The Necessity of Change and Development of the Higher Education Institution in the Age of Globalisation

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Abstract: The age of globalisation impose a series of transformations that higher education institutions must to run through in order to withstand the market of knowledge and educational services supply. Thus, higher education institutions, like all open systems, are permanently submitted to constant pressure to change and development. In the content of the article we intend to map out a model of the dimension of change in the higher education institution, focused on the intervention for organizational development. Organizational development means change, plus constructive growth on basis of the sustained efforts of professional teams through normative, re-educational strategies, for modifying the institutional “philosophy”, values, systems, behaviours and last but not least the vision to improve the organizational force, to develop learning processes and problem solving, through management support. The phenomenon of globalisation has brought about changes in the world economic structures, which generated the increasing of the importance of the internationalization strategy of higher education, of ensuring the quality of the study process, of the performing human resources that have high qualifications competences for the competitiveness of the national systems. Throughout the course of the work we will evoke some essential elements from which the institutional change can start, either from a mood of the management or the employees who feel the need for renewal, or from an inefficiency of the control at the organizational level, or due to a failure of the innovation and receptivity to new ideas that appear. Also, in our scientific approach, we will focus on over some contemporary methods and techniques that can be approached to produce change and organizational development. The model of change and development of the higher education institution in the age of globalisation that we will finally propose, may serve as a benchmark for similar entities to raise greater awareness among the employees on the need to accept these stringent processes.

Keywords: *higher education institution; institutional development; model; globalisation.*

How to cite: Budevici – Puiu, L. (2020). The Necessity of Change and Development of the Higher Education Institution in the Age of Globalisation. *Revista Romaneasca pentru Educatie Multidimensionala*, 12(1), 350-356.
doi:10.18662/rrem/218

1. Introduction

An important role in the current process of globalization of the new economy, in which the higher education institutions of the Republic of Moldova are involved, is the responsibility of the new information and communication technologies, which radically changes the economic and social activities, concurrently with the modalities of acquisition, creation, dissemination and use of knowledge. The education systems are constantly changing. Globalization and the information revolution are factors that contribute to the revision of higher education missions in the direction of their adaptation to the new changes generated by market requirements (Manolachi, Budevici-Puiu, 2016).

In this context, new information and communication technologies cause substantial changes in the organization of economic agents, producers of goods and service providers.

In order to increase the competitiveness of the European economy, the Lisbon Strategy has proposed by its declared purpose, to transform the European Union into “the most dynamic and competitive knowledge-based economy capable of sustainable economic growth, with more and better jobs and a greater social cohesion and respect for the environment” (Lisbon Strategy, 2008). In fact, wealth and power, in the age of globalization, will primarily emerge from intangible intellectual resources, from the capital of knowledge. Thus, higher education institutions are placed in a position to concentrate their efforts on the efficiency, modernization and development of the educational and research process (Nicolaescu, 2015).

According to the specialized literature, the knowledge revolution, which consists in this transition to the dominant knowledge economy, is a comprehensive and profound process, generating fundamental changes in all components of economic activity, analogous in the intensity with those produced by the industrial revolution. These changes produce significant mutation and in the way people think, work, learn and live.

2. Problem Statement

The purpose of the research is to identify a series of defining elements of institutional change, of contemporary methods and techniques that can be approached in this regard and to draw up a strategic model of the change that can serve as a benchmark in the development of the higher education institutions of profile and not only.

3. Research Methods /Aims of the research

In the research we used the following research methods: literature analysis, interpretation of results, observation and graphical method.

The need for change and development of the higher education institution in the age of globalization is dictated also by the imperative of the changes made in the perceptions of the students, who are in fact the main beneficiaries of the educational services, which determines an approach of the institutional behavior oriented towards meeting the needs of the “customer”. In this context, the higher education institution must ensure to the next generation an education and information that will enable them to contribute to the respect of the great balances of the natural environment and of life. In Table 1 we reflect the defining elements of the change of the higher education institution in order to face the competition on the educational services market.

Table 1. The defining elements of the change of the higher education institution after I. Verboncu (2015) modified by us

Element specification	Causes of changes	Methods
Orientation towards beneficiaries of educational services	<ul style="list-style-type: none"> • The systematic and permanent need for specialists in the field to adapt to the demands of the educational market • The existence of some educational processes focused on memorization • Poor communication between the main actors of the study process • The reduced attracting of the students in scientific research • Large number of scientific-teaching staff versus number of students • Inadequate attitude of other functional departments of universities towards students 	The multidimensional approach of the student
Adaptation by change of the study programs, the curricula and the curricula of the educational disciplines to the European	<ul style="list-style-type: none"> • The need to modify the actions of the teaching staff to integrate in the international university developments • The existence of curricula and study disciplines that do not coincide with the European ones • The lack of compatibility of the specializations with the basic elements of the reference field of the university • The need to increase the academic 	Design the changes that are required in this area and elaborate plans for overcoming obstacles

