

COMPARATIVE ANALYSIS OF QUALITY OF HIGHER EDUCATION IN KHYBER PAKHTUNKHWA, PUNJAB AND SINDH: LESSONS FOR KHYBER PAKHTUNKHWA

Wajid Ali Khan¹

Mr. Muhammad Tayyab²

KJPP

Citation:

Khan, W. A. (2022). *Comparative analysis of quality of higher education in Khyber Pakhtunkhwa, Punjab, and Sindh: Lessons for Khyber Pakhtunkhwa*. Khyber Journal of Public Policy, 1(1), Winter

Article Info:

Received: 20/06/2022

Revised: 26/07/2022

Accepted: 2/09/2022


Published: 31/12/2022

Disclaimer:

The opinions expressed in this publication do not implicitly or explicitly reflect the opinions or views of the editors, members, employees, or the organization. The mention of individuals or entities and the materials presented in this publication do not imply any opinion by the editors or employees regarding the legal status of any opinion, area, territory, institution, or individual, nor do they guarantee the accuracy, completeness, or suitability of any content or references.

Copy Right Statement:

© 2022 Khyber Journal of Public Policy

 This work is licensed under a Creative Commons Attribution 4.0 International License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Abstract:

Higher education is pivotal in social, economic, cultural, and technological advancement, fostering individual development and societal growth. It provides essential in-depth knowledge for building an educated, contemporary society. The main purposes of higher education include education, training, research, and service. With globalization, the demand for high-quality higher education has surged, requiring robust standards to meet these needs. In Khyber Pakhtunkhwa (KP), the higher education system faces challenges such as lack of creativity, modern teaching methodologies, adequate infrastructure, and cross-cultural awareness. Despite significant growth, KP's higher education system needs transformational and innovative approaches to improve quality and align with global standards. Addressing these issues is crucial for economic development and ensuring higher education's role in tackling social, cultural, and economic challenges. Strategic reforms, including quality management, enhanced infrastructure, and innovative teaching methods, are essential for KP to meet the growing demands and opportunities of higher education.

Key words:

Higher education, Khyber Pakhtunkhwa, Globalization, teaching methodologies, Infrastructure

¹ Currently posted as Additional Secretary, Higher Education Department, Peshawar

² Faculty Advisor

Introduction

Higher education plays a pivotal role in the social, economic, cultural, and technological evolution and development of the industrial sector. It also significantly contributes to individual development through a flexible schooling model (Barnett, 2017). Higher education is essential for providing in-depth knowledge and wisdom necessary for building a contemporary, educated, and civilized society. This knowledge encompasses various aspects of life from a global perspective. The main purposes of higher education are education, training, research, and service to society (Zulfiqar, Shabbir, & Ishfaq, 2019).

Globalization has increased the opportunities and demands for higher education, necessitating the establishment of high-quality standards for higher education institutions. Education is a fundamental right for every citizen (Ashraf, 2019) and a crucial factor in developing lower-class people in any nation. Unfortunately, in Khyber Pakhtunkhwa (KP), consumers of education services have limited knowledge or choices about pursuing higher education. Despite significant growth in KP's higher education sector in recent decades, which has inspired professionals worldwide (Lokkesmoe, Kuchinke, & Ardichvili, 2019), challenges remain. Higher education offers various possibilities for addressing nationwide social, cultural, moral, economic, and spiritual issues (Zulfiqar, Shabbir, & Ishfaq, 2019). It provides professional knowledge and qualified employees essential for national growth. If the KP government understood the potential for job creation (Sheikh, 2017), the young generation's growth could be a significant asset for economic development. However, failing to offer the necessary higher education and employment prospects could hinder KP's socio-economic growth (Lokkesmoe, Kuchinke, & Ardichvili, 2019). Education is a vital tool for achieving sustainability and forms the core of human capital's economic development.

Problem Statement

Higher education in Khyber Pakhtunkhwa (KP) is not up to the mark and is gradually deteriorating despite the efforts of the Higher Education Commission and the Provincial Government. The developmental metrics over the past few years have not been encouraging. The province's higher education system is far from being among the best in the country in terms of quality education and research. Various aspects influence the quality of higher education in Khyber Pakhtunkhwa, which need to be studied properly to identify the causes of the decline and to provide feasible recommendations for the upliftment and renaissance of higher education in the province.

