

PalArch's Journal of Archaeology
of Egypt / Egyptology

**A PHENOMENOLOGICAL STUDY: UNDERSTANDING IN-SERVICE
STUDENTS EXPERIENCE OF ACQUIRING MS/M. PHIL. OR PH.D.
DEGREE**

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Muhammad Asghar Khan , Raja Rehan , Imran Umer Chhapra , Muhammad Ghayour Khan , A Phenomenological Study: Understanding In-service Students Experience of Acquiring MS/M. Phil. or Ph.D. Degree , Palarch's Journal Of Archaeology Of Egypt/Egyptology 18(4). ISSN 1567-214x.

KeyWords: Advancement of Professional Career, Expectation Achievement, Outcomes of the learning process (Academic Performance). Social Factors, Institutional Factors.

Abstract:

In every country, a better system of education can open the doors of social, economic, intellectual, scientific and hi-tech advancements. This study was intended to explore the real-life experiences of students (MS/M. Phil. or Ph.D.), who are working in different sectors also to understand the association among the academic performance of students, motivation, and attainment along with working. In this paper, the researchers used a phenomenological research design through a qualitative inductive approach. By accumulating deeper detail and viewpoints, the phenomenon is documented. For this study researchers selected three leading universities. The data were collected through in-depth, unstructured interviews under a phenomenological research design from MS/M. Phil or Ph.D. students from IQRA, KU, and SZABIST universities. The data analysis shows that all the respondents are truly aware of the concept of Higher Education, which seems to be non-traditional and in fact very strong in its spirit, but in so far as

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their experiences are concerned to reach up to its genuine realization, different perspectives in respect of real-life journey are recorded from a different respondent. To tackle the factors that negatively affect the academic performance of in-service students, the desired measures to be suggested relevant for encouraging higher studies in Pakistan.

Introduction:

This study is focusing to explore and understand higher education (MS/M.Phil. or Ph.D.) students' experiences that are already serving in different departments and institutions of public as well as private sectors and studying at different universities. These students are also called 'mature-age students' or 'part-time students'. In different renowned universities worldwide, a large number of mature-age students are pursuing higher education. The need to enroll for university education are security at their workplaces, mastery of their teaching subjects, elevate their status in society, need for belonging, and self-actualization among others, encourage in-service students (Mc Innis, 2001).

In the education sector of Pakistan, the Federal Government policies promote access to higher education at different universities by all citizens. Consequently, many in-service students including school leavers have access to higher education now. In different programs, increasing the number of mature-age students pursuing higher education with the passage of time.

Krause et al. (2005), one of the researchers affiliated from the University of Melbourne, point toward a number of factors which affect the mature-age student's academic performance. Few of these are; psychological characteristics of the student, demographic characteristics of the student, the prior academic performance of the student, the learning process outcomes, institutional aspects, and social aspects. Age and gender under the demographic characteristics of student were established to have an effect on the academic performance of the student. Likewise, concerning most courses and institutions, age is established as a performance indicator. Again it was recognized that performance wise old university students are somewhat better than students of younger age. In some courses of science, like Physics, Chemistry, Mathematics, it is generally observed that performance of mature age student tends to comparatively slow with the age, which shows the negative effects, whereas time and experience increase their learning depth.

In a learning environment, motivation and academic preparedness with regard to the psychological characteristics of the student are established as very essential with relating to finding out the learning process outcome. It was cited by Krause et al. (2005), that there are various students who departed voluntarily from a full-time study reported two reasons for withdrawal as, insufficient basic knowledge and disappointing study skills. (Murray-Harvey, 1993) reported that, at the tertiary level, the studying and learning approaches are influenced strongly by secondary school practices and unrelated may create an issue. It is therefore established that students' performance is undoubtedly associated with their own concepts of their academic ability.

Accordingly, on the basis of academic performance, admission to university and student prior performance is determined according to one index or some combination of indices, such as ranking or secondary school results (general or in specific subjects). For ranking, prior performance of student shows that results of secondary school subject customarily are tertiary performance's strong direct predictor.

At Monash University, a study conducted by West et al. (1986) reported that some students departed studies of the university as they already committed to fulfilling needs of the family, so it becomes difficult for them to combining study with it. A student needs appropriate time for

study and time to be in class. In the same way, the student has to spend time with family, friends, social activities and for their own also. Students performance affected by several ways, researches show that academic performance of mature age students is negatively influenced by the institutional factors, the reason is that for effective teaching and learning, when the environment is not providing the effective needful attempts, it could happen. On academic performance, the impact of methods of delivery to the students is also matters. Further, West et. al. (1986) explains that there is a direct or indirect significant negative impact of difficulties of financial on students' academic performance.

