

# **The Role of Private Educational Institutions in the Social Development of Khyber Pakhtunkhwa**

Ilyas Farooqi\*, Muhammad Farooq Jan\*\* & Faiza Gohar\*\*\*

## **Abstract**

*The study aims to know the Private Education Institution role in the Social Development of Khyber Pakhtunkhwa. The study used questionnaire method from faculty, principles, and officers from private educational institutions of Khyber Pakhtunkhwa (KP). A total of 1000 questionnaires were distributed out of which 688 filled questionnaires were received from the respondents with a response rate of 68.8%. The study results indicate that Khyber Pakhtunkhwa education enjoys a respect in the eyes of common man and each one considers it as an important wheel for the development of a country. It is revealed that private educational institutions greatly contribute to the enrollment of students in KP. Moreover, these institutions contribute towards educational awareness and creation of civic senses and physical nourishment of the youth. Finally, it is found that faculty is satisfied with job opportunity, pay and allowances, encouragement on the basis of good results, students' teacher relationship, method of appointment/induction, support for growth, professional attitude of the seniors and owners of these institutions. The only aspect where dissatisfaction have been observed is the job security and that's too because old age benefits like pension etc.*

**Keywords:** Social Contribution, Student enrollment, civil sense, employee satisfaction, Khyber Pakhtunkhwa

## **Introduction and Literature Review**

Education is not only investment in social sector but it also beneficial for economic growth and prosperity. Today the recognition of sustainable education system is the reality and unconditional requirement for country's socio economic development.

History testifies that amongst all the variables, the sustainable socio-economic development of any country is subservient to the existence of education rather than any other variable. Denison (1962)

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\* Ilyas Farooqi, PhD Scholar, Department of Management Sciences, Qurtuba University of Science and Information Technology, Peshawar.  
Email: [ilyas\\_mccm@yahoo.com](mailto:ilyas_mccm@yahoo.com)

\*\* Muhammad Farooq Jan, Lecturer, Department of Business Administration, IQRA National University, Peshawar.

\*\*\* Faiza Gohar, Lecturer, Department of Business Administration, IQRA National University, Peshawar.

argued that education is the most important source which contributes to economic growth. The study further says that education is not only a social investment but it is an economic investment too that develops nation's human capital which is considered as one of the fundamental requirement for all kind of growth-social, political, cultural or economic. McGuirk, Lenihan, and Hart (2015) also argued that prior to the 20<sup>th</sup> century, targeted investment in human capital was not given much more importance in some parts of the world i.e. investment on education, training (both on the job and off the job) and human resource development were at the minimum level, but during the last few decades there is a drastic change in government as well as private institutions where in a sizeable budget is allocated for the purpose. The initiative was taken by the UK and followed by other European countries gradually. According to Shishido (1983) substantial investment in human capital contributed as one of the key factor in Japanese economic growth.

Salam (1988) the noble Laureate in the field of physics has observed that, "it is basically mastery and utilization of modern science and technology that differentiate the southern part of the world from the northern one".

Rajagopalan and Ranjan (1987) have stated that in case of Turkey it has been realized that there is a gap between industry and universities as compared to developed countries. The number of Universities for one million is 10 in Turkey, 28 in United State of America, 240, 150 and 140 in Japan, Germany and United Kingdom. Now Turkey has put the education and industry as priority of their planning and today the number is more than three times as of 1987.

Fägerlind, and Saha (2016), argued by examining the development concept with conviction that there is no evidence or discussion that educational strategies can be effective without the clarification of desired development strategy.

### **The Status and Position of Education in Pakistan: A Critical Overview**

It is fact that in Pakistan adult's rate of literacy in South Asia is the lowest one. Ironically its positions in primary education also remain at the lowest level if compared to the government planning. If the budget provisions for education are not kept tact like 2004 to 2008, the literacy and quality of education will be further deteriorated. The picture becomes further gloomy when we compare Pakistan's meager spending (i.e., 1.8% of GDP) as compared to the neighboring countries, where budget allocation ranges up to 8% of the GDP (Shah et al., 2005). Here it is worth mentioning to quote Imtiaz Gillani (Vice Chancellor University of Engineering and Technology) who very aptly said in the meeting with Federal Minister of Education and HEC that 4% allocation for education

from the gross root level to the higher level will boost the literacy rate and the tempo of development in the domain of science and technology in the country.

