

Higher Education and its Importance for Citizen: a Comparative Analysis of UK and USA.

Prof. Dr. Ghulam Shabir

Ph.D (Pak), Post-Doc(U.K) Chairman, Department of Media Studies The Islamia University Bahawalpur,
PAKISTAN
ghulam.shabir@iub.edu.pk

Ghulam Safdar

M.Phil (Researcher), Department of Media Studies The Islamia University of Bahawalpur
safdarsting@yahoo.com

Muhammad Imran

M.Phil (Researcher), Department of Media Studies The Islamia University of Bahawalpur
imranmona3@gmail.com

Abstract

Each and every society can never deny for the worth of higher education. Either there is democracy, autocracy or socialist form of government, but higher education policy is almost same in all the existing states of the world. The difference is just that some countries try to follow their native leaders like U.K and USA. This article tries to discuss the concept of citizenship, relationship among modern state and citizens, standards and strategies of higher education and describes its importance in a society. There is also a comparative analysis of higher education policies in UK and USA that would make us able to understand the planning and goals of these countries about higher education.

Keywords: Higher Education, Citizens, Education Policies, Educational difference

Introduction

As higher education is a key to generate, develop and manage skill human resource in any society, similarly, higher education policy is also a prerequisite for utilizing meaningful approaches in all the sectors of any nation's development. Every country gets its intellectual population through universities and professional institutes, and design higher education policy in such a manner that facilitate masses more and more regarding attracting towards getting higher education (E.Heller, 2011, P13).

Citizenship

Citizenship is a pattern of relationship among state and a person. Although, there are several methods to adopt citizenship of other countries rather than the homeland, but having a citizenship, means a permit of live and work in the country. Through citizenship, a person is bounded to accept the constitution and other rules of the country (Magnet, 2005, PP.03-04).

Modern State Citizenship and Education

Every modern state wants that their citizens become skilled human resource and work for the betterment and development of the country. For this purpose, at schools and colleges level, citizenship education is offered for the students that provide basic knowledge that how the citizens can perform well for their state. Similarly, through this education, state delivers them awareness about their rights from the state (Ravitch, 2001, PP.12-14)(Callan, 2004, PP.23-28).

Citizenship education is a subject which is taught in the schools and colleges till the A-Level or higher secondary education. After this, students have to adopt any professional field of education through which they become skilled human resource and work for the betterment of their country. Therefore, a constitution of any modern state determines its basic principles for delivering and promoting basic as well as higher education to its citizens (Ravitch, 2001, PP.12-14)(Callan, 2004, PP.23-28).

Standards of Higher Education

As demand in getting higher education with the changing pattern of globalized world, the question was going to be raised that what are the international standards for higher education. For this purpose, UNESCO organized a world conference with five stages regarding regional consultation in different countries. These regional consultations were held in Havana (November 1996), Dakar (April 1997), Tokyo (July 1997), Palermo (September 1997) and Beirut (March 1998). Finally, there were defined some standards for higher education that are accepted worldwide on October 09, 1998 in Paris (Brennan, 1997, P.171) (Yusuf, 2007, PP.620-622). There

are as follows:

- 1) Article 1 affirms that everyone have an equal opportunity regarding getting higher education and learning within system throughout the life. Advance knowledge with research must be provided. Cultural pluralism and diversities must be eliminated through curriculum. Training of teachers should be compulsory at all levels (Brennan, 1997, P.172) (Yusuf, 2007, PP.620).
- 2) Article 2 says that ethical role of higher education must be nominated. Cultural and social problems should be discussed and awareness should be delivered. Analysis based study should be organized in a way that social, political and cultural trends must be discussed and analyzed (Brennan, 1997, P.172) (Yusuf, 2007, PP.620).
- 3) Article 3 manifests equity of access for all as already defined in the Universal Declaration of Human Rights in 1949 that states that everyone has a right to get education and specially higher education with no any discrimination.
- 4) Article 4 focuses upon enhancing women's role in higher education promotion and participation (Brennan, 1997, P.172) (Yusuf, 2007, PP.620).
- 5) Article 5 emphasizes on delivering scientific based knowledge in all the fields of science, arts and humanities (Brennan, 1997, P.172) (Yusuf, 2007, PP.621).
- 6) Article 6 defines long term benefits and orientations regarding serving the society after getting higher education (Brennan, 1997, P.172) (Yusuf, 2007, PP.621).
- 7) Article 7 describes the need of co-operation with the international universities and its students regarding sharing research and modern scientific knowledge (Brennan, 1997, P.172) (Yusuf, 2007, PP.621).
- 8) Article 8 acquaintances us about need of flexible higher education system rather than traditional degrees, short courses or part time studies just (Brennan, 1997, PP.172-173) (Yusuf, 2007, PP.621).
- 9) Article 9 illustrates the value of critical thinking and creativity in higher education (Brennan, 1997, P.173) (Yusuf, 2007, PP.622).
- 10) Article 10 displays major concern to the needs of students (Brennan, 1997, P.173) (Yusuf, 2007, PP.622).
- 11) Article 11 informs that even the concept of quality is varying country by country but the higher education must be qualitative evaluative (Brennan, 1997, P.173) (Yusuf, 2007, PP.622).

