



Higher Education in Pakistan: A Case of Business Schools

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Abstract- Education plays a vital role in developing human capital, which is pivotal for any country's economic progress. Pakistan is a developing and labour abandoned country; it can easily attain its foreseen financial landmarks through effective human capital formation. Since its inception, our country is struggling with higher education quality & most of the public and the private recruitment bodies are still claiming about graduates' professional competencies. The current study aims to explore the potential aspects that disturb higher education quality in Pakistan. The Lahore University of Management Sciences (LUMS) is the top University in business management & also holds a well-thought-of standing in Asia. It provides quality education in Pakistan, and empirically, there has been a clear gap between the quality of higher education provided by LUMS and Pakistan's other business schools. The gap was measured on world declaration dimensions of quality, namely, *curriculum & extra curriculum activities, teachers' qualification methods, tuition & funding fee, school facilities, and interactive network*. As 47% of lecturers in other colleges have never written a dissertation, 41% of teachers who teach at more than one university work hard, 55% of students think that their teachers have their students. Only 58% of students feel that students are unable to provide them with adequate time. The teachers and 43% of the students show dissatisfaction with the University's facilities, while 32% could get financial assistance from their institutions.

Keywords: Higher Education, Quality, Factors and Pakistan's education system.

I. INTRODUCTION

Education is a factor of considerable importance and does not need any further clarification. It has been observed that the countries which have the highest priority to education due to its complementary with other sectors lead the world. Higher education always guides towards the higher return of different sectors. Investment in the educational sector is essential for the development of human capital. It is a widely accepted fact that education is a vital means of the nation's socio-economic development. The information-technology advancements bring it global economy and human being emerging challenges; through education to cope with these challenges. For national economic and individual growth, higher education is essential, as Johnston (2001).

Pakistan is now at a "crossroads" of its development right from the launch of the 21st century.

Education is vital to facilitate and achieve strategic country plans to integrate itself into international economies to share economic prosperity. Higher Education means advanced study in some specialized field of studying for two or four years after graduation (Insani, 2001). In Pakistan, higher education consists of three levels. A bachelor degree is required to take admission in postgraduate courses, and further M.Phil and PhD courses are also available to be specialized in some particular area of interest. Higher education is the most significant education level that helps develop effective human resources to achieve national objectives. It is a difficult task to define quality. There are different concepts available regarding the quality of higher education. The most authenticated definition is "the extent to which the product meets the demands". Another is "customer satisfaction". It is not a clear signal in education about the customer (Bornman, 2004). Quality of

higher Education are some perceptions available regarding world declaration on higher education quality (1998) declared higher education quality is a multidimensional concept and comprises of five variables (Chan, Sok, & Sok, 2007; Dicker, Garcia, Kelly, & Mulrooney, 2018). For higher education quality, it is a general observation that higher education in Pakistan is decreasing rapidly with time. Recruitment bodies often question the quality of higher Education to Government and Private. Higher education query on quality directly relates to; the quality of staff, curriculum & extra curriculum activities, the interactive environment between teachers and students and the facilities provided by the institutions (Iqbal, 2004). Normally, the formal research productivity of the universities is also considered as a benchmark of quality education. The quality of Pakistani research papers is pathetically substandard, which could receive just 3.41 (Including self-citation). Pakistani educational system is tagged as substandard; that's why most developed countries universities are still reluctant to intake Pakistani students (Chowk, 2009). A leading university of business management studies in Pakistan is the Lahore University of Management Science (HEC, 2009). It is also considered the Harvard of Pakistan. LUMS University has earned many names in a short period and became the 3rd best in South Asia (Asw, 2008). During the last few years, LUMS's performance has been remarkable, like produced more than 360 cases studies, seven working papers, 27 book papers, more than 15 conference presentations, and approximately 20 research papers (ISI-indexed) during 2005-2007 (Lums, 2008). Lahore University of Management Sciences (LUMS) has research coordination with international universities, namely, Harvard University, McGill University, University of Essex, MIT, University of Chicago & University of Sussex. Asian Development Bank has recognized LUMS as "A Place of Excellence in Asia" and the other twenty prestigious universities selected from Australia, New Zealand, Asia, USA. The students of LUMS often acquired by leading MNCs domestically and globally. There is a hell of a difference between job profile offered to LUMS students and the students at other universities (LUMS, 2008). LUMS is considered a symbol of quality in Pakistan and the other part of the world. It has performed well in a short period while the other universities which have a long history, like; the University of Punjab established in 1882 and the Quid-Azam University established in 1967, could not perform even near equal. LUMS is a bunch of difference in the quality of higher education delivered than other universities of Pakistan. World declaration in 1998 identified a set of five variables to measure the quality of higher education. Using these parameters, LUMS has been compared with the five other universities, namely, University of Punjab, Quid-Azam University, National University of Science & Technology, Shaheed Zulfiqar Ali Bhutto Institute of Science and Technology & Iqra University. The study objectives to examine the impending factors affecting higher education quality in Pakistan regarding; (a) staff quality in selected higher education institutions. (b) To analysis the quality of course curriculum and extra-curriculum activities in intuitions. (c) To compare the benchmarking institute's quality of infrastructure to the other HEI. (d) To compare research productivity, these institutions. (e) To analysis the quality gap between the benchmarking institution and the other higher education institutions. (f) To suggest ways of improving the superiority of HEI in Pakistan. To certify that the education system in Pakistan operating by world standards quality higher education five universities is measured and compared with the benchmarking University to draw something conducive and quantify the higher education quality gap between these universities. The rest of the manuscript has been designed as hypothesis formation, methodology, results and the conclusion.

