ROLE OF HIGHER EDUCATION SYSTEMS ON HIGHER EARNING PROFESSIONS IN URBAN SPACES OF LAHORE PAKISTAN

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ABSTRACT
Quality of education is important for every country, educational institution, organisation, and beneficiary of industries. The goal of this research was to evaluate the impact of the higher education systems of Pakistan on high-earning jobs in urban areas. Correlational research design in a quantitative approach was used to find the associations between the variables (higher education systems and high-earning professions) and to explore the effects of higher education systems (government and private universities) on high-earning jobs in the urban settings of Lahore. N=400 alumni students were selected from four Universities (2 public & 2 private) with high and low costs using the purposive sampling technique. The correlation was used to find the associations between variables, regression analysis to find predicting role, and t-test for differences between private and government high and low-cost universities. Findings revealed that significant associations were found between higher education systems and high-earning jobs, the significant predicting role of the higher education system and the significant difference between high-earning professions by private and public high and low-cost universities. The present study will be implemented to raise the quality of education by public and private universities through professional skills and career success.
Keywords: Higher Education System, High-earning Jobs, Bivariate Analysis, Public Universities, Private Universities.

INTRODUCTION
Educating the population will lead to national growth. Because of this, individuals feel more responsible. Education allows individuals to see both their individual and social obligations, as well as understand their countries, societies, and personal rights (Van, 2020). Education aims to allow people to better comprehend their countries and the world's global role by increasing their general awareness of national and international positions (Rieckmann, 2018). When everyone is on the same page, people can interact cooperatively and trust grows. Teaching allows individuals to benefit economically, and as an outcome, they help shape the country's overall progress (Kuzminov, Sorokin, & Froumin, 2019).

The evidence proposes that inequality and education have a deeper connection in Pakistan and that initial class conditions affect future trajectories (Ullah & Ali, 2018). It comprises, but is not limited to, public-funded universities, low-cost private universities, and madrassas (Rahman, 2006). Technical and vocational education, high-fee private universities, and degree colleges (Hunter, 2020). Comparing public and private universities in terms of enrolment, expenses, facilities, and quality of provision (Wilkinson, 2014). When a person develops all of their capabilities (Siemens, 2007), it gives them the ability to influence their surroundings and achieve their goals. Education has profound effects on prospects for students (Baum, 2014).

All of these differences are anticipated to have an impact on class and social mobility. i.e. access to different higher education systems can end up influencing class outcomes for students (Hustinx et al., 2005). In addition, as pointed out, increasing access to complex education can lead to hyperinflation of credentials, which can have disastrous effects on the job market (Jensen et al., 2021). The financial

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system of any country is considered the heart of the system. Pakistan's education system has been damaged mostly owing to a lack of funding (Humayun, 2022).

The vital role of education specifically Higher Education in perpetuating the reproduction of class divisions in society (Bunn et al., 2020). From a political and theoretical standpoint, higher education has contributed to the reproduction of class relations in the struggle for educational access. The reforms and changes in education would undercut the reproduction of class inequalities (Nolan, 2021). Universities can be and do a variety of things, but whether for the better or worse, they change lives (Tiberius, 2018). They connect to both issues of economic well-being, which governments place a high priority on, and issues of equity, social inclusion, and democracy (Thomeer, Yahirun & Colón-López, 2020).

Urban and educational inequality are both significant topics in the global discussion, not only as manifestations of social inequality but also as factors in its reproduction (Camarero, & Oliva, 2019). Urban inequality is a simpler social process than educational inequality, at least on the surface. Depending on your socioeconomic standing, you live where you can afford to do so and/or where there is no racial or racial discrimination (Lamont, Beljean & Clair, 2014). From cities to neighbourhoods, socio-spatial organisation affects how people get around, resulting in unequal access to all kinds of opportunities (Bittencourt, & Giannotti, 2021).