Higher Education and Society

We usually think about university education in special expressions. Students there, spend considerable era and energy, with expenditures, regarding building their future through higher education. The viewpoint of broader opportunities and a well-look standard of living directs families to accumulate in advance, surrender contemporary dissipation, and walk off into debt regarding facilitate their children to carry on their education after higher secondary education (Keller, 2008, PP.56-57)(Tiecher, 1980, P71).

The wider societal benefits of spending in higher education obtain a smaller amount of notices, but are essential regarding well-being of any nation and state. Governments spend billions of rupees per year for colleges and universities of public sector, and the federal government makes available loans, grants, tax credits and deductions, and work aid, regarding helping students financially for higher education. It is unattainable still to assess the appropriate level of investment either in private or public sector regarding higher education without judging individual and societal benefits, with special concentration on costs (Keller, 2008, PP.56-57) (Tiecher, 1980, P71).

Usually, people have a wide-ranging sense that higher education is linked with higher earnings and university education is a prerequisite for a relaxed and comfortable middle-class living status. Logically, it follows that university graduates contribute in public sector, more than others, and also contribute in several other ways regarding social welfare. Similarly, it is not shocking that higher education decreases the chance of being reliant on society regarding support. Strengthening these common thoughts with particular information can increase our understanding about contributions of higher education to both the fairness and the good organization of our society (Keller, 2008, PP.56-57) (Tiecher, 1980, P71).

Students, who attend university for higher education, get an extensive series of special personal, economic, and other benefits regarding basic necessities of life, for example, taxpayers enjoys several benefits due to their awareness if they get higher education. Similarly, different rates in society regarding getting higher education affect public policy at federal or provincial level in different times; even it can create pressure on governments regarding making some new public policies (Keller, 2008, P.58) (Tiecher, 1980, P71).

There are some detailed public and private benefits of higher education, which are given below:

Benefits regarding individuals are;

- 1) There is a relationship between higher education and higher income for all cultural and ethnic sets and for both men and women (Keller, 2008, P.57) (Allen, 2006, P450).
- 2) The earning gap between college graduates and university graduates has been increased significantly with

the passage of time. The earnings benefit to the average college graduate is high enough for graduates to recoup both the cost of full tuition and fees and earnings forgone during the college years in a relatively short period of time (Keller, 2008, PP.57-58) (Allen, 2006, P450).

As in the case of those individuals who take part, there are both types of benefits for the society regarding higher education, either monetary or non-monetary (Keller, 2008, P.58) (Allen, 2006, P450).

Benefits regarding society include:

- 1) Higher education communicates to lower levels of poverty and unemployment. Therefore it facilitates more revenue generating than any other sector. Adults, who get higher education, have not huge demands on public budgets, and also less dependent on social safety programs (Keller, 2008, P.59) (Allen, 2006, P450).
- 2) University graduates have good percentage regarding health, having very low rate of smoking (Keller, 2008, P.59) (Allen, 2006, P450).
- 3) University education is correlated with higher levels of social and municipal participation, including voting, blood donation, and volunteer work (Keller, 2008, PP.59-60) (Allen, 2006, P450).