Curriculum and extra-curricular activities

Pakistan & India has inherited the education system from the British. Some efforts had been made to grow the education system in consonance with economic needs and national social-ideological. Various committees and constitutions were constituted from time to time for this purpose. Significant efforts that were made in history: all Pakistan educational conference (1947), 6-year education plan (1952), a commission of national education (1959), a national commission of workforce (1969), education policy (1972-1980, 1992), national education plan (1998-2010), national ESP (2001-2004) & HE task force of improvement education Pakistan (2002). These efforts could not bring back the desired results. In Pakistan, most universities are still following the British or Indian made curriculum, which does not meet the present era's requirement. A coherent curriculum is crucial for quality HE. In Pakistan, the curriculum differs from one University to another; it makes one more successful. According to researchers, these need to make the standard curriculum (Leckey, 2001; Bornman, 2004; Allam, 2020). Mood (1995) for better output course contents should be coherent and well communicated to the students and the teachers.

H1: Coherent academic curriculum and extra-curricular activities enable quality of higher education.

Teaching Facility

In Pakistan, the quality and the quantity of qualified staff is substandard. There is a need for 6000 PhDs, but only 1500 hundred are available; one PhD teacher supervises more than 83 students (Dawn, 2008; Nguyen, Do, 2020). More than 1000 students used to take admission in a doctoral degree in Pakistani universities, but the passing out ratio is less than 50 annually. Ramli & Mustafa, (2008). It concluded that faculty is a key factor in improving the quality of higher education. Resulted, Neumann (1994), Williams & Ceci (1997) and Chickering, (1987) established that higher education quality directly relates to teacher's performance.

H2: Qualified teachers with effective teaching methods enable the quality of higher education.

Budget

In Pakistan, the educational budget is relatively low, and only 3% of the GDP used to bifurcate for it has been increased now. During the last few years, the educational budget has been increased from Rs 3.8 billion to Rs 33.7 billion, respectively, in 2002 & 2007 (Chowk, 2009). The budget is still meagre (Chickering, 1987) emphasized that the fund needs to explore research activities and meet institutions' strategic goals. In Pakistan, universities' tuition fees vary greatly, leading to quality deterioration (Johnstone, 2001) argued that funds are vital for higher education quality.

H3: Funding and reasonable tuition fees enable the quality of higher education.

