

Evaluating the Key Differences between the Higher Education in the UK and the
Middle East from a Quality Perspective with a View to Enhance the Education in
the Middle East

Presented By

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Abstract

This research study focuses on executing a comprehensive analysis of the difference that exists between the higher education system of the UK and the higher education system of the Middle East. This comparative analysis is executed with focus on the quality of education of both the education system and makes efforts for the improvement of the higher education system of the Middle East. This research study discusses the differences in the higher education system in the UK and the Middle East from a quality perspective and identifies the reasons and drivers of quality differences in the higher education systems of the UK and the Middle East having main focus on Qatar.

The research uses a mixed approach to achieve the objectives of this research. Primary qualitative data is collected using an interview questionnaire technique of faculty members from both countries, together with quantitative data collected by students through surveys from both countries, the United Kingdom and the Middle East. Given the implications for the quality of higher education, this study assesses the quality of both higher education systems to identify the implications for improving the higher education system in Qatar and in the Middle East.

According to the findings from the interview and the survey, several findings have been identified that relate to the research objectives of the study. It is found that there is different reasons lead to differences in higher education in both countries. This study emphasizes the importance of engagement with students, teaching quality improvement, support for the quality of the learning infrastructure, professional success and the implementation of monitoring and the improvement of the higher education framework.

The research results show that institutional factors directly influence the quality of higher education systems in the United Kingdom and the Middle East. This study argues that the concept of quality of higher education in the United Kingdom is a central element of the university management process. Research results indicate that higher education in Qatar requires extensive strategic planning to improve quality standards. Based on the findings, it was determined that higher education in Qatar needed different strategic planning and implementation approaches to improve quality services.

There are limitations in every research work and in this research the main limitations are of time and aspects of data collection. These limitations results in restricting the specific number of participants and secondary literature research. The educators and students both have busy schedule and it gets difficult to respond to the questionnaire appropriately. Also, with limited time, the researcher needed to limit the scope of secondary resources so that parts of the research work could be completed on time.

DECLARATION

This work has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.

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1. CHAPTER ONE: INTRODUCTION

1.1 Research Background

Education has a significant role in the promotion of creativity, progress, changes and innovation and these are the reasons for which, the improvements in the education system is required (Halpern, 2015). The quality of higher education varies from one region to the other with respect to the key perspective of the areas. For developing an appropriate higher education system and bring modifications in the higher education system, it is crucial to observe the education system of the countries, which hold a strong position in the world (Hazelkorn, 2015). In this context, the historical evaluation of different education system revealed that the education system of the UK held a strong position in terms of quality as well as development. The comparison of the UAE education system with the UK also revealed that the quality of UK higher education system is very high as compared to the Middle East. Conlon et al. (2017) revealed that there are several higher education centres providing the teaching facilities from several decades to the students from different geographical regions.

Higher Education of Middle East and United Kingdom

As compared to the United Kingdom, the Middle East higher education system has different situations. From multiple centuries, the education system in the Middle East has undergone significant advancement in terms of economy and technology and educational system has been undergoing significant developments. During the 8th and 13th centuries, the education system in the Middle East undergone significant advancements and several regions focused on knowledge development in different sectors and disciplines. Presently, the investments for knowledge management and higher education in the Middle East is not sufficient to meet the education, innovation, and research and development needs.

The comparison of the Middle East education system with the UK education system in context to quality revealed that there are three prime differences. In the Middle East, significant variations have been reported for various nations and the quality of education is not consistent despite making a large investment in education. For the United Kingdom, the standards of education are higher than the government standards. This revealed that educational policies, which are followed in the Middle East are not of higher value as compared to educational policies of the United Kingdom.

In addition, another major issue, which has been identified by Education International (2018), is the difference between the market demands of education and type of education, which is provided. Halpern (2015) revealed that most of the higher educational institutes located in the UK provides the education facilities in different fields and these include literature, medicine, engineering, and science along with several options of education.

The main point of consideration is that the UK education system is producing skilled students according to demands of the market and in comparison, the Middle East universities fail to do so. Therefore, considering market demand, the Middle Eastern universities are providing low outcomes. In the UK, a strong and centred approach has been made for the integration and adoption of technology as part of modern higher education; however, universities in the Middle East failed to do this. Considering all these factors, it is clear that the education system in the Middle East has to develop appropriate policies and strategies, which can assist to overcome the challenges.

Challenges of Higher Education of Middle East

Considering different issues as well as challenges, which are associated with the educational system of the Middle East provided by the previous research studies, it is clear that the education system in the Middle East is not of a high standard in comparison to the UK standards. The critical evaluation of the UK education system mentioned that the educational institutions of the UK are impulsive and enforce the application of standard education policies, which lead to the managing of equal educational standards in the UK. Every university in the United States has to follow the standards set for educational standards. However, the Middle Eastern Universities failed to do so due to lack of the proper policies and an appropriate infrastructure for education. The absence of central infrastructure in the Middle East is the major reason for the low quality of the education system. There are some regions, where the technology is integrated for the enhancing learning of students, while in some other areas, the concept of technology is totally ignored.

Standards of Quality Education

Education International (2018) demonstrated that quality education could be maintained by the following five standards. The inclusive education accessible to all is the first standard while providing a safe and appropriate environment for learning is the second standards. In addition, the

resources and infrastructure required for education must also be provided and the resources to ensure the quality of education also include furniture, tools, books, technology, and staff and all these factors are considered as the infrastructure. Another important thing is that the size of the class must be proper to maintain the quality of education.

Thus, there are multiple standards, which ensure that education is of high quality. While the UK has clear formulations of how many students should be there per class with a hierarchy and implementation, this is not the case with the Middle East (Lesley, 2018). The lack of qualified teachers and sometimes students willing to learn has created quality problems throughout the region in terms of the optimal ratios (Beckford, 2016). Even though the knowledge on this topic has been developed, its implementation has been lacking.

The reason for the persistent challenges with the educational system of the Middle East due to lack of any specific standard. Currently, the Middle East has been making efforts to overcome these significant challenges, yet, they do not have a clear infrastructure (Krafft, and Alawode, 2018). On the other hand, the UK education system has been receiving significant important because of strong policies and proper education system and developed infrastructure. The critical evaluation revealed several differences in the education system of both regions with respect to quality. The effort for quality in the United Kingdom is uniform, while this is not present in the Middle East education system, which presents the need of developing significant policies, which can bring improvements in the education system and quality of education. Setting the standards with appropriate policies would be beneficial to ensure the success of the education system.

1.2 Problem Statement

According to the Khan (2015) report it has been identified that the quality of the higher education in the Middle East has suffered greatly over the years and requires a deep and thorough understanding of the quality issues faced by the higher education institutes in the Middle East in delivering high-quality education to the people in the Middle East. Moreover, Halpern (2015) argues that the higher education of Middle East as a whole has been least studied and therefore, there exist a dearth of empirical evidence that establishes the context for the quality of higher education in the Middle East. Therefore, this research attempts to discuss the differences between the quality perspectives of education for the UK and the Middle East and to recommend a strategy for enhancing quality of higher education in the Middle East.

1.3 Research Questions

As this research study is emphasizing on the exploring the higher quality education system of the Middle East and the UK, therefore research questions are also structured in a way that focuses on exploring the implications related to the study and identifying the diverse implication related to the higher education system of both of the countries. Following research questions are determined in order to advance the existing knowledge base and executing research for attaining meaningful information:

1. What are the main reasons for the differences in quality in the higher education system in the UK and the Middle East?
2. What is the current state of the higher education systems in the UK and the Middle East based on quality and how do they compare with one another?
3. What are the external factors that have influenced the quality of the higher education systems in the UK and the Middle East?
4. How can the higher education system in the Middle East be enhanced in terms of quality?

1.4 Aim and Objectives

The predefined aim of the current research is to execute a comprehensive analysis of the difference that exists between the higher education system of the UK and the higher education system of the Middle East. This comparative analysis will be executed based on the quality of education of both the education system and make efforts for the improvement of the higher education system of the Middle East. Considering the predefined aim of the research following specific objective are determined:

1. To discuss the differences in the higher education system in the UK and the Middle East from a quality perspective.
2. To evaluate the current scenario of the education systems in the UK and the Middle East with comparisons.
3. To identify the reasons or drivers for the current differences of higher education systems and their quality in the UK and the Middle East.
4. To provide recommendations on how to enhance higher education quality in the Middle East considering UK's higher education system from a quality perspective.

The aforementioned objective is based on the notion of exploring the foundational components of the higher education system and executing a comprehensive analysis identifying meaningful information. The objective revolves around the comparative analysis of the two higher education system and providing meaningful recommendations for the improvement of the higher education system if the Middle East. The comprehensive analysis can be characterized as a multifaceted analysis that focuses on the existing system in the higher education system, analysing the system and offer practical methods to make meaningful improvements. The main aim of the study is divided into three sub-objectives in order to execute research in a logical and systematic way.

1.5 Research Significance

Education is key; any issues in quality are the problem that is many-layered and deep-rooted because it is affecting society as a whole; therefore, this point makes this discussion significant. Society as a whole means all the people living in the Middle East, the government of the Middle Eastern countries, the educational institutes, and most importantly, aura cast by prevailing educational laws. This aura is important because the person applies the learning of higher education in real life. That is why; the research identified the pupils learning in the Middle Eastern universities as most impacted by the current education system. Several other types of research performed by (Sultan and Yin Wong, 2012) and (Nightingale and O'neil, 2012) reiterate this fact too. The skills and knowledge gained during their educational period can influence the learning of other individual in a significant manner. Their working style is influenced by the way they are taught at the university (King and Boyatt, 2015). In this research, we have discussed the key differences between the quality of higher education offered by the universities of the Middle East and the UK. The research is based on two points, first is to identify the difference between the two educational hubs in quality terms. Second, what we gleaned through this search and based on the surmise have suggested the enhancements to the quality of education provided by the universities.

This is extremely important because this means that these people make economic policies, perform accountancy for respective companies, plan the cities and perform several linked analysis. The analysis that encompasses the design techniques used in the city's infrastructure layout, building a foundation, zoning, sanitation, and plumbing. In short, the pupils design the future, shape it and leave a lasting remark on other people until the end of their lives. Therefore, if the education that they grow up with is not at par in quality terms to a universally accepted approach. Then, the

magnitude of their doing's unintentional damage to the society may not be quantifiable; in fact, these effects are not even rectifiable for a foreseeable period. That is to say, any problem in their Education system, acquired through these universities shall prevail until the generation of people affected by this system live and serves the Middle Eastern countries. In addition, city planning is something that is performed regularly, the planning, spawns it, and if not done right then it becomes a living nightmare for everyone. In order to clarify in this regard, we looked through researches including (Horowitz, 2017) and (Anthopoulos and Vakali, 2012) and gleaned. That the researches emphasized the necessity of quality education as a base for planners being able to make the best-designed cities.

Therefore, the government sending the students to the UK for higher education is not economically viable; it needs to devise the ways. Through which the burgeoning gap between the quality of education provided in the Middle Eastern and UK universities is reduced. The research focused on some of the tactics that the governments applied to improve the education of quality and all researches agreed to one fact; stakeholders involved need to sit together (Deming, 2018). They needed to evaluate what they wanted from the future generations because education helps to shape the future of an economy and eventually people involved in moving it. Therefore, determining the gluts between the education's current objectives and real-life applications have been stacked together to identify the weak areas in the education system in the underlying report.

1.6 Research Rationale

This research study focuses on the identification of the discussions related to potential directions for conduct in-depth research for investigating and exploring the higher educational quality perspectives and the implications for the improvement of higher education system in the Middle East. This research study is from a theoretical perspective is source of developing meaningful contributions towards the enhancement of learning and educations theories and implications. The output of this research offers an initiation point for higher education authorities to understand the system perspectives of higher education and improving the services related to higher education. Through this research study it is aim to help other developing countries for having in-depth understanding with the practices association with quality assurance management and understanding the diverse dimensions for structuring quality assurance activities within the higher

education perspectives. In addition to this, this research study is also useful for other countries seeking improving and reviewing the quality assurance in the higher education sector.

1.7 Research Methodology in Brief

This research study utilize interpretivism philosophy that calls for structure analysis and enabling researcher to execute evaluation of the difference between higher education quality in the Middle East and the UK (Bryman and Harley, 2018). In addition to this, exploratory research design is selected exploring the differences between the UK and the Middle East in term of quality education. The research attempts to use a mixed approach to reach the aim of this research. The primary qualitative data is gathered using an interview questionnaire technique from the faculty members of both nations along with quantitative data collected from students through survey from both nations the UK and the Middle East (Bryman and Harley, 2018). For collecting secondary data, the study uses scholarly articles, case studies, newspapers, and textbooks. (Bryman, 2016). For quantitative data collection, the survey questionnaire is used possessing closed-ended statements with Likert scale technique. The interview questionnaire was based on open-ended questions that allowed respondents to communicate their thoughts without and bounded statement (Bryman, 2016). For this study, the total sample size for interviews is 26 respondents which involves 13 respondents from the UK and the remaining 13 respondents from Middle East. Also, 300 students were part of the study out of which 150 students were from the UK and the remaining 150 students were from Middle East for survey questionnaire (Sekaran and Bougie, 2016). The statistical tests including descriptive statistics, Pearson's Correlation test was conducted for data analysis. The thematic analysis was used for the interpretation of the qualitative data.).

1.8 Research Limitations

There are limitations in every research work and in this research the main limitations are of time and aspects of data collection. This limitation restricts the participants and secondary literature research. The educators and students both have busy schedule and it gets difficult to respond to the questionnaire appropriately. Also, with limited time, the researcher needs to limit the scope of secondary resources so that further parts of the research work can be completed on time (Thomas, Nelson and Silverman, 2015).

1.9 Scope

This particular research is titled “Evaluating the key differences between the Higher Education in the UK and the Middle East from a quality perspective with a view to enhance the education in the Middle East.” In this study, researcher will analyse the system of higher education in the United Kingdom and higher education system in the Middle East. Comparison between the higher education system of both the United Kingdom and the Middle East will be done from a quality perspective. The research proposed by Heywood (2019) illustrated that governing bodies of United Kingdom tends to adopt educational system that tends to make their education system strong. After the effective comparison between the two operative higher education system, the researcher will be able to reflect on the systems adopted by the United Kingdom and by Middle East with focus on Qatar. For this particular research the region that has been specified are the United Kingdom and the region of Middle East. The data on which the entire study will be based on secondary and primary data. Researcher in this study is attaining the first hand information or data by the means of survey questionnaire, interviews while the secondary data in order to back the findings will be attained from published papers, books and journal. The sample population that has been targeted for this research study belongs to the region of United Kingdom and Middle East with focus on Qatar.

1.10 Chapter Structure

The current research work has been structured and organized into five major sections that are titled with distinctive names and possess meaningful information related to the phenomenon under study. Following main chapters are included in this research:

Chapter 1 Introduction: This chapter of the study includes information of the foundational components of the study including research background, aims and objectives of the study and research questions of the study that are utilized for systematic executing of the research.

Chapter 2 Literature Review: This chapter of the study focused on a comprehensive and critical review of the past scholarly resources and integrating a detailed analysis of the diverse research studies. This section of the study elaborates the findings of the previous scholars in order to develop a vivid understanding of the background of the related aspects of the research.

Chapter 3 Research Methodology: The third chapter of the research is Research Methodology that includes identification of different tools and techniques used for the execution of the research in a structured way. This chapter allows readers to go through the research approach, design, data collection method and methods for analysing the collected data.

Chapter 4 Findings: This chapter of the study focused on integrating findings of the study attained through the collection of data and the analysis of collected data.

Chapter 5 Discussion of the Findings: this chapter of the study focus offering meaningful discussion of the findings in order to advance the current knowledge base related to higher education's system of the UK and the Middle East. The findings will be evaluated on the context of the literature.

Chapter 6 Conclusion, Recommendation, Limitation and Further work: The last section of the study will conclude the entire study and provide readers with insights related to the main findings of the study. This chapter will also show how the research objectives have been achieved. In addition to this, the last chapter focuses on identifying the constructive recommendations and suggesting other researchers about the implications of future research work.

1.11 Summary

The study "Evaluating the key differences between the Higher Education in the UK and the Middle East from a quality perspective with a view to enhance the education in the Middle East" has been conducted with an aim of improvising the higher education system within the region of Middle East with a focus on Qatar. The objectives of this study is to focus on the differences in the higher education system opted in the UK and the Middle East. By evaluating those differences, recommendations will be made to the authorities of the Middle Eastern to adopt the enhancements in higher education system from a quality perspective. As it will allow them to opt and introduce an education system that will help develop individuals who will become assets for their state. This research will be based on both primary and secondary data. This study will be evaluative in nature.

2 CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This section of the research is about reviewing the differences between the higher education quality level provided in the Middle East and the UK universities. The assessment of quality has become increasingly important because as of now, the pupils of Middle East have to rely on the expensive foreign education in order to gain the skills needed for being of service to the community. The goal of this research is to assess the quality of higher education by deploying several models to assess the difference and take into account the researches performed by several other authors. The research on the topic through eyes of the literature review is divided into two parts; the first shall part evaluates different theories on quality of higher education and its implications on the Middle Eastern society by enumerating the pros and cons of each theory. Internationally, there are several journals and organisations as the times higher education, US news, the best schools and Forbes etcetera that use several criteria to scrutinize a universities quality. Mostly, they take into account the publications per staff per year, citations of these publications, reputation of these citations among respective associations contribute to a certain field of research by a respective university's students. That is to say, this section shall evaluate the quality measurement model applicable to education. The second section shall analyse the problem of the higher education system in the Middle East by evaluating other researches performed on the quality of higher education system prevalent in the Middle East and underlying problem's impact on the Middle Eastern society. These researches compare higher education in the Middle East with higher education in the UK and then recommend a solution. That is to say, underlying research shall expound on the objective of each research and its recommendation.

2.2 Theoretical Review

Trede, Macklin, and Bridges (2012) explain the theoretical review of the literature as a Theory or model that is to say to view higher education through a logic presented by another person on the subject. This, section of the research is about reviewing the quality of higher education in the Middle East and its impacts through different theoretical models, the research shall analyse each of the theories critically. That is to say, the research shall evaluate this logic and expound on its pros and cons.

2.2.1 Education as a driver for economic growth

According to a survey conducted by the Stuckey, Hofstein, Mamlok-Naaman, and Eilks (2013), Implication/effects of the quality of higher education on society is an arcane level thing, because, its effects help shape the future of an economy from all points of view. Why that is? It has been explained by Stephenson and Yorke (2013) Higher education is the last tier that can help a person in becoming a useful tool in shaping a respective field of society. Therefore, a tool can determine the level of help he can give to the field of his study. Either the higher education can result in him being a trendsetter in that area for this whole world to follow or at least he could be competent enough to serve the field of his study by being part of the research on the new ways. These ways should bring contribution to upping the current level of that field. The quality of higher education influences the development of society is that is sustainable and self-reliant. The UK education impacts in contrast to the Middle Eastern countries are stark.

Economic growth through technical advancement:

The UK is a developed society that is technically advanced and has a business that operates at all three levels of doing business. The Middle East on the other hand mostly depends on society's upkeep by selling natural resources in raw form and by giving basic needs of the society. The Middle East economy is dependent on revenues from the sale of oil; the company applying advance-learning skills that evaluate the underground levels using computers determines the presence of oil in the field. The reason for this feasibility is to save the cost of drilling the earth out of that particular place. The higher education provided by the Middle East University does not impregnate into students the skills either to develop such a computer or to evaluate the underground level. Further, the oil needs drilling out and it is done through using heavy machines. The machines are developed by foreigners because they are better qualified to do so.

Economic growth through research:

As highlighted in the works of Sacks and Pikas (2013) these are some of the impacts of higher education quality on an industry that is considered the backbone of the Middle East, that is to say, the Middle East is the major exporter of the oil to the global market. And yet, it depends too much on the UK education system, because the system's quality is great. It is assessed on the contributions it makes to the overall society in the form of the researches in the various fields. The

researches by the academicians help the industries opt these new modes of doing their business thereby, resulting in the practicability of the research. Failings in it can be identified by the industries applying it; these failings could then be referred back to the researcher who can find a workaround. A continuous cycle of research, application, and development on the practical feedback that goes on. According to Sacks and Pikas (2013), this constant cycle is the reason that the powerhouses like the UK, France, Japan, Germany, and the USA are still miles ahead of China in technical advancement terms. The reason is the synchronization of education with the economic needs of a society that is keeping the level of the economy at the top of the advanced level of technology.

Economic growth through educationists

This means that the UK higher education system is playing its part in developing the UK itself as well as then support Middle Eastern countries economy. This is why the UK higher education system design infused into engineers to design well-planned cities. Which, is in contrast to the Middle Eastern policy of relying on the UK education system to help design beautiful and modern buildings. The point is, the quality of the education has an impact on the future shaping skills, and the skills are useable by the concerned professionals to avoid hitting an iceberg of problem-related to the field of study. Further, higher education being the last level of education that the community can receive, therefore, its purpose must be to impregnate into the pupils the skills that they shall require to excel into a certain field of study. Meaning that the quality of higher education helps them to then shape their life into a better style by using the tools that higher education gives the students. That is to say, according to the research performed by Oakland (2014), the quality of higher education is described by the synchronization between the success of the society as a whole and the contribution of the higher education system in the form of skills. The skills help create the best in society's economy.

2.2.2 Education and as a driver for financial growth

As per the research conducted by the Jaumotte, Lall, and Papageorgiou, (2013) it is apparent that higher education plays a vital role in the field of finance. Finance is the capital that the economy has to fund the projects for the good of society as a whole. Effective financial management is about using the financial resources efficiently and effectively, this is the skill that the finance professionals gain through financial education. Further, the research of new methods of finance

and new methods for investment appraisal fall under this field of study. Thereby, we see that the impacts of higher education have led to imbuing skills into the UK professionals that they are managing cooperation across the globe.

Education and globalization

A survey conducted by the Altbach, (2015) covered well on this topic. This research tells that the higher education has become a commercial product and it is expected that the pupils studying in any field should have enough skills that can help them work within the industry in any part of this world. According to Van Damme, and Van der Wende (2018) throughout the world, there is the growing interest in the importance of developing the capacity of higher education institutions to meet the requirements of globalization and expanding international cooperation in the field of university education. This is an affirmation of the importance of conforming to the global changes and the trend toward universality of higher education. The reality is that higher education continues to influence the existence of several phenomena that results in the internationalisation of higher education.

According to the research conducted by Mwangi et al. (2018), it is identified that the basic philosophy of higher education at international level is highly influenced by the changes developed through globalization that is heavily based on the intensification of the use of information technology in all fields. In addition to this, it is also identified that higher education sector in developed as well as developing countries are also influenced by the lack of public higher education institutions to counter the competition coming from foreign and private universities with the fastest movement and the flexibility to adapt to the requirements of the labour markets on the one hand, and the developments of education technology on the other.

2.2.3 Policies and guidelines in education

An examination conducted by Harrison, (2018) reveals that the educational policies adopted by the government and the planners play a significant role in the overall shaping of the society. Fägerlind and Saha, (2016) explain that education policy is one of the significant policy areas of the State. Fägerlind and Saha, (2016) provide an understanding of educational policy as a consideration based on the value system and some assessment of situational factors, these considerations serve as a basis for operating institutionalized education. It can be concluded that

education policy is a product that is used as a guide to legal-neutral education decision-making and is adapted to the environment of education in a moderate manner.

According to Cebrián and Junyent (2015), the factor that determines change, development, or organizational restructuring is the implementation of organizational policy so that it can be felt that the policy really works well. The nature of the policy is in the form of decisions whose substance is goals, principles and rules. Cebrián and Junyent (2015) put forward that the format of the policy is usually recorded and written as a guideline by the leadership, staff, and organizational personnel, as well as their interactions with the external environment.

In a research study conducted by Evans (2017), it is identified that policies are obtained through a policy-making process. Policymaking is seen as a process of all parts and relate to the social system in making the target system. The decision-making process takes into account external environmental factors, input (input), process (transformation), output (results), and feedback from the environment to policymakers.

While education is a shared responsibility between parents, the community and the government. On the basis of these wise words, the improvement of the quality of education in developing and under-developing countries is a burden with parents, the community and the government. Based on the above assertion, it can be concluded that education policy is made to be a guideline in acting, directing activities in education or organizations or schools with the community and government to achieve the stated goals. In other words, the policy is a general line to act for decision making at all levels of education or organization.

According to Carton and King (2019), the education system cannot be fulfilled without a reliable national education plan. Planning is also not ordinary planning, but a form of planning that is able to overcome changes in needs and demands, which can occur due to changes in the global environment. According to Nilsson, Griggs, and Visbeck (2016), the Education Policy in Perspective examines the educational systems through their context, key actors, and the systemic measures necessary to achieve successful and effective policies. The analysis is organized based on trends in policies that have been put in place to improve student outcomes. In terms of the improvement inequality and quality for students, the report highlights the continuity in measures applied at the school level, although there have been some changes related to the approach. OECD

offers some recommendations for educational systems on the persistent policy priorities in the participating education systems, based on five principles for action:

- *“Focus educational funding support for students with a low socio-economic level;*
- *Encourage students of minority backgrounds to join general education and offer additional support when necessary;*
- *Develop measures to channel resources to the most disadvantaged regions;*
- *Promote evaluations of the impact of actions in educational institutes on both women and men;*
- *Increase access to the quality of education and childcare (ECEC) by creating an integrated system to follow up the ECEC (p 40).”*

Taking into account the growing demands of the public sector, the OECD proposes to take action in four main areas to promote successful policies:

- *“Involve stakeholders, including students, and ensure continued commitment;*
- *Raise the evidence and strategically use the data in the implementation of the policy and in the evaluation process;*
- *Develop a common understanding of shared concepts and goals and standards;*
- *Ensure fair distribution of resources and equal capacity to use them in the field “(p.162).*

The most recent edition of Political Education in Perspective aims to reflect on "what works" in education, aware of the challenges of policymaking - including the invisible part that encompasses the interests, beliefs and fears of the stakeholders involved. Therefore, the report focuses on providing evidence-based analysis for the development of subsequent policies, targeting persistent and emerging priorities and providing examples from different contexts. Since the version of the 2018 report focused on the student perspective, a follow-up report will be published in 2019 to cover the remaining two areas in the analytical framework (institutions and systems).

2.2.4 Levels in education

Examination of facts by Tight, M., (2012) reveal that the level of education is either the ground area that a network of educational institutes covers. On the other hand, it is also described as the skill level that a professional is gaining via education at different ages. A network of state-run institutes in a region provides public education; Middle East’s government-run universities are not very popular with the local and foreign students. This is why a high concentration toward foreign

universities is observed among the Middle Eastern candidates. On the other hand, private means that the student uses non-state actors to educate him. The non-state actors operate after taking license to provide education to the pupil's, although such institutes have their own governing laws. Nevertheless, courses like tax laws, history, culture, accounting laws are tailored to include local trends and governmental demands. This is an expensive mode; it results in the loss of precious foreign reserves and resources. This means that only the privileged get the best education while the masses are left with a network of publicly funded universities the quality of education provided by which is not per the international standards (Salehi-Isfahani, Hassine and Assaad, 2014). For too long these universities have been chugging out the students that had stunted skills while the foreign-educated students found irksome that their skills went unused. They wanted to contribute to the good of the Middle East society however, the ill-developed supporting infrastructure made it impossible for them to apply high-level skills to generate the technical advancement of the economy.

2.2.5 Models/strategies opted for improving the quality of higher education in the Middle East:

Researchers including Azza (2018), Adams (2015), Rossi and Rosli (2015), Moulaert (2013), Guimón, (2013) and Alma, Coskun, and Ovendireli (2016) have researched on the education and globalization through different models

2.2.6.1 Collaboration with foreign universities

The researches on the model by Azza (2018) suggest that since 1970 the quality of education in the GCC countries has improved. The governments started to follow UNESCO advises; pool resources with notable foreign universities and provide education to the masses in the Middle East. The model is a drastic short-term measure that can help alleviate the problems of the Middle East higher education. The society is not able to be of service because of incompetence with the requirement of a respective field of study. The incompatibility emanates from the current education system and so, the government should first focus on the betterment of a group of professionals that might saddle the economy in the near future. This group's betterment is important because the effects left by them on the economy can help increase the overall level of learning to the next level. Meaning that ultimately, by the time this group is finished using their skills learned through the

collaborative model they might develop an Arab world university that might be able to conduct the research at a national level. That is to say, a higher from the current quality of level is achieved.

2.2.6.2 The establishment of research partnerships

Examination by the Adams (2015) reveals that this it is a joint venture meaning that foreign Universities shall provide the Middle Eastern universities support in ways that develop research skills in the staff and the students. The study discloses that the research is the key to get out of stagnation, describing it as a fourth age of the research and it has been missing from the higher education of the Middle East. Further, eventually, the research can help the people of society to improve their living conditions, by serving internationally. The research on the Middle East's higher education revealed that the underlying education system is based on learning. Meaning that the students are stressed to learn skills now that cannot help them to think creatively in the real world. Reality asks an economist to deal with the after-effects of the natural disaster, keeping tourists interested in coming to Dubai for spending summer vacations. Therefore, it is necessary to infuse researching skills in the Middle East education system.

2.2.6.3 Consultations

A survey performed by Rossi and Rosli (2015) revealed that the foreign universities are giving consultations for devising ways to better the quality of higher education, a cheaper way that can help remove stagnation of professional skills to some extent for a short-term period.

2.2.6.4 Joint-degree programmes

According to research performed by Moulaert (2013), this is a sort of partnership between the two universities, under which the students from the Middle East universities can visit the home campus of the foreign university. That is to say, the higher education student graduates from both the foreign university and the Middle Eastern university, giving him two degrees. Thereby offering him a chance to either serve the industry he is acquiring the skills for locally or at the international level (Global Media Journal, 2019). Both are helpful, working for the international level shall mean that his skills can improve in line with the variations in the industry that is far superior in technical terms to local industry. While working locally may again cause stagnation to his skills due to underutilization by working for the local industry.

2.2.6.5 Construction of the degree-awarding American-satellite campuses:

According to Guimón, (2013), this kind of model means a foreign university opens self-managed campus in the Middle East. The survey revealed some of the American universities doing this; the campus is going to operate under the same quality stringent rules as its parent campus. On the other hand, the admission criteria, degree-awarding criteria, teaching methods, requirements from the staff shall also be the same as the head campus operating in the US. This shall help permeate the research factor into the society via education because, until now the industries running the economy were not becoming aware of the new efficient methods to perform in their respective fields of study consequently the level of skill required by them remained basic for this long. With the impacts of gradual research in respective fields, a time shall come that the Middle East economies shall become self-reliant in creating new technologies.

2.2.6.6 Determination of KPIs'

Surveyors including Luneva (2015) and Alma, Coskun, and Ovendireli (2016) have suggested using KPIs' as the performance measurement criteria. Saying that these can help measure quality realistically via a certain driver. Organisations like the times higher education, US news, the best schools, and Forbes. Use this model to assess the universities performance in evaluating the quality of education, the key for the model to succeed is to develop components and indicators.

As per the research of Luneva (2015) and Alma, Coskun and Ovendireli (2016) components are the situations that can be measured and improving adherence to it shall help achieve the university the quality of education. Quality of higher education is the role that it and the people related to it play in shaping the economy of the country.

The researchers even provided some of the components including, Research, Academic staff, students, teaching, International Orientation, and Overall situation, that universities could use in improving the quality of higher education

Significance of the driver

Research Work: Stephenson and Yorke (2013) and Alma, Coskun, and Ovendireli (2016) have explained researches role and importance. They say that research plays an important role in levelling up economic activity. Because external forces a change on the current techniques and

research on new and improved ways can help the overall society tackle these changes admirably. The Arab countries have not spent much on the research; as a result, they rely on every technical aspect for running their economy on the UK or other developed countries. According to Alma, Coskun, and Owendireli, 2016 researching on the new ways to do things more efficiently helps stay ahead of the competition. It was the research on ways to make the car use alternate fuel that the Toyota Prius came into being. In short, the research by academicians can help the society excel in the respective field and imbue skills in it that can help meet the challenges that globalization possesses.

Academic staff: Nightingale and O'neil (2012) and Alma, Coskun, and Owendireli (2016) have explained academic staff as the professional plays a significant role in the development of society. The teacher of higher education is considered by society a father of knowledge for that respective field; it is his job to guide the path of society toward the topmost tier of success.

Quality of teaching style: Parkay Anctil and Hass (2014) and Alma, Coskun, and Owendireli (2016) have explained that the quality of the teaching style can be evaluated using the synchronize with the industry requirement. Higher education helps to shape the economy and therefore, the skills gathered by the students must meet the international requirement of his field of study. This concept can be understood by the Toyota management applying different inventory systems to develop the Toyota Production System.

Number of students: Luneva (2015) and Alma, Coskun, and Owendireli (2016) explains that students number, of course, is an important determinant of a universities performance. Particularly the current session is number increasing over the last year. Because it means that, the industry is accepting the students with skills that the university management infuses through the educational process into its students.

International recognition of university: Beine Noël and Ragot (2014) and Alma, Coskun, and Owendireli (2016) explains international orientation as a mix of total strength between local and foreign students. It is a great honour for London to be called the hub of higher education. Because four of the universities situated in the city of London. Make to the student has a preferred a list of universities globally. This means that an internationally recognized university not only supports the good of the local economy but also the international economy in different fields of study.

Overall situation (Universities support to improving economic level): Henard and Roseveare (2012) and Alma, Coskun, and Ovendireli (2016) tells that the overall situation is the universities support to the increased level of economy in a certain field. The research shows that the pupils of higher education become the shaper of the future of an economy alone or this globe. That is to say, they set a trend to be followed. Toyota, the Japanese manufacturer is known for developing the most successful production system of this world that helps to reduce the overall economic cost. Germany is known as a powerhouse of this world and enjoys the status of setting standards for technology enhancements.

Identification of the Quality KPIs'

Quality of research work: For a university, as said by Alma, Coskun, and Ovendireli (2016) therefore, it is necessary that the quality of research is measured using these drivers research articles published by research staff per year, Articles published by research staff within ten years and Citation to an article by other researchers.

Academic staff: The research Alma, Coskun, and Ovendireli (2016) further explains the quality measure for this driver as Candidates preference to teacher over another teacher for a certain period, Membership with international body governing his field and Synchronize between educational knowledge and realistic situation level

Quality of teaching style: The research Alma, Coskun, and Ovendireli (2016) suggested KPI for this component include Industry demand for the students of universities and Articles published by the teaching staff used by industry successfully to enhance economic activity.

Number of students: The paper by Alma, Coskun, and Ovendireli (2016) suggests the KPI that include the number of students' increases over last semester, a number of students per course and a number of students per teacher.

International recognition of university: The research by Alma, Coskun, and Ovendireli (2016) suggests KPI list for this component; Break-up of student between international and local nationals and Recognition by international university ranking organisations.

Overall situation (Universities support to improving economic level): The Alma, Coskun, and Ovendireli (2016) study suggests KPI for measuring this component; a number of citations in

research being conducted under a certain field, International recognition in the form of awards to the staff and Contributions by the teaching staff toward technology development.

Azza (2018), Loveluck (2012) and Keser, (2015) research on the level of quality of higher education using different model shows that the quality of education is poorer in Middle Eastern countries. Meaning that the government needs to improve quality by studying the needs of society as a whole in the short run and because of opting the models mentioned above quality has improved since 1970. However, still, the students flock to foreign universities because local higher education is incompetent in imbuing them with skills that are required to manage the economy Altbach, (2013).

2.2.7 Conceptualising quality through models

According to Perfetti and Adlof (2012) quality is the value that the end-user of the service is offered by the higher education, higher the value. Quality is dispensed through a series of process to the end-user therefore, it is the end-user who is impacted by the quality and is the criteria defining a factor. Value to society means that its skills gained through education are valued by the overall society. The skills help increase society upkeep. That is why, the quality of higher education evaluation is a matter of deep concern to all the concerned stakeholders, a group of people who shape and are affected by this shape. The scrutiny has become even more important because the Middle Eastern governments are sincerely trying to rid the economy's reliance on the revenues from selling oil in raw form. Moreover, even this sale contract is reliant on the higher education of foreign universities because the oil drilling requires critical analysis of the underground field. The successful culmination of which shall need heavy equipment which, shall be imported as the Arab regions higher education could not help students to research and develop such high tech machinery. As per the article published in Forbes (2019), the Saudi government has promised to double its efforts in improving education. The issue regarding the quality was sighted by the underlying system of education, it imbues students to learn rather than force them to think critically. This is a major flaw in the education system because the students then go on to work in real life. Thereby, failing them in an uncertain situation. Of course, the current quality of education is the fruit of the policies opted for such a long time and the current generation's impact cannot be steered off for a long time. However, steps should be taken to help improve the quality of higher education provided by Middle Eastern universities. Several criteria and models can be used to

inspect the quality of education provided by the universities, the researchers noted that there is no universally accepted unique model for doing this and approximately all the organisations. Including the times higher education, US news, the best schools and Forbes etcetera that use several criteria to scrutinize a universities quality (Decena, 2015).