A study was conducted by Muñoz et al. (2020) to look at how traditionally capitalist factors have altered the geographical areas of any country, and how modern unfettered capitalism is modifying the quality of education in various areas of any nation. In this context, "space" refers not only to physical environments but also to the mental states of people living in rural and urban areas, which are being influenced by neoliberal educational policies and the fragmentation of higher education institutions (Izumi, Pal & Shaw, 2022). The literal and figurative isolation of higher education institutions is illustrated by a non-linguistic, positive curriculum to promote quality education in higher educational institutions (Norouzi & Wildová, 2022).

Social mobility, from one class to another, also features regularly as a thematic area in sociological theory. The linkage between education and social mobility is approved in the literature (Reay, 2009). As our research elaborates, the role of education in defining social class is essential. Education provides individuals with 1) the opportunity to find employment and 2) requisite intellectual and social capital to achieve social mobility. In particular, higher education has the potential to serve as the bridge toward upward mobility (Norouzi & Wildová, 2022).

The production, execution, and distribution of knowledge across all levels of an organisation are given increased importance in today's knowledge-based economy (Khan, 2021). To learn, adapt, and evolve in this constantly changing world, individuals and organizations must concentrate on building their knowledge capital. This turns into a necessity for survival (Psarras, 2021). According to Balsam and Marquardt (2002), the majority of businesses understand how important it is to transform into organisational learning but fall short miserably because they overlook the difficult task of establishing and sustaining learning processes throughout the organizational structure (Aslam & Kingdon, 2021).

Among the higher-earning professions in Pakistan chartered accountants get the highest rank (Etzkowitz, Dzisah & Clouser, 2022). Earning and rank of the professions directly associated with the educational institutions from where the student peruses their basic education and skills for the profession. Educational institutions and educational systems thus influence the social, economic and political perspectives of an individual's life (Yıldırım, Bostancı, Yıldırım & Erdoğan, 2021). Management may then determine how to trade volumes and income once the chartered accountant prepares reports. A chartered accountant is also capable of managing the company's tax obligations (Salmi & D'Addio, 2021).

Bourdieu conceptualized class and demonstrated that it is not a mere reflection of material wealth. Class is also reproduced through other means (Xiong, Ke & Cheung, 2021). He broke down capital into further categories. The three fundamental categories in which he defines capital are economic capital, social capital, and cultural capital. Furthermore, he theorizes that class is reproduced through a process of repetition and iteration labelled as 'habitus. The most pertinent element of our research is the notion that institutions of learning, including universities, play a key part in enabling this process (Nikkola & Tervasmäki, 2022).

Significance of the study

Graduates from elite universities tend to have a higher income after education, as well as access to stronger networks. Along with higher income prospects and networks, universities also ingrain the cultural norms and practices that are associated with 'higher' classes. This signals further strengthening of students' class position as well as upwards mobility for them. This study expects to find a wide range of insights from this study. This intended research will not only shed light on how different higher education experiences can affect future trajectories but also how the very choice of university is a reflection of initial class conditions. This way we will bring together and examine the relationship between higher education and class.

Objectives and Hypothesis

The Primary goals and aims of the study were to investigate the potential relationship between higher education systems in urban areas of Pakistan specifically Lahore to peruse higher-earning professions. Moreover, the main objective was to evaluate whether the difference in education provided by public and private (high and low cost) universities influences career development and high-earning professions. The following hypothesis was proposed to test through statistical analysis in the present study:

- There will be a significant positive relationship between higher education systems offered by different universities in Lahore with higher-earning professions.
- There will be a significant role in the higher education system in high-ranked universities for high-earning jobs.
- There will be a significant difference between private and public universities for high-earning jobs.
- Students of high-fee structured private universities are getting more high-income professions than universities with low fee structured.

Research Questions

1. What is the correlation between attending a specific kind of higher education institution and gaining a high-prestige job and participation in cultural activities/urban life?
2. How does enrolment in a specific kind of education institution reflect the 'habitus of students and their relation with social, economic and cultural capital?

METHODOLOGY

The present study followed a quantitative paradigm, positivism philosophy and a deductive approach of research to peruse the phenomenon as scientific hypothesis truths. The theoretical idea of positivism is an empiricist philosophy that holds that all objective truth is either positively true or attained by logical reasoning from subjective perception. Following the analysis, the researcher adopts a broad viewpoint at the outset and uses the research as a tool to identify potential research subjects.