Facilities

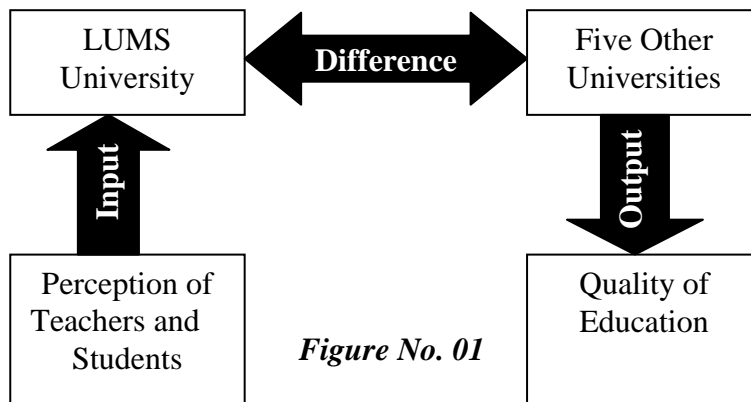
In Pakistan, there is a scarcity of modern facilities in universities. Hamid (2005) concluded that the institutional infrastructure touches higher education quality a lot. To achieve & endure the quality of higher education, modern facilities like (Modern Libraries and Laboratories) which can support students and teachers in their processes (Mavondo, 2000; Heyneman, 2001; Shair, Shaorong, Kamran, Hussain, Nawar, Nguyen, 2021).

H4: Sufficient and modern facilities enable the quality of higher education.

Interactive network

Teachers, students, and teachers' interactive networks significantly influence higher education quality (World Declaration, 1998). Students learn a lot by interacting with each other (Brophy, 1987). It concluded that working with each further increases learning involvement, as Chickering and Gamson (1987). According to Gaza, it is an effective way of learning among students in tertiary education. Extensive discussion between students is a practical approach to improving higher education quality (Messy, 2003).

H5: Effective interactive networking enables the quality of higher education.



Sample

The study has measured the quality of Pakistani higher education. Two questionnaires for the teachers and another one for the students have been administered to avoid biased results. The sample size of the study is 300, of which 120 teachers and 180 students. The questionnaires have been distributed at PU (Lahore), QAU (Islamabad), NUST, Rawalpindi, SZBIST, Islamabad, IU, Islamabad & LUMS Lahore. The selection of the sample was based on the HEC ratings of the universities in business management.

Measure

In this study, primary and secondary data were used. Data collected by research is preliminary data—the data collected from institutions. Separate questionnaires have been administered for the teachers and the students. This study questionnaire has 45 items administered by the literature. Order of presumption, objects have been placed purposefully. The questionnaire consists of opinion questions, MCQs, Yes/No, 5-

point Likert Scale (1 least frequent, two not very frequent, three moderate very frequent, five most frequent). Data processing was focused on descriptive methods (Nguyen, Nguyen, Tran, 2020).

Procedure

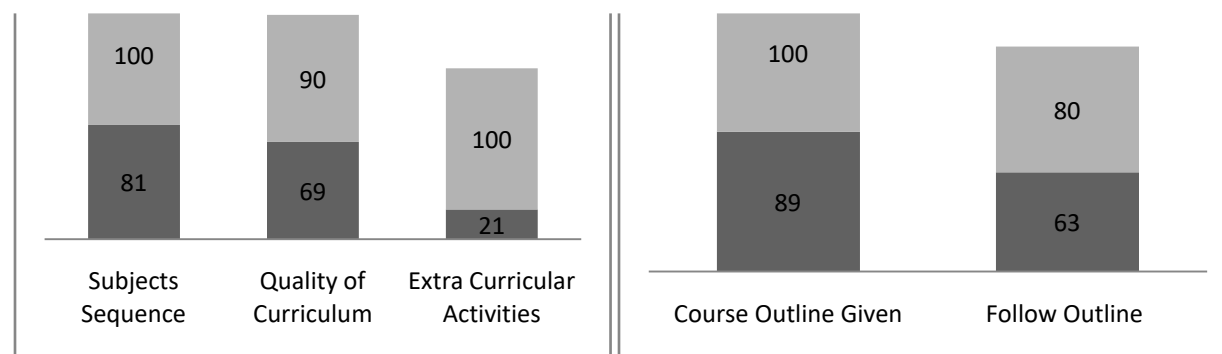
Higher education quality was examined in Pakistan, Lahore. Although several research types have been conducted on higher education quality issues, there is no worldwide harmony on how best to measure higher education quality (Becket and Brookes, 2006). Consequently, through exploratory survey and existing literature, five hypotheses have developed to measure higher education quality in Pakistan.