Given benefits of higher education regarding society, is matter to the great significance, not only for any societal segment, but also for the country as a whole (Keller, 2008, P.60). And, this becomes a reason of enhancing productivity of social capital. Although, Francis Fukuyama (1999) Describes social capital in the meanings of collective economic and democratic benefits of any society (Fukuyama, 2000, PP.09-12), but several scholars like Jane Jacobs (1961), James S.Coleman (1988), Robert Putnam (1993) and John Field (2003) define it in a relationship matter. They argue that interaction among any society built a social capital and education is one of the sources of building strong capital (Field, 2003, PP.14-18). On the other hand, Lynn Marie Mertz proves it through experimental research that higher education enhances the productivity of social capital in any society (Mertz, 2006, PP.03-04).

Strategies for Higher Education Policy

After higher secondary education, students want to get professional education usually that facilitate them in their future career. Parents are also worried about future of their children therefore they also demand for beneficial education that contributes in the career of their children (Edward, 2012, P.257). So strategies for making higher education policy must be for the given plans;

- Working regarding motivate students toward getting higher education (Edward, 2012, P.258)(Martinz, 2009, P1).
- Career goals must be discussed with the students (Edward, 2012, P.258) (Martinz, 2009, P2).
- Students must be known about personal interests and benefits (Edward, 2012, P.259) (Martinz, 2009, P2).
- Meetings should be held with the old students with the new ones who got benefits after getting higher education (Edward, 2012, P.259) (Martinz, 2009, P3).
- Trips and outings should be arranged that promote desires to get higher education for the views of higher secondary students (Edward, 2012, P.259) (Martinz, 2009, P5).
- Inviting parents regarding introducing professional education programs that can be contribute for the best future of their children (Edward, 2012, P.260) (Martinz, 2009, P5).

These are some strategies that are usually considered by all the countries regarding promoting higher education, and government considers these ambitions during designing its policy for higher education promotion.

Hypothesis

Every modern state is tried to promote and deliver civic as well as higher education to its citizens. So that, citizens as the skill human resource, would perform well for the betterment of their country. Higher educational policies of United States and United Kingdom are its best examples in the 21st century.

Literature Review

E. Heller (2011) discusses the theme of policy making and higher education policy with highlighting its essential need in any administrative.

Edward (2012), Martinez (2009) and E.Shambaugh (2003) emphasize on the strategies for designing higher education policy. They point out the ambitions of government that why it makes higher education policy and what it wants to deliver for society and get from society through higher education policy.

Keller (2008), Yusuf (2008), Teicher (1980) and Allen (2006) present social trends towards getting higher education. He describes psychology, benefits and strategies of people regarding getting enrollment in the universities.

Francis Fukuyama (1999) defines social capital in the meaning of collective economic and democratic benefits of the society. He also describes how social capital work in free market liberal democracy, how it measures,

from where it is originated and how social capital can be enhanced. On the other hand, Lynn Marie Mertz (2006) presents the role of higher education in building strong social capital. Through experimental research, she describes the facts that how low income students and students from different races contribute in building social capital through higher education.

Shattock (2012) defines higher education policy of United Kingdom with highlighting parameters of its designing. He argued that the basic purpose of British higher education policy is to enhance the economic growth and the policy is concentrating usually upon the motivations which British government wants to induct into the students. While Pifer (2012) and G.Bowen (2008) describe higher education policy of United States of America with illustrating research report about motivations and trends in higher education. Due to globalized competition and industrial sponsorships, this book is highlighting the students' psychology regarding getting higher education in United States of America.

Ryan (2011) and Chalam (2011) differentiate among the higher education policies of China and India with explaining their strategies regarding attracting international students on the study scheme of technical, medical and engineering. Similarly, Hyde (2012) examines the higher education policy of Egypt with pointing out both the setups of higher education system in Egypt which are either inspired by German, French and British education system or a system designed by Al-Azhar University. On the other hand, Karakelle (2006) elaborates the higher education policy of Turkey with describing higher education reforms of Kamal Ataturk and developments in higher education policy in 21st century.

