An Ethnographic Account of Research Culture of Universities in Islamabad

QUAID-I-AZAM UNIVERSITY

ISLAMABAD

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Thesis submitted to the Department of Anthropology, Quaid-i-Azam University Islamabad, in partial fulfillment of the degree of Master of Philosophy in Anthropology.

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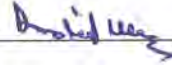
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Islamabad, 17 June 2016

Ms. Tasmia Jahangir

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To my Parents for their love and endless support

ABSTRACT

Pakistan, in recent one and half decade has witnessed a tremendous change in the landscape of higher education. Research oriented learning now became an important aspect of higher education and is increasingly emphasized within the universities across Pakistan. The emphasis on the internalization of research culture in higher education and challenges that hinder the productive research culture are investigated by various researchers. However, there exist a literature gap and there are very few studies conducted regarding the peculiarities of both faculty and students in terms of research culture in Pakistan. This study investigates the views of faculty and students with regard to the prevailing research culture in their respective institutions. Moreover, the study analyze the factors that hinder the way of productive research and policy implications are derived on the basis of this study. The research is conducted in universities of Islamabad including Quaid-i-Azam University, Bahria University and Iqra University. The study is specified only to the students and faculty of social sciences departments. The study is based on ethnography as a methodology, it provides emic prespective as it is something that informants themselves identify, interact with and analyze. The data was collected and analyzed by using different qualitative techniques. The main tools used for the collection of the data were participant observation and interviews which were further triangulated by using other methods such as focus group discussions and fieldnotes. With the help of the purposive sampling twenty five interviews were taken from the faculty and from the students. The result shows that prespondents hold strong belief on the importance of research and its contribution for the overall well-being of the society. However, respondents see grdual and a prepetual decline in the qulaity of reserach produced in the universities.

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1. INTRODUCTION

In recent decade, Pakistan has seen tremendous change in the landscape of higher education. Research has been increasingly emphasized within the institutions of higher learning with faculty being awarded, evaluated and promoted more and more on the basis of research. The change in the current scenario of higher education, and its emphasis on the internalization of research culture and the challenges and problems faced is subject to research by various researchers. However, there exist a literature gap and there are very few studies conducted regarding the peculiarities of both faculty and students with regard to the prevailing research culture in Pakistan. As both faculty and students and their individual factors determines the overall academic environment and vice versa. The study investigated the overall research culture, how the research culture is being shaped by the faculty and the students and what are the other individual and environmental factors that influence the research culture within universities. The analysis incorporates the responses on the current institutional research policies and agendas, the departmental conditions and the environment for research, the financial support for research, funding and incentives offered, collaboration within and between departments, and the challenges faced by research culture in Pakistan. The state of the study is highly ethnographic as it is something that our informants themselves identify, interact with and analyze.

Research that was once the feature of small number of institutes has now come to permeate various other institutes and disciplines. Institutes that were traditionally known by their teaching have started giving foremost priority towards research and publications. Universities for the sake of advancing their positions rely more on their research reputations and have done so by improving their research status by attracting established researchers from other universities (Kirp, 2003). The dramatic progress made by the institute of higher learning in Pakistan is evident by the reviews of reputed organizations and academics. In 2008, after the detail analysis of higher education in Pakistan, Professor Michael Rode, chairman of the United Nations Commission on Science, Technology and Development, wrote: "Never before have I seen such rapid positive changes in any country in the higher education sector as witnessed in Pakistan in a short

period of six years. Around the world when we discuss the status of higher education in different countries, there is unanimity of opinion that the developing country that has made the most rapid progress internationally in recent years is Pakistan". On the same lines, Professor Hayward – a senior educational expert wrote on the behalf of USAID[1]: "Since 2002, a number of extraordinary changes have taken place. The Higher Education Commission (HEC) instituted major upgrades for laboratories and information and communications technology, rehabilitation of facilities, expansion of research support, and development of one of the best digital libraries in the region. Its successes have been remarkable".

On the basis of research, Pakistan has won many national and international awards. These includes highest civil award of the government of Austria. Furthermore on the basis of these achievements, Pakistan has won prestigious TWAS[2] award (Italy). Additionally Pakistani universities are ranked among the top 500 universities of the world in 2014.

The immense development in higher education is witnessed after the inception of Higher Education Commission (HEC)[3]. HEC was established under the presidential ordinance in 2002 to maneuver as an autonomous body under the authority of the Prime Minister with responsibilities of designing and implementing policies for the promotion, improvement and evaluation of higher education research and development. After its inception, HEC has launched various short, medium and long term reforms to improve the status of higher education and ultimately to promote the research in Pakistan. Due to its investment in the institutions of higher learning there is a significant increase in the

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[1] USAID –United States Academy of International Development. The agency works to end global poverty and work to enable societies to recognize their potential

[2] TWAS-The World Academy of Sciences. The TWAS awards are considered among the prestigious awards given for research in the developing countries. The prized are awarded in the various fields including biology, chemistry, engineering, mathematics, agriculture, medical sciences, and social sciences.

[3] The Higher Education Commission (HEC), formerly the University Grant Commission, is the primary regulator of higher education in Pakistan. In Pakistan, up till 2002, Universities were recognized by the University Grants Commission (UGC) which draws its powers from The University Grants Commission Act, 1974. The Act was repealed in 2002 by the Higher Education Commission Ordinance, 2002 and since then, Higher Education Commission of Pakistan (HEC) is responsible for higher education policy, quality assurance, degree recognition, development of new institutions and uplift of existing institutions in Pakistan. It also facilitated the development of higher educational system in Pakistan. Its main purpose was to upgrade universities in Pakistan to be centers of education, research and development.

number of research publications in impact factor journals from 815 to 2495 during the period of 2002 to 2008 (Haider, 2008). In 2012, About 8,000 research papers were published from Pakistan, overtaking India in terms of research output per million population (Rahman, 2013). The total enrolment in the universities in year 2003 increased from 270,000 to 1.159 million in 2014 (Pakistan Education Statistics 2013-14, 2015). Currently 161 universities are providing their services out of which 91 are functioning under public sector and 70 are working under private sector (Pakistan education statistics 2013-14, 2015), the situation was different in 2001 where there were only 74 higher learning institutes (Rahman, 2013). The HEC reports an increase in PhD from 3298 to 11184 from year 2002 to 2015 (Memon, 2015). In order to improve the standard of research in Pakistan, HEC has launched various schemes so as to develop research capacity among academics and along with it the implementation of new criteria regarding selection and promotion of academic staff. According to the criteria, faculty is evaluated and promoted on the basis of their research output and number of publications in national and international journals. At the same time, HEC has also supported public universities by providing a range of facilities such as research grant, high speed internet and access to latest research literature (Akbari & Naqvi, 2008).

Despite all these fruitful incentives of HEC, the increased number of higher learning institutes, enrollment and number of publications at one hand is appreciated, are also a subject of great controversy among academics and analysts in and outside of the country.

1.1. Statement of the Problem

Regardless of the above mentioned figures, the present scenario of research culture in Pakistan is highly criticized by senior academics as well as analysts. The major criticism regarding research culture in Pakistani universities is its focus on quantity rather than the quality. The academics claim of drastic increase in quantity is rejected by the critics as it does not necessarily means better quality. Dr. Hoodbhoy[4] in his

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[4] Dr. Pervez Hoodbhoy is born on July 11, 1950. He is renowned physicist and security analyst. He taught in Quaid-i-Azam university and LUMS, Lahore.

article, "let's stop promoting corruption in Pakistan's universities", is of the view that HEC has played number game and because of this the standard of research in Pakistan is largely declined. He wrote in his article criticizing HEC as the commission who over and over again is providing spurious data that deludes the public to a believe that there has been some sort of educational revolution. Further he added that research published by the universities of Pakistan is *kill count"* based on *"wholesale plagiarism"* which has pushed academics ethics into a *"free fall.* (Hoodbhoy, 2013). He alleged the University of Punjab, Lahore and Quaid-i-Azam, Islamabad for corruption in research and evaluation of PhD thesis. Apart from this, the reason why research culture is not flourishing in Pakistan is because of the increased cases of plagiarism (Internews, 2010).

Furthermore, Pakistani universities are considered as "under resourced", "poorly staffed", "highly politicized" and "incapable of producing original research" (Yusuf, 2012). Dr. Bangash, head of the department of history in Forman Christian College, Lahore reported in an article in a newspaper that university teachers in Pakistan are substandard, and due to this it is not possible to produce quality education and research. When it comes to research work teachers are less motivated and are not competent. Universities teachers find it difficult to indulge in research work due to lack of knowledge regarding research methodologies (Mughal & Manzoor, 1999). Faculty has little knowledge regarding subject they taught and still they are working in reputed universities and are paid with handsome salaries. Even in Pakistan the teacher who taught students of M.Phil and PhD level are not competent (Rao, 2003). Moreover, with regard to the research dissemination and collaboration, universities in Pakistan pay no attention to communicating and disseminating the research of their teachers. The collaboration within institutes is poor and there exist a weak attitude towards research and mediocrity becomes the trademark. In Pakistan, institutes oriented towards higher learning is faced by various challenges including low salary and lack of competent administrators and faculty.

The change in the current scenario of higher education, and its emphasis on the internalization of research culture and challenges and problems faced is subject to research by various researchers. The changing landscape of higher education and its immense pressure to publish has on one hand brought positive changes towards research

but on the other hand originate many issues. The past studies investigated the research culture by the responses of the faculty and not by the students. The present study analyses the responses of both faculty as well as students as their individual factors either serve as a support mechanism or hider the way of productive research. Additionally the environmental factors influence the overall research culture of the institute. The study is interested to clarify the overall research culture, how the research culture is being shaped by these professors and students by means of an analysis of their responses to the current institutional research policies and agenda, the departmental conditions and the environment for research, the financial support for research, incentives offered, collaboration with colleagues from the same department or external colleagues, and their perception of the needs and challenges in research. The state of the study is highly ethnographic as it is something that our informants themselves identify, interact with and analyze. Additionally, research on research culture in higher education institutes is subjected to description as it is one of the promising ways to analyze the prevailing dynamics of research culture in Pakistani universities that will help in highlighting the policy implications needed to improve the current research culture.

1.2. Definition of Key Terms

1.2.1. Research Culture

As the word culture is not absolute so does the concept of research culture. Generally culture refers to the set of common ideas, customs, skills, art etc that are transferred, communicated and passed to their successors. This sense of culture is used by Linda Evans (2007) to define Research Culture - 'shared values, assumptions, beliefs, rituals and other forms of behavior whose central focus is the acceptance and recognition of research practices and output as a valued, worthwhile and preeminent activity'.

1.2.2. Ethnography

The term ethnography has come to be equated with virtually any qualitative research where the intent is to provide a detailed in depth description of everyday life and practices. This is sometimes referred to as "thick description".

The research is conducted in universities of Islamabad and it is specified only to the students and faculty of social sciences departments. Researcher in this study has described the research culture, what are the behaviors, attitudes and perceptions defining it. Ethnography provides detailed description and the topic under study required detailed description of the research culture so it was essential to use ethnography as a method.

1.3. Objectives of the Study

- To find out the views of faculty members and students with regard to the prevailing research culture in their respective institutions.
- To explore the individual and environmental factors necessary for research
- To analyze the challenges faced by the research culture in Pakistan
- To derive policy implications from the results of the study

1.4. Conceptual Framework

The study investigated both individual and environmental factors necessary for the presence of the research culture in a university as viewed by faculty as well as students.

Figure 1: *The factors influencing research culture within universities*

The study highlights following aspects of research culture: Academic/Research Environment (resources, Seminars, exposure, discussions), research structure (research schedule, logistics), supervisor competence and issues related to research environment (available skills, time allocation, professionalism, honesty/commitment, motivation, supervisor ethics), issues of plagiarism, HEC criteria, collaboration with and between departments, research and intra-departmental issues, power-politics and its impact on research, autonomy of faculty, say of students in research, research as passion or job attainment, and university as teaching or research institute.

1.5. Significance of the Study

Higher Education has prime importance for the development of the prosperous nation. The increase emphasis on research has changed the landscape of higher education. The positivity that this emerging trend has brought also came with certain challenges. The study investigates the overall research culture with regard to the views of faculty as well as students. The results will be helpful for the policy implications and the improvement of the research culture in Pakistan.