II. RESULTS

Questionnaires were distributed among 180 students of six universities in three cities of Pakistan. The universities were Lahore University of Management Sciences, NUST, SZABIST, IU& Quid-Azam University, Islamabad and the University of Punjab Lahore. The questionnaires were distributed to prove the hypothesis. The results are the following:

Table No. 01

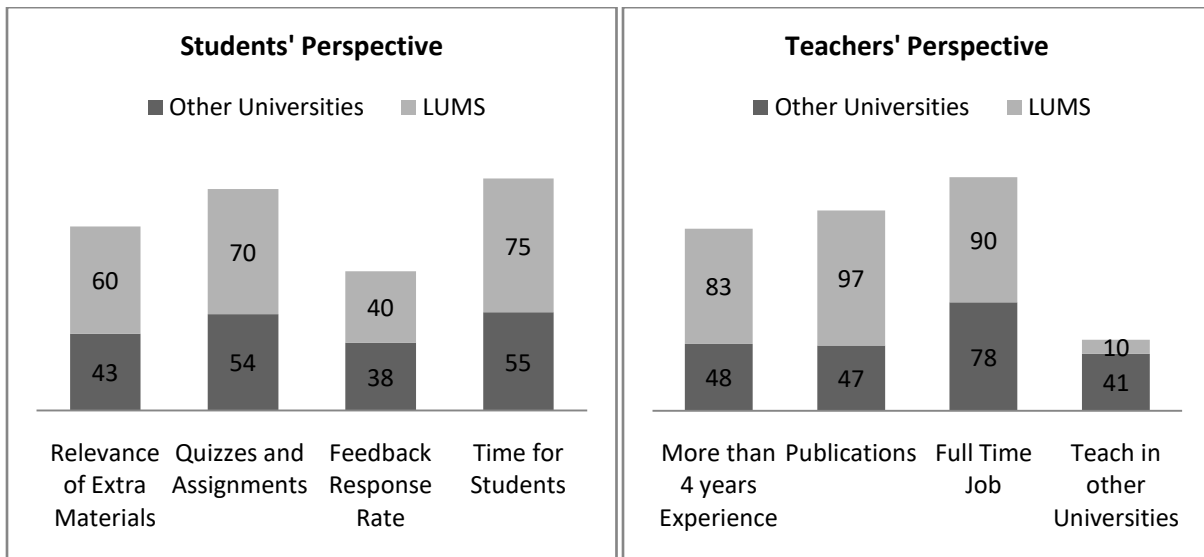
Items	Other Universities student's Perspective	Other Universities Teacher's Perspective	LUMS Other Universities Teacher's Perspective	LUMS
1. Are the subjects offered in sequence ?	81% yes	100% yes		
2. Rate the quality of curriculum of your University.	69% good	90% good		
4. Number of extra-curricular activities.			21% often	100% often
5. Course outline given to students.		89% yes	100% yes	
6. Teacher follows course outlines.	63% yes		80% yes	



For higher education, a quality explicit academic curriculum and extra-curricular activities enable. The first hypothesis investigates how universities have a comprehensible academic curriculum and extra-curricular activities in Pakistan. Teachers supported 81 % of students' subjects & 69 % of them recognized that universities' curriculum is decent as per data. However, both lecturers and students at other universities in Pakistan offered a similar reply that extra-curricular activities are inadequate. The non-academic activities are provided to LUMS students of 100. There are very few non-academic activities available at each University. According to LUMS's students, 80% of the teachers have followed the course outline, while in the other universities, the response rate is 63%. The 61% of students at other universities said course objective discussed initially, while 80% of LUMS students reported. It still needs to pay care to emerge extra-curricular in universities. This thing will lead to producing quality output for the market.

