San Francisco: Jossey-Bass Publishers, 2007), p.17

³⁴ Muhammad Dilshad and Hafiz Muhammad Iqbal, *Quality Indicator in Teacher Education Programmes*, Pakistan Journal of Social Science 30, no. 2 (2008) pp. 403-404.

³⁵ Op.cit. Issani and Virk, p.21

³⁶ N.A Akhtar, F. Jalil, M.S. Farooq, M.Afzal, and M.U. Awan, *Effect of Leadership and Academic Culture on Implementation of Self Assessment Munual in Public Sector Universities in Pakistan*, Journal of Quality and Technology Management VI, no. 1 (2010): pp.140-152.

³⁷ Muammad Imran Rasheed, Hassan Danial Aslam, and Shakeel Sarwar, *Motivation Issues for Teacher in Higher Education: A Critical Case of IUB* (2010). p.7 www.macrothink.org/journal/index.php/jmr/article, accessed on 19 August 2011.

³⁸ Op.cit., Shami, p.103

³⁹ Shahid Siddiqui, *Rethinking Education in Pakistan, Perceptions, Practices and Possibilities*, 2nd ed. (Karachi: Paramount Publishing Enterprise, 2010.) p.17

⁴⁰ Op.cit, Issani and Virk, p.39

between policy and implementation practices is widening and effecting quality enhancement in higher education in UoK.

RESEARCH CULTURE AND TECHNOLOGY INFRASTRUCTURE

The main function of universities is to promote research for contributing to the socioeconomic development of the country, strengthen institutional infrastructure, producing highly qualified manpower and improve the quality of higher education. There has been lacking of research traditions in our universities since establishment of Pakistan⁴¹. In this regard, another important factor is the lack of facilities and resources for students, teachers and researchers. The unavailability of modern techniques like computers, internet facility, the latest scholars' publications, improperly equipped libraries and laboratories⁴² are the main elements effecting quality enhancement in UoK.

PROFESSIONAL DEVELOPMENT AND MOTIVATIONAL ISSUES OF FACULTY MEMBERS

The role of quality faculty is the key component of quality of higher education, because in the guidance of supervisors students achieve pre-set educational targets. However Rahman expresses, "With the dual objective of increasing institutional capacity and enhancing research activities, the major thrust programs in the area of human resources development has been primarily aimed at improving the academic qualifications of the university faculty."⁴³ In this context it can be inferred for UoK to hire not only qualified faculty but also adopt more credible and reliable measurement tools to measure teacher's performance motivation on a regular basis. There must be focused on improvement in a faculty development program, enhancement of communication and computer skills, introduction of advanced assessment methodologies and enrichment of subject knowledge as target areas.

COMPARISON BETWEEN GLOBAL & LOCAL FACTORS INFLUENCING QUALITY ENHANCEMENT AT UOK

Khan recognizes that, "we are living in an age of revolution through knowledge. We must turn towards the road of education, knowledge, learning, science and technology."⁴⁴ While comparing the

⁴¹ Op,cit., Jalzai ,p.41

⁴² Op.cit.,Rahman,p.5

⁴³ Ibid, p.3

⁴⁴ Akter Hassan Khan, " *Education in Pakistan--Fifty Years of Neglect*", The Pakistan Development Review 36, no. 4 (1997): pp. 647-670.

global and local factors influencing quality enhancement at Uok, admission criteria, research environment, curriculum standards, financial resources, faculty development program, poor planning and implementation of policies, inefficient education management system, poor evaluation system in the context of higher education are same. This comparison shows that the institutes of higher education are facing multifarious challenges pertaining to the quantitative expansion and qualitative improvement in the quality all over the world. The role of education industry in producing quality is the haze, vital for preparing student according to their needs by providing not only financial support but also providing technical knowledge.⁴⁵ This can be promoted through an industry based research project, which cater the need of institutions and education industry simultaneously.

Pakistan stands 31 out of 35 among Muslims countries in literacy rate and globally Pakistan has placed at 134 out of 186 countries ⁴⁶ Pakistan could not make substantial economic growth and social progress due to very low investment in higher education over the last three decades; a number of factors have continually influenced the development of higher education. Among these factors the rapid population growth rate, low political commitment to advanced education, poor infrastructure, privatization of higher education also demoted the quality of higher education in oak as external factors.