*Private Educational Institutions Setup and Contribution towards Social Development*

Aymen et al., (2011) has concluded this factor as human capital of organization and suggested to reflect on the balance sheet of the organizations.

Similarly Shah et al. (2010) says “that on attaining the MDG of universal primary enrollment by 2015 will require a focus on inclusiveness as the biggest shortfalls in enrollment rates within countries exist at the bottom end of the income distribution” they have highlighted in their debate, it is encouraging that the public private partnership does exist in Pakistan. All these partnerships are in one or another form but contribute positively towards socio-economic development.

Leng (2010) while investigating the student’s perception about the private sector higher education in Cambodia has turned the debate and reluctantly said that people as well as those who are having scholastic approach are now realizing the face of private educational institutions which are mostly not following the set standards and regulations. He has supported the findings of Pit and Ford (2004) wherein they have reported that private entrepreneurs are running educational institutions on purely commercial basis and are normally after those discipline which require minimum possible investment. They are of the opinion that these institutions are not investing in sciences and technology which can contribute more to socio-economic development. Further these institutions are having less interest in post graduate level studies because of low rate of registration and more funds are required for research. Now today same is the practice in Pakistan too, where the private emphasis is more on BBA and MBA instead of physics, chemistry and other relevant sciences.

Sahu (2010) is also of the same view i.e. the objective of the private sector is shorten in nature, i.e. how to earn more. They are not investing in quality and such policies of closing eyes on check and balance will deteriorate the higher education.

Khan (2005) has turned the debate and says the excellent performance of the private institutions students is because of timely monitoring and close supervision. There the learning and innovation environment exists too. In contrast the faculty and administration of government sector are receiving more salaries, perks and privileges but their performance, commitment is seen on the lowest side. He has further added that the teacher student ratio is also non match-able and i.e.

particularly in the rural vicinities where the teachers are more in number as compared to students.

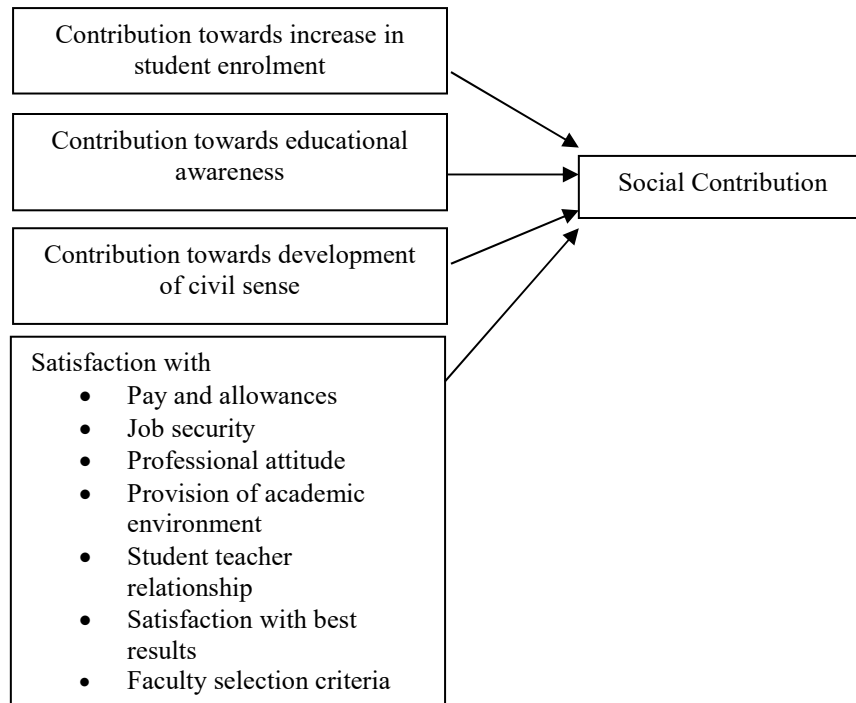
To conclude the debate in addition to the above factors it is need of the day to hunt talented and promising faculty to coup with the changing competitive environment. In this connection the private institutions like COMSATS, FAST, SZABIST, IQRA, and MAJU etc are much more successful. To support these arguments it will not be out of place to quote William (2007) who has quoted Milstein (1990) that:

'If people's jobs are filled with routine and boring tasks or if desired promotions are blocked, and then they are likely to feel an intrinsic sense of loss and become skeptical about finding fulfillment in their careers.'