Table No. 02

Items	Other Universities Student's Perspective	Other Universities Teacher's Perspective	LUMS Teacher's Perspective	LUMS	Student's
Qualified teachers with effective teaching methods					
1. Four years or more teaching experience	48.3%		83%		
2. Publication			47% never	3%	
3. Number of full-time lecturers			78%	90%	
4. Teach more than one university				41%	10%
5. Number of teachers teach more than 24 hours/week.				33%	0%
6. Lecturers always give course outline	89% yes		100% yes		
7. Teachers follow course outline	63% yes		80% yes		
8. Relevance of extra materials given to the students.		43.3% agree		60% agree	
9. Are quizzes and assignments sufficient?	54% agree		70% agree		
10. Rate the feedback response rate from teachers	38.7% good	40% good			
11. Do teachers have time for students?	55.3% yes	75% yes			
12. Student's involvement in class		48% agree	87% agree		
13. How many students agreed teaching style is effective?	36%	43%			
14. Number of students agree explanation is Clear	51% agree	80% agree			



The quality of the knowledge providers is an imperative element in this study. In other universities, less than 15% of teachers are PhDs, and about 70 percent contain master degrees in their respective fields. According to results, 47% of lecturers have never published any research papers, while more than 60 %of teaching faculty at LUMS are PhDs, and all of them hold some research field publications. Also, only 78 percent of lecturers at other universities is full-time, while in LUMS, the percentage is about 90%. As per the data

collected to other Universities, teachers full & part-time do not teach at only one University. Averaging 13-18 teachers teach at least two universities, while 41% teach more than 24 hours per week. As per the results, teacher 43.3 lecturers have more than four years of teaching experience. 89 % agreed that lecturers always give them a course outline from a student's perspective, and 63 % supported the view that lecturers follow the course outline provided. A total of 53 percent of them accepted that lecturers give them extra materials which are relevant to their study.

Moreover, 17% of the students claimed that the return period of results is fast. 53% of students lament the shortage of time for their teachers to meet with them. Positively, 48 % of students repeat entirely complicated in the class, and only 51 percent said that teachers' teaching style is actual. Only 56 % approved that they established career counselling as teachers. As per the teacher's superiority comprising educations, teaching practice, and teaching, research experience is unfortunate. Due to an extra workload, most of a week 24 hours more, which primes not only to have adequate time to make for their coaching but also allow crushed time for students to consult.