and international requirements	<p>mobility with the full recognition of the study program and the diplomas obtained with the universities abroad</p> <ul style="list-style-type: none"> • Elaboration of the curricula, in most cases from the perspective of the preparation and the convenience of the teachers • The non-existence of effective mechanisms at the level of the departments, faculties and institution that homologate the plans of studies and the curricula and / or evaluate the content of the didactic process, generating feedback of improvement 	Scoreboard
Developing the performances of the scientific-teaching staff and improving their professional competence in accordance with European standards	<ul style="list-style-type: none"> • Inefficient selection of teachers • Existence of a deficit of the participation of the teachers in internships of international mobility • The lack of an organizational climate conducive to professional development, as well as an internal culture that does not generate new ideas and which would allow a synergy in the exercise of the basic functions of the higher education institution 	Selection, evaluation, motivation, improvement, stimulation and financial support of scientific research
Continuous improvement of the quality of educational services	<ul style="list-style-type: none"> • The non-existence of a standardized approach in ensuring the efficient functioning of the Quality Management System in accordance with current European requirements • Lack of an international certifications of higher education systems • Insufficient financial resources for development 	Certification of the Quality Management System
Development of professional and research masters programs, competitive at national and international level	<ul style="list-style-type: none"> • Low interest of graduates of bachelor studies for postgraduate preparation • The emergence of numerous specializations at Cycle II on the competitive market • National and international market requirements • Orientation of graduates towards the amplification of personal incomes • The existence of specializations in the institution, to which professions and jobs correspond that are largely exercised by graduates with other training 	<p>Evaluation of masters programs and authorization of profitable ones on the labor market</p> <p>Superior motivation of participants in postgraduate training compared with that of students</p>

Authorization / accreditation and development of study programs in association with foreign universities	<ul style="list-style-type: none"> • The offers from the labor market • Existence of non-reimbursable foreign funding during the initiation of these study programs • The interest of some foreign institutions to finance certain programs • The need to enter new markets, including international ones 	Identification of joint study programs with other higher education institutions from abroad interested in developing partnerships in this regard
Qualitative improvement of the Doctoral School in accordance with international standards	<ul style="list-style-type: none"> • Increasing demand of PhD students • Quality of training of PhD supervisors • The requirements imposed on the admission and preparation of the PhD students along the way 	<p>Accreditation of doctoral schools</p> <p>Encouraging the co-supervising in conducting doctorates</p> <p>Establishment of consortia between national and international doctoral schools</p>
Development of pragmatism within the continuous training programs	<ul style="list-style-type: none"> • Reduced involvement of notorious teachers in the country and abroad • Existence of some mechanisms for teaching and learning knowledge based on memory • Formal assessment of students • Defective and insufficient management adapted to the specific of the continuous training 	<p>Teacher selection</p> <p>Correct evaluation of the students</p> <p>Improving and emphasizing pragmatism in the teaching-learning process</p>
Development of university marketing	<ul style="list-style-type: none"> • Determining the needs, desires and interests of the consumer of education • Lack of an adequate promotion of the higher education institution • The need to attract students • The need to identify and meet the needs of consumers in the educational institution, inclusive and of the labor market • The non-existence of a management system of the activity of educational institutions consisting of research, design, implementation and control 	Orientation of the higher education institution towards marketing, so that its main obligation is to determine the needs and wants of the target market and to satisfy them through its own structure, and fees, communication, and the provision of programs and services to be viable, competitive and adequate.

The strategic model of the higher education institution that generates the change must be oriented towards entrepreneurship and autonomy. Thus, the higher education institution shall strive to achieve the status assumed in Figure 1.

Figure 1. The model of change and development of the higher education institution

For a dynamic evolution, the University needs to adapt to the external environment that is in permanent change. This is because the activities of the higher education institution are largely dependent on the external environment. Thus, the management staff of the institution is in a position to understand the changes that occur in the external environment, the influence these can have on the good functioning of the entity, without affecting getting the desired results, the competitive advantage or even its existence on the competitive market (Manolachi, Budevici Puiu, 2016).

4. Findings

In conclusion, we can mention that the university must become an innovation institution, much more active in the national research system, as well as in the international competitive environment. At the same time, it is essential that the development and transfer of knowledge be carried out continuously and mainly through professional competences with which the graduates will integrate in the economic environment, including through patented patents. The dynamics of these activities becomes insufficient for the age of globalization, for the current demands of the society, which is why the university must develop new activities by which to intensify the transfer of knowledge to the business and society environment. By establishing active partnerships between universities, by intensifying research, innovation, through the public-private partnerships, universities become important economic actors at national level (Brătianu, 2015); (Isaic-Maniu, 2015).

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