The traditional system of andragogy in UoK also raises critical questions about the quality of higher education. For instance, the teaching practice in Uok is heavily reliant on textbooks, lecture method, rote memorization and other similar practices which are least conductive in the learning process and fail to claim quality. Hence, the product of a UoK educational system is mostly failed for critical thinking and the ability for comprehension and application of knowledge related to concrete situation of life⁴⁷.

RESEARCH METHADODOLOGY

This small-scale research is a case - study in nature and conducted under the qualitative paradigm because “[case] study looks intensively at an individual or small participants’ pool, drawing conclusions about the participants or group only in that specific context”⁴⁸. The qualitative research paradigm is appropriate to

⁴⁵ Op.cit., Akhtar et.p.135

⁴⁶ Op.cit., Issani and Virk,p.2

⁴⁷ Op.cit., Memon,p.48

⁴⁸ Becker, et al., "Case Studies"

<http://writing.colostate.edu/references/research/casestudy/pop3f.cfm>, accessed on 5 August 2003, p.1

investigate the research question and depicts the phenomena for detailed answers. This case-study research on qualitative paradigm attempts to discuss quality of higher education in UoK against the influencing factors non-numerically over an extended period of time in a natural setting. Uok has been selected purposefully as universe for this research. This research uses purposive sampling in order to seek relevant participants who are involved and serving for the quality of higher education in UoK. In this regard, 41 participants were selected as the research sample through purposive sampling method in such a way that 16 students, 16 teachers, 08 department heads with equal proportion of gender has been selected from 08 different faculties. A representative from quality enhancement cell has also been included for balance opinion from all stakeholders. The aim of choosing this outsized sample was to explore the different views of different stakeholders from management, teachers and students in UoK.

All ethical considerations have been followed in order to make this research transparent and fair. No aspect of this research has been concealed or distorted for any sort of deception with research participants. Informed consent has been taken from all participants after discussing the terms and condition of this research project. Researchers also ensured to maintain confidentiality by using pseudonyms to avoid any harm to the research participants. Researchers have also submitted initial findings of research reports to the participants to minimize the internal threat and maintained validity and reliability of data.

Researchers have used semi-structured interview with the focus on the quality of higher education against the influencing factors and how future practices related to quality enhancement may be refined further in UoK. Researchers also conducted the survey of available documents for analysis. Observation and field-note also helped the researchers in enriching the data. The data were analyzed related to similarities and differences and findings are reported in thematic manners.

RESEARCH FINDINGS AND DISCUSSION

Loose Structured and Flexible criteria of Admission

Loose Structured and flexible criteria of admission have been founded one of the most influencing factors impacting on the quality of higher education in UoK. Following evidences endorse this fact as:
SM1: Seeking admission in oak is quite easy compared other universities.

SF5: Admission procedure should be changed and must be scientific.
TM4: I believe we need to improve our intake system of oak. It is

quite old fashioned and failed to capture the talent in the mainstream of HE. It should be in accordance with International standards. TF7: UoK requires reviewing its admission policy on serious ground. It is simple as compared to the other universities and less competitive. It is dominantly admitting the girls and failed to attract boys in many disciplines.

It can be inferred that less competitive and flexible mode of admission criteria demands UoK to invest its resources more on less capable students. It also confirms the finding of literature about the admission criteria (⁴⁹Iqbal, 2010, ⁵⁰Siddiqui, 2010). While analyzing the response of TF7 it can be inferred about imbalance intake of gender especially in the faculty of Arts. It is one the major problem and it is directly impacting on quality enhancement in Uok. The analysis of admission brochure reveals that 45 % aggregate marks in annual examination of students in Intermediate or Higher Secondary Certificate in any discipline are acceptable for admission in UoK. The category system in admission form also permits flexibility to the non-residents of Karachi to secure admission in UoK. Traditionally, in UOK, students are admitted on the basis of the quantitative progress of previous academic record. These academic records do not provide any sort of qualitative information about the participants learning progress or failures. Moreover, admissions form merely collects primary information about the students and ignores the information related to the aptitude of students towards higher education in any discipline. It is concluded from the above discussion and participants' responses that admission criteria basically influence the quality of higher education and UoK fails to select right participants due to this flexible and loose format of admission criteria.