1.6. Chapters Outline

This thesis starts with the introduction of the research topic. This chapter further includes statement of the problem, definition of key terms objectives and conceptual framework. The second chapter includes the relevant literature review and theoretical framework. The third chapter consists of research methodology and details of data collections methods utilized in the study. The fourth, fifth and sixth chapter highlights the findings of the study. The last two chapter incorporates discussion and conclusion.

2. LITERATURE REVIEW AND THEORETICAL FRAMEWOK

Research is the core element of institutions of higher learning. The scope of engagement of higher education institutes in research determines the standard and quality of these institutes and their contribution in social and economic development of the society at large. The literature review begins with definition of higher education, the significance of higher education in the socio-economic development of the country, the challenges faced by higher education in Pakistan, the role of the university, research culture, its dimensions and its presence in universities of Pakistan and challenges faced.

2.1. Higher Education and its Significance

The nature of higher education is multi-dimensional- involving aspects such as intellectual, social, facilitative, environmental and practical. Khalid (1998) defines higher education as a process by which individuals of a nation grows their self-consciousness by increasing the self-consciousness of individuals who create it. In another sense, education is a social institution that provides physical, ideological, intellectual and moral training so as to enable the individuals of the society to have full realization in terms of their purpose of life and mission and equip them in such a way so that they can achieve their purpose (Ahmad, 1984). As indicated by the definition of education it is evident that it is the process of imparting individuals with intellectual capabilities that develop their personalities and the culture is conveyed to the subsequent generations.

Lucas (1988) implies that high educational level has positively related to economic performance. Education is considered to be the base of economic development and social wellbeing (Goldin & Katz, 2008). It is a potent instrument not only for social and cultural reasons but also for a progress in economy. The rapid economic development lies heavily on education and skilled labor (Ali, 1997). Higher education accelerates technological transformation. In the eye of an economist, it help individuals leading a better life and by imparting them the necessary skills and attributes. It is written in an educational policy draft that the quality of the education given to the youth grants

successful leadership in various fields that will help in successful economic development (Government of Pakistan, 1998).

The impact of higher education is evidently seen on student earnings. Faridi, Hussain & Bashir (2010) conducted a survey in two public sector universities of Punjab – the University of Punjab and Bahauddin Zakariya University, Multan. The sample consists of 200 students and data is analyzed by descriptive and econometric analysis. The result shows a positive relation between higher education and monthly income of students. High level of education and more experience are positively co related with earnings of students. Students who completed their M.Phil and PhD earn more than students of bachelor and masters. Nasir and Nazli (2000) studied that impact of education, technical training, schooling quality and literacy on earnings of wage earners and salaried persons in Pakistan. The data was collected through household survey, sample size consisted of 4828 people. The results of the study showed that each additional year of education brings 7% return to earning of workers.

Presently, higher education is extremely important as it is the time when intellectual capital is highly paid for individuals as well as for the nations. Higher education allows social mobility and high living standards. Innovators and critical thinkers are the fruits of higher education and their contribution has change the fate of nations. Additionally education on the other hand is also important for the socio-economic development of the society.

2.2. Challenges of Higher Education in Pakistan

The challenges faced by Higher education are shaped by socio-economical and political changes and the future of higher education largely depends on the responses made by people in face of these challenges, further the salary and incentives for faculty is less as compared to the rising cost of living (Rao, 2003). However HEC is taking steps for hiring of foreign faculty and providing facilities for university teachers. Due to the increase number of enrollment, the teacher student ratio is very small and because of this the quality of university education has decreased (Mughal & Manzoor, 1999) and the condition is still the same. The challenges faced by higher education in Pakistan in 2015

are similar to the conditions faced by universities before HEC. The challenges were multi-dimensional. Hayes (1987) found that the higher education of Pakistan and south Asia faced problems such as wastage and lack of resources, increase in population, non-involvement of private sector, lack of implementation of policies, and poor management system.

Haider (1990) identifies various challenges faced by the higher learning institutes are quantity, equity, quality, student unrest, emotional integration, administrative reforms, faculty, educational policies, academic freedom, courses and curricula, unemployment, budgeting and financing, population explosion. The increase in population is regarded as one of the most noticeable challenge faced by higher education in Pakistan as the increasing gap between students and available resources is very high. Financing and the budget is less as compared to the demand that influence the overall effectiveness of the university.   Lack of material resources, insufficient human capital and excessive enrolment is the major causes of declining standards of quality of higher education. Development in technology, access, budget and quality are among other challenges. Globalization and liberalization cause other challenges that bring new demands and approaches to the higher education.

According to Bayli (1987) Students are not satisfied with the conditions of colleges and universities and reason being is the lack of educational and physical needs which is the major reason in the development of higher learning institutes. However, in the last few years, attention has been paid to the problems of university administration. Abdullah (1992) explored that despite of the resources available, the universities are unable to deliver best possible results and the reason being is the poor administration and the result is the underdevelopment of higher education.   There are several cultural and social factors that are ignored but are important for university administration like technical factors.

Faculty on the other hand is also important for the success and failure of the university. According to Bayli (1987), in the universities, the courses taught by the faculty are not of their own specialization and have less practical knowledge and experience (Iqbal, 1981).

At the same time, there exists no set rule for teaching evaluation Adeeb (1996). But after HEC, the procedure for teacher evaluation in universities is implemented but its effectiveness is questionable. Allen (1988) gave solution to the current problems related to the faculty. According to him, appropriate salaray packages, benefits, teaching and research assignments can attract top ranking faculty and solve one of the significant challenge related to the university faculty. One the other hand, academic freedom must be ensure so that faculty, researchers and students can perform their roles. Academic freedom includes tenure research, salary scales, making of professional appointments and all academic decisions (Gibbons, 1998). University autonomy and academic freedom though are different concepts but can be overlapping (Taylor & Tashakkori, 1997). And both academic freedom and university autonomy are important for the development of university education. Muhammad, Akhtar & Kalsoom (2012) studied issues of Universities' governance in Pakistan. The study investigates policy considerations, current practices and recommendations. The study explored the challenges faced by the university governance and in return what is the response of the universities. The data was analyzed by documents, policy papers and analyzed state as the key player in governing universities in Pakistan.

2.3. The Role of University

The basic aim of the university is to preserve, augment, criticize, and transmit knowledge and to foster creative capacities (Quddus, 1990). This particular aim of the university can be maintained by scholars who are independent in decision making and planning in terms of their educational responsibilities (Varghese, 1980). And research when defined as generating new knowledge differentiates a university from a lesser educational institute. According to Shamai and Kifir (2002), higher education institutes if worthy of its name should emphasize research and a research culture that preserve its 'formal and substantive right to be the gatekeeper'. With regard to the colonial past, universities are considered as the major source for development in the country. It is expected from the universities to play its role in resource management, eradication of poverty, and increase in development rate of the country. Furthermore universities are expected to play their role in the development of indigenous knowledge, labor force, and industry. The universities are the

major public goods and the government maintained higher education because it leads to the greater national interest. Qureshi (1997) that stakeholders involving universities should be more concerned regarding the issues of universities with general policy and outside bodies rather than the routine administrative tasks. Universities produce the future entrepreneurs and the entrepreneurial attributes of the students are significant. These attributes consists of looking for opportunities, taking the initiative, making decisions, seeing things through, identifying problems and finding creative solutions (Swain, 2008).

2.4. Research Culture

Schein (2002) defines research culture as "The set of shared, taken-for-granted implicit assumptions that members of a higher education institute (HEI) hold about research and that determines how they perceive, think about, and behave with respect to research activities." Bland and Ruffin (as cited in Pratt, Margaritis, & Coy, 1999) identified 12 factors present in high performing research environments. These are: clear goals for coordination, research emphasis, distinctive culture, positive group climate, decentralized organization, participative governance, frequent communication, resources (particularly human resources), group age, size and diversity, appropriate rewards, recruitment emphasis, and leadership with both research skill and management practice. On the other hand, DeHaven, Wilson, and O'Connor-Kettlestrings (1998) identified unanimous and extremely important characteristics of successful research environments. The unanimous characteristics are: program director support, time, faculty involvement, didactic curriculum/journal club, professional support and guidance, forum/opportunities for presenting. The extremely important characteristics include: early start, integrative curriculum, required projects, broad research definition, visibility, and research committee. Dundar and Lewis (1998) found that individual attributes, institutional and departmental attributes, as well as departmental culture and working conditions affect research productivity. Additional indicators of research culture, derived from the broad criteria evident are research agenda, policies and guidelines on research incentives, services and facilities for research, publications, and research capable faculty. This study operates on the assumption that attitudes and values concerning research within the

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institutional and organizational levels affect research productivity. The above literature highlights the main indicators of research culture in institution of higher learning.

- Institutional research policies and agenda

- Departmental culture and working conditions

- Budget for research

- Infrastructure

- Collaboration with and access to research professionals in other institutions

- Research committee

- Publications

Institutional policies and agendas are institution's mission, goal and philosophy and its emphasis in favor of supporting and promoting research. This includes the presence of research agenda based on the institution's philosophy, goals, mission and vision, as well as its research emphasis and strategies for supporting and promoting research. This refers to departmental research programs and strategies designed to encourage and sustain research productivity among the faculty (full time and part-time) and graduate students. This also includes development and maintenance of a distinctive culture, positive group climate, decentralized organization, participative governance, and frequent communication that would enhance research among faculty members. Further, it involves human resource development in terms of providing training in and exposure to research in order to build research capacity among the faculty. Criteria for recruitment of faculty that would contribute to the aim and thrust of the department are taken into consideration here. This pertains to the funds allotted by the institution for research. This also takes into account the ability of the institution and its departments to tap external sources (e.g., international donor agencies, non-profit organizations, industry) and obtain research grants. This includes the provision of a research unit, adequate research services, and facilities in different disciplines for the conduct of research. This refers to the ability to provide means for linkages with other institutions, local or international, in order to

create intellectual synergy. This pertains to rules and procedures on the granting of financial and non-financial (e.g. professional recognition) rewards for research. This refers to the research monitoring body that screens the types of research conducted and looks into ethical dilemmas involved, especially in sensitive fields. This consists of the quality and quantity of research produced by the faculty members. This is evident in the number of published research.

The cultivation of research culture in a university is a long-term process which needs continue strategic planning, committed leadership and favorable climate. However, research is also considered as an individual-driven activity (Connell, 2004) because in universities it is initiated, planned and conducted by a single or small group of people (Hazelcorn, 2005). Therefore, it is suggested that university may take research orientation of academic staff into account at the time of recruitment and selection (Hazelcorn, 2005). For this purpose, academic qualifications, publications and their frequencies may provide an idea about applicants' tendency for doing research (Jenks, 2009). Recently, Pakistani public universities have adopted new criteria, revised by HEC of Pakistan, for the selection of new academic staff that emphasis on the appointment of PhD degree holders (Khan, 2006). It is also argued that the research targets, based upon prior research experience of academic staff, may be assigned to newly appointed individuals for further assessment of their research performance in the context (Jenks, 2009). In this way, the person will also able to demonstrate his/her research skills and workout his/her compatibility with the context. Moreover, the university may also predict more accurately the research capacity of the person and able to determine the needs for his/her training and development (Bland & Ruffin, 1992). Hemmings, Rushbrook, & Smith (2007) find that well-reputed researcher as mentor may influence the research interest and productivity of mentee. Moreover, it was reported that mentoring programme, aiming at the creation of working relationship between novice and established researcher, can play a significant role in the building of a sustained research culture in a university (Mullen, 2009). Bland & Ruffin (1992) further argue that the formal and informal interaction with colleagues who have established themselves as researchers may also motivate the young academics to emerge as a researcher and enrich their own research profiles. Therefore, the arrangement of such activities that provide opportunities to interact with renowned

researcher might be useful for fostering the importance and value of doing research among academics (Jenks, 2009).The need of formal mentoring programme was also highlighted in my other study (Lodhi, 2009) while studying the issue of faculty retention in the context of Pakistani business schools. Hazelcorn (2005) argues that the nature and availability of training and development opportunities for academics facilitate to promote research practices in universities. For example, time management training may enable the academics to maintain balance between workload (either teaching or administrative) and research activities (Jenk,2009). Consequently, academics from teaching intensive universities can minimize the negative impact of teaching and administrative responsibilities on their research performance especially for writing publications (Hemmings, et al., 2007). Moreover, skills development training and workshops, especially academic 'writing skills' (Hemmings, et al., 2007, p. 327), 'basic and advanced research skills' (Bland, Center, Finstad, Risbey, & Staples, 2005, p. 225), 'communication and self-presentation' skills (Jenks, 2009: p.11), may be helpful for nurturing the self-efficacy among academic staff for doing research (Hemmings, et al., 2007). It can be supplemented by arranging seminars about how to find a relevant journal, publishers, conference for dissemination of research outputs, what are the funding possibilities which may be availed (D'Andrea & Gosling, 2000) and how information technology can be incorporated in research activities (Jenks, 2009). Association of academics' research performance with promotion, award of tenure, compensation and other financial and non-financial rewards may not only be beneficial to recognition their research activities but also helpful to motivate others to engage in research practices (Hemmimgs et al., 2007, Bland & Ruffin 1992; Hazelcorn, 2005; Connell, 2004). Pakistani public universities follow certain practices in this regard. They considers the number of publications, years of teaching experience and research qualification (PhD and/or MPhil.) while promoting and awarding tenure to the academic staff. These practices have been initiated largely to fulfill with the parameters articulated by HEC (Khan, 2009). Salazar-Clemeña & Almonte-Acosta (2007) find that even academics were motivated to engage in research but they need proper facilities, motivation, encouragement from leadership and senior colleagues along with other administrative supports such as; research friendly environment, decentralized research

policy, availability of time, funding, and rewards for research. Similarly, Pratt, Margaritis, & Coy (1999) pointed out in the case study of a school of management that the 'decentralized university management structure' and 'strong leadership' are prerequisites for the creation of research culture.