Khan (2005) in his study on teacher's motivation commented that, teacher motivation is determined by both pecuniary and non-pecuniary factors. Gautam et al. (2006) have quoted Spector1997, on the subject job satisfaction as follow:

'The motivation to investigate the degree of job satisfaction arises from the fact that a better understanding of employee satisfaction is desirable to achieve a higher level of motivation which is directly associated with student achievement. Recently, the assessment of employee's attitude such as job satisfaction has become a common activity in organizations in which management is concerned with the physical and psychological well-being of people.'

The fundamental objectives of the study are: to know the contribution of KP Private Institutions towards student enrollment, to determine the education awareness of the KP Private institutions, to evaluate the contribution of KP institution towards the development of civil sense, to dig out the level of satisfaction from academic and professional development the faculty derives from their job. That is to know the level of satisfaction of the faculty with respect to job security, pay and allowance, professional attitude, provision of academic environment, student teacher relationship and satisfaction with the best result provided by private educational institutions.

*Theoretical Framework***Data and Methodology**

Population of the study comprises faculty members, principles of the institutions and officers of administration. The total number of well-known registered private educational institutions in Peshawar city and its vicinity is 50. In these fifty (50) institutions the number of principals, vice principals, officers in administration and faculty is about 3860. This number also include visiting faculty who are working on semester based contracts.

*Sample Size*

In the study 1000 faculty members along with principles and officers in administration were considered as sample for data collection. The basis of taking 1000 as representative sample is based on the length of service i.e. all those who are having at least one year service have been considered for data collection. For selection of a sample, simple random methods were used. In most of the cases principles/directors of the institutes themselves are the owners of the school, college or university and the employees are generally not allowed to respond to such type of data provision. Out of 1000 respondent, 688 questionnaires was found

correct and were used for data analysis, hence the response rate was 68.8%.

#### *Data Collection Method*

The primary data was collected from the faculty, principles, and officers in administration through a questionnaire served. The questionnaires were served personally where possible and through other colleagues to a greater extent.

The questionnaire covers questions related to the social development, satisfaction of the faculty and organizational commitments as well as turnover intentions of the respondents. It consists of 20 questions on the Likert scale of three point scales i.e. Agree to Disagree. The same part is having further 14 questions which are descriptive in nature and views of the faculty have been obtained regarding the role of education and media to promote active citizenship. In the same part questions regarding training, funds provisions, facilitation of the vocational and technical education have been asked because today most of the colleges at inter level and graduation offers such type of education programs

#### **Findings**

This section contains findings related to the contributions of private sector educational institutions in term of social development and over here the faculty satisfaction and their perception regarding various aspects have been considered the important variable.

#### *Contribution to Enrollment*

It is impossible for the government to accommodate such a large population in the public sector educational institutions within the available resources. Being important factor for the economic, social, cultural, religious, and political development of the country it is one of the major liabilities of the government to plan and arrange for the basic education, technical, vocational, and professional education at the affordable cost. For the purpose the government is having various options like to provide subsidy to private educational institutions, develop public private partnership, open new educational institutions, encourage franchising, and start 2-3 shifts in the existing premises.

The private educational institutions though run on the business pattern but help the government in increasing the enrolment, decreasing the drop out and to have sustainable pass out ratio. Sometimes it is believed that the drop out in private educational institutes is because of low quality of education but when checked at the higher level this was not the real fact, as the success rate of the private educational institutions in the entry test for professional branches of education is on the highest

side. The below table 1 present the enrolment and drop out number as an average for the last five years.

