

Anatomize the Positive Impact of Higher Education Groups on the Country by Exploring and Comparing the Chinese and British Higher Education Background

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Abstract. In this study, the background of higher education in China and the UK will be compared to analyze the positive impact of higher education populations on national development. By comparing the differences in the higher education systems, teaching methods and subject settings of the two countries, the impact of different educational backgrounds on the higher education population and their contribution to national development will be discovered. By doing so, relevant data and literature on higher education in China and the UK are collected. A majority of information is found after analyzing the performance of higher education populations in the two countries in terms of job market, innovation ability, social responsibility, etc. Furthermore, the differences in higher education between China and the UK are not only due to the differences in education system and cultural background, but also influenced by various factors such as economic, social and political environment. Through the comparative analysis of the higher education population of the two countries, more findings are concluded. On one hand, higher education is an important way to train professional talents. On the other hand, higher education is an important driving force for national development. The background and characteristics of higher education in different countries have a profound impact on the qualities, abilities and values of the population, and have a positive impact on the social, economic and cultural development of the country.

Keywords: Higher education impacts; China; the UK; Compare and analysis; Country development.

1. Introduction

In the Oxford Dictionary, higher education refers to the stage of education that provides a high level of academic knowledge and vocational skills after students have accomplished secondary education [1]. Higher education is mainly provided by universities, colleges, junior colleges and other higher education institutions that arrange academic courses and offer professional training for students. Higher education covers a wide range of disciplines, including natural science, social science, engineering technology, medicine, art and other fields, students can participate in in-depth study based on their own interests. Higher education institutions emphasize developing students' academic abilities and critical thinking, and impart professional knowledge to students [2]. Higher education is committed to helping students acquire systematic knowledge and develop their academic literacy and professional skills. Higher education has a social obligation, which not only provides education and training for students, but also undertakes the mission of cultivating talents, and promoting social progress and innovation.

1.1. Research Background

British higher education enjoys significant international glory for excellence, with a large number of world-class research universities such as the "Russell University Group" 1994 University Alliance, which undertakes the majority of the tasks of government-funded scientific research and innovation in the UK, and the number of researchers and high-level scientific research papers are ranked first in the world [3]. Although the UK occupies 1% of the world population, 76% of UK universities have achieved international excellence or world-class research level while producing 16% of the world's highly cited scientific papers [4].



These remarkable performances are inseparable from the fact that the British government has long attached to research and innovation, and continued to deepen the reform of the higher education governance system. The British government introduced the "Implementation of Higher Education and Research Act" in April 2017, which is the most far-reaching reform of the higher education governance system after the "Further and Higher Education Act", and has important strategic significance for further strengthening the modernization of the UK higher education governance system and governance capacity [5].

In China, higher education has been the principal direction of national efforts in the past decade. Some higher education institutions in China face some challenges such as unreasonable specialty settings, disconnection between students' learning structure and social development, and inability to meet market demand. In addition, some of the higher education institutions have different levels of management issues which make them train talents not effectively and might result in employment competition for graduated students. China takes the lead in the diploma society, but the UK has to pay attention to the teaching quality of higher education, which is evidenced by the introduction of the Teaching Excellence Framework in 2016. The UK encourages universities to improve the quality of university teaching as well as scientific research. Therefore, the UK has introduced a series of regulatory strategies to ensure the research results of universities and the ability level of students [6].

1.2. Research Purpose

This paper takes the positive impacts of higher education as the core element, which is mainly for economic and human resources development to carry out in-depth research. By comparing the current condition of the proportion of higher education population in the UK and China, analyzes the data of the proportion of higher education population in the two countries and studies the relationship between higher education and the national economy while the relationship within higher education and human resources considers and reflects on the suitable direction of higher education evaluation in China.

1.3. Research Significant

Higher education has played a crucial part in promoting the development of countries. The knowledge-based economic and social system has been shaped initially in the UK, and education in the UK is a world leader that is worthy of reference.