2.4.1. Research Culture in Higher Education Institutes

The three functions of universities, namely instruction, research and extension, are considered to be systematically interrelated. Instruction is the primary function of most academic institutions. Given the emphasis of knowledge generation, the availability of local and international competitive grants for research, and the corresponding incentive structure of colleges and universities which puts a premium on publication, research is the second major function, if not the primary function especially of research universities. Leaders in education have indicated that research activities enhance faculty knowledge and increase their enthusiasm to share such knowledge with their students, enriching the student learning experience (Bernales 2006). The extension function, given the lack of available funding and lack of recognition and incentive structure, is normally relegated to the background, unless the faculty is inclined towards this function. These three functions complement each other and are mutually dependent. Extension uses the findings of research to share new technologies and innovations to target extension clients like farmers, while research requires guidance from extension on providing solutions to problems that farmers face. Both research and extension initiatives provide important inputs to curriculum design to make instruction more relevant and responsive.

A study by Bernales (2006) put forward that in assessing the research culture of the respondent institutions, the following components should be considered: research capability, research outputs, research dissemination, and research utilization. In particular, outputs were assessed according to quantity and quality. In an assessment of 14 universities and colleges in the country, a survey of 40 faculty members revealed that faculty respondents did not consider any of the aspects of research culture in their institutions as being strong (Clemeña and Acosta 2007). Faculty deemed that the following aspects of research culture in their institutions were present only to a moderate

extent: (a) impact of research; (b) administrative practices; (c) inter-institutional collaboration; (d) institutional research strategy; (e) financial reward system; (f) infrastructure; (g) presence of ethical policies; and (h) availability of research funding. They added that factors which were considered necessary for improving research productivity among faculty members include time, strong belief in research endeavor, faculty involvement, positive group climate, working conditions and organizational communication, decentralized research policy, research funding, and clear institutional policy for research benefits and incentives. A similar study revealed that only 8–11% of faculty time at predominantly undergraduate institutions (PUIs) and 22–30% of faculty time at doctoral and research institutions (DRIs) is spent on research (Shelton & Skaggs, 1996 in Sharobeam & Howard, 2002). The lack of research time available to faculty during the academic year leaves them with only breaks or summer to resume their research. The same authors showed that 87% of faculty members surveyed indicated that they do their research during summer recess and holidays, while only 13% do it during the academic year. Such an interrupted and irregular schedule for research may result in loss of time in reorganization and possible changes in research focus of the academic community. Moreover, a sizable study of faculty rewards revealed that faculty who spend less than 35% of their time on teaching activities earn on average about 1.5 times higher than those who spend more than 53% of their time on teaching activities. The study also showed that faculty who have written 30 or more refereed publications earn on average about 1.7 times higher than those with just one refereed publication (Meyer 1998 in Sharobeam & Howard 2002). Finally, a related study demonstrated that faculty promotion and tenure decisions were marginally affected by excellence in teaching but were based mainly on the faculty research activities (Magner 1994 in Sharobeam and Howard 2002).

2.4.2. Research Culture in Pakistan

The cultivation of research culture in a university is a long-term process which needs continue strategic planning, committed leadership and favorable climate. However, research is also considered as an individual-driven activity (Connell, 2004) because in universities it is initiated, planned and conducted by a single or small group of people

(Hazelcorn, 2005). Therefore, it is suggested that university may take research orientation of academic staff into account at the time of recruitment and selection (Hazelcorn, 2005). For this purpose, academic qualifications, publications and their frequencies may provide an idea about applicants' tendency for doing research (Jenks, 2009). Recently, Pakistani public universities have adopted new criteria, revised by HEC of Pakistan, for the selection of new academic staff that emphasis on the appointment of PhD degree holders (Khan, 2006). It is also argued that the research targets, based upon prior research experience of academic staff, may be assigned to newly appointed individuals for further assessment of their research performance in the context (Jenks, 2009). In this way, the person will also able to demonstrate his/her research skills and workout his/her compatibility with the context. Moreover, the university may also predict more accurately the research capacity of the person and able to determine the needs for his/her training and development (Bland & Ruffin, 1992). Hemmings, Rushbrook, & Smith (2007) find that well-reputed researcher as mentor may influence the research interest and productivity of mentee. Moreover, it was reported that mentoring programme, aiming at the creation of working relationship between novice and established researcher, can play a significant role in the building of a sustained research culture in a university (Mullen, 2009). Bland & Ruffin (1992) further argue that the formal and informal interaction with colleagues who have established themselves as researchers may also motivate the young academics to emerge as a researcher and enrich their own research profiles. Therefore, the arrangement of such activities that provide opportunities to interact with renowned researcher might be useful for fostering the importance and value of doing research among academics (Jenks, 2009).The need of formal mentoring programme was also highlighted in my other study (Lodhi, 2009) while studying the issue of faculty retention in the context of Pakistani business schools. Hazelcorn (2005) argues that the nature and availability of training and development opportunities for academics facilitate to promote research practices in universities. For example, time management training may enable the academics to maintain balance between workload (either teaching or administrative) and research activities (Jenk,2009). Consequently, academics from teaching intensive universities can minimize the negative impact of teaching and administrative responsibilities on their research performance especially for writing publications

(Hemmings, et al., 2007). Moreover, skills development training and workshops, especially academic 'writing skills' (Hemmings, et al., 2007), 'basic and advanced research skills' (Bland, Center, Finstad, Risbey, & Staples, 2005), 'communication and self-presentation' skills (Jenks, 2009), may be helpful for nurturing the self-efficacy among academic staff for doing research (Hemmings, et al., 2007). It can be supplemented by arranging seminars about how to find a relevant journal, publishers, conference for dissemination of research outputs, what are the funding possibilities which may be availed (D'Andrea & Gosling, 2000) and how information technology can be incorporated in research activities (Jenks, 2009). Association of academics' research performance with promotion, award of tenure, compensation and other financial and non financial rewards may not only be beneficial to recognition their research activities but also helpful to motivate others to engage in research practices (Hemmimgs et al., 2007, Bland & Ruffin 1992; Hazelcorn, 2005; Connell, 2004). Pakistani public universities follow certain practices in this regard. They considers the number of publications, years of teaching experience and research qualification (PhD and/or MPhil.) while promoting and awarding tenure to the academic staff. These practices have been initiated largely to fulfill with the parameters articulated by HEC (Khan, 2009). Salazar-Clemeña & Almonte-Acosta (2007) find that even academics were motivated to engage in research but they need proper facilities, motivation, encouragement from leadership and senior colleagues along with other administrative supports such as; research friendly environment, decentralized research policy, availability of time, funding, and rewards for research. Similarly, Pratt, Margaritis, & Coy (1999) pointed out in the case study of a school of management that the 'decentralised university management structure' and 'strong leadership' are prerequisites for the creation of research culture

2.5. Theoretical Framework

In organizational theory, the interactionist approach focuses on the subjective meanings emerging from social interaction, that is, the organization of reality is interpreted by its members and an inter subjective world is shared and built among these members in the everyday life of the organization (Ahumada, 2001). This perspective emphasizes social action, language and communication, the construction of meanings, and the organizational culture in order to understand the social interaction. For the purpose of this

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study, the organizational culture approach was used as the researcher examined the perceptions, attitudes, and behaviors of some members of two groups (faculty and students), who play a very important role in this organizational unit.

2.5.1. Organizational Culture

Concerning the organizational culture, the concept of culture has been defined and redefined many times by scholars. Cameron (2008) argues that the agreement most discussions of organizational culture (Cameron & Ettington, 1988; O'Reilly & Chatman, 1996; Schein, 1996) has arrived at is that "culture is a socially constructed attribute of organizations which serves as the 'social glue' binding an organization together. Culture represents how things are around here or the prevailing ideology that people carry inside their heads" (Cameron, 2008).

As institutions, universities also develop an identity, values, attitudes, and beliefs. Some of them are explicit, and many are implicit; some are shared and others are group specific. This then means that in an organization, such as a university, culture is not always homogeneous. There are, therefore, different perspectives in approaching the organizational culture and these are discussed in detail below.

2.5.2. Conceptual Frameworks of Organizational Culture

Schein (1984, 1985, 1991) proposes three different levels for viewing organizational culture: (a) This consists of the artifacts and creations of the organization, such as symbols and rituals. (b) the consciously held values, beliefs, etc., that guide the behavior of the members of the organization.(c) This level makes up the unconscious ideas and beliefs deep-rooted in the employees of the organization. This is the essence of the organization and has the greatest influence on the individual's behavior.

According to Hatch (1993), Schein's definition and conceptual framework remains the dominant ones for organizational culture studies. However, Martin and Meyerson (1988) claim that this approach has as its shortcoming the absence of comparing and contrasting the manifestation of ideas in actual practices and the perception of these by people

outside the organization. Thus, triangulating information obtained about the cognitive component with artifacts and behaviors is recommended.

An alternative paradigm is the competing values framework (Quinn & Rohrbaugh, 1983), which has been very useful in identifying and profiling the dominant cultures of organizations. This framework consists of two dimensions: vertical and horizontal. The vertical dimension differentiates cultures that emphasize flexibility, discretion, and dynamism from those which focus on stability, order, and control. Concerning the horizontal dimension, there are criteria that distinguish cultures, which focus on an internal orientation, integration, and unity from those which emphasize an external orientation, differentiation, and rivalry. These two dimensions together form four quadrants, each representing a distinct set of organizational culture: clan, adhocracy, market, and hierarchy.

The clan culture is considered, according to Cameron (2008), as a friendly place to work where people share a lot of themselves. Leaders are thought of as mentors, coaches, and, perhaps, even as parent figures. Success is defined in terms of internal climate and concern for people. Loyalty, tradition, and collaboration as well as commitment are valuable in this culture. For the organization, teamwork, participation, and consensus are very important.

The adhocracy culture is perceived, following Cameron (2008), as "a dynamic, entrepreneurial, and creative workplace. Effective leadership is visionary, innovative, and risk-oriented". In addition, commitment to experimentation and innovation are ideas shared by the members. The organization is very concerned about being at the leading edge of new knowledge, products, and/or services. Consequently, readiness for change and meeting new challenges are important. The organization's long-term goal is on growing rapidly and acquiring new resources. A market culture is "a results-oriented workplace. Leaders are hard driving producers, directors, and competitors. Outpacing the competition, escalating share price, and market leadership dominate the success criteria" (Cameron, 2008). Winning is the main goal of the organization.

The hierarchy culture, according to Cameron (2008), is characterized as a formalised and structured place to work. Procedures and well-defined processes govern what people do. Effective leaders are good coordinators, organizers, and efficiency experts. Maintaining a smooth-running organization is important. The long-term concerns of the organization are stability, predictability, and efficiency. Formal rules and policies hold the organization together.