A study by Murray-Harvey (1993) affiliated with Australian university shows that student's intellectual, personal or social development is associated with the learning process outcomes. Pascarella and Terenzini, 1983, study shows that on mature age student's academic performance, there is a direct and indirect effect of Intellectual development. Like, the study highlighted that as negative outcomes may induce hard work to avoid failing, in the same way, the positive outcomes act as motivators. These are the outcomes of researches carried out in different countries. In Pakistan, the situation is not so different as well. There is a lot of concern raised over the past five years among university academic staff, as well as in the students themselves. Furthermore, it shows that against the degree programs, there is no significant increase in graduating students in Higher Education at universities.

Since the beginning, programs of BBA, BS, MBA, and MCS have been running in private sector Universities/Institutes. The MS and Ph.D. (Management Sciences, Social Sciences, and Computer Science) also started as Programs of Higher Education in such universities. These universities also introduced some parallel programs like, weekend based programs, evening programs and other for those who have low resources but could manage to come to learn at university. That's why persons can enter Higher Education Programs and learn.

It is a common observation that persons are willing to enroll more and more in a Higher Education study programs in different universities for acquiring a degree. This is somewhat called 'achievement motivation', Spence (1983). It's a process of non-cognizant, in which one can take a decision on what action could make and what not. Likewise; Woodkowski, (1985), proclaimed that failure could bring embarrassment achievement brings pleasure and satisfaction. Spence, (1983) also added that, like different psychological needs (shelter, food, clothing, protection, and love), achievement is a desire as natural and basic to all. Here, the question arises, why do mature-age students with an intrinsic desire to achieve Higher Education?

To answer this query there is no investigation has been made up till now. Hence, to determine the factors that affect mature age students academic performance, there is a need to carry out a study for examining the issue.

Phenomenological Approach to the Problem:

The phenomenological approach aims to realize the phenomena, to clarify the specific by looking deeply into the real-life situation perceived by the actors. Through inductive techniques and different qualitative methods like discussions, interviews, and observation of participants, the phenomenological approach usually gets together profound views and opinions and then interprets that information. From the individual perspective, phenomenology is related with the study of experience, usual means of perceiving. A phenomenological approach is a powerful tool for acquiring deep understanding regarding actions done by people, their practices, knowledge, incentives, inspirations, and drives. Especially for this study phenomenology helps to understand the following:

1. The rationale behind studying and the experience of part-time or in-service students' during studies.
2. The relationship among job and in-service learner by means of conferring studies and work simultaneously, support by the employer, and decision taking for the career, about studies related.
3. In in-service studies, refurbishes' the career, and approaches and reactions by the employer to their employees.

Purpose of the Study:

This study was intended to investigate and recognize how higher education students feel and what are their experiences of pursuing MS/M.Phil. or Ph.D. qualification in Pakistan with their jobs.

Specific Objectives:

There are following objectives to be set by the researchers:

1. To understand the feelings or lived experience of in-service students towards their studies.
2. To explore and establish the relationship between students' academic performance and goals set by the in-service students.
3. To understand the relationship between social factors, institutional factors and the outcomes of the learning process of in-service students.

Research Questions:

In this study following research questions need to be examined:

1. What is the meaning of higher education to working students?
2. How do you perceive the value proposition of being part-time students?
3. What factors influence to undergo this experience?
4. What is the impact of motivation on getting hardships in higher studies and outcomes of their learning?
5. What are the challenges if any, faced by mature-age students?

Scope of the Study:

The study was conducted at three universities, using a sample of MS/M.Phil. or Ph.D. students selected from all of the disciplines. The study was covered during the period of the academic year 2019-20. The study seeks to recommend measures to address the identified factors in order to improve the situation. Hence, it hopes that this study results will identify the aspects affecting a higher level student's academic performance. In addition, lecturers, tutors, and the concerned personnel's in the Higher Education programs will find ways of helping the mature-age students in order to ameliorate the situation and will stimulate interest in promoting more research work in the subject.

Definition of Key Terms:

1. **Advancement of Professional Career:** Motivation for promotion in their employment, improvement of their professional skills, pay scale benchmarks, career change or attainment of management positions.