Population and Sample and Sampling Technique

Alumni from the universities were the population of the present study whereas, alumni students selected from four universities (two public and two private) from Lahore, and urban areas were the sample. A total of 400 participants among alumni were selected including (n=200 females and n=200 male) students. The sample was equally divided between alumni and male and female students as well. Respondents of the present study include Alumni. The inclusion criteria comprised age, education residence and program of study. Similarly, inclusion and exclusion criteria were applied in the selection of alumni i.e. only those graduates included in the sample who graduated within five years. However, alumni of more than 5 years were excluded from the sample. The purpose of this inclusion and exclusion criteria was to ensure that class analysis is undertaken strictly within Lahore's urban boundaries. Participants were included both male and female with all economic statuses (low to high) Alumni who completed their degrees had age ranges (25-50 from mentioned four universities. The participants were excluded other than alumni from other than Lahore city and participants with physical or mental disabilities were excluded.

In the first stage, four universities were selected using a simple random sampling technique. Out of 33, HEC-recognized universities in Lahore two private (LUMS and Superior) with high and low fee structures and two governments (GCU and Punjab University) were selected. One university from each category i.e., high-cost private university, low-cost private university, high-cost public university, and low-cost public university having the highest enrolment in the target disciplines was selected for

data collection. The selected universities included LUMS, Superior University, Government College University Lahore and the University of Punjab.

Measures

Following measurement tools were used to collect data for the study

Demographic & information sheet. A demographic and information sheet was used to collect demographic information of participants related to their age, gender, economic status, university rank, a program of study, department, monthly income, profession and professional experience.

The scale of High Prestige Job. Proxy for high prestige job tool (Clark, 2005) is characterized by Pay, working hours, expectations for the future (promotion and job stability), the hardness or ease of the job, the nature of the position itself (engaging, prestigious, and autonomous), and human relationships. These calculations were made using a method that uses information from the 2005 Social Questionnaire.

Data Collection Procedures and Data Analysis: Data was collected from the alumni of the last five years using two different tools of data collection. For surveying the alumni, a structured survey questionnaire was used from the study participants. Once the data collection was completed, the researcher conducted a comprehensive analysis. For quantitative analysis, the researcher used SPSS-Version 23.0. Data were analysed at three levels i.e. univariate, bivariate and inferential statistical analysis including frequency, correlation and regression analysis respectively for presenting results and testing hypotheses.

Following statistical analysis was conducted to evaluate the results

- Descriptive analysis
- Bivariate analysis
- Multiple regression analysis
- Independent sample t-test

RESULTS

Reliability Analysis. The value of Cronbach's Alpha was derived utilizing reliability analysis, proving the consistency of the entire scale as well as each scale item. Applying a dependability scale enables researchers to look at the features of measuring scales and the parts that make up them. The reliability analysis technique generates a range of frequently used convergent validity metrics in addition to providing data on the associations between the scale's component items for measuring scales and featured (Teixeira, Martinez-Pastor & Connor, 2021). The questionnaires to measure high-earning jobs were used in reliability analysis. Values of reliability coefficient, number of items in each scale, mean and SD were given below.

Table No. 1: *Reliability Analysis of Psychometric Properties of Questionnaires/ Scales (N=400)*

Scale	K	M	SD	Range	Cronbach's α
High-Earning Job	5	17.26	9.46	5-20	.821

Note: M = Mean, SD = Standard Deviation, α = Reliability Co-efficient, N= number of participants.

The following table above depicts the findings of the reliability evaluation for coefficients of the scales ranging from good to excellent. This also revealed that the results and the scale's intended measurement were accurate and consistent.

Descriptive Statistics. Descriptive analysis for personal characteristics of Alumni was measured in form of mean, SD, frequencies and percentages. To illustrate potential patterns in the data and to give basic information about the variables, descriptive statistics can be helpful for both of these aims.

