

COMPARISON OF HIGHER EDUCATION SYSTEM GULF COUNTRIES AND PAKISTAN; A SYSTEMATIC REVIEW OF PRIVATE AND GOVERNMENT SECTOR- SYSTEMATIC REVIEW

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Abstract

Background: Education is the basic need and requirement of every individual. Higher education is the strength competency and capability development of the student and the learner. A management of higher education is necessary and essential for the management strategies and learning prospectus. Different societies have different educational paradigms that require legislation and rule on the basis of their own social dynamics.

Aim: The aim of the present study is to understand the comparative higher education system among the Gulf countries and Pakistan regarding their private and governmental sector educational organization.

Method: Data for the research purpose was collected from all the research conducted between 2017 and 2021 written in the English language through the electronic search engine of Maxton, Google Chrome, Firefox, and Microsoft Edge databases: Google Scholar, Cochrane Collaboration, Emerald insight, MEDLINE, CINAHL, EMBASE, Taylor & Frances, Science Direct, ASSIA, Web of Science, Scopus, PubMed, and JSTOR. Keywords used in the research included: higher education systems, Private and government sectors, Gulf countries, and Pakistan, Using syntaxes such as “and”, “or”, “with”, “if” etc.

Conclusion: Gulf countries have their own in-rooted legislation for higher education and Pakistan has family designed Higher Education Commission that is working under the ministry of education having international and national relationships with reputed organizations and institutions for the sake of educational development. Qatar's higher education system is working under the ministry of education for the development of based computers and skill development.

Keywords: Higher education systems, Private and government sectors, Gulf countries, Qatar, Pakistan.

Introduction

Every action has a certain purpose and perspective behind its existence (Al-Fadhel et al., 2022; Samier et al., 2020). Acquiring and getting knowledge based on certain skills, competencies, and capabilities is a development based on the

purpose of an individual or organization (Crawford et al., 2020). Education is defined as the execution of particular behavior and activity based on the purpose underlying the real cause of efforts (Wren et al., 2021). Education works in an appropriate system that has fundamental

application in the understanding of collaborative and communicative working conditions of the organization (Rafiq et al., 2020).

This collaboration and community work is known as the education system. According to the differentiation of education from the formal and informal perspectives (Maqsood et al., 2021). Learning usually requires expertise and skills that are found mentally based on the educational system and paradigm (Habib et al., 2021). The education system enhances the learner's tendency to acquire certain knowledge upon which the ideology and the perspective of getting that particular knowledge were addressed (Saqib et al., 2020). A constructive and closed-pack environment that enables the learner to follow search in rules and regulations for the execution process is termed formal education (Khalifa et al., 2016).

Unstructured and un-organized patterns of acquiring knowledge and skill either from the surrounding environment or observation stamp to be informal education and also known as vicarious learning (Eslami et al., 2020). There are several levels of education that are based on their own competencies, standards, and skills (Ishaq et al., 2020). Higher education is the topmost level of education that is acquired by professionals and enthusiastic learners. Every country's state and community have its own standard of higher education (Dogar et al., 2020).

World educational statistics indicate that highly civilized and modernized societies provide several opportunities for their inhabitants to acquire education to develop their knowledge, competency, skills, capabilities, and experience (Rehman & Farooq, 2021; Tabassum et al., 2020). The United States of America are highly known for its educational system which is formulated on the basis of providing beneficial and highly productive knowledge to its inhabitants (Batoool & Liu, 2021). This system is based on technical education and literature knowledge that influence learners for the sake of appropriate learning perspectives and highly skilled knowledge enhancement (Usman & Ab Rahman, 2021; Fatima et al., 2020).

The eastern world has also elevated its standard of education in history and also in the present (Abbasi et al., 2021; Usman & Ab Rahman, 2021). This standard of education was the legacy of their forefathers who developed a modernized understanding of the world and beyond the world with effective precision and accuracy (Samier, 2020; Abbasi et al., 2021). Understanding the higher education system of the gulf countries is based on their traditional values and the hardship of their forefathers who developed such knowledge for their offspring (Crawford et al., 2020). Similarly, Pakistan is also famous for its higher education system because of the presence of the higher education commission HEC (BYSTROV & PANIGRAHI, 2021; Khan et al., 2020). An institution that is highly recognized for the fundamental and prime retrospective of providing higher education to its inhabitants and foreigners in their country (Zayeb et al., 2022; Naz & Ashraf, 2020). Qatar is one of the basic educational hubs in the middle east, especially in the gulf countries (Wilkins, 2020; Bin Othayman et al., 2022). Every year the higher education system of Qatar influences new participants from other countries as well as their own country's higher education in their country. All this focuses on the research property of the institution (Lee & Mirza, 2021; Morgan, 2021).