Scope of Research

This study is limited to higher education. The higher education system in Khyber Pakhtunkhwa will be closely examined and compared in detail with the sister provinces of Punjab and Sindh. The study aims to highlight lessons learned for Khyber Pakhtunkhwa and provide recommendations to achieve a desirable quality of higher education. Due to time and resource constraints, the scope of the study is limited to secondary data only.

Research methodology

This research is purely qualitative in nature. Secondary data has been meticulously collected and thoroughly examined. The secondary data includes an extensive literature review, books from the library of NIM Peshawar, and relevant online material. The qualitative approach allows for a comprehensive understanding of the higher education landscape in Khyber Pakhtunkhwa, facilitating a detailed comparison with the provinces of Punjab and Sindh. By analyzing various sources of secondary data, the study aims to identify key issues, trends, and lessons that can inform actionable recommendations for improving the quality of higher education in the region. This methodology ensures a robust and well-rounded exploration of the topic, despite the constraints of time and resources.

Higher Education in Khyber Pakhtunkhwa

Due to the lack of easy access to higher education compared to other provinces, KP's higher education development matrix has not been encouraging over the past few years. Unfortunately, the quality of primary and secondary education in KP is deteriorating, subsequently producing an undesired pool of students for colleges and universities. Science education at the college and university levels, in particular, has been greatly affected and urgently needs to be addressed. There has been a significant shortage of teachers, libraries, and laboratories necessary for providing quality education (Kammer, M., 2019).

The current trend emphasizes maximizing the advantages of teacher-student connections while frequently restricting teachers' access to resources, making it difficult for them to conduct higher-level research due to strict requirements. Universities are the centers for higher education and professional training of students to support the governance and economy of the country in the future. However, universities are responsible for the actual teaching system at the research level. The majority of public and private colleges of higher learning in KP are required to operate under the auspices of public universities (Jan & Hussain, 2020) within their territorial jurisdiction.

It is evident that many doctors and engineers have been developed as a result of professional and technical college education. Only those exceptional graduates who score between 85% and 95% on higher secondary school exams (12th grade or HSSC) are admitted to these colleges and universities. Awkwardly, only 60% of college graduates generally continue their higher education, while almost 40% lag behind due to the non-availability of opportunities for higher education (Nasir Khan, 2018), especially in KP, Pakistan.

According to stateuniversity.com, the majority of successful graduate degree holders migrate to developed countries in the Western world to get high-paying jobs and receive attractive salary packages and/or reimbursement for their livelihood and further education (StateUniversity.com). Due to the scarcity of attractive jobs and low salary packages, qualified graduates, particularly in the fields of medicine, engineering, and teaching, migrate to Western countries in search of highly paid jobs, which is an irony of fate for the country. On the other hand, the majority of public colleges are unable to attract the brightest students, as top-class students and their parents do not trust the standard and quality of these institutions (Soomro, T. R., & Ahmad, R., 2021).

However, the Higher Education Department of Khyber Pakhtunkhwa is striving hard to fill the existing vacancies in degree colleges, and postgraduate colleges, and urging universities to fill the available vacant positions to avoid future brain drain and to provide a conducive environment for students to maximize their learning (Memon, G. R., 2017). The higher education department urges universities to focus on high-quality research through modern equipment and standard laboratories. Despite these efforts, a vacuum still exists, particularly on the universities' side, affecting research and development opportunities for students (Khan, A., & Ahmed, S., 2020).

The majority of universities have filled vacancies through stop-gap arrangements, such as having visiting faculty and/or keeping teachers on six-month contracts with subsequent renewal. Given the above situation, the higher education of Khyber Pakhtunkhwa needs to be compared with the higher education systems of the advanced provinces of Punjab and Sindh to examine the comparative situation and to enlist the lessons learned for Khyber Pakhtunkhwa. These lessons learned will certainly lead to pragmatic and doable recommendations for improving higher education in the province (Haq, A. U., Mahmood, S., Shabbir, M., & Batool, Z., 2020).