Given that in an organization such as a university we may observe some specificities or variation as we are dealing with different people with probably different objectives, it seems that both frameworks—Schein's definition of culture and the competing values framework (Quinn & Rohrbaugh, 1983) can complement each other. At a higher institution, students, faculty, and administrators can form subcultures, although there might also be a dominant culture. In this study, we consider the perspective of faculty and administrators, which can lead us toward identifying a more dominant culture or different subcultures.

2.5.3. Research Culture in Academic Contexts

Based on Schein's (1984) definition of culture, we can say that a research culture is the shared, taken-for-granted implicit assumptions that members of a university hold about research. That also determines how they perceive, think about, and behave with respect to research activities. With regard to research culture in higher education, Meek and Davies (2009) point out that: Higher education institutions must provide a supportive environment if research is to flourish. In some developing countries, higher education institutions were originally established mainly to engage in teaching and it will take a good deal of effort and an appropriate policy environment to nourish a research culture.

3. RESEARCH METHODOLOGY

As Bernard (2011) believes, research is a craft. Social research is the very rigorous and a purposive investigation with an aim to generate new knowledge. Social research is complex, diverse and pluralistic. Diversity in research reflects diversity in the parameters that guide it. More precisely, it means diversity in the ontology and epistemology that underlie methodology (Sarantakos, 2005). Research Methodology refers to the underlying principles of inquiry for some the reality doesn't stand out there objectively rather it is constructed differently by each person and there are those who believe in the principle that there is some sort of external which has approximations to the truth (Positivists) (Bernard, 2011). The current research would be qualitative, collecting data through various anthropological research tools and techniques. While comparing with quantitative research, one of the strengths of qualitative method is that it is exploratory and flexible.

The research incorporates qualitative techniques. It is beneficial because it allows the researcher to gain an in depth understanding of the perception, opinion and attitudes of the participants from their point of view. It is conducted in the natural settings as it is beneficial to grasp the original social phenomena without any manipulation and control to bias the findings.

3.1. Locale

The study was conducted in three universities of Islamabad, both public as well as private. Quaid-i-Azam University, Islamabad; Iqra University and Bahria University. The criteria for selection of the universities were their research reputations, convenience of the research and the permission granted by the universities to the researcher.

3.1.1. The City of Islamabad

Islamabad, capital of Pakistan, located in the north-west of the country, in Potohar plateau. This field is important in history for being a part of the crossroads of Rawalpindi and North West Frontier Province. The city was built in 1960 to replace Karachi as

capital of Pakistan which it has been since 1963. It is the tenth largest city of Pakistan and due to its proximity to Rawalpindi they are considered the sister cities and the Rawalpindi/Islamabad metropolitan area is third largest in Pakistan. Compared to other cities, Islamabad is a clean city, spacious and quiet and green. The site has a historical background of the earliest human settlements in Asia. This area was the first settlement of the Aryans from Central Asia, the ancient caravans passing from Central Asia and huge armies of Tamerlane and Alexander.

After the formation of Pakistan in 1947, there was a feeling that a new permanent capital was to be built to reflect the diversity of the Pakistani nation. It was considered appropriate to locate the new capital where it could be isolated from the business and commercial activities of Karachi, and yet is easily accessible from the remote corner of the country. Therefore the Commission was set in 1958, responsible for the selection of a suitable site for the new capital, with a particular focus on the location, climate, logistics and defence needs, aesthetics and the beauty of the natural landscape. Islamabad is as Gamma world city in 2008. The city is home to Faisal Mosque, the largest mosque in Southeast Asia and the sixth largest mosque in the world.

Islamabad was classified as a Gamma world city in 2008. The city is home to Faisal Mosque, the largest mosque in Southeast Asia and the sixth largest mosque in the World. The majority of the population is in the age group 15-64 years, around 59.38%, 2.73% of the population over 65 years of age; 37.90% are under 15.

3.1.1.1. Educational Landscape of Islamabad

Islamabad has 72.88% literacy rate. 9.8% of the average education of the population is intermediate (equivalent to grades 11 and 12). 10.26% have a bachelor's degree or equivalent, while 5.2% have a master's degree or equivalent. Manpower is 185,213 and the unemployment rate is 11.70% (Demographics, n.d.).

There are total 12 HEC Recognized Universities and 6 private sector universities in Islamabad. The top ranked university in Pakistan, Quaid-i-Azam University, and the top two engineering universities in Pakistan are Pakistan Institute of Engineering & Applied

Sciences and National University of Sciences and Technology are located here. Allama Iqbal Open University in Islamabad is the world's second largest university by enrolment.

3.1.1.2. Quaid-i-Azam University

In 1969, formally named as Islamabad University is established under the act of National Assembly. In the start M.phil and PhD programs are taught within the university. but gradually university is expanded for masters and bachelors. The university is ranked among the top universities of Pakistan and has international repute having collaborations with UNESCO, and IRSIP. The university is also in collaboration with other universities like Oxford, Cambridge, Columbia, Heidelberg. The faculty of Quaid-i-Azam University

3.1.1.2.1. Departments

Presently, the Quaid-i-Azam University four faculties including Faculty of Biological Sciences, Faculty of Natural Sciences, Faculty of Social Sciences, Faculty of Medicine (affiliated) Additionally, the university has nine teaching and research: Area Study Centre for Africa, North and South America, Centre of Excellence in Gender Studies, National Institute of Pakistan Studies, National Institute of Psychology, National Institute of Historical and Cultural Research, National Institute of Asian Civilizations, and the Computer Centre.

3.1.1.2.2. Facilities

In order to meet the high standards of education, there are several facilities that are provided by the university. The facilities include equipped computer labs, access to the digital library, books and materials. Every department has its own library and one central library is present within the university.

3.1.1.3. Iqra University, Islamabad

Iqra University is established in January 1998, and has its first campus functioning in Karachi. The university is registered by the Government of Sindh. Presently, Iqra University has one campus in Islamabad and other campuses in all Provincial Capitals. The campus in Islamabad is recognized by Higher Education Commission in 2001

3.1.1.3.1. Departments

The university is offering undergraduate and graduate degrees in Fashion Design, Computer Sciences, Development studies, Engineering International, Relations Business, Administration, Fashion Design, and Textile Design. University offer degrees mostly for undergraduates and masters however few disciplines are offering MS as well.

3.1.1.3.2. Facilities

The facilities within the campus includes computer labs with high speed internet, well equipped and air conditioned class rooms, well established library, access to the latest literature, and teaching labs, Additionally the campus has the facility of auditorium, seminar room, prayer hall and sports facilities.

3.1.1.4. Bahria University, Islamabad

Bahria University, Federally Chartered Public Sector University is recognized by HEC and was established in 2000. The university has two other campuses, one in Lahore and other one in Karach. However, the main campus is in Islamabad. The degree offered by the university is in undergraduate, masters and doctoral programs

3.1.1.4.1. Departments

The university is offering degrees in various disciplines including Computer Sciences Psychology Management Sciences Health Sciences Earth and Environmental Sciences Social Sciences Engineering Law. The research within the universities is oriented towards the development of all these fields.

3.1.1.4.2. Facilities

The facilities provided by the university is the science labs, computer labs, weel stocked library, classrooms, and auditorium. More, the facilities provided by the university are need based scholarships, medical and resource center.

3.2. Interlocutors/Respondents

In the present research, the researcher used purposive sampling. Under this type of sampling 25 interviews were conducted. The unit of data collection were included the faculty and the students of public as well as private universities. There were no set guidelines for the recruitment of the respondents at the universities. Respondents include students and faculty. Students were taken from the departments of social sciences studying in various levels of bachelors, masters, M.Phil and PhD and were currently enrolled in their respective universities. Respondents were both male and female age ranged from 18 - 35 and 18 - 28 years respectively. The same procedure was used in order to collect the data from the faculty of the university. 13 interviews were taken from the faculty while 12 from the students. One to two respondents were taken from every department that included the department of anthropology, history, economics, international relations, business administration, Pakistan studies and psychology. Faculty included lecturers, assistant professors and associate professors

3.3. Research Methods

In qualitative research it is necessary for the researcher to use some most relevant methods for conducting the study. In this research, researcher applied multiple methods such as semi structured interviews and participant observation for the elicitation of the information about research culture. Researcher used purposive sampling, Focus group discussion for collection of data.

3.3.1. Sampling

Sampling is necessary for data collection because it is difficult for a researcher to gather data from a large population. Information collected through sampling has significant internal validity. Anthropological research works are most of the time done by a single researcher with limited budget (Bernard, 1994, p. 72). The sample size for the study was twenty five respondents including thirteen faculty members and twelve students Through this sampling technique the researcher had explored the perceptions of the both respondents regarding research culture within their institutes, and the challenges faced by

the research in Pakistani universities. For detailed study, the researcher has used purposive sampling.

3.3.1.1. Purposive Sampling

This sampling technique is used by the researchers because of individual understanding about the issue being studied. The research him/herself decides to select the sample on the basis of observation. It depends upon the researcher to decide who could be beneficial for the research and will share his experience and knowledge (Bernard, 2011,Tongco, 2007 and Devers & Frankel, 2000). Through the purposive sampling technique a sample of twenty five respondents was selected. This technique has helped the researcher to get information about the various individual and environmental factors that either support or hinder the way of productive research. The researcher has selected the purposive sampling as both faculty and the students involve directly with the research process. Their peculiarities have a direct influence on the work environment as vice versa.

3.3.2. Participant Observation

Participant observation is a commonly chosen method in a qualitative research. The key feature of this method is that the researcher act as an observer and at the same time seeks to become a kind of member of the group. It might not only involve physical presence but also an entrance of the researcher in the social and symbolic world of the participants by learning their verbal and non-verbal communications, social conventions and habits (Robson, 2002). It gives insights of the social world of those who live and experience the phenomena under study. Participant observation involves different degrees of involvement or participation of the researcher in the field. It involve complete participant, marginal participant and complete observation. The researcher in the present study herself was doing the thesis and also a part of all the research process.

3.3.3. Interviews

Interview guide is a written list of questions and topics that help the researcher getting relevant information from the respondents. The researcher had made an interview guide keeping in view of the objectives of the research and kept along with her throughout the

field work as a tool to aid in conducting interviews. Interview guide comprise of questions related to Academic/Research Environment (resources, Seminars, exposure, discussions), research structure (research schedule, logistics), supervisor competence and issues related to research environment (available skills, time allocation, professionalism, honesty/commitment, motivation, supervisor ethics), issues of plagiarism, HEC criteria, collaboration with and between departments, research and intra-departmental issues, power-politics and its impact on research, autonomy of faculty, say of students in research, research as passion or job attainment, and university as teaching or research institute. In these categories different questions were written that was design to fulfill the objectives of the research. The interview guide is attached in the Annexure A.

3.3.4. Focus Group Discussion

In order to collect the qualitative data three focus group discussions are conducted with the respondents. Focus group discussion is a source to identify group norms. Focus group discussion is mainly an organized and structured discussion which is flexibly structured. This discussion involves 6-10 participants. The normal duration of focus group discussion is 1-2 hours. One of the main purposes of discussion is to gather detailed information on a particular research topic. There is also a need a trained note taker who collects detailed notes. Group discussions are often tape recorded to be transcribed for the analysis. Focus groups are useful in many ways as they give a range of a community's beliefs, ideas or opinions. In addition, they are useful tools for designing questions guides for individual in-depth interviews and questions for structured interviews. A focus group discussion was conducted with males and females students and faculty of all the three universities under study to collect their collective shared views about the phenomenon being studied. It helped in qualitative analysis of research culture and various challenges faced by the research culture in Pakistan.

3.3.5. Ethical consideration

To conduct a qualitative inquiry a researcher has to face many ethical issues. Creswell cited Lipson (1994) and has identified the issues of qualitative research such as, argues that groups ethical issues into informed consent procedures; deception or covert

activities; confidentiality toward participants, sponsors, and colleagues; benefits of research to participants over risks and participant requests that go beyond social norms. (Creswell , 2007) The researcher had to face ethical issue due to the usage of audio visual devices

4. VIEWS REGARDING RESEARCH CULTURE IN PAKISTAN

The findings of the study cover the perception of faculty and students in terms of prevailing research culture in Pakistan. The challenges and reasons that cause major hindrances in the way of productive research culture and finally policy implications are derived from the study.

The section covers the respondent's knowledge and perception regarding the prevalent research culture in universities of Pakistan. The section highlights the attitudes and behavioral patterns of both faculty and students that shapes the existing research culture in universities, and the major differences in research culture between private and public sector universities. It relies mainly on the data collected from interviews and field notes.