2. **Expectation Achievement:** The expectation to achieve pushes students to strive hard to perform to the best of their abilities for academic success even when things get tough.
3. **Outcomes of Learning Process (Academic Performance):** This term is used by students based on how well they are doing in their studies and classes. Academic performance is the outcome of education – the extent to which a student, teacher or institution has achieved their educational goals. It is an evaluation of enhancement throughout the learning process.
4. **Social Factors:** These are socially oriented student-to-student interactions with peers extremely effective for learning.
5. **Institutional Factors:** In this study, institutional factors were defined as characteristics of the institution. Examples are the college environment, racial congruency, academic support programs, financial support, and types of degrees offered.

Literature Review:

In this study, the literature is presented to investigate factors motivating in-service students to choose Higher Education programs in universities, factors affecting the academic performance of in-service students pursuing Higher Education in universities and the measures to mitigate the challenges faced by them that affect their academic performance in a university environment.

Defining Part Time/In-Service Students Getting Higher Education:

“Part-Time Adult Learner or mature age students or in-service students are defined as those type of pupil who is said to be nontraditional, who wants to continue higher studies, usually when they become older, mature enough in terms of mental as well as physically, having a lot of employment and family-related duties to be fulfilled” (Bean, J., P., & Metzner, B., S., 1985).

In-service Learners in Higher Education:

In Higher Education, for some time Part-time students have been recognized as a very significant segment. Since the mid-1990s, Davies, (1999), suggests that instead of full-time part-time enrolments have been increasing faster. In student population, this segment is highly diverse, different from each other in numerous references, especially the aim for qualification, the study level, the full-time acclaim study bits calculated how much in a fixed time, the full course length, and funding of the study. Mason, (2007) and Ramsden, (2006), proclaim the current and recent part-time students characteristic details.

Though, a number of researchers (for e.g. Brennan et al. 1999, Tight, 1990, Davies, 1999, Woodley, 2004) pointed out on this experience, as specified on this group of students, research done on their skill and practice has been very shortly till now. It has begun to be rectified about their goals and study experiences; the research done on productive careers of the same set of the pupil is also a very short attempt by the researchers.

In this study the evaluation points towards the different features of the literature with regard to the mature age learners as follows:

1. Experience of studying Higher Education by Part-time students’ and the effect of study output on their whole life.
2. Set of thoughts under the certain nature of employment and study type.
3. Employers’ approaches and reactions to workers engaged in part-time higher studies.

In-Service Students Entering in Higher Education:

In this study, it is found that very small work has been done that related to in-service students who are pursuing higher education. To counter the pressure to broaden passage and involvement with innovative ideas of in-service learning, the Open University has done significant work. Dey et al. (2004), Hart et al. (2006). They further reported that the Open University started a project to build up a route to widen the program of distance learning which is work based intended to give an opportunity to get achievement in higher education to those who have got unfortunately limited chances to get a formal education. Sometimes students got experience related to some specific field but don't have such academic qualification regarding it. So it is accounted that this kind of program of learning draws a percentage of around 10% more in men in getting a diploma in social work. This program of studies is made possible by a consortium that contains legislative departments of social work and organizations like Barbados, who worked as voluntarily.

One more organization of Union Learning Clubs Project (ULCP) enterprise in Manchester among combination study established that more overtly focuses to enroll in-service students, to facilitate their member's unions and inaugurate prospects of learning and the Open University for them Hart et al. (2006). It also persuaded members unions who have got no possibilities to learn higher education previously and promoted them to the way in short courses at Open University at the level of undergraduate in the first year.

The above studies proclaimed about combined work-study based are essentially having definite significance for recruits who need to go back to education with continuing their job as well.

Choosing Part-Time Study: Motivations and Obstacles:

The motivation and obstacles to starting studying have been discussed by many researchers in their studies. The question arises here that why rather than a culture of studying full time, part time study has more access, and what are the causes to join studies as a part-time. Mostly the reason to why study as part-time and why want to join and continue higher education is different. Many studies give the answer to the former question but only very few studies have investigated the later question.

The study by Feinstein et al. (2007), surveyed higher study 3000 students who are part-time degree holder graduates of Birkbeck London University, and investigated the mature in-service graduates characteristics and to discover why they desired to study, find out the advantages regarding social and economic ways they acquired, and explore that whether some association found among different graduates reasoning, their characteristics and selection of study courses and the overall advantages after fulfilling the desire. Still, it seems that the question deal with why students chose part-time studies preferably is unanswered in this survey.