Comparison of Higher Education Policies of Punjab and Sindh

For the purpose stated above, the following comparison is conducted among Khyber Pakhtunkhwa and the educationally and technologically advanced

provinces of Punjab and Sindh to identify shortcomings and suggest possible solutions to elevate the standard of education in Khyber Pakhtunkhwa.

Province	Population (In Million)	Public Universities	Private Universities	Public Degree Colleges	Private Degree Colleges	Total Institutes	Average Population per Institute
Punjab	110 ³	49 ⁴	30	800 ⁵	1632 ⁶	2511	43807
Sindh	47.95 ⁷	27	41	327 ⁸	192 ⁹	597	80234
KP	35 ¹⁰	32	11 ¹¹	317 ¹²	53	413	84745

Table 1: Comparison of Average Population per Higher Education Institute

The table above shows the total population of the provinces of Punjab, Sindh, and Khyber Pakhtunkhwa, as well as a comparison of the number of public and private universities, public and private colleges, total higher education institutes, and the average population per higher education institute in these provinces. The data indicate that Khyber Pakhtunkhwa needs to focus on establishing well-equipped higher education institutions, particularly general colleges and commerce and management colleges. Adequate funding should be allocated for this purpose, considering the data presented in the table. Commerce education and management sciences colleges are notably scarce in the province and require special government attention.

To conduct a detailed comparison among these provinces in terms of higher education, it is essential to examine the educational policies and special initiatives in the field of higher education to enhance quality and standards.

Table 2 below provides a detailed comparison of the education policies and initiatives of the Punjab and Sindh governments with those of the Khyber Pakhtunkhwa (KP) government, highlighting the areas where KP is lacking in enhancing the quality of higher education.

3 http://pwd.punjab.gov.pk/population_profile

4 <https://hed.punjab.gov.pk/universities/public>

5 <https://hed.punjab.gov.pk/colleges/public>

6 <https://punjabhec.gov.pk/wp-content/uploads>

7 <https://pwd.sindh.gov.pk/Sindh-at-a-Glance>

8 <https://college.sindh.gov.pk/>

9 <https://college.sindh.gov.pk/director-of-inspection-registration-of-private-colleges>

10 <https://pwdkp.gov.pk/page/population>

11 <https://herakp.gov.pk/registered-private-universities/>

12 <https://herakp.gov.pk/registered-private-universities/>

S.No	Initiative	Punjab	Sindh	KP
1	Establishment of Provincial Higher Education Commission	Yes	Yes	No
2	Leadership and Management Training for Vice Chancellors	Yes	No	No
3	Capacity Building and Faculty Development Program	Yes	Yes	Yes, but not to the level of Punjab
4	Faculty Orientation Training Program	Yes	No	No
5	Innovation and Research Support Programs	Yes	Yes	No
6	Innovation and Research Challenge Awards	Yes	Yes	No
7	Youth Counselling and Resource Development Centers	Yes	No	No
8	Human Resource Development	Yes	No	No
9	Accreditation of Degree Programs	Yes	No	No
10	Support for Higher Learning, Innovation, and Entrepreneurship	Yes	Yes	No
11	Academia-Industry Collaborations and Linkages	Yes	Yes	No
12	Laboratory Strengthening Program	No	Yes	No
13	Establishment of Community Colleges	Yes	No	No

Table 2: Comparison of Higher Education Initiatives for Enhancing Quality of Higher Education in Punjab, Sindh, and KP.

Institutional Analysis

The Institutional Analysis

Following the 18th Amendment to the Constitution, education has become a provincial responsibility, empowering provinces to legislate and devise policies, rules, and regulations for educational improvement. Consequently, Sindh and Punjab have established high-level regulatory bodies known as Provincial Higher Education Commissions. These commissions perform functions similar to those of the Higher Education Commission at the federal level. This initiative has streamlined the processes for establishing new university departments, introducing new subjects, accrediting programs, and verifying and attesting students' credentials. Unfortunately, Khyber Pakhtunkhwa (KP) still lacks a Provincial Higher Education Commission (Jan & Hussain, 2020). As a result, considerable time is wasted waiting for these processes to be handled by the federal Higher Education Commission.