4.1. Interlocutors/Respondent's Profile

The level of education and experience in the field of research are the important elements that shape the perceptions of academicians and their attitudes towards research. Before elaborating the views, respondents' profile, their experience in research and educational background is explored so as to gain deeper understanding of the context and the conditions that shaped their views.

4.1.1. Faculty

The respondents came from the diverse educational and academic backgrounds and have experience in research and research related activities. The faculty was between 35 to 55 years of age and mostly married. In all three of the universities under study, the male to female ratio was 2:1. The number of male faculty in public sector universities is more as compared to the private sector universities. All of the faculty members participated in the study have M.Phil degree to their credit and 95% of the faculty have PhDs. Some of the faculty members having PhD had completed their degrees in Pakistan while few of them are having their degrees from abroad.

The respondents held at the positions of Assistant professor, lecturers and Associate professors. All the respondents had their specialization in various fields of social

sciences. Faculty who participated in the study are specialized in the fields of history, economics, ancient civilizations, international relations, business administration, development studies, Pakistan studies and psychology.

All of the respondents are currently teaching in their respective institutes and are involved in both teaching as well as research. Majority of the respondents are giving more time to teaching as compared to the research. The teaching experience of the respondents lies between 3 to 17 years. The faculty of public sector universities has to teach three courses per semester but teaching burden is more on the faculty of private universities which is 3 to 5 courses per semester. Along with the teaching, faculty has the role of supervision and some administrative duties as well.

Almost all of the respondents had research experience. Most of the faculty had books on their credit and almost all them have papers published in different journals. The faculty belonged to the Quaid-i-Azam university had more ongoing research projects as compared to the faculty of Iqra and Bahria University. The projects conducted by the faculty are policy oriented and developmental in nature. The projects were either funded by govt. or international organizations. Quaid-i-Azam University has the highest percentage of research publications as compared to the Bahria University while the Iqra University had few publications. Those who have publications, majority had their work published in HEC recognized journals and majority of the respondents were aware of the university policies on research.

4.1.2. Students

The students came especially to the Quaid-i-Azam University belongs to different socio-economic status and ethnic backgrounds. Their educational backgrounds had significant impact on their views and it shaped their attitude towards research and learning. Students age range between 19 to 30 years and mostly are unmarried. The students belonged to the departments of business administration, history, Pakistan studies, psychology, anthropology, economics and international relations. More than half of the respondents are doing their M.Phil, five of the respondents are doing their PhD, while remaining are currently in their masters.

Less than half of the respondents had previous experience in research and very few have research publications. Students who belong to the Quaid-i-Azam University had more knowledge in terms of research and research methodology.

Most of the respondents agreed to the importance of research and consider its present significant in a university but at the same time believes on meaningful and the purposeful research. According to most of the respondents, research culture is taking roots in Pakistan but its presence is weak and the main reason behind is the low quality of research which is not up to the mark of international standards.

4.2. Research Culture: The Culture of "Publish" or "Perish"

Research is the fundamental aspect of higher learning. The nation's progress in research output determines the progress in different fields. And this progress is the response to the man's continuous pursuit for knowledge. Despite the understanding of the importance of research it is not given much attention in developing countries including Pakistan. Research is crucial to the development of the country and condition of research in Pakistan from the last decade has been improved. After the inception of HEC, various schemes have been launched to increase the research capacity of the universities and of the academicians. For this, a new criterion is implemented for the selection and promotion of the faculty. According to the criteria, scholars are judged, promoted and evaluated on the basis of their research output. Based on it, the number of publications to one's credit has been given immense importance that it became an individual's gateway to success, promotion and job attainment. Additionally the number of publications made an academician visible to the academic community and hence, became an important contributor behind the increased popularity of the institute. Furthermore, universities are equipped by HEC with research related infra-structure such as High speed internet, digital library and research grants. On the hand, in order to complete a degree research projects at undergraduate level and thesis for masters are compulsory for the students. Students are also encouraged within the universities for research related tasks. Students are given mini research assignments as part of the course work. Additionally teachers who are more active in research encouraged their students to participate in research

related activities and projects. The research is given huge within the higher learning institutes that it became the most important factor and significant contributor behind the success of the scholar. Either they have to "Publish" or they will be "Perish". It is now considered important for the survival of the scholar that he or she must publish if they wanted to continue with the job, and in terms of students, for the sake of completing the degree. Research projects and publications are important in terms of ranking of the universities and that leads towards the increased enrollment and the popularity of the Higher education institutions.

4.2.1. Ranking of the Universities and Rating Criteria

Ranking as considered by HEC as one of the important measures to score the success of HEIs and to acknowledge the efforts made by the researchers. Although rankings have always been controversial but despite that HEC has done rankings twice – the first time in 2006 and the second time in 2011. Ranking helped in policy making and visibility of the universities. In order to rate the higher education institutions, only HEC recognized intuitions are included and are ranked specially by area of specialization. Furthermore, the sorting of private and public sector universities has not been done. The criteria for the ranking of the universities implies three main factors.

4.2.1.1. Implementation of Quality Assurance Criteria

The quality assurance criteria devised by HEC has the following components.

- Appointment Criteria for faculty members
- Criteria for M.S, MPhil/PhD
- Plagiarism Standing Committee (PSC)
- QEC Categorization
- Peer Perception Survey

The Higher Education Commission has raised the qualification requirement for the appointment of faculty members in universities and degree-awarding institutions (DAIs). According to a notification issued to vice chancellors of universities and rectors of

degree-awarding institutions, the minimum qualification for the appointment of a lecturer in universities/DAI will be M.Phil/MS or equivalent degree (18 years) or master's degree from a foreign university with effect from Jan 1, 2015. Similarly, the minimum qualification for the appointment of an assistant professor in universities/DAIs will be PhD with effect from Jan 1, 2016.

The university constitutes the "Plagiarism Standing Committee" consisted of 3 faculty members, subject specialist and a senior student. The committee has to check and balance on the cases regarding plagiarism. Quality Assurance (QA) is the means by which an institution can guarantee with confidence and certainty, that the standards and quality of its educational provision are being maintained and enhanced. The important function of QEC is to maintain the quality of Higer education and improve its standards.

4.2.1.2. The Quality of Teaching in Universities

The quality of teaching in universities has the following parameters:

- Full time PhD faculty
- Ratio of PhD faculty to total faculty
- Student teacher ratio
- Enrollment ratio to total Applicants
- Computers per full time student
- Library books per full time student
- Ratio of full time faculty to Part time
- Teacher Evaluation
- Training of faculty

But from the past decade, the research output of the university establishes its reputation and popularity among academicians.

4.2.1.3. The Quality of Research in Universities

The components important for the scoring and ranking of universities in the light of the criteria of HEC are:

- HEC approved PhD supervisors per total full time faculty
- Indigenous scholars studying in the university per total full time PhD faculty
- HEC Research grants approved per faculty
- HEC Travel Grants approved per full time faculty
- Publications in Impact Factor Journals per faculty
- Total Number of papers published in impact factor journals by the university
- Internet Bandwidth (PERN) utilization per Student
- Number of Conferences Organized per faculty
- Total PhD output
- Number of W, X, Y , Z Journals Published by the University (W =2 max score * X=1.5 * Y=1 * Z=0.5 4 W=1.5 X=1.25 Y=0.75 Z=0.5)

The Higher Education Commission (HEC) has come under severe criticism from several universities for flaws in its ranking system, and some academicians are also calling for the ranking to be conducted by independent bodies as per international practices.

The increased emphasis has lead to an increase in the overall research output of the country. There is a tremendous increase in the research output of the Pakistani universities. The publications were extracted from three global databases SCIE, SSCI and S&HCI from Thomson Reuters of Science. The publications extracted are from various fields including natural and social sciences, medical and engineering. The overall publications in the field of social sciences in the year 2010 are illustrated in the following table.

Table 1: Research Output in Social Sciences including Management Sciences During 2010

University Name	Research Papers
Iqra University, Karachi	18
Lahore University of Management Sciences, Lahore	16
COMSATS Institute of Information Technology, Islamabad	14
Foundation University, Islamabad	14
Quaid-e-Azam University, Islamabad	13
National College of Business Administration & Economics, Lahore	8
Preston University, Islamabad	6
International Islamic University, Islamabad	5
Islamia University, Bahawalpur	5
National University of Modern Languages, Islamabad	4
University of Peshawar, Peshawar	4
University of The Punjab, Lahore	4
Institute of Business Management, Karachi	3
University of Karachi, Karachi	3
University of Sargodha, Sargodha	3
Forman Christian College University, Lahore	2
Govt. College University, Faisalabad	2
Hazara University, Dodhial	2
PMAS University of Arid Agriculture, Rawalpindi	2
University of Central Punjab, Lahore	2
University of Engineering & Technology, Lahore	2
University of Management & Technology, Lahore	2
Bahauddin Zakariya University, Multan	1
Center for Advanced Studies in Engineering (CASE), Islamabad	1
Federal Urdu University of Arts, Science &	1

Technology, Islamabad	
Gomal University, D.I.Khan	1
HITEC University, Taxila	1
Lahore School of Economics, Lahore	1
Mohammad Ali Jinnah University, Islamabad	1
National University of Science & Technology, Islamabad	1
Pakistan Institute of Development Economics	1
Shaheed Zulfiqar Ali Bhutto Institute of Science & Technology	1
University of Education, Lahore	1
Total	145

All other universities listed are zero

Source: HEC website

Publications though are a way to show academic competency to the peers. Research papers and publications brings attention towards the scholar and the institute they are working in. the institute that have more number of publications bring funding to the institute and some way or another ensures academic prosperity. The number of publications to ones credit marks the academic success of the researcher. This criterion is used for the recruitment of the scholar. Faculty who focuses on other tasks such as teaching undergraduate and masters found themselves stuck in the same positions. While faculty who focuses more on the research had their ways open for promotion and success It is the reason there is an increase pressure on faculty to publish.

When faculty is hired administrators simply look at the publication list. This sole focus has decreased the value of research produced. And the major reason of the declining standard is that the researcher rush to publish whatever he or she can manage rather than giving more time and effort to the research. The pressure to publish on the other way around also have a negative impact on the teaching which is also an important task of university faculty. The rewards for research are far better for the faculty than teaching and this results in the compromise of the later. The sole focus research and the role of the faculty as a researcher also resulted in ignorance of many other responsibilities on the faculty. The assistant professor from the department of International relations responded:

"The performance of faculty in teaching and supervision is not visible as such. However, on the hand, publications are something that is visible. So faculty compromise teaching and supervision on research" (Personal Interview, 7.9.2015).

Although the research output and number of publications has increased but on the other hand these increased number of publications has been criticized by the analysts and scholars from various fields. The highlighting criticism is the indulgence of universities in the "number game" that has lowered the standard of research and the quality of the publications produced by the universities.

4.2.2. The "Number Game"

According to the respondents, in recent times the "number game" is prevalent in research culture in Pakistan and actual research cannot be possible because of the presence of this "number game". The academicians were instructed that they have to publish at least 5 publications in a year and it is the base on which they are evaluated as well as promoted. This increased pressure on academicians lead towards the low quality of research publications. Although, the quantity of research publications are increased but it is not contributing to the society. Research published either in the national or international journal has no value if it cannot be applied or used for the development of the society The Assistant professor in department of history in Quaid-i-Azam University elaborated the situation.

"If I wrote one book and it is cited and read by many people than writing 20 articles – not read by a single person. Research publications can be increased this way but they have no contribution in the society."(Personal Interview, 5.6.2015)

According to the respondents, the institute or the academician shouldn't be judged on the basis of the number of publications rather should be judged by its importance in the society and on the industry production. A successful research increases the market, number of jobs and research followed by the number and the type of patents. The counting of the number of publications has a serious loop hole as it ignores the quality of the research produced.

The various unethical practices have been done because of the pressure to increase the number of publications. Citation index is one of the measures for the admiration and acceptance of research. Inversely the respondents responded the opposite. According to them 80% of the research produced in the universities are not cited. This proved that that these publications nether do not have any importance to the industry nor they are cited by the peers. Research is important for the development of the particular field and no one deny its importance. But unfortunately research within the developing countries especially Pakistan is conducted and published only to improve the Curriculum Vitea of the researcher. In practical terms these publications has no significance. The face validity of the CV spared the researcher to the thought of improving the quality of the research.