World statistics about education around the globe is 21% which is approximately a very lower level of education around the globe (Khan, 2021; Jieun & Osman, 2021). In the gulf countries, especially Qatar and Pakistan, the value is approximately a little higher because of the higher education system present in these countries (Elbanna, 2022; Alsheikh, 2023; Jafar & Knight 2022). Learning about higher education in these countries required comparison to being understood and adapted by each country for the sake of knowledge in handsome and competency development (Abdeldayem & Al Dulaimi, 2020; Shomotova & Karabchuk, 2023; Bin Othayman et al., 2020). Comparison is built upon the structural implementation for the beneficial understanding of the appropriate higher educational system in the country (Azzali & Sabour, 2018; Al-Nuaimi & Al-Ghamdi, 2022; Eslami et al., 2020). The problem in the comparative analysis of higher education is associated with the cultural and the so should

demographic values associated with each country (Eslami et al., 2020; Al-Kuwari et al., 2021).

The aim of the present literature review is to analyze the comparative understanding of the higher education system among the gulf countries and Pakistan based on their public and private sector education systems (). The aim is to understand and discriminate between the importance, necessity, and usability of the specific initiative taken by these countries for the sake of enhancement of literacy in their country (Ishaq et al., 2020; Fatima et al., 2020; Bin Othayman et al., 2022).

Method

Data for the research purpose was collected from all the research conducted between 2017 and 2021 written in the English language through the electronic search engine of Maxton, Google Chrome, Firefox, and Microsoft Edge databases: Google Scholar, Cochrane Collaboration, Emerald insight, MEDLINE, CINAHL, EMBASE, Taylor & Frances, Science Direct, ASSIA, Web of Science, Scopus, PubMed, and JSTOR. Keywords used in the research included: higher education systems, Private and government sectors, Gulf countries, and Pakistan, Using syntaxes such as “and”, “or”, “with”, “if” etc.

Search syntax

The search syntax is identified to operationalize the identification of the research and puts the syntax into the search engine to find the maximum amount of literature evidence in that particular syntax and research findings (Jamal et al., 2020).

Syntax 1: “Higher education system” and “Gulf countries”,

Syntax 2: “Higher education system” and “Pakistan”,

Syntax 3: “Private sectors”, and “government sector” and “Education”.

Syntax 4: “Private and government sectors education” of “Pakistan” OR “Gulf countries”,

Syntax 5: ““Higher education system” and “Gulf countries” OR “Pakistan”,

Use of search syntax

Testing of the strategy of the execution of the literature review findings suggested the ample amount of information that put forward the effective nature of the constructive healthcare mechanism. It also emphasizes the constructive nature as well as the creative emphasis on the cultural background and constraint on the identification of strategy with effective management through syntax usage.

Table Literature Search

No	Database	Syntax	Year	No of Research
1	Google Scholar	Syntax 1	2019	1092
		Syntax 2	2020	
		Syntax 3	2021	
		Syntax 4	2022	
		Syntax 5	2023	
2	Research Gate	Syntax 1	2019	1302
		Syntax 2	2020	
		Syntax 3	2021	
		Syntax 4	2022	
		Syntax 5	2023	
3	Emerald Insight	Syntax 1	2019	1091
		Syntax 2	2020	
		Syntax 3	2021	
		Syntax 4	2022	
		Syntax 5	2023	

4	Science Direct	Syntax 1	2019	1092
		Syntax 2	2020	
		Syntax 3	2021	
		Syntax 4	2022	
		Syntax 5	2023	
5	PubMed	Syntax 1	2019	1297
		Syntax 2	2020	
		Syntax 3	2021	
		Syntax 4	2022	
		Syntax 5	2023	

Research criteria

Inclusion Criteria

1. All the article was written in the English literature
2. Selected articles ranged from 2019 to 2023.
3. The selected article must be paired reviewed and from general category rank.
4. The selected article must be obtained from primary and secondary sources.
5. All the selected articles need to be properly addressed and references should be appropriately administered.