Table No. 1: *Descriptive Statistics of Participant's Demographics Characteristics (N=400)*

Variables	M	SD	ƒ	%
Gender				
Male			165	41.3%
Female			235	58.8*%*
Age				
20-25			59	14.8%
26-30			147	36.8%
31-35			131	32.8%

Variables	M	SD	f	%
36-40			8	2.0%
41-45			54	13.5%
50 Above			1	.3%
Monthly Income				
30000-50,000PKR			39	9.8%
60,000-100,000 PKR	3.057	1.49	172	43.0%
110,000-150,000 PKR			36	9.0%
151,000-170,000 PKR			57	14.3%
171,000-200,000 PKR			72	18.0%
201,000-250,000 PKR			24	6.0%
Education				
Graduation			21	5.3%
Masters			76	19.0%
M.Phil.			113	28.3%
Ph. D. scholar			145	36.3%
Diploma Holder			45	11.3%
University				
LUMS			100	25.0%
Superior University			100	25.0%
GCU			100	25.0%
PU			100	25.0%
Name of Department				
Business Administration			65	16.3%
IT			65	16.3%
International Relation			68	17.0%
English			40	10.0%
Computer Science			56	14.0%
Psychology			64	16.0%
Sociology			42	10.5%
Family's Income				
less than 50,000 PKR			4	1.0%
50,000 – 100,000 PKR			103	25.8%
100,000- 150,000 PKR			105	26.3%
150,000- 200,000 PKR			188	47.0%
Father's Occupation				
Zamindar			54	13.5%
Factory owner			48	12.0%
Manager			54	13.5%
University teacher			71	17.8%
Medical doctor			21	5.3%
Lawyer			16	4.0%
Engineer			22	5.5%
Politician			22	5.5%
Other			92	23.0%

Note. M= Mean, SD= Standard deviation, f= frequency, %= percentage, N= Number of participants

Bivariate Analysis. To determine the relationship between social, socioeconomic, and performance by increasing and honing and steeply occupations in Lahore, Pakistan's urban spaces. To examine of potential connections between interviewees' demographic with higher education systems and high-earning professions in urban spaces were concluded through correlation bivariate analysis. The stated hypothesis was tested using correlation analysis. (I) There will be a strong link between higher education systems and high-earning jobs in urban spaces of Lahore Pakistan (ii) There is a considerable

positive link between participant demographics, including age, gender, education and monthly income with high-earning jobs of participants in urban areas of Lahore Pakistan.

Table No. 2: *Bivariate Analysis between Higher Education Systems & High Earning Jobs (N=400)*

Variable	N	M	SD	2	3	4	5
1. Age	400	2.63	1.18	.035	-.031	-.07	.013*
2. Education	400	3.29	1.06	-	.033	.05	.079**
3. Monthly-I	400	3.05	1.49	-	-	-07	.061**
4. Higher-Ed	400	2.50	1.12	-	-	-	.017**
5. Higher-E Job	400	19.8	3.27				-

Note. M= Mean, SD= Standard Deviation, *Correlation is significant at the 0.05 level (2-tailed). **Correlation is significant at the 0.1 level (2-tailed) and ***Correlation is significant at the 0.01 level (2-tailed), Gender (male=1, female=2), Age (20-25=1, 26-30=2, 31-35=3, 36-40=4, 41-45=5, 46-50=6) Education (Graduation=1, Masters=2, M.Phil.=3, Ph.D. scholar=4), University= (LUMS, Superior, GCU, PU).

The above table demonstrated a significant positive correlation between the higher education systems in urban spaces with high-earning professions of participants as the value (p<0.5) supported the hypothesis that there is a significant association between these higher education systems and high-earning jobs.

Regression Analysis. Regression Analysis was conducted to find the predicting effects of higher education systems for high-earning professions of participants in urban spaces. By using multiple regression analysis, it was determined whether high-earning jobs were predicted through social, cultural and economic perspectives of individuals' lives or not. As a predictor for high-earning professions, individual factors that were on a ratio scale, such as their monthly salary, education and age as running data, were also examined through regression analysis. The hypothesis of prediction as social, cultural and economic capital will be significant predictors for a high-earning job in urban spaces of Lahore Pakistan.