More publications to one's credit and the ideology of publish or perish is a way of life to some researchers that has impact on the overall research environment of the university. This immense pressure to publish resulted in various practices that are supposed to be unethical. These practices includes plagiarism i.e. copy a form of data without acknowledging the source. Other than the increased pressure to publish, respondents highlight many reasons for the plagiarism. The reason includes job stress, barrier to language, lack of commitment knowledge and critical thinking. Other than this, fraud in the reporting of the data, ghost authors, and duplicate publications. Fraud is the fabrication of the data while reporting research results, it is seen within the universities that researchers produce many researches in a year. Which is practically not possible when considering the long process of research. Being a supervisor automatically implies that the student that has done his/her research has to bear his name which is actually an unethical practice. But this is unethical practice and should be discouraged at all levels. The frequency with which such unethical practices and fraud are occurring is increasing and poses a threat to reputation of scientific community at large. Publication is a fact of life and vital to growth of science and career progression. Administrators and universities increasingly look at the publications to one's credit during recruitment of faculty/researchers. This has led to a pressure to publish at all costs in order to increase the number of publications on one's CV. This not only led to an increase of low quality publications but also led to increase in unethical practices and publication fraud is also showing an increasing trend. Urgent steps are necessary to stop this phenomenon. There

should be more dominant attitude toward education rather that research and publication thirst, especially in third world countries. Universities may state that teaching is the most important category on which tenure and recruitment is based, but the truth is that we cannot measure it. We are very adept, however at measuring publications so insufficient publications is almost always the reason that someone is denied tenure. Publishing has now become not just optional but obligatory. In consequence, scientists suffer constant pressure to publish new work frequently and spend considerable time writing papers.

According to the majority of the respondents, now a days research that is conducted in the universities has no contribution for the overall well-being of the society. Most of the research that has been conducted in the universities is not innovative and the same research is produced again and again.

4.3. Re-inventing the Wheel

Both faculty as well as the students belonged to Quaid-i-Azam university were of the view that the research produced within various departments of social sciences are not innovative and mere repetition of the same work done before. The same methodology is used again and again and even the topics that were previously researched were researched again and unfortunately, according to the respondents, repeating the same research multiple times is a very common phenomenon. Students took the research which was previously done even in the same university or from the other universities. The PhD student of the psychology department told the researcher:

"I have attended the synopsis seminar of an M.Phil student. She was developing a scale. Faculty told the girl that the scale she is about to develop has already been developed and the girl has got no explanation regarding it. Students took entire thesis from other universities and submitted in their institutions"(Personal Interview, 20.8.2015)

Faculty consider it important that if researcher reads more and more research articles and discuss it with their colleagues this can avoid the chance of repeating the research and in turn avoid the publication of research whose findings are already published. One of the major reasons that respondents highlight that both students and faculty members indulge

in some kind of a research is not aware of the already existing research works in other universities and even the published work. The lack of dissemination of information is the major cause behind all this. There exists no mechanism through which research is disseminated even within the same university or across different universities of Pakistan. This makes it easier for both the faculty as well as students to took an already existing study and make it their own.

Another reason faculty highlighted that students do not wanted to read. They don't read the previous work and lack of reading will lead to the researching of the same work that has already been done. According to the faculty students do not wanted to make an effort to explore other methodologies or be innovative in their approach. The lecturer from Iqra University responded:

"Both faculty and students do not have any idea what research is. It is not the students who are to blame but the faculty members who should be ashamed of their degrees that they received from the reputed universities of abroad and still have no idea regarding research and research methodologies" (Personal Interview, 20.9.2015)

Something new and thought provoking is lacking within the research works and most of the respondents are of the view that it is the lack of aptitude towards research. It is the pressure to complete the degree or for the promotion and job that provoke individuals for research but they do not have any aptitude or interest towards research related activities.

However, in case of physical sciences, 're-inventing the wheel" is a common phenomena but it in Social Sciences, originality is the key but lack of aptitude, hard work and dedication made the research *researched*. And from many years Pakistani universities has not produced a single research which was innovative or on the other hand appreciated by the academic community at large.

As recommended, universities should have necessary databases of all the research in progress across the nation.

4.4. Plagiarism: The Culture of "Copy & Paste"

Over the last 8 to 15 years the, there exist a perception among students and faculty that the incidence of plagiarism is on the rise. It existed at both levels of undergraduate and postgraduate. Most of the respondents are of the view that research currently conducted within the universities is highly plagiarized and there exist the lack of understanding among researchers of what plagiarism is and how they can minimize it. The lack of awareness regarding what plagiarism is and the existing rules and regulations and current policies of their respective institutes will lead towards the increase cases of plagiarism. Since 2006, HEC has received 104 plagiarism cases across various universities of Pakistan and among them only 86 cases were resolved while remaining are in the process. With the two year ban on the incentives given by the HEC, 20 faculty members were blacklisted on charges of plagiarism. One the senior faculty member was charged because of "self-plagiarism" while others for coping materials and books from various resources. Dr. Haroon Rasheed – the recipient of Sitara-e-Imtiaz, his doctoral thesis was found to be 72% plagiarized. He was the pro-rector in Comsats Institute of information technology, Islamabad and also the CEO of National Testing Service (NTS).

Recognizing and acknowledging someone's intellectual property is not the culture in Pakistani universities as responded by some students. It is assumed as something normal to copy text or any other forms of intellectual property and the violation of intellectual property rights is extremely prevalent.

Respondent highlights following reasons that leads towards the increased cases of plagiarism.

4.4.1. Job attainment and Promotion Stress

Pakistan is the country where there exists a perception that individual's high level of education will lead towards his/her economic prosperity. Attending a university so as to gain knowledge is some way or another is not considered important rather universities are the gateways for the successful life and the career. According to the respondents, pressure for the attainment of the job and promotion is one of the major reasons why plagiarism is

on rise. Faculty is afraid that if they are unable to publish 5 papers a year then their chances of promotion becomes limited. Because of this increased pressure, there exist less effort in research work both from students and teachers. Students on the other hand just aimed to pass and receive their degrees. Most of the respondents are of the view that students who are enrolled in the universities are not passionate about learning and knowledge rather they are enrolled so that they can get better jobs.

A PhD student from the history department responded:

"Students who did not get any job after masters or M.Phil, admitted themselves in PhD with the hope that they might get better job after completing the higher degree. It is not the passion for learning that motivates them to enroll in PhD rather they are in the pursuit of getting a good job" (Personal Interview, 2015)

It is due to the reason that faculty and students started finding various management techniques and alternatives. According to the faculty member belonged to the Quaid-i-Azam university illustrated:

"The increased pressure both on students and faculty leads towards such solutions such as, combine teacher-student researches, more quantitative research than qualitative. And because of this reason various cases of academic corruption were seen in the past" (Personal Interview, 19.8.2015).

Faculty members who are at Tenure Track System (TTS) were more pressurized as compared to the faculty members who are on BPS.

4.4.2. Lack of Knowledge regarding Plagiarism

There exist a lack of knowledge regarding what plagiarism is and how they can minimize it. To copy paste a text without acknowledging an author is normal in most of the universities particularly among undergraduate students. Students read the material somewhere on the internet and copy the material as it is. According to most of the students, at the start, they were completely stranger to the new educational system as they have intermediate and metric in system where cramming was the best way for gaining

good grades but now as they are in the new educational system where they have to give their opinion and demonstrate their creativity. Faculty is of the view that students are unaware of the various kinds of plagiarism, either they copy paste the material as it is or change the wording. In both cases they do not acknowledge their author or quote the source from where they are referring to. Students blame the faculty for not providing them enough guidance and training. According to the some students, there is no existing mechanism in universities regarding plagiarism.

4.4.3. Lack of Interest towards Research

Lack of interest and dedication is one of the major reasons that lead to the weak research culture in Pakistan as viewed by the respondents. Pakistan is the country where economic prosperity is considered important. Faculty members consider that students don't want to put their effort. Thesis and research projects are done to receive a degree. On the other hand faculty is only interested in research because it is their job requirement. This in turn is the reason that students and teachers plagiarize as it requires less effort and more work can be done in lesser time.

Faculty suggested that in order to gain interest in research students should be indulged in research activities from the undergraduate level and train them regarding use of resources and the policies regarding copy rights.

4.4.4. Non-existence of Critical thinking

Critical thinking is the expected fundamental competence and useful for analyzing and evaluating actions and situations and important in terms of decision making and problem solving. Furthermore, it is the ability to think rationally and understanding the logical connections between the ideas. It is about being an active learner rather than a passive recipient of information. Critical thinking and reasoning abilities are not present among university students as view by the respondents. According to the students, critical thinking is not present even in the faculty. Respondents blame the overall educational system of the country that encourages cramming of the syllabus. According to them, from childhood the importance of education is stressed upon the children whose sole purpose

was a good job. From this mindset and this ideology children are enrolled in the schools. Students do not study for the purpose of knowing and understanding the subject and its application in the society rather gaining good marks in the exams. In examinations students are not tested on the base of their understanding of the subject or its critical application. As viewed by respondents, students do not even bother to research on their subjects or find out more about it and instead just rely on their teachers' notes which guarantee them the scores they want. Education in Pakistan is related to high grades and getting a good job. Maybe this can be attributed to the high competitiveness in our country for securing employment, owing to the economic conditions, but this certainly is a factor that prevents students from broadening their mind, understanding abstract concepts and the critical analysis and application of their subjects. Most important is that the students must be trained for *creative tasks*. This needs the involvement of academia from lower level like pre-schools and schools, to the apex level, the universities. The school students can be assigned easily doable creative assignments. The interest of students can be enhanced by allotting small proportion of total marks to such assignments. The complexity of the assigned problem and the proportion of marks may be increased as the level of formal studies goes up. At college level, small and innovative projects can be assigned in team works. Finally, the university students of Masters and Doctorate level can be used for solving the grievances of our society by assigning tough research tasks. Research students at this level are required to be made capable of developing new things for their nation. They can be trained to use foreign principles on indigenous conditions.

4.4.5. Language

Thanks to semester system, which allowed students to think critically and use their analytical abilities while studying. They were introduced to a new educational culture where they were encouraged to question, reflect and argue in the process of independent learning. But when they came to put their critical mind on the paper, most of them got numbed. They didn't know how to transform their thoughts into sentences, how to weave sentences into paragraphs and how to arrange paragraph to speak their minds clearly. Which language and format should be used to make their work look academic? It was so,

because their rote learning schooling never allowed them to learn and experience the art of composing. They were never permitted to think and write differently than what was the part of their books or notes given by teachers or key-books.

Therefore, when they entered their colleges, it was a new scenario where they not only had to think independently but also supposed to express genuinely. Naturally, they found writing boring, scary and too challenging, except for those who came from expansive private schools or had natural flairs and passions for writing. Thus, generally, they lacked skill, courage, enthusiasm, energy, time and professional guidance on how to compose their assignments. So, they were left with the only and/or easy way out that was Copy & Paste. At least, this way, they were able to submit their course projects on time.

Unfortunately, even at college level, they didn't have any programs to help them learn the art of composition; whereas, in fact, our undergraduates desired workshops that took them from correct grammar to the use of Microsoft Word, general composition, critical reviews and research papers writing. I would recommend these workshops semester wise.

Similarly, there should be Professional Creative Writing Programs in various genres of Fiction and Non-Fiction as part of our Mass Communication and Literature degrees respectively. It would help students to trust themselves with their skills and professional approach towards their work.

5. Reasons of Weak Research Culture

The section covers the respondent's views regarding the issues that cause hindrance for the development of a productive research culture in the universities or are the major cause of weak research culture in Pakistan. It covers issues both at individual and environmental level that runs counter to a productive research culture in universities. The section relies mainly on a data collected from focus group discussions. Other than that, field notes, interviews and researcher's personal experience is incorporated.

5.1. Dedication & Commitment

There is competitive environment in the universities that require their stake holders to work hard and perform beyond expectation. However, research in Pakistani universities suffers with the deficiency of vision, dedication and commitment as viewed by the respondents. An M.phil student from the department of Pakistan studies responded:

"We don't want to work. That's it. Research is perceived as a burden. Students don't want to put their effort in to the research or research related activities and same is the case with teachers" (Personal Interview, 20.10.201).

Most of the respondents are of the view that because of the lack of commitment and dedication towards research will affect the overall performance and will affect the repute of the university. Faculty members who are less motivated impart this to their students and this result into low participation of students in research related activities. Respondents do not blame university rather the overall society which according to them are not aware of the importance of research and forces the individuals to gain education so as to gain economic prosperity.