Exclusion Criteria

1. Articles written in other than the English language are excluded.
2. The time range below 2019 is rejected
3. Unknown peer-reviewed sources are rejected

4. Grey material that does not give an ample amount of information is rejected

5. Effective material that is not appropriate for the understanding of the basic topic is rejected.

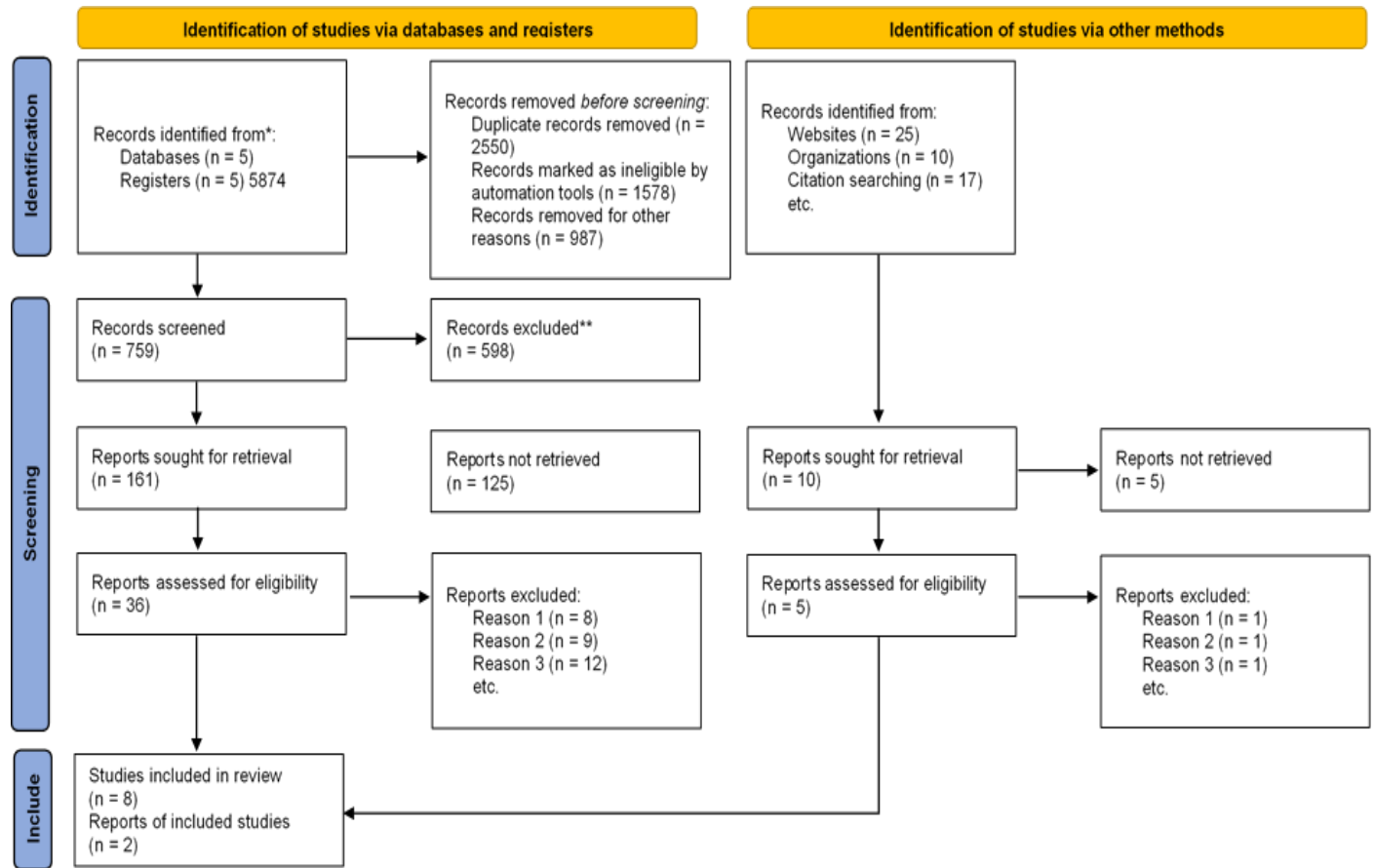
6. Tertiary articles are rejected.