The study by Callender et al. (2006 (a) inquired about why students would like to join higher education and also why students desire to get part-time study, and for this researcher used massive sample size of 2654 students from different HEIs and universities having old or new cadre, the FE colleges and the Open University. He also incorporated qualification of the prior level and concentration of studies by the respondent's, that is what amount of students were getting courses in full-time study. They established that influential reasons are more significant (specifically for those having no prior qualification), rather than only interest, the desire of obtaining qualifications and skillfulness, however, these got their own importance.

Almost all studies believe motivations as traits of succession in higher studies by the individuals. The qualitative study by Schuller et al. (1999), propose that motivation is a key to

get success especially with regard to studies, as once there comes motivation decision generates automatically. However, the decision may be more combined, with family support and encouragement, which has a very considerable role. In the same way, there found some employers who encouraged students to take courses in higher education. They put forward a recommendation that few students take this as pressure and feel that without getting higher qualifications they could not get promoted. Further research is needed to investigate the nature of such pressure.

Studies conducted by and Davies et al. (2002), and Davies and Williams (2001), also discussed the decisive factors which can influence the decisions and may act as obstacles to come into higher education. They also termed as the risk and the “delicateness of decision making”, that is concerned in the composite stability among perceived incentives study cost, in a specific time and money, and there is a complexity of interpreting motivation into self-confidence. Risk of failure on various magnitudes in terms of lack of suitable support services, un-acquired rewards are included as other obstacles. For different people having children, jobs, or major financial commitments, these suggestions would worth a lot. However, they did not completely investigate the factors regarding whether these contradict according to students’ age, gender, or subject area, or against risk perception of the students and how these be different among full time and part-time students.

Methodology:

In research studies, the analysis and the philosophical manifestation can be carried out inductively through a Phenomenological mean. In phenomenology, the researchers try to understand and explore the perception, experience, conviction and specified phenomena’s of respondents at a deeper level. Purposive sampling procedure will be used to collect students’ views through in-depth mail interviews to investigate in-service students’ experience of acquiring higher education. The target population consists of all the respective higher level students (MS/M.Phil. or Ph.D.) of all of the disciplines from universities in Karachi. Six students’ in-depth interviews were conducted before the saturation point was achieved to collect data on the experience of in-service students. All the respondents in this study were selected purposefully from higher educational institutions pursuing MS/M.Phil. or Ph.D. qualification with jobs. Participants were from SZABIST, KU and IQRA universities and an average age were under 45. Inclusion criteria were;

- (a) Getting a higher education,
- (b) Working at some place,
- (c) Willing to share her/his experience.

