



INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, ECONOMICS AND MANAGEMENT

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FACULTY DEVELOPMENT IN DEVELOPING COUNTRIES: A CASE STUDY OF PAKISTAN

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ABSTRACT

Economic development is the way towards prosperity and growth for any nation and education is the right tool to achieve this goal. World has been transformed from industrial economy to knowledge economy; therefore, countries are introducing reforms in the education sector. The area of higher education is especially focused for investment to cater to the needs of knowledge economy. Government of Pakistan has taken similar initiative and introduced reforms in the area of higher education; as a result, Higher Education Commission (HEC) was established in 2002. To improve the quality of higher education, faculty development is mandatory; and HEC has launched a number of scholarship schemes for this purpose. These schemes are broadly classified in two categories; local scholarship schemes and foreign scholarships schemes. A number of teachers were selected under these schemes and awarded scholarships to pursue higher studies. Some teachers have completed their degrees (PhD & MS/M.Phil) and have re-joined their organizations. A sample of 26 scholars was used. Results of the study show that HEC has been successful in achieving its goal of faculty development by offering foreign and local scholarships.

KEYWORDS

Higher education, Faculty development, scholarship schemes.

INTRODUCTION

World has become a global village and no country can isolate itself from the changes caused by globalization. The phenomenon of globalization has spawned the way to free trade and technological advancements by being more diverse and competitive in every field of life (Bloom, 2002). Economic development has always been the top priority of nations, and in today's advanced era, education is the tool to achieve this goal (Hussain, 2008). In today's modern age "knowledge" is the real power, it can enhance the capabilities and help exploit the opportunities available (Memon, 2007). Countries that have given importance to their education today top the list of developed countries and globalization has made it almost mandatory to invest in higher education (Bloom, 2002).

Though primary and secondary educations do play a vital role in the process of nation building, it is higher education (also called tertiary education) that enables a nation to safeguard its values, cultural boundaries and national philosophy (Memon, 2007).

"Higher education in Pakistan refers to all levels of education above grade 12, generally corresponding with the age bracket of 17 to 23 years." (Task Force on Higher Education [TFHE], 2002). Higher education has the power to produce leadership with a vision, reduce poverty, increase national income, and enhance skills ultimately paving the way towards development and prosperity (Hussain, 2008). In the post World War II era, science, technology and IT have emerged as strategic sources of national power and pride (McMahon, 1992). As argued by Gilpin (1987) there is a transition from energy intensive industry to knowledge intensive industry resulting in exchange of information economy rather than industrial exchange. According to McMahon, knowledge is the linchpin of acquiring national power, but acquisition of knowledge in itself is a difficult thing as countries differ in their resource capabilities and economic structures. Countries have adapted different ways and means to enhance their knowledge capabilities but higher education remains the fundamental source of doing so.

Highly educated people in any nation or society are better equipped to cope with the waves of change caused by globalization. Higher education enables them to indigenize the foreign ideas and use them accordingly (Bloom, 2002). If people lack higher education it results in blind follower-ship of advanced nations and they stand nowhere at the end (Hussain, 2008).

Universities play a key role in imparting higher education; but in the case of Pakistan, unluckily universities lack physical, financial and human resources to take up this task (Memon, 2007). Specially, the situation of human resources requires immediate attention. Pakistani universities and higher education institutions don't have sufficient number of qualified faculty which is vital to achieve the objectives of higher education based on research and development (Memon, 2007).

TABLE 1: FULL TIME FACULTY MEMBERS CLASSIFIED BY THEIR HIGHEST DEGREE 2003-04

Sector	M.Phil	PhD	Total
Distance Learning	22	41	63
Public Sector	1019	2549	3568
Private Sector	284	540	824
Total	1325	3130	4455

Source: HEC Statistics

As shown in table 1, till 2003-4 Pakistan had only 1325 M.Phil and 3130 PhDs in public and private sectors which was a very small number for a country like Pakistan with large population.