Table No. 3: Regression between Higher Education for High Earning Jobs (N=400)

Variables	High-Earning Profession						
	B	95% CI for B		SEB	β	R^2	ΔR^2
		LL	UL				
						.010	.002
Constant	19.50	.016	7.12	.733			
Control Variables							
Age	-.021			138	-.008		
Income	-.129			.110	-.059		
Education System	.239			.154	.001**		

Note. ΔR^2 = Significant Change, β= Standardized Coefficient, N= number of Participants (male=1, female=2), Control Variables=. *= significant at p<0.05, **= Significant at p<0.01, ***significant at p<0.001

Personal characteristics were found as non-significant negative predictors for high-earning jobs whereas, higher education was found as a significant positive predictor for high-earning jobs in urban spaces of Lahore Pakistan. In output R^2 value was .002 showed a level of variance for personal characteristics $F_{(3)}$ =1.302, p>.05 showed education systems (public and private universities) were a significant predictor for higher earning professions (β= -.001).

Independent Sample t-test. An independent sample t-test was conducted to find the difference in means and standard deviation among higher educational institutions for high and low-fee-structured private institutions (LUMS & Superior) as well as high and low-fee structured government universities (GCU & PU). An equal proportion (100 (25%) from every institute) of male and female students (pass-out) were selected for measuring the difference in high-earning jobs affected by education systems provided in private and government institutions.

Table No. 5: Independent Sample t-test Comparing the Effects of Higher Education Systems (private and government), for High earning Jobs (N=400)

Variables	Private Universities (n=200)		Government Universities (n=200)				99% CI		
	M	SD	M	SD	t	P	LL	UL	Cohen's d
High-Earning Jobs	12.91	2.26	7.42	1.14	0.02	.00	4.12	13.01	0.1

Note. M= Mean, SD= Standard Deviation, p= Significant value, LL= Lower Limit, UL= Upper Limit, CI= Confidence Interval, Cohen's d= Effect Size

Outcomes of the independent sample t-test showed in the table above with significant differences in private and government universities for the higher earning job. It was found noteworthy differences with t (16) = 0.02, p<.05 were significant for high-earning jobs for private and government universities. Findings showed that mean scores for high-earning jobs for private and government universities (M=12.91, SD= 2.26) (M=7.42, SD=1.14) showed compared able significant differences in means for two groups (private & government).

DISCUSSION

The present study was purposed to identify the effects of quality education by various educational institutions (government & private) with high and low fee structures on high-earning jobs for career success in participants belonging to urban spaces. To evaluate the finding of the recent study four universities were selected including two private and two public with low and high fee structures. Eight departments were included and a total of 400 alumni students most of them working in different organizations were selected as samples.

It hypothesized the significant associations between the variables and the highly predicting of higher education systems for high-earning jobs. The findings revealed that a positive significant association was found between the higher education systems with high-earning jobs. Urban areas of Pakistan are known for having multiple opportunities, which is why many people have been migrating to cities due to the increasing cost of living in rural areas. This has led to a substantial increase in the figure of children who are unable to attend school due to a lack of transportation (Grigal, Smith, Hart & Verbeck, 2019). In addition, the increasing cost of living has made it difficult for some people with low-income levels to afford housing in urban areas. This leads them to homelessness and often makes them dependent on welfare programs. This is one example where residential areas are having an impact on the education systems and high-earning jobs.

The residential areas are not only a place to live but also a place where people work and live. The residential areas are the places where people can find a job and get an education. In many countries, people have to choose between living in residential areas and living in the city. Many people choose to live in residential areas because they don't want to pay high taxes for living in the city (Brown, 2020). The effects of residential areas on the education systems and high-earning jobs vary from country to country. Some countries have developed policies that encourage more people to live in cities so that they can be better educated and earn higher incomes. The effect of residential areas on the education system and high-earning jobs has been a topic of discussion for many years (Grigal, Papay & Verbeck, 2019).

The truth is that residential areas have an effect on the education system and high-earning jobs, but it is not always a negative one (Brown, 2020). Some studies suggest that living in a residential area can increase the level of education for children because parents are more likely to take their children to schools outside of their neighbourhoods. Some people argue that students should be able to choose where they want to live based on their educational needs, but others say that this would lead to segregation in society (Assari & Mistry, 2018).