Additionally, there are researchers like Azza (2018) suggesting that the universities in the Middle East use collaboration model to improve their education's quality. The collaboration is like a joint venture between a world-renowned university and a certain Middle Eastern university. In fact, she in her research proved that GCC countries following recommendations of the organisations like the UNESCO have started collaborating with the foreign universities to improve the quality of education. Although the Azza (2018) research focused on Egypt only nevertheless, it suggests a model that is similar to a joint venture.

Further, researchers like the Decena (2015) has suggested models like a feed-forward quality model and the feedback quality model. However, as has been said before, for long, deciding on the educational quality measure has been a source of the problem. The problem becomes much too apparent in higher education's scenario in particular. Because this level of education helps shape a person's skill in coping with the real-life scenarios of varying degrees and depth. This means that the student has a grasp of a certain topic in a way that he is not perturbed when a situation occurs. Professional's mind while going through this level education is readied to respond to a real-life scenario, that is to say, higher education help him attain skills and knowledge to deal with the uncertain situation. Take an example of the UK higher education system, infusing the students to design a city. What are the factors behind it? Well-laid out design/plan, in other words, the zoning is not haphazard and it is done in a way that allows the free mobility of the citizens to and fro between work and home. Movement between home and place of recreation is not punctuated by massive traffic jams due to the closing time of the offices. Similarly, a mere number of schools does not interfere with the normal flow of traffic (India times, 2019). This shows the level of creativity and thoughtful planning the UK or other foreign higher education bestows into its stakeholders (Yeo and Li, 2014). It cannot be, however, said about the students graduating from Middle Eastern universities, not only their skills are underdeveloped to deal with the situation of their own country. On the other hand, students qualifying from private higher education are termed as overqualified for the job. This creates stagnation of their learned skills by doing duties that are

far below their skills and thereby, causes a brain drain which ultimately does not contribute to increased research-based economic activity. The research covers the following models:

Feedforward quality control:

The model's principles are input, processes, and outcomes (Decena, 2015). All casting a sequential effect effecting from the input. Therefore per the research, the model is based on the following principles: Input, Process, and Output. Input means that the raw information that is sent for a process where it is disseminated to the students through the teachers. The teachers use the different modes of communication to impregnate the high education students with the skills required to match the industry needs. The skills that can help them in getting jobs and shape the future of the economy. That is to say, the model stresses that the input phase influences the process that in return effects outcomes. The quality of inputs is assessed using a variable called student selectivity rate; this is the rate of rejection and retention of the student by the university until the end of the program. Higher the rate, higher the quality of education, the retention rate is determined by the quality of the faculty, learning environment and efficient use of resources (Molloy and Boud, 2014).

The research conducted by Decena (2015) and Molloy and Boud (2014) found that the model has merits because of its dependence on the inputs from the highly qualified group of people in the economy, these people understand what goes on in the world of education in the respective fields. Further, the research found that education impacts and economy is linked therefore, this input can help improve the quality of education meted out through universities to the students. Additionally, the model considers a number of students as a quality factor, meaning that higher the number of subjects offered shall increase the number of students. While simultaneously helping the university to manage resources efficiently.

The examination of model Decena (2015) and Molloy and Boud (2014) through higher education perspective found that using this model left demerits on the quality of education as well. Model is useful for well-developed societies because their current generation is not enamoured with the problems of flawed educational policies. In the Middle East, the educated professional skills are not recognized globally, in fact, the students getting higher education from local universities cannot compete with the industrial demands internationally and locally as well (Decena 2015).

This means that the input provided by the university is not attuned with global counterpart and therefore the higher education's quality shall remain tainted until the flow of the process is corrected. Further, the model does not determine the quality of education provided by the university in relation to the skills the education imbues into the students that they can use in real life to respond to a situation.

The research on the model shows that it is not a true measure of the quality of education in relation to higher education's contribution to the good of society. That is to say, the model does not measure the level of synchronizing between the influences that the education achieves in shaping the future of society. Further, it does not measure the level of creativity it helps permeate into the pupils (Molloy and Boud 2014).

Dynamic Feedback quality model

The model works on the principle that is the same as three outcome-measuring criteria of feedforward quality control (Decena, 2015). However, this time around, the input is not set by the university rather; the perception of the university in the society defines the quality of the process and the outcome. This reversal of the sequence in which the principal follows drastically differentiate the impacts of education on the ultimate end user of higher education (Decena, 2015). Quality level is determined by what society thinks about the university. The society's perception of the university covers how they view it regarding the contribution of permeating skills required for becoming a global economy. This in return helps them to enhance the research skills of the university's teaching staff, they become part of the global association in their respective field of study (Creemers and Kyriakides, 2013). The survey conducted by Creemers and Kyriakides (2013) and Decena (2015) established that using to evaluate the quality of higher education could help achieve the merits. The merits occur because society control what education should be and therefore, this factor makes the quality measurement criteria more realistic. Thereby, helping universities to develop courses in line with the global and industrial requirements. The examination of the model by the researchers Creemers and Kyriakides (2013) and Decena (2015) summed up the demerits for the developing economies like the Middle East, the model does not consider the impact quality of their educational policy in contrast to the higher education in the UK on the Middle Eastern society. This makes it an incomplete measure of the quality of education for the

Middle East. That is to say, with the current scenario, any Middle Eastern professor would find it difficult to keep up with high-level research in his field of study.

Total Quality Management

The name rings the bell, yes, the model was first devised back in the 1950 and was successfully implemented by Japan in recovering its economy from the slump suffered in world war two (Sallis, 2014). The model works on the same principles that are used when it is applied to a manufacturing company. Total, Quality, and Management, albeit, the determinants of the quality shall change in relation to higher education.

Total Quality Management focuses on the continuous improvement of the process and management of the resources toward adding quality to the final value to the consumer. That is to say, the model focuses on improving the quality of the attributes that are valued by the customer of a service or product. The researches like Sallis (2014) tells on how well the model has done in improving the overall quality of education. The model takes into consideration the overall impact on the quality of higher education provided through universities technique. Therefore, if certain universities adopted methodologies are recognized internationally then, quality is deemed to have met. Education process embarks through teachers using different modes of communication to imbue higher education students with skills required to shape the future of the economy. And yet only a few universities are recognized globally for contributing positively to the good of the economy. The good is helping the economy achieve a higher from the current level of advancement (Sallis 2014). The graduates from such universities are preferred by the employers, who even hold the trainee management programs to goad them into joining the company later. Through these programs, they get to be aware of differences in an educational and real-life scenario and chalk out the way forward. This proves that simply applying the model cannot help the university make it to the list of most revered universities. The research on the model reveals how well the TQM supports higher education. By simply playing its principles:

The research from the Sallis (2014) explains the total part of the model as a collective effort of all the stakeholders concerned with the process that needs improvement. That is to say, every person from pupil to teacher, researcher to industry echelons, global associations to foreign and local governments. Are involved in the process of betterment. Sallis (2014) explains stakeholders

concerned as people who impact the quality of a process because that process is affecting them therefore, all of them can help make it better from before. This means that skills required from a highly qualified employee by the Middle Eastern industry are helping the industry to meet respective Middle Eastern government's objectives, the need for helping develop a more efficient technique of doing activity in the various fields of economy. Sallis (2014) research says that all these stakeholders' demands shall be brought out while chalking out the higher education quality deliverables, that is to say, model stresses on bridging the communication gap between a total numbers of stakeholders involved with education. The fact is also found to be true by George and Gerard (1995) as they linked the fall in the quality of higher education due to Managerialist ideology adopted by the TQM model. The authors asserted that the total quality management model used in the higher education system has led to the development of HRM policy, which is functionalists. This is the reason that higher education's quality enhancement has been limited. The authors also found that the nature of the quality measurement of the higher education has changed while traditionally it had been limited to a close peer-to-peer review or other internal forces. This has changed now and externally controlled organizations are defining the quality criterion that ought to be met by the universities internal quality enhancement procedures. Meeting those measures can qualify them for the receipt of government funds. The authors suggest that only a truly professionalizing, "soft", individualistic and user-focused collegial culture will provide a sufficient condition for total quality enhancement to become a reality. However, the research is limited to the UK higher education system and reviews the literature on HRM, offering recommendations for strategic managers or those who have been with the responsibility for improving higher education quality in a university.

Sallis (2014) scrutinizes the second principle of the model is, it is quality, and according to him the quality of the education is the value that pupil seeks. This quality shall be channelled by the needs of the society, what attributes society wants from higher education. Sallis (2014) claimed that quality could be achieved by improved communication among different stakeholders. Once the communication gap between the entire chains of stakeholders is reduced, quality may improve. Nevertheless, Vijaya (2016) in his research emphasised that till date there is no one model that has been used singly by the higher education providers to enhance the quality of the higher education. His claim comes from the analysis of the effect of the different practices that had been adopted by different universities since the 90s' until a date to bring improvements to the higher education

system. Different universities have adopted TQM, KAIZEN (a Japanese word meaning continuous improvement), six sigma, lean and Lean six sigma approaches. The analysis used for publications that have been indexed in the Scopus database. Further, the authors found that all the universities focused on imbuing quality into higher education through a focus on polishing the research skills of higher education graduates. The research skills of the professionals in addition to focusing on a reduction in the communication gap among the stakeholders of the industry can help devise the quality measure. Quality as per this model is the value, aesthetics that the Middle Eastern governments, students of higher education and parts of the Middle Eastern economy like to see in education. That is to say, the government wants higher education students to have skills that lead the country in their respective field of study and make it self-reliant. Pupils, on the other hand, need recognition from their colleagues, for their learned skills, in the field in any part of this world and they can use these skills to help create a better today over past. Industry echelons seek professionals who have skills that can help them increase their overall contribution to the economy by managing economic activity efficiently.

Sallis (2014) investigation on the model revealed management, the third principle, as the guiding ways provided by higher authority. These guidelines help utilize all the resources of the entire higher education process chain in an efficacious way. The Middle Eastern government wants the country to become economically self-reliant for all its needs. While increasing its revenues by shifting toward alternative sources of income, this can be achieved by developing other industries technically. The pupils are ultimate beneficiaries of higher education, they value quality. While the management of higher education is in the hands of universities, they have control over the process of providing education. The efficient usage of the teaching staff to teach respective fields to the students in the way that impregnates the students with skills required to meet the needs of industry, that ultimately wants to help the government in achieving its objectives (Sallis 2014). Further, the study also found that the teaching staff's ability to determine the next level of technological advancement in a certain field of study is also part of the management of resources. That is to say, guiding the resources in the underlying efficiently toward organisational is the management's part.

2.2.8 Current schools of thought about measuring quality in education

A school of thought is a group that takes on a different approach to what a certain word means to the other group. Quality of higher education has the same meaning to all the groups however things become interesting when methods used by different schools of thought to measure quality. Result in a different result. In the above sections, the research considered several models that can be used to measure the quality of higher education. The models are supported by well thought out logic and being used successfully in different economies with varying results. Although one thing is certain, different researches have suggested that there is no universally accepted unique model that can be used to measure quality higher education. That is to say, these models were not designed with the purpose of measuring the quality of education however the general criteria the models use. Can help the government to measure the quality.

2.2.9 School of thought that supports using feed-forward model to improve quality of education

Researchers like Decena (2015) and Molloy and Boud (2014) have suggested using Feedforward quality control. The model that considers the academicians to be on the topmost step of the technical advancement, the flow of increase in quality of education is determined by the education process initiator. That is to say, the quality is determined by the diversity of courses offered by the universities and the increased number of students attending the session of a certain course until its end. The diversity of courses is determined by the university management rather than on feedback from the students (Owen 2013). The model is successful for the economies that focus on the research and in such economies, it is the educationists that epitomize the thought process for devising new ways to manage a certain field of study efficiently. The model is certainly not useful for improving the quality of higher education in the Middle East as the level of research is lowest in the region hence the reason behind technical stagnation of society as a whole (Molloy and Boud 2014). This stagnation is also apparent from the dependence of the Middle Eastern economies for most of their doings on the education system of the UK and the USA. Further, the model does not consider the feedback from the society, the ultimate beneficiary of the higher education, this lack of process makes it unrealistic because the quality is the value that society seeks in education. Therefore, without feedback from society, higher education quality in the under developing economies is non-improvable.

2.2.10 School of thought that supports using Dynamic Feedback model to improve quality of education

Researchers like Creemers and Kyriakides (2013) and Decena (2015) suggest a Dynamic Feedback quality model. The model is dependent on the process which is principled on the same pillars as in the feedforward quality model. However, this time around the universities quality of education emanates from the perception the society holds about it. The perception is the reputation and the reputation is built around the universities response to the societies need for skills to be incorporated into the higher education system. The synchronize between social needs and the skills that the higher education bestows into its takers, as has been researched above, is very important because higher education is the last level of education. From here on the person, studying a certain field of study goes on to serve the practical industry of the economy and therefore plays his role in the overall economy's upkeep by using the skills he gained via higher education. However, the model is not useful for the Middle Eastern economies that rely for technical advancements on the UK and other Western powers. Thereby, with the current stagnant level of skills required by the industry, the universities cannot introduce any higher level of economic research without acquiring a higher level of research through the outside resource. The resource in question has skills that are at a higher level than the level prevalent in the Middle Eastern economy.

2.2.11 School of thought that supports using TQM model to improve quality of education

Researchers like Sallis (2014) have spoken in favour of the TQM model. The model was first devised by the Japanese people, seeking to develop a prop for the ailing Japanese economy that has kneeled down because of the world war two. This means that the model was devised by taking into consideration the industrial weakness. Nevertheless, it does not mean that it cannot be used by the service industry. Research by Sallis (2014) proves that quality in the education sector has been improved by using this model. This has been achieved by the model's consideration of the stakeholder's objectives, the stakeholders of the education industry is the government, pupils, university administration and society as a whole because it is shaped by what is being taught by the universities. The model focusses on improving quality of output, the value that the end-user seeks in the service/product, by using the current resources efficiently and effectively and improving the overall process of creating value until a higher level of quality of service is achieved. This means that the model improved internal communication between all the stakeholders thereby ensuring that the industries supporting economy are able to tell the government and education

providers about the skills that they need from the professionals seeking higher education and also communicating their imagined objectives to achieve a higher level of support to the economy (Luvena 2015),. This two-way communication can help educators research on the ways in which they could manage their budget efficiently. By allocating on the areas that could help achieve a high level of technological advancement in the economy. While simultaneously using the research skills of the foreign higher education system educated students to help research on bringing the technical advancements. The model is cumbersome and expensive and its effects cannot be felt in the short run. The Middle East higher education needs dire short term measures with the objective for correcting the quality of higher education for the current batch. On the other hand, no doubt, auto giants like Toyota to increase value to the final consumer have used TQM model successfully. However, the consumer of higher education requires deep skills that are many-layered. The system must produce the economists, city planners, technology researchers, that is to say, the end-user is helping to shape society. Hence, requiring a model that is closer to reality and has short term impacts.

2.2.12 School of thought that supports using KPIs' model to improve the quality of education

Another school of thought including Konstantina and George (2017) Luvena (2015), Owen (2013) and Loveluck (2012); this group suggests using KPI's. The KPI is not a model rather, the government aligns its objectives to its needs. Research by Konstantina and George (2017) is important in this regard because the authors have researched particularly on the use of benchmarking and other comparison tools. The research creates a link between the quality of the higher education system and the benchmark's creation. The authors developed case-studies from the questionnaires that were sent to 20 top-rated universities of the world. In addition, qualitative and quantitative analysis was performed on these case-studies to arrive at similar quality measures that were used by all these universities. These similar benchmarks, of course, had helped improve the quality of higher education provided by the universities. The research concluded that the use of benchmark/KPI can help improve the quality of higher education in a much more realistic and in a cost-efficient manner. The Middle East government's objective is to improve higher education provided by the universities, the quality of education is stackable against the UK education system's quality. This Quality is a measurable factor and the government can determine the level of higher education's quality by assessing the hiring of the Middle Eastern university-qualified

professionals globally. This in return can help determine the level of compatibility of the skills that the higher education infuses into the students. The professional contribution to the researching community of a certain field, the usability and the credibility of the researched material. Additionally, it can compare the effects of educational knowledge gleaned through finance course taught by the Middle Eastern university in comparison to the UK university counterpart. The KPI is a model that can be used separately and in conjunction with the other models and although it has short term as well as long term objectives. Separately it is however not useable by the Middle Eastern universities, given the research factor and the importance that the Middle Eastern universities give to it.

2.2.13 School of thought that supports using a collaboration of local universities with foreign universities to improve quality of education

There is another school of thought including researchers like Adams (2012) and Azza (2018) claiming that collaboration of the Middle Eastern universities with the foreign universities of renown can help bring the technical advancement of the current level to the region. In fact, these researchers through their research have cited an example of the Egypt and Kingdom of the Saudi Arab creating cooperation channel between the home country university and a foreign university.

2.2.14 Model currently used in Egypt and KSA successfully without significant cost incurred on improving quality:

The research from Adams (2012) and Azza (2018) enumerates the benefits of using collaboration technique between local universities of Egypt and American universities. The research cites the assistance of foreign universities as a reason to have helped to increase the number of research publication by 5% over a period of ten years. Which, is an achievement considering that until about a few years ago the research publications accounted next to zero in these countries (Adams 2012). Further, research is the key to finding new ways of doing, that is to say, finding a new technique to perform a task in a field related activity and presenting it to the stakeholders. For instance, tall building help accommodates the burgeoning population and not only design of this building requires technical knowledge in measuring a right angle. So that it is safe, on the other hand, the building needs to be completed in time without applying too many resources. Because too much time is a cost to the society while too much resources utilization is again a controllable cost to society. Therefore, to research on efficient methods of construction that are safe simultaneously is the effect of this research imbued in society through quality higher education. However, the

researchers are not in the field and hence not aware of the implications of the newly researched technique in real life. They present it to the other group of stakeholder; the professionals running the economy. It is they who can efficiently determine the level of applicability of the technique in real life (Adams 2012; Azza 2018). How, these industry professionals who shall apply this new technique on the industry and provide his feedback to the initiator of the research, who shall act accordingly. This constant cycle of research and development is infused into society through higher education. Similarly, the research quality should be compatible globally, this is important in the ever-increasing globalization. The world is turning into a global village and without collaboration, the attainment of higher skill level is becoming difficult. The increased quality and its true assessment by checking the quality of higher education's synchronize with the global compatibility and acceptance of the Middle East professional can help the universities to improve even further. This numerical measure can provide criteria of increasing and at the same time meet the government's objective to rid the Middle Eastern economy of its dependence on the oil industry. Further, helping the government to tackle swelling employment problems.

2.2.15 Comparison of school of thoughts suggesting methods for improvement to quality of higher education:

Adams (2012) and Azza (2018) say that the least possible time taken to improve the quality of higher education is to fuse local higher education knowledge with international higher education standard setters. Since, neither the current stagnant economy drivers of the Middle East are in a position to define a higher level of technical advancement nor is the educationists and researcher section as advanced as their UK counterparts. Models like the TQM, Dynamic feedback model, KPI and feed-forward model all depend on either the economic drivers or the educationists being the quality determinants for higher education. This then negates their efficient use in the shortest possible time to improve the quality of higher education with the least cost and within least time.

2.2.16 Global trends and challenges in the quality of higher education

Trends

There are diversity and agreement between the opinions of different authors regarding current trends in what is a quality higher education. So says Bernasconi (2007) presents some of the trends in which researchers worldwide have correlations. The first trend to which it refers is the growing demand for students, which has led to the diversification of educational offers; this could explain

one of the characteristics of higher education in Latin America mentioned by Brunner (2010) and is the explosive growth of private higher education.

The following tendency indicated by Luengo (2003), is a new funding scheme, which has represented alterations between the relationships of public higher education and government entities. This is considered an aspect that has consequences for higher education worldwide and affects the conditions for study and research, which has been caused by the high costs of higher education, because the availability of public resources is decreasing, as well as government subsidies to educational institutions, sometimes accompanied by the inefficient use of resources by these institutions.

With regard to trends in financing, specifically financial resources, although they do not make quality education, they are an important means to reach it. According to Haustein (2016), it is now commonplace to express that the main challenge is that of quality and excellence in higher education. It is also commonplace to express that in order to achieve quality and excellence, conditions of possibility are required, and among them in a very important way, of adequate financing.

A third tendency according to Luengo (2003), are the evaluation, accreditation and accountability systems, linked to financing. The pressure generated by the demand brings a need for expansion of higher education, which has been reflected in the lack of quality of educational services. Hence the need to create indicators, strategies, policies, procedures and the search for certifications by authorized entities, not only to improve education, but also research and response to labour market requirements.

This trend of evaluation and quality assurance in institutions is ratified by Craft (2018). According to Craft (2018), the assessment of educational institutions quality and the assurance of delivering quality education are one of the critical aspects for the developing and developed countries seeking to develop a knowledge economy. The main aspect revolves around the development knowledge economy along with the integration of quality higher education and requirement of uninterrupted, permanent and systematic evaluation of higher education in an effective and efficient way.

In this sense, Van Damme (2002 as indicated in Van Damme 2019) proposes certain models, a product of the trends in quality of higher education. To this propensity of the evaluation systems

would apply its third and fourth model: the third has the objective of validation and accreditation of quality assurance systems, which could result in a formal recognition or certification; and the fourth refers to quality guarantees and international accreditation agreements.

The latest trend referred to Van Damme 2019 is the issues of content reform that results in enabling higher education students to have opportunities in the labour market. This results in developing two different routes including the specialization of knowledge given its accelerated production and refinement, and the emergence of new fields interdisciplinary and multidisciplinary fields of study on the environment, peace, women, poverty, are an example. On the other hand, the rapid changes in production technologies, the transformation of the nature of work and the creation of new categories of employment, have increased the educational needs of this sector.

Sursock (2015) also refers to trends in higher education search for the quality of it. These are more oriented towards the social field and are the international context, dominated by constant changes and competition; the search for a balance between quality, efficiency and equity; and finally the growing demand of society for quality education. A reality faced by higher education institutions is globalization; which brings to consideration primary aspects to offer a quality education.

Van Damme (2002) addresses the "internationalisation of the quality of higher education" in its first model, where it proceeds from the guarantee of current quality and attempts to reinforce itself in opinion of global problems, which seeks an approach for open the existing national quality assurance and accreditation based on agreements for higher education "without borders". In this regard, he cites as an example the Bologna Declaration, which was issued in 1999 in Europe, and whose objective was to produce a European area of higher education for improving the mobility and employability of public and increasing the overall global competitiveness of the higher education.

Challenges of quality in education

The challenges of quality in education, which have been a concern for quite some time, have arisen as a result of situations specific to each historical moment. Delors Report in the year 1996 presents a series of tensions that would affect education in the XXI Century (Tawil, and Cougoureux, 2013).

1. The tension between the global and the local, where the challenge of being a citizen of the world is presented without losing its roots.
2. The tension between the universal and the singular, the culture is progressively globalizing, finding globalized localisms that make aspects that were previously local international, threatening the individual development framed in the customs and traditions of a population or country endangering the identity due to the uniformity that is sought with globalization.
3. The tension between tradition and modernity, for example, the adoption of new technologies.
4. The tension between the long term and the short term, fueled today by the predominance of the ephemeral and instantaneous, where quick answers and solutions are requested, while many problems require concerted and negotiated strategies, as in the case of policy generation educational.
5. The tension between the indispensable competence and the concern for equal opportunities, an aspect that since the beginning of the 20th century has been a subject for the generation of economic, social and educational policies.
6. The tension between the development of knowledge and the assimilation capacities of the human being.
7. The tension between the spiritual and the material (Tawil, and Cougoureux, 2013).

These tensions, as mentioned above, are the framework of many of the challenges and challenges encountered in the review carried out, which also agree with the trends that are currently taking place. Tensions, tendencies and challenges obey local and international changes and are aspects to which higher education has to face to climb in relation to quality. Below are the main elements that can be seen as challenges or challenges in the literature consulted (Tawil, and Cougoureux, 2013).

2.2.17 International parameters related to quality and education

Some of the main quality taxonomies proposed by foreign authors identified by the research are presented in this section. The first one to be explicit is the work of Green (1994 as cited in Elassy, 2015), presents a conception taken as classic to the context of higher education, is a model that comprises five categories of understanding of the term quality:

1. Traditional: in which the differential of the educational product or service is in the *status* conferred to the user or buyer;
2. Adjustment to specifications: in which the adequacy of the educational process occurs to pre-established standards or specifications;
3. Adequacy for purposes: by which the educational object tends to reach a purpose proposed *a priori* ;
4. Success of institutional goals: it operates quality in a similar way to suitability for purposes, but with greater fragmentation and focus on mission and institutional objectives;
5. Satisfaction of the consumer: in which the identification of the quality of the processes and educational services is in satiating the needs of the subjects that attend to the same.

Another classic taxonomy comes from the work of Harvey and Green (1993 as cited in Ryan, and Zuber-Skerritt, 2017) , in which "quality" is a philosophical concept, related to both the term users in their pragmatic applications and the social ideal of excellence proposed to the concept which allows comparisons between results for the transformation of educational processes. The authors establish five main groups that circumscribe the term, allowing its exploration by multiple dimensions, which are later updated in the works of Harvey and Newton (2004 as cited in Miles et al. 2017) and Harvey (2006).

Harvey and Newton (2004) argue that the main objective of quality is the learning of the various subjects with the transformations that occur in the educational environment. The authors argue that quality should be related to improvement by the institutions themselves and their subjects, proposing a quality model focused on self-regulation and promoting a harmonious dialogue between evaluation, regulation and institution, in order to highlight a relationship "From the bottom up" that allows democratic and participatory changes for the improvement of institutional processes and products.

Broadening the discussion proposed by previous works, Harvey (2006) states, in a pragmatic way, that quality is associated with the work of proposing standards of excellence for the direction of institutional learning, establishing fixed criteria that allow comparison and reflection by the various subjects regarding their educational context.

Cardoso, Rosa, and Stensaker (2016) seeking to address the multiple interpretations inherent in the subject, propose that quality, when applied in the higher education system, should be analysed

simultaneously by different focuses and models, each operating with its perspectives, definitions and values, monitored by different indicators, dimensions and instruments. For the author, such multiplicity is necessary, both for planning and for the holistic organisation of the educational context, thus accentuating the multidimensional character of "quality" terminology, which corroborates with Green (1994 as cited in Cardoso et al. 2019.), Harvey (2006 as cited in Stensaker, Hovdhaugen, and Maassen, 2019) and Harvey and Green (1993 as cited in Stensaker, Hovdhaugen, and Maassen, 2019). This multidimensionality suggests a multipolarity of the term, contemplating its transformation according to the complexity existing throughout the higher education system in its temporal and environmental variations.

Van Kemenade and Hardjono, (2019) supported the work of Beck and Cowan (1996), Garvin (2002), Harvey (2006) and Harvey and Green (1993), seeking to clarify the term "quality" to solve problems in contemporary higher education. For the authors, the main difficulty in defining the term does not come from its academically relative character, but rather from the differentiation of the contexts where it is applied. These contexts require the use of diverse perspectives, appropriate to local circumstances and their respective problems. Thus, according to the authors, quality can be described by four main constituents: object, standard, subject, and values, since quality:

1. It needs clarification on what its object is, whether it is a product, process or system; demands the creation of patterns, categories, specifications, metrics and segments, that is, abstractions that allow comparisons between the real and the ideal;
2. It lacks clarification regarding its subject, that is, the internal and external *stakeholders* that define the quality grades and ideals of the transformation of the educational context in question; and
3. Depends on values that, essential to human behaviour, make choices in the face of real diversity.

It is observed that the stipulation of "value systems" are an inherent part of the various evaluative and regulatory tools, which depend essentially on the definition of quality contained in the dialogical intersubjectivity between the various subjects of a given context. These contexts, which are involved in differentiated trajectories and values, direct idealizations to the educational object by comparing the current situation with the various future possibilities, and whose transformation

demands specific patterns and orientations towards the development of these ideals (van Kemenade, E. and Hardjono, T.W., 2019).

According to Cheng (2014), the gap between treating quality as a value and using evaluative and regulatory techniques that contemplate such values, referring to learning, is one of the main barriers to the transformation and development of higher education systems. Another problem outlined by Cheng (2014) is related to the behaviour of the academic community, which maintains that quality standards formulated outside their context are impositions of power and control determined by external agents. This feature is also predicted by the work of Filippakou (2011), which define the need for participative management that involves the diverse members of the academic community in the change and transformation of the educational context, managing to this one a democratic character and not only regulating. This attitude, accompanied by the awareness of the diverse constituent subjects, tends to promote an educational character of engagement and improvement, both contextual and individual, in the processes of improvement of the institutional quality.

An analysis of the political and symbolic character of quality applied to higher education is worked out by Blanco-Ramírez (2013) when he indicates that:

“[...] a political perspective for the study of quality in higher education recognizes that power struggles are an inherent part of quality-related activities, whether in the development of policies or in the day-to-day implementation of their management. This perspective also recognizes that different stakeholders have different interests. As a result, the study of quality in higher education, from the political point of view, requires attention to factors such as influence and distribution of power in institutions; micropolitics; and different agendas and interests that alter national and international policies” (Blanco-Ramírez, 2013, page 135).

As for the symbolic character of the theme, Blanco-Ramírez (2013) and Filippakou (2011) comment that the quality is socially constituted by the multiple perspectives of the subjects of certain contexts, which raises several possibilities of symbolic interpretations, in many cases conflicting, symbols, rituals and ideologies that limit their operationalization in a given institutional culture. This cultural characteristic is also worked out by Harvey (2018), showing the need to change the symbolic interpretations dialectically in order to foster the desired institutional

transformation, which, according to the authors, is impossible not to use purely technical-rational methodologies.

In addition, the definitions used by international multilateral organisations that have a high influence on world educational policies, such as UNESCO, World Bank and OECD. The concepts proposed by these bodies usually contemplate a multifaceted vision of results-oriented quality, involving pedagogical, cultural, social and financial dimensions, whose focus is the promotion of equity, the fostering of learning and the guarantee of human rights, with regard to the education at its various levels (Blanco-Ramírez 2013). Pragmatically, they attest that quality involves the relationship between inputs, processes and outcomes of higher education institutions, which should be further evaluated and diagnosed by specific tools for the management of their transformation. It is understood that the focus of international quality definitions and models tend to address a continuous evolution of the theme, whose end result considers both its symbolic and interpretative characterization and the pragmatic concern about its application in certain contexts, operationalized by tools and specific techniques. In this way, it is possible to affirm that the international context expresses a character of dialogistic between subject and object to quality for the fomentation of changes and the reach of results.

2.3 Empirical Review

This part of the literature review is about evaluating the different researches performed on the differences between the UK and the Middle East education system. The purpose is to identify the objective of the research, findings by the researcher and then evaluate the underlying suggestions to the improvements in the Middle East higher education system. The most notable research in this regard is:

Global Media Journal, the research focussed on the effects of the aftermath of the 9/11, the US and Western powers recognized the need to control by education. The Middle Eastern governments, on the other hand, worked on the assumptions that the oil resources shall come to end and therefore an alternative form of earning income was required. As a result of this revelation, the elites of the Middle East, who earlier educated in the Higher education providers of Europe or the US. Now collaborated with these foreign universities by focussing on creating a partnership to develop the universities in the Middle East. However, from the research, it is evident that the few universities that developed in the Middle East were not able to provide quality higher education to society.

From the research it is apparent that there are fine universities in the Middle East, nevertheless, the research factor is not inculcated into the students. This results in the students not being able to cope with the change in their field of study. Further, it also became apparent that none of the Arab countries spent much on the development of education (Global Media Journal, 2019). The number is below 0.2% of the entire GDP, causing the following results to erupt:

Fewer than one in twenty students pursue scientific disciplines, while, there are only eighteen computers per 1,000 students. Globally this average is 78 per 1,000 persons, only 370 industrial patents were issued between 1980 and 2000 while, in contrast, the figure for South Korea is 16,000. 10,000 books have been translated into Arabic during the entire past millennium while the figure for books translated into Spanish is beyond this per year (Global Media Journal, 2019).

2.3.1 Diverse implications of higher education

Higher education and research-oriented aspects

Mok (2018) exploring different aspects of higher education throughout the world indicated that higher education in the developed world can be divided into four different types including Research University, teaching university, teaching-oriented undergraduate colleges and higher vocational college and schools. Kortegast et al. (2019) indicated that Research University holds the obvious feature that is the discipline is comprehensive, and the number of doctoral degrees awarded each year is large. The level of talents trained is undergraduate and undergraduate. It satisfies the demand for high-level research talents and research-oriented results. Graduate students account for at least 20% to 25%, and each school awards at least 50 doctoral degrees each year (Kortegast et al. 2019). In addition to this, teaching and Research University possess teaching level mainly with undergraduate and master's students, and some industry-specific majors can recruit some doctoral students but do not train junior college students. Likewise, teaching-oriented undergraduate colleges possess the main body of teaching of undergraduates, and there are a small number of graduate or specialist students in special circumstances. College and higher vocational schools embody the most flexible part of higher education in terms of school and professional settings, mainly to meet the needs of local economic construction and social development (Kortegast et al. 2019).

Higher education and empowerment

According to the research study conducted by Law and Hoey (2018) indicated the higher education is significant for young adults and it is important for empowering students and enabling them to focus on their transformation through the evaluation of the teaching standards, selection of curricular activities, utilizing contact of learning and making efforts to develop and enhance creative thinking capabilities. It is crucial to consider the higher education students as an intellectual actor instead of considering as the receiver of information.

Higher education and social capital

According to Arif, Ilyas and Hameed (2013), higher education is considered an important industry that is under pressure to transform students into capital social -at the level of society- and in knowledge capital -industrial level-. These authors consider it a unique and intangible service that resonates in the quality of life of the students with influence for the whole society. Conceived as the final stage of formal instruction framed in a dynamic and plural context (Martínez et al. 2015; Svensson, and Wihlborg, 2010), the university coexists in that scenario looking to meet the demands of the labour market, while at the same time ethical persons, researchers and professionals from different areas.

Among the various attributions of responsibility of educational institutions superior, several studies demonstrate convergence by emphasizing that these institutions must (Singh, 2010): a) Search and maintain a high level of quality in the face of overcrowding; b) Demonstrate social responsibility; c) Guarantee the effectiveness and efficiency that justify the investment of resources public; d) Improve quality to add value to the education system; e) Offer information about its performance to facilitate the decision of the client

Higher education and government obligation

Kaplin et al. (2019) conducted a research study emphasizing on diverse factors related to quality in higher education. The findings of the study conducted by Hill, Walkington, and France (2016) indicated that higher education is a right and a demand of humanity, as well as an obligation of governments. However, this service must be framed and governed by the social environment in which it is located and this environment, in turn, requires being characterized at the historical moment in accordance with the cultural roots of its people.

Higher education and diversity

In the 21st century, the reform of teaching content and curriculum system has entered a substantive stage. Many talent training models that meet the needs of the 21st century are being promoted and applied. Different kinds of "21st Century Curriculum Textbooks"; a group of texts, science base talent training bases and engineering basic courses bases are focusing on building and deepening reforms, and delivering excellent basic talents for the new century; and strengthening the university students' cultural quality education pilot projects have achieved gratifying results (Kortegast et al. 2019). Culturally diverse quality education bases has been introduced; the discussion of educational ideas and concepts centred on enhancing quality awareness and establishing quality education concepts has continued to be healthy; teaching qualification evaluation and excellent teaching work, higher education evaluation pilots play an important role in the development of advanced and progressive higher education throughout the developed and developing countries in the world.

2.3.2 Higher education in the UK

Universities recognised by the higher education commission in the United Kingdom are responsible for providing higher education. This is in contrast to the US education system, the system considers college to be the highest level of the education provider. The result is that UK universities are recognized under top ten world universities, with four of them being situated in London. This has not been the case, the UK has worked hard since the 1980s' until 2005 to take the quality of higher education to the next level. The educationist and practitioners of the UK have set an epitome in the quality of higher education which is still copied and followed by the rest of the world. According to Lee (2005), the claim made by Harvey and Newton (2004) is true and it helped to improve the quality of higher education. In their work Harvey and Newton (2004), it is claimed that the transformations (demands from external forces) taking place in the educational environment could help to improve the quality of higher education by analysing the change and then devising a policy to harmonize the higher education curriculum as per these transformations. The authors found out that the government's concern for improving quality in higher education in the form of continuous updations to an educational policy eventually led to an improvement in the UK's higher education from 1980 until 2005. Not all the policies that were devised were successful. Lee (2005) says that since the UK higher education system's quality has always been

idolised by international educationist and practitioners. Therefore, this research of historical documents from 1980 until 2005 shall give a good idea to help devise the higher education policy. While avoiding the methods that caused negative failures on the quality of the UK higher education system and simultaneously point out the policies that helped achieve the best quality of higher education level in the entire world. The researcher claims that during this era, the UK higher education failed because of ignorance toward the adoption of transformational learning and teaching methods ignored by the education policy devisers. The research is important for educationists in evaluating how badly political and rational thinking can affect the quality of higher education.