TABLE 2: NUMBER OF STUDENTS ENROLLED BY SECTOR AND LEVEL OF DEGREE OVER THE YEARS

Sector	Year	Master	M.Phil	PhD	Total
Public	2001-02	66675	3683	3061	73419
	2002-03	78709	4462	4045	87216
	2003-04	92613	6802	6277	105692
Private	2001-02	11854	188	63	12105
	2002-03	15815	380	93	16288
	2003-04	16054	652	195	16901
Total		281720	16167	13734	311621

Source: HEC Statistics

If we compare the number of faculty members in table 1 with the enrolled students in table 2, it is quite clear that in the given years student/ teacher ratio is not satisfactory at all. During the years 2001-04 total students enrolled in masters, M.Phil and PhD schemes were **311621** and teachers with M.Phil /PhD qualification for the same period were **4455** this shows that there were nearly 70 students per qualified teacher and this student to teacher ratio is detrimental. To improve the performance of higher education institutions qualified faculty is the basic ingredient. It is, therefore, imperative that faculty development (FD) is placed at the heart of policies devised for the improvement of higher education. One of the major reasons of these deficiencies is the lack of funding to education sector in general and higher education in particular. It may thus be seen that budget allocation for education never exceeded 2.7% of the GDP for most of the time in Pakistan.

Government of Pakistan has taken many initiatives to reform the education sector. Currently Higher Education Commission (HEC) is a government institution involved in the matters pertaining to higher education in Pakistan.

LITERATURE REVIEW

Higher education (also termed as tertiary education) is considered a means of economic progress, preservation of culture and heritage (Johnstone, 1998). Era of 1990s witnessed a large number of structural and capacity building reforms in higher education (Johnstone, 1998). As stated by Johnstone, similar reforms in finance and management were incorporated in different parts of the world with different political, economic and social backgrounds.

Future economies are knowledge based and real strength of any nation lies in its institutions that produce knowledge by utilizing minimal resources (Yang, 2004). As noted by Yang higher education institutions have to produce skilled and knowledge equipped output (students) to meet the demand of the complex economies so the institutes will have to be run in corporate style governed by the principle of efficiency and effectiveness. This has been termed as "academic capitalism" (Slaughter and Leslie, 1997). Like other areas higher education has also been affected by the waves of globalization (Gibbons, 1998). This thrust of globalization has changed the very ideology of research and transformed it from pure research to market driven applied research (Slaughter and Leslie, 1997). Slaughter and Leslie add that the industry-university partnership has now shaped the research mechanism based on commercialism. Like other reform practices HEIs have benchmarked western institutes as it was done by South China University of Technology (SCUT) by idealizing Massachusetts Institute of Technology (MIT) (Yang, 2004). By doing applied research in collaboration with industry SCUT made good advancement in fund raising for university (Yang, 2004). Another reform mechanism adapted by the higher education institutes is sending their faculty abroad for higher education to uplift the standard of the research and development. SCUT sent many of its faculty members to USA, UK, Germany and the Netherlands for training and has benefited from this strategy (Yang, 2004). This ploy has enhanced the efficiency of the staff in the field of science and technology. HEIs have also initiated foreign faculty hiring programs, under these programs faculty from different countries are invited by the universities who bring new technologies and updated knowledge in their relevant areas and the activity proves very fruitful (Yang, 2004). Higher Education Commission of Pakistan has also employed this strategy and hired many foreign faculties to train the local faculty. SCUT also invited a number of foreign faculty who brought new technologies and knowledge that proved invaluable for the university (Yang, 2004). One of the very important areas of higher education reforms is faculty development; faculty development is referred here as the capacity building of faculty of higher education to impart research based education in the society. Faculty development is crucial for the success of any institution; higher education institutions need skilled and competent faculty for the advancement in research and development (Caffarella & Zinn, 1999). Faculty development consists of three major activities namely self directed learning, formal faculty development programs and organizational development strategies (Cranton, 1994).

Self directed activities comprise of personal initiatives taken by the incumbent for his or her development, it may include thesis supervision, conducting research projects, teaching classes (Caffarella & Zinn, 1999). These are personal self motivated efforts of the faculty to improve at personal level (Cranton, 1994).