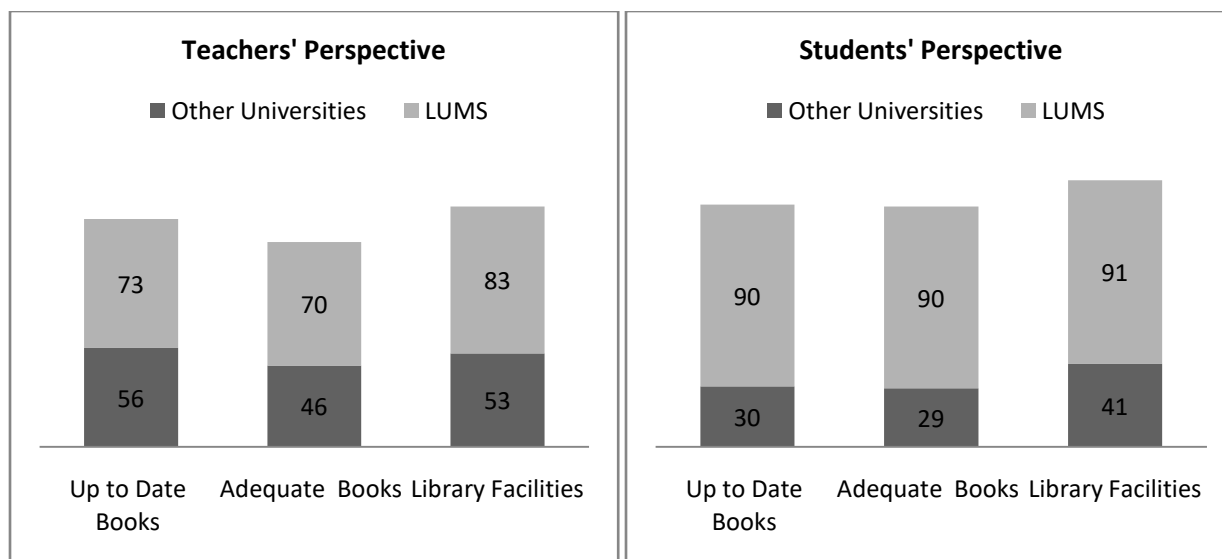
Table No. 03

Items	Other Universities Student's Perspective	Other Universities Teacher's Perspective	LUMS Teacher's Perspective	Other Universities LUMS	Student's
<i>Funding and reasonable tuition fee</i>					
1. Financial assistance to students	32% yes		67% yes		

Universities in Pakistan are two primary finance sources: Govt funding and tuitions fee, while very few donors' funds are Universities. A most vital source of earning is tuition fee in private institutions. The average tuition fee of Pakistani's universities is 3000 to 3500\$. In the era of competition, most universities have reduced their dues. However, LUMS charges high fees and provides high-quality instruction to students. In Pakistan, the education budget is surging at a low pace, but there is a need to pace up to 5% of GDP around 3%.

Table No. 04

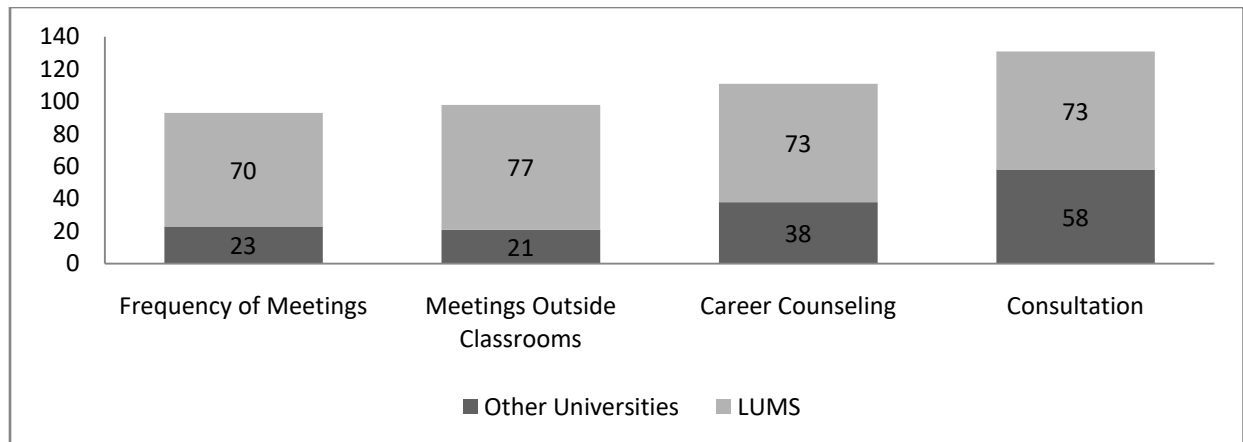
Items	Other universities Student's Perspective	Other universities Teacher's Perspective	LUMS Teacher's Perspective	Other universities LUMS	Student's
<i>Sufficient and modern facilities</i>					
1. Up to Date Books and study materials in Library.			56% agree	73% agree	30% agree 90% agree
2. Adequate books and study materials in Library.			46% agree	70% agree	29% agree 90% agree
3. Satisfaction on facilities available in University's library.	53% yes	83% yes	41% yes	91% yes	



According to students as they belong to the field or need physical facilities to explore more. Both students at other universities and LUMS students want equal resources such as access to up-to-date manuals, records, and processors to successfully study. But data collected indicated that amenities at other universities are incomplete as associated with LUMS. Even though there is a library at each University but books, study materials are not up-to-date and inadequate to facilitate student. Library space is minimal, and it isn't easy to find places to read books. Material such as LCD projectors, audiovisual rooms are insufficient for lecturers & students; 41% of teachers and 53% showed dissatisfaction with the University's facilities. This deficiency is reasonable since universities do not have adequate capital from the management in adding to low tuition taxes. This limitation is an obstacle in the way to produce quality output by universities. The absence of facility is also a clarification of little incentive and lack of promise of the students to study.