Khyber Pakhtunkhwa has 32 public sector universities. Vice chancellors for these universities are selected through a rigorous process conducted by the Higher Education Department, led by Professor Dr. Atta Ur Rahman (Ahsan Nisar, 2019). The academic search committee focuses primarily on the academic and research experience of candidates for the vice chancellor position, often overlooking leadership and management experience. Furthermore, once appointed, vice chancellors have few opportunities for leadership and management training, which hampers effective university administration (Barnett, 2017).

Capacity building and faculty development programs are essential for the effective operation of a university. A well-equipped faculty with modern teaching methodologies can significantly enhance educational quality, particularly in research and development (Haq et al., 2020). Unfortunately, such opportunities are rare in Khyber Pakhtunkhwa, and faculty members there have fewer opportunities compared to their counterparts in Punjab and Sindh (Zulfiqar et al., 2019).

In addition to faculty development programs, faculty orientation and refresher courses are necessary. These courses improve faculty members' skills and research methodologies, maximizing student learning and enhancing research quality (Sabates et al., 2016). Unfortunately, Khyber Pakhtunkhwa lacks faculty orientation and refresher training programs.

Innovation and research need to be supported through specific programs to enhance research quality at the university level. Punjab and Sindh have extensive support programs for innovation and research, but Khyber Pakhtunkhwa lacks such support. Consequently, research conducted in KP is of limited utility. Additionally, Punjab and Sindh offer awards for innovative research, which incentivizes high-quality research. Khyber Pakhtunkhwa, however, does not have similar awards for innovation and research challenges.

Punjab has established youth counseling and resource development centers that guide students in choosing their fields of study. Proper counseling is provided for prospective courses (Haq et al., 2020). In contrast, Khyber Pakhtunkhwa lacks such centers, which hinders the development of quality education and research at the university level.

As mentioned, Punjab and Sindh have their own provincial higher education commissions and accreditation systems. This has streamlined processes and saved time. In Khyber Pakhtunkhwa, the absence of a provincial higher education commission results in delays in accreditation and other processes, affecting students, teachers, and universities.

University-industry linkages are crucial for high-quality research that meets industry needs. In Punjab and Sindh, strong industry involvement in educational research helps universities reduce costs, increase profits, and receive funding for research. Khyber Pakhtunkhwa lacks such linkages, leading to minimal funding support from industries (Jan & Hussain, 2020). Strengthening these linkages is essential for improving research quality in KP universities.

The primary goal of university education is to conduct high-grade research that benefits local industries by creating jobs and providing affordable products (Barnett, 2017). Effective research requires well-equipped laboratories to create a conducive environment. However, many universities in Khyber Pakhtunkhwa have outdated laboratories that need strengthening. Periodic upgrades of university laboratories are crucial for maintaining research quality (Javed et al., 2019).

To address these gaps, Khyber Pakhtunkhwa should consider adopting the community college model from Punjab, which has established numerous community colleges due to its large population. Establishing community colleges in KP could address the existing educational needs (Khan & Ahmed, 2020).

Issues & Challenges

The quality of higher education in Khyber Pakhtunkhwa is influenced by various factors, including infrastructure, faculty, courses, feedback mechanisms, research capabilities, and oversight (Ahsan Nasir, 2019). Compared to Punjab and Sindh, higher education in Khyber Pakhtunkhwa has faced several challenges since its inception. Persistent political instability in the province has led to numerous efforts to develop critical, creative, and innovative education policies, but these efforts have often fallen short of achieving the required educational standards. The Higher Education Commission of Pakistan acknowledges that the current global situation presents unprecedented challenges for the education system (Sheikh, Y. A., 2017). Key issues confronting higher education in Khyber Pakhtunkhwa

include a lack of academic space and faculty, declining research standards, inadequate infrastructure and facilities, low student enrollment rates, outdated teaching methods, a lack of student enthusiasm, poverty, and gender discrimination (Salik & Zhiyong, 2018). Additionally, it has been reported that some private education providers exploit students in rural areas (Ullah et al., 2019).