Formal programs include training and development provided by the professional organizations at specific occasions at regional, national and international levels and these programs constitute teaching skills, implementing technology in teaching (Elam, 1996).

Organizational development is a change brought in by the administrators as part of overall improvement in the system rather than at individual level (Lucas, 1990; Wheeler & Schuster, 1990). Caffarella (1994) has defined organizational development as "A systematically planned change effort for the purpose of developing and implementing action strategies for organizational improvement".

Faculty development programs offered by HEC fall both in formal programs and organizational development programs. Local scholarships offered to faculty members of different universities fall in the category of formal programs and faculty development scholarships offered to universities are part of organizational development programs. It should be noted that program for faculty development offered by HEC are mostly for higher education (MS and PhD), HEC also offers skill development training to faculty, members at NAHE (National Academy of Higher Education).

The term faculty development has been viewed as the training and development required for a teacher to impart quality education and indulge in quality research. Although literature review has revealed some of the factors responsible for the faculty development but these holds true for advanced countries whereas in a developing country like Pakistan faculty development has been viewed differently. Teachers at higher education institutes of Pakistan lack pre-requisite qualification of PhD or MS degrees, so in Pakistani scenario faculty development has been linked with acquiring PhD or MS degrees. Faculty development programs as per HEC are scholarship schemes offered to various faculty members of public and private universities to acquire PhD and MS degrees.

For the provision of PhD degrees, HEC negotiated with foreign universities to get waiver in tuition fees and offered scholarships to teaching faculty and others. To achieve the goal of quality in higher education HEC has focused on faculty development, for this purpose HEC has introduced two types of scholarship schemes:

- **Local Scholarships**
- **Foreign scholarships**

Local Scholarships schemes encouraged faculty members and other people to undertake a research degree in any Pakistani university.

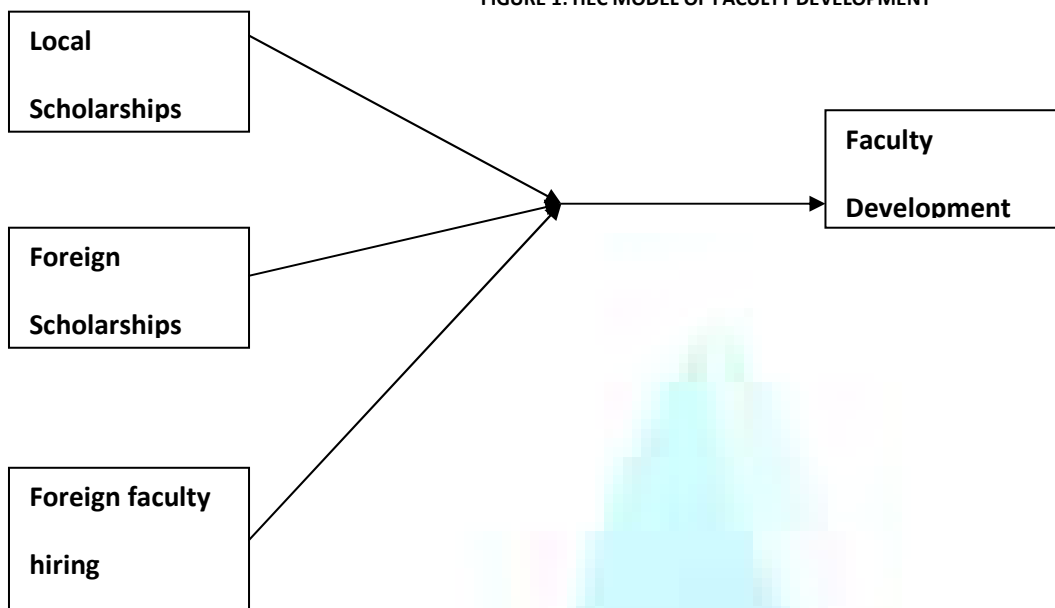
Foreign scholarships are aimed at building a strong knowledge base for the country by sending the scholars abroad for higher education. In this regard many schemes have been launched; these schemes provide PhD scholarships at reputed universities of the world in countries like China, Austria, France, Germany, Netherlands, USA, UK, Canada and Australia.