Table 1

Name of Institute	Students on the average of last 5 years.	Drop migration and left %	Passed %	Percentage of success
Ayesha	300	10	90	90
Cecos ( all the three campuses)	2500	16	84	84
City PMDC (various branches)	17000+	15	85	85
Frontier Children Academy	1400+	15	85	85
Frontier Youth Academy	850	8	92	92
Institute of Computer and Management Sciences (all branches)	3500+	12	88	88
Institute of Computer and Management Sciences University system	500	23	77	77
Iqra Janatulafal	500	8	92	92
Iqra MadinaAtfal	500	10	90	90
Iqra Rozat ul Atfal (various branches)	5000+ being chain system	10	90	90
Iqra National University	1800	17	83	83
Khyber College (all branches)	2500	20	80	80
Muslim Group of Colleges	8000+	20	80	80
National College of Science	250	5	95	95
Qadims_Lumier (both campuses)	1800+	7	93	93
Qurtuba University	8000+	12	88	88
Sarhad University (Both campuses)	3000+ 2500+	23	77	77
Warsak Model	1000+	10	90	90

The success rates of all institutions are highly satisfied if compared to the government institutions. The percentage of success on the average is 85% and an institution where it is less than 80 % is because of non-appearance of students in examinations or transfers and posting of students at university level or transfers of their parents to other stations.

*Contribution in Educational Awareness*

If newspapers of the late eighties are studied/perused hardly one can find admission notices of the government owned colleges and universities. Further these advertisements were usually in the inner pages with small captions of traditional information, having no attractions. But when the private institutions started momentum it has been realized that the world is having too many other disciplines in addition to medical and engineering. Now not only the students but the parents too are having enough knowledge about the emerging fields of education. Beside this information the students now know where the possibilities of admission exist, at what cost, and what other benefits like job opportunities, health facilities and permanent settlement. Now the students if work smart will no more be financially burden on their parents. Following table 2 are the contributions of private educational consultants for home, in country and overseas admissions as well as the new emerging programs of the study.

Table 2

Name of Institute	Program offered degree / certificate	Local i.e. within Peshawar	Overseas courses	Other facilitation
Euro Consultant	Degree, Diploma and certificates	Business /Management	HND and students counseling	Students Visa services
H R Consultant	Certificates	Certificates	Students Counseling	Students Visa services
Sobash Institute	Certificates/Diploma in IT and commerce	Certificates Diploma in IT and commerce	Diploma in IT and commerce with Credit Transfer	Entry Test Preparation
MM Acad.	ETA/ Armed Test	Preparatory courses	Nil	School
Nice Academy	Certificates /ETA	Certificates/ETA	Nil	Tuition Center
Brains	Certificates Diploma in IT and commerce	Diploma in IT and commerce	Diploma in IT and commerce	Nil
Educators	Certificates/ETA	Certificates/Eta	Certificates	Nil
Rawalpindi	Diploma in IT and commerce	Diploma in IT and commerce	Diploma in IT and commerce	Nil
S S T	Certificates in Commerce and technical	Certificates	NIL	Nil
Tera Technical	Certificates In Technical Education	Certificates	Certificates	Nil
Razi Institute	Certificates / Diploma in Medical courses	Certificates	Certificates	Collaboration with other institutes
Global Institute	Certificates Diploma in IT and commerce	Certificates Diploma in I T and	NIL	Tuition Centers