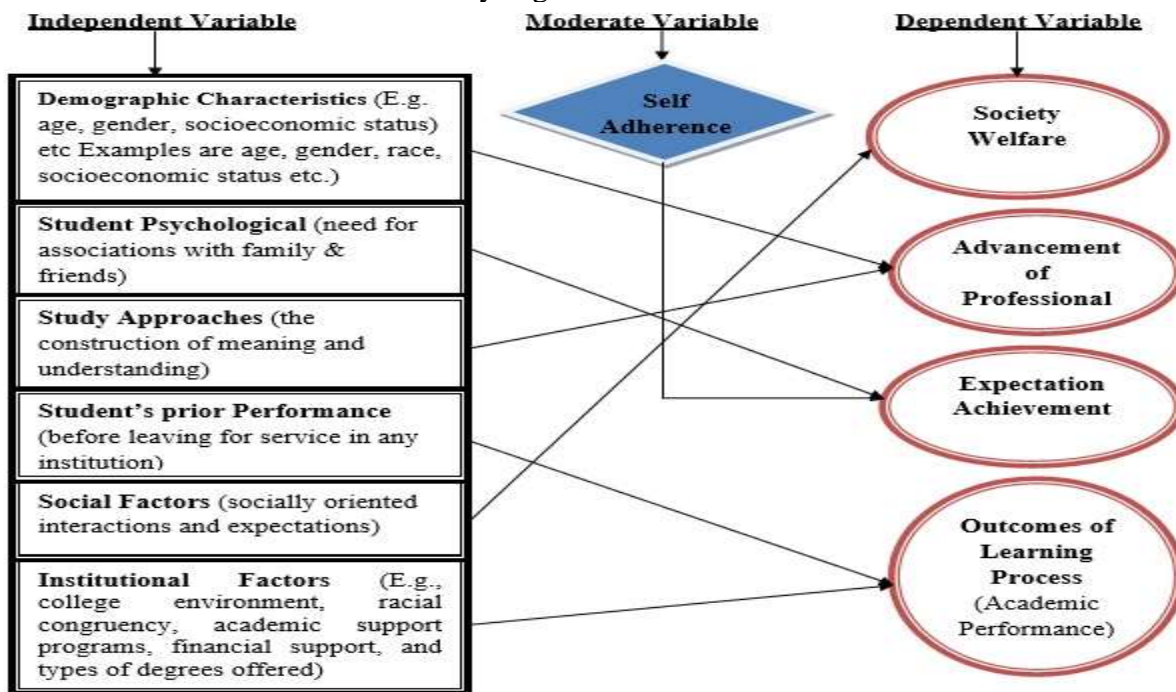
In this study the researchers used the interview technique because of limited time for conducting it and the population overall was well educated, so the detail interviews were conducted by researchers to get the proper answers focused on the subject from the respondents. The hybrid questionnaire was used to conduct an in-depth interview. The questionnaire was divided into sections delineating personal information and other related information. Interviews were employed for the reason that they are claiming to be as the core data collection technique (Sarantakos, 1997). The collected data was assessed by means of the phenomenological technique after collected through interviews of in-depth in nature. All interviews were transcribed. Background information was obtained through a questionnaire. After obtaining consent regarding answering the required information from each participant, the data open coding included under the process of phenomenology that has a function of explaining the

denotation of components, in which important phrases and sentences that can explain the in-service student's experience was highlighted to formulate the significant meanings from transcripts.

The formulated meanings were clustered into key themes then memoing under case based technique through axial coding was employed, after that the themes were created together with memoing under the theoretical foundation and subsequently each data component (interviews) restrained, change and lastly unique categories (themes) from interviews were created which were common in all transcripts, and finally produced conceptual memorandum to be exactly the insightful phenomenon review of the precise matter (Heyener, 1999).

Data Analysis:

The theoretical framework of this study is given below:



Phenomenological Analysis:

Themes/categories	Respondent 1	Respondent 2	Respondent 3	Respondent 4	Respondent 5	Respondent 6
Understanding the concept of HE/their perception	Pathway to give esteem to one's career and intellect	The medium of personal enlightenment and fast-track approach to excel in	Specializing in a particular field to the point of excellence	Sets the tone of the subject, nurtures one's higher-order skills, abilities to perform	Anything beyond Bachelors	A challenge, an opportunity to prove one's skills

Themes/categories	Respondent 1	Respondent 2	Respondent 3	Respondent 4	Respondent 5	Respondent 6
		a professional career		well in the workplace, conduct relevant research, engage in scientific investigation, solve problems and present and defend their ideas		
The significance of HE in Learner's life	Satisfaction regarding future security which resulted in esteem self-confidence building and construction of goal representing total life change in terms of mode of thoughts	Build up a better understanding of the field, developed as a research scholar	By having a grasp on a subject to satisfy the students	Provide support to sustain at the workplace, produces results, which resulted not only to brilliantly assessed and evaluated but eventually obtained the rewards and success	The interviewee was not satisfied, as according to him, he was not able to give justice to job, studies, and family by giving them all proper time, and he was not motivated by a gain in salary by this.	Provide a destination, an aim to focus, and the person is motivated to use all the efforts and resources to achieve that aim
Experience with Execution of In-Service learning	The interviewee was not satisfied, as according to him it was a tough experience of coping	Feel motivated to learn more and strive to reach on top of his field through	The feeling is lifetime memorable, both experiences would have worth a lot, as getting a higher	Tough and sturdy indeed according to him but none the less worthy of doing it atleast once	Problem faced in struggling most of the time, according to him it is basically the issue of	Faced with difficulty to carry on the job as well as studies simultaneously, as he was unable to focus on