Comparative analysis of Higher Education Policy

There is a comparative analysis of some countries regarding higher education policy, in which U.K and United States of America are the most important, because modern educational system of the world is usually inherited by the U.K. Similarly Some of American universities are also top ranked in the world, but the education system in United States is more similar to the U.K. A comparative analysis of these countries' higher education policy is given below;

Higher Education Policy of U.K.

British higher education policy has its historical background from Royal charter, Act of Parliament, Papal Bill, and through permission of government under an Education Reform Act 1988. Universities got authority of issuing degrees through such legislations. Privy Council can also approve any institute regarding issuing degree. In 21st century, in all over the United Kingdom, "The Universities and Colleges Admissions Service" (UCAS) manage undergraduate applications of all the universities (Higher Education in the United Kingdom, 2007). Now, universities in United Kingdom have been classified into 6 types:

- Universities which were founded before 1800 are called Ancient Universities (Higher Education in the United Kingdom, 2007, P.3)(Shattock, 2012, P09).
- Universities which are situated in London and Wales, have chartered during 19th century (Higher Education in the United Kingdom, 2007, P.4) (Shattock, 2012, P10).
- Before World War 1, universities which got charter in the starting of 20th century are called Red Brick Universities (Higher Education in the United Kingdom, 2007, P.4) (Shattock, 2012, P10).
- Universities, which got charter after 1966, are called Plate Glass Universities (Higher Education in the United Kingdom, 2007, P.4) (Shattock, 2012, P11).
- For distance learning, The Open University founded in 1968(Higher Education in the United Kingdom, 2007, P.4) (Shattock, 2012, P11).
- Universities which are established after 1992 from colleges of higher education are called New Universities (Shattock, 2012, P11).

Higher education system in United Kingdom is highly centralized and the central coordinating body regarding controlling universities is called "Universities UK" (Higher Education in the United Kingdom, 2007, P7).

At the end of Second World War, tuition fees including maintenance grant were paid by Local Education Authorities (LEAs). According to Education Act of 1962, British government established national mandatory award regarding students' maintenance grant, for paying through LEAs to those students who were admitted in full-time courses (Higher Education in the United Kingdom, 2007, P.7). In 1980s, when students' strength in universities became high, then this grant became specific to the efficiency and performance of the universities (Higher Education in the United Kingdom, 2007, PP.07-08). In 1990s, due to increase in number of students up to 2,000,000 forced British government to reduce funding per student by 40%. In July 1997, National Committee of Inquiry into Higher Education, which was chaired by Sir Ronald Dearing, during investigation regarding future of public universities, recommended that there should be an end of universal free higher education, and every student must pay £1,000 for its cost of tuition fee (Higher Education in the United Kingdom, 2007, P10). So, from 1999, the grant system was abolished in all over the United Kingdom (Shattock, 2012, P243).

Even grant system was abolished after Dearing report, but still U.K Government was giving subsidy on higher

education, and was granting up to £1,755 to every student (£ 2,160 to those students who were studying in universities, situated in London city) (Higher Education in the United Kingdom, 2007, P.11). Government was also offering loan for students up to £ 1,685 to all, and £ 2,085 for students, who were studying in the London (Higher Education in the United Kingdom, 2007, P.12). Actually, government had replaced the grant system into loan system, introduced in 1998 (Shattock, 2012, P243).

In 1999 Scottish Parliament Elections, the abolition of tuition fees was the warm issue of that time, and coalition government from 1999 to 2003 among Labor and Liberal Democrats, was formed on the agreement regarding this issue (Higher Education in the United Kingdom, 2007, P.13) (Shattock, 2012, P243).

In 2006-07, British government introduced new tuition fees system. Now student had to pay £ 3,000 every year, but student loan facility was still available, that must be return after graduation. This system is still in working in all over the United Kingdom (Higher Education in the United Kingdom, 2007, P14) (Shattock, 2012, P244).

Usually, much of literature and higher education in Britain is related to economics, culture and civic responsibilities. Several universities are linked with industries and civic institutions. Therefore they generate professional in the relevant fields for which these are affiliated. Similarly, OECD report of 2007 identifies that Britain higher education policy is becoming a reason of eliminating cultural gaps and becoming a reason of social and community development (Shattock, 2012, P.243). Several community schools (also called county schools) are socializing people on religious bases. These institutes are delivering higher education as well and headed by famous churches. So that, they are leaving religious norms and values along with the modern education (Shattock, 2012, P.243) (Shattock, 2012, P245).