Low Enrollment Rate and Dropout Gap

The challenges in higher education often stem from inadequate primary and secondary education. The quality of instruction and learning standards at these levels significantly affect higher education and research quality at the university level. Another issue is that university departments often announce limited seats (50 to 100 at most) while thousands of students apply, resulting in only a few students gaining admission and many being left out. This trend discourages students, and opportunities should be extended to as many aspiring students as possible (Sabates et al., 2016). Many households in rural areas live in poverty or do not value education for their children (Zulfiqar et al., 2019). To address these challenges, the provincial government has supported NGOs and private sector schools and colleges by offering tax relaxations and other incentives to help fill educational gaps in rural areas. However, most private institutions are located in urban areas and serve the affluent, with high tuition fees making them inaccessible to low-income families (Anwar et al., 2017). This discrepancy leads to waste of government resources in KP's higher education system. Despite efforts to increase enrollment, KP has consistently fallen short of its targets due to deficiencies in administrative and managerial policies and their implementation (Sheikh, Y. A., 2017). The low enrollment ratio in KP compared to other provinces indicates insufficient socioeconomic development.

Deteriorating Research and Quality Standards

The decline in higher education quality is primarily due to inadequate teacher skills, outdated study schedules, and admission requirements (Ullah et al., 2019). A major challenge for Khyber Pakhtunkhwa's higher education system is achieving quality education. Despite government efforts to emphasize high-quality education, many universities and degree-awarding institutions affiliated with government colleges in KP continue to fall short of the standards set by the Higher Education Commission. The research and quality benchmarks of leading universities in Punjab and Sindh are much higher, making it difficult for KP institutions to compete. KP universities lack excellent researchers due to very low enrollment in Masters and Ph.D. programs (Zulfiqar et al., 2019). There is a lack of early research experience, creativity, innovation, and industry participation. Universities in KP focus more on theoretical knowledge rather than fieldwork or experimental research. This focus on theoretical knowledge, combined with outdated teaching practices and insufficient practical training, contributes to the deteriorating standards in KP's higher education colleges. Graduates often

lack the practical skills needed for socioeconomic growth, as they are trained in an environment that does not emphasize practical application (Soomro & Ahmad, 2021). The current workload policy in KP higher education prioritizes theoretical classes over practical sections, and college administrations do not emphasize practical teaching, leading to graduates who are not adequately prepared for professional environments (Sylvain Denat, 2017).

Inadequate Facilities and Infrastructure

Inadequate physical facilities and infrastructure, particularly in public sector institutions, are major issues affecting Khyber Pakhtunkhwa's higher education system (Soomro & Ahmad, 2021). Faculty and staff at these institutions are often subject to political interference, which undermines their effectiveness. Many higher education institutions in KP lack essential infrastructure such as well-equipped classrooms, digital libraries, and modern laboratories. Even in today's technologically advanced era, many KP colleges and universities operate without computer labs, digital libraries, or internet facilities (Sheikh, Y. A., 2017). Government-run institutions suffer more than private ones due to inadequate infrastructure. Many colleges continue to use outdated teaching methods, which negatively impacts the quality of education (Salik & Zhiyong, 2021).

Low-Quality Teaching Methods

In addition to the factors mentioned, low-quality teaching methods, poor classroom conduct, inadequate teacher evaluations, and a non-practical approach among students, especially in public sector colleges, contribute to inferior higher education in Khyber Pakhtunkhwa (Haq et al., 2020). Political interference in the recruitment of teaching staff has led to the hiring of incompetent individuals who lack the skills necessary for effective teaching and research. Many educators are hired based on political affiliations rather than professional qualifications, and many have outdated teaching practices. Some private institutions hire recent graduates with no teaching experience for minimal salaries, resulting in poor teaching practices (Sylvain Denat, 2017). Traditional teaching methods are no longer effective, and KP's higher education system is criticized for its rigid pedagogy, low-quality instruction, lack of quality assurance, accountability of teaching staff, and insufficient practical education and research integration (Salik & Zhiyong, 2021). Many professors and administrators focus more on their personal career advancement rather than engaging in educational activities.