Table No. 05

Items	Other Universities Student's Perspective	Other Universities Teacher's Perspective	LUMS Other Universities Teacher's Perspective	LUMS Student's Perspective
Interactive network				
1. My teacher has enough time for me	55%yes		73% yes	
2. Frequency of students' meetings held Outside the classroom with students.		23%often		77%often
3. Frequency of students' meetings held Outside the classroom with teachers.		21%often		77%often
4. Technical formal discussion between teachers	58%once in week		73%once in week	
5. Number of students receiving career Counseling		38%yes		73% yes



According to the results, 58 teachers were told that they were having a structured discussion once a week and that 21% of them had limited opportunity to consult or interact with students, indicating that they did. Meet the teachers. They have very little time. More than 38 percent of students replied that they did not receive some occupation analysis from their University or teacher. Nearly 55 % of students approved that their lecturers have enough time for them to access. Interaction between students & students is little. And only 23 percent said that they have meetings themselves outside the classrooms about the study issues. These results show a distinguishing paleness if associated with LUMS, for its strategy needs the education facility to have at least four office hours per week. The interaction between students and teachers is quite strong 77% of student respond that they have meetings with teachers, and 73% of students said their teachers have enough time for them. In the teachers' LUMS workload, most teachers teach less than 24 hours a week, and 81% of teachers stay in the office up to four hours for students' assistance. The interaction between teachers is also substantial, and 73% of lecturers have a technical discussion each week. It is deduced from this outcome that dealings with the academic staff and associated students are not very decent for motives such as the teachers' inaccessibility, absence of incentive to form assembly study, lack of amenities, and inadequacy of financial compensation.

III. CONCLUSION AND RECOMMENDATIONS

A clear gap has been identified between other universities of Pakistan and LUMS in providing quality higher education. In connections between qualified teachers with real teaching methods, study achievements and education masses, different Universities in Pakistan have been behind LUMS, as only 36% of the students recorded teaching systems working. In comparison, about 43% claimed that they had never generated papers in any other universe. So, for capital and tuition dues, while the average tuition fee in other universities is only about half of LUMS, is not enough to meet growing educational needs.

45 percent of respondents said that their tutors do not have an adequate period to discuss study matters due to heavy teaching load in the interactive network perspective. At the same time, the frequency of student-teacher meetings is relatively high in the LUMS. Adequate communication amongst teachers & students and tutors' participation can recompense meagre teaching amenities and teacher superiority. The communicating system looks to be a primary and maximum vital stage, seeming lack of touchable funds other universities are opposite. The universities of Pakistan are struggling due to scarcity of resources, and only 53 percent showed satisfaction with the facilities available. The government should pay attention to the above-discussed factors to progress the superiority of HE in Pakistan. Inadequate funds, swelling teachers' participation, and students' contact are vital for Pakistani universities to expand higher education's excellence. As in this study, education shows an essential part in improving the republic position in all aspects. Pakistan is a labor abandoned country; there is a harsh need to explore human capital through quality education. Through human capital formation, we can achieve our national economic objective. Consequently, the government's accrediting of numerous private universities is upright for the economy's progress, and there ought also be good check and balance on it. However, more building & educational structures are significant; more practical quality development is a distinct and more problematic task.

It is time to make a shift from "coaching-concerned with"academies to "study-concerned with" universities, nearly 47 percent of teachers not ever issued any paper in other academies. It is an admissible fact that teaching orientation is significant, but universities must promote research orientation as LUMS doing in Pakistan for elongated-period development. The study has provided a valuable vision into higher Education in Pakistan, which can kindle conversation on the government's part in inspirational teachers and students to effort composed to shape up average quality in higher education for country growth. The findings from this research can contribute to the expansion of an instrument of the emerging anthropological source. It will help refine leaflets, advanced tools and services and refining teacher preparation progressions that will inevitably lead to advanced education supremacy in Pakistan.

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