Themes/categories	Respondent 1	Respondent 2	Respondent 3	Respondent 4	Respondent 5	Respondent 6
	with both job and studying, feel stressed and tensed, even not taking proper rest and loaded with huge work pending, which affect his academic performance and job demands	research and academic studies and moreover experience the fulfillment of self-esteem and self-actualization in life	education is his endless wish so the feeling to strive for better future can help him in facing the hurdles and for not only the overall personality enhancement but to deliver my share to satisfying my inner which is a lot important for me	in a life, a person with a clear goal/direction and hard-hitting can only think about that milestone	time management there are deadlines at work and at study place, so if your time is not managed properly, you will be in deep trouble	the research work so decided to sacrifice work for education and feel no regret for this decision so far
Feelings getting HE/their Viewpoint	The interviewee was very little satisfied with higher studies at Pakistan against universities abroad way Ph.D. is carried out so he feels not that indulged and taking full insertion to	The most unique part of higher studies according to him is to see things through the eyes of other people.	Being a teacher he feels blessed getting HE, as according to him he was always in touch with his research work which helps a lot to discuss the various issues of his field with his	For him, getting a higher education is nothing but getting closer to the objective set by the individual.	According to him, it a deeply rewarding experience, both career-wise and personality wise, understanding of how to interact and deal with different situations has changed	Experience is interesting, fascinating and enlightening, according to him Overall higher education changed his way of thinking, interaction with scholars from

Themes/categories	Respondent 1	Respondent 2	Respondent 3	Respondent 4	Respondent 5	Respondent 6
	study to sustain in this country		students and discussion with his students help him in his research as well to elaborate the important points.		through it	various fields has been an enriching experience
Following Trend of Competition	Following for getting better job opportunities and job enhancement as promotions etc	Following by reaching the top of one's field of interest through research and studies	Following to attain a respectable position in a society	Following to compete efficiently and effectively with friends, peoples and in the marketplace; to mark identity amongst others, and to prove one to the others	Be aware but do not follow, as according to him it's more of a personal gain for him	Be aware but do not follow, as according to him, he decided not to choose a miserable life and setup a higher goal and feel satisfaction in achieving these goals, so that he can test himself to the limits of his potential.
Motives behind getting HE	Career advancement	To excel in a professional career	To pursue a career in a field of interest and for self-development and enhances	To compete efficiently and effectively with friends, peoples and in the	To excel in a career, and to improve education	To strive and spend life like a normal individual and setup higher goals to

Themes/categories	Respondent 1	Respondent 2	Respondent 3	Respondent 4	Respondent 5	Respondent 6
			confident	marketplace; to mark identity amongst others; and to prove one to the others and to flourish in terms of wealth with the passage of time, parent support has also been the motive behind it		achieve
Impact of Motivation on Learning Outcomes	Lack of adequate resources like journals Etc. draws a negative motivation on his learning outcomes	According to him, one cannot pursue higher studies without strong motivation, and strong motivation built up within your own mindset, which certainly encounters all sorts of financial and time management	He believes that one cannot achieve anything fruitful until he faces hardships. Negative motivation due to the rising cost of education, the timings of classes clash with the office timings and due to late sittings at the workplace because of	Forward-thinking approach and strong determination, which come from the mentor provide positive learning outcomes	He considers that to struggle to prove your worth to your penny will give you a lot of strength which ultimately delivers positive outcomes to his studies	He said that to overcome his fears and suspicions, make him much mature, sensible and courageous enough to question right and wrong through motivation impact factor which proves positive learning outcomes.

Themes/categories	Respondent 1	Respondent 2	Respondent 3	Respondent 4	Respondent 5	Respondent 6
		challenges which definitely produces positive outcomes	which to complete assignments in university occasionally disturbed means negative outcomes arise.			
Employer support/Volunteering	Existing support structure at the workplace from employer and staff members but still he can't take the pressure of job with studies	None	Yes	None	None	None
Reputation/Confidence Building	Yes	Yes	Yes	Yes	Yes	Yes
Issues/External Forces	Time managing issue as well as usual pressure imposing by job side	Pressure comes from the employer and personal commitments	Time issues	None	Time managing issues	Time managing issues, and also financial matters
Value Driven Experience	No, as according to him, higher education is more	Yes	Yes	Yes	Yes	No