Pakistan after six decades of independence is still a country whose citizens have low income per capita. In Pakistani culture, people are closely tied in family circles and economic prosperity is needed not only for the individual but also for the overall well-being of the family. So any base or a source that provides economic stability will stronger the commitment of both students and teachers. Students indulge in research as it required

for a degree and for faculty research is a gateway for the promotion. Hence, the number of research work and publications increased but quality is compromised. Researcher observed the lack of commitment of students towards their thesis and research projects. As though thesis is the requirement, student found various alternatives to pass the burden such as paying money for thesis write up, skipping field work and cooking of a data and plagiarizing someone else work.

On the other hand, faculty who believe that there are people in the universities who are passionate about research but they discouraged by some of the HEC policies and over workload. According to the faculty members most of the research work that is of the international standard is not recognized by HEC and on the other hand research articles published in Z category journals are recognized. An Associate Professor from History department elaborated:

"I have written five books but HEC on the other hand do not give credit to more than two books. Chapters written in the books of internationally recognized editors are not given any recognition. There exist faulty indicators to evaluate quality" (Personal Interview, 15.6.2015)

Faculty is of the view that there are not enough incentives given to the faculty by the university. If they have to attend an international conference, university will not pay any expenses.

5.2. Lack of Skills

Sufficient skills and expertise are required for a productive and a good quality research. However, according to the respondent's faculty do not have sufficient knowledge regarding research. Researchers are not well-equipped with knowledge of research design and various techniques regarding quantitative and Qualitative research. Skills required for the interdisciplinary research is lacking and students are allotted with supervisors having different area of expertise and it leads towards the compatibility issues between supervisor and his/her student. A PhD student from psychology department responded:

'Some supervisors worked in an area for so many years that they do not have any flexibility for the other areas. I have changed my area of research only because my supervisor has no expertise in my area of interest.

Respondents highlights following skills and expertise that are non-existent among faculty members:

- Lack of interdisciplinary approach (holistic thinking, creativity, intercultural competence and communication.

- Not up to dated with the latest literature specific to their area

- No grant writing skills or confidence

- Not skilled in computing and data analysis software.

- Lack of writing skills

- Inability to manage workload

5.3. Workload

Academia is under pressure due to heavy workload, job demands and publication efforts. It is observed as strained due to policies, asking for high performance in teaching, research and pursuing studies. Academic staff involved in research and teaching may give rise to a conflicting situation as both need energy and concentration. These are more visible when more workload is expected to attract external research funds. Teachers are more pressurized to impress their seniors, meeting targets set by administration and attending different meetings. Overwork, insecurity in jobs, poor communication, and organizational conflicts give rise to burnout and stress. Job stress attributes to certain factors in Pakistani higher education sector, e.g. inequitable distribution of rights and duties, no clear rewards policy and mostly ill-articulated but no written code of conduct. Lacks of training and proper counseling add to severity of job stress as employees fail to cope with untoward situations

One of the major reasons of weak research culture highlighted by almost every respondent particularly faculty is the increased pressure and workload. There are three main tasks distributed among the faculty of the university - teaching, research and administrative duties. Imbalance between the demands and the resources in hand resulted in lower performance. According to the faculty, increased workload is not only beneficial for individual's psychological well-being but also for a university. Workload is the major performance hindering factor. An Assistant professor from the department of business administration highlighted:

"There are multiple tasks required from a faculty. We do not only teach and research rather supervision, checking assignment, quizzes and sessionals are also required from the university faculty."

5.3.1. Workload and Tenure Track System (TTS)

One of the major initiatives of HEC is the appointments under TTS. The basic aim of the Tenure Track System is to enhance the efficacy and the performance of the Faculty members. The particular initiative allows healthy completion among researchers, freedom of teaching and research as well as financial independence. For the appointment of the faculty under Tenure Track System not only involves the universities' authorities but Quality Assurance Division is also the major stake holder in this regard. The appointment process involves the applicant to apply against the vacant positions available at the universities. The selection process involves the positive recommendations by at least two TRP members, the selection board of the universities and finally the syndicate. The university is responsible to check the publications and other eligibility conditions of the applicants their original documentary evidences.

The minimum eligibility criteria for Assistant Professor is the PhD degree, apart from that the PhD holders from Pakistan have their thesis evaluated by two foreign experts. Moreover, the candidate has to provide the evidence of at least two publications in journals recognized by HEC. For the Associate Professor, apart from PhD, minimum of 4 to 6 years of pre- PhD experience and 6 years of Post PhD experience is required. Moreover 10 research publications in the past ten years with at least 4 publications in the

past five years in the journals recognized for the purpose of appointment on the tenure track. The applicant must have also recommended by at least two neutral forign experts in the clear context of Tenure Track. For the Professor, apart from PhD, minimum of 12 years of pre- PhD experience and 7 years of Post PhD experience is required. Moreover 15 research publications in the past ten years with at least 5 publications in the past five years in the journals recognized for the purpose of appointment on the tenure track. The applicant must have also recommended by at least two neutral foreign experts in the clear context of Tenure Track. The evaluation techniques used in universities for the evaluation of the faculty under tenure track system involves teaching that includes personal knowledge regarding the area of knowledge, information regarding latest developments, communication skills and ability to induce critical thinking among students. Research and creative work is also one of the major element in terms of evaluating the faculty on tenure track. It involves factors such as PhD students under supervision; PhD students successfully defend their thesis, M.Phil. students successfully defend their thesis, publication in referred impact factor journal, publications in HEC approved journals, citations of the best two papers, books edited/reviewed, patents, research grants, editors of journal, examiner of international universities. Community services are also important such as members of professional society, administrative assignments, members of university committees, management of social events. Moreover peer and student comments and interest of students in class evaluates the faculty members.

The Faculty appreciated TTS, as according to them it is started with a good spirit. TTS system is started with the spirit that it will increase the competition among faculty, research output and will change the quality of the research. Unfortunately according to the respondents, the way the system is implemented has many loop holes in it. it increased the number game but have no checks on quality. Faculty is required to publish five research papers a year which is difficult for the faculty particularly to the social science faculty that have other tasks along with the research. An assistant professor from the department of economics responded:

"The one thing that I lost when joined TTS is the "Peace of mind"

One of the major issue that faculty on TTS face is the lack of dissemination of information. Faculty is notified late regarding policy changes and other notifications.

5.3.2. Increased Enrollment

After the initiation of the BS programme in Quaid-i-Azam University, faculty is more over burden as the quantity of the teachers is less as compared to the students enrolled. Faculty who are currently at TTS also blamed it for the increased burden.

5.4. Collaboration

Communicating the research and collaborating for future work are two main ingredients for carrying out quality research. In Pakistan, universities pay no attention to communicating and disseminating the research of their teachers. The reasons for this are much the same as those detailed above: indolence, poor networking and relations, jealousy and just an entrenched culture that has accepted mediocrity as its hallmark and has long been hopeless in the fight against it. All said, if the research being done is too poor to even merit proper dissemination, who could one really blame?

5.4.1. Academic Island

According to the respondents, there is no institutionalized collaboration between the departments and even within the same department. One of the reasons of not having collaboration with the departments is the lack of interdisciplinary approach. Consultation with other faculty colleagues has different areas of expertise. It can be the possibility as discussed by the respondents that faculty number is increased and there are more people on the same area working in the department.

5.4.2. Academia and Think Tanks

Around the world, industry works in collaboration with academia so cutting-edge research can solve the relevant problems of the age. This transfer of knowledge from academia to industry is of primary focus in developed economies. In Pakistan, however, the gap between academia and industry is too wide. Neither is research shaped by industry concerns, nor is it good enough to address them anyway. The detachment from

the real world is also the reason our graduates are deemed ill-equipped and inadequate for the professional world, when they go out job-hunting.

5.4.3. Society Demands Research?

Meaningful and purposeful research is important for the society's well being and productivity. In Pakistan, the contribution of higher education is less. The basic reason of why there is no collaboration within various disciplines of the university and also between higher education and industry is because there is no demand from the society. According to the respondents the research currently produced in the universities are not meaningful and contributing to the society. The lecturer from the business administration elaborated:

> "Some people believe in qualitative research and some in
> purposeful research. Somewhere in between universities
> should work for the betterment of the society".

There is no awareness regarding the importance of research in society as viewed by the respondents. It is the duty of the society to tell that what sort of research is required. Pakistan is pre-dominantly an order based society this is the reason students first prefer CSS. The department such as anthropology has high relevance to the society but as society is not aware of its importance, it has low commercial value. Students who are supposed to be intellectually more sound preferred to enroll in disciplines having high commercial value. It requires the society like Pakistan to transform from order based to a knowledge base society.

5.5. Working Environment

Students come from different backgrounds in universities at MSc, MPhil and PhD level. Some with a background and knowledge of research and others are raw and the university environment lets them be independent and their own boss which gives the students with research knowledge an edge over the students who don't have. Also the teachers prefer mostly a student who don't bug them a lot and is trained somehow which leads to fights,

jealousies and forms an unhealthy work environment with negative impacts on their productivity.

5.5.1 Student and Teacher Autonomy

Quaid-i-Azam University offers faculty freedom to design courses, flexible timings and in many decisions but viewing the private institutions like Iqra University and Bahria University there is centralization and less freedom in terms of courses and less to no flexibility regarding timings, holidays and other decisions they have to follow a trend and can't take decisions independently.

Overall Public Sector universities offer more freedom collectively to the faculty and students even in terms of research public sector university offers students freedom and flexibility to choose the topics of their own choice for research while private Universities are more inclined towards commercialized research so the topics that are more focused on theoretical and academic topics are not encouraged and appreciated.

5.5.2. Power Politics and its Impact on Research

Like other institutions in Pakistan, there is power politics present in the universities too. Internal politics present in universities disturbs the work environment badly. According to respondents its impact is problem in promotions of faculty members, due grants and benefits are denied, making false cases. Some respondents named them as academic culprits" but there is no action taken against it as the entities have political backings.

Impacts on student is in terms of facing hard questions from the faculty who have issues between them and sometimes even the research projects are rejected because of it.

5.6. Infrastructure

Infrastructure for research includes well equipped libraries, computer labs, internet facilities, research committees, quality assurance cell. While comparing the private institutions and public sector universities there are more technically upgraded and well equipped computer labs present in private institutions but the access to digital libraries

and research journals and their easy availability is more ensured in Public sector universities like Quaid I Azam University.

Thought HEC has made Quality assurance cell compulsory in both Public and private sector universities but there is no check and balance if they are delivering their services properly or not which according to respondents they are not. Also there are no proper research committees functional in Pakistan. There are no seminars arranged or training programs and workshops conducted for research students as they should be.

5.7. Funding

According to respondents there is no sufficient funding or grants available for research based upon their field works, and research trips the expenses aren't beard by the university and they have to bear it themselves to carry and complete their researches. HEC grants scholarships but there are no funds available at MSc level but at PHD level there are but due to lack of proper information and guidance most of the students don't even avail it. As compared to girls, boys are more active socially so they are more informed and up to date about certain grants and scholarships.

Some respondents were of the view that social research doesn't need much funding as compared to natural sciences as there is no proper settings are required like laboratory, machines and equipments and are carried in the natural environment and settings. The funds granted to the universities for the social researches are sufficient but their distribution is not proper and is highly questionable.

Some faculty members explained that there are some projects that are expensive in nature but the funding or expenses provided for it are insufficient which causes financial issues for the researcher himself as he has to carry it out by himself for the completion. So the funding should be smart and updated time to time.

There are following renowned agencies that provide funds for research projects in Pakistan:

- Pakistan Higher Education Commission

- UN Economic and Social Commission for Asia and Pacific

- European Research Council

- EU funding and grants

- The Islamic Educational Scientific and Cultural Organization

- International Development research center

- International Foundation for Science

Despite of the views and opinions it is obvious that research funding helped in producing trained man power in the form of M.Phil and PHd graduates and other staff appointed in the projects, patents, and promoted the number of local and international publications overall.

6. Research Culture: Policy Implications

The perspectives of the faculty and students on the prevailing research culture in their respective universities provide implications for research policies. Development of a research culture cannot take place overnight. It entails careful planning and constant process of development. From the point of view of university faculty, the necessary components of a research culture that would enhance research productivity are: time, strong belief in the research, faculty involvement, positive group climate, working condition and organizational communication, faculty development programs, research infrastructure, decentralized research policy, research funding, and clear institutional policy for research benefits and incentives.