The state does not have a say in what is being taught at universities, as in their syllabus. However, Foster (2014) noted that procedures of admission are greatly influenced by the Fair Access Office, better known as OFFA that carries out the monitoring and approval of agreements of access to ensure that equality and fairness are practised to allow all individuals to have a fair chance to have access to higher education. Guerrero, Cunningham and Urbano (2015) in agreement mention that this is very helpful as more than 55% of students come from different countries and it is important that international students also receive a fair chance to become part of such a respected system of education on a global scale.

Furthermore, it is vital to understand that an agency for quality assurance (QAA) is independent and carries out the inspection of higher educational institutes to ensure that they are in line with established standards, to provide advice on which institution should be permitted to provide degree-based awards to students along with the title of a university. This agency also carries out the maintenance of quality based codes for such education which is inclusive of a qualification framework for such education as well which assist universities in maintaining their standards of quality allowing for 40 % of institutions to become known as the best in the world. Altbach (2015) further states that the government does have some control concerning courses of training teachers along with monitoring of standards by inspectors from OFFA.

To be able to make sense of the education outlined within the United Kingdom, the different degrees that are offered as higher education degrees must be understood. Keegan (2013) has stated that usually, initial degrees which are offered by universities in the United Kingdom are undergraduate bachelor's degrees with honours, that are usually 3 years long, with degrees of

vocation and foundation being for 2 years, which are also offered by certain universities in the United Kingdom, which are about 40 % of Universities operating in Britain as was mentioned by McCaig (2015). In addition, many educational institutions are now offering masters degrees which are integrated and last 4 years, as initial degrees and have a focus on subjects that specialise in science, technology, engineering and technology, better known as STEM subjects. The biggest qualifications in terms of higher education at the level specified are bachelor degrees that possess honours as well, better known as degrees of honours. These degrees can be given to students without the title of honours, where they are then considered to be mere degrees which are simply passable in nature. Students that make use of such degrees end up studying for 3-4 years where they are studying full time. 3 years is considered to be a commonality for most students, however, Davies, Qiu and Davies (2014) have mentioned that for language and sandwich courses, 4 years are regarded to be normal, as these courses encompass a single year to be spent abroad.

Universities that award degrees to individuals have a duty to design their programmes along with the degree awards which are granted. Douglas et al., (2015) have stated that there are thousands of courses that students may choose from, however, the number has fallen in recent times, with programmes of study focusing on a particular area of study along with the presence of study programs that are combined that encompass over 2 specialisations within their study. Choices are also present within the programmes specified, with fixed subjects covering the main points of the subject which are combined with different options to cater to specialisation concerning the subject being studied.

There are various approaches which may be made use of to pursue a degree of education within the United Kingdom as was mentioned by Keegan (2013). The approaches are inclusive of students registering for a programme that encompasses modules which are obligatory along with modules which are optional which leads to an award of a degree being granted. Also, students may register for courses that possess modules which are obligatory and modules which are optional to receive a qualification ward and lastly, students registering for courses which provide credit awards which may be added to receiving qualifications.

Thus it is important to understand that within the jurisdiction of the United Kingdom, there are many pathways a student can undertake to achieve a degree of higher education (Keegan 2013). In addition, the United Kingdom has taken many steps to ensure that fair access is provided to all

students in terms of receiving education and also, quality standards have been maintained and implemented through an independent quality assurance agency which has assisted in maintaining their quality of education offered to students along with institutional quality as well.

2.3.3 Higher education in the Middle East

Qualitative research interprets the internationalisation of higher system in UAE by investigating the development of the higher education system and identifying the components of internalization. The study collected the primary data through interviews with academics in UAE and also used secondary data in order to provide a comprehensive view of the internationalized higher education system of the UAE (Alsharari, 2018).

The findings of this study demonstrate that in the last decade, the internalization of higher education in the UAE has evolved. In addition, the UAE has thought of itself as the education hub in the Middle East. Moreover, the results also identified three major forces that are promoting internalization in the UAE. These major forces are quality assurance, imported internalization, and neoliberalism. In addition, the findings designate that the major concern is to ensure a high-quality education for public or private universities (Alsharari, 2018). The study concluded that among the Middle East countries, UAE is striving to take its higher education system to a higher level by offering quality education and internalizations playing an essential role in knowledge delivery and competencies to societies and therefore, its socio-economic development (Alsharari, 2018).

This evidence-based study critically investigates the current reform efforts of education in Qatar and the changes made at various levels of education as well as its effects on human capital development. The data was collected through content analyses of the reports. The findings of the study revealed that after the establishment of new education reform in 2002, Qatar focused on its education system to make their future bright and recognized the success depends on the ability to compete in a global knowledge economy instead of relying on oil and gas.

Another research conducted by Koç and Kayan (2016), proposed that significant changes have been made in the educational sector in Qatar but even with great investments, no quality indicator was assembled in education and there are many challenges found associated with this new reform presenting the direct and indirect effects on different stakeholders in education including student, teacher, parents, administration and the community. The researchers reported that Qatar is still far

behind other countries in meeting its national standard educational curriculum and has a long way to provide quality education, especially in mathematics and science disciplines (Koç and Kayan 2016). The findings of the study provide a comprehensive overview of the quality of the education system in Qatar.

The education system in Qatar has used the cultural traditions of Arabic schools until the late 1990s. A study conducted by Nasser, (2017) proposed that since the leaders and stakeholders of Qatar were obsolete, therefore, the study approached the RAND Corporation in order to identify and analyse the existing educational system of Qatar. Nasser, (2017) also recommended some strategies and options to establish a new educational system. The findings of the study through RAND assessment suggested that the educational system of the country was rigid and the lack of international standards and benchmarks were noted. To this end, a new reform was established which led to the development of new standards and procedures to have the most effective educational systems in Qatar offering quality educations.

In addition, the reform comprised the key principles of accountability, autonomy, choice, and variety. This study provides a brief historical preface of the education sector in Qatar and discussed the new reform in terms of its future implications.

Another study discussed Qatar's education reform and the past education system. In the last decade, the educational policies in the Middle East educational policies did not account for the local needs of the society which resulted in a mismatch between the traditional and modern education. According to Karkouti, (2016), the government of Qatar was concerned about the quality of the education system in Qatar in 2001. At that time, education was rigid and resistant to reform. To this end, the Qatar government a nonprofit American institution named RAND that helps the organisations in making decisions in order to analyse the educational system of Qatar.

The findings of this research suggest that after the overall assessment of the education system of Qatar, it was revealed that the graduates were not academically qualified and not meet the employer's needs and expectations (Smail and Silvera, 2018). This led to the development of a strong educational system fulfilling the needs of the country. As a result, Qatar embarked on an educational initiative to reform both its higher education systems and K-12. Consequently, Qatar's education reform was finally launched in 2005 as an education for a new era. According to

Karkouti, (2016), the long term goal of this reform was to improve Qatar's human capital and to ensure the citizens of Qatar can positively contribute to the development of their socioeconomic system. Based on the aforementioned findings, it is found that Qatar's education reform has led to the development of appropriate skills required for the career growth which could place in top organisations

The findings of the research conducted by Hall, (2018) identified that Qatar has found to emerge for American universities in order to reach international students. Today, the students from Middle East countries can enrol in the undergraduate and graduate programs in the top American universities without even travelling to the US. According to Hall, (2018) the establishment of universities campuses in Qatar is found to be an innovative solution to the problem of offering internationally quality education. Besides, the findings of the study also revealed that Qatar has also increased access to education for women. It is evidenced that three-quarter of the students in the University of Qatar is female since they have a limited ability to travel and study abroad.

According to Jose and Chacko, (2017), educational governance and market conditions are the two main factors contributing to the sustainability of the educational sector. Jose and Chacko, (2017), conducted a study aimed at identifying economic aspects that could affect the sustainability of the higher education sector in the UAE. The secondary data was used in the study and based on that literature, market factors and educational governance were identified as the indicators contributing to the economic efficiency in the higher education sector in the UAE. The study also utilized the empirical model representing the two variables. It is concluded that the higher education's sector in UAE could greatly contribute to the economy in the future, however, it is essential to identify the main constructs or key drivers impacting the economic efficiency. The findings of the study offer a valuable understanding for universities and regulatory agencies in establishing suitable strategies in order to improve the higher education sector.

It is evidenced that in the Middle East and North Africa, inequality struggles have been protruding. A study was conducted by Krafft and Alawode, (2018) which identifies the key drivers and degree of inequality of opportunity to achieve higher education in Egypt, Tunisia, and Jordan. The findings of the study revealed that inequality was similarly high in Egypt and Tunisia but moderate in Jordan. The study also found out the key driver of this inequality is the background characteristics of the student despite accounting for test scores. Moreover, the results indicated

that despite the free of charge education in Egypt and Tunisia, there is deteriorating spending on higher education by the public. Krafft and Alawode, (2018) further demonstrate that family socio-economic characteristics are the key drivers of inequity in these regions.

Another study conducted by Salehi-Isfahani, Hassine and Assaad, (2014) investigated inequality in education opportunities in MENA and the middle east. The student's test scores were used from numerous MENA countries and the results of the study suggested that there is significant inequality in educational achievement in the majority of the countries in MENA, however, there is a sufficient heterogeneity (Forster, 2017). In addition, the findings also proposed that the most important determinants of inequality are the variables of family background followed by the characteristics of the community. Furthermore, the results indicated that despite great efforts in past decades to invest in public education free of charge, most of the MENA countries are less opportunity equal in achieving education compared to European countries. The study concluded that with this inequality opportunity in education across different countries, there is an urgent need to make changes in educational opportunity.

2.3.4 Privatization of higher education sector

With the changing dynamics of business, environment and health, higher education sectors are also changing, that according to Ghasemy (2018) results in the evolvement of cultures with the integration of contemporary global needs aspects. One of the examples of this aspect is the privatisation of higher education and institutionalization of the higher education sector. According to Richards (2019) in the Middle East region, with the development of higher education institutions, the private sector higher education institutions sprout like mushrooms.

According to Gremm (2018), the privatization of higher education is transferring the responsibility of a service or industry from the state to the private sector, whether through ownership or leasing. The developed countries aim at privatization to raise the efficiency of productivity, improve performance in service and reduce financial and administrative burdens from the state, Some countries aim to sell losing companies to the private sector to raise their efficiency to achieve positive results and raise losses and achieve profits and lifting the burden of the budget and government spending and fill the budget deficit.

Milton et al. (2018) indicated that education and health services are among the first responsibilities and duties of the state towards its citizens. The basic link between the citizen and the state and its sale to the private sector means indirectly selling to the citizen. It means imposing fees on public school students and universities and thus increasing financial burdens on poor and low-income citizens in particular. The private sector will not buy or rent educational institutions from the state to offer them at nominal prices. Welch (2019) argued that the goal for the privatisation of the higher education sector and institutions will not be the quality of education and the privatization of education would result in raising these percentages by depriving the vast majority of the youth of higher education and the persistence in ignorance.

2.3.5 Internationalisation of higher education sector

In a research study conducted by Levine (2018), it is proclaimed that in last years of the twentieth century, the world witnessed a major transformation in the system of public, private and international universities. Higher education sector took the philosophy of internationalisation and the transformation from regional to global. This required a radical change in strategies, philosophies and the message of universities. Higher education institutions that did not adopt a global approach in their competitive position remains in challenging situations.

According to a research study conducted by Ramirez (2018) emphasizing on the UK higher education sector, put forward that internationalisation of higher education from a moderate perspective at the UK universities possess a general agreement that the internationalisation of universities is desirable and necessary. However, there exist some barriers including language, motivation, capacity and resources. These barriers according to Moulaert (2013), explain the past and present reluctance of UK universities to penetrate the global education market, and that UK universities are trying to replace traditional study through the structure of bachelor's and master's programs. The structural changes in higher education sector give greater autonomy to public universities and enhance their ability to scale up new entrepreneurial and free enterprise activities, through which one can envision new business models and strive to become active players in the global education market.

According to the research conducted by Mok (2018), it is identified that technological factors have played a major role in the growing internationalisation of higher education. Alsharari, (2018) points out, the internationalisation of education is a phenomenon facilitated by telecommuting

technology. The continuous development of information and communication technology has facilitated academic mobility. The impact of the technological revolution on the facilitation of distance education, the emergence of so-called global universities, its role in connecting learners and teachers everywhere, and their liberation from the need to exist in time and space themselves; that is, education is open to all those who wish to continue their studies. It is easy and convenient through multiple means of communication and is located in his home and workplace, or in the home country.

The internationalisation of higher education, based on the findings of Law and Hoey (2018) shows that higher education has an effective role in the economic and societal success of societies in the whole society and in all its divisions. According to Willoughby (2018) internationalisation of higher education resulted in the development of communication systems and e-services, the flourishing of business mobility outside the country, the focus on trade and liberalization of systems, attention to knowledge communities, increased public and private sector investment in education, and more. According to the research study conducted by Buckner (2018), it is identified that the internationalisation of higher education aims to benefit societies and their members from all that the world has achieved at the top of its openness and the multiplicity of its sources of openness. This is only by enriching the experiences of the members of society and developing their understanding of what is happening to the world. It is identified that turning local public into a turning point to be "global citizens," by activating their local and global role in promoting interconnected world, to create individuals who are able to analyse things and build communities and possess a priority to continuously improve people's lives.

Finally, the Willoughby (2018) concluded that with the internationalisation of higher education, government, regulatory authorities and higher education institutions have different reasons. Kwiek (2018) identified that internationalisation of higher education sector may possess a political basis for building international relations and improving and contributing to preserving the international association. In addition to the political basis related to internationalisation of higher education sector, social basis can be considered as one of the important reason through exposing young men and women to more developed and developing societies, more open to integration, transfer of interest and in addition economic basis are also identified within the reason of internationalisation of higher education. Economic implications according to Crawford and Wang, (2016) associated

with higher education is to eliminate unemployment, improve education outcomes, to improve the skills of human resources and to focus on the knowledge economy.

2.3.6 Higher education and quality perspective

Quality of education is described by the sync between the professional developments of the professionals in regard to real-life scenarios. The quality of education is defined by the professional skills of society to cope with the challenges that social growth is facing. That is to say, how successful is each person in increasing his contribution to society as a whole (Global Media Journal, 2019).

A research study conducted by Zineldin, Akdag, and Vasicheva (2011) focuses on new quality assurance model and assess diverse factors that result in affecting the perceptions of the students related to the quality dimensions of the services. According to the findings of this research study, it is identified that for achieving excellence in the higher education, it is crucial to stand out for academic support, structures, academic management, students and personalities. As per the notion delivered by Zineldin, Akdag, and Vasicheva (2011) it is proclaimed that what the feedback dice by the students on their experiences should be figured as a significant feature of the process of quality. Of this way, the evaluation based on the evaluation of a student with education services is indicative relevant to the quality dimension (Ardi, Hidayatno, and Yuri Zagloel, 2012).

From a conceptual perspective, Tsinidou, Gerogiannis, and Fitsilis (2010) emphasize that determinants of quality higher education institutions change depending on the point of view of the interested stakeholders is crucial. According to Lange, and Singh (2010) quality in higher education is identified as the difference between the expectations of the student to receive education and the experience of the student to receive an education. But nevertheless, measuring this quality is not a simple task, once the educational service "is reflected in the transformation of individuals in their knowledge, their characteristics and its behaviour" (Tsinidou, Gerogiannis, and Fitsilis (2010, p.227), being this way considered as an intangible asset.

The quality offered in the university institutions is directly related with the overall satisfaction of the learners associated with the higher education institution (Ardi, Hidayatno, and Yuri Zagloel, 2012; Sayeda, Rajendran, and Sai Lokachari, 2010). Farahmandian, Minavand and Afshardost (2013) in their research study indicated that quality services in a higher education institution can

lead to the satisfaction of students and other stakeholders associated with the institution. Farahmandian, Minavand and Afshardost (2013) pinned that quality in the educational services precedes the satisfaction if management and administration of academics are effective and efficient.

Letcher and Neves (2010) in their respective research work point to a distinction between student satisfaction and perceived quality. The first refers to a favourable short-term attitude that comes from the formative experience of each individual, while the second is related to a general perception that may be influenced by experiences personal, but also by third-party experiences and/or the image of the institution. As for the benefits of quality, Towey, Walker, and Ng (2019) highlight loyalty, retention, the intention to recommend (word of mouth) and greater profitability.

Ardi, Hidayatno, and Yuri Zagloel, (2012) in their research study base their experience in a model of excellence academic elaborated by Sakthivel, Rajendran, and Raju (2005) compound for five dimensions: commitment of the directors, delivery of the course, facilities of the campus, courtesy and feedback from client, and improvement. Those authors changed this proposal to create its own model of TQM with four dimensions, adapted to from previous empirical studies:

1. The commitment of the directors: a prerequisite for the implementation of the model of total quality management, considered as the main determinant of dimensions related to quality implications within the higher education sector.
2. Delivery of the course: the need for all the hierarchical elements (faculties and departments) share the same vision to achieve excellence.
3. Facilities at Campus: Precondition for activities to be carried out in the most appropriate way, also called infrastructure and learning facilities.
4. Satisfaction: predictive element of the implementation of the TQM for its importance in knowing the opinion of the students on several aspects related to higher education.

Zineldin, Akdag, and Vasicheva, (2011) conducted a research study and identified that the infrastructure acts as an important factor for quality and, therefore, for higher education, which includes equipment, technical assets, classrooms, buildings and laboratories used in education. In his study, developed with university students in Turkey, it is observed that the quality of the

environment, in the infrastructure and in the object, they were evaluated as the most important quality factors in higher education, highlighting the cleanliness of the classrooms and bathrooms. On the other hand, the authors acknowledge the lack of importance attributed to infrastructure as a defining feature in the aspect of quality and higher education.

According to Ardi, Hidayatno and Zagloel (2012), quality dimensions participate in a model of academic excellence, as has been previously addressed, where campus educational facilities are prerequisites for institutions of education, carry out their activities more adequately, encompassing computers, library, laboratory, internet connection and access to newspaper and connection speed. With regard to the availability of equipment computer scientists, Arambewela and Hall (2009) determine that the same constitute a relevant variable for increasing the attraction of the higher education institution.

2.3.7 Higher education and quality teaching and training

Wilkins and Balakrishnan (2013) consider that the literature on higher education are rich and tend to emphasize the quality of teaching versus the result of learning. According to Ribeiro, Fernandes and Correa (2013), the quality of teaching it influences the satisfaction of the students with the course. Although these authors have not explicitly stated as "teaching quality", certain factors such as the interest of the teacher to attend in the classes, the evaluation, the teacher's knowledge about matter and methodology are elements related to university teaching (Herrera, Perez, and Escamilla, 2011). There are multiple investigations that identify factors that influence the quality of higher education from the perspective of the teaching staff, addressing aspects such as applied teaching methodologies and strategies, type of evaluations, etc. (Barnett, and Guzmán-Valenzuela, 2017; Laudadio, and Da Dalt, 2014). However, there is a current trend with increasing numbers of jobs that consider the valuation of the students on the aspects that predict the quality and, consequently, higher levels of quality in higher education (Butt, and Rehman, 2010; López, 2009; Sander, and Sanders, 2007).

According to Singh, and Papa (2010), the utilisation of information technologies is part not only of quality education, but also of training that can provide competitiveness in national and international areas, and that also provides tools to expand access to it through virtual education without the quality being compromised. The use of these media in higher education also go hand in hand with what is known as the knowledge society; since in this, the added value that can be

given from cutting-edge technologies, scientific research, natural and human resources are of great importance, and in this aspect higher education is fundamental because, as pointed out by González Moreno, López Muñoz, and Pérez Morote (2019) education plays a fundamental role since it is called to be the most important teacher of humanity.

The training of teaching staff at the master's or doctorate level; as well as a full-time teaching staff and in some cases exclusive dedication to guarantee the continuity of the training, are some of the elements that are evaluated when establishing the quality level of an institution. It should also take into account the quality of people and not the type of quality with which it is associated with a product since there is no institutional or professional quality without personal quality (Castaño-Duque, and Serna, 2012).

2.3.8 Higher education quality practices in the UK

In terms of education quality and its maintenance, it is important to understand that the United Kingdom possesses a respected and renowned education system on a global scale that exhibits top quality. The reason for this is because its system has been created upon a heritage which is hundreds of years old and this, this along with various educational development has resulted in many UK universities being ranked as the top in the world. Examples of such universities include the Oxford and Cambridge. Such increasingly high-quality mat be located across the United Kingdom has was mentioned by Boliver (2013). These universities are expected to meet certain standards as put forth by the government of the United Kingdom and they are held to those standards as well. Brown and Carasso (2013) mention that this is why institutes of higher education in the United Kingdom bring in over 20,000 students each year from international jurisdictions as they portray an image of stellar quality in terms of education.

To be able to attract students to their quality-based programs, a list of bodies which may be recognised is published which encompasses information in relation to different universities in the United Kingdom for them to form their own comparisons as to which university suits them better in terms of quality and courses offered as was stated by Gibbs and Jenkins (2014). It is crucial to note that many different institutions have been established to be able to make valid contributions to quality assurance and maintenance within higher education institutes within the United Kingdom. This, partially arose due to the introduction of the Higher Education and Research Act (2017). This act helped to establish the Office for Students which assists in the regulation of the

sector for higher education. It effectively replaced the funding council for higher education in England as of the year 2018 as Ellis (2018) mentions. This office engaged in publishing a framework of regulations in terms of education offered in the United Kingdom which is undergraduate in nature which will apply after April 2019, switching from the older framework of regulations and its system.

Sallis (2014) has stated that this office is now considered to be the newest regulating body for undergraduate education and was created to be a public body which is non-departmental in nature as specified under the law mentioned above. Furthermore, the Department of education is tasked with the duty to sponsor this office and also has a duty to regulate and fund undergraduate education within the jurisdiction of the UK. Crawford and Wang (2016) state that the office is also responsible for holding higher educational institutions accountable and to be able to promote the interests of students involved within universities and higher education. The office for students has effectively acted as and has replaced the office for fair access as well as of the year 2018.

In addition, Lindgrensavage (2016) has mentioned that undergraduate institutions in the UK and providers have to register with the office if they require assistance in terms of funding which is public grant-based, funding for student support, international student recruitment and even where degrees are to be awarded to students. None of this can occur without the approval of the Office for Students. The office is considered to be a prime authority on the maintenance of quality in undergraduate institutions of education in the UK AND assists to be able to measure quality standards and that they are adhered to. What is important to note however, as mentioned by Lucas (2014), is that the Office for Students carries out quality assurance activities through the Quality Assurance Agency or QAA which has been mentioned above.

The QAA has assisted with quality assurance for many years, exhibiting a decline in quality based complaints by nearly 35% since its inception as was mentioned by Leisyte and Westerheijden (2014). The vision of the agency is to ensure that United Kingdom education is considered to be a global leader and that higher education is quality assured. They are independent and possess duties of advisement and monitoring in regards to quality standards within undergraduate learning in the UK. They are dedicated to ensuring that in the 2 and half-million students that are studying to achieve a higher qualification from a university within the United Kingdom receive the education that they were promised and that they expect Elassy (2015). The agency works across the United

Kingdom and involves itself in partnerships which are international in nature to improve and promote higher education in the United Kingdom on a global scale.

In addition, Jarvis (2014) has stated that this agency possesses additional duties in regards to externally evaluating higher education institutes and further ensuring that the code of quality within the United Kingdom for higher education is adhered to. This code contains the responsibilities of educational institutions, as in what is expected of them and what they expect from other similar institutions. The Quality Assurance Agency is not considered to be a regulatory body as that is the job of the Office for Students and it is important to note as was mentioned by Ellis (2018) that it does not possess powers over higher education institutions and does not possess the authority under legislation either. The agency now assists in the provision of evidence to assist the Office for Students in assessing whether or not educational institutions are adhering to standards of quality which have been established. Houston and Paewai (2013) has mentioned that this includes conditions of quality in terms of registration and to be able to provide declarations in regards to decisions made over awarding degrees and the powers associated. One of the most major roles that the QAA plays is advising the Privy Council on matters of education quality in higher education (QAA, 2012).

In addition, a supporting body which assists the Office for Students and Agency of assuring quality to be able to execute their duties of maintaining quality is inclusive of the Higher Education Agency for Statistics. Ellis (2018) has mentioned that this agency is non-profit in nature and provides the entities mentioned above along with the government with usable statistics for them to be able to support activities in regards to the regulation of quality and funding for providers of undergraduate education within the jurisdiction of the United Kingdom.

Therefore, what must be understood is that the various entities mentioned above with the support of the British Government assist in quality upkeep along with assurance within the sector of education which is undergraduate in nature. Together, these bodies make sure that undergraduate education institutes are acting appropriately under the regulatory frameworks established and are adhering to the code of quality which has been set as well (Ellis 2018). It is vital that such institutes are adhering to the many types of the research cited above exhibit increased responsibility to be able to maintain the excellence of UK undergraduate education as it is known throughout the world.

2.3.9 Higher education quality practices in the Middle East

Among 142 countries, the education system of Qatar holds the fourth position. According to – the education sector in Qatar has witnessed great steps in all educational areas and it has now started providing education with international standards, thus enabling Qatari students to enrol in the best universities across the globe (Karkouti, 2016). In addition, the findings of the study suggested that Qatar ranks number 1 for meeting the hygiene standards in schools and universities. The results of the study further propose that Qatar is ranked 9th in teaching math and science which indicated that it has moved up from 13th since last year record. This study conducted by Karkouti, (2016), provides a basis for strategic planning and future developments for success in several aspects of education of the country.

According to the World Bank, the quality of education in the Middle East is falling behind than other regions which need attention in order to solve unemployment issues. Even though in the Middle East, the knowledge, education, learning, and training offers a keystone for the growth and development, still, there are a lot of things that need to be done in the education sector. Based on Kamel, (2014) findings, the key challenges are grouped into three main points: increased disparity in education among Middle East countries, decreased quality of education, and a mismatched division between the market needs in the context of skills and capabilities. The descriptive results of the survey conducted revealed that another biggest reason for low-quality education in the Middle East countries is the highest growth rates and a massive population. According to Kamel, (2014), this is one of the major challenges since the population growth rates are highest in middle east in the world. Kamel, (2014) further found from the findings of their study that quality education in the Middle East is also affected because of the lack of qualified teachers and limited available resources.

In recent years in the Middle East, a significant increase of US colleges and universities have been noticed. Barakabitze et al., (2019) conducted a study highlighting the opportunities and challenges found in establishing the institutes for higher education in the Middle East. Despite having the best intentions, there are conflicting interest and ambitions among middle east and US leaders involved in different partnerships and collaborations. The study also identified some of the current partnerships who will gain profit from the existing events and will develop partnerships that will be more effective and productive. According to Barakabitze et al., (2019), the educational

opportunities in the Middle East vary from state to state. Based on the World Bank reports, since the past 40 years, the states have dedicated 20% of governmental expenditures to education which has significantly increased access to education literacy. The study revealed that MENA has closed the gender education gap through its crowning achievement (Barakabitze et al., 2019). An ongoing debate is noticed among Arab leaders about the need for building and nurturing the higher education system throughout the Middle East. The findings of the study revealed that one of the biggest challenges is that a majority of the student does not meet the admission criteria and it is, however, difficult to solve this dilemma since it is associated with primary and secondary education in most states in the Middle East.

Habib, Mahdy, Khalifa, and Bachir (2013), conducted a research based on the implementation of a quality assurance system in the university Qatar. The study highlights the establishment of Qatar University including the process of educational reform. The education faculty was considered as the model in this study beginning with their experience with quality assurance project. According to Habib, Mahdy, Khalifa, and Bachir (2013), the project as aimed at applying the global education standards with the long term goal of promoting a culture of quality assurance in Arab universities. To this end, a quality assurance system was developed in the University of Qatar responsible for ensuring the internal quality and upgrading all the learning and teaching processes. In addition, another finding of the project was the development of a quality assurance committee at the facility of education. The objective of this committee is to review all the faculty and departmental programs and to evaluate the system such as peer observation.

The quality of higher education has also been discussed in Nauffal and Skulte-Ouaiss, (2018) by analyzing and explaining the high rates of employability of one of the Middle East group by focusing on education on soft skills and liberal arts as an essential part of quality higher education. A detailed survey and focused group interviews were conducted and explored factors that positively correlate with employment while focusing more on the institute graduates emphasizing the soft skills and liberal arts. Based on Nauffal and Skulte-Ouaiss, (2018). The findings, the study revealed that achieving quality education particularly on soft skills increases that chance for the graduates to secure their first job. The proposed study utilized a labour market survey of a private university in Lebanon in order to describe the strengths and weaknesses of higher education to get employed in the Arab world. Moreover, the study found that there is an increased demand for

graduates of higher education having both technical and professional knowledge and associated soft skill (Glas, Spierings and Scheepers, 2018).

In continuation of the aforementioned knowledge Quenzel and Hurrelmann, (2013) states that the younger generation nowadays tends to invest in education in order to have great job opportunities across the globe. However, in the Middle East, the education system is in crises which are resulting in having limited knowledge and skills required in the workforce across the globe. The study highlights that education crises can be reduced by establishing effective education policies and giving it a priority. Moreover, David, (2015) further adds that understanding the key challenges and barriers to quality education is essential in providing quality education. The results of the study also suggested that quality education can be improved by closing the gap between gender and wealth inequalities and increasing access to quality education. By utilizing multimodal and detailed surveys, the study proposed that because of the gender inequalities in higher education, there is limited access to senior positions in the Arabian world. The study concluded that effective strategies should be developed and strategic plans should be made to open up opportunities for women despite any racial and ethnic differences and class backgrounds. Moreover, having a gender-balanced undergraduate students does not mean that gender equality have been achieved. Therefore, future studies should include these aspects in their research including the strategies and actions for quality education in order to answer the question related to transforming universities to achieve gender equality in higher education.

2.3.10 Achieving higher education quality excellence

According to the research conducted by Kwiek and Szadkowski (2018), it is identified that for achieving change in higher education sector in order to develop and compete regional and global, it is imperative to recognize the reality of the situation, address the issues of higher education as an integrated national system, and enhance the real partnership between the governmental and private education sector. According to Coryell et al. (2012), this requires a real change in the mentality of educational leaders and ways of thinking at the national level and deal with different issues seriously and scientifically.

According to the research study conducted by Kwiek (2018), in order to achieve quality excellence in the higher education sector, it is imperative to review the criteria and bases for admission to educational institutions. It is beneficial not to rely entirely on the results of the secondary school

as the sole basis for admission to higher education by introducing acceptance exams that take into account trends and preparations, measure abilities and skills, eliminate parallel programs and apply accreditation and quality standards to all educational institutions. It is also necessary to conduct an early survey of high school students to determine the disciplines they wish to study at the university or in institutes or colleges after providing professional guidance and guidance and awareness of the needs of the labour market for different skills and disciplines. According to the notion delivered by Van Damme and Van der Wende (2018) for achieving quality excellence in higher education sector, it is important to grant universities academic freedom and to adopt a policy of performance-based support in management and excellence in the field of scientific research by developing measurable indicators that are clear and declared to all institutions. By granting them objective and procedural independence, so that educational institutions are able to determine their academic and research policies, disciplines and methods of teaching, as well as the freedom of the institution to manage, its financial and administrative affairs and develop its resources, accountability and the foundations of university governance.

Moreover, it is also identified by Mwangi et al. (2018) that it is important to encourage technical and vocational education through the enactment of legislation aimed at creating a change in the common negative culture of society. Moreover, improving the working conditions of this sector and issuing licenses for practising its graduates to become a prerequisite for employment in the public and private sector, and forcing those who do not have such licenses by competent institutions for this purpose. Likewise, Tilak (2018) signify the importance of trained teaching staff and concluded that higher education institutions should focus on strategic plans to prepare and qualify the teaching staff and train them on the skills of teaching and modern methods of teaching and away from traditional methods and focus on the means of education and technology, such as integrated e-learning and others, and activate the programs of periodic evaluation of faculty members; based on the extent of its interaction and use of technology and the results of scientific research and goals of academic programs as outputs for quality based higher education.

Adopting a multidisciplinary educational system that develops horizons, stimulates thinking, and helps the graduate to develop a productive project is also identified as the approach for achieving quality excellence in higher education, which strengthens the partnership between the educational institution and the national needs of the society, which reinforces the culture of entrepreneurship

by establishing pilot projects and companies (Tilak 2018). In conclusion, the reform in higher education goes beyond the stage of the development of theoretical solutions to the stage of practical and well-studied implementation with measurable operational plans in various stages within a specific period to ensure the seriousness and reach the desired results.

2.4 Gaps in Literature

Although there are diverse scholarly research studies executed on the implications of higher education and quality aspects associated with the improvement in the higher education sector. However, there is a lack of research work associated with the quality perspective of higher education with respect to higher education in Qatar. There is a need to evaluate and assess the significance of quality implications related to improvement in the higher education sector of Qatar and improvising the performance of higher education institutions working in Qatar. Moreover, there is lack of research work done through a comparative approach analysing the diverse factors of the higher education sector of two different countries. Therefore, through this research study, it aims to advance the current knowledge base through comparing the higher education system of the UK and Qatar and identifying diverse quality implications for the improvement of the higher education system in Qatar.

2.5 Summary

This section of the study research assessing and reviewing the diverse aspects and implications related to higher education and quality aspects within the higher education sector. In addition to this, this section focuses on reviewing the existing empirical and theoretical scholarly sources for advancing the current knowledge and identifying the gap in the literature to expand in the current research work.

3 CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The current section of the research is associated with the process of identifying systematic and scientific methods for the execution of the research work. In this chapter, different approaches, tools and techniques are identified for executing the current research including research philosophy, research approaches, research design, data collection methods, sampling process, research instruments, reliability and validity of the research, data analysis methods and ethical considerations.

3.2 Research Philosophy

The philosophy is research involves the process of developing facts and the nature of that knowledge. The philosophy contains some important beliefs and assumptions forming a part of the strategy. It is a belief that determines the way to collect and examine the data of the phenomenon. The purpose of addressing research philosophy is to become informed and articulate opinions and expectations. The four major types of research philosophy include Pragmatism, positivism interpretivism and realism.

3.2.1 Pragmatism, positivism interpretivism and realism

The pragmatism research philosophy accepts the relevant concepts if these concepts support the actions. This type of philosophy recognises the fact that there are several approaches to interpret the world and undertake the research. According to this philosophy, multiple realities can be found and that not a single viewpoint can reflect the entire picture (Antwi, and Hamza, 2015). Pragmatism is the problem-oriented philosophy that directs that the best research method is the one that is effectively answering the research questions. Based on pragmatism philosophy, one of the most significant determinants of research philosophy is the research question. According to Padilla-Díaz, (2015) positivism and interpretivism are the two mutually exclusive philosophies. Positivism research philosophy is based on natural science which involves empirical testing. It stimulates the idea of experiment and testing research hypothesis. Also, philosophy can be useful in developing new theories. Positivism research philosophy reflects on the objective statements instead of subjective.

Comparatively, the interpretivism philosophy deals with social sciences which belong to business management since business management is focused on people and related factors. This philosophy considers the subjective statements and beliefs that subjective ideas and thoughts are valid. In addition, to identify the cause and effects of social actions, interpretivism philosophy can be useful. Considering this, research this is focused on interpretivism sees the world through the lens of people under study and allows multiple reality perspective instead of a single reality.

Moreover, the interpretivism philosophy deals with the complex nature of business environment including innovations and technological disruptions. Based on the nature of the research questions. Pragmatism philosophy includes both the paradigms named positivism and interpretivism within the choice of a particular research. Edson et al, (2016) state that positivism incorporates the deductive approach, interpretivism incorporates the inductive approach, and unlike these philosophies, pragmatism can incorporate greater than one approaches of research and different approaches with the same study. Also, the pragmatism philosophy can incorporate greater than one methods of research, qualitative, quantitative and mixed methods. The use of the combination of research methods advances the research in the best suitable manner.

Lastly, the realism research philosophy is based on the fact of reality independence from human observance. This research philosophy assumes the scientific approach to developing knowledge. Realism philosophy can be categorised into 2 group's namely direct realism and critical realism.

3.2.2 Direct Realism Philosophy

This type of realism philosophy is also known as naïve realism which is based on the fact that you get what you see. In short, this type depicts the world through individual human sanities.

3.2.3 Critical Realism Philosophy

In contrast to direct realism, critical realism upholds the idea that perceptions and imaginings of the world are experienced by human beings.