Apart from sending people to foreign universities, HEC has also adopted a strategy of foreign faculty hiring. In this regard, a number of professors have been hired on long term and short term basis. These professors have contributed to the faculty development by providing their expertise in research.

Figure 1 depicts the model adopted by HEC, HEC has two types of scholarship schemes local and foreign and Foreign Faculty Hiring Program (FFHP).

As a result HEC has gained a lot of PhD faculty members for higher education institutes.

FIGURE 1: HEC MODEL OF FACULTY DEVELOPMENT



RESEARCH DESIGN

For the purpose of this study research interview technique and archival study were used. Primary data were collected through semi structured interviews with scholars who availed or intended to avail the scholarships. Semi structured interviews were preferred in this study because semi structured interviews are more flexible and allow more freedom of expression to the interviewees (Bryman & Bell, 2003). As described by Flick (2006) in semi structured interviews subjects' view points are more openly expressed than in a standardized interview or a questionnaire. Apart from asking scheduled questions, semi structured interviews let interviewers probe further where felt necessary which is a real strength of semi structured interviews over unstructured interviews and questionnaires (Berg, 2007).

Secondary data included Policy related documents developed by HEC, implementation related documents developed by HEC, websites of HEC and Ministry of Education, HEC annual reports, and other published material. It was a cross-sectional study.

A sample of twenty six scholars was collected from different universities Scholars from different disciplines like Chemistry, Chemical engineering, Biotechnology, Zoology and Social Sciences were interviewed. Thirteen scholars were from local schemes and 13 were from foreign scholarship schemes. Some of the scholars had completed their degrees while some were in the process, some applied but could not get scholarship, one scholar returned from Austria as he could not complete his PhD.

DATA ANALYSIS

FOREIGN SCHOLARSHIPS

Higher Education Commission has been successful in negotiating with foreign universities in getting the waiver of tuition fee. Since the inception of these scholarships HEC has produced 842 PhD scholars from world's renowned universities. Table 03 shows the details of these PhDs produced.

TABLE 3: SCHOLARS RETURNED AFTER COMPLETION OF Ph. D.

Country	Scholars
Australia	9
Austria	141
Belarus	1
Canada	5
China	143
Denmark	1
Finland	1
France	69
Germany	96
Iran	3
Italy	2
Japan	2
Malaysia	9
Netherlands	20
Russian Federation	2
South Korea	159
Spain	1
Sweden	15
Thailand	25
United Kingdom	112
USA	26
Total	842

Source: HEC

It is remarkable that the scholars have been sent to 21 countries, which has not only enhanced the faculty's knowledge but also added to the diversity of experience which will be beneficial for Pakistan.

13 scholars who have availed the foreign scholarships have been interviewed. It is worth noting that these scholars have completed their PhDs in 3-5 years and have returned to Pakistan. Prompt financial assistance in the form of monthly stipend was available to them that ranged from 900-975 Euros.

Faculty development was the ultimate goal of HEC by offering these scholarships, questions were asked about perceived faculty development, knowledge, research base, and value of degree earned.

Scholars were of the view that these scholarships have built a strong research base for them that can be used for the advancement of the country. They learned modern techniques and technology. As one scholar reported "though there was no training regarding teaching methodology, yet we learned it as a by product of our PhD". "It has just transformed my vision altogether" one scholar of chemical engineering reported. Scholars highly valued their PhD degrees earned, though one of them said "the field I did my PhD is too early for Pakistan and I don't find right place for research".

HEC also offers scholarships for Post Doc and 360 teachers have been provided this scholarship, see table 4 for details.