Themes/categories	Respondent 1	Respondent 2	Respondent 3	Respondent 4	Respondent 5	Respondent 6
	than a full-time job, which if it combined with working cannot be driven valued experience					
Clash of Higher Studies with Organizational obligations	Yes	Yes	Yes	None	Yes	Yes
Learners Approach/Suggestions	Should go for higher education with employment to enhance their careers	Pursue higher education with employment for their own personal development and career enhancement	Pursue higher education immediately as studying with working make them a better individual both socially and intellectually	Should go for higher education with employment to get success and compete with others in fast pace life	Should definitely try for higher studies no matter what kind of work they are doing, as it improves them overall.	Strongly recommend young working individuals to pursue higher education, which can lead to eradicating many social evils from our society

Conclusion / Composite Summary:

The above data analysis and elucidation show that all the respondents who are studying higher education whether MS/M.Phil. or Ph.D. in different universities, as well as working in various organizations are truly aware of the concept of Higher education, which seems to be non-traditional and in fact very strong in its spirit, but in so far as their experiences are concerned to reach up its genuine realization, different perspectives in respect of real life journey are recorded from different respondent's, like respondent 1 truly understand the concept of HE and feel secured and worthy by acquainting higher qualification but as far as execution of in-service learning he proclaimed that doing job with getting higher studies have been really a tough experience for him to cope with both simultaneously and according to him higher studies should

be full time instead of part time, the work must be started after completing higher studies, if possible, on the other hand second respondent is aware of this phenomenon with its real meaning set which is again completely against the conservative mindset that higher education is not for every individual, in spite that respondent fully support the acquaintance of higher studies to successfully stand out in one's professional career by specializing in different fields, and during his course of getting his higher studies with his job he undergo motivated to do full effort for reaching better understanding of his field once getting into the world of research and he feels that actually it's been a process of self-realization and self-stature for him. Furthermore, our third respondent knows about the conception behind Higher education, as according to her, to reach the point of excellence, one has to specialize in his particular field and as a teacher she feels that for satisfying the needs of students, teacher must have the command on the real concepts of the subject to teach, her real-life experience related to in-service learning entails that she feels proud to strive for this ultimate dream by working really very hard, and for doing job with studies would help her a lot to sustain herself in terms of to build her confidence and to be supported financially by this, she also think that as far as in a long-term, experience of job will worth a lot in getting better job if complemented with higher studies with it.

Moreover, the concept regarding HE of Respondent 4 and 6 is almost alike and very clear as they both asserts that higher education offers one step closer to achieve the stepping stone/objective set by the individual, improving the person abilities overall, moreover respondent 4 entails that there is a declining trend in Pakistani society, where individuals prefer to acquire such education that would give them assurance for a better future and better employment opportunities so higher education give that strength and motivated to continue their education despite facing financial crises or any other hurdle they came across. While respondent 4 share his real-life example as a working executive in the multinational company 'MNC' with having higher education that relevant to his case where not only he sustained in the MNC but produces results to his superiors which resulted not only to brilliantly assessed and evaluated by his bosses but eventually obtained the rewards and success that he was looking for, further he considers that a person with a clear goal/direction and determination can only though that milestone because when you actually get into this kind of situation you then realized the hurdles and toughness of the particular so one should be motivated to start something.

Whereas according to respondent 6, life would be so aimless without higher education and he thought that decision to pursue higher education turns out to be a challenge with his job and health at stake (as he is a dialysis patient),but it has given a destination, an aim to focus and persuade him to use all his efforts and resources to achieve that aim. In real life,however, according to our respondent 5, higher education means getting a bachelor's degree or master's degree can be considered higher education, in the developed countries, but over here in Pakistan, as there is a lot of competition in the market, higher education is anything beyond a Bachelors. Further, he believed that life would have been a lot easier without getting in such situation, he feels that his life is under so much pressure, with job, family,and studies and basically he could not able to justify with all equally. He feels that there is a juggle and struggles that one needs to keep up if he works and study both otherwise he will fall behind.

This study prove that all the respondents aware that Higher Education following the trend of competition, to be on top of their field of interest through research and studies and excel in their professional career and eventually to compete efficiently and effectively with friends, peoples and in the marketplace, to mark their identity amongst others and to prove their selves to the others and to flourish in terms of wealth with the passage of time, etc., all 4 respondents are

trying to follow it to attain, only respondent 5 and 6 do not follow this, as according to them it's more of a personal gain. All the 5 selected respondents emphasize on career advancement and to pursue their career in a field of their interest as the motive behind getting higher education, whereas; the motivation for getting higher education is actually quite different and unusual, besides career advancement as per the proclaim of respondent 5, self-development for attaining a respectable position in a society can be achieved by higher education.