3.2.4 Philosophy selected for the current research with justification

This research study utilises interpretivism philosophy that calls for structure analysis and enabling researcher to execute an evaluation of the difference between higher education quality in the Middle East and the UK. This research philosophy encompasses individuals involved in the research study making interpretations concerning the different aspects of the study. Thus,

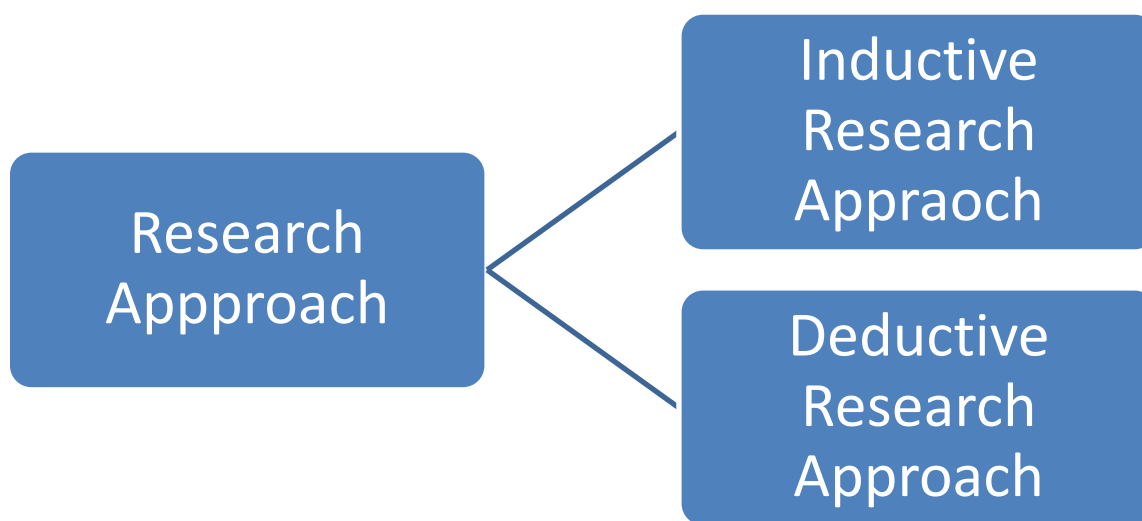
researchers making use of this philosophy hold the assumption that reality access is through constructs of society such as shared meanings, language along with self-consciousness as well (Taylor, Bogdan, and DeVault, 2015). The development of this philosophy arises out of the critique of positivism. This philosophy advocates for the use of an analysis that is qualitative as opposed to quantitative in nature. Furthermore, it holds the belief that it is vital for researchers to understand that people are different and this factor will allow researchers to emphasise upon the meaning and can make use of different methods to exhibit different viewpoints of problems in relation to the study itself.

3.3 Research Approaches

In any research, the research approaches refer to a systematic plan and procedure involving several steps to a comprehensive method of collecting, analysing and interpreting the data. Similar to research philosophy, the research approach is centred on the identified research questions nature. Research approach can be broadly categorised into two groups

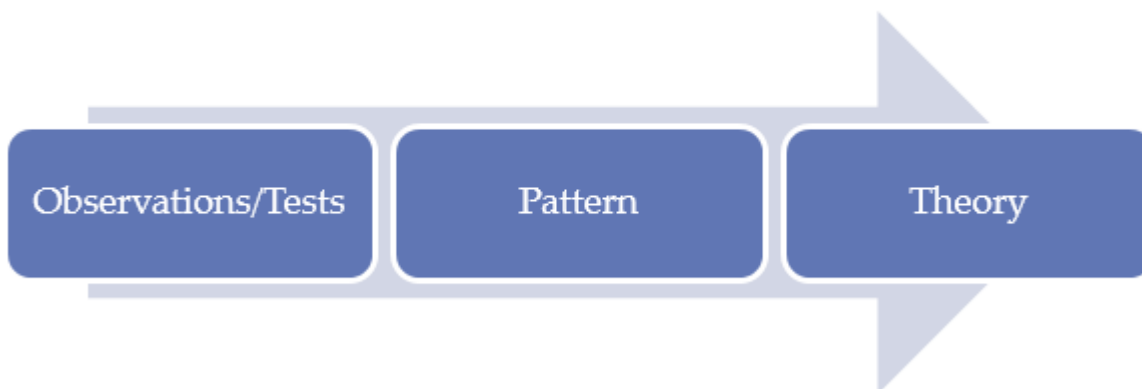
- Research approach to data collection
- Research approach to data analysis

The data collection approach includes qualitative and quantitative whereas, analysing the data may include three categories of research approaches namely inductive deductive or abductive approach.



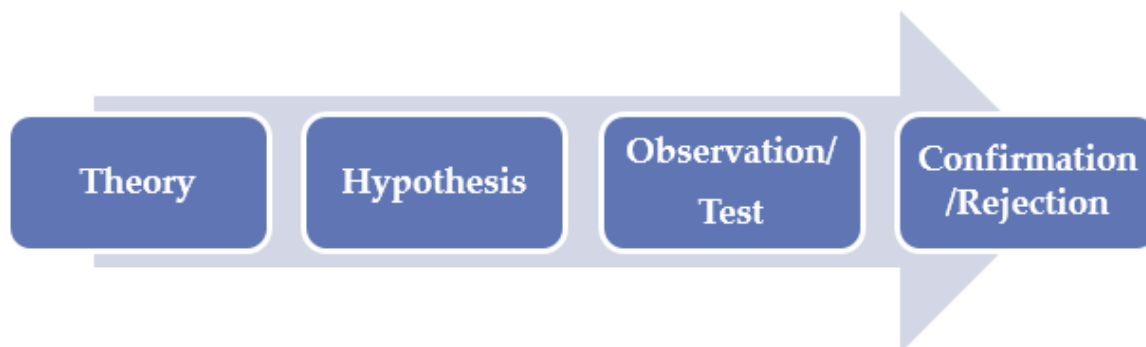
3.3.1 Inductive deductive or abductive approach

The inductive research approach does not include the hypothesis formulation. This approach begins with the questions, aims and objectives of the research identified for the specific reach during the research process. The following route is followed by the inductive approach



Steps in the inductive approach

In contrast, the deductive approach considers the formulation of the research hypothesis. This approach is useful when there is a need to reject or fail to reject the hypothesis. This approach follows the following path



Deductive approach process

Thirdly, the abductive research is based on the description regarding observations that are incomplete and unanticipated information at the start of the study (Osman et al, 2018). The main differences between the three types of research approaches are in the context of logic, generalisation, data usage and theory. In an inductive approach, identified premises are utilised to create

conclusions that are untested. The deductive approach is based on the fact that the conclusion must be true if the premises are true. In the Abductive approach, in order to create conclusions that are testable, known premises are used. In addition, the generalisability of inductive is from specific to general. In deductive, the generalising is from general to specific and in abduction, it is from interactions between the general and specific. Moreover, in the inductive approach, the collection of data is utilised to determine the phenomenon, themes and patterns and to create a conceptual framework. The data collected in the deductive approach is used to assess the hypothesis associated with an existing theory (Kennedy, and Thornburg, 2018). In contrast, the abductive approach makes use of data collection for the same reason as inductive. Lastly, the deductive approach is based on verification or falsification theory. The inductive is based on generating and developing theory and adductive approach typically includes existing theories where necessary, make amendments in those theories or generate new theories.

The qualitative research method requires an inductive approach to analyse the data. However, on the other hand, the quantitative data utilises a deductive approach. Both inductive and deductive approach is used in mixed-method research. The major difference between inductive and deductive approach is the significance of the research hypothesis. The deductive research approach tests the validity and reliability of assumptions, theories or hypothesis whereas the inductive approach introduced new n theories and generalisations.

3.3.2 Approach selected for the current research with justification

Based on the fact that research intends to confirm the predetermined assumptions and theoretical concept, the deductive approach is followed. This approach includes different assumptions based on different theories; perspectives. Theories that have been discussed exist throughout history and help to develop assessment methods for the hypotheses that have been developed (Quinlan et al., 2019). The effect of this approach is that the study has specific properties that can be implemented where the information assessment takes place and also analyses the information to see if it can be applied to historical research. Descriptive assumptions can be evaluated, with a focus on historically conducting research to support ongoing research.

3.4 Research Design

A research design comprises different ways and procedures of collecting data and analysing the variable measurement in the research problem under study. The three types of research are broadly categorised into qualitative, quantitative and mixed research.

3.4.1 Qualitative research

According to Flick, (2018) the qualitative research is as investigative research which is used to advance deep insights of opinions, reason, and description., It offers to understand into the research problem and assist in the development of ideas for formulating a hypothesis in quantitative research. Moreover, qualitative research can also be utilised in exposing the ideas, thoughts and opinions of the respondents. It dives more into the problem of research under study. Also, the method of data collection in qualitative research design vary using semi-structured and unstructured techniques. The most usual method of data collection in qualitative research includes focused group discussion, individual interviewers, observation and participation. Nonetheless, the size of the sample in qualitative is usually small and the selected respondents are required to fulfil a given quota.

3.4.2 Quantitative research

In contrast to qualitative research, quantitative research is used to measure the problem of research under study by using numbers that can be converted into figures. According to McCusker, and Gunaydin, (2015). This research is used to measure the attitudes, opinions, behaviours, and other identified variables. The results of quantitative research are generalisable to a larger sample population. Moreover, quantitative research uses data that can be measured to develop facts. The method for data collection in quantitative research may include a variety of different types of surveys, questionnaires, and observations in a systematic manner. In a nutshell, the key distinguishing factor between both these types of research is that qualitative research produces non-numerical data while quantitative produced numerical data. In addition, the qualitative is mainly focused on obtaining the data verbally rather than measuring (Akhter, 2018). The major objective of qualitative is to produce a clear, comprehensive and complete description of the research topic. In contrast, the quantitative is more focused on quantifying the variables, establishing statistical models and classifying the features. The hypothesis made in qualitative is broad and it is narrowed in quantitative. The qualitative description is in-depth whereas the

quantitative description is more concise and focused. Lastly, the type of qualitative research is more exploratory and the type of research in quantitative is conclusive.

3.4.3 Mixed research

The third research design is the mixed method research which involves the mixture of both types of research that is qualitative and quantitative. A mixed-method is the better research design for this research in order to compare the quantitative data obtained from the students studying in UK and Qatar and qualitative data gathered from the faculty of higher education (Brannen, 2017). Moreover, mixed-method research is useful in reflecting upon the different stance of students and their faculty. The research method also allows the research to gather rich and in-depth data and offers methodological flexibility. Furthermore, this research requires to collect both the qualitative data from faculty and quantitative from the students of higher education in the UK and the Middle East, therefore, mixed-method is preferred to compares and critically analyse both the data.

Mixed research design is followed in this research that involves conducting research concerns the collection of data that is both qualitative and quantitative in nature. It exhibits the benefits that have been attributed to both. This approach is made use of where the use of both forms of data being qualitative and quantitative in nature is required to provide descriptive and statistical solutions to the problems exhibited by the research study itself (Kumar, 2019). In making use of both forms of data, the researcher is able to gain a depth of knowledge and the benefits of both forms of data and this results in reducing weaknesses in relation to using only one form of data.

3.5 Data Collection Methods

The collection of data in research plays a critical role in the statistical analysis. Typically, two types of data collection method can be used namely primary and secondary data collection. As the name indicates, the primary data is the one that is gathered by the researcher for the first time whereas the data collected by other individuals apart from the researchers is known as secondary data.

3.5.1 Primary data collection

Data that is collected directly by the researcher is referred to as primary data. It presents many advantages along with the fact that it greatly contributes to both the reliability and validity of the research (Neelankavil, 2015). This is due to the fact that the data is collected by the researcher and

hence, for this purpose, the use of interviews and a questionnaire has occurred in order to collect this kind of information.

3.5.2 Secondary data collection

This form of data as the name implies is secondary in nature and is gathered by individuals other than the researcher. Sources of such data include books, journals and articles that are usually peer-reviewed in nature. Benefits of such data include the fact that there are millions of such sources already available through the World Wide Web. Both primary and secondary data will be used for this research.

The primary data is factual and it is original whereas the secondary data is the interpretation and analysis of the primary data. Also, the primary data we aimed at getting solutions to the research problems but the secondary data is usually gathered for other reasons. In addition to the key difference between the difference of collecting the data by research and others, there are other major differences (Thanh, and Thanh, 2015). The primary data is real-time data where the secondary data is past data. Also, the primary data is expensive compared to secondary since it requires to collect the data from surveys, experiments, and questionnaire and interviewed which involves the utilisation of many resources. The data collection time in primary data is long compared to secondary because the data is being collected for the first time. Collection of data from related researches, articles, books, and websites required much shorter time.

Moreover, the primary data is always specific to the researcher's needs, unlike secondary data. The primary data is available in crude form whereas the secondary data is available in refined form. Lastly, the primary data is more accurate and reliable. Comparatively, the secondary data is less accurate and less reliable due to the fact that it is gathered from the past records where the quality is also compromised. Additionally, the primary data is a very involved process while the process of secondary data collection is comparatively easy and rapid (Yazan, 2015). Even though secondary data is easily accessible but it is not as pure as primary data.

Some of the major advantages of primary data include the collection of data specific to the research problem under study. Also, while gathering primary data, it is possible to gather additional data if required during the research. However, the secondary data is also useful in a way that the data is

already collected which is less expensive and that the researcher is not personally accountable for the quality of data

3.6 Research Instruments

Research instruments that are also considered as main research tools are utilised for collecting data for the research purposes. According to Symon, Cassell, and Johnson (2018), these tools are an imperative component of the research as these assist researcher in collecting data of different genre for developing an in-depth understanding with the subject under consideration and advancing the existing knowledge base with logical and realistic data. For the execution of the current research study, interviews and questionnaire are used as the main research instruments chosen for collecting data.

3.6.1 Interviews

This method of collecting data is considered to be professional in nature and has the effect of providing data that is descriptive and can be made use of by the researcher (Hughes and Sharrock, 2016). This method encompasses questions that are both structured and semi-structured which provide descriptions to the researcher based upon the answers to the questions by participants.

For the current research study, interview questionnaire will comprise of two main sections. In the first section of the interview, questions related to demographic information are included. This section is designed for identifying personal information from the respondents participating in the interview process. Each of the respondents will be required to provide information related to their qualification. Professional experience and their designation or role in the higher education sector of the UK or Qatar. Next section of the interview questionnaire will comprise of some questions that will be unstructured questions. Each question will be an initial question that will address the research objective. However, different questions will be added during face-to-face conversation according to the situation and need of attaining coherent and in-depth information.

It is recommended by Clarke (2018) that before selecting an interview as a data collection technique, the researcher must regulate whether the research question can be responded properly by the person chosen as the applicant. Therefore, a pre-test of the interview was executed that will result in identifying the requirements to change the interview question or method.

According to Creswell and Creswell (2017), several stages must be considered in conducting interviews. Therefore, the interview process will execute each phase in an effective way. First, the setting of the interview process was assessed to identify the actual situation of the data collection process. Place of data collection, duration of the interview and time and costs associated with the interview process were assessed to support the implementation of the data collection process.

After assuring the place, time, cost and duration of the interview, the next step comprised of exploring and assessing the attributes of potential participants of the study. This involved executing discussion with respondents related to location, preliminary conversation and the environment of the interview process. The last step will be a compilation of interview protocol that will integrate every single step of the interview process.

Justification for Selecting Interviews

Considering interview as the main research instrument for collecting data is based on different advantages identified by different reliable scholarly resources. According to Hair (2015), the interview does not require any literacy level of people interviewed. Hence it offers flexibility. Moreover, interviewers can ask for clarification of the questions, the meaning of answers and can adapt in an effective way to the respondents and the situation of executing interview. In addition to this, the interview allows the researcher to focus on body expression, tone of voice and responses of the respondents. Hence, interviews should be considered as a source of attaining more precise information and the disagreements can be resolved during the process of data collection. According to Basias and Pollalis (2018), interviews are most of the cases are used as a qualitative method for collecting data. In addition to this, interviews can emerge as a form of a conversation discussing the general topic or can also take the form of the unstructured interview where a set of guided questions are used for executing interview process.

3.6.2 Questionnaires

Questionnaires are research tools that encompass different questions being posed to participants in order to generate usable data from their responses. These tools are considered to be interviews that are written in nature and help to provide evidence that can be measured through numeric values.

This research emphasises on the primary approach that integrates the collection of data through survey questionnaire and analysing data through a quantitative approach. The data will be collected through a questionnaire from the students from both nations the UK and the Middle East. The researcher ensures that research participants are from the higher education industry. The key method to gather data is using questionnaire-based surveys, given either through the mail, telephone or more often in the present, via the internet. Researchers distributed questionnaires to a group of people and then waited for their response so that further researchers could analyse the data. According to Kebritchi et al. (2019) questionnaire is an effective way to collect a lot of information in a cost-effective manner. According to Kebritchi et al. (2019), it is crucial for research to emphasise on strategies and techniques for searching and collecting basic data on the Internet, ethics of data search, primary data sources, validation of data, constraints, and solutions, and other considerations.

The survey questionnaire for the current research study comprised of two sections. The first section of the interview questionnaire comprised of demographic information that includes identifying personal information from the respondent. Each of the respondents was asked to provide information related to their gender, income level, qualification, age, professional experience and their designation or role in their organisation.

Next section of the survey questionnaire comprised of statements that will be structured questions. Each question addressed the research objective. Following aspect and steps will be taken into consideration while developing the questionnaire:

- Justification
- Definition of objectives
- Writing questions and statements
- Review
- Format setting
- Pre-test
- Final review

Justification for Selecting Questionnaires

Questionnaires are identified as one of the effective approaches for obtaining information and facts about the phenomenon under consideration. Moreover, questionnaire also serves as suitable approach for analysing opinions, values and assessments that are in subjective in nature. Moreover, with the use of questionnaire in the process of collecting data, respondents are free to choose answers and expressing their opinions with the minimal influence of the researcher. According to Collis and Hussey (2013), a survey questionnaire is just a set of questions, designed to generate the data needed to verify that the objectives of a project have been achieved. But building questionnaires is not a time and effort in planning the questionnaire is an essential requirement expected results. There is no standard methodology for the development of questionnaires, but there are recommendations from several authors regarding this important task in the process of scientific research.

3.7 Sampling Process

For the purpose of selecting a suitable sample from the entire targeted population, different methods and approaches are taken into consideration for selecting the sample size. According to Ary et al. (2018), primarily two main sampling approaches can be used by researchers including random sampling and non-random sampling method. The current research study utilised a non-random sampling method that is also known as a non-probabilistic method of sampling.

Non-probability sampling methods are one of the commonly used techniques that involve selection of sample from entire population that is easily accessible. In this type of sampling method, respondents are readily available and there is no need for considering any type of statistical criteria. Low Sampling costs, increased level of operational efficiency results in using a non-probabilistic sampling method. In this regards, the purposive sampling method is one of the most common types of non-random sampling method that is used in the current research study. Moreover, this purposive sampling method also helps in achieving the aims and objectives of the research that is to gain comprehensive and relevant information from the Indian footwear sector.

3.8 Sample Size

This factor refers to the number of individuals that are a part of the study [Post, 2016]. With the mixed method being utilised, for this study, the total sample size for interviews is 26 respondents which involve 13 respondents from the UK and the remaining 13 respondents from the Middle East. Also, 300 students were part of the study out of which 150 students were from the UK and

the remaining 150 students were from the Middle East for survey questionnaire (Sekaran and Bougie, 2016).

3.9 Data Analysis Methods

Analysis of Quantitative Data

Quantitative data is evaluated through the use of a regression analysis. This analysis has the effect of exhibiting data that is descriptive and has the effect of providing the researcher with an abundance of information (Boddy, 2016). In order to analyse the collected data through a survey questionnaire, SPSS is used that is a fully integrated modular software that is designed for different phases of analysing the data including planning the data, collecting data, management of data, analysis of data and reporting data in a systematic way. SPSS is identified as one of the effective software for addressing the problems by utilising a wide range of statistical methods. Through using SPSS software, this research integrated descriptive analysis, frequency analysis and regression analysis. Utilising the analytical specifications of SPSS program, the researcher can attain reliable information for advancing the current knowledge base. SPSS is used for conducting different descriptive and inferential statistics tests. Chronbach alpha analysis is executed for testing the internal consistency of the item included in the questionnaire. Moreover, frequency analysis and descriptive analysis are executed for analysing the responses and the characteristics of data collected. It may include analysing counts of responses, mean, median, mode of collected data in a tabular form. In order to analyse the data and identifying meaningful information related to survey questionnaire regression analysis is executed.

Analysis of Qualitative Data

Additionally, a thematic evaluation occurs in order to analyse the qualitative data with results being displayed on Microsoft Excel software. According to Goodman, Cryder, and Cheema (2013), the process of collecting data is required to be aligned with the nature of the collected data. In the current research, interviews were executed for collecting qualitative data, hence a qualitative method for data analysis is required to be selected. For this purpose, the thematic analysis served as the main approach for analysing the collected data through interviews.

3.10 Reliability and Validity of the Research

While conducting research analysis, it is imperative for researchers to focus on the reliability and validity of the information. According to Scheurich, (2014) validity refers to the realistic characteristic of interpreted information and the level of that data for addressing the current gap in the research. According to Noble and Smith (2015) validity of research is identified as the level at which research methods and approaches are aligned with each other for the systematic execution of the research. In order to achieve the high level of validity for current research, maximum efforts were exerted in order to identify and select appropriate research methods, source of collecting data, approaches for data collection and methods for analysing the collected data.

In order to achieve the reliability of the research, according to Miles et al. (1994), it is important for researchers to assure the consistent outcomes are achieved through the analysis of the collected data. For quantitative data, **Cronbach** alpha was executed for identifying the internal consistency of the items included in the questionnaire. In addition to this, for qualitative analysis purpose, the subjective approach was taken into consideration for interpreting and analysing the data and assuring the elimination of different types of inconsistencies and biases from the collected data.

3.11 Ethical Considerations

According to Swain (2016), ethical implications are imperative for the execution of research. Ethical implications for research refers to the rules of conduct that differentiate between unacceptable and acceptable behaviour and protocols to be implemented during the execution of the research. The reliability and validity of the results are also associated with ethical implications. Addressing different ethical implications in an effective way has a positive impact on the research with regards to the reliability of research and authenticity of the entire research. Following different implications are taken into consideration in order to assure the integration of ethical aspects in the research:

3.11.1 Anonymity

In this study, to be able to cater to this consideration, participants were ensured by the researcher that their information would not be given to any other person. For assuring the maximum anonymity of the respondents, it is assumed that participants of the study possess the complete authority to be involved in the data collection process, along with sharing their experiences and authority to withdraw from the research irrespective of any reason (Bell, Bryman, and Harley,

2018). In addition to this, inappropriate information, explanations beyond the understanding of respondents and different external factors are assured to be avoided for effective decision making of the respondents and assuring maximum autonomy of the participants involved in the data collection process.

3.11.2 Informed consent

This factor is achieved in the present research as the researcher informs the participants of this factor first hand. Their rights are explained to them so that their informed consent or permission can be gained in order to conduct the study itself (Sekaran and Bougie, 2016). Moreover, it is considered important to make efforts to minimise the chances that respondents are not aware of any aspect of the research. For assuring informed consent of the respondents, the researcher focuses on identifying the implications of participating in the research process and benefits associated with it.

3.11.3 Confidentiality

Researchers inform participants that their information will only be used by the researcher and no one else. They are assured of this fact in the current research as well as the researcher has informed them.

3.12 Summary

This section of the study highlights diverse approaches and techniques that are used for accomplishing the aims and objectives of the current research. Recognising particular approaches and methods result in helping the researcher to perform research in a consistent and methodical way. In addition, research methodology also results in organised methods that lead to achieving information proceeding the present knowledge base associated with the subject of the study. This section highlights the identification of various methods and techniques used to implement the proposed study. This study uses a deductive research approach. Interviews and questionnaire are selected based on specific phenomena and data to assess patterns among respondents about the impact and impact of artificial intelligence on the upcoming Malaysian tourism industry. This study chose a mixed research design. Mixed method analysis will be carried out to analyse the data collected. The total sample size for interviews is 26 respondents number which involves 13 respondents from the UK and the remaining 13 respondents from the Middle East. Also, 300 students were part of the study out of which 150 students were from the UK and the remaining 150

students were from the Middle East for survey questionnaire. Emphasis is placed on the objectives of the research and the research methods chosen for research. This research is based on the primary method, which includes data collected from qualitative and quantitative methods. Structured interviews and Survey questionnaire are the main data source collected using a standard set of questions. The data analysis process is based on information and data collected through semi-structured interviews and survey. Data collected through semi-structured interviews are analysed by the thematic approach and different statistical approaches are used for analysing quantitative data.

4 CHAPTER FOUR: ANALYSIS AND FINDINGS

4.1 Introduction

The predefined aim of the current research is to execute a comprehensive analysis of the difference that exists between the higher education system of the UK and the higher education system of Qatar. This comparative analysis is executed based on the quality of education of both the education system and make efforts for the improvement of the higher education system of the Middle East, with main focus on Qatar. This section of the study delivers a comprehensive evaluative and analytical construction on the findings retrieved from the data collection process. This chapter of the study focused on integrating findings of the study attained through the collection of data with qualitative and quantitative approach. In this chapter, the researcher will describe the research findings based on data that has been found and collected. The main data findings came from the interview process and survey process with several informants that researchers have chosen according to the criteria that researchers expect, namely informants who know deeply about research problems the researchers are discussing, so they can give the right answer with research objectives that have been previously formulated. A study is expected to obtain results in accordance with set goals. Therefore, here the researchers describe the findings of the results in the field obtained by researchers when conducting research through two different methods including survey and interviews. From data obtained later researchers to reduce data by taking the data needed and then the data is collected for analysis in order to get research results.

4.2 Data Management Process

The data management process explains the data processing and analysis procedures in accordance with the approach taken in the research. Because this research uses the qualitative and quantitative method, therefore the data management process is done by describing the data in the regular, concise, logical, non-overlapping, and effective sentences approach; making easier approach for understanding and interpretation of data. Following are the main stages, through which the process of managing qualitative and quantitative data is executed:

4.2.1 Stages of data processing

In conducting data processing through several stages, in general, there are four stages as follows:

1) Data preparation

At this phase, all existing qualitative and quantitative data were collected and organised in order to check whether all required data has been captured completely. This activity is intended to address the objectives of the research. The preparation of data was assured to integrate the data that is relevant to the research and is truly authentic. The data taken through interviews and surveys was assured to be separated between the opinions of respondents and the opinions of the researcher.

2) Classification of data

Data classification is an attempt to classify and sort data based on certain classifications that have been made and determined by researchers. The advantage of this data classification is to facilitate quantitative and qualitative analysis.

3) Data processing

Data processing is executed for addressing the research questions and the objective of the research. Quantitative data is processed by using statistical techniques both non-parametric statistics and parametric statistics. In addition to this, qualitative data is taken into processing through selecting, focusing on simplifying, abstracting, and transforming rough data of the interviews.

4) Interpretation of data processing results

At this phase, the researcher explains the analysis of the data in a careful manner. This involves interpreting the results of the analysis leading towards drawing conclusion that contains the essence of the whole set of research activities and making recommendations. Interpreting the results of the analysis needs to be considering that the interpretation does not deviate from the results of the analysis, interpretation must still be within the limits of the research framework, and ethically researchers are willing to express difficulties and obstacles while in research.

4.3 Data Analyses Process

4.3.1 Quantitative data processing approach

Basically, it means the highlighting of a problem and its solution, which is done with efforts that are based on measurement. In this case solving the object of research into certain elements that can be quantified in such away. Then a broad generalization is drawn. Quantitative research uses mathematical and statistical tools that seem sophisticated.

According to Barnham (2015), the application of this quantitative approach has a function that also limits the benefits that can be obtained from the use of these methods, including:

1. Efficiently collects, processes, and analyzes research data, especially in the application of survey research plans.
2. By conducting quantification, it is relatively easy to conduct comparative studies and draw generalizations.
3. It is easier to apply the induction method, to the results of research.
4. Quantitative methods are still more applied to test hypotheses, especially in explanatory studies.

For the current research, the quantitative approach starts the work by making various tabulations which explain the relationship of variables included in the research. Entire quantitative data collected through surveys was analysed through following phases:

- ***Grouping data***

According to Johnson and Christensen (2019), quantitative data needs to be grouped, processed and analyzed, among others, by statistics. To process and analyze data, two types of statistical testing are used in this research, namely descriptive statistics and inferential statistics. Descriptive statistics are used to describe research variables through measurement. Inferential statistics are used to test the variables of the study and make generalizations.

- ***Initial activity in grouping data***

In order for the data to be classified properly, initial activities need to be carried out as follows.

Editing	Editing is checking or correcting the data that has been collected, the aim is to eliminate errors found and are corrective.
Giving a score	In scoring the Likert scale is used which is one way to determine the score. The criteria for this study are classified into four levels
Tabulation	Tabulation is making tables containing data that has been given the code in accordance with the analysis required. In doing tabulation, accuracy is needed to avoid mistakes. Analysis table, which is a table that contains a type of information that has been analyzed

Simple statistical processing

The statistical processing is a way to process quantitative data so that data has meaning. Data analysis of quantitative data is done by several kinds of techniques, for example frequency distribution (frequency distribution) and centring size (mean, median, and mode).

4.3.2 Qualitative data processing approach

This approach is a method of research that produces descriptive-analytical, i.e. what is stated by the relevant research target in writing or verbally, and real behaviour.

Initial Activities for Data Process

1. **Obtaining the Information:** this activity involved systematic registration of obtaining information through conducting interviews.
2. **Capturing, transcribing and sorting the information:** The capture of the information involves capturing the information through electronic recording for interviews or recording the information through taking notes. All the information captured is transcribed properly in a readable information.
3. **Coding the information:** In the process of coding information the obtained information, different categories are identified with the emphasis on the concepts, ideas or themes identified through the phases of collecting data.
4. **Integrate the information:** The categories obtained in the previous activity are aligned with each other and with the theoretical foundations of the research.

Data Analysis Process

Qualitative data analysis is executed through three analysis activities namely as follows:

- ***Data reduction***

Data reduction can be interpreted as a process of selecting data, focusing on simplifying data, extracting data, and transforming rough data that arises from written records in the field. In data reduction activities, there are disaggregations about the part of data that needs to be coded, the part of data that must be discarded, and the pattern that must be summarized. So in data reduction activities carried out: data sharpening, data classification, data briefing, unnecessary data disposal,

organizing data for conclusions. This data reduction activity can be carried out through strict data selection, making summaries, and classifying the data into a broader and easier to understand pattern.

- ***Presentation of data***

Presentation of data can be used as a collection of information that is arranged so as to provide the possibility of drawing conclusions and taking action. Presentations that are often used are in narrative form, matrix form, graphics, and charts.

- ***Draw conclusions / verification***

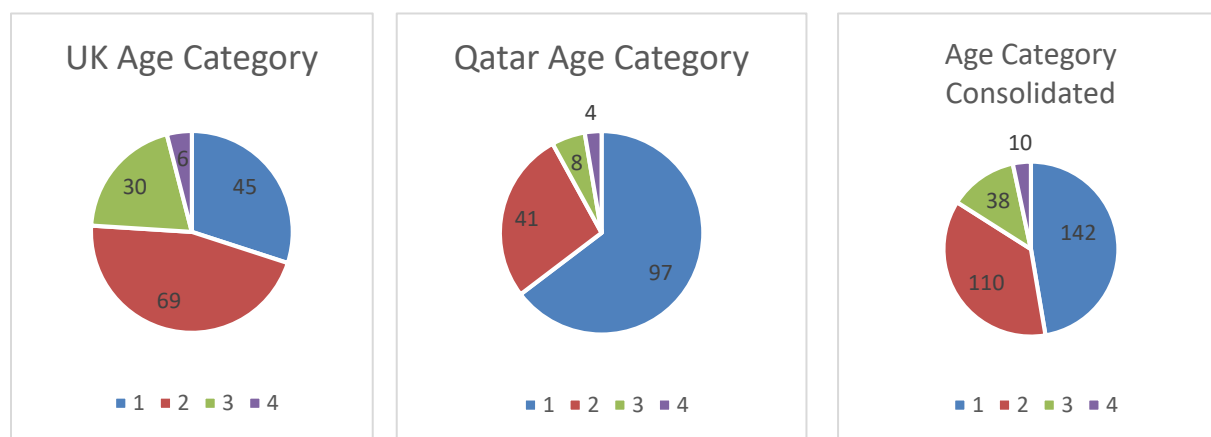
Since the initial step in data collection, researchers have begun to search for meaning about everything that has been recorded or arranged into a particular configuration. Qualitative data processing will not draw conclusions in a hurry, but gradually while still paying attention to the development of data acquisition.

4.4 Respondents demographic information

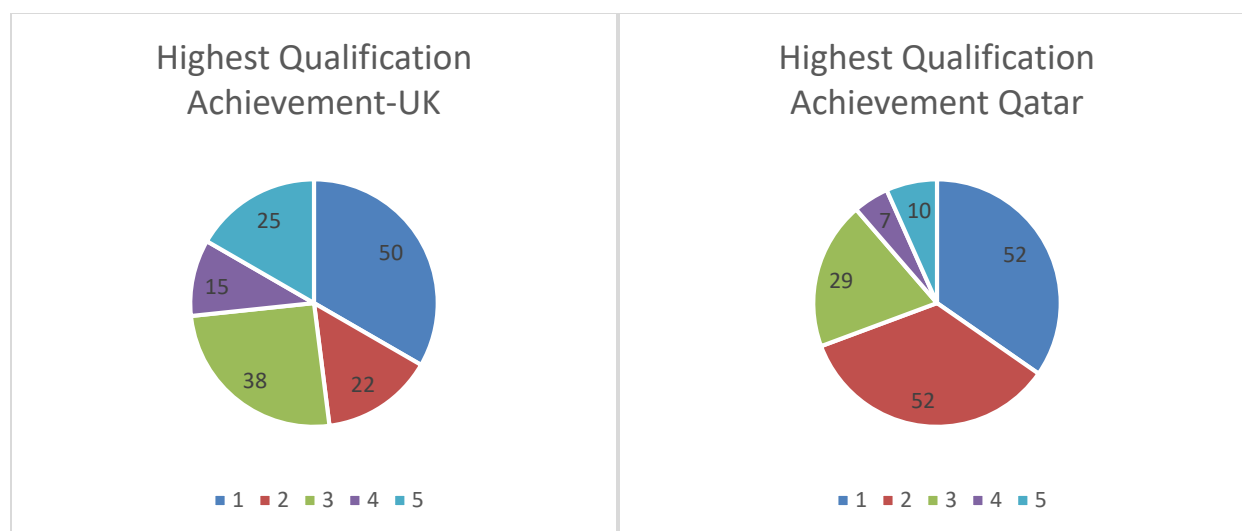
Demographic data are measurable statistics for a given population. Demography is also used to identify studies of quantifiable subgroups in a given community that characterize populations at a given time. Demographic analysis is basically an exercise that summarizes the population. As with all such generalizations, many of these groups will not be eligible for personal data: demographic information is collected which is probabilistic information about groups rather than specific individuals. Demographic information includes factors such as sex, age, ethnicity, occupation, seniority, salary level, marital status, and family status. Researchers often include factors that are illustrative value in the research. Johnson and Christensen (2019) define an employee's demographics as "studying the formation of social entities based on the attributes of their members." Nardi (2018) believes that if respondents are given a voice in social science research, demographics should also be studied, and it should not be implicitly assumed that participants are homogeneous groups with similar attributes and beliefs. As Palinkas et al. (2015) suggest, sensitivity to demographic influence can provide context for understanding behaviour. Bryman (2017) recommends a genuine understanding of the audience, which can be achieved by analyzing the demographics of respondents and then conducting a study to explore this problem in a comprehensive manner.

For the current research study, qualitative data has been collected 26 respondents which involve 13 respondents from the UK and the remaining 13 respondents from the Middle East. Also, 300 students were part of the study out of which 150 students were from the UK and the remaining 150 students were from the Middle East for survey questionnaire.

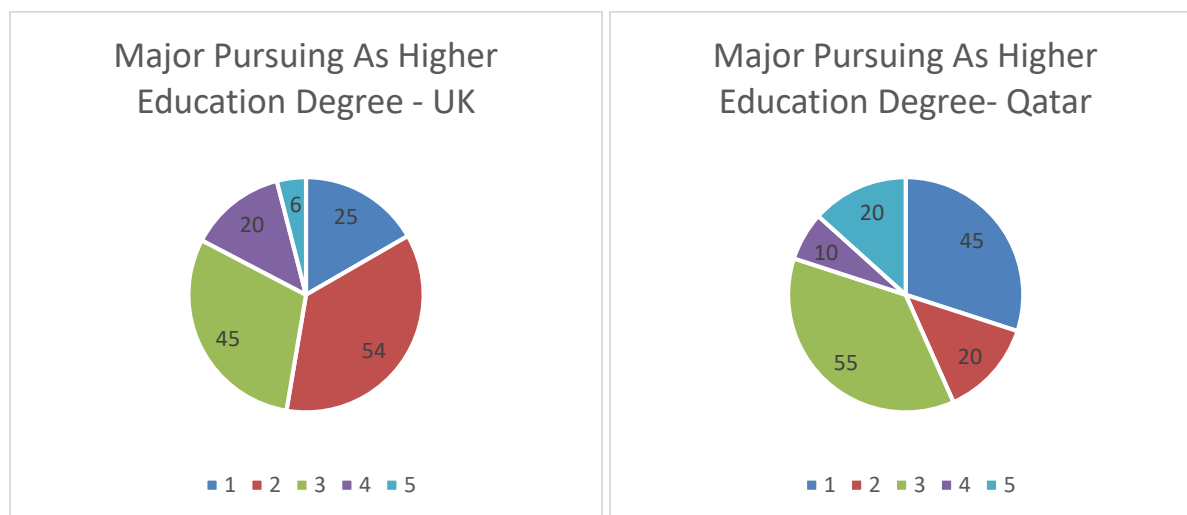
According to the findings of the survey, it is identified that among 300 respondents, majority of the respondents that is 142 respondents were below the age of 25. Among 142 respondents 97 respondents were associated with Qatar as their country and 45 respondents were from the UK. In addition to this only ten respondents were above 45 years. In addition to these 69 respondents from the UK identified their age between 26 to 35 years, while 30 indicated their age between 36 years to 45 years. Likewise, only eight respondents from Qatar identified their age between 36 years to 45 years.