A recent study found that the average student in a school with a high percentage of students living in poverty had a nearly 50% chance of dropping out before graduation. In contrast, students in wealthier schools had only an 8% chance of dropping out (Brown, 2020). This is because students from poorer families are less likely to get the same opportunities as their wealthier peers. They are more

likely to be exposed to violence, have unstable housing and have less access to education resources. The growing gap between the rich and poor has been cited as one of the main causes of the rise in income inequality and is also one of the reasons why many people believe that there will be an increase in social unrest (Grigal, Papay, Smith, Hart, & Verbeck, 2019).

In general trends for male and female students related to acquiring higher education is similar but for workplaces, differences are found (Yabiku, & Schlabach, 2009). Although the pupils who were on the impact of higher education might be seen in their departure from the institutions or in their current seats. Having abilities and inventions in employment or the workplace significantly achieves them. Students strongly believed that higher education is the necessary foundation for obtaining excellent work prospects (Infurna, 2021).

Associations between the higher education systems and high-earning jobs are found in numerous studies. The potential wages of a professional in several fields are directly linked to the amount of specialized training (Settersten et al.,2020) For instance, in the healthcare industry, a general practitioner may expect to make up to $188,223 a year, but a specialist can make up to $360,000 annually, which is more than twice as much (based on 2016 data from Salary.com). An entry-level architect in the engineering career can anticipate making about $62,741 annually, while an engineer who obtains more qualifications can expect to make at least $95,136 annual basis. The prospective profits will often be larger the more concentrated the training and in-demand skills (Shishavan & Sadeghi, 2009).

Another study found that higher education systems and employment or professional success through high-earning jobs had a favorable and substantial link (r =.562) (Leung, Bhagat, Buchan, Erez & Gibson, 2005). Pakistan is a developing nation, and as such, the job rate is directly impacted by its economic situation. In contrarily, a large number of students pursued further education to achieve a high level of employment or high-earning jobs (Settersten, Antonucci, Dykstra et al., 2020). With a better degree, individuals anticipate more stable career paths as well the majority of fields were examined with the idea of employment and their relationship to high-earning jobs and sufficient employment opportunities are predicted by higher education for students.

The relationship between an individual's level of tutoring and his or her employment and wages has been substantiated by a recent US Census Bureau study. According to the report, Americans that attended university made significantly more money overall than those who merely completed high school (Malsch, Gendron & Grazzini, 2011). Even so, researchers all know that a lot of people in higher positions, especially in the government, obtained their positions more so as a result of who they know than just what they know. First, it is established from an examination of the people (25 years and older) included in the 2012 census, 2017 survey, and 2018 showed that those with greater educational attainment had increased employment rates. Adults without either a formal education typically experienced the worst employment chances. In another way, persons with less education reported more unemployment (Settersten et al., 2020).