Primarily, by comparing the background of Chinese and British higher education systems, the similarities and differences between the two countries in the field of higher education can be understood more comprehensively. An in-depth study of these differences helps the Chinese government to gain a deeper understanding of the characteristics and latent issues of higher education development in both countries. The secondary, higher education population is the future backbone of the country, which plays a pivotal role in academic research, scientific and technological innovation, personnel training and so on. Studying the positive impact of higher education can provide a basis and guidance for national education policy formulation and higher education system reform. As supplementary, studying the positive impact of higher education participants on countries can provide valuable experience and inspiration for international exchanges and cooperation. In the context of globalization, the internationalization of higher education has become an important tendency.

By comparing the background of higher education in China and the UK, the experience of international exchange in the two countries is appreciated, and the reference is provided for promoting cooperation and exchange between the two countries.

2. Literature Review

The development of universities is bound to be influenced by politics, economy and culture. To adapt to the transformation of the development paradigm of universities, the traditional governance mode of higher education will convert simultaneously [7]. It is necessary for higher education institutions

to carry out continuous governance reform in order to develop a knowledge-based economy society. Under the traditional development model of China, the relationship between government, universities and society is not balanced.

2.1. Higher Education Background in the UK

Higher education in the UK has become one of the most successful countries in the implementation of higher education internationalization strategy [8]. British higher education has a world-class oracle and leads the world's cutting-edge research and innovation in many fields. There are 163 public institutions in the UK, 10 of which are in the global top 50, 18 of which are in the world's top 100, and 30 of which are in the world's top 200 [9].

2.1.1. Higher education system

Analyzing the figure, almost everyone in the UK can receive higher education with the education rate at 56% in 2022 [9]. The British higher education system is characterized by a dual structure, while it is customary to emphasize the binary division. Nearly all institutions offer three-year bachelor's programs, and most also offer graduate degrees with master's and doctoral degrees. Some institutions offer part-time programs, particularly postgraduate scholarships.

2.1.2. Financial resources

In 1889, the British government initiated to allocation of financial resources to higher education institutions and divided the development process of financial resource allocation into the following three stages [10].

- Relatively stable stage

The period from the early 20th century to the mid-1970s belonged to the relatively stable financial resources allocation of higher education in the UK. In July 1919, the British Treasury established the University Grants Committee (UGC), which marked the formal establishment of the financial relationship between the government and higher education institutions. Since 1925, the government has promised to allocate funds to higher education every five years for their educational activities [11].

- Fluctuating financial resource allocation stage

The world economic crisis in 1973 led to great damage to the British economy, which made the British government switch the five-year allocation cycle to a three-year financial resources allocation system in 1975. In 1985, the UK government launched "The Development of Higher Education in the UK in the 1990s", which clearly cut the financial expenditure on higher education [12].

- The phase of continuous tight financial resource allocation

In 2012, the British government accepted the recommendations of the "Brown Report" and raised student tuition fees substantially and reduced the allocation of financial resources for higher education. The change has prompted higher education institutions to seek more financial support in other ways besides obtaining national financial resources, such as charging tuition fees, obtaining funds and so on. Overall funding for British higher education is rising steadily, which mainly benefits from an increase in non-government funding [12].

2.1.3. Education evaluation

Viewing the figure, at least more than 20% of graduates have failed to find employment in the professional field of study; by 2022, more than 50% of jobs in the UK will need to be filled by highly skillful university graduates [4].

2.2. Higher Education Background in China

2.2.1. Higher education system

For the sake of promoting the connotative development of China's higher education, China has carried out several governance reforms. The "China Education Modernization 2035" proposes to promote the modernization of the governance level and governance capacity of China's higher education [13]. As far as the current situation is concerned, China's higher education governance reform has made some achievements as several positive changes in the field of higher education have been noticed by citizens. Nevertheless, many issues of higher education governance in China are noticed inconsistently.

2.2.2. Financial resources

With the continuous expansion of the scale of higher education and the development of the economy and society, the expenditure of Chinese fiscal education is also soaring year by year [14]. However, compared with the society's expectation on higher education development, certain deficiencies in the allocation of financial resources in higher education in China are considerable. As the birthplace of the modern higher education systematic model, Britain has reformed the financial resources allocation of higher education successfully. To study the successes in the UK and draw its experience and lessons in China will be helpful and worthy of reference.