In addition to age, respondents were also asked to identify their highest qualification achievement. According to the findings it is identified that most of the respondents hold diplomas as their highest qualification and were pursuing further education in their respective universities. The highest number of qualifications among respondents from Qatar was bachelor and diploma, while on the other hand only 7 respondents identified that they have achieved PhD. Likewise, it was also identified that thirty eight respondents from UK were holding Master Degree and fifteen identified their highest qualification as Ph.D.



Likewise, respondents were also asked to identify their major they are pursuing in their universities. According to the findings, it is identified that majority of the respondents from the UK were pursuing Engineering as their major, while on the other hand, majority of the respondents from Qatar opted Medical as their study majors. According to the findings, it is identified that Law was least pursuing major of respondents from the UK and Qatar both.



The following table represents the demographic information of the respondents participated in the survey:

	Age Category
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Country of Origin	Below 25	26-35	36-45	Above 45	Total
UK	45	69	30	6	150
Qatar	97	41	8	4	150
Total	142	110	38	10	300

Country of Origin	Highest Qualification Achievement					
	Diploma	Bachelor Degree	Master Degree	PhD	Others	Total
UK	50	22	38	15	25	150
Qatar	52	52	29	7	10	150
Total	102	74	67	22	35	300

Country of Origin	Major Pursuing As Higher Education Degree					
	Business Administration	Engineering	Medical	Law	Others	Total
UK	25	54	45	20	6	150
Qatar	45	20	55	10	20	150
Total	70	74	100	30	26	300

4.5 Reliability Testing

Reliability testing is one of the important aspects associated with the instrument used for the collection of the data and interpreting meaningful information. Cronbach Alpha was used for identified the reliability of the instrument used for collecting data from the respondents. The following table indicated the results of Cronbach Alpha identifying the reliability of the collected data.

Number of Items	Cronbach's Alpha
33	0.79

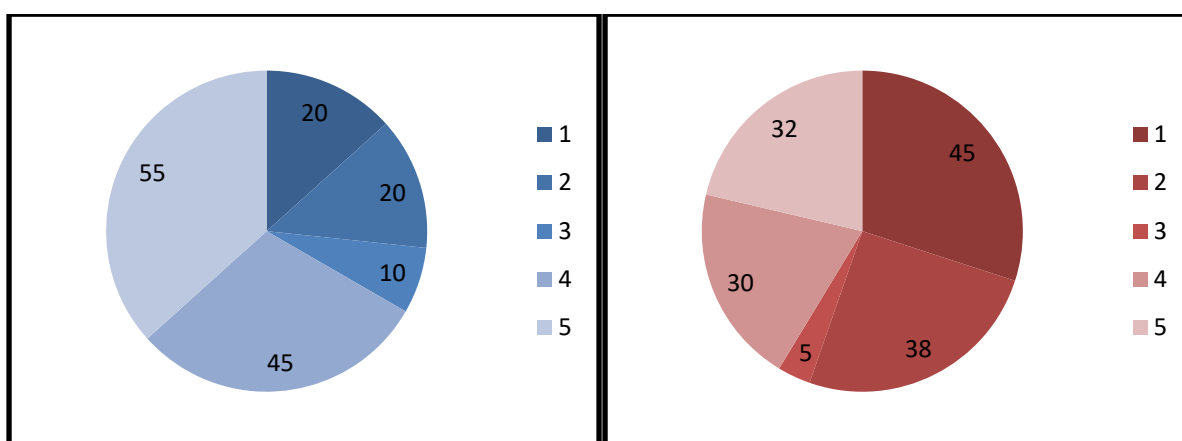
As per the results, it is recognised that for total of 33 items in the questionnaire, Cronbach Alpha value is 0.79 that is an indicator for a higher level of internal consistency and reliability of the questionnaire used for the collection of data.

4.6 Quantitative Findings

4.6.1 The suitability of the curriculum

Respondents of the study were asked to identify the curriculum and teaching factors that affect the performance of their university. Among the 150 respondents from the UK, 20 respondents identified that the suitability of the curriculum (contents, practical activities) of their university was not strong; twenty indicated that the suitability of the curriculum (contents, practical activities) was less strong, while ten respondents were neutral about this quality factor. In addition to this, 45 respondents considered that the suitability of the curriculum (contents, practical activities) of their university was strong and fifty-five opt for very strong option for the asked question. As compare to the results of respondents from the UK, among the 150 respondents from Qatar, 45 identified that, the suitability of the curriculum (contents, practical activities) of their university was not strong; 38 indicated that the suitability of the curriculum (contents, practical activities) was less strong, while 5 were neutral about this quality factor. In addition to this, 30 respondents considered that the suitability of the curriculum (contents, practical activities) of their university was strong and 32 opt for very strong option for the asked question.

Level /Degree	Country	Not Strong	Less Strong	Neutral	Strong	Very Strong	Total
The curriculum (contents, practical activities) is suitable	UK	20	20	10	45	55	150
	Qatar	45	38	5	30	32	150

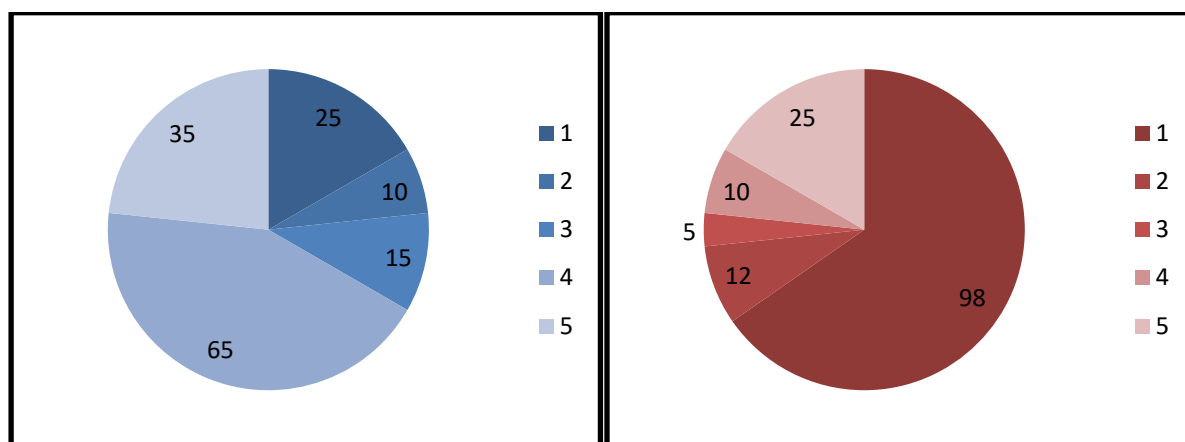


4.6.2 Impact of Teaching Methodology

Respondents were also inquired to identify whether the teaching methodology including resources, strategies didactic, complementary activities is adequate. Total of 35 respondents from Qatar considered the teaching methodology including resources, strategies didactic, complementary activities strong and very strong. While on the other hand, 100 students from the UK considered their teaching methodology including resources, strategies didactic, complementary activities as strong and very strong. Likewise, 110 students from Qatar identified that teaching methodology including resources, strategies didactic, complementary activities was not so strong. On the other

hand, only 35 respondents identified that teaching methodology including resources, strategies didactic, complementary activities in the UK universities are not so strong.

Level /Degree	Country	Not Strong	Less Strong	Neutral	Strong	Very Strong	Total
The teaching methodology (resources, strategies didactic, complementary activities) is adequate	UK	25	10	15	65	35	150
	Qatar	98	12	5	10	25	150

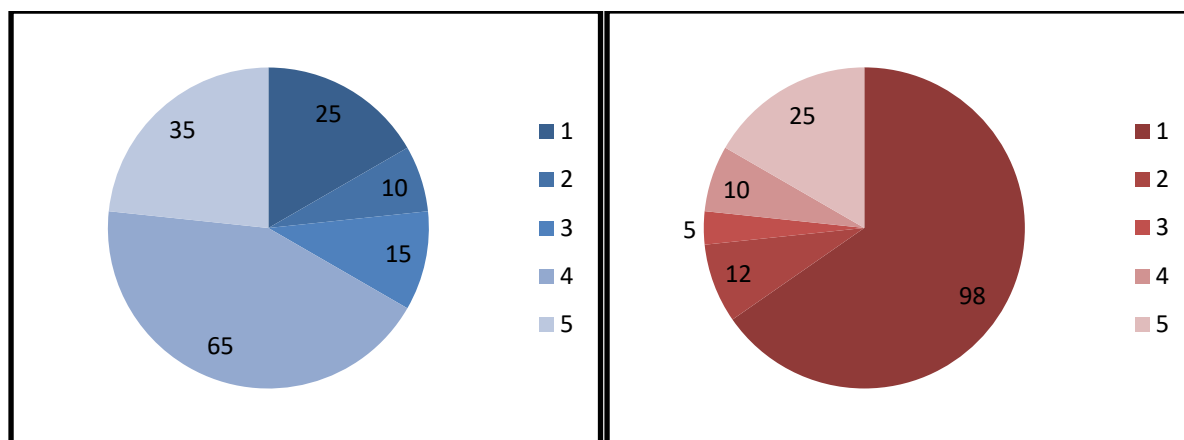


4.6.3 Impact of quality level of learning

The survey questionnaire also included a statement that asked respondents the quality level of learning including procedures for evaluation, evaluation criteria, results and review of exams of universities in the UK and Qatar. The results identified that 25 respondents from Qatar shared that the evaluation of learning in Qatari Universities is very strong; 10 indicated strong, 5 were neutral, 12 indicated less strong and 98 indicated not a strong evaluation of learning. As compare to this result 35 respondents from the UK shared that the evaluation of learning in the UK Universities is

very strong; 65 indicated strong, 15 were neutral, 10 indicated less strong and 25 indicated not strong evaluation of learning.

Level /Degree	Country	Not Strong	Less Strong	Neutral	Strong	Very Strong	Total
The evaluation of learning (procedures for evaluation, evaluation criteria, results and review of exams) is adequate	UK	25	10	15	65	35	150
	Qatar	98	12	5	10	25	150



4.6.4 Impact of independent learning

Respondents were also inquired to identify whether independent learning (autonomous work, development of activities) is adequate. Total of 33 respondents from Qatar considered independent learning including autonomous work and development of activities strong and very strong. While on the other hand, 93 students from the UK considered independent learning including autonomous

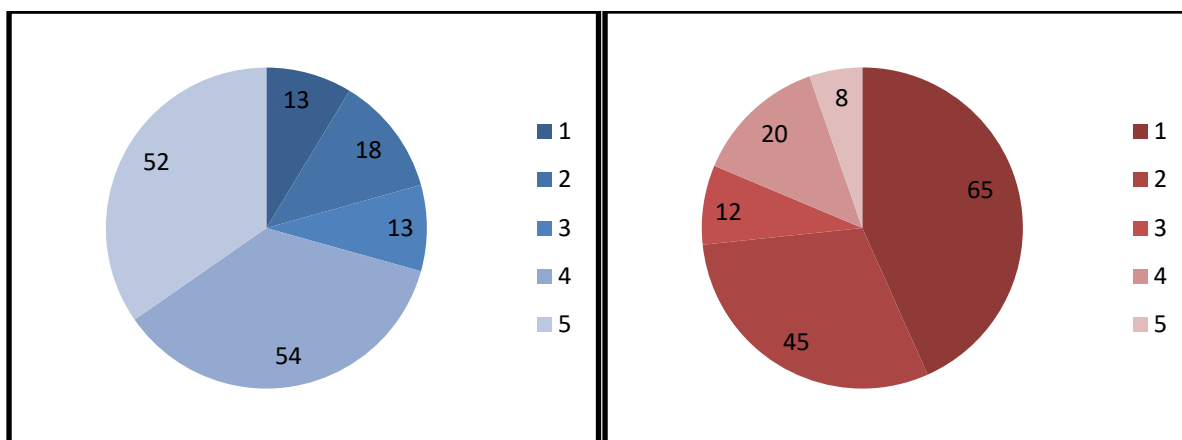
work and development of activities of universities in the UK as strong and very strong. Likewise, 95 students from Qatar identified that independent learning methodology was not so strong. On the other hand, 34 respondents identified that independent learning activities in UK universities are not so strong.

Level /Degree	Country	Not Strong	Less Strong	Neutral	Strong	Very Strong	Total
Independent learning (autonomous work, development of activities) is adequate	UK	22	12	23	50	43	150
	Qatar	56	39	22	21	12	150

4.6.5 Impact of conditions of the classrooms

The survey questionnaire also included a statement that asked respondents the conditions of the classrooms are adequate for the teaching universities in the UK and Qatar. The results identified that 8 respondents from Qatar shared that the conditions of the classrooms in Qatari Universities is very strong; 20 indicated strong, 12 were neutral, 45 indicated less strong and 65 indicated that the conditions of the classrooms were not so strong. As compare to this result 52 respondents from the UK shared that the conditions of the classrooms in the UK Universities is very strong; 54 indicated strong, 13 were neutral, 18 indicated less strong and 13 indicated the conditions of the classrooms was not so strong.

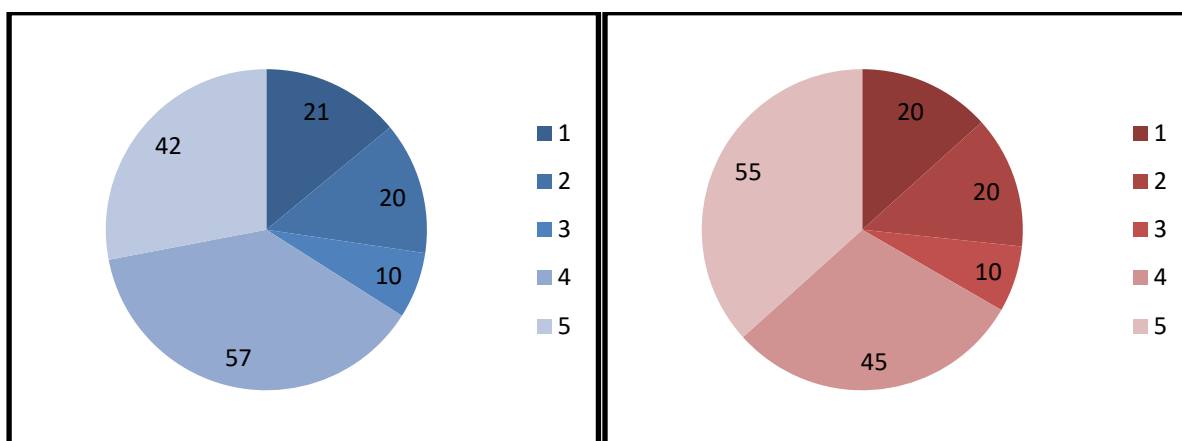
Level /Degree	Country	Not Strong	Less Strong	Neutral	Strong	Very Strong	Total
The conditions of the classrooms are adequate for the teaching	UK	13	18	13	54	52	150
	Qatar	65	45	12	20	8	150



4.6.6 Impact of level of physical facilities

Respondents of the study were asked to identify the level of physical facilities for the learning development in their universities. Among the 150 respondents from Qatar, 20 identified that the level of physical facilities for the learning development in their universities was not strong; 20 indicated that the level of physical facilities for the learning development in their universities was less strong, while 10 were neutral about this quality factor. In addition to this, 45 respondents considered that the quality level of physical facilities for the learning development in their universities was strong and 55 opt for very strong option for the asked question. As compare to the results of respondents from Qatar, among the 150 respondents from UK, 21 identified that, the quality level of physical facilities for the learning development in their universities was not strong; 20 indicated that the quality level of physical facilities for the learning development in their universities was less strong, while 10 were neutral about this quality factor. In addition to this, 57 respondents considered that the quality level of physical facilities for the learning development in their universities was strong and 42 opt for very strong option for the asked question.

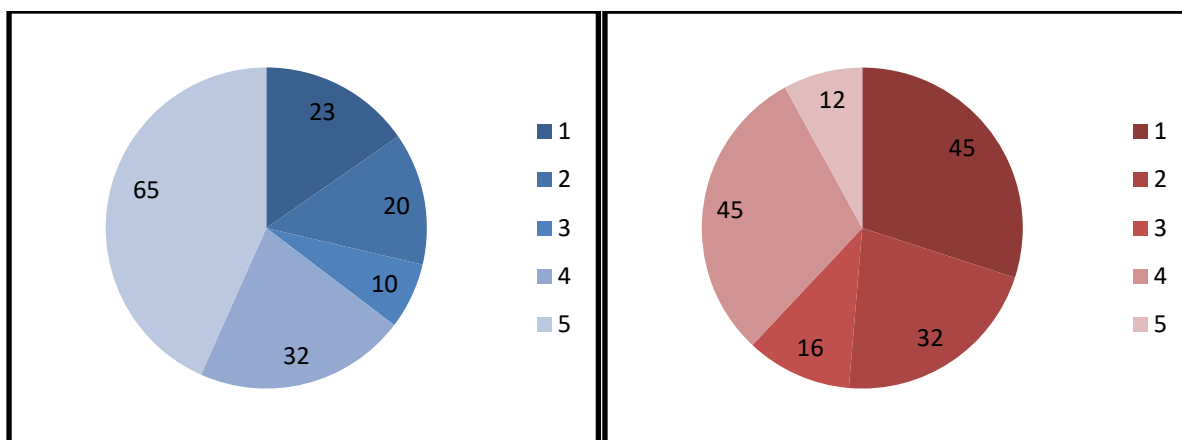
Level /Degree	Country	Not Strong	Less Strong	Neutral	Strong	Very Strong	Total
Physical facilities are suitable for the learning development	UK	21	20	10	57	42	150
	Qatar	20	20	10	45	55	150



4.6.7 Impact of equipment in laboratories and computer rooms

Respondents were also inquired to identify whether the equipment in laboratories and computer rooms is appropriate. Total of 57 respondents from Qatar considered the level of quality of equipment in laboratories and computer rooms is strong and very strong. While on the other hand, 97 students from the UK considered the level of quality of equipment in laboratories and computer rooms as strong and very strong. Likewise, 77 students from Qatar identified that the level of quality of equipment in laboratories and computer rooms was not so strong. On the other hand, only 43 respondents identified that the level of quality of equipment in laboratories and computer rooms in UK universities is not so strong.

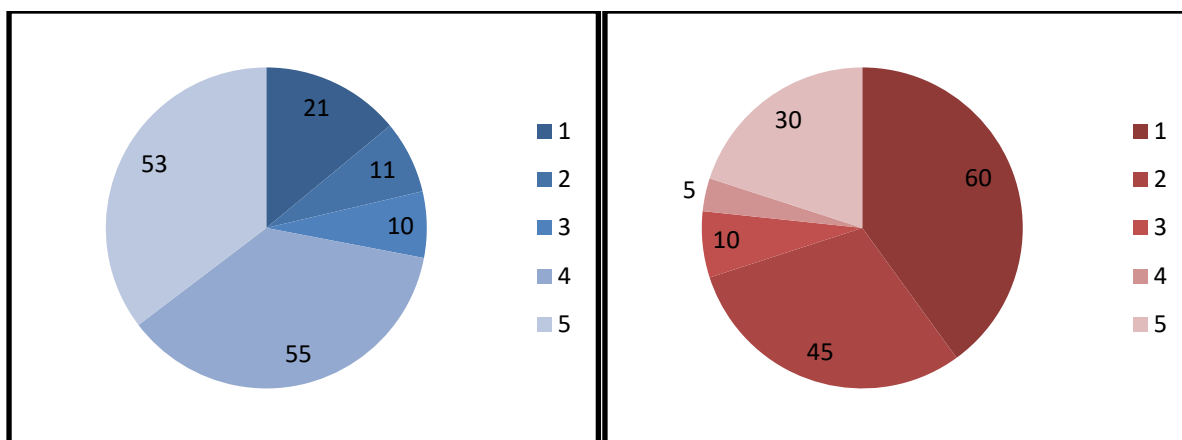
Level /Degree	Country	Not Strong	Less Strong	Neutral	Strong	Very Strong	Total
The equipment (laboratories, computer rooms) is appropriate	UK	23	20	10	32	65	150
	Qatar	45	32	16	45	12	150



4.6.8 Quality level of the teachers

The survey questionnaire also included a statement that asked respondents the quality level of the teachers dealing with the academic conditions of the student in universities in the UK and Qatar. The results identified that 30 respondents from Qatar shared that the quality level of the teachers dealing with the academic conditions of the student is very strong; 5 indicated strong, 10 were neutral, 45 indicated less strong and 60 indicated not the strong quality level of the teachers dealing with the academic conditions of the students. As compare to this result 53 respondents from the UK shared that the quality level of the teachers dealing with the academic conditions of the student is very strong; 55 indicated strong, 10 were neutral, 11 indicated less strong and 21 indicated not strong quality level of the teachers dealing with the academic conditions of the student.

Level /Degree	Country	Not Strong	Less Strong	Neutral	Strong	Very Strong	Total
The teachers deal with the academic condition of the student	UK	21	11	10	55	53	150
	Qatar	60	45	10	5	30	150

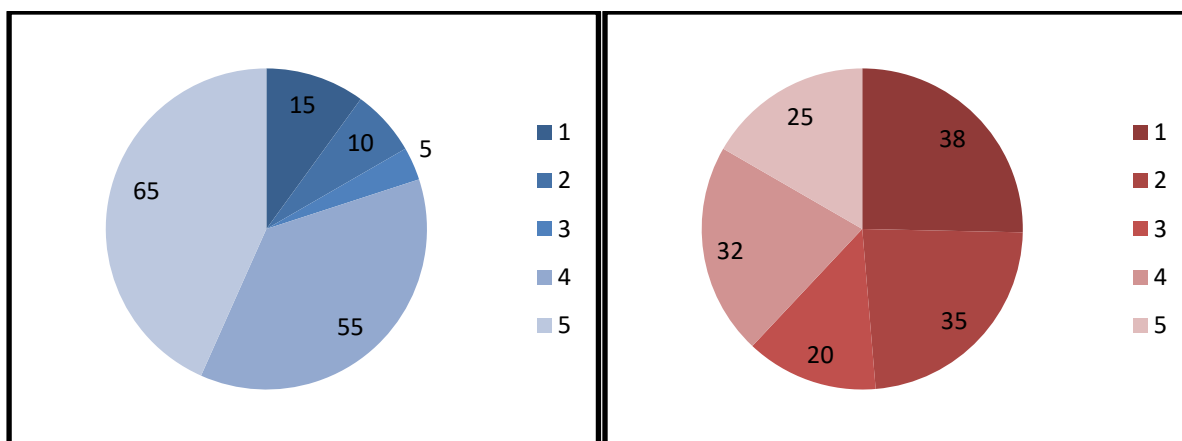


4.6.9 The impact the role of teachers

Respondents of the study were asked to identify the role of teachers in encouraging the active participation of the students. Among the 150 respondents from Qatar, 38 identified that the role of teachers in encouraging the active participation of the students was not strong; 35 indicated that the role of teachers in encouraging the active participation of the students was less strong, while 20 were neutral about this quality factor. In addition to this, 32 respondents considered the role of teachers in encouraging the active participation of the students of their university was strong and 25 opt for very strong option for the asked question. As compared to the results of respondents from Qatar, among the 150 respondents from UK, 15 identified that the role of teachers in encouraging the active participation of the students of their university was not strong; 10 indicated that the role of teachers in encouraging the active participation of the students was less strong, while 5 were neutral about this quality factor. In addition to this, 55 respondents considered that the role of teachers in encouraging the active participation of the students of their university was strong and 65 opt for very strong option for the asked question.

Level /Degree	Country	Not Strong	Less Strong	Neutral	Strong	Very Strong	Total
	UK	15	10	5	55	65	150

Teachers encourage the participation of students in the classes	Qatar						
		38	35	20	32	25	150

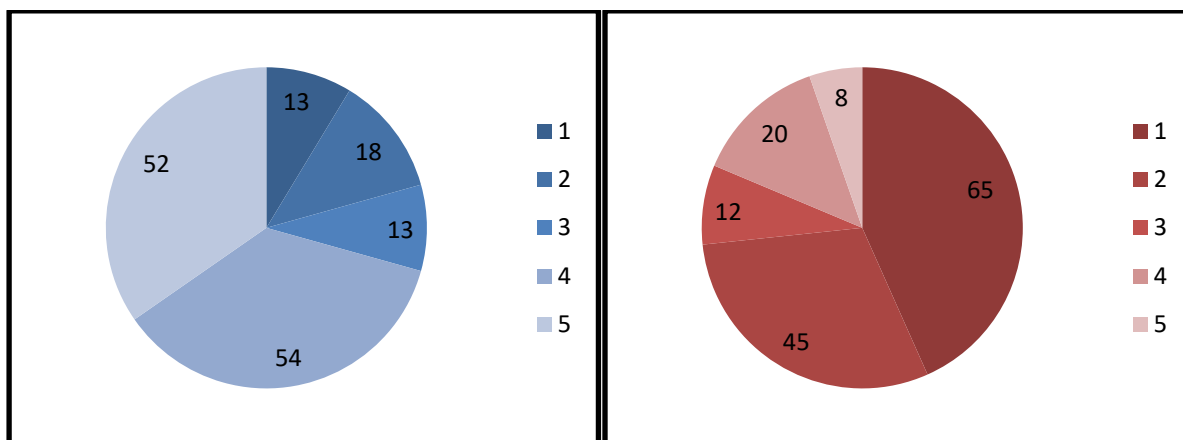


4.6.10 Impact of sufficient level of theoretical knowledge

Respondents were also inquired to identify whether teachers have a sufficient level of theoretical knowledge. Total of 28 respondents from Qatar considered the level of theoretical knowledge possessed by teachers was strong and very strong. While on the other hand, 106 students from the UK considered the level of theoretical knowledge possessed by teachers was strong and very strong. Likewise, 110 students from Qatar identified that the level of theoretical knowledge possessed by teachers was not so strong. On the other hand, only 31 respondents identified that the level of theoretical knowledge possessed by teachers the UK universities is not so strong.

Level /Degree	Country	Not Strong	Less Strong	Neutral	Strong	Very Strong	Total
	UK	13	18	13	54	52	150

Teachers have a sufficient level of theoretical knowledge	Qatar						
		65	45	12	20	8	150

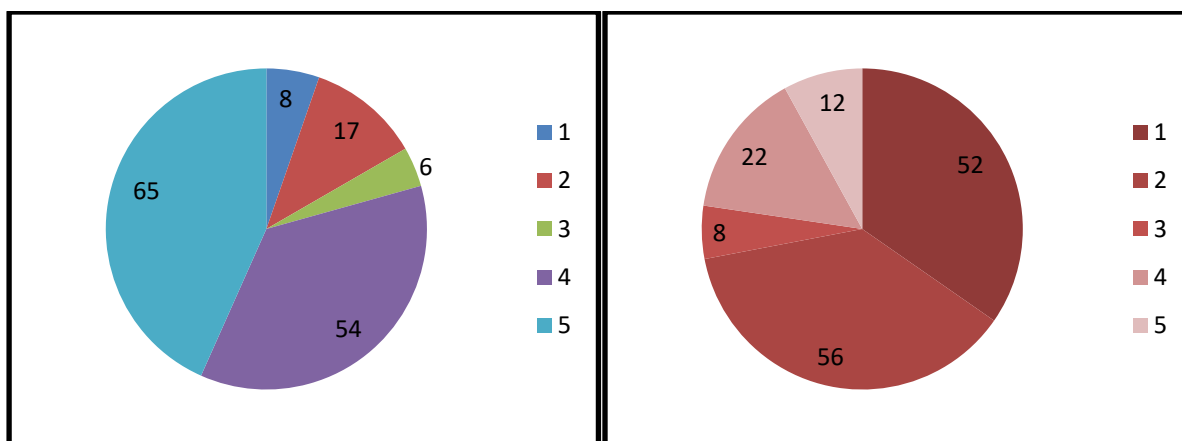


4.6.11 Impact of sufficient level of practical knowledge

Respondents were also inquired to identify whether teachers have a sufficient level of practical knowledge. Total of 34 respondents from Qatar considered the level of practical knowledge possessed by teachers was strong and very strong. While on the other hand, 150 students from the UK considered the level of practical knowledge possessed by teachers was strong and very strong. Likewise, 108 students from Qatar identified that the level of practical knowledge possessed by teachers was not so strong. On the other hand, only 25 respondents identified that the level of practical knowledge possessed by teachers the UK universities is not so strong.

Level /Degree	Country	Not Strong	Less Strong	Neutral	Strong	Very Strong	Total
	UK	8	17	6	54	65	150

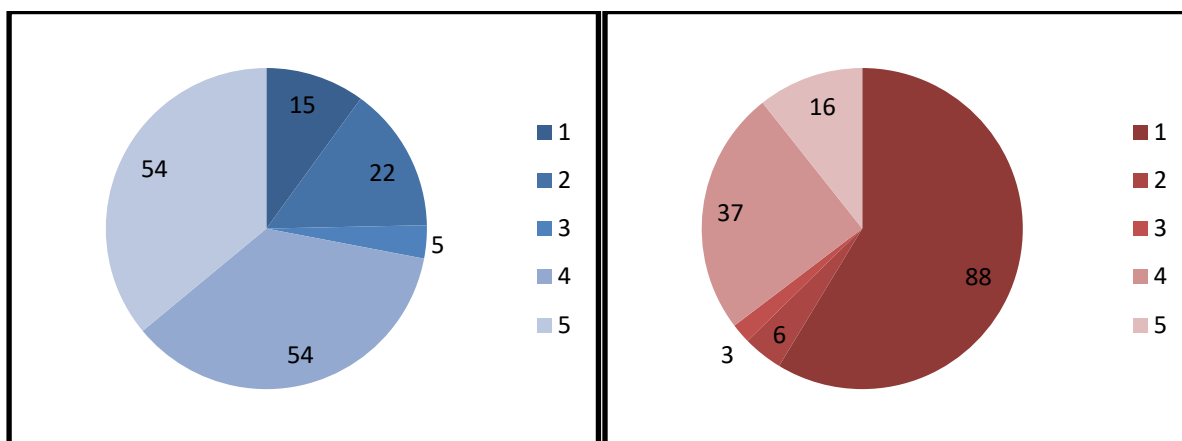
Teachers have a sufficient level of practical knowledge	Qatar							
		52	56	8	22	12		150



4.6.12 Impact of level of quality of internet facilities

Respondents of the study were asked to identify the level of quality of internet facilities in the classes. Among the 150 respondents from Qatar, 88 identified that identify the level of quality of internet facilities in the classes of their university was not strong; 6 indicated that identify the level of quality of internet facilities in the classes was less strong, while 3 were neutral about this quality factor. In addition to this, 37 respondents considered that identify the level of quality of internet facilities in the classes of their university was strong and 16 opt for very strong option for the asked question. As compared to the results of respondents from Qatar, among the 150 respondents from UK, 15 identified that the level of quality of internet facilities in the classes of their university was not strong; 22 indicated that the level of quality of internet facilities in the classes of their university was less strong, while 5 were neutral about this quality factor. In addition to this, 54 respondents considered that the level of quality of internet facilities in the classes of their university was strong and 54 opt for very strong option for the asked question.

Level /Degree	Country	Not Strong	Less Strong	Neutral	Strong	Very Strong	Total
Internet facilities are adequate in the classes.	UK	15	22	5	54	54	150
	Qatar	88	6	3	37	16	150

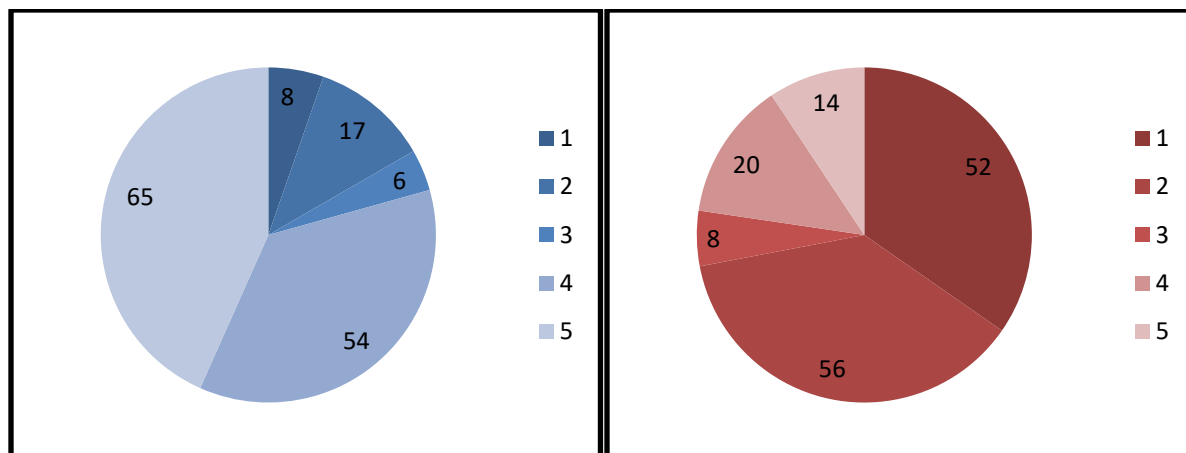


4.6.13 Impact of virtual collaboration tools

Respondents were also inquired to identify whether virtual collaboration tools are available for students and faculty. Total of 34 respondents from Qatar considered the availability of virtual collaboration tools for students and faculty is strong and very strong. While on the other hand, 109 students from the UK considered the availability of virtual collaboration tools for students and faculty as strong and very strong. Likewise, 108 students from Qatar identified that the availability of virtual collaboration tools for students and faculty was not so strong. On the other hand, only 59 respondents identified that the availability of virtual collaboration tools for students and faculty in UK universities is not so strong.

Level /Degree	Country	Not Strong	Less Strong	Neutral	Strong	Very Strong	Total
	UK	8	17	6	54	65	150

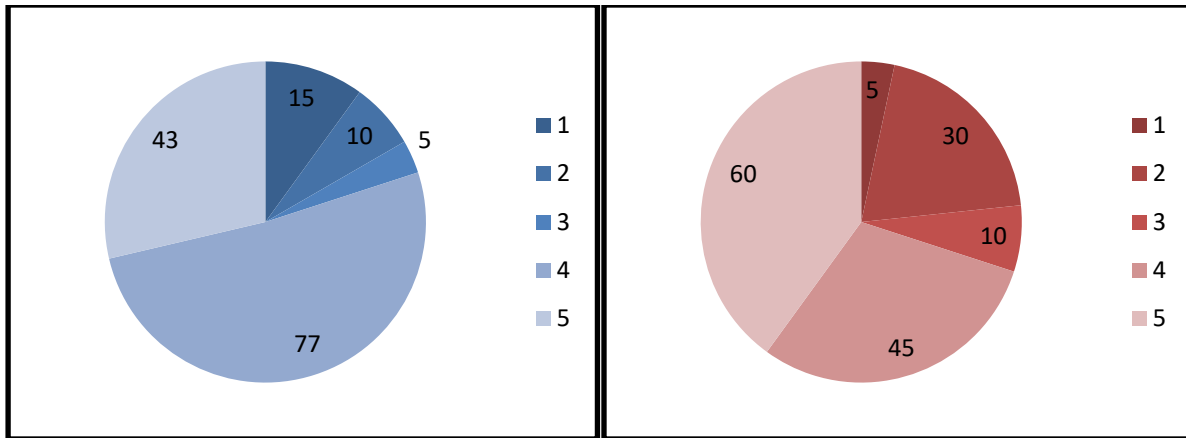
Virtual Collaboration tools are available for students and faculty.	Qatar						
		52	56	8	20	14	150



4.6.14 Impact of the quality of aesthetics of interface

The survey questionnaire also included a statement that asked respondents the quality of aesthetics of interface in universities in the UK and Qatar. The results identified that 60 respondents from Qatar shared that the evaluation the quality of aesthetics of interface in Qatari Universities is very strong; 45 indicated strong, 10 were neutral, 30 indicated less strong and 5 indicated not a strong quality of aesthetics of interface. As compare to this result 43respondents from the UK shared that the quality of aesthetics of interface in the UK Universities is very strong; 77 indicated strong, 5 were neutral, 10 indicated less strong and 15 indicated not strong quality of aesthetics of interface.