Uneven Growth of Opportunities

An important aspect of higher education in KP is the rise in student mobility. The increasing number of Pakistani students pursuing education or employment overseas, particularly in engineering and medicine, has altered the higher education landscape (Javed et al., 2019). Many young people are more interested in securing lucrative careers abroad than contributing to their

own country. A survey of young people indicates that half do not wish to stay in Pakistan after graduation (Memon, 20017). According to local media, the lack of job opportunities and financial issues are major reasons for this trend. Highly qualified graduates from medical and technical institutes often seek employment in the competitive Western world to cover their educational expenses, resulting in a brain drain of up to 70-80% (Lokkesmoe et al., 2019). Mismanagement and corruption within the education system have also contributed to this brain drain (Aly & Taj, 2018). Medical graduates, in particular, are inclined to study abroad due to low pay, poor working conditions, and job insecurity (Nazli et al., 2016). Many college graduates struggle to find employment because the government does not provide adequate job opportunities.

Findings and Conclusions

After analyzing the state of higher education in Khyber Pakhtunkhwa compared to Punjab and Sindh, the following findings and conclusions have been drawn:

Lack of Creativity and Practical Aspects

Khyber Pakhtunkhwa, and Pakistan in general, cannot achieve social, economic, and technological prosperity until its higher education system meets proper standards and quality. The low quality of higher education in KP results in fewer employment opportunities, reduced professional productivity, and a lack of creative ideas, which are essential for sustained success and development (Siddique & Mahmood, 2016). Parents and students in KP expect the government to employ transformational and innovative methods in higher education to meet global standards and competitive needs, thereby improving the quality of education in KP's colleges.

Lack of Modern Teaching Methodologies and Research

The study indicates a static learning approach focused solely on teachers' actions rather than a dynamic, student-centered approach at the college and university level in Khyber Pakhtunkhwa. Higher education lacks teaching strategies that address students' needs to learn, apply knowledge, and contribute to their communities (Javed et al., 2019). Teachers neither aim to instill new skills and attitudes through student-centered education nor adopt modern teaching techniques. They often rely on traditional methods like lectures and fail to emphasize active seminars, symposiums, personal counseling, and self-study. The lack of a practical and skills-focused approach limits students' job opportunities in the market. Effective teaching involves a shared approach to learning between students and teachers (Haq et al., 2020). The higher education system in KP does not equally distribute responsibility for students' performance, including conduct, attendance, and academic progress, between students and teachers.

Quantity and Quality

Research concludes that “the quality of higher education is influenced by various aspects, such as infrastructure, teaching standards, practical courses with annual feedback, research capabilities, and objective institutional observation mechanisms.” However, KP has fewer colleges relative to its population. Many colleges and degree-awarding institutes lack basic facilities, teaching standards, and practical courses with annual feedback (Hossain et al., 2016). The province lacks its own Higher Education Commission, which has hindered the provincial government’s efforts to achieve significant enrollment targets by 2020. KP has not yet formulated or adopted quality management standards for its higher education system and lacks an independent administrative body to eliminate political influence and regulate high-caliber instructional activities (Javed et al., 2019). Higher education institutions in KP do not have their academic programs and administrative practices evaluated by external experts.

Development of Cross-Cultural Awareness

Research shows that students in KP higher education have limited opportunities to interact with peers from other provinces in a classroom setting, due to a lack of support from teachers. This lack of interaction hinders the development of intellectual, communication, and intercultural skills with the help of instructors and staff (Nasir, 2018). KP’s higher education system has so far failed to help students understand different cultures, art, literature, religion, and technological advancements or to establish cross-cultural social activities in collaboration with social or non-governmental organizations (Lokkesmoe et al., 2019). There is also a lack of agreements for sending students and faculty members to other provinces or accepting them from other provinces to develop intercultural attitudes, cognitive frameworks, and norms.

Library Standards

The establishment of standard libraries in KP’s higher education system is not prioritized by the government, which should instead focus on meeting global education standards. Libraries must demonstrate their value and document how they contribute to the effective functioning and advancement of higher education (Siddique & Mahmood, 2016). KP’s higher education system has been slow to adopt library standards that support both public and private libraries. Existing libraries do not adequately support student learning or fulfill corporate objectives. Their standards and quality are not up to par to establish them as leaders in higher education. Current libraries do not provide access to high-quality research data, modern educational trends, advanced research methods, or technology in education (Khan & Ahmed, 2020). The Higher Education Department of KP has yet to devise a strategy to build a network of well-equipped libraries across the province and promote a reading culture among students (Siddique & Mahmood, 2016).