TABLE 4: SCHOLARS RETURNED AFTER COMPLETION OF POST DOC

Country	Scholars
Australia	25
Austria	4
Brazil	2
Canada	26
China	9
Germany	15
Italy	2
Japan	6
Malaysia	10
Netherlands	1
South Korea	1
Sweden	3
Thailand	2
United Kingdom	143
USA	103
Mexico	1
Newzealand	1
Singapore	1
Syria	1
Turkey	4
Total	360

OVERALL EVALUATION

These scholars were very satisfied and enthusiastic after the completion of their PhDs abroad, a strong recommendation for all was given by these scholars to pursue HEC scholarship, and this was termed as "golden opportunity". They thought themselves lucky.

LOCAL SCHOLARSHIPS

HEC also provided Pakistani students the opportunities to enroll in PhD programs offered by local universities of Pakistan. Though, Pakistani universities lack Human Resources and infra structure yet an effort was made to boost research culture and use whatever available resources. Till 2010 local universities had produced 510 PhDs. This number is very small but at least some thing positive has happened and a research culture has been introduced in local universities.

In this study 13 scholars have been interviewed who availed HEC scholarships for PhD in local universities.

Local scholars have faced a lot of problems initially a monthly stipend of Rs. 8000 was given to PhD scholars and was revised in 2008 to Rs. 13000 per month for the scholars enrolled in indigenous 5000 scheme. While scholars availing other two schemes received a stipend of Rs. 5000 per month. Scholars were unhappy from the stipend provided by HEC for local scholarships; they compared their stipend to the foreign scholars whose scholarship was between 900-975 Euros. The amount of monthly stipend was subjected to the approval of supervisor's progress report to be sent to HEC; this was a lengthy procedure and took a lot of time. The amount was released infrequently and according to one scholar "can you survive for 03 months without salary?", "on one hand I had to be on leave(without pay) on other hand amount was released with a lot of delays" told other scholar. According to one scholar who availed university teacher scholarship "as soon as my leave ended, so was the scholarship". Provision of scholarship for government employees was conditioned with the proof of leave. So, responding to the specific question:

"Is financial support for the scholarship promptly available" answer was a blunt NO from almost all scholars.

One reason of irregular payment of stipend was lack of dealing staff for these scholars. For example in Punjab University no extra person was deputed for the handling of scholarship payments, same clerical staff was responsible for all the management of scholarships. It requires laborious work of keeping record of all the payments received from HEC and disbursed to scholars, maintaining the record of evaluation reports of supervisors etc. No extra money is paid to these staff, so they lack motivation as well as resources to make this work up to date and it results in bureaucratic hurdles and hence delayed payment to scholars.

One scholar suggested that either stipend should be Rs. 30000 per month or there should be no condition of leave for public servants.

Faculty development was the ultimate goal of HEC by offering these scholarships, questions were asked about perceived faculty development, knowledge, research base, and value of degree earned.

Scholars were of the view that these scholarships had built a strong research base for them that can be used for the advancement of the country. University teachers were of the view that their education in PhD has transformed their thinking from routine teaching to research based approach, as said by one scholar "there was an indirect effect of this PhD on our teaching skills and capabilities". Scholars also appreciated the role of HEC as positive and initiative for the introduction of such schemes. All the scholars associated great deal of value to the achievement of PhD and thought it to be the right step towards nation building.

FOREIGN FACULTY HIRING PROGRAM (FFHP)

According to HEC, 316 foreign professors joined Pakistani universities under this program in the last seven years. Currently 136 professors are working in Pakistan. These foreign faculty members have produced at least 200 research journal papers and about 1150 papers have been presented in international conferences.

Remarkable achievement of this program is that it has produced 141 MS, 243 M. Phil and 243 PhDs. Moreover, 218 MS, 233 M. Phil and 308 PhD students are currently enrolled with the foreign faculty members.

Worth of this program is priceless, as instead of sending students to foreign universities which costs app 10 million Pakistan rupees hiring foreign faculty is more viable. It is less costly and highly effective tool of faculty development.

CONCLUSION

Model adopted by HEC has yielded tremendous results; a large number of highly qualified teachers have been produced. Procedures in the local universities need to be refined so that local scholars do reasonable amount in the form of stipend and supervisory support to finish their degrees in time.

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