		commerce		
Zaviya Academy	Certificates /Entry Test Preparation	Certificates	Certificates	Visa Services
SKANS	Certificates/ Degree O and A Level	Certificates/Degree O and A Level	H N D , O and A Level	Visa Services
PACE	Certificates and Diploma in IT and commerce	Diploma in IT and commerce	Diploma IT Degree and Split Program	Credit Transfer facilitation
I Case	Certificates Diploma in IT and Commerce	Diploma in IT and Commerce	Diploma in IT Commerce	Credit Transfer Facilitation
L S C	Certificates/ O and A Level	Certificates/ O and A Level	Certificates	Tuition Center
FIMS	Certificates Diploma in IT Commerce	Certificates Diploma in IT and Commerce	Diploma in IT and Commerce	Nil
Is lamia Couching Academy	Preparation of Entry Test and tuition center	Couching of SSC and HSSC	Nil	Nil
BURQ Institute	Certificates Diploma in IT and Commerce. Now there are BBA ,MBA and consultancy courses.	Certificates Diploma in IT and Commerce	Split programs and immigration services	Students counseling and immigration services
FES	Certificates Diploma in IT and Commerce	Certificates Diploma in IT and Commerce	Nil	Nil
S R consultants	Certificates/ Degree O and A Level	Certificates/ Degree O and A Level	Certificates/ Degree O and A Level	Credit Transfer and visa services
Institute of Mgt Sciences	Certificates Diploma in IT and Commerce	Certificates Diploma in IT and Commerce	H N D , O and A Level	Credit Transfer facilitation and visa services
NIMS	Certificates Diploma in IT and Commerce. Now there are BBA ,MBA and consultancy courses	Certificates Diploma in IT and Commerce. Now there are BBA ,MBA and consultancy courses	H N D , O and A Level	Students counseling
STAR Institute	Preparation of Entry Test and tuition center	Preparation of Entry Test and tuition center	Nil	Nil
HANS Institute	Preparation of Entry Test and tuition center Certificates Diploma in IT and Commerce	Preparation of Entry Test and tuition center Certificates Diploma in IT and Commerce	Nil	Nil

In addition to the above there are hundreds of institutes where the students get enrolment for certificate, diploma, entry test preparation and visa counseling.

The contributions of institutes like mentioned above are the major source of part time teaching and support services. One of the major contributions is provision of guidance to the students in selection of specializations and admissions in overseas countries where in along with their studies they also earn to support their studies and also to facilitate their parents being not further burden on them in term of financial obligation. These institutes also supplement the government cause i.e. to train the available youth in technical fields of study.

#### *Contribution in the Establishment of Civic Sense*

The private educational institutions are playing an important role in the development of civic sense in the literate and general public. Towards this step the credit goes to ICMS who started installation of count time (down time) digital clocks on the traffic signals and also encouraged the tournaments of various games. Today the private educational institutions are working for the hygiene / cleanliness of the roads street and self-help programs when the country is facing natural disasters.

Most of the institutes are having their sports clubs and they regularly arrange tournaments which on the one hand provide physical and socialization facilities to the own student and on the other hand create a scene of socialization with the other institutes and general public. Such socialization further leads to common walks against war and terror, awareness creativity against social evils, dresses, various types of local, national and international issues.

#### *Faculty Satisfaction with Pay and Allowances*

The faculties were requested for their response to know their satisfaction with pay and allowances paid by private sector educational institutions because in countries like Pakistan pay and allowances is motivator and not a highline factor. The faculty response with the parameter of agrees is positive because 56% are agreed and 28% are neutral. The disagreement is on the lowest side i.e. only 16 %. The reason of satisfaction can be linked with one of the major factor as most of the institutes offer technical, business and engineering subjects and the faculty is paid according to the market forces.

Table 3

	Satisfaction with Pay and Allowances			
	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	387	56.2	56.2	56.2
Neutral	192	27.9	27.9	84.2

Disagree	109	15.8	15.8	100.0
Total	688	100.0	100.0	

#### *Satisfaction with Job Security*

One of the major issue in the under developed economies is maximum rely on the government jobs all the time because these are considered to be the most secure and there are an opportunities for health and other benefits like pension, benevolent funds children education etc. Therefore, the question was asked and the respondents did not show agreement with their job security i.e. the rate of agreed is less than 50% while neutral and disagreement is above 50%. The results show that though there is an opportunity of market based salary package but may be because of future concern the satisfaction is on the lower side.