Recommendations

To align the higher education system of Khyber Pakhtunkhwa with that of Punjab and Sindh, the following recommendations are proposed for implementation to achieve the desired results:

Short-term Recommendations

- i. Higher Education KP should offer courses that provide students with high-quality information and practical experience.
- ii. Teachers need to adopt teaching strategies that move beyond traditional lectures, emphasizing active seminars, symposiums, personal counseling between instructors and students, self-study, and a more practical and skills-focused approach.
- iii. The Higher Education Department of Khyber Pakhtunkhwa should invite eminent professors and specialists from leading colleges and universities in other provinces to train their teaching staff in professional and cutting-edge pedagogical techniques.

Long-term Recommendations

1. Higher education in Khyber Pakhtunkhwa should employ transformational and innovative methods to meet global standards and competitive needs, improving the quality of education in colleges, degree-awarding institutes, and universities.
2. KP needs to establish new Higher Education Colleges (HECs) and devise strategies to convert existing colleges into Degree Awarding Institutes (DAIs) to accommodate the needs of its rapidly growing population.
3. Teachers should foster new skills and attitudes through student-centered education and equitable teaching techniques.
4. Quality management standards should be formulated by studying the higher education models of developed nations to enhance higher education in the province.
5. All colleges and universities in KP should have their academic programs and administrative practices evaluated by external experts.
6. The government of KP should advocate for the establishment of a provincial HEC to regulate the quality of higher education at colleges and universities.
7. KP higher education institutions and colleges should raise their quality standards, enhance their reputations, and upgrade their physical facilities to attract students.
8. The provincial government should reform higher education policies and encourage international collaboration by working with nationally

recognized institutions in Punjab and Sindh and by constructing more institutional laboratories and research centers for advanced and coordinated research.

9. KP higher education institutions should invite more multinational corporations to offer full- or part-time jobs to students to address labor shortages and encourage domestic employment over immigration to Western nations.
10. The KP government should establish new institutions with high-quality standards to meet future demands and boost enrollment, research and development, and subsequent economic growth.
11. The Higher Education Department of KP should support its institutions academically and financially by establishing standard libraries. More e-learning and e-library software should be developed to support both print and electronic materials, providing students with a unified interface for accessing a variety of sources.
12. Financial resources, educational policies, accessibility, equity, quality standards, relevance, and responsiveness should be re-evaluated and adopted.
13. Educational institutions should establish a standardized, multinational curriculum to achieve superior pragmatic research goals.
14. (Siddique & Mahmood, 2016)

References

1. Ahsan, N. (2019). Challenges for higher education in Pakistan. *Pakistan & Gulf Economist*. Retrieved from <http://www.pakistangulfeconomist.com/2019/01/21/challenges-for-higher-education-system-in-pakistan/>
2. Aly, Z., & Taj, F. (2018). Why Pakistani medical graduates must remain free to emigrate. *PLoS Medicine*, 5(1), e2. <https://doi.org/10.1371/journal.pmed.0050002>
3. Anwar, M., Tahir, T., Saeed, S., & Ghori, U. K. (2017). High dropout contributes to low literacy rate in Pakistan: Comparison of dropout at HSSC and college level in Pakistan. *Academic Research International*, 3(2), 398.
4. Ashraf, M. A. (2019). Exploring the potential of religious literacy in Pakistani education. *Religions*, 10(7), 429. <https://doi.org/10.3390/rel10070429>
5. Barnett, R. (2017). *Improving higher education: Total quality care*. Open University Press.
6. Haq, A. U., Mahmood, S., Shabbir, M., & Batool, Z. (2020). Assessing the