1. Lack of time is an obstacle to research. Strategies for addressing the time problem must therefore be planned and evaluated. Deloading for research activities is usually provided for full time faculty. A range of strategies is needed in order to encourage not only the full time faculty but also the part-time faculty; not only the full professors but those from the lower ranks as well, to spend more time on research. Strategies should also address the nature of research being done by the faculty in order to distribute the workload. For instance, provisions for research assistants or junior researchers can be made. The faculty should likewise observe proper time management, to enable them to allocate their time appropriately among their three functions. Moreover, institutions could look into the percentage of workloads assigned in teaching, research, and community service.

2. The second recommended component, strong belief in the research endeavor, is an important attribute to develop. Because many faculty members are focused on teaching and consider themselves as teaching faculty, there must be strategies to address their belief in the research endeavor. Not all universities have clear and definite policies that would lead to the transformation of the set of beliefs among the faculty. Motivational factors and situational contingencies must be considered to change the belief of these faculty members towards research. Efforts must be made to enhance the faculty's understanding of the importance of research

beyond the assumed or presumed importance as articulated in the existing institutional policies. The role and importance of research in relation to other HEIs functions must be explicit in the policies and concretely understood by faculty. This also involves role modeling. For more teachers to see the value of research, the senior faculty should translate their productivity into a form of encouragement to others to pursue research.

3. The third suggested research culture indicator, Faculty involvement. Many of the faculty members are not doing research due to a lack of confidence in their research capabilities. Appropriate policies are needed to reach out to the novice faculty in order for them to be involved in research. Mentoring is seen as essential for faculty involvement. The administration must provide opportunities for junior faculty to work together with expert researchers. Prospects for collaborative research projects must be provided.

4. The Four important elements of a research culture, from the perspective of the faculty and students. These are: Positive group climate, working condition and organizational communication; Faculty development program; Decentralized research policy; and Research Infrastructure. To create a positive group climate, research must be presented as a requirement to the faculty in non-intimidating ways. Expectations for research should be made clear to faculty aspirants, initially at the department level. Research should be broadly defined on the basis of the identified departmental research thrusts and priorities. Standards for research must be expressed explicitly. Successful research activities and individual research projects should be tracked and publicized in order to serve as motivation to every constituent. Such initiatives could provide a sense of motivation both for the researchers themselves and others who are not involved in research.

5. Providing appropriate research training for the faculty is absolutely necessary. The enhancement of research capacity among faculty members should be an essential part of the faculty development program. Human resource development focusing on the needs of junior faculty and novice researchers is vital in

enhancing research productivity. There is likewise a need for strong leadership that supports research within the department. The department should interpret and implement institutional policies that are appropriate to the kind and level of the faculty members' research capability. The creation of a distinct departmental research culture should evolve. Having some decentralized policies on research, in addition to institutional policies, could be empowering. Continuous development, updating, and advancement of facilities for research are important in the development of a research culture. Although respondents considered research infrastructure in their universities (e.g., libraries, laboratories) as sufficient, they may not be aware of the sophistication of research infrastructure of some research extensive and intensive universities.

6. The component of Research funding involves both the institution and the Commission on Higher Education. Enhancing and supporting research productivity necessitates allotment of funds. For example, apart from funding research projects, supporting paper presentations in international conferences would demonstrate to the faculty that what they have produced is valuable. Appropriate linkages with external funding agencies should be pursued more actively. Because only a few institutions in the country have access to sufficient funding for research, the HEC should plan strategic ways of offering financial assistance or grants for individual and institutional research projects.

7. Clear policies for research benefits and incentives also concern both the institution and HEC. Given the low salaries for faculty in majority of the HEIs in the country, providing adequate incentives becomes crucial in sustaining and enhancing research productivity. Institutions should strengthen research benefits and incentives that could serve as motivational factors for doing research. A well-defined body of policies that demonstrates the relevance of research to professional advancement and growth is needed. Universities should align their graduate programs with the thrust of developing research institutions in order to produce research capable graduates. Early exposure to research (e.g., publishing academic works, presenting in conferences) must be provided. Particularly in the

faculty of education, the goal should be clear in developing not only teaching teachers but teaching researchers as well. Moreover, the HEC should review it guidelines for granting benefits and incentives to researchers, so as to have a stronger impact.

7. Discussion

Research is considered as a public good and it is emphasized and sustained by the universities because doing so is a national interest and also valuable for universities' own interest and well-being. Research culture exist in public and private sector universities is not homogenous rather varies person to person, department to department and the overall structure of the university. It also varies significantly because of different institutional needs, individual competence and commitment, and level of implementation of policies.

7.1. Perception Regarding Research Culture

The respondents hold the negative connotation with regard to the prevailing research culture in Pakistan. As soon after the inception of HEC, the pressure to publish has increased as it is based on the criteria for the evaluation and promotion of the faculty. Based on this particular criteria, the number of publications is given more importance. In view of some respondents this criteria of HEC is helpful as it increase the competition and the overall research output of the country. But on the other hand majority of the respondents are of the view that this criteria has negative implications on the research culture. One aspect of this negative implication highlighted by almost every respondent is that it started a "number game" with universities. However, the quantity of the publications is increased but it has negative impact on the overall quality of the research publications. The culture of "publish" or "perish" is dominant within the universities, in order to survive within the current system the faculty has to publish or other way they are not promoted as well as recognized by the universities. The increased pressure to publish has compromised teaching duty of the faculty who gave more time to research than teaching. As publication is the only criteria for the evaluation of the faculty and because of this reason teaching is compromised. The lack of commitment and dedication towards research highlighted by the respondents as the major deficient element within universities. Both students and faculty do not have any aptitude towards research. The only motivation behind research is either for the purpose of promotion and job attainment or for the fulfillment of the degree. The race of publishing more and more research papers

has led towards many unethical practices such as Plagiarism, fabrication of research findings and ghost authors.

7.2. Challenges Faced by Research Culture

One of the significant challenges faced by the research culture in Pakistan is the lack of skills needed and required for a good research. The students as well as most of the faculty members are not trained in the skills necessary for the research and thus have negative impact on the overall research culture. They are not trained in using various data analysis software. Furthermore, students are not aware of the research methodologies and are unable to formulate a research design. Language is highlighted as another barrier in the way of productive research. Students do not have sufficient command on English and therefore it is difficult for them to write a proper research report. Additionally both students and faculty is aware of the latest literature within their fields. The university faculty is under pressure to the heavy workload. They have to teach two to three courses per semester, supervise almost six to eight students and have other administrative duties. Imbalance between the demands and the resources resulted in lower performance of the faculty. As the faculty members has various duties to perform and because of this they are unable to produce the quality research. Some of the respondents blame Tenure Track System for the increase workload on the faculty. Another factor that serve as a challenge for research culture is the lack of collaboration within and between the departments. The research work is not disseminated the way it should be. The students are unaware of the research work done within their own university. There might exist some personal collaboration but it is not institutionalized. The presence of jealousy and the feeling of enmity made the working environment less productive for the individuals who really wanted to work. Various cases of false allegations has been seen in the past and it also stopped the promotion of various faculty members.

7.3. Research as Ideology and "Social Glue"

In terms of research culture currently prevailed in the universities, there exist different rules, regulations and policies for research. In Pakistan, research is the primary element of the universities and the stake holders are very well aware of the importance of research

for their career and for them following a policy or guideline regarding research is followed as research being the dominant trend . In recent times, there exist a discourse of "moving towards knowledge economy" in policy circles. The bureaucrats, top-ranking politicians, businessmen and intellectuals often present the knowledge economy as a way forward for Pakistan. Many intellectuals and organizations all over the world have provided various definitions of knowledge-based economy. The overarching idea is that in knowledge economy, the economic activity primarily depends on the knowledg. In Pakistan, there seems to be an assumption that somehow we produce (or utilize existing) knowledge which will lead to economic prosperity. The public spending on research and development has been raised in recent years.

This prevailing ideology binds the members of the university, shapes the attitudes, behaviors and perceptions. One the same lines, Linda Evans (2007) defines the research culture as shared values, assumptions, beliefs and rituals and other forms of behavior whose central focus is the recognition and acceptance of research practices and output as valued, worthwhile and preeminent activity. In all the three universities, Quaid-i-Azam University, Iqra University and Bahria University, research being the dominant trend, student and teachers conducted research and follows the trend.

8. Conclusion

In Pakistan like other countries recognized the role of higher education for the success and prosperity of the country. Research is increasingly emphasized within the universities of Pakistan and the trend seems to be the same in all over the world. Academic institutions across the world consider research as an important aspect of higher learning and because of this particular reason they developed the "research culture" within their institutes. However, the universities in Pakistan are at the very beginning in the process of developing a productive research culture and up till now haven't witnessed a major success.

The success and the advancements within various fields are directly related to the improvement of the research within the particular fields. Whatsoever development has taken place in the world are all the fruits of the research. In developed world, the universities have a trend of "knowledge application". The students studied in these universities are not only trained in theory but are also trained in application of the knowledge. The important and undeniable reason behind their success is funding .but it is not the only reason. The main reason behind their success in various fields is the existence of research mentality. The students here in Pakistan studied in an educational system where cramming is the best possible way to gain good grades in exams. They were neither encouraged to question nor challenge the subject. This results in the lack of critical thinking within the students. Most of the academic syllabus studied within the educational institutes is the knowledge produced by the western scholars. But Pakistan as a developing country has faced many limitations in the way of developing such culture of research. One of the most important challenges faced by the research culture in Pakistan is the lack of incentives and funding for research. Besides, funding, the lack of commitment and dedication towards research is an important element deficient in the culture of research and education in Pakistan. The culture of convenience is developed within the institutes in Pakistan where students simply rely on reported data and easy/achievable targets are set for the students. Also students within the universities are not trained to face and meet new challenges. The research is conducted only for the fulfillment of individual purposes and the researcher has no interest whatsoever are the

interests of the nation as a whole. Individual differences and purposes are more important as compared to the interest of institution and of the nation.

Research in different fields is an instant need of Pakistan. Currently the solution of all the problems faced by Pakistan rests in research. Many problems such as economic crisis, poverty, terrorism, sectarianism, coping strategies for the management of the disasters all can be solved by conducting proper research. Research is also important for the think tanks as various policy implications are derived from the research findings.

To develop a productive research culture in Pakistan, some measures can be taken in to considerations one of the most important remedy is to train students to develop critical thinking and allow them to indulge in creative tasks. For this, the students should be trained from schools, then colleges and then in universities. The university students should be trained in such a way that they can use their knowledge to solve the problems of the society. Students who are oriented towards research are required to be capable to innovate new things and generate new ideas. They can be trained to generate the indigenous knowledge but the only task is to train them in an effective way so that they can recognize their hidden potential. What need to be done is engaging the minds of the youth in research and disseminates the research culture in all educational institutes of Pakistan.

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Annexure A

An Ethnographic Account of Research Culture in Universities of Islamabad (Interview Guide)

1. what are three major issue that of our research culture at universities

2. (which you consider are hindering the development of congenial research culture)

3. Academic/research environment

4. Library/material
5. Seminars
6. Talks
7. Exposure
8. Discussions

9. Research structure

10. PhD structure & appropriatehomework
11. Research schedule
12. Logistics

13. Supervisor competence& Issues related to Research Environment

14. Available skills
15. Time allocation
16. Professionalism
17. Honesty/commitment
18. Moral
19. Motivation
20. Research Publication
21. Quality or quanitty
22. Research as a motivation or pressure
23. Issues of plagiarism
24. Supervisor's ethics
25. Journals related Issues
26. HEC criteria

27. Research and Intra-department issues

28. Collaboration/relationship between faculty members

29. Power politics within and between departments and it's impact of research environment and faculty development

30. Say of research students in current available structure

31. Participatory approach or top –down approach

32. Development of Research Culture at universities: relationship between HEC and Faculty, how faculty see the HEC policies on Research, (both good and bad)

33. Research as promotion of insecurities among faculty, TTS system

34. Autonomy of Faculty

35. How faculty balances the teaching and research duties: what are the issues?Work load issues

36. Research Funding

37. University as a teaching institute or research institute: views of both students and teachers

38. Research as passion or for job attainments, how student and teacher see this?

39. How do you compare private and public universities? Research culture is the same?