2.2.3. Education evaluation

According to literature research, China lacks a clear education quality inspection system, and the evaluation criterion relies on the quantity of scientific research and academic reports. The phenomenon leads to the inability to guarantee the quality of higher education and the academic level of students. Recently, China has a definition of a "fake doctor" that represents a person who owns a doctoral degree but doesn't achieve the standard of a qualified doctor, which is evidenced by a lack of academic skills and nonknowledge reserve [15].

2.3. Similarities and Differences between Two Countries

Britain's multi-level and systematic internationalization strategy has important inspiration and reference value for the development of China's higher education internationalization today. British higher education is a typical instance of the implementation of an internationalization strategy with two-way openness.

Knowledge economy gradually occupies a higher position in society, science and technology are the general directions of the future, and the innovation in technology development of science officially requires well-educated talents. Compared with the UK, China has a definition called "diploma society" in which degree is the key factor within the job-seeking section [16]. However, the UK has started to pay attention to the teaching quality of colleges and universities and introduced many policies to optimize the quality assessment of higher education.

3. Finding

3.1. Higher Education Stimulates Economy Growth

There is a positive correlation between higher education and economic growth, and with the rise of the educational gradation of higher education, the relationship becomes closer.

Higher education is vital in cultivating high-quality talents. Through study and training in higher education, students are able to attain professional knowledge and skills, and develop innovative and practical abilities. These high-quality talents have become the backbone of various industries by promoting scientific and technological progress. They are more competitive in the global competition that can bring more innovation and opportunities to the country while helping with economic growth. A large number of case studies have illustrated that higher education solves regional economic

inequality effectively as citizens' quality can be improved through mass higher education. Higher education trains students to acquire essential skills that are suitable for the 21st century, meanwhile, enhancing students' creativity and other social competitiveness. Higher education enhances students' abilities, thereby reducing economic disparities and contributing to sustainable economic development.

To summarize, higher education and the national economy are tightly linked. Therefore, the government and society should attach great importance to the development of higher education as it has positive effects on the national economy.

3.2. Higher Education Contributes Talented Human Resources

Higher education has a positive impact on the supply of human resources, personnel training and career development, and at the same time has a significant effect on the structure of human resources.

First and foremost, higher education enlightens students on professional scholarship and skills that are required for future career fields. Higher education adjusts and optimizes the structure of human resources. Higher education can adjust the setting of disciplines and training directions flexibly to meet the social needs and industrial structure, so as to cultivate outstanding talents who are attaching market requirements. Applying a highly adaptable and flexible system, the human resource structure can maintain pace with social development.

Additionally, higher education advocates innovation and entrepreneurship by providing students with diverse platforms and resources. Numerous higher education institutions cooperate with enterprises to jointly promote better development for entrepreneurship, and inject more innovation impetus into the labor market. Besides, higher education plays an important role in personal occupational development and advancement. By receiving higher education, an individual can obtain higher academic and professional qualifications and improve their competitiveness in the labor market.

In a nutshell, higher education plays an assignable role in cultivating talents for the country, so the quality assurance mechanism, the evaluation system and quality improvement strategies and practices of higher education are significant.

4. Conclusion

Although the total allocation of financial resources in China has increased significantly, there are some difficulties in the allocation of higher education financial resources. Learning from the practice of the UK, China can set up a relatively independent higher education financial resources allocation institution. There is one more point, higher education can promote the open and transparent allocation of financial resources in higher education. Moreover, the legal system for the allocation of financial resources in higher education can be perfected.

Higher education has become an important aspect of scientific research contributing to the characteristics of relatively concentrated scientific research forces, relatively complete subject categories, sufficient research capacity, rich information sources and so on. Furthermore, the UK has begun to pay attention to the quality of higher education teaching, therefore, learning the improvement process of the British higher education quality inspection system will provide great inspiration for China to ensure higher education maintains good teaching quality, and help China to better train and discover outstanding talents.

By comparing the development process of higher education in China and the United Kingdom, this paper finds that higher education is very important to the country, which is embodied in two aspects: one is to stimulate national economic development, and the other is to introduce outstanding talents to society. Meanwhile, Britain has a relatively complete development of higher education, learning from the UK will inspire the development of China's higher education system and help China form a higher education system that conforms to Chinese socialist characteristics gradually.

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