Screening

In this process of screening after the selection of the vertical literature in the form of grey literature on the synthetic full-text articles. All of this gives to the strategic approach to the identification of the various database that is gathered based on the constructive nature of the literature which gives an ample amount of information based on the massive data obstructed.

Therefore, it is important to understand that PRISMA which are associated with the identification of the various database that gives influence is about the inclusion and exclusion criteria of the researchers.

Figure: PRISMA 2020 flow diagram for new systematic reviews which included searches of databases, registers, and other sources



Consider, if workable to do so, reporting the number of records identified from each database or register searched (rather than the total number across all databases/registers).

**If automation tools were used, indicate how many records were excluded by a human and how many were excluded by automation tools.

Quality Assessment

The quality assessment gives information about the ample amount of evidence that has been provided as well as the peer-reviewed articles that have been selected for this literature review. Overall, the quality assessment also gives influences the effectiveness of the literature

review in society and gives evidence of the constructiveness of the literature. The quality assessment also gives information about the true and realistic information that is the most vulnerable and effective for the health care conservation and community setting applicability. According to the literature, the quality assessment table gives information about the quality of the literature utilize in this particular research systematic literature review

Table: Quality Assessment of the Research Matrix

#	Author	Are the selection of studies described appropriate	Is the literature covered and relevant studies	Does the method describe it?	Were findings clearly described?	Quality rating
1	Murtaza & Hui	YES	Yes	Yes	Yes	Good
2	Amir et al	Yes	Yes	Yes	Yes	Good
3	Asad et al	Yes	Yes	Yes	Yes	Good
4	Zahid, et al	Yes	No	Yes	Yes	Good
5	Halai & Durrani	Yes	Yes	Yes	Yes	Good
6	Karabchuk et al	Yes	Yes	Yes	Yes	Good
7	Shomotova & Karabchuk	Yes	Yes	Yes	Yes	fair
8	Ashour	NO	Yes	Yes	Yes	Good
9	Azzali & Sabour	Yes	Yes	Yes	Yes	Good
10	Al-Nuaimi & Al-Ghamdi	Yes	Yes	Yes	No	Fair

Findings

Results have indicated that using the syntax for five different databases. Results into the several data extractions from 2019 – 2023 with the potential numbers of literature. Google Scholar 1092, research gate 1302, Emerald insight 1091, science direct 1092, and PubMed 1297. This results in 5874 total numbers of articles obtained. Screening is done in four stages. First identified the studies from the database and from other resources.

Identification is the first step that contains the database is five, and all are registered. This excludes the data on the basis of duplication 2550, ineligible 1578, and removed record 987. The second stage contains the screening, which is 759 after the exclusion of 598, data south to retrieve 161 after 125 not retrievals, and data for reported assessment indicates 36 after the exclusion of 29 articles. Data remains at 8.

Identified data from other resources include websites 25, organizations 10, and citation search 17. Record sought 10 with no retrieval of 5 data,

assumption of eligible data 5 with 3 studies exclusion remained to 2 studies. A total number of data studies combines to 10 at the end. Quality assessment indicates that only two studies rated as fair because of the data studied for one country only based on norms and rituals.

Discussion

Results from the literature have indicated that the comparative studies regarding the higher education system in the gulf cities and Pakistan usually focused on the public and government sector to identify the potential difference and dissimilarities in the country prevailing because of the educational level and module. Different studies have been conducted regarding the prospective to identify the potential challenges, suggestions, and opportunities regarding higher education.

Murtaza and Hui (2021) conducted a study on the quality of higher education that is based upon the infrastructure standardization and international eyes perspective for the improvement in the

standard of living in Pakistan based on the government and private sector of educational institutions in Pakistan. Results have indicated that greater examination is required for the standardization of appropriate methodology that is associated with the higher education commission of Pakistan. It also indicated that it is providing beneficial and fruitful results for educational enhancement.