Table 4

Job Security				
	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	325	47.2	47.2	47.2
Neutral	149	21.7	21.7	68.9
Disagree	214	31.1	31.1	100.0
Total	688	100.0	100.0	

#### *Satisfaction with Professional Attitude*

The table 5 is related to professionalism in the field of study and imparting instructions. The crux of these questions was to know the behavior of the private educational institutes towards the encouragement of professional attitude and to develop the sense of responsibility among the faculty. Because in the field of education possessing of professionalism is the core requirement and now in this modern age every institute want to have professionally qualified faculty and once in a year some refresher courses are also arranged for the purpose. When the responses were checked on the likert scale it was revealed that almost 2/3 are on the level of agreement which means that the private educational institutions are either all the time in search of professionally developed faculty or they in real sense provide such type of opportunities to the faculty. The satisfaction with this sensitive area is a good sign because professionally strong faculty can lead the country towards development in the field of science and technology. The responses are re produced bellow in the tabular form. Here the disagreement is on the very minimum side as we can say at the negligible level.

Table 5

	Frequency	Professional attitude		
		Percent	Valid Percent	Cumulative Percent
Agree	477	69.3	69.3	69.3
Neutral	196	28.5	28.5	97.8
Disagree	15	2.2	2.2	100.0
Total	688	100.0	100.0	

#### *Satisfaction with Provision of Academic Environment*

After 1960 the peaceful academic environment remained disturb because of active involvement of the students in country politics. The same remained to the end of late eighties and then by the interference of the Supreme Court of Pakistan the students union activities remained dormant for some years but once again in the late 90's these activities started resurfacing slowly and gradually. And such political activism leaded towards disturbs academic calendars, un-hygienic academic environment in the public sector educational institutions in particular and other in general. To this regard questions were asked to know whether the faculty is satisfied with academic environment or not. The respondents showed maximum agreement and satisfaction with facilitation of congenial academic environment. Such satisfaction can be linked with other aspect too i.e. in private institutions there are no union of the faculty too and all the faculty remain like family members to the end of their service career. But if the same is compared with the public sector there may be change in the satisfaction level because like students politics there is an element of faculty politics as there are elections of associations and other bodies like syndicate and senate. Sometimes it seems strange that faculty observes the same behavior like students and observes strikes, boycotts and press war.

According to Gellen (2014) every citizen is having concern regarding future of education; they think and ask what will be the future of technology, what will be its speed of transformation and how its shape will be. The research in hand is having the same opinion and the faculty as well as students along with institutional clients i.e. parents are also greatly satisfied with the provision of academic environment to the students.

Table 6

Satisfaction with Academic Environment				
	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	432	62.8	62.8	62.8
Neutral	219	31.8	31.8	94.6

Disagree	37	5.4	5.4	100.0
Total	688	100.0	100.0	

#### *Satisfaction with Students Teacher Relationship*

Excellent working relationship between the two counter parts in any sphere of life is the core element. This can be developed by both the parties with mutual understanding but some time offering hand is required to be so effective that the recipient feel all the time comfortable and is willing to devote his/her time for learning and learning even if the tasks are difficult.

In Pashtuns society there is a historical tradition of obedience on the part of the students but like global degradation in all other values this aspect is also on decline; and particularly when the roll model losses its originality. To have an idea of this important moral value the respondents were requested to have their frank opinion on the subject asked. When the cross tabs were developed it was observed that 54% faculty is satisfied 18% is neutral and 27% is dissatisfied.

Though the level is satisfactory but the enhancement is need of the time. The lowest positive response can be linked with one salient factor, i.e. most of the institutes rely on visiting faculty and there is great frequency of change from one institute to other and when asked to comment on quality or the goodness of some institute, the nil response may create doubts.

Table 7

Satisfaction with students and teacher relationship				
	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	374	54.4	54.4	54.4
Neutral	126	18.3	18.3	72.7
Disagree	188	27.3	27.3	100.0
Total	688	100.0	100.0	

#### *Satisfaction with Better Results Shown by Faculty*

Most of the motivational and job satisfaction theories move around the encouragement and positive feedback in the shape of appreciation if the subordinate staff performs more than the planned targets. Hertzberg, Mausner, B., & Snyderman (1959), The Motivation to work, Maslow (1954) Motivation and personality, Mowday (1991), equity theory predictions and Kiatkawsin and Han (2017) by quoting Vroom (1982) work and motivation has particular focus on this subject. Today unfortunately in the public sector the promotions and advancement is purely based on seniority and at the same time there is lack of recognition that's why in almost every field of life there is degradation and it is seen mostly government owned educational institutions.

