

Finally there is lack of efficient human resources not only in higher educational institutes in Pakistan but also in Higher Education Commission (HEC), which is adversely affecting the quality of education provided. One of the primary issue is the appointment of "visiting faculty". While visiting faculty members can bring fresh perspective and expertise, their transient nature undermines the quality and stability needed to keep education standards high. For example, many universities in Pakistan, such as the "University of Karachi", frequently rely on visiting faculty resulting in a lack of cohesive teaching strategies and long term commitment to students development. Another critical issue that needs addressing is the inadequate wages of teachers either they are visiting or permanent faculty. This disparity in wages not only demotivates teachers but also drives many talented teachers to seek opportunities abroad, which further depletes the pool of qualified faculty. Additionally, the

absence of a "comprehensive teacher training program" further increases this problem. Teachers who are not equipped with the latest pedagogical skills and teaching methodologies struggles to engage students effectively. Moreover, the existing faculty is often overburdened with responsibilities and other tasks making them less effective. Faculty members are unable to dedicate sufficient time and energy to each student needs which negatively impacts the learning experience. Finally, the irresponsible attitude of some permanent faculty members have been noticed. The irresponsible attitude includes neglecting their teaching duties, arriving late or missing classes and fails to provide timely and constructive feedback on assessments. Such behavior can led to decline in student motivation and overall learning quality. All these factors are responsible for lack of inefficient human resources further exacerbating the issue within the higher educational system.

Finally comes the remedy for the absence of efficient human resource. One significant step in this context is the appointment of permanent faculty instead of relying on visiting faculty. Permanent faculty members can develop a deeper understanding of the institution's culture, policies and students leading to better educational outcomes. For instance universities like **LUMS** and **Agha Khan University** have benefited from retaining permanent faculty who contribute towards the consistent academic growth of their institutions. Another essential aspect is the promotion of teachers training program. Regular training and development programs ensure that teachers are updated with the latest pedagogical techniques and subject knowledge. For example Higher Education Commission (HEC) Pakistan just started to conduct various training programs to enhance the teaching skills of universities and their professors, ensuring they can deliver high-quality education. Moreover, multitasking of faculty should be minimized. Faculty members should focus on their primary roles of teaching and

Research rather than being burdened with administrative tasks. This focus can lead to improved academic performance. Institutions like the **University of Punjab** have seen significant improvements in faculty by minimizing non-academic responsibilities. Lastly, regular checks on the performance of permanent faculty can help in maintaining higher educational standards. Implementing performance appraisals and feedback mechanism can help in this regard. This practice is observed in institutions like **National University of Science and Technology (NUST)** where performance reviews are a regular part of the academic cycle, ensuring that faculty members are continuously striving for excellence. By focusing on these areas, ill or absence of efficient human resource can be solved which can significantly improve the quality of educational institutions.