The education system in Pakistan is based on the analysis of different drawbacks and policies that fruitfully identify the potential benefits in the country. Amir et al. (2020), indicated that higher education is built upon professional capabilities and competencies to enhance the planning, teaching personnel, and administration of the university in Pakistan. Indicated that the public university in Pakistan is effective in the management and improvement of higher education for future benefit. (Al-Kubaisi & Shahbal, 2021).

Integration of the e-learning technology in the learning perspective usually started the empirical evidence based on the identified processes. Asad et al. (2021), stated that the integration of such new technology in learning usually depends on the situation parameters and environmental consequences. That institution in Pakistan is usually based on the effective implementation of integration of electronic learning technology to deal with the different problematic situations in education.

Evaluation of the career path on the working condition of the higher education system in Pakistan. Zahid et al. (2020), stated that the current practices of the educational paradigm usually influence future prospectus. These perspectives usually infra the higher education system and guidance to support Pakistan education as a fruitful and beneficial perspective of life for dealing with different perspectives. Results have indicated that appropriate functioning required eyes and effective strategies of management upon which the community works.

Equality in the education pursuit is one of the basic paradigms to understand schooling education from a large higher education learning

perspective. Halai and Durrani (2020), state that in the public sector, the majority of the appliances related to education are present in expensive amounts whereas, in the private sector come battling the public sector facilities required a greater extent of performance improvement. Therefore, results indicated that Pakistan usually leads to greater opportunities and work done by the private sector to improve the quality of education.

Research productivity in higher education is usually focused on the different institutions of Arab Gulf countries. Karabchuk et al. (2022), stated there the United Arab Emirates cases of paradox research usually influence the educational system. This influences higher education and learning and fills up the gap in the literature regarding the gulf higher education system and research paradise. Indicated appropriately more extraordinary mechanisms of rationalization for the understanding of higher productivity in education. This need for functional improvement and organization management is based on a learning perspective.

Quality of education especially in the higher education system usually competency and knowledge development among the students in the United Arab Emirates. Shomotova & Karabchuk (2021), stated that appropriate functioning is required by the ministry of education to deal with the naturalistic launching of different educational facilities and feasibility for the national and national students in UAE. Findings indicated that quality of higher education improvement usually focused on the appropriate scheduling and management of internal and external benefits for the student as well as educational paradise (Azzali & Sabour, 2018).

Sustainability in higher education focused on the different cases respective in Qatar university. Ashour et al. (2020), stated that the improvement in the work frame of higher education in Qatar usually depends upon the university educational system. The university of Qatar was established in 1973 with different facilitation and requirements for Qatar students as well as international students.

Policies attitudes and knowledge in higher education are based on the assessment perspective to deal with the acquisition of knowledge and skill among educators and learners. Al-Nuaimi and Al-Ghamdi (2022), conducted a study to understand the sustainability of different effects of higher education in Qatar based on the acquisition of higher education in Qatar defense upon the consideration of different characteristics that lead to the fundamental understanding of improvement to the educational level in the private and government sector. The study has indicated that in Qatar there is only one public university with accurate and precise paradigms of knowledge and learning.

Results from the literature have indicated that the comparative understanding of higher education in Pakistan and gulf countries especially Qatar is based on the identification of the potential benefits and drawbacks related to the public and private sector learning methodology (Al-Kubaisi et al., 2022; Shahbal et al., 2022; AL-KUBAISI et al., 2022). It also indicated that appropriate learning mechanisms and strategies are indulged in these countries' waste of their cultural perspective and demographical values regarding the organization and community enhancement regarding the higher education system and execution of knowledge skills and competency development in the country.

Conclusion

Higher education systems in Pakistan and gulf countries are based on the identification of potential authorities and management strategies that they operationalize in their country (Elbanna, 2022). The higher education commission abides by all the private and public sector universities to uplift their standard of education along with the research background with the quality of literacy in the university (Khan et al., 2021; Al-Kubaisi et al., 2022). In Qatar and the gulf countries higher education systems are based on the ministry of education decisions that formulate the perspective and paradigm to understand the different rules and regulations obligated by the public and the private sector in these countries. Amount of information about the educational enhancement and skill

development among their higher education system for the uplift of precision accuracy and generalizability in the studies.

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