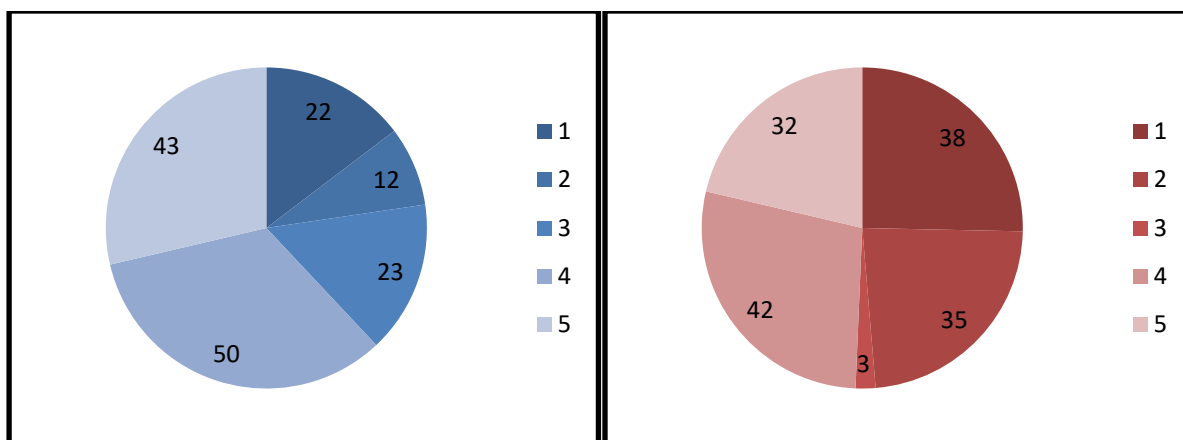
Level /Degree	Country	Not Strong	Less Strong	Neutral	Strong	Very Strong	Total
Aesthetics of interface is user friendly	UK	15	10	5	77	43	150
	Qatar	5	30	10	45	60	150



4.6.15 Impact of document transfer protocols

Respondents were also inquired to identify whether Document transfer protocols are available for students and faculty. Total of 74 respondents from Qatar considered the availability of Document transfer protocols for students and faculty is strong and very strong. While on the other hand, 93 students from the UK considered Document transfer protocols for students and faculty as strong and very strong. Likewise, 73 students from Qatar identified that Document transfer protocols for students and faculty was not so strong. On the other hand, only 34 respondents identified that Document transfer protocols for students and faculty in UK universities are not so strong.

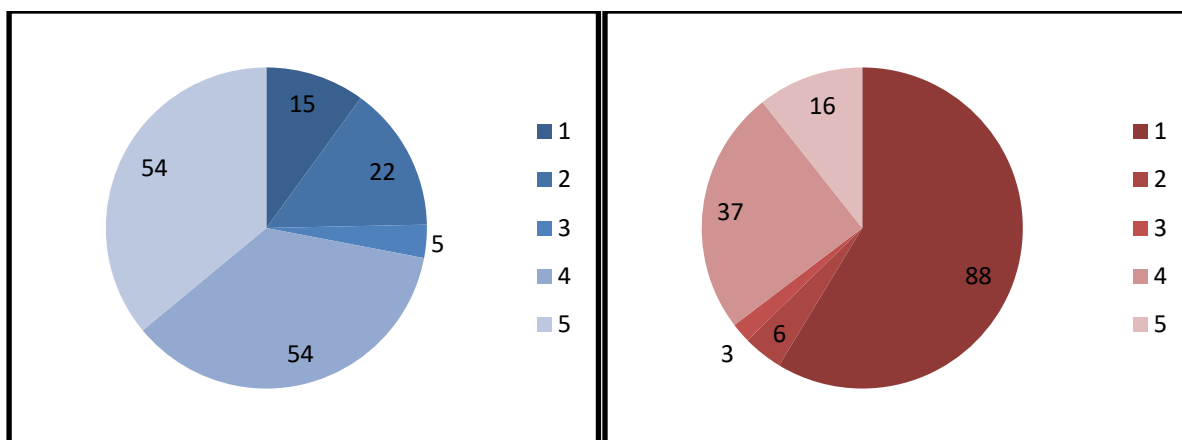
Level /Degree	Country	Not Strong	Less Strong	Neutral	Strong	Very Strong	Total
Document transfer protocols are available in the campus	UK	22	12	23	50	43	150
	Qatar	38	35	3	42	32	150



4.6.16 Impact of suitable type of assessments

Respondents were also inquired to identify whether the suitable type of assessments is integrated into academics. Total of 53 respondents from Qatar considered the suitability of assessments integrated into academics is strong and very strong. While on the other hand, 108 students from the UK considered that the suitability of assessments integrated into academics is strong and very strong. Likewise, 94 students from Qatar identified that the suitability of assessments integrated into academics is not so strong. On the other hand, only 37 respondents identified that the suitability of assessments integrated into academics in UK universities is not so strong.

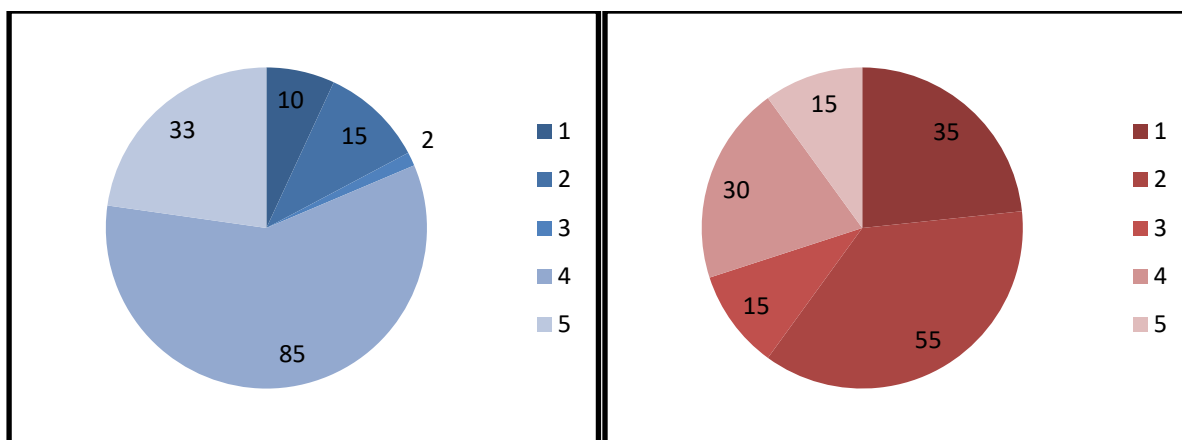
Level /Degree	Country	Not Strong	Less Strong	Neutral	Strong	Very Strong	Total
A suitable type of assessments is integrated into academics.	UK	15	22	5	54	54	150
	Qatar	88	6	3	37	16	150



4.6.17 Impact of the relevancy of assessments to the learning outcomes

The survey questionnaire also included a statement that asked respondents the relevancy of assessments to the learning outcomes of the subject of universities in the UK and Qatar. The results identified that 5 respondents from Qatar shared that the relevancy of assessments to the learning outcomes of the subject in Qatari Universities is very strong; 30 indicated strong, 10 were neutral, 60 indicated less strong and 45 indicated not strong relevancy of assessments to the learning outcomes of the subject. As compare to this result 43 respondents from the UK shared that the relevancy of assessments to the learning outcomes of the subject in the UK Universities is very strong; 77 indicated strong, 5 were neutral, 10 indicated less strong and 15 indicated not strong the relevancy of assessments to the learning outcomes of the subject.

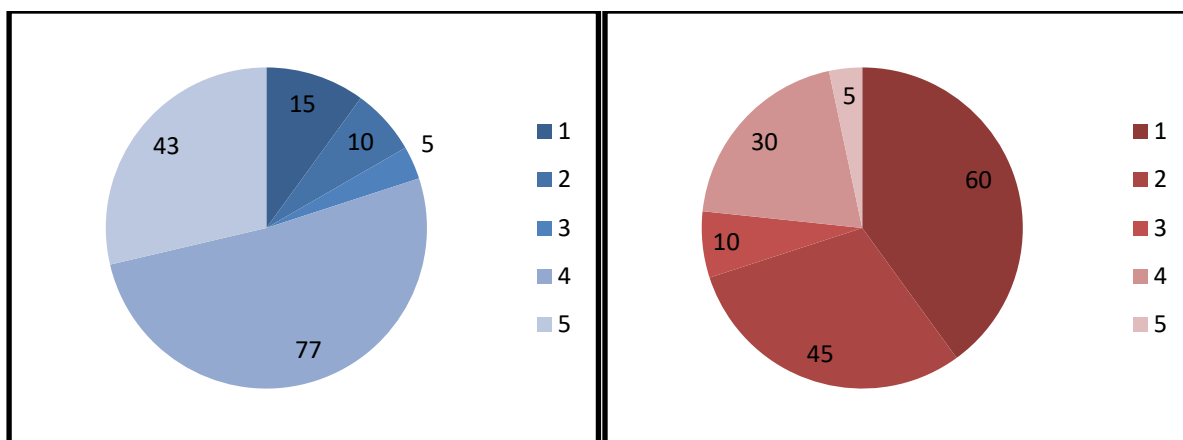
Level /Degree	Country	Not Strong	Less Strong	Neutral	Strong	Very Strong	Total
Assessments reflect the relevancy to the learning outcomes of the subject.	UK	10	15	2	85	33	150
	Qatar	35	55	15	30	15	150



4.6.18 Impact of the relevancy of useful feedback from lecturers

The survey questionnaire also included a statement that asked respondents the relevancy of useful feedback from lecturers to the assessments in universities in the UK and Qatar. The results identified that 5 respondents from Qatar shared that the relevancy of useful feedback from lecturers to the assessments in Qatari Universities is very strong; 30 indicated strong, 10 were neutral, 45 indicated less strong and 60 indicated not strong the relevancy of useful feedback from lecturers to the assessments. As compare to this result 43 respondents from the UK shared that the relevancy of useful feedback from lecturers to the assessments in the UK Universities is very strong; 77 indicated strong, 5 were neutral, 10 indicated less strong and 15 indicated not strong relevancy of useful feedback from lecturers to the assessments.

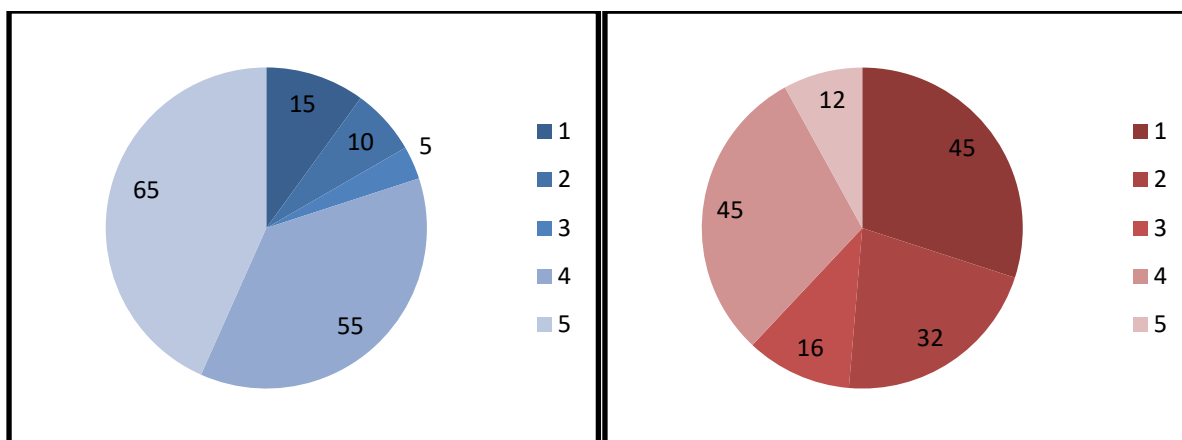
Level /Degree	Country	Not Strong	Less Strong	Neutral	Strong	Very Strong	Total
Assessments provide useful feedback from lecturers.	UK	15	10	5	77	43	150
	Qatar	60	45	10	30	5	150



4.6.19 Impact of the administrative processes

Respondents were also inquired to identify whether the administrative processes (registration, various procedures) are agile. Total of 45 and 12 respondents from Qatar considered that the agility of administrative processes (registration, various procedures) as strong and very strong. While on the other hand, 45 and 65 students from the UK considered that the agility of administrative processes (registration, various procedures) as strong and very strong. Likewise, 45 and 32 students from Qatar identified that the agility of administrative processes (registration, various procedures) was not so strong. On the other hand, only 25 respondents identified that the agility of administrative processes (registration, various procedures) in the UK universities is not so strong.

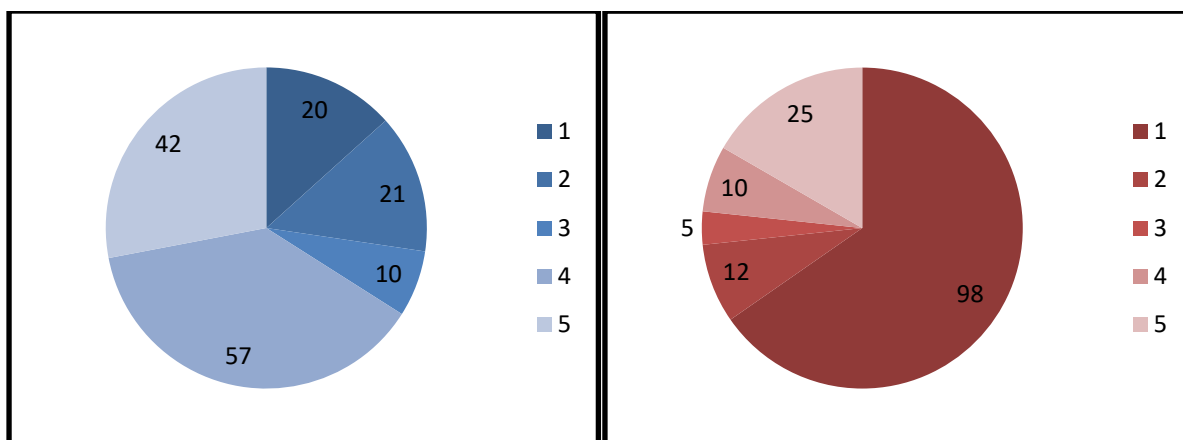
Level /Degree	Country	Not Strong	Less Strong	Neutral	Strong	Very Strong	Total
Administrative processes (registration, various procedures) are agile	UK	15	10	5	55	65	150
	Qatar	45	32	16	45	12	150



4.6.20 The impact of the effectiveness of administration in solving problems

The survey questionnaire also included a statement that asked respondents the effectiveness of administration in solving problems of students in the UK and Qatar. The results identified that 25 respondents from Qatar shared the effectiveness of administration in solving problems in Qatari Universities is very strong; 10 indicated strong, 5 were neutral, 12 indicated less strong and 98 indicated not strong effectiveness of administration in solving problems. As compare to this result 42 respondents from the UK shared that the effectiveness of administration in solving problems in the UK Universities is very strong; 57 indicated strong, 10 were neutral, 21 indicated less strong and 20 indicated not strong the effectiveness of administration in solving problems.

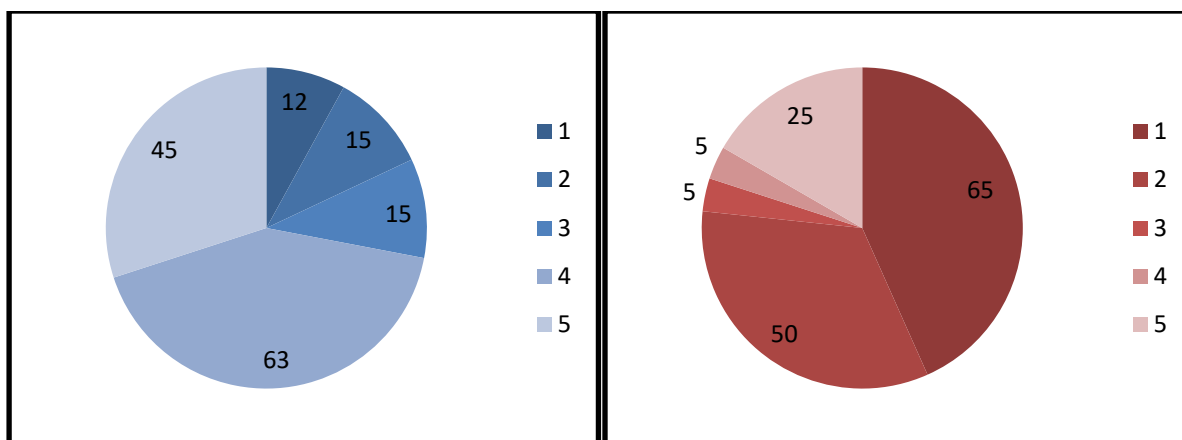
Level /Degree	Country	Not Strong	Less Strong	Neutral	Strong	Very Strong	Total
The administration is effective to solve problems	UK	20	21	10	57	42	150
	Qatar	98	12	5	10	25	150



4.6.21 Impact of the quality of facilities and maintenance

Respondents of the study were asked to identify the quality of facilities and maintenance that affect the performance of their university. Among the 150 respondents from Qatar, 65 identified that the quality of facilities and maintenance of their university was not strong; 50 indicated that the quality of facilities and maintenance was less strong, while 5 were neutral about this quality factor. In addition to this, 5 respondents considered that the quality of facilities and maintenance of their university was strong and 25 opt for very strong option for the asked question. As compared to the results of respondents from Qatar, among the 150 respondents from UK, 12 identified that the quality of facilities and maintenance of their university was not strong; 15 indicated that the quality of facilities and maintenance was less strong, while 15 were neutral about this quality factor. In addition to this, 63 respondents considered that the quality of facilities and maintenance of their university was strong and 45 opt for very strong option for the asked question.

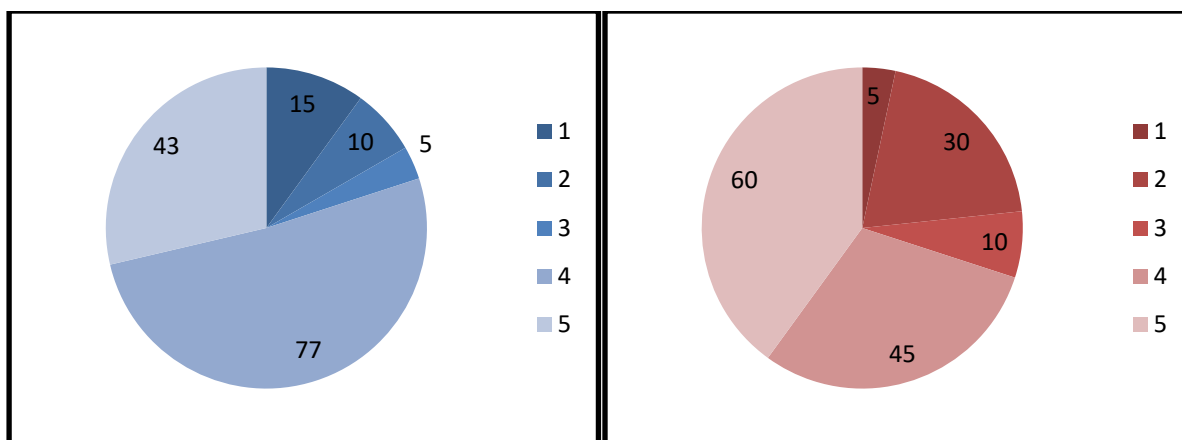
Level /Degree	Country	Not Strong	Less Strong	Neutral	Strong	Very Strong	Total
The facilities and their maintenance are adequate	UK	12	15	15	63	45	150
	Qatar	65	50	5	5	25	150



4.6.22 Impact of the improvement and innovation activities

Respondents were also inquired to identify whether the improvement and innovation activities applied is adequate. Total of 105 respondents from Qatar considered the improvement and innovation activities applied are strong and very strong. While on the other hand, 120 students from the UK considered that the improvement and innovation activities applied as strong and very strong. Likewise, 35 students from Qatar identified the improvement and innovation activities applied was not so strong. On the other hand, only 25 respondents identified that the improvement and innovation activities applied in UK universities are not so strong.

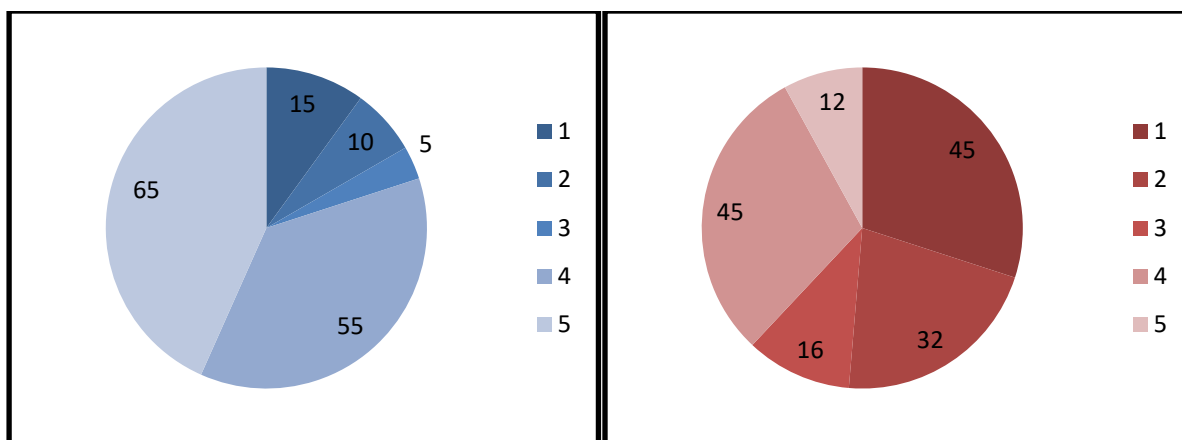
Level /Degree	Country	Not Strong	Less Strong	Neutral	Strong	Very Strong	Total
Improvement and innovation activities applied they are adequate	UK	15	10	5	77	43	150
	Qatar	5	30	10	45	60	150



4.6.23 Impact of the appropriateness of class schedules

The survey questionnaire also included a statement that asked respondents the appropriateness of class schedules to the needs of students of universities in the UK and Qatar. The results identified that 12 respondents from Qatar shared that the appropriateness of class schedules to the needs of students in Qatari Universities is very strong; 45 indicated strong, 16 were neutral, 32 indicated less strong and 45 indicated not strong appropriateness of class schedules to the needs of students. As compare to this result 65 respondents from the UK shared that the appropriateness of class schedules to the needs of students in the UK Universities is very strong; 55 indicated strong, 5 were neutral, 10 indicated less strong and 15 indicated not the appropriateness of class schedules to the needs of students.

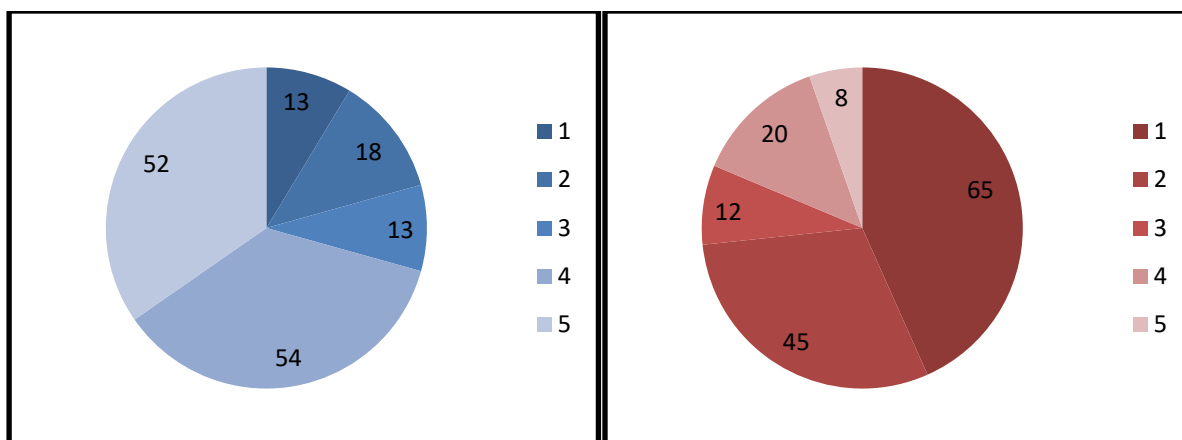
Level /Degree	Country	Not Strong	Less Strong	Neutral	Strong	Very Strong	Total
Class schedules are appropriate to the needs of students	UK	15	10	5	55	65	150
	Qatar	45	32	16	45	12	150



4.6.24 Impact of number of students per class for teaching-learning processes

Respondents were also inquired to identify whether the number of students per class for teaching-learning processes is adequate. Total of 28 respondents from Qatar considered whether the number of students per class for teaching-learning processes is adequate is strong and very strong. While on the other hand, 106 students from the UK considered whether the number of students per class for teaching-learning processes is adequate as strong and very strong. Likewise, 110 students from Qatar identified that whether the number of students per class for teaching-learning processes is adequate was not so strong. On the other hand, only 31 respondents identified that whether the number of students per class for teaching-learning processes is adequate in UK universities is not so strong.

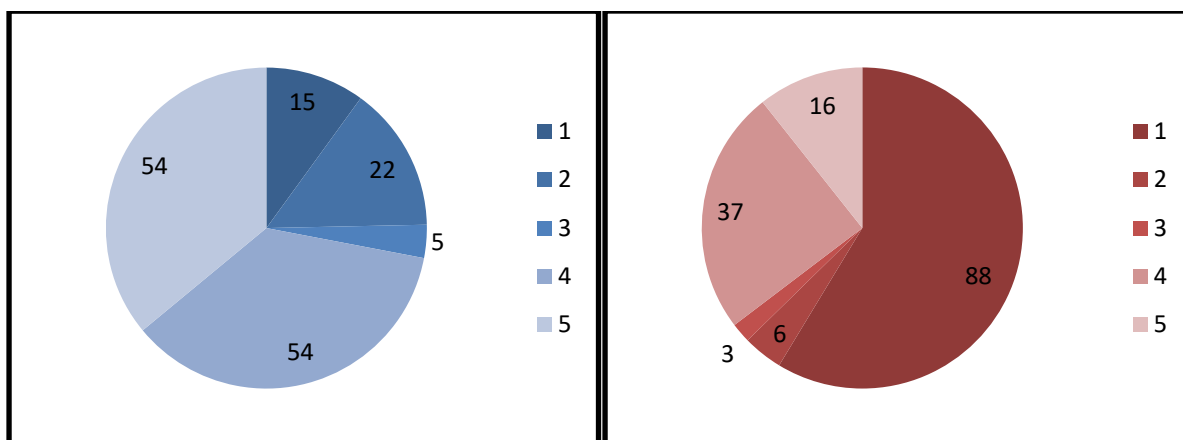
Level /Degree	Country	Not Strong	Less Strong	Neutral	Strong	Very Strong	Total
The number of students per class is adequate for teaching-learning processes.	UK	13	18	13	54	52	150
	Qatar	65	45	12	20	8	150



4.6.25 impact of the evaluation of learning

Respondents were also inquired to identify whether the evaluation of learning is adequate. Total of 37 and 16 respondents from Qatar considered the evaluation of learning is strong and very strong. While on the other hand, 88 and 6 students from the UK considered the evaluation of learning as strong and very strong. Likewise, 52 students from Qatar identified that the evaluation of learning was strong. On the other hand, 94 respondents identified that the evaluation of learning in UK universities is not so strong.

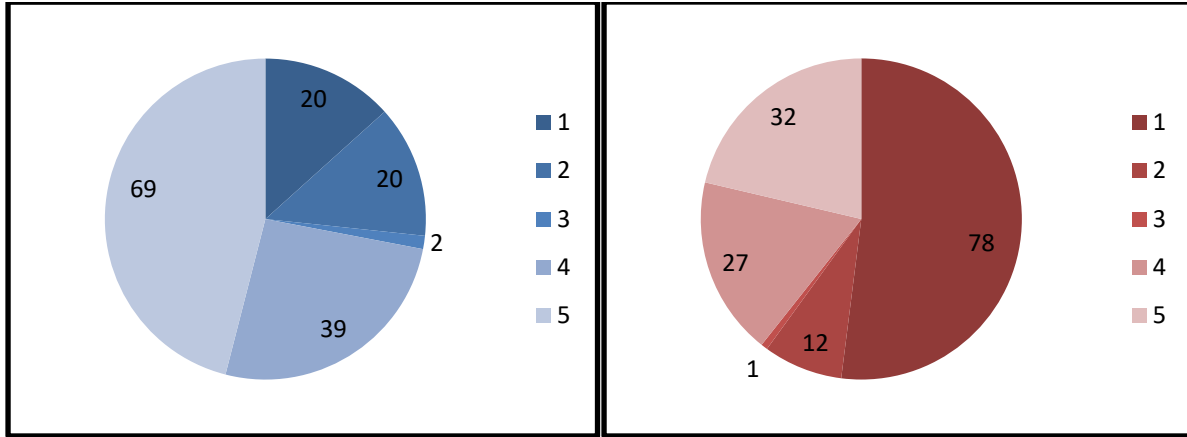
Level /Degree	Country	Not Strong	Less Strong	Neutral	Strong	Very Strong	Total
The evaluation of learning (procedures for evaluation, evaluation criteria, results and review of exams) is adequate.	UK	15	22	5	54	54	150
	Qatar	88	6	3	37	16	150



4.6.26 Impact of the appropriateness of combination of subjects

The survey questionnaire also included a statement that asked respondents the appropriateness of combination between compulsory and optional subjects of universities in the UK and Qatar. The results identified that 32 respondents from Qatar shared that the appropriateness of combination between compulsory and optional subjects in Qatari Universities is very strong; 27 indicated strong, 1 respondent was neutral, 12 respondents indicated less strong and 78 indicated not strong appropriateness of combination between compulsory and optional subjects. As compare to this result 69 respondents from the UK shared that the appropriateness of combination between compulsory and optional subjects in the UK Universities is very strong; 39 indicated strong, 2 were neutral, 20 indicated less strong and 20 indicated not strong appropriateness of combination between compulsory and optional subjects.

Level /Degree	Country	Not Strong	Less Strong	Neutral	Strong	Very Strong	Total
There is an appropriate combination of compulsory and optional subjects.	UK	20	20	2	39	69	150
	Qatar	78	12	1	27	32	150



4.7 Hypothesis Testing

In order to test the hypothesis of the study and identifying the difference between the higher education system of UK and Qatar, different statistical testing was executed. Main factors influencing the quality higher education included Curriculum and Teaching, Infrastructure, Academics, Use of Technology, Assessments, Administrative Services and Pedagogy.

Hypothesis 1: There is a direct impact of the institutional factors on the quality of the higher education systems in the UK and the Middle East.

According to hypothesis 1 of the study it is proposed that there is a direct impact of the institutional factors on the quality of the higher education systems in the UK and the Middle East. In order to test the hypothesis, regression analysis is executed at the 0.05 significance level. The sample consisted of 150 students from UK and 150 students from Qatar studying in higher education. A linear regression test was executed to analyse the impact of the institution factors on the quality of the higher education systems in the UK and the Middle East. The results of the study indicated that there is direct impact of the institutional factors on the quality of the higher education systems in the UK and the Middle East. $\beta = -.09$, $t = -.97$, $p > .05$.

Model Summary

Predictor	<i>R</i>	<i>R</i> ²	Adjusted <i>R</i> ²	Std. error of the
Institutional Factors	.52	.27	.26	.69

ANOVA Table

Model	Sum of squares	<i>df</i>	Mean square	<i>F</i>	<i>P</i>
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1	Regression	28.65	4	7.16	14.96	.000
	Residual	76.11	159	.48		
	Total	104.75	163			

Coefficient Table

Model		Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	<i>p</i>
		B	Std. Error	β		
1	(Constant)	5.49	.40		13.84	.000
	Quality HE	-.12	.12	-.09	-.97	.000

H2: There is a strong influence of the region specifically which determines the higher education quality in the Middle East and the UK.

Second hypothesis of the study proposed that there exist strong influence of the region specifically which determines the higher education quality in the Middle East and the UK. In order to test this hypothesis a correlation analysis was executed considering comparing the influence of factors influencing the higher education quality in the Middle East and the UK having specificity of regions. According to the findings of the study it is identified that there exist a statistically strong positive correlation between the higher education factors in UK and higher education quality. On the other hand, it is identified that there exist weak positive correlation between the higher education factors in the UK and higher education quality in the Qatar.

This indicate that there in the UK higher education system, improvement in different higher education sector factors results in making strong improvement in quality of higher education($r=.781$, $p=0.000$). On the other hand, it is identified that in Qatar there is slow or insignificant improvement in the higher education factors that lead towards steady and slow improvement in the higher education sector($r=.359$, $p=0.000$).

Correlations		
		HEI Quality
Qatar HEI Factors	Pearson Correlation	.359
	Sig. (2-tailed)	.000
	N	150
UK HEI Factors	Pearson Correlation	.781
	Sig. (2-tailed)	.000
	N	150

4.8 Qualitative Findings

In this particular section of the study, it aims to deliver an in-depth analysis of the findings attained through interview process. These interviews were taken from 26 respondents which involve 13 respondents from the UK and the remaining 13 respondents from the Middle East. The respondents participated in the interview process were associated with the universities of the UK and Qatar having broad experience with the administrative, pedagogy and curriculum-related activities in the higher education sector. In order to maintain the anonymity of the respondents, each respondent have been assigned with specific pseudonyms:

Respondent 1	Qatar	RQ1	Respondent 1	UK	RUK1
Respondent 2	Qatar	RQ2	Respondent 2	UK	RUK2
Respondent 3	Qatar	RQ3	Respondent 3	UK	RUK3
Respondent 4	Qatar	RQ4	Respondent 4	UK	RUK4
Respondent 5	Qatar	RQ5	Respondent 5	UK	RUK5
Respondent 6	Qatar	RQ6	Respondent 6	UK	RUK6
Respondent 7	Qatar	RQ7	Respondent 7	UK	RUK7
Respondent 8	Qatar	RQ8	Respondent 8	UK	RrUK8
Respondent 9	Qatar	RQ9	Respondent 9	UK	RUK9
Respondent 10	Qatar	RQ10	Respondent 10	UK	RUK10
Respondent 11	Qatar	RQ11	Respondent 11	UK	RUK11
Respondent 12	Qatar	RQ12	Respondent 12	UK	RUK12

Respondent 13	Qatar	RQ13	Respondent 13	UK	RUK13
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Each interview session was transcribed and stored through using note taking and recording process. Separate transcripts were maintained for each respondents coding with above mentioned codes for respondents. After capturing and transcribing the interviews, a readable format of interviews was developed eliminating the redundant information and other errors. Moreover, each readable transcript was assessed and evaluated for identifying different sub themes and themes on the basis of the ideas and concepts shared by the respondents.

4.8.1 Interview question 1: What do you think is the standard of quality in the higher education system in the UK?

In the interview, a question was asked from the respondents that inquire about their overview of the standard of quality in the higher education system in the UK. According to the respondent RQ1, it is put forward that

“I believe Higher Education in the UK is at a higher level...they are offering quality education plays an essential role in knowledge delivery.”

Another respondent RQ4 indicated that

“Strictly implemented and comprehensive control of the United Kingdom, there are many pathways a student can undertake to achieve a degree of higher education”

RQ7 depicted,

“Quality standards have been maintained and implemented in an effective and efficient manner in the UK higher education...”

Likewise, another respondent RUK4 serving as faculty in a university in the UK indicated that

“Higher education sector in the UK is making efforts to maintain their quality of education offered to students along with institutional quality as well”.

RUK12 depicted,

“UK possesses a valued and prominent education system on a global scale that displays top quality.”

4.8.2 Interview question 2: What do you think is the standard of quality in the higher education system in the Middle East?

Participants of the interview were also asked to share their views about the quality standards of higher education in the Middle East. According to one of the respondents from Qatar, it is identified that,

“We have been working on strategic planning and future developments for success in improving the quality education of the country”

Another respondent RQ1 indicated that

“There are a lot of things that need to be done in the education sector... however, education sector in the Middle East is striving to offer a foundation for progress and growth.”

RQ9 depicted,

“Quality education in the Middle East.... I believe it is negatively affected... lack of qualified teachers and also limited resources, quality is not maintained due to these reasons.”

Likewise, another respondent RUK5 indicated that

“They need for building and development of the higher education system....According to my experience, there exists conflict of interest among Middle East education sectors”.

Another respondent RUK2 indicated that

“The education system is of the Middle East including Qatar is in crises... locals have limited knowledge....they require skills in the workforce to improve quality standards of the higher education system.”

4.8.3 Interview question 3: What do you think is the difference in the higher education system in the UK and the Middle East?

Respondents were asked to share their views about the difference in the higher education system and the UK higher education system.

According to the respondent RQ11, it is put forward that

“The difference between the education sector in the UK and Middle East is the persistent challenges with the educational system of the Middle East... these challenges are related to ineffectiveness of any specific standard.”

Another respondent RUK4 indicated that

“Several differences in the education system of both regions with respect to quality... I believe the quality of higher education in the United Kingdom is uniform.... The higher education system in the UK needs of developing significant policies”

RQ2 depicted,

“As my experience in Middle East... there are many aspects of quality difference with the UK...as for instance.... clear formulations of student policies, admission criteria, a hierarchy and implementation, this are not the case with the Middle East.”

4.8.4 Interview question 4: What are the specific drivers or elements that creates a difference between the higher education systems in both countries?