This is a wider debate that what are the impacts of higher education policy in the Britain society. There are usually three fulfilled purposes which the scholars highlight. These are as follows:

- Higher education policy is contributing in economic success (Shattock, 2012, P.247).
- Higher education is presenting modern knowledge through research (Shattock, 2012, P.247).
- Higher education is generating professionalism that is beneficial for the country (Shattock, 2012, P.248).

Higher Education Policy of U.S.A.

On the other hand, strong funding makes American colleges and universities regarding reaching at the top ranking higher education institutions of the world. United States of America has 45 top ranked institutions for higher education according to the Academic Ranking of World Universities Report of the Shanghai Jiao Tong University (Pifer, 2012, P.22). In 2012, United States has 4,495 degree granting institutions, in which 2,774 are granting 4-years education degrees, while 1,721 are granting 2-years education degrees. Approximately, each state of United States has 115 institutes for higher education (Pifer, 2012, P.23). According to 2010 survey, United States had 20.3 million students in different fields of higher education, which were 5.7 of total population. Full time enrolled students were 14.6 million of that (Pifer, 2012, P.23).

According to American Community Survey of 2006, which was conducted by United States Census Bureau, it was found that 19.5 percent of population had joined college or university but had not any degree, 7.4 percent had availed an associate degree, 17.1 percent had gotten bachelor degree, and 9.9 percent had professional degrees (Pifer, 2012, PP.32-33). Gender ration of population is very small in United States regarding getting higher education. Only 27.9 percent male and 26.2 percent female get their bachelor degree. Due to Economic Crisis 2008 in United States effected regarding declining percentage of students getting university education (Pifer, 2012, P.33).

Every higher education institute of United States is designed according to the coordination and collaboration of the state government. There is an authority, board or commission in each state of United States, as like;

- Alabama Commission on Higher Education (Pifer, 2012, P.37)(G.Bowen, 2005, P194)
- Texas Higher Education Coordinating Board (Pifer, 2012, P.38) (G.Bowen, 2005, P194)
- California Post-secondary Education Commission (Pifer, 2012, P.38) (G.Bowen, 2005, P194)
- Washington State higher Education Coordinating Board (Pifer, 2012, P39) (G.Bowen, 2005, P194)
- The Georgia Department of Technical and Adult Education (Pifer, 2012, P.40) (G.Bowen, 2005, P194)

Funding in higher education sector consists of two types in each state of United States, Grant system and Loan system. Grant consists of money that receives by the student and not bound to be paid back it, but loan is necessarily to be paid back. Both facilities are available for public and private sector. In private sector, grant is distributed by institute administration, which is collected through tuition fees and private donations, while in public institutes, government distribute it through some proper channel. Loan system is actually financial assistance program for a student, which is available every time through banks or public organization (Pifer, 2012, PP-49-50).

Since 1970, there was no ministry of education in the United States of America. And, now there are two types of

universities. Private universities are usually sponsored by different industries or companies while public sector universities are controlled by the states. According to the research report of education department in the University of Buffalo (2012), the higher education in United States of America providing socialization about society, ethnography culture and geography along with economic trends and globalized motivations (L.Rury, 2012, PP.241-242). The basic emphasize of higher education is on the trends of urbanization in 2012 which is increasing enrollment market oriented education. Similarly, urbanization is clicking on the religion, politics, economics, institutional building and legislation. Therefore, socialization of urban population has become a basic objective of higher education policy in United States of America in 2012 (L.Rury, 2012, PP.243-244).

Conclusion

The above discussion concluded that UK and USA Higher Education System has greater Socio-Political impact in 21st century. Both countries are rich with an educational background. Their roots of academic developments can find centuries back. Since then to till today, UK and USA have generated several internationally recognized scholars, scientists, poets, artists and historian.

No doubt Higher Education is necessary of the development of any country and the world. All developing countries try to follow the scene of higher education system of UK and USA. So, this is concluded that the both Britain higher education policy and American education policy is based upon economic interests of the state but it is creating huge impacts on culture, society and working of institutions that further leads towards legal and political development.

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