Transmission of Resources and Funds at grass root level

Transmission of resources and equal distribution of funds among the different faculties is one of the important factors impacting quality of higher education in UoK. The response of participants reveals the following:

SM1. Funding and mutual understanding about the resources are the key factors of success.

SM2. Inadequate uses of funding and behavior about resources discourage teachers and students.

⁴⁹ Muhammad Zafar Iqbal, *"Problems and Issues Regarding Quality Enhancement Cell (Quality enhancement) Views of Quality enhancement's Heads"*, (2010). www.icaqhe2010.org, accessed on 17 September 2011.p. 379.

⁵⁰ S. Siddiqui, *"Rethinking Education in Pakistan, Perceptions, Practices and Possibilities"*, (2nd ed.). (Karachi: Paramount Publishing Enterprise, 2012), pp.15

SM5. Lack of funding and lack of the orientation course for teacher and students are missing.

SF2. Funds are providing inadequate in oak and it is common. Few institutes are doing well in the field of Science because they have a proper system of resources and its consumption.

SF6. The funds are not properly used in our institutions. The teaching strategies are not effective because of unavailability of resources. Examination system is ineffective because resources are not available.

SF7. Teachers have the authority about their laboratories. The teachers are consuming resources in their own ways. Funds are also major problem of our institutions.

TM1: It is true at present UoK is surviving with the scarcity of resources and HEC has also curtailed the grant of UoK. It means we are facing trouble about maintaining the quality with limited resource.

TF8: Unfair distribution of resources and grants in universities is a common concern in public sector universities. This practice has created gaps among different disciplines. Some disciplines like Sciences and Pharmacy receive grants and effort for excellence. However, some facilities are failing to achieve their goals owing to not having the grants.

It can be inferred from the above-stated responses that transmission of resources and funds at grass root level in oak is influencing and challenging factor impacting directly on the quality of education. It can also recognize that unfair distribution of responses is creating the gap amid different disciplines in UoK. Moreover, these responses are clearly indicating the missing of resources and fund distribution mechanism in UoK. External factors like scarcity of provision of resources and curtailment of grant by HEC are also impeding UoK to achieve quality enhancement. Hence, it can be concluded funding and transaction of resources is the major factor of influence on quality enhancement. Furthermore, break-up of funding may slope down the process of quality maintenance of education and research in UoK. The main reason of this situation is owing to not having the proper mechanism of funds and resource distribution in all departments.

Political Interventions and Appearances

SM1. It is true that political parties exist in UoK. They create frequent disturbance in the University for their Own Interest.

SM3. Politics at the University at any level has greatly impacted upon students and teachers' behaviors.

SF5. Student involvement in politics is also an important factor and it is inevitable.

SF7. Politics in institution should be banned.

TM3: It cannot be denied that political parties are working in UoK and inviting students to be the part of them. Political appearance in academics hinders UoK to take independent initiatives toward academic excellence.

TF7: Political interventions in the business of oak are truly challenging for teachers and students. We are failing to follow rules and regulation to achieve the pre-set goal of oak that is academic excellence by quality enhancement.

All the above-stated evidences express grave concern about political intervention and appearance in UoK. The political appearance in UoK creates turmoil and heavily impacts upon the behavior of all stakeholders of UoK. It can be inferred that it is the major institutional internal factor which affects the quality of education in UoK. From the responses, it may be realized that students believe that political activities must be detached from academic policies. It can be recognized that this political appearance is also responsible for academic corruption and impedes UoK for achieving excellence in quality of education. Moreover, these responses are clearly indicating that political intervention and appearance are responsible to spoil the academic milieu of UoK and promoting hatred among the diversity of students. It can also be concluded that missing of co-curricular activities and student clubs are a major cause of students' involvement in off-shoot of different political parties.

Chaos in Policy Implementation Regarding Academic Program

SM2: I think there is confusion among the people working in university regarding anything

SM3: I think the staff in oak is not very well known about the new scheme of studies, we have seen different what we're told and what we have seen in the B.S. program.

SF5: In my opinion there is difference of saying and what is being practiced. It shows to me the confusion about the B.S. program.