Respondents were asked to identify the elements or drivers that result in developing difference between the higher education systems in the UK and Qatar. According to the respondents, different aspects lead towards creating huge differences between the higher education systems in both countries.

According to one of the respondents, identifying the elements indicated that,

“I think many factors should be taken into consideration...policy implementation, development of standards, uniform education sector, the attitude of leaders are some important aspects in this regard....”

Another respondent RUK10 indicated that

“Implementation of the application of standard education policies.... lack of the proper policies appropriate infrastructure for education are the drivers of creating difference... ”

Likewise, another respondent RUK5

“Lack of principal infrastructure in the Middle East and ignoring the concept of technology is the main factor of creating difference in the higher education sector of both countries”.

Another respondent RUK10 indicated that

“Lack of awareness among local education institutions, students, teachers in Qatar and other parts of the Middle East...they lack the information related to type of education....diverse fields of higher education and the significance of education facilities”

4.8.5 Interview question 5: Do you think that the higher education system of the Middle East can become equivalent to that of the UK?

According to the interview questions, respondents were required to identify their views about the potential of the Middle East higher education system to emerge as equivalent to the UK higher education system. According to the respondents, it is identified that,

“it could be achieved....but the higher education sector in the Middle East would require to have comprehensive strategic planning.....”

Another respondent RUK3 indicated that

“I firmly believe, the higher education sector in the Middle East could be reformed...in fact many countries in the Middle East are working with the collaboration of many developed universities including the UK.”

RQ7 depicted,

“With some consistent approaches and efforts, the education sector of the Middle East could become equivalent to the UK.”

Likewise, another respondent RUK4 serving as faculty in a university in the UK indicated that

“it is not so impossible; it can become equivalent to UK...just to focus on some important issues and having investments in education”.

4.8.6 Interview question 6: What elements should be brought into consideration developing strategies to improve the higher education system?

Respondents identified different elements and aspects that are should be taken into consideration while executing strategic planning for the higher education system. According to one of the respondents, RUK11, it is identified that

“it is important to understand the reality of the situation.... It is crucial to focus on addressing the issues of higher education.... considering it as an important system of the national system.”

Another respondent RQ4 indicated that

“It is imperative to make efforts to enhance the partnership between the governmental and private education sector.”

RUK3 depicted,

“Take into account trends and preparations, remove parallel programs and put on accreditation and quality standards to all educational institutions.”

Likewise, another respondent RUK6 indicated that

“While designing strategic plans, it is beneficial to focus on the academic freedom of universities and to adopt a policy of performance-based support and focus on scientific research”.

RUK12 depicted,

“Prepare and qualify the teaching staff and train them on the skills of teaching and modern methods of teaching”

Another respondent RUK10 indicated that

“Adopt a multidisciplinary educational system, make efforts to develop a productive project-based education system and focus on fortifying the partnership between the educational institution and the needs of the society.”

4.8.7 Interview question 7: Do you think the suggested strategies for improvement can make the Middle East higher education system better than that of the UK?

Respondents were inquired to identify their opinion about the suggested strategies and their potential for the Middle East higher education sector to have better higher education sector as comparing the UK. According to the findings and opinions of the respondents, it is identified that respondents highlight the importance of being consistence, developing a fortified association between the various stakeholders of the education system and make efforts towards the development of policies in an effective way. According to one of the respondents, it is identified that suggested strategies are practical way to achieve competitive position for the education system, however it is crucial for regulatory authorities, government sector and educational institutions of Middle East to have collaborative efforts. Respondents considered that instead of theoretical foundations, it is important to focus on the strategies and to have practical implementation with measurable operational plans.

4.9 Themes Identification

All interview transcripts were evaluated and assessed in order to identify different sub themes and sub themes. Following main themes and sub themes are identified from the responses of the respondents participated in the interview:

Theme	Sub theme	Actual Example from Interview
Quality Standards Attributes in HE UK	Quality Controls	<i>Strictly implemented and comprehensive control of the United Kingdom</i> <i>"UK possesses a valued and prominent education system on a global scale that displays top quality."</i>
	Strict Implementation Plans	<i>"Quality standards have been maintained and implemented"</i>
	Effective Service Delivery	<i>"They are offering quality education plays an essential role in knowledge delivery."</i> <i>"many pathways a student can undertake to achieve a degree of higher education"</i>
	Effective Policies Implementation	<i>"higher education in the United Kingdom is uniform"</i> <i>"clear formulations of student policies"</i> <i>"admission criteria, a hierarchy and implementation"</i>
Theme	Sub theme	Actual Example from Interview
Quality Standards Attributes in HE Qatar	Strategic Planning	<i>We have been working on strategic planning</i> <i>"There are a lot of things that need to be done in the education sector"</i> <i>"they require skills in the workforce to improve quality standards"</i> <i>higher education sector in the Middle East would require to have comprehensive strategic planning</i>
	Developments	<i>"future developments for success in improving the quality education of the country"</i> <i>"education sector in the Middle East is striving to offer a foundation for progress and growth."</i> <i>"They need for building and development of the higher education system"</i> <i>"higher education system in the Qatar needs of developing significant policies"</i>
	Challenges	<i>"lack of qualified teachers"</i> <i>"limited resources"</i> <i>"quality is not maintained"</i>

		<i>“there exists conflict of interest among Middle East education sectors”.</i> <i>“education system is of the Middle East including Qatar is in crises...”</i> <i>“locals have limited knowledge”</i> <i>“challenges are related to ineffectiveness of any specific standard”</i> <i>“lack of the proper policies”</i> <i>“Lack of principal infrastructure in the Middle East”</i> <i>“ignoring the concept of technology”</i> <i>“Lack of awareness among local education institutions, students, teachers”</i>
Theme	Sub theme	Actual Example from Interview
Recommendations for Improvement	Policy Development	<i>“policy implementation, development of standards”</i> <i>“Implementation of the application of standard education policies”</i> <i>“adopt a policy of performance-based support and focus on scientific research”</i> <i>“Adopt a multidisciplinary educational system”</i>
	Structuring of Education Sector	<i>“uniform education sector”</i> <i>“appropriate infrastructure for education”</i> <i>“working with the collaboration of many developed universities”</i> <i>“make efforts to enhance the partnership between the governmental and private education sector.”</i>

		<i>“account trends and preparations, remove parallel programs and put on accreditation and quality standards to all educational institutions”</i> <i>“make efforts to develop a productive project-based education system”</i> <i>“fortifying the partnership between the educational institution and the needs of the society”</i>
	Human Resource and Skills Improvement	<i>“the attitude of leaders are some important aspects in this regard....”</i> <i>“Prepare and qualify the teaching staff and train them on the skills of teaching and modern methods of teaching”</i>

4.10 Summary

In this chapter, a comparative analysis of qualitative and quantitative findings has been presented. Moreover, this section of the study also highlights the process of managing the qualitative and quantitative data collected through interviews and surveys along with the process of analysis executed in the research for the collected data. Furthermore, after describing the findings, in the subsequent section, the researcher will analyse and discuss this research problem in accordance with and objectives research described, and integrates literature to support research in terms of theory and concepts.

5 CHAPTER FIVE: DISCUSSION OF THE FINDINGS

5.1 Introduction

This section of the study focuses on summarising the main findings of the study and concluding the implications of the study advancing the current knowledge base. This chapter of the study emphasises on identifying the diverse implications attained through the study that contribute to the existing knowledge and also significant for practical implications for the Higher Education Sector of Qatar and other countries in the Middle East Region. The researcher also focuses on providing practical recommendations to the stakeholders associated with the higher education sector of the UK. In addition to this, this section also emphasises the limitations identified during the execution of the study and the suggestion for executing further research to expand the knowledge attained through the current research. This research study emphasised on the identification of differences between the higher education system of the UK and Qatar. Considering the quality implications related to higher education, this research study evaluates the quality of education of both the education system in order to identify the implications for the improvement of the education system of Qatar and the Middle East. According to the findings attained through the interview and survey identified diverse findings that address the research objectives of the study. Following are the main findings of the study that addresses the research aims and objective of the study.

The findings of the study identify the key difference in the higher education system in the UK and the Middle East. Moreover, diverse reasons have identified those results in creating differences in the higher education of both countries. In order to expand the current knowledge base, this research also identifies the recommendations for enhancing the higher education quality in the Middle East and the higher education institutions in Qatar. Following are the main findings of the study that are identified through following main themes and subthemes respectively:

1. Theme 1: Differences in the Higher Education System of the UK and Qatar
 - a. The difference in Curriculum and Teaching
 - b. Difference in Infrastructure
 - c. Difference in Academics
 - d. Difference in Use of Technology
 - e. Difference in Assessments
 - f. Difference in Administrative Services

- g. Difference in Pedagogy
- 2. Theme 2: Important Quality Standards Attributes in HEIs
 - a. Quality Controls Implementation
 - b. Effective Service Delivery
 - c. Implementation of Policies in HE Sector
 - d. Strategic Planning and Development
 - e. Institutional Factors and Region on the Quality HEIs
- 3. Theme 3: Challenges in HEIs in Qatar
 - a. Low Quality of Education
 - b. Monotonous Education Programs
 - c. Lack of Innovation, Consistency and Standardization
 - d. Traditional Teaching Methods
 - e. Limited Knowledge and Conflict of Interests
 - f. Implications
- 4. Theme 4: Recommendations for Improvement
 - a. Strategic Policy Development
 - b. Structuring of Education Sector
 - c. Review of Institutional Teaching and Learning Strategies
 - d. Productive project-based education
 - e. Strategic Partnerships
 - f. Human Resource and Skills Improvement
 - g. Teaching Assessment and Reviews

5.1.1 Differences in the higher education system of the UK and Qatar

The findings of the study evaluate the difference in the higher education system of the UK and Qatar with respect to different factors. The findings of the study suggested that there exists a significant difference between the higher education system of the UK and Qatar with respect to various factors of delivering quality services in the higher education sector.

- 1. Curriculum and Teaching
- 2. Infrastructure
- 3. Academics

4. Use of Technology
5. Assessments
6. Administrative Services
7. Pedagogy

The difference in curriculum and teaching

As per the findings of the study, it is identified that the suitability of curriculum in the higher education institutions in the UK and Qatar possesses significant differences. The findings of current research indicate that there exists a difference between the curriculum and teaching methodology in the higher education system of both countries. This research study indicated that the content of the curriculum, teaching methodologies, strategies and evaluation procedures in Qatar's higher education system is significantly different from the higher education system of the UK. Results indicated that among the 150 respondents from Qatar, eighty three respondents indicated that the suitability of the curriculum (contents, practical activities) of their university was not strong. In addition to this, the results also indicated that 110 students from Qatar identified that teaching methodology including resources, strategies didactic, complementary activities was not so strong. According to the findings of the study, it is concluded that stakeholders associated with the higher education sector of Qatar do not consider that curriculum and teaching methodology are strong as compare to the higher education sector of the UK. It is contemplated through this research study Qatar is still lagging far behind other countries in fulfilling its national standards education program and has a long way to go to provide quality education. These findings of the study corroborated the notion delivered by Koç and Kayan (2016). Moreover, a research study conducted by Barnett, and Guzmán-Valenzuela, (2017) and Laudadio, and Da Dalt, (2014) explicitly indicated that teaching staff with respect to applied teaching methodologies and strategies and evaluation techniques significantly influence the quality of higher education system.

Difference in infrastructure

As per the findings of the study, it is identified that the infrastructure in the higher education institutions in the UK and Qatar possesses significant differences. The findings of current research indicate that there exists a difference in the Infrastructure including the basic physical and organisational facilities and structures in the higher education system of both the countries. This research study indicated that 73% of total respondents considered the conditions of the classrooms,

51% of total respondents considered the physical facilities for learning development and the equipment in laboratories and computer rooms in Qatar higher education system is significantly different from the higher education system of the UK. According to the findings of the study, it is concluded that stakeholders associated with the higher education sector of Qatar consider that infrastructure is not as strong as compared to the higher education sector of the UK. The findings of the research study contemplated that facilities at higher education institutions in Qatar are required to be implemented in an appropriate way that could lead to the enhancement of the higher education sector. This research study signifies the findings of Ardi, Hidayatno, and Yuri Zagloel, (2012) that considered facilities at campuses as one of an important dimension of improving service quality in the education sector and indicated that infrastructure and learning facilities as preconditions for carrying out activities in an effective way. In addition to this, this research study also highlighted the infrastructure as a factor of quality improvement, supporting the previous research findings of Zineldin, Akdag, and Vasicheva, (2011) indicating that infrastructure including classrooms, buildings, equipment and laboratories as important factor for quality and identifies these factors as quality improvement factors in higher education sector.

Difference in academics

As per the findings of the study, it is identified that the academics in the higher education institutions in the UK and Qatar possess significant differences. The findings of current research indicate that there exists a difference in academics in the higher education system of both countries. This research study indicated that the 70%, 48%, 73% and 72% of the total respondents from Qatar respectively considered that teachers' capabilities to deal with academic conditions, encouraging students, having a sufficient level of theoretical and practical knowledge of the teachers in higher education institutions of Qatar possess differences as compared to the teachers serving in the HEIs of the UK. According to the findings of the study, it is concluded that students in the HEIs of Qatar consider that teachers' capabilities to deal with academic conditions, encouraging students, having sufficient level of theoretical and practical knowledge of the teachers required much improvement and is not too strong that could result in improving the quality of higher education institutions operating in Qatar. The results of the study supported the findings forwarded by Luneva (2015) and Alma, Coskun, and Ovendireli (2016) indicating that academic staff, teaching and overall academic conditions of the higher education institutions could be utilised to improve the quality of higher education. Moreover, it is contemplated through this research study that academic staff

and professionals play an important role in social development. Society regards teachers in higher education as the parents of knowledge in this area; it is their job is to bring society to the greatest success (Nightingale and O'neil, 2012 and Alma, Coskun, and Ovendireli, 2016).

Difference in use of technology

As per the findings of the study, it is identified that the use of technology in the higher education institutions in the UK and Qatar possesses significant differences. The findings of current research indicate that there exists a difference in the use of technology in the higher education system of both countries. This research study indicated that 62%, 72%, 23% and 48% of the total respondents from Qatar respectively considered that internet facilities, virtual collaboration tools, interface aesthetics, and document transfer protocols play an important role in creating a difference in quality perspectives between the UK and Qatar HEIs. According to the findings of the study, it is concluded that HEIs in Qatar are required to make improvements in the quality of using technology within the campuses. It is contemplated through the findings of the research that determining the next level of technological advancement in the higher education sector of Qatar is required to be taken into considerations (Sallis 2014). According to the research study conducted by Luvena (2015), also supported the view that through allocating the areas of technological advancements, the higher education sector could improve the quality of education and help students to focus on advanced research. According to Mok's research (2018), it has been determined that technical factors play an important role in the growing internationalization of higher education. Alsharari (2018) pointed out that education technology promotes the internationalization of education. The continuous development of information and communication technologies has promoted academic mobility.

Difference in assessments

As per the findings of the study, it is identified that the assessment criteria in the higher education institutions in the UK and Qatar possess significant differences. The findings of current research indicate that there exists a difference in the assessment criteria in the higher education system of both countries. This research study indicated that 62%, 60%, 70% and 72% of the total respondents from Qatar respectively considered that type of assessments, assessment relevancy, and assessment feedback in Qatar's higher education system is significantly not so strong from the higher education system of the UK. According to Craft (2018), the evaluation of the quality of

educational institutions and the guarantee of quality education are one of the critical aspects for developing and developing countries that wish to develop a knowledge-based economy.

Difference in administrative services

As per the findings of the study, it is identified that the Administrative Services in the higher education institutions in the UK and Qatar possess significant differences. The findings of current research indicate that there exists a difference in the quality of administrative services in the higher education system of both countries. This research study indicated that administrative procedures capable to address agile activities, problems and maintaining the facilities are in HEIs in Qatar need improvement. On the other hand, it is identified that administration services provided by the HEIs in the UK are strong as compare to HEIs in the UK. This research study indicated that educations services in the HEIs institutions require implementing effective administration and management of academic and institutional issues. These findings of the study are also supported by Farahmandian, Minavand, and Afshardost (2013) and Sallis (2014) indicating the education sector requires improving the performance of stakeholders including the university administration.

Difference in pedagogy

As per the findings of the study, it is identified that the pedagogical activities in the higher education institutions in the UK and Qatar possess significant differences. The findings of current research indicate that there exists a difference in the pedagogical activities in the higher education system of both countries. This research study indicated that 51%, 62% and 60% of the total respondents from Qatar respectively considered that scheduling of the classes, the number of students in a class, evaluating learning and the combination of subjects in the HEIs of Qatar requires to be focused on making improvements. It is contemplated through this research study number of students in each class should be considered as an important factor for the quality performance of HEIs (Luneva, 2015; Alma, Coskun, and Ovendireli 2016). In addition to this, the findings of the study corroborated the notion delivered by Law and Hoey (2018) indicated that higher education is important for young adults and that it is important to empower students and allow them to focus on their transformation through the evaluation of educational standards, the selection of curricular activities, the use of learning contact and efforts to Develop creative thinking and improve opportunities. It is crucial to consider higher education students as intellectual actors and not as recipients of the information.

5.1 Important Quality Standards Attributes in HEIs

5.1.1 Quality controls implementation

According to the findings of the study, different quality standards have been identified that make the higher education sector of the UK a prominent sector. It is identified that strictly implemented and comprehensive quality controls result in making HEI of the UK a valued and prominent education system on a global scale. The findings of the study indicated various aspects that the HE sector in the UK assures to implement with high quality. As identified by Craft (2018) and Van Damme (2019), the educational institution quality and the assurance of delivering quality services are one of the important aspects of seeking and developing a knowledge economy and improve the trends for higher education quality.

Therefore it is contemplated through this research that the concept of quality in higher education in the UK is the central element of the university management process, and include the training of professionals, postgraduate education, technological scientific research, and university extension; on the other hand, institutional evaluation and accreditation is also considered important in this process.

It can be contemplated that quality control and implementation of quality standards in the UK higher education sector has an integrative approach which includes all the processes that correspond to the social mission of the HEIs, both those that represent avenues of quality control, as well as the accreditation processes, the actions or components of the methodological work plan, the functioning of the advisory bodies and management groups. Moreover, as identified by to Luengo (2003) the system of self-evaluation, external evaluation and accreditation of institutions and university programs constitute the essential element to certify the quality of the university processes that are developed in the institutions of higher education and the driving force behind the management of university quality.

For their part, higher education institutions in the UK consider quality management as a priority, because they are considered high-level training centers for professionals and researchers by business organizations, the transformation industry, and government agencies, but they also represent units of knowledge and technology production, essential aspects to maintain the pace of economic development and raise the quality of life of the country (Lee, 2005). Moreover, the

concept of quality applied to higher education is directly associated with the success of graduates in the labour market, that is, those interested in receiving a higher education with quality expect that knowledge and the training received is in accordance with the skills and competencies demanded in the labour area and accordance with regional and global needs (Harvey and Newton, 2004). The implementation of quality control in the UK HEIs results in transforming students into social and knowledge capital improving the societal and industrial development (Arif, Ilyas and Hameed 2013). Moreover, the findings of the study also corroborate the notion delivered by Martínez et al. (2015); Svensson, and Wihlborg, (2010) that the existence of universities meets the demands of the labour market along with improving the quality performance of researchers and professionals from different sectors.

Considering the quality control in the UK HEIs, it is important to understand that the quality control agency (QAA) in the UK assures that higher education institutions are monitored to ensure that they meet established standards and advice on which institution should be authorized to provide advice based on the student price and the name of the university. The agency also maintains these quality-based educational regulations, including the qualifications framework for such education, and helps universities maintain their quality standards, making 40% of institutions known as the best in the world. Altbach (2015) further states that the government has some control over teacher training courses and those OFFA inspectors monitor the standards. To attract students to quality-based courses, a list of potentially accredited institutions is published that contains information about different UK universities so that they can compare for themselves which university is best for their conditions and quality courses, as noted by Gibbs and Jenkins (2014).

With respect to higher education institutions in Qatar, due to the ineffectiveness and difference as compare to UK HEIs, quality in higher education continues to be one of the main challenges facing any country, since the consequences of poor education in this area are related to slowness or low level of cultural, social and economic growth. , so it is considered that a country that is not able to develop its technology, can hardly move forward competitively in the field of the new economy. On the other hand, the resources that are invested in education are of such importance that, necessarily, it is necessary for HEIs in Qatar to evaluate and analyze their correct application and impact on society, where the quality of education will have positive effects. In the knowledge

society, an economy is no longer compromised whose base is waste, delay, poor services, false promises or budgets that are inadequate or not supported by reality.

This research study advances the current knowledge base, identifying that a high quality higher education system is vital to ensure that graduates can contribute effectively to economic development and society in their set. High-quality systems can help students develop solid knowledge and skills relevant to the labour market, and progress to achieve good work results (Svensson, and Wihlborg, 2010; Lee, 2005; Harvey and Newton, 2004; Craft 2018 and Van Damme 2019).

The factors that arise when discussing and evaluating the quality of higher education encompasses student experience and learning outcomes, the acquisition of specific disciplinary competencies and transversal competences to through higher education, work results, itineraries for entry into the system and to move within the system, equity, governance and management of the higher education system. Strengthening the quality of lower educational levels is crucial for ensuring that students have acquired the necessary skills to achieve success in higher education. The preparation of graduates of upper secondary education for higher education is a key factor that will determine the academic success of HEIs in Qatar.

5.1.2 Effective service delivery

The findings of the study indicated that HEIs in the UK offered quality education that plays an important role in the delivery of knowledge and achieving the quality of higher education. Quality of service delivery in HEIs in the UK is based on a tradition of inspection and accountability to stakeholders such as the government, students, inspection agents, donor providers, and others. This is to ensure that each service provider ensures that the services provided to students are quality services.

Service providers in HEIs in the UK are encouraged to submit self-assessment reports to their funding agencies annually. This report is based on a detailed self-assessment of the quality of teaching and learning, and also provides information about the level of qualification attainment achieved by their students compared to the published national average. The preparation of the report involves everyone in an organization, including students. Self-assessments include teacher observation and evaluation in the workplace and are often associated with salaries related to

performance. The self-assessment report is used as a planning tool by the funding bodies held. In addition, external inspections are also carried out by independent inspection agents. The findings of the study corroborated the findings of Craft (2018) indicating the systematic assessments as a source of integrating quality in the higher education sector.

The UK education system is very successful in combining a commitment to tradition and cutting-edge educational technology. Its goal is not so much the encyclopaedic knowledge of students in any field as the comprehensive development of the individual, the focus on knowledge and professional development. It is not surprising that graduates of British educational institutions are so in demand on the world labour market and show excellent career growth. As identified by Luengo (2003), the evaluation, accreditation and accountability systems, linked to financing bring a need for improvement of higher education services which reflect in the improvement of quality of educational services. Hence, through this research study, it is identified that it is a critical need of HEIs to create indicators, strategies, policies, procedures and the search for certifications by authorized entities, not only to improve education, but also research and response to labour market requirements.

This research study contemplated the findings of Zineldin, Akdag, and Vasicheva, 2011; Ardi, Hidayatno, and Yuri Zagloel, 2012 indicating that achieving excelling in the higher education, academic support, academic management, evaluation based environment, transformation of knowledge and characteristics of students to be integrate in labour workforce is sources of maintaining quality standards and assuring quality of service delivery in the HEIs.

5.1.3 Implementation of policies in HE sector

According to the findings of the study, in the HEIs in the UK quality standards and policies have been implemented and maintained effectively and efficiently. The regulatory bodies in the UK regulating higher education sector are tasked with the duty to regulate and fund higher education within the jurisdiction of the UK. Moreover, these regulating authorities are also responsible for holding higher educational institutions accountable and to be able to promote the interests of students involved within universities and higher education (Sallis, 2014; Crawford and Wang 2016).

For the objectives of implementing public policy in higher education, greater investment in tertiary education must be made, some challenges must be met. The HEIs in the UK successfully implement sustainable financing to meet the objectives of development and improvement of the Higher Education System (ES); increase public spending in education sector to increase coverage and quality; establish priorities for public policy for the allocation of resources by the State; set differential allocation policies based on inter-sectoral roles and characteristics; allocation of resources with equity, relevance and quality; establishment of a public policy for the consolidation of scientific research; greater efficiency in the use of resources considering the levels of regional development and the principle of associability among Higher Education Institutions (HEIs).

According to the notion delivered by Harrison (2018) indicated that educational policies are a source of shaping society. Moreover, Fägerlind and Saha, (2016) also support s the development of education policy and consider it as a source of creating a value system for society and a base for operating institutionalized education. Therefore this research study advances the current knowledge base, identifying that for HEIs in Qatar creation and implementation of a policy where research funding is on the same agenda for financing higher education; public policy should seek to strengthen the sources of financing for educational credit and subsidies as a fundamental instrument for equity access policy; expanding resources; long-term credit funds for financing physical infrastructure and technology, of special projects; strengthening of funds for teacher training, laboratories, among others is critical. Policy implementation should encourage alliances with the productive sector for the development of joint projects that benefit both parties and regional and national development.

Thus, it can be assumed that strategic planning for policy creation and implementation is a tool that provides advantages over competitors and allows identifying opportunities. It must be developed through different and complementary administrative techniques with the full involvement of people within the organization and sometimes external people. In the context of public organizations, such as HEIs, it is relevant to prioritize strategies focused on the activity of the common good and to link them to the needs of citizens and the aspirations of society. In general, in the public sector, the strategies relate to the primacy or excellence in the provision of public service, the service to society, the development of social and sustainable issues and transparency. From the focus of the managerial model on public administration - which has given greater

emphasis to the concepts of efficiency, effectiveness and government effectiveness - strategic planning practices have become more consistent and monitored in public institutions.

The policy implementation process of higher education in the UK presents a set of characteristics shared with other countries. For example, internationalization and articulation with the rest of the education system are aspects that are present in other policies. Another homogenous element is a public investment and financial sustainability, crucial aspects of success for public policies. Policies in higher education to be presented in states with the characteristics of the UK must be taken and developed by civil society in Qatar, by the main actors of the policy and who will be benefited or affected by the creation of public policies in higher education (Harvey and Newton, 2004). The government of the day must be able to channel these voices and requirements so that the policies are first and foremost relevant and consistent with the vision that is shared between the stakeholders.

5.1.4 Strategic planning and development

The findings of the study indicated that the higher education sector in Qatar requires having comprehensive strategic planning to improve quality standards. According to the findings of the study, it is identified that the higher education sector in Qatar required diverse planning and implementation of strategic approaches to improve the quality services. The findings of the study identify different factors that should be improved in HEIs of Qatar that certainly required the development and implementation of effective and efficient strategic planning.

As suggested by Karkouti (2016) it is crucial to have strategic planning and future development for success in several aspects of education. It is identified in the current research that the education sector in Qatar has witnessed different strategic planning approaches and future developments for success in several aspects of education of the country.

According to Karkouti (2016), the education sector in Qatar has witnessed great steps in all educational areas and it has now started providing education with international standards. However, on the other hand, David (2015) indicated that it is essential in providing quality education to create understanding with the key challenges and barriers to quality education. The study concluded that effective strategies should be developed and strategic plans should be made

to open up opportunities. Therefore, future studies should include these aspects in their research including the strategies and actions for quality education.

Current research study identified that as compare to the HEIs in UK, HEIs in Qatar there exist significant difference between the higher education system of UK and Qatar with respect to various factors of delivering quality services in the higher education sector including curriculum and teaching, infrastructure, academics, use of technology, assessments, administrative services and pedagogy (Nightingale and O'neil, 2012; Parkay Anctil and Hass, 2014; Alma, Coskun, and Ovendireli, 2016; Henard and Roseveare, 2012). Therefore, it is concluded in the current research that strategic planning as a moment of quality standards should constitute a fundamental tool for the development of any HEIs in Qatar. The organizations that visualize a permanent change of their management, guarantee a permanent quantitative and qualitative leap, in that sense, strategic planning is a fundamental process of institutional management that contributes to the organization and determination of this purpose.

Karkouti (2016) have recognized importance and advantages of over traditional planning because it allows greater support to the institutional strategy besides, it becomes the initial step of the continuous process that underlies the new type of university management system that is so much needed today in these institutions: university management or strategic management.

Strategic planning in an institution of higher education should be considered as a continuous, technical-political, systematic, reflective, participatory, critical and self-critical, instructive, flexible, integral and guiding process that promotes change, and precedes and presides over action for decision making. The methodological structure of strategic planning in an institution of higher education is integrated by several moments that link the past, the present, and the future; this structure is based on relevant external and internal information flows, and seeks to achieve certain institutional objectives, using the available resources appropriately, and considering the organizational culture, among other elements. It is considered that strategic planning favors positive change, which guides higher education institutions from a real state to a desired and achievable one, identifying the rationale, weaknesses, strengths, opportunities, and threats as well as the main stakeholders.

In no way should it be understood that strategic planning is already fully adapted to the management systems of Qatar HEIs, but it has gone from planning emanated from the discourse to plans that increasingly have greater consensus; that is, they are elaborated in a participatory manner; there are more and more workshops, where the key actors in institutional management should get involved. But there is still a lack of understanding of its true value, its importance and, above all, its benefits to building development processes affiliated with the institution model policies for Qatar HEIs. It should be said that there is a practice till emerging from planning in higher education in the country, which is explained not due to lack of knowledge or low skills in the management of the methodology, but for the dominant permanence of bureaucratic processes, obsolete regulations and a lack of strategies to perform institutional reengineering that they are urgently required.

Many methodologies already tested in the practice of strategic planning in the HEIs context have become passive and therefore require that they are added value, in an environment that will continue to change constantly. Build one more structure innovative to better base the process, in the theoretical and methodological, is one of the most important challenges facing strategic university management. Then how can HEIs in Qatar specifically take the leap that is so needed?

Considering the findings of the research and the quality standards required to be integrated into the HEIs in Qatar. Seven aspects that are discussed later seem to integrate, in perspective, the structure of a thought that could value the strategic planning process more and therefore should not be obviated, both in the conception and design of a theoretical model and a methodology for its implementation.

5.2 Impact of Institutional Factors and Region on the Quality HEIs

The findings of the study indicated that there is a direct impact of the institutional factors on the quality of the higher education systems in the UK and the Middle East. According to hypothesis 1 of the study, it is proposed that there is a direct impact of the institutional factors on the quality of the higher education systems in the UK and the Middle East. In order to test the hypothesis, regression analysis is executed at the 0.05 significance level. The sample consisted of 150 students from the UK and 150 students from Qatar studying in higher education.

The results of the study show that the region has a strong influence, especially determining the quality of higher education in the Middle East and the UK. The second hypothesis of the study

suggests that the region has a strong influence that specifically determines the quality of higher education in the Middle East and the UK. To test this hypothesis, a correlation analysis was conducted to compare the impact of factors affecting the quality of higher education in specific regions of the Middle East and the United Kingdom. Based on the results of the study, it can be determined that there is a statistically positive correlation between the factors of higher education in the UK and the quality of higher education. On the other hand, there is a weak positive correlation between the factors of higher education in the UK and the quality of higher education in Qatar. This suggests that in UK higher education, improvements in several sectoral factors in higher education led to a significant increase in the quality of higher education ($r = .781, p = 0.000$). On the other hand, it has been observed that the improvement in Qatar's higher education factors is slow or insignificant, leading to sustained and slow improvement in the higher education sector ($r = .359, p = 0.000$).

5.2.1 Challenges in HEIs in Qatar

The Arab countries are very lagging behind the rest of the world, including developing countries, from the desired enrolment rate in HEIs, and this stage is of particular importance, as higher education in most Arab countries is treated as an educational stage, and in reality, it must be an educational stage that prepares to enter the labour force.

5.2.2 Low quality of education

The findings of the study suggested that as most filed studies conducted in different Middle East countries indicate a low quality of higher education, a weak student and teacher alike, and here the quality of education means weak capabilities that the education builds in the mind and personality of the student, as the issue of the quality of education remains much less than in the world, especially the industrial one, higher education sector in Qatar still cares about expansions and internationalization of institution, however, neglects quality.

5.2.3 Monotonous education programs

In addition to this, it is also identified that the higher education system in Qatar follows the same programs, especially in university education that are introduced by international higher education campuses opened in Qatar. Moreover, the curriculum of higher education still lacks effective evaluation of learning and a combination of subjects, assessment relevancy, and assessment feedback and a sufficient level of theoretical and practical knowledge (Kamel, 2014).

5.2.4 Lack of innovation, consistency and standardization

Assessments, evaluations, curriculum development lacks innovation, consistency, and standardization, they are repeated and double, and these academic divisions are consistent with the reality of the Middle East in the past. The curricula in the HEIs are predominantly rigid and focused on quantity more than quality, and the theoretical aspects prevail over the applied aspects. But now there is a need to diversify the curriculum of HEIs to respond to the social, economic and technological development taking place in the community. The academic divisions are old and they were commensurate with the simplicity community, but now in one way or another the life in the Middle East society and its economic structure has evolved, so it must establish a new academic people and divisions that respond to the economic structure of the world, and at the same time can provide a workforce for the specialties and new business divisions.

5.2.5 Traditional teaching methods

Moreover, it is also identified in the findings that the HEIs in Qatar also required to focus on teaching methods. The teaching methods in the HEIs in Qatar are traditional, focusing on memorization, indoctrination, and repetition, far from paying attention to the higher levels of thinking in terms of understanding, criticism, analysis, and deduction. It is limited to the role of students in memorizing and remembering, and returning what they hear without going deep into its content and receiving information and storing it unconsciously, so they turn into empty containers in which the teacher poured his words, and education becomes a kind of deposit.

5.2.6 Limited knowledge and conflict of interests

Findings also indicate the lack of skills, knowledge, and qualification that ultimately lead to a lack of educational supervision. The concept of educational supervision, which is still the other traditionally, takes the form of inspection, accountability, and disclosure, which makes teachers in a state of constant tension with supervisors who, instead of being a source of help and assistance to teachers, have become a source of concern and fear for them, because many of them are not aware of their responsibilities and the nature of their message and the foundations and modern methods in which their profession should be practiced (Barakabitze et al., 2019).

5.2.7 Implications

It is contemplated through this research study that if HEIs in Qatar only want to maintain the existing educational dissemination rates and their current quality, they should plan and think about new financial resources, and many studies offer solutions, including imposing taxes and fees on luxury goods whose income is invested in exchange for higher education and encourage the private sector to invest in education, and whatever the efforts and funding sources, education should not be left to market forces and profit factors (David, 2015). Rather, a cooperative civil method must be contemplated in which the state, the private sector, local groups, and possibly local and international institutions, industrial, endowment funds, and donations should be donated from individuals and public affluent and private institutions.

5.3 Strategic Proposals for Improvement

5.3.1 Strategic policy development

A first aspect is linked to the achievement of an adequate combination of the time devoted to the design of the strategy and the speed for its application. The analysis and reflection derived from the design of the strategy are very necessary. The high dynamism of environment demands speed in decision making, in delegation of authority, in preparation of tactical and operational plans, containing the actions and tasks that each management level (national body, institutions, faculty, addresses, departments or chairs, others) must assume and comply with the decentralization of the resulting projection.

Another problem that commonly arises is that the design of the strategy, without the participation of the lower management levels and in general of the workers, therefore, these are oblivious to it, without commitment to compliance. Therefore, the system approach is lost. The strategy designed must reach the entire organization, be communicated and explained, for it to be understood and applied; that is, be close to those who execute it. This process of strategy derivation must be integrated, in a balanced and coordinated manner, where each of the people is taxed for the global purposes of the university, in interrelation and interdependence with all structures. In short, it has to become an important axis of a strategic management system, which mobilizes and serves as a guide at the levels of address. If the Strategy is not implemented quickly, the process becomes a theoretical exercise, in an unrealizable dream and can generate demotivation and lack of people's commitments. Therefore, the impact of not applying it is worse than not formulating it.

A second aspect that seems important has to do with the promotion of gradual innovations in the strategic planning process. As stated previously, maintain the same theoretical and methodological support for a long time it seems that it is not a good option at least that manifests many experiences, which become routine for those involved.

The best practices in the strategic planning process are presented in those HEIs, which constantly change and learn, which would add new value also to the quality of it. So it is worth noting the need to evaluate critically own mistakes and learn from them and their achievements. This confirms the need to provide a space for the evaluation of the process, once it is completed.

The other extreme would be to fall into the "more and more of the same", with mechanistic attitudes and styles of traditional behaviour to develop it. This inertia seems not a good one option for those universities, who want to constantly improve the management strategies. In this context, it is also worth raising the need to achieve a true balance between the formal process to design the strategy and the ability to the intuition of HEIs leaders, which makes it possible to incorporate certain doses of innovation to its implementation and make continuous adaptations to the new conditions.

A third point is linked to the treatment given to the future as a reference in the strategic planning process. In HEIs in Qatar, strategic planning cannot be understood if it is not conceived proactively the future feasible to achieve in its dynamics to build it with actions from the present. Traditional planning is on the contrary deterministic and linear, it gives much value to the past and the present to project the future; It is therefore reactive. For strategic planning, the construction of different possible futures and selection of the most feasible becomes an important reference in the design of the strategy. In this case, the perspective, with scientific discipline, acquires value with its corresponding models, methodologies, and toolbox. In this direction, there is still little development in universities, although its field of use is very wide.