- academic integrity among university students in Pakistan. *Journal of Business and Social Review in Emerging Economies*, 6(3), 1025-1032. <https://doi.org/10.26710/jbsee.v6i3.1359>
7. Hossain, N., Shah, N., Shah, T., & Lateef, S. B. (2016). Physicians' migration: Perceptions of Pakistani medical students. *Journal of the College of Physicians and Surgeons Pakistan*, 26(8), 696-701.
 8. Iannuzzi, P. A., Abbott, T., Brown, J., Gibbons, S., King, L., McCaslin, S., Reichel, M., Ruelle, J., Stillwell, L., Petrowski, M., & Goetsch, L. (2011). Standards for libraries in higher education. Association of College & Research Libraries.
 9. Jan, S. U., & Hussain, A. (2020). College library system in Pakistan: A survey of government college libraries of Khyber Pakhtunkhwa, Pakistan. *Library Philosophy and Practice*, 1-14.
 10. Javed, B., Zainab, B., Zakai, S. N., & Malik, S. (2019). Perceptions of international student mobility: A qualitative case study. *Journal of Education and Educational Development*, 6(2), 269-287.
 11. Kammer, M. (2019). Balanced teaching: Strategically maximizing every moment of instruction to enhance student learning and performance. In *EDULEARN19 Proceedings: 11th International Conference on Education and New Learning Technologies* (pp. 1047-1053). IATED Academy.
 12. Khan, A., & Ahmed, S. (2020). The impact of digital library resources on scholarly communication: Challenges and opportunities for university libraries in Pakistan. *Library Hi Tech News*. <https://doi.org/10.1108/LHTN-07-2013-0046>
 13. Lokkesmoe, K. J., Kuchinke, K. P., & Ardichvili, A. (2019). Developing cross-cultural awareness through foreign immersion programs. *European Journal of Training and Development*. <https://doi.org/10.1108/EJTD-07-2014-0048>
 14. Memon, G. R. (2017). Education in Pakistan: The key issues, problems, and the new challenges. *Journal of Management and Social Sciences*, 3(1), 47-55.
 15. Nasir, K. (2018). Reforming higher education in Pakistan. *Pakistan Daily Times*. Retrieved from <https://dailytimes.com.pk/245170/reforming-higher-education-in-pakistan/>
 16. Sabates, R., Westbrook, J., Akyeampong, K., & Hunt, F. (2016). School drop out: Patterns, causes, changes, and policies. Retrieved from <http://unesdoc.unesco.org/images/0019/001907/190771e.pdf>
 17. Salik, M., & Zhiyong, Z. (2021). Gender discrimination and inequalities in higher education: A case study of rural areas of Pakistan. *Academic Research International*, 5(2), 269. [http://www.savap.org.pk/journals/ARInt./Vol.5\(2\)/2014\(5.2-30\).pdf](http://www.savap.org.pk/journals/ARInt./Vol.5(2)/2014(5.2-30).pdf)
 18. Siddique, N., & Mahmood, K. (2016). Combating problems related to library software in higher education institutions of Pakistan: An analysis of focus groups. *Malaysian Journal of Library & Information Science*, 21(1), 35-51.

19. Sheikh, Y. A. (2017). Higher education in India: Challenges and opportunities. *Journal of Education and Practice*, 8(1), 39-42. <https://eric.ed.gov/?id=EJ1131773>
20. Soomro, T. R., & Ahmad, R. (2021). Quality in higher education: United Arab Emirates perspective. *Higher Education Studies*, 2(4), 148-152.
21. Stateuniversity.com. (n.d.). Pakistan - Higher education - Universities, colleges. Retrieved from <https://education.stateuniversity.com/pages/1146/Pakistan-HIGHER-EDUCATION.html>
22. Sylvain, D. (2017). Dynamic teaching: A new and effective method. Retrieved from <https://www.program345.com/en/dynamic-teaching-new-effective-method/>
23. The World Bank. (2018). Annual report. Retrieved from <https://databank.worldbank.org/source/education-statistics-%5e-all-indicators>
24. Ullah, M. H., Ajmal, M., & Rahman, F. (2019). Analysis of quality indicators of higher education in Pakistan. *Canadian Journal of Social Sciences*, 1(1), 1-5. <http://www.intconfhighered.org/FINAL%20Ullah%20full%20text%20.pdf>
25. Zulfiqar, Z., Shabbir, M., & Ishfaq, K. (2019). A sociological study of contributing factors of educational exclusion of children in Southern Punjab, Pakistan. *Pakistan Social Sciences Review*, 3(2), 282-292.