To have an idea on the subject the selected sample were given an opportunity to record their views on likert scale questions were asked from the respondent. The results show a very fair view i.e. 63% are satisfied with the encouragement and support from the owners of the institutes and administration on having good result at various levels. As we see there is continuity in topping Secondary and Higher Secondary Boards, by private educational institutes. The same is the case in universities level as almost the universities are topped by the private educational institutes which are affiliated with the universities. It will not be out of place to mention that in most of the private institutes offering Technical and vocational education or BBA, B.Com, MBA, Engineering, Law and Education degree program are having part time or visiting faculty from the public sector universities who show better performance as compared to their units of regular employment because of the only and only factor i.e. appreciation and encouragement for their performance.

Table 8

Satisfaction with encouragement on the basis of good results				
	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	435	63.2	63.2	63.2
Neutral	146	21.2	21.2	84.4
Disagree	107	15.6	15.6	100.0
Total	688	100.0	100.0	

#### *Satisfaction with Selection Criteria for Faculty and Administration*

Selection on merit remained all the times questionable in our country in general and when the political parties are in rule. Each one who did not get opportunity blame the favoritism and nepotism? Generally there can be sacrifice on merit but in the teaching cadre induction without merit is just like feeding slow poison to the generation next. It is exactly like providing a driving seat to a person who is not familiar with traffic signal, road safety and driving principles. Though in private sectors all the owners make their efforts to select the staff who can really contribute to their cause but even then it was thought an appropriate to have the views of the faculty. In the research in hand questions were included in the questionnaire. The response shows 61% satisfaction, 17% neutral and 22% dissatisfaction. The dissatisfaction may be due to some of those positions which are administrative in nature.

Table 9

Satisfaction with selection criteria				
	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	481	69.9	69.9	69.9
Neutral	130	18.9	18.9	88.8

Disagree	77	11.2	11.2	100.0
Total	688	100.0	100.0	

The findings are favoring the World Bank (2004) reports where in the growth of new providers has improved quality and choice for students (and employers) in Malaysia by virtue of Students Care and Supervision.

### Conclusion

Based on the analysis of data from the sample population and then subsequent discussions with the owners and officers responsible for administration of the private sector educational institutions, it is revealed that no doubt the existence of almost all private universities, colleges, schools and other academies are with profit making objectives and the same is belief of the general public but at the same time these are the helping hand to the provincial and federal governments. In the study in hand all relevant issues have been studied to know the social contributions of the private sector educational institutions. The results indicates that in Khyber Pakhtunkhwa education enjoy a respect in the eyes of common man and each one consider it as an important wheel for the social contribution in the province of KP. The overall conclusions are as under:

- These institutions greatly contribute to the enrollment of students in the different stages/level of education. In the absence of these institutions it would have been near to impossible to absorb such large population of the students in the government owned institutions. Most of the private institutions where the students get enrollment for diploma and certificate courses are contributing to the foreign exchange reserve when get employment opportunities in the UAE and other countries. These institutions have created openings to the other emerging sciences and now the parents as well as students are not 100% relying on the medical and engineering fields. Further, these private sector institutions of KP have contributed well towards the educational awareness.
- Now with reference to the contributions towards creation of civic scenes and physical nourishments of the youth it is required to be place on record that whenever need arise by enlarge the students and faculty of these institutions have joined hands with the public sector departments and have worked voluntarily in all sphere of life day and night. They have enlightened the candles to give a road map for future prosperity and security.
- When the contribution of these institutions were studied with reference to the human resource management and development it was found that the faculty is satisfied with job opportunity, environment, physical infrastructure, pay and allowances, career

planning, advancement (both academic and professional), encouragement on the basis of good results, students teacher relationship, method of appointment/induction, support for growth, professional attitude of the seniors and owners of these institutions. The only aspect where dissatisfaction have been observed is the job security and that's too because old age benefits like pension etc.



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