A fourth element to highlight has to do precisely with the awareness of the strong link between the environment and the bases on which the strategy rests and its results. In this case, the challenge-responses relationship occurs; the first arises from the environment, the second of the university and thus the formula is repeated continuously. The university must assume a more open, critical and outgoing preconceived attitude towards the environment; that is to say maintain a constant

interrelation with its context. Strengthen this integration, transit for creating and using various ways and means that allow obtaining useful information about key actors and organizations in the environment (strategic allies), as well as users of the results (employers and other entities of the world of work and science), among others. Until a good positioning of the universities is achieved in the face of the changes foreseeable environment, strategic planning will not become an academic task quality. Seen from this perspective, HEIs in Qatar requires a more active attitude in regarding the realization of specific studies on the external context, which allow identifying, approximately, the variables or heavy trends of greatest influence for future development. Necessarily should also work on the technological aspects for the design of the possible scenarios, where the prospective methodology could provide a space for reflection.

The fifth aspect is the need to align the three components or functions that integrate the university's strategic direction. It has been previously noted that one of the most common criticisms of planning strategically is that not always a good formulation necessarily implies a correct implementation and control since often well-formulated designs, fail to take the practice. The main problem is that sometimes these processes take place in a dichotomous way; one separated from the other, or fails to conceive as integrated phases. It is formulated the Strategy and then tries to execute when in reality the initial assurance of its implementation must also be part of the strategic design, as must also occur with the control. The truth is that today much more progress has been made in the theoretical domain and the Skills for the formulation of the Strategy that in its implementation and control. By, therefore, the strategic planning process has to resolve the contradiction that has been given between formulation, implementation, and control, conceiving these last two as inseparable parts of the first.

The sixth aspect is linked to the need to strengthen the strategic culture, to respond better to the requirements of the strategic management process implemented in the HEIs. Many of the problems detected are demanding a cultural change, of beliefs, values, attitudes, and habits of the HEI community. There are plenty of elements to demonstrate that the cultural model that today would interest to develop universities, breaks with the scheme of old habits in traditional management. Therefore, in this sense, there must be a willingness to change in HEIs.

But it is not about changing everything, but only those aspects of interest to the HEIs' strategy. This requires an initial analysis of what the HEIs understand that must be changed, deepening how

the different processes are currently done, how they should be carried out, what are the main limitations, what are the current organizational values and what they should be in the future. HEIs in Qatar must define which are the main features of the current culture and which one each HEIs prefers according to their particular characteristics and demands. This is one of the possible dimensions of a very complex problem that is still to be solved. At the centre of these issues is the realization of a deeper work around the shared values of the HEIs as an expression of unity, cohesion, and membership of the organization. An essential requirement to try to modify behaviours and habits of the people that make up the university community is that managers, at all levels, in the first instance, have adequate performance in correspondence with the shared values declared in the strategic projection of the college; that is, act with moral authority and example before others.

The seventh aspect is linked to the need to generate own models and methodologies, and not copy those that apply in the business environment. This approach has been often controversial. Although strategic planning had its origins in the company, it is valid and applicable in any organization, including universities. However, the latter should be implemented as a process of adaptation, particularization, and considering exceptional cases. For this reason, said institutions should not copy the planning models and methodologies textually strategic that have been successful in companies; HEIs in Qatar design should be a tailored suit, adjusted to the concrete conditions, to their prospecting, to the necessary change, to the attitude of the executives and university leaders, to the organizational culture. Be part of the principle that HEIs are not companies; their missions, objectives, and ways of making decisions are different, as well as the nature and complexity of the processes they develop. However, they are organizations, to which much strategic planning contributes, such as tool that directs change and perfects its management. The other end can be accept the opposite and face the strong contradictions that are generated.

5.3.2 Structuring of education sector

The most developed example of Qatar education assessment is by far the routine review of curricula and syllabus. At present, it is crucial to set up a rule that there are institutionalized procedures, with an adequate degree of externality, for the regular review of the quality and standards of curriculum plans, as well as for the subsequent preparation of action plans for their continued improvement. Review panels are required to be set up, which should present annually

as a self-assessment report by the team responsible for a given curriculum. This report shall be accompanied by sufficient data to enable the review panel to independently confirm the findings of the self-assessment. These data would include, at a minimum, samples of:

1. Questionnaires to students;
2. Minutes of teacher/student liaison committees;
3. Minutes of meetings of the faculty involved;
4. Reports by external auditors
5. Statistics;
6. Results of studies conducted in selected student *groups*
7. Action plans proposed by the responsible team.

Review panels should work from detailed curriculum specifications of learning objectives, knowledge assessment methods, and associated teaching activities. They should, at least by sampling, check for alignment and confirm compliance with the Code of Conduct, scientific *benchmarks* and the Higher Education Qualifications Model. These review panels should report their findings and recommendations for action to the central structure of HEIs that has the responsibility for ensuring the quality of their degrees.

5.3.3 Review of institutional teaching and learning strategies

According to the findings of the study, the HEIs in Qatar are expected to come up with a future-oriented teaching and learning strategy and to derive an appropriate action plan from it. The rapid development of information technologies, which influence both content and teaching methods, should persuade institutions to move towards implementing learning environments that deal with all of their procedures for both administrative aspects for teaching and self-directed learning activities.

In periodic reviews, which should take place at intervals of no more than 5-6 years, institutions should consider their objectives, missions and visions, and their learning, teaching and assessment strategies. In doing so, they will benefit from the enrichment that externality can represent. Whenever they find a need for change, development or improvement, they can plan it after this review. Such reviews generally originate from processes of assessing the current

situation, its needs, and its potentials. This will include evaluating the teaching being given and the procedures for its monitoring, review, and improvement.

The most progressive HEIs in the UK have been building strong organic units that aim to address the challenges identified by educational assessments, anticipate potential opportunities, innovate, evaluate these innovations and disseminate proven quality practices. The assessment of teaching addressed in this section is thus an overall assessment of the teaching provided at the institution, the potential for opportunities for change and the effectiveness of innovations and pilot experiences to be implemented by the efforts of the pioneers that always exist in higher educational institutions.

5.3.4 Productive project-based education

The findings of the study also support the implementation of a project-based education system in higher education institutions in Qatar. Therefore, it is contemplated through this research study that the construction of knowledge based on the experience of students should be based on current pedagogical trends, turning to the understanding of the process of formation of the ideas in their wider social environment. Students' prior knowledge should be seen as a starting point for the construction of knowledge and significant cultural objects in their social environment and not just as spontaneous constructions.

Due to the strong influence of science and technology on society, teaching must take into account the problems caused by the social impacts in the exercise of this profession, as well as the degree of sensitivity and a commitment to finding the best solutions to change these social practices.

Project learning favours the relationship of the various contents by facilitating the students building their knowledge with the integration of different knowledge disciplines, in an interdisciplinary philosophy, seeking to learn significantly. That is, to take as a starting point what students already know for the construction/expansion of knowledge and make them aware of their process of learning, in the sense of learning to learn, developing their ability to choose, decision making, taking responsibility and being agents of their learning.

The teacher's performance is of fundamental importance because he will act as an organizer of interaction and knowledge processes, but the subjects of teaching and learning are all participants who interact and internalize the knowledge produced. The monitoring and evaluation of the

teaching-learning process and should be in line with the evaluation system and the Didactic Project-Pedagogical Course.

Thus, the successful adoption of this methodology requires the institutional commitment and the effort of course managers with teaching and using PB, as it will require the pedagogical and continuous training of the faculty, the modification of space investment in equipment directed to the development of projects, which for engineering education sometimes becomes costly, availability of physical space beyond formal class hours, teachers with more time available at the institution for that students can be motivated and involved with the projects. That is, it includes the preparation of administrators, teachers, and students, which usually come from a process of schooling based on the passive reception of knowledge. Thus, the teaching, besides being focused on specialized training, will privilege the humanistic, generalist and multidisciplinary training, providing conditions for the student to be the very agent of his formation, mobilizing him to search for new knowledge and providing a continuous convergence between potential technological, humanistic and social interest.

5.3.5 Strategic partnerships

Higher education institutions are part of an open system, which should allow to interact within a demanding and changing society while maintaining constant exchange of knowledge; they are subject to cultural, social and economic influences, which are always present in the context and can at the same time increase or decrease their possibility of being permeable and sensitive to the needs of the population and modify their response capacity through their functions essential: teaching, research, and extension. In addition to meeting the objectives, a strategic partnership requires a structure, a communication system, sustainability, flexibility and entity in its projections, concentration, participation in its vision and application, as well as flexibility and evaluation.

In this research work, principles of strategic partnership of higher educational institutions are proposed that should focus on the following provisions:

1. The strategic partnership of universities is subject to the general laws characteristic of multilateral partnerships and is a cyclic process, each stage of which (research on the

feasibility of partnerships, its creation, and development) is implemented in accordance with certain principles.

2. The university strategic partnerships are governed by the specific patterns of interaction between higher education institutions and stakeholders and the management of universities as non-profit stakeholder organizations.

Strategic partnership in higher education should cover the following areas of interaction.

1. The partnership between higher education institutions that carry out similar or similar activities (including at the international level), based either on pooling the resources of partners to achieve mutually agreed goals or on exchanging resources to strengthen their market positions. We are talking about the so-called horizontal integration, about the "transformation" of competitors into partners (scientific and educational communities of universities, international scientific and educational consortia, etc.).
2. The partnership between the structures involved in the process (chain) of creating higher education products and services (consumers of services, suppliers, and owners of financial resources), including:
 - vertical integration of universities and educational institutions of other levels (multilevel educational complexes of lifelong learning);
 - Partnership with state authorities and public administration, public organizations, the business community (the formation of the labor market, project and consulting activities, the implementation of educational, innovative, social and other programs).
3. The partnership between the university and its students, which together with teachers on the basis of university resources form their competencies and new competencies of an educational institution, test academic knowledge in real-life situations, acting as intermediaries between universities and other institutional areas of the economy and society.
4. The tripartite partnership "teacher - university - other organizations", formed in the conditions of decentralized university management and allowing employees to individually

establish and develop partnerships that are useful to all involved parties, significantly expanding the university's partner network.

5. The strategic partnership of universities as a special type of their interaction with each other, with government structures, business, and society (including students and staff) is a natural response to increased competition, the availability of financial, personnel, managerial and informational restrictions. Depending on the specific situation, the types and objectives of the strategic partnership of universities may be different.

5.3.6 Human resource and skills improvement

Most HEIs in Qatar today require all newly hired faculty members to undergo training. This training should include the development of teaching activities in a curriculum that covers the foundations of adult learning, knowledge assessment, and learning support. It also requires that the knowledge acquired in the planning and development of teaching activities be demonstrated according to a pre-established performance standard. This level of performance is developed through mentoring input from peers and peer observation, and subsequently by summative assessments that imply pass or fail in a particular aspect of the course. In addition, higher education institutions should expect newly hired faculty to attend, and take advantage of different certification in higher education. In either case, satisfactory performance in the observed teaching activity is required as a condition of moving from the probationary period to a permanent contracting situation.

5.3.7 Teaching assessment and reviews

It is crucial for HEIs in Qatar to focus on assessment and curriculum reviews those results in assuring that unacceptable institutional deficiency in standards and quality control should be identified and eliminated, and that the key issue is now continued development - and their encouragement. The sector in Qatar should be confident that it has shown itself to be trustworthy in those respects. Therefore, institutions should continue to focus on assessing the overall teaching and learning experience available to their students. The assessment of individual teachers and their teaching activity should be used to determine post-training capacity and justification for promotion where one of the criteria used is excellence in teaching. In addition to this, it is important to increase efforts for developing and employing sound and valid means of quality assessment and learning, teaching, and evaluation standards.

The relationship between educational institutions and teachers is another point with great potential for improvement. Hiring per hour/class is almost inevitable importance given to market knowledge in teachers. The differential that could be introduced and which was presented in one of the interviews was hiring more hours than time for the classroom. Another relevant factor of the institution and teachers is the need to build an environment of trust. Without that any transformation needs would be much more difficult. The identification of the teacher with the institution is another aspect that should be worked. These aspects are being highlighted as they are basic elements for the construction of any model that needs the involvement of the people.

Senior management should understand that quality management at HEIs is related to the need to define the institution's mission, objectives, and objectives clear parameters. It also conceives that quality will depend on improvements in more concrete aspects such as curriculum proposal, faculty, and infrastructure. These concepts should be attributed by the decision-makers. Quality management must correspond to management that enables the development of the mission of the university, bring the institution closer to its to achieve this, it is necessary first of all to be clear about this mission at the strategic level, passed to all sectors.

5.4 Summary

The study takes into account the need to deepen existing practices in institutions of higher education in Qatar to improve the quality of teaching frameworks and educational policies, thus expanding the current knowledge base. This study identifies several aspects of the quality of services of higher education institutions, which form the basis for improving the quality of higher education institutions. This study highlights the importance of engaging with students, improving teachers, supporting the quality of the learning infrastructure, professional success and implementing monitoring and improving the framework of the higher education sector.

The results of the study identified important differences in higher education in the United Kingdom and the Middle East. In addition, different reasons for differences in higher education between the two countries have been identified.

The research results show that institutional factors directly affect the quality of higher education systems in the United Kingdom and the Middle East. The results suggest that the region has a strong influence, particularly in determining the quality of higher education in the Middle East and the United Kingdom. The second hypothesis of the study suggests that the region has a strong

influence that specifically determines the quality of higher education in the Middle East and the United Kingdom. This study argues that the concept of quality of British higher education is a central element of the university management process.

This research promotes the current knowledge base and determines that high quality higher education is essential to ensure that graduates can effectively contribute to economic development and society in their fields. The findings suggest that UK higher education institutions provide quality education and play an important role in providing knowledge and achieving the quality of higher education. The quality of services offered by the UK higher education institutions is based on the tradition of inspection and accountability to stakeholders, such as government, students, inspection agents, donors, and other providers. This is to ensure that each service provider guarantees that the services provided to students are of high quality.

Based on the results of the study, it can be determined that achieving excellence in higher education, academic support, academic management, the assessment-based environment, the transformation of knowledge and the characteristics of students to integrate into the forced labour is to maintain quality standards and guarantee the quality of service in higher education institutions.

The results of the study indicate that higher education in Qatar requires extensive strategic planning to improve quality standards. Based on the findings, it was determined that Qatar's higher education sector needed several strategic planning and implementation approaches to improve quality services. The results of this study identified several factors that must be improved in the institutions of higher education in Qatar, which of course require effective and effective strategic planning.

Recent research shows that Qatar's higher education institutions are significantly different from the UK higher education system and the UK and Qatar higher education system by providing a variety of factors (including the curriculum) for education services, academics, use of technology, evaluation, administrative services, and pedagogy

Taking into account the research results and quality standards to integrate them into the higher education institutions of Qatar. The seven aspects discussed below seem to ideologically integrate the ideological structure, which can be better understood by the strategic planning process in the

preparation and design of the strategic model and its implementation methods. Therefore, the educational evaluation in this section is a holistic evaluation of institutional education, the potential for opportunities for change and the effectiveness of innovations and test experiences that will be implemented through the efforts of the pioneers that are always present in education.

6. CHAPTER SIX: CONCLUSION, RECOMMENDATIONS AND FUTRURE SUGGESTION

6.1 Introduction

This section of the study focuses on demonstrating the final results and the process of achieving the stated research objectives. In addition to this, the researcher also focuses on providing practical recommendations to the stakeholders associated with the higher education sector of the UK. In addition to this, this section also emphasizes the limitations identified during the execution of the study and the suggestion for executing further research to expand the knowledge attained through the current research. In this section of the study, a reflection of executing research work is shared that reflects the process, challenges and achievements of researcher in the process of completing current research work.

6.2 Conclusion

The current research study emphasizes on exploring and critically discussing the difference in the higher education system in the UK and the Middle East with respect to Qatar. Moreover, it was also aimed to evaluate the current scenario of the education systems executing a comparison of higher education institutions of the UK and the Middle East. Furthermore, the current research study also advances the knowledge base through identifying the diverse reasons and implications related to the differences and the challenges that create differences between the higher education sector of the UK and Qatar. Finally, researcher focuses on determining different meaningful recommendations for the improvement of quality in the higher education sector of Qatar. The above-mentioned objectives of the study were achieved by critically analyzing the data collected through primary research sources. For collecting the data, primary researcher sources including interviews and survey questionnaires were used.

Research Objective 1: To discuss the differences in the higher education system in the UK and the Middle East from a quality perspective.

Given the original research objectives of the study, the findings suggest that the findings identify important differences in higher education in the United Kingdom and the Middle East. The results of the study evaluated the differences between British higher education and Qatar in several

factors. The results of the study indicate that there are significant differences between the higher education systems in the United Kingdom and Qatar in terms of the different factors that provide quality services for higher education.

8. Curriculum and Teaching
9. Infrastructure
10. Academics
11. Use of Technology
12. Assessments
13. Administrative Services
14. Pedagogy

Research Objective 2: To evaluate the current scenario of the education systems in the UK and the Middle East with comparisons.

This study identifies different aspects of the quality of services provided by higher education institutions, which form the basis for improving the quality of higher education institutions. This study highlights the importance of engaging with students, improving teachers, supporting the quality of learning infrastructure, professional success and implementing monitoring and improving higher education frameworks.

The research results show that institutional factors directly affect the quality of higher education systems in the United Kingdom and the Middle East. The results show that the region has a strong influence, especially in determining the quality of higher education in the Middle East and the United Kingdom. The second hypothesis of the study suggests that the region has a strong influence, specifically affecting the quality of higher education in the Middle East and the United Kingdom. This study argues that the concept of quality of higher education in the United Kingdom is a central element of the university management process.

Research Objective 3: To identify the reasons or drivers for the current differences between higher education systems and their quality in the UK and the Middle East.

The results show that Qatar higher education institutions differ significantly from higher education in the United Kingdom and higher education in the United Kingdom and Qatar, which is due to several factors, including education, academic services, use of Technology, evaluation (including curriculum), administrative services and teaching method. The results suggest that the UK higher

education institutions provide high quality education and play an important role in providing knowledge and achieving quality of higher education. The quality of services provided by the UK higher education institutions is based on the tradition of inspections and accountability to stakeholders, such as governments, students, inspection agents, donors and other providers. This is to ensure that each service provider guarantees that the services provided to students are of high quality. Based on the results of the study, it can be concluded that achieving excellence in higher education, academic support, academic management, assessment-based environments, knowledge transfer and student integration into characteristics of forced labor are quality standards and guarantee the quality of service in institutions of higher education.

Research Objective 4: To provide recommendations on how to enhance higher education quality in the Middle East considering the UK's higher education system from a quality perspective.

The results of the study indicate that higher education in Qatar requires extensive strategic planning to improve quality standards. Based on the findings, it was determined that Qatar's higher education sector needed several strategic planning and implementation approaches to improve quality services. The results of this study identified several factors that must be improved in the institutions of higher education in Qatar, which of course require effective and effective strategic planning.

6.3 Contribution to Theory or Knowledge

This research study expands the current knowledge base by taking into account the need to deepen the existing practices in the HEIs in Qatar to improve pedagogical quality and to educational policy framework. This study identified diverse aspects related to service quality in HEIs that forms the basis of improving quality of HEIs. This research study signifies the importance of engaging with the students, improving the teacher's capabilities, supporting infrastructure quality of learning, professional success and implementing framework for monitoring and improvement of higher education sector.

In the generic description accompanying the findings, this study explained different factors, with regard to the HEIs, include all points related to the planning of pedagogical activities (“management issues, effective course leadership, and coordination”); as for students, they are pointed “qualification, involvement, accountability, active and ethical participation of students in

learning processes”, extensive attributes to the teachers. Support infrastructures refer to all other resources - “physical spaces, access to information, academic and support services, laboratories and equipment, housing and food conditions”, etc. The quality of learning refers, of course, to the “results achieved”, achievement of learning objectives”, both in terms of knowledge acquisition, as well as the reinforcement of students' skills. The findings of the study imply various levels of analysis, intervention and verification, actors and stakeholders in the execution of a precise set of activities, uses indicators and includes regulatory devices that enable continuous improvement of learning processes.

This study identifies a set of requirements justifying the quality of the higher education, it should be noted firstly that one of the main missions of the HEIs, repeatedly stated, is to provide a system of teaching-learning marked by the highest quality initial training, either as regards continuing education or, at the fundamental and applied research, as well as university extension.

This research study highlights that it is for the quality of its teaching that HEIs get prestige, reach levels high in the national and international rankings and can capture, in a situation increasingly competitive, a large number of students.

Secondly, this study highlights the quality of education as a factor in increased demand taking into account the growing trend towards the internationalization of academic relations and increasing student mobility. In addition to these reasons that the higher education area in Qatar, resulting from the process of should impose a demand for quality as a success factor for an institution of university education.

Third, it is also for the purpose of providing the highest possible level of training for complex tasks that the community expects from university graduates a quality culture should be practiced in the education sector as well as in the investigation. These are, in our view, the main justification requirements commitment to the quality of education.

However, there are limitations to the implementation of a culture and practice of quality in the higher education sector of Qatar.

Firstly, although there is a clear interest in pedagogical training of higher education teachers, it appears that invests almost exclusively in research, which considers excellence in university education, to a greater or lesser extent neglecting the pedagogical formation. On the other hand, there are university professors who, for reasons not always clearly expressed, resist teamwork and sharing responsibilities, which are essential factors for success at the level of an organization. If

there is no teamwork and cooperation between teachers, there is no there may be quality education because it implies cooperation and sharing of responsibilities. The demotivation of unified teachers cannot be omitted either by improving their pedagogical training, which they consider to be under the duties of a higher education teacher.

Another limitation comes from the insufficiency of resources of diverse nature – spaces physical, laboratory, computer, and bibliographic equipment - which are indispensable able to reach quality levels. Finally, disabled management of human, material and financial resources constitutes a limitation to achieving desirable levels of quality in higher education.

6.4 Contribution to Practice

The constitution of the higher education sector in Qatar is not the end of the road, but the beginning of a long journey. A new trajectory with which Qatar governance, betting -from its conception- for the mobility and international appeal of higher education institutions, aims to make its HEIs more competitive, in an environment of increasingly globalized and ubiquitous education without geographical or temporal limits.

In short, quality - as excellence - becomes a success factor for university institutions that want to be referents, remain - or even survive - in the higher education market. And in particular, the quality of service offered both by traditional and electronic means, as a differentiation strategy with which to develop a competitive advantage through the satisfaction of its different clients, especially its students.

The excellent HEIs of the future, should be student-centred and committed to its graduates, should be international and open to society. It should be HEIs interested in educational success: with an up-to-date, attractive and coordinated academic offer with non-university levels, agreed with the business fabric, attending to the interests of society itself. And it will be an efficient and quality university that will participate in the international accreditation and quality assurance process.

To describe the main implications for HEIs of the results obtained in this work, we will start from its two most relevant conclusions. First, this paper confirms that quality is a key variable in the choice of a higher education institution by students. And second, that quality understood as a quality of service is a key variable to satisfy its students.

Considering all analyzed work, it is undoubtedly a relevant implication for HEIs in Qatar to understand, that developing institutional policies would improve the competence of universities. Policies, dependent on the public administrations would result in making the country more

attractive and in particular, it's educational sector, as well as the universities themselves. It implies that higher education sector in Qatar and other countries in the Middle East must develop competency strategies for the student based on quality, as a solution to reinforce the attractiveness of universities. However, this does not mean, as it was seen at work, that universities can only compete for students offering better quality. There are other possible variables, such as price.

Thus, with respect to quality debates, each HEI would have three issues to address, at the level of its strategic planning; as many debates were raised. The first, it's positioning with respect to its educational offer, between diversity and homogeneity (equivalent, on the other hand, to what in other sectors comes to be a decision between standardization and —customization -customization- of the offer). The second, the quality model or system to be implemented in the institution, whose practices contemplate the need to gather information about the wishes and needs of students, within the definition of university policies that contemplate among their objectives, that of satisfaction of its students, making compatible - with it - the quality in the management with the rest of qualities. Third, is to be able to include, in their policies, university rankings, as part of their corporate strategy.

However, as we said, Qatar HEIs, in a context should conceive the student not only as a consumer but also as a co-producer of their own education. From this perspective, the student is therefore collaborative, co-participant and co-responsible for the quality of their education. This implies an evolution of the design of the link between the university and its students, from one transaction (transactional marketing) to another relationship (relationship marketing).

In essence, it means establishing a new strategic orientation in HEIs, whereby they would focus on serving current students, rather than attracting new ones. And with respect to the new ones, the university should try to attract, to those with whom it is more likely to establish loyal and committed relationships. That is, it will seek relationships that are aligned with its strategic objectives. In short, the university must seek to attract, retain and strengthen the relationship with students who can establish a commitment to their HEI, as these will be the ones that provide the greatest returns to it. Returns, which will come from word of mouth activity, from your selfless collaboration, from cross-selling of other products of your university, from the reduction of costs for needing less attention, from the improvement of employee productivity with satisfied customers, and the generation of future benefits once graduated from the university.

In summary, the results show that universities should seek to improve the quality of service offered to students, as a key antecedent of their satisfaction. In addition, they must take into account that the greater the age of the students, the greater the quality of service variable on their satisfaction would have greater importance. In turn, the same seems to happen with male students, compared with female students.

The goal of attracting, retaining and strengthening relationships with the student will be all the more important, as the sector becomes more competitive. And since the current developments walk towards liberalization of the market for higher education-particularly since the end of the twentieth century, as discussed in work-, this is increasingly true. Liberalization, in addition, drove by the implementation of new information and communication technologies in HEIs, which is accelerating this process of converting the higher education market into a competitive one.

The change in university strategy, proposed in this work, will be complex and difficult to develop by HEIs. For the vast majority of universities and therefore for its members, it implies a paradigm shift, necessary to be able to adapt to the new context of competition in the higher education market. And especially, in the case of the HEIs in Qatar, in its process of adaptation to the educational model, which, as argued, is precisely oriented to the student. A student orientation strategy, where the objective is to build mutually beneficial long-term relationships for all the agents involved in higher education - particularly between the university and its students - and for this purpose for the implementation of a total quality management system that involves all the members of the university will lead, first and foremost to the vast majority of HEIs, a great cultural change. It implies a change of assumed norms, of shared values and of common attitudes oriented towards improvement, not only for administrative and teaching staff but also and in particular, for University students, administrators, professors and students, together with the other users interested in the university -from employers to society as a whole, to the extent that they are all partners-, will need to adapt the university, to the new context. In the end, it means a shift towards a less paternalistic university culture, of greater confidence in the student and in the role that he develops. It is, in short, to go towards a true education centered on the student as a person, with diverse interests, desires and needs, who expects his university to attend them, in the best possible way.

6.5 Recommendations

Following are the recommendation to bring quality improvement of higher education institutions:

- The permanent pursuit of quality improvement in the services provided by the Institution is continued investments in the training program for teaching staff, as one of the ways to ensure the expansion of the number of teachers with a master's or doctor's degree.
- Another important recommendation is creating new mechanisms that enhance the training of teaching staff in lower-skilled departments;
- Another recommendation is implementing a permanent performance evaluation program for teaching staff, especially in undergraduate and postgraduate teaching activities
- It is recommended to consider the evaluation of the performance of teaching staff as a requirement for career development, in addition to the length of service and achievement of the title of master and doctor already provided for
- Another approach to ensure quality improvement is to maintain the salary scales provided for in the career plans of teaching and technical-administrative staff at current levels, in real terms, as their values are on average or, in some cases, higher than the amounts paid by the market.
- As a result of the previous item, another recommendation is not to grant general salary adjustments and or other advantages, except those defined by the legislation, proceeding to localized adjustments.
- Another approach to ensure quality improvement is to implement a training program for technical and administrative personnel, aiming to optimize the resources applied for this purpose;
- It is recommended to intensify the disclosure of the institution at the state level, as a way of guaranteeing for the future at least the same current occupancy rate of the vacancies offered, especially in undergraduate courses;
- Another approach to ensure quality improvement is to intensify contacts aimed at expanding educational credit programs, especially with state and federal governments, as a way to enable underprivileged students to stay at the university;
- Another approach to ensure quality improvement is to improve in the offer of postgraduate courses and extension activities, in the interest of the community, as a way of reducing dependence on undergraduate course revenue;

- It is recommended to analyze the possibility of reducing the duration of the courses, which enables faster and less costly training;
- It is recommended to consider the possibility of offering undergraduate courses that require lower initial investments in terms of physical space, campus infrastructure, and equipment, due to the scarcity of financial resources;
- Another approach to ensure quality improvement is to reduce the pace of investments in campus buildings and infrastructure due to the scarcity of financial resources.
- It is recommended to maintain budget guidelines to ensure financial resources for the institution's general investments, especially those intended for bibliography (books, journals, etc.), equipment, and repayment of previously borrowed funds;
- Another approach to ensure quality improvement is to ensure the recovery of the institution's financial balance by seeking to increase the number of students in both undergraduate, postgraduate and extension courses and by reducing the proportionate amount of personnel and investment in buildings and infrastructure and campus structure.

6.6 Limitations

Although the longitudinal study was the best option to capture the perceptions over time of students from the same group in an HEI, this time was restricted to the possibilities of time extension of this work, which could last until the completion of the studies of this group.

The extrapolation of these conclusions to other environments within the researched HEI itself should be done carefully, as it was limited to the students to a group, conditioned to a specific teaching modality, at a certain time. Any overflow of the records of this work should take into account the desired context and make the necessary adjustments.

Deepening the results of this research through focus group techniques can detail the findings and conclusions obtained. The continuity of the study and its deepening in other areas of HEI may provide new subsidies for the institution's managers.

Further study can be done in each of the previously established relationships, or others such as exploring the link between expectation and quality gaps; explore the sensitivity of different types of customers; compare with the traditional modality; continue longitudinal study, establishing a continuous series; research the existence and create an instrument for assessing the quality of distance education or mixed education, part classroom, and part distance. Limitations on the object

of research only take respondents from students HEIs of Qatar and UK only, for that the following research should further expand the object of research, so that it can reflect the accuracy of the overall research data

6.7 Scope for Further Research

Although the quality implications in the higher education sector were presented as a key antecedent, however it did not explain all the variability of satisfaction, so that - a priori and in theory - there would be other factors that would influence student satisfaction, and that were not included in the model. We also understand that it is possible that part of the direct effect of the quality of service construct on that of satisfaction, which was contrasted in this work, is actually indirect and through this variable. For this reason, we believe it is appropriate that this work be completed in the future and, in this case, this work is also replicated based on a model in which, in addition to the quality of service, other possible backgrounds of HEIs are included, such as, for example, the mentioned variable of perceived value, in order to define the relevance of each one of them.

Beyond the background variables of quality perspectives, another line of future work-related research would be the study of the consequent variables; that is, of the variables that are a consequence of student satisfaction. In particular, given that in this work we have demonstrated the important relationship between quality in HEIs and satisfaction, it would be of great interest to study the returns of an investment in quality.

In summary, with a view to the future, the research objective would be, we understand, to contribute to completing the model of relationships between the antecedents or consequential constructs of satisfaction, in line with other previous works of adopting models of satisfaction evaluation, more adapted to higher education contexts.

6.8 Reflection on the Research Journey

The entire research journey was a roller coaster of learning, challenges, and opportunities. With the selection of the research areas, the process of developing a research proposal was one of the important steps in the entire research journey. In the process of developing a research proposal, I have been involved in different learning activities that enable me to create an in-depth understanding with the execution of research, exploring the existing literature, selecting appropriate methods, design and techniques for the execution of the research.

In addition to this, selecting the topic of interest was also a challenging part of this research. I came realize that I truly enjoyed the entire process. Basically, my personality type endorses optimum learning and always seeking to have more knowledge and exploring different new implications. Moreover, I was also passionate about acquiring knowledge about new aspects related to challenging education sectors. Therefore, selecting the higher education sector of two different countries emerge as optimistic process for this research.

In the beginning, although I had no in-depth understanding what are the diverse implications of quality with respect to higher education sector, however after spending much time in exploring diverse scholarly resources and articles, researching and writing about different aspects and paradigm of quality implications related to higher education system, now I can affirmed that I know more about higher education sectors and importance of quality implications for HEIs.

With the integration of valuable supervision and constant feedbacks of supervisor, enable me to plan and execute the current research in systematic manner and acquiring meaningful information related to the current research topic.

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Appendix

A. Interview Questions

1. What do you think is the standard of quality in the higher education system in the UK?
2. What do you think is the standard of quality in the higher education system in the Middle East?
3. To what extent there is a difference in the Middle East and the UK higher education system?
4. What do you think is the difference in the higher education system in the UK and the Middle East?
5. What are the specific drivers or elements that creates a difference between the higher education systems in both countries?
6. Do you think that the higher education system of Middle East can become equivalent to that of the UK?
7. What elements should be brought into consideration developing strategies to improve the higher education system?
8. Do you think the suggested strategies for improvement can make the Middle East higher education system better than that of the UK?

B. Questionnaire

Survey Questionnaire

***“EVALUATING THE KEY DIFFERENCES BETWEEN THE
HIGHER EDUCATION IN THE UK AND THE MIDDLE EAST
FROM A QUALITY PERSPECTIVE WITH A VIEW TO ENHANCE
THE EDUCATION IN THE MIDDLE EAST”***

Dear Participant

Thank you for participating in this survey. This survey is to assess the quality of services of higher education institution. This questionnaire consists of TWO (2) sections that are **Section A: Respondents demographic information** and **Section B: Items of Quality Assessment**

☐ Please tick this box if you are willing to participate

SECTION A: RESPONDENTS DEMOGRAPHIC INFORMATION

This section requires personal information of the respondents. Please **Tick ‘√’** in the appropriate box to answer the questions below.

1.	Select your Age (in Years Range)
	☐ Below 25 ☐ 26-35 ☐ 36-45 ☐ Above 45
2.	Select your highest qualification achievement
	☐ Diploma ☐ Bachelor Degree ☐ Master Degree ☐ PhD ☐ Others
3.	Identify your major pursuing as higher education degree
	☐ Business Administration ☐ Engineering ☐ Medical ☐ Law ☐ Others
4	Identify the country of origin in which educational institution is situated
	☐ United Kingdom
	☐ The State of Qatar

SECTION B: FACTORS AFFECTING QUALITY OF HIGHER EDUCATION

This section provided a list of factors affecting company performance which were extracted from literature review. You as a student are requested to evaluate each of the factors on its relevancy to scenario using 5-point Likert scale as table below.

Scale	1	2	3	4	5
Level /Degree	Not Strong	Less Strong	Neutral	Strong	Very Strong

Please **TICK ‘√’** to the appropriate level of relevancy of Quality assessment indicators using 5-points Likert’s scale as above.

Main Factor	No.	Factors Affecting University Performance	Level of Relevancy				
			1	2	3	4	5
Curriculum and Teaching	1.	The curriculum (contents, practical activities) is suitable					
	2.	The teaching methodology (resources, strategies didactic, complementary activities) is adequate					
	3.	The evaluation of learning (procedures for evaluation, evaluation criteria, results and review of exams) is adequate					
	4.	Independent learning (autonomous work, development of activities) is adequate					
Infrastructure	1.	The conditions of the classrooms are adequate for the teaching					
	2.	Physical facilities are suitable for the learning development					
	3.	The equipment (laboratories, computer rooms) is appropriate					
Academics	1.	The teachers deal with the academic condition of the student					
	2.	Teachers encourage the participation of students in the classes					
	3.	Teachers have a sufficient level of theoretical knowledge					
	4.	Teachers have a sufficient level of practical knowledge					
Use of Technology	1.	Internet facilities are adequate in the classes.					

	2.	Virtual Collaboration tools are available for students and faculty.					
	3.	Aesthetics of interface is user friendly					
	4.	Document transfer protocols are available in the campus					
Assessments	1.	Suitable type of assessments are integrated in the academics.					
	2.	Assessments reflects the relevancy to the learning outcomes of the subject.					
	3.	Assessments provides useful feedback from lecturers.					
Administrative Services	1.	Administrative processes (registration, various procedures) are agile					
	2.	The administration is effective to solve problems					
	3.	The facilities and their maintenance are adequate					
	4.	Improvement and innovation activities applied they are adequate					
Pedagogy	1.	Class schedules are appropriate to the needs of students					
	2.	The number of students per class is adequate for teaching-learning processes.					
	3.	The evaluation of learning (procedures for evaluation, evaluation criteria, results and review of exams) is adequate.					
	4.	There is an appropriate combination between compulsory and optional subjects.					
Assessment Feedback	1.	Timely feedback from teachers result in continuous learning.					
	2.	Useful feedback from teachers is provided for students in a timely manner.					
	3.	Teachers suitably provide developmental feedback to students.					

Section C: Enhancing Quality of Higher Education

In a few words, what could be done to enhance higher education in the Middle East, with a focus on Qatar?

Note: The information which you provide me will be treated in the strictest confidence. Assuming survey time = 10-15 min

- Thank you for your cooperation and contribution –