CONCLUSION
The concluding remarks for this instantaneous statistical examination of higher education systems for high-earning jobs demonstrates that maintaining quality and knowledge significantly links education and wages and high-earning professional success. Individuals' odds of obtaining a job and their likelihood of making more money expand with their level of education. Naturally, all of that results in a higher level of living for everyone. The results of this study enable us to conclude that individuals with higher education typically have more opportunities for work which leads to acquiring high-earning professions. Higher education returns are rising, and work prospects are declining in Pakistan. The majority of this study's findings supported the notion that the working world needed workers who were more effective and better qualified through high-ranked institutions where they get training to peruse careers with high expectations and earnings. High-earning jobs are significantly predicted by higher education systems. However, the advantages of higher education are not as great as the need for specialists in the workforce (Huđek Tominc & Širec, 2018). It was also found in the present study that higher education was more selective than other predictors (social, cultural, economic) for high-earning jobs assessed by the researchers, which represented 70% of the variance. Additionally, it was discovered through interaction that a higher education affects occupation and the working world as a predictor (Harvey, 2000).
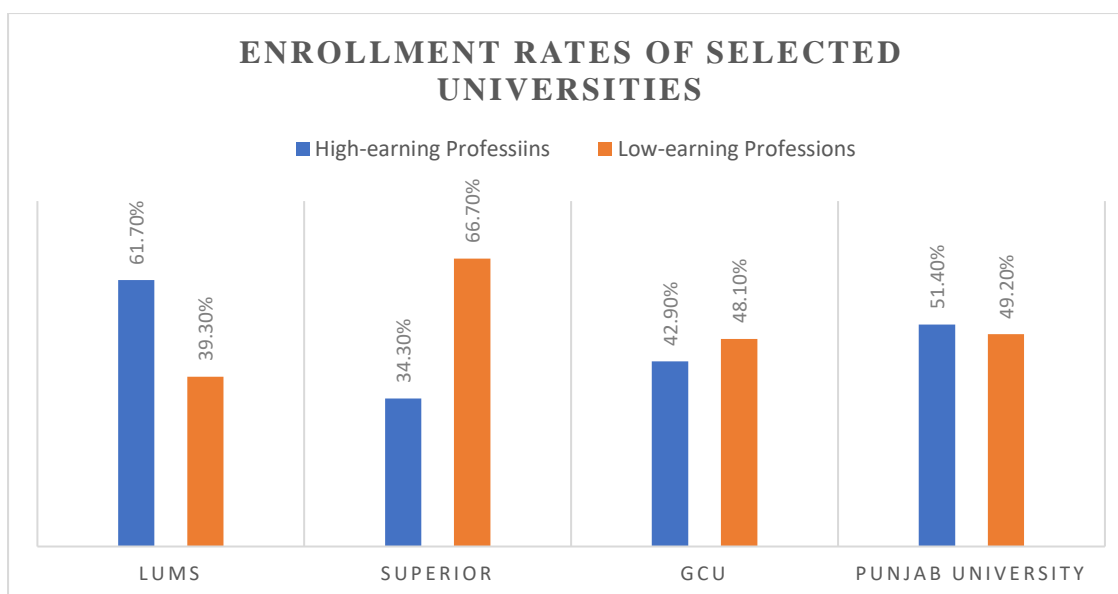
ENROLLMENT RATES OF SELECTED UNIVERSITIES

■ High-earning Professiins   ■ Low-earning Professions

	LUMS	SUPERIOR	GCU	PUNJAB UNIVERSITY
High-earning	61.70%	34.30%	42.90%	51.40%
Low-earning	39.30%	66.70%	48.10%	49.20%

Figure 1: *Enrollment rates of selected universities with high and low-ranked private and government*

The present study encountered filling limitations while conducting the study. Despite comparing the universities of urban and rural areas of Pakistan with high and low ranks academic capabilities and quality education systems researchers choose universities from Lahore Pakistan and urban spaces to maintain class boundaries. Due to limited resources and pandemic situations in Pakistan researchers approached their sample participants through online Google forms for survey questionnaires and in-depth interviews which might affect the efficacy of participants' responses.

It was highly recommended that future studies should find circumstantial evidence that universities contribute to the advancement of democracy, in addition to their function as originators of human capital (social, cultural and economic). Another crucial area for future research should be determining how much the growth and rank of universities affect the employment rates in working organizations and should explore the effective plans for education systems that come with the highest yield.

It was suggested that with rapid introduction and development of new techniques in higher education systems including inventions of technologies and expertise industrialized economic investments could boost future rates of economic growth. All private and government universities either low or high ranked should modify learning ideas, orientations, and techniques to evolve and change at the same rate. Universities must accept that this transition process may be laborious and entail temporal conflicts between what student's desire to learn and perceive they can learn, and what they truly do.

The development of a student's learning style and the rebalancing of their academic competence, motivations, and behaviours may be facilitated by sufficient care that is focused on understanding the student's learning patterns. This would be a fruitful outcome of the student's international experience. Powerful learning settings having considerable potential to bring about a transition toward the higher education systems by various universities affecting the productive learning approaches should be investigated to find evidence of the less strong influence that culture has on the use of learning strategies.

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