TM8: We have seen up-till now the confusion regarding the policies and their practices. There is confusion about B.S program and the way it is largely practiced in Social Sciences and Sciences faculties. The situation has totally messed-up”

The aforementioned evidences are clearly reflecting upon the generic chaos that exists regarding the policy implementation in UoK. It can be inferred from the responses that before implementing any policy about any academic program it should be negotiated to all concerns transparently. The evidences are targeting clearly to chaos regarding the policy implementation of academic program affecting the quality of higher education in UoK. These responses show the concerns of students and faculty members about the immediate roll-backing of B.A. (Hon) and M.A. program and immediate imposing of new 04 years B.S. program. This research raises important questions

regarding this case. For instance, why B.A. (Hon) and M.A. program were rollback immediately? However, these programs were tested and refined over a period of time since the establishment of UoK. Is there any improvement possible in B.A. (Hon) and M.A. program? Why the B.S. program without any pilot testing implemented in all departments? What are the consequences of this practice over a quality of higher education in UoK? The chaos in academic program created divergence among the faculty members and unification of academic policy could not be maintained. The analysis of discussion underscores the multi-dimension practices instead the unified practices of the academic program.

RECOMMENDATIONS

After reviewing the factors from literature and research findings on quality of higher education this research is suggesting the following recommendations:

1. This research suggests the further operationalization of quality enhancement cell in UoK for constant monitoring the performance of different disciplines according to the pre-set standards of Oak and HEC. In this regard, UoK requires defining clearly the objectives of quality enhancement cell and its direction for the next five years by introducing a mechanism of the comparable program in UoK and in the country.
2. Collaboration with foreign universities may play a vital role to enhance the efficiency of quality enhancement cell in oak by studying the success of foreign universities in term of quality enhancement. Moreover, this comparison would also help UoK to understand the dynamics of global influencing factors as well as local factors. Through this comparison, UoK may understand about the implementation of the reform process by accommodating these factors.
3. This research also suggests UoK to address any policy regarding academic program in different statutory bodies well before for the discussion and debate. The rules and regulations and relevant information should be shared with all concerns. This research also suggests a mechanism or appointment of concern person who should satisfy the queries and concerns regarding the academic policies.
4. This research recommends UoK to review the policies and procedure related admission criteria, andragogical strategies and evaluation system to improve the quality of education through different statutory bodies in order to institutionalize these practices. It is suggested in the light of this research that admission criteria should be more strict and competitive. It should be ensured to maintain the balance in admission criteria about equal proportions of gender induction in every program. This research has further suggested about the comprehensive information collection form should be

designed in order to gauge the skills, potential and aptitude of the students towards higher education.

5. It is also suggested to UoK to establish the mechanism for the fair distribution of resources among the different faculties. This mechanism should ensure the availability of resources to students, teachers and researchers in timely manners on merit. The criteria of obtaining these funds and grants should highly be competitive and without any partiality in order to promote merit culture in UoK.

6. It is also recommended that UoK should improve existing infrastructure and facilities for the promotion of vibrant research culture. UoK should provide technical and skill based knowledge about teaching practices and research. In this program professional developmental course related to research, computer skills and professional ethics should be designed and conducted frequently.

7. This research also proposes linking between Oak and International institutions. This research suggests the holding conferences, seminars and workshops in the different academic program may help UoK to get benefited from the international experience. Through this program faculty member of oak may also share their knowledge and skills with foreign faculty. This activity ultimately leads to the quality enhancement in UoK.

8. It is further suggested that oak should discourage the malpractices of academics and ban the activities of different off-shoot of political parties in the veil of the students' union. Co-curricular activities and the culture of academics clubs and societies should be promoted for promoting peace, tolerance and integrity among the different factions of students.

CONCLUSION

Institute of Higher Education opens for the challenges of the rapidly changing world, expectation of society and growing demands of the rising student population regarding the job-market. In Pakistan, in UoK many factors are correlated with the quality enhancement in which admission criteria, availability of funding and resources, infrastructure, planning and monitoring system of performance are important ones. It is necessary to understand the qualitative dimension of the dynamics of global and local influential factors impacting the quality enhancement in UoK. It is further suggested that oak is required to adopt different measures in order to accommodate the global and local influential factors impacting upon the quality enhancement in UoK in the process of introducing the new reform in academics to increase the efficiency of the education system.