Abstract-Teaching and learning have been at the heart of education since the inception of mankind in this world. Higher education is meant to develop the ability of a student to think clearly, logically and honestly and to promote clear and critical thinking skills in student; the teacher himself/herself needs to be very much clear in his/her capabilities, duties and responsibilities. This study contributes towards the understanding of the major constraints of management dynamics of higher education in Pakistan. The major constraints are Financial, socio-cultural, technological, availability of skilled man power, quality and are of infrastructure, which were taken as independent variables to be tested against the dependent variable of management higher education in Pakistan and student willingness and interest taken as moderating variable. Higher Education Commission of Pakistan is putting serious efforts to overcome these main constraints to promote higher education in Pakistan. Three different public universities namely Quaid-I-Azim University, International Islamic University and Federal Urdu University of Science and Technology based in Islamabad were studied to collect in depth knowledge in the form of primary data about different constraints of higher education faced by students and a sample of 500 students were studied out of a total population of 9000 students studying at higher levels (Masters, M.Phil and Ph.D). Enough of the already available relevant literature was studied and Interpretation of the data gave us the findings that concrete measures must be formulated and implemented by Higher Education Commission of Pakistan to minimize the deteriorating impact of these constraints for the management of higher education in Pakistan and strategic plans must be introduced in higher education similar to that of corporate world.

I. INTRODUCTION

Tertiary education represents the “Higher Education” and in Pakistan this education is provided at three level-degree colleges operates at provincial and at federal level. Generally they are affiliated with the universities in public sector for award of degrees. Secondly, institutes, who has degree awarding status but their span of academic activity in terms of number of disciplines taught, is limited, and finally at university level. For the present study I concentrated on three public sector universities based in Islamabad.In the present research the unit of study is “management dynamics” and “students” getting education under the HEC recommended universities. The study is based on the concept of major constraints of management dynamics faced by students in their educational career at higher level.

II. SIGNIFICANCE OF THE STUDY

This research study is significant in many dimensions. Primarily in this study the constraints of management dynamics of Higher Education in Pakistan is being identified so that every literate Person can be aware of the issue and HEC could become able to strive in their own capacity to resolve them. Secondly this study will help the HEC to minimize its management concerns and then it will directly impact the student performance and a particular increase to the quality of education. The level and quality of Higher Education in Pakistan started experiencing change when Higher Education Commission replaced the University Grants Commission in 2002. Pakistan is a very large country with very diversified population which carries diverse ethnic and linguistics features. Some of its problems are related to regional poverty, few from external pressures and some are from attitudinal factors and they all are required to be identified and addressed. This research study provides us with an overview of the overall situation of different constraints of management dynamics of higher education in Pakistan. Some people might argue that the HEC has not had enough time for its programs to take root. There is some truth in this way of thinking, but an equally forceful opposing argument is that the working of the HEC should be brought out in to the light as quickly and as frequently as possible, so that false turnings leading to irremediable educational or developmental must not practiced. This research study also focuses on identifying the factors which serves as constraints of the management dynamics of higher education causing very low rate of success in Pakistan.

III. OBJECTIVES OF THE STUDY

1) The major objective includes

The exploration of the constraints of management dynamics of higher education in Pakistan.

2) The specific objectives are as follow

1) To find out the effect of social problems of students as a constraint to the level of higher education in Pakistan.

2) To find out the effect of financial problems of students and quality of education as a constraint to the level of higher education in Pakistan.
3) **Theoretical framework**

Dependent variable of this research study is given below:

- Constraints of management dynamics of higher education

The following factors are taken as independent variables of the study.

- Socio cultural Problems
- Financial management problems
- Willingness and interest of students has been taken as the moderating variable.

IV. **METHODOLOGY**

The present study is based on grouping subjects which already tend to have something happened to them as part of their life experience in earning education in different universities under the umbrella of the higher education of Pakistan, and an attempt is made to ascertain the effect of these potential independent variables on the chosen dependent variable such as constraints of management dynamics of higher education in Pakistan.

V. **POPULATION**

The population of the present study is all the students of three universities who are at the masters, M.phil and Ph D level. And the sampled population is the students of masters, M.phil and Ph D level education in Quad-i-Azam University, Islamabad, Islamic International University, Islamabad and the Federal Urdu university (Islamabad campus). The total size of the population in these three universities is 19000.

<table>
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<th>QAU</th>
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<th>FUU (Isb)</th>
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<tr>
<td>Sample size</td>
<td>132</td>
<td>265</td>
<td>103</td>
<td>500</td>
</tr>
</tbody>
</table>

Where  
QAU = Quad i Azam university  
IIU = Islamic International university  
FUU = Federal Urdu University

VI. **METHODS OF DATA COLLECTION**

The data collocation method used in the present study is interview schedule. It is the combination of interview techniques and questionnaire method. A questionnaire was constructed and the respondents were face-to-face interviewed. The questionnaire is formulated in English. 5% of the questionnaires were rechecked to ensure the validity and reliability of the data. After the collection of data the questions were edited and discrepancies were revalidated and rectified in an organized way. In the present research twenty-five respondents were interviewed randomly selected out of the universe to check the validity. As a result some changes were made in the interview schedule. Similarly the language of the questions was further simplified and necessary corrections were made to finalize the interview schedule. Almost all questions were close-ended, that is, options were given after every question. This method is convenient and swift for respondents to answer, answer of different respondents are easier to compare, answer are easier to be coded and statistical analysis, and the responses can clarify that questions are short, clear, and direct. After the data was collected, each interview schedule was given a serial number and the each question and questions in the interview schedule were allotted a symbols which is know as a code numbers. In the present study every question was allotted numerical value as 1, 2, 3, and so on and every component of question was coded alphabetically. In the present study, first the data is arranged in groups and classes. Then coded material was transferred on a graph sheet and afterwards with its help simple and contingency tables are made, for each characteristic of the unit of study.

VII. **ANALYSIS**

As this is a descriptive research, that is we have to describe the indicators of the study so the data has been analyzed by constructing tables and chart to study the nature of data. In this present study our main task was to elicit all those factors which creates hurdles towards higher education, those variables are like personal and social development, quality assurance, teaching and learning, administrative problem/research facilities, human and material resources, and financial problems. For that purpose research had been originated from primary level onward and then data was tested through statistical tools. Further more all the responses of variables have been described through tables and charts.

VIII. **RESULTS AND INTERPRETATIONS**

Poor economic condition of the people of Pakistan is a constraint to promote higher education.
Poor economic condition of the people of Pakistan is a constraint to promote higher education

1) Interpretation

According to calculations, 22.7% strongly agreed and 54.7% respondents agreed with the statement that poor economic condition of the people of Pakistan is a constraint to promote higher education. 20.0% had shown neutrality, 2.70% respondents disagreed. Consequently, we may conclude that poor economic condition of the people of Pakistan is a constraint to promote higher education. Socio/cultural values of different regions of Pakistan work as a constraint.
2) **Interpretation**

According to calculations, 14.7% strongly agreed and 2.7% respondents showed agreement with the statement that Socio/cultural values of different regions of Pakistan work as a constraint. 30.0% had shown neutrality, 29.30% respondents disagreed and 21.3% had strongly disagreed. Consequently, we may conclude that Socio/cultural values of different regions of Pakistan work as a constraint.

IX. **Conclusion**

This section focused on major conclusions which are given below:

X. **REFERENCES**

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