For assessing the impact of motivation on Learning Outcomes this study establishes that almost every selected respondent agreed that during getting higher education there are several hurdles one has to come across, so to encounter them would be, to tackle them through strong motivation, but as per respondent 5, person is getting uninterested and hopeless for any betterment in future if things turn not in favor of facilitating study like as in universities don't even provide access to journals etc., so this would cause a negative motivation.

Further, in this study every individual has got different feeling and mode of thinking regarding higher education, like respondent 1 wanted that the way foreign universities running their programs of education and facilitate the student needs, which is really a lag behind in our country Pakistan, so he just wish to see that kind of facility provisions in higher studies in our country for better prospects, while respondent 2 have different perspective that through higher education and research he feels that he was able to understand how other people think and feel about different aspects of his field which according to him is the best part of going through this experience. Respondent 3 has arrived on the point that for guiding students in a better way one should have complete command on its subject, which can be possible only through higher education and that's why she is been studying for getting this aim to be fulfilled. Respondent 4 quoted that "the thing that turns the table around and motivates me to study hard to become a person that I am mentoring with, in this way strong mentorship with clear guidelines and strict guidance from parent creates havoc in his life which is the reason he flourished in his career by getting a higher education". Respondent 5 has gone through a bit different experience as per his saying he has just started to improve on his day to day work, his routine has adapted to the changes he has started to learn through this experience. Higher education as per my respondent 6 has been an ideal way to accomplish his desire and curiosity in the subject.

It proves in this study that 4 respondents have faced difficulty regarding employer support/volunteering, whereas; only respondent 1 and 3 were satisfied by getting an employee friendly environment at their workplace. While all of the respondents are agreed that higher education is meant to build a reputation/confidence building with the ability to view and feel differently. The problem faced by 4 respondents are basically to execute in-service learning is that they can't manage both at a time, whereas; as respondent 2 managing job and work together does affects in a way where you get pushed by your employer to work long hours and you have your own commitment to personal development through higher studies, while respondent 2 has faced nothing in his course of managing both. Again 4 of our respondents would agree in respect of stated it value driven experience, where according to respondent 1 the experience of a job with the study is not value driven experience for him in terms of been pressurized by different angles like from job side as well as from studies side. Respondent 6 would also not agree to that.

Regarding clash of higher studies with organizational obligations, 5 respondents were agreed that in terms of not getting even the crux of the course if working along with it, and if working condition is really demanding, so you have no time left for studies which surely be tough at this level and then slowly and continuously it all grab your interest in studies, which might be very

badly turned out your mind and you may drop your studies at some level. Only my respondent 4 stated that as he has been very fortunate to work in the organization where his routine work helps him in understanding the studies as well and hence, reduces the study time to understand the difficult bits of the literature mentioned in the books. Lastly no matter what all respondents gone through they were strongly recommended pursuing higher education for not only their own personal enrichment, expectation achievement, professional enhancement, and career building but also in the perspective of developing our nation as Pakistan already have a poor literacy ratio and as far as higher education and research studies are concerned the statistics are unsatisfactory.

Hence this study would suggest according to the respondent's real-life experiences as follows:

- a. Due to demographic characteristics, advancement of professional career is attained.
- b. Student psychological characteristics are the driving forces that lay a positive influence upon the expectation of achievement.
- c. Student's prior performance pushes students to strive hard for outcomes of the learning process (academic performance).
- d. Social factors are responsible to create the interest in community welfare and social relationship.
- e. Institutional factors have a direct impact on academic performance.
- f. Self-adherence can only be achieved when reaching up to the expected achievement.

For encouraging higher studies to the future generations, there is a need to develop interest among them for specializing in different fields and convince them to enroll into university education more and more with clear aim, that to raise their status, prestige and self-actualization priority, and for this even from the school lives must start teaching about the significance of Higher Education in its role of attainment of its utmost aim in developing a better country and its better nation.

At the time when there is so much need for Higher Education in different fields of studies and a large number of in-service students prefer to get admission in different universities, researchers should conduct the significant studies and determine the factors that affect academic performance of mature-age students in the Higher Education programs and try to resolve the issues regarding lack of awareness or true understanding. This study recommends measures to address the identified factors in order to ameliorate the situation. The Government should take strong actions for academic enhancement under higher studies and also should invest a large number of funds and design appropriate framework under which each and every operating higher education University/Institute is legally responsible to act accordingly.

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