

Management of the Processes of Massification of Higher Education in the Context of Globalization

Natalia S. Sakharchuk

Faculty of Economics
Peoples' Friendship University of Russia (RUDN University)
Moscow, Russian Federation
sakharchuk_ns@rudn.university

Abstract—The paper examines the main characteristics and driving forces of the global process of massification of higher education in the following countries, for example, Great Britain, Sweden and Russia. The reasons for the differences in the development and results of this process in these countries are analyzed. The role of state management in the process of massification of higher education in the context of globalization is revealed.

Keywords— *Higher education; Massification; Education Index; Marketization; Education management*

I. INTRODUCTION

In the context of globalization, the role of the university in modern society is being reviewed. At the same time, predictions about the future of universities are made by the polar. On the one hand, as Peter Scott notes, "the process of globalization makes one doubt the very viability of regarding the university as a public institution" [1]. According to the opposite point of view, the university is called upon to become a leading institution in the emerging knowledge society (a knowledge-based economy).

The economic dimension is the determining factor for the process of globalization which is also associated with intensive international trade, mobility of services, including educational ones.

The processes that determine the development of modern higher education in different countries can be conditionally divided into two types of processes [2]. The processes of the first type include:

- globalization, implying the erasure of economic, cultural and other borders between countries, intensification of migration flows in the spheres of employment, education; the formation of a single world system in all areas of human life - politics, economy, culture;

- Internationalization, reflecting the strengthening of the international dimension in the educational, scientific, innovative fields of the university;

- Informatization - a process associated with the rapid growth of production and consumption of information volumes in conditions when information becomes an important resource;

- The formation of a knowledge economy, signifying the transition from an industrial economy to an economy in which the main resource is knowledge.

Processes of the second type:

- Massification, i.e. a substantially growing demand for higher education. Massification in turn leads to "diploma inflation", which reflects overproduction of diplomas, when their number begins to exceed the number of existing jobs;

- Pragmatism - transformation of goals and values of higher education;

- The uncertainty of the place of higher education in the social structure and social relations;

- Reduction of the share of state responsibility for the sphere of higher education.

Thus, the processes of globalization had a significant impact on the educational sphere, giving rise to the phenomenon of the massification of higher education, which radically changed the world market of educational services.

II. TRANSITION FROM AN ELITE HIGHER EDUCATION TO A MASS

Massification is a tracing from English, implies a transition from elite higher education to mass education. Now massification of higher education, it is actually adapting it to the needs of a mass, average student of the first bachelor's degree of education. We can say that the "bachelorship" of the first, the main part of higher education, because the master's program is already the second stage of selection or "selection", was conceived as more competitive and relatively small, that is. non-mass. Many entrants during the "selective state demand" for higher education did not enter universities because of the competitive barrier and went to study in technical schools and vocational schools. Today, for a paid reception, this barrier is relatively low, and therefore almost all graduates of schools go to higher educational institutions. A massive student (unlike the strongest) with medium cognitive resources has comparatively limited opportunities to perceive, process, and use an ever-increasing volume of information. Accordingly, the educational product is forcedly simplified, "massaged", packed into an easily used form and presented as consumer goods of mass demand.

Moreover, the massive demand for higher education gave rise to significant financial problems for the state, which contributed to the emergence and spread of neoliberal ideas about the role and place of education in society. Views on higher education as a public good began to be replaced by the notion of higher education as a private good, which must be paid by the individual himself. In practice, this led to an increase in the direct participation of citizens of the state in financing their own educational projects, and as a result, the emergence of non-state universities and the growth of the number of higher educational institutions.

In the late 1920s, the USA showed a tendency for massification, followed by European countries in the 1960s, and in the 1970s and 1980s, the trend was spreading to the developing countries of Asia [3]. In Russia, the massification of higher education began simultaneously with the transition to a market economy immediately after the collapse of the USSR.

At the same time, it should be noted that the massification of higher education has led to an increase in the educational level of labor resources, which are reflected in such indicators as the level of education of the population, the average duration of training, the number of students, et cetera.

At the basis of the massification are the cardinal changes in technology and production technology, the replacement of the fifth technological order by the sixth, the information revolution, and as a result the content and nature of labor change. In an industrial society, for the normal functioning of the economy, there was enough universal secondary education and mass literacy. In a post-industrial society, a mass mastery of the competences formed by the first stage of higher education is required. Massiveness of the demand for higher education was also promoted by reforms aimed at its democratization and accessibility implemented within the framework of a "social state" or a "welfare state".

Thus, the massification of higher education has caused the development of productive forces and leads to an increase in the educational level of the population, and in this sense can be interpreted as a progressive phenomenon.

Since 1980, the Education Index has been defined annually. Education Index is a combined indicator of the United Nations Development Program and is used to calculate the Human Development Index. The index measures the achievements of the country from the point of view of the achieved level of education of its population. It is generally accepted that developed countries should have a minimum of 0.8. When determining the place in the world ranking, all countries are ranked based on the Education Level Index [4, 5] (Table 1).

TABLE I. EDUCATION INDEX (1990-2015)

Country	Education Index					
	1990	1995	2000	2005	2010	2015
United Kingdom	0.644	0.793	0.836	0.867	0.891	0.896
United States	0.836	0.865	0.854	0.870	0.892	0.900
Sweden	0.710	0.807	0.823	0.836	0.841	0.855
Russia	0.663	0.662	0.724	0.768	0.791	0.816
India	0.311	0.344	0.379	0.429	0.478	0.535

Source: compiled by the author based on Human Development Data (1990-2015). Education Index. - <http://hdr.undp.org/en/data>

The United States according to the United Nations Development Program has the highest education level in the world, while in 2000 only 36.49% of the total adult population over the age of 25 had completed higher education, and in 2015 - 45.67%. At the same time, the percentage of the population with a graduate higher education in Russia as of 2016 was 55.60% [6].

III. MARKETIZATION OF HIGHER EDUCATION

The massification of higher education is conditioned by the process of marketization.

By marketization, we understand the new ideology of the functioning of the university, whose graduates must meet the demands of the economy and the requirements of efficiency.

Universities in the conditions of marketization are becoming increasingly dependent on the market. Nevertheless, market reforms in education in different European countries acquire and imply a different degree of marketization - however, the process of marketization affects to a lesser extent the leading world universities that value their reputation and whose effectiveness does not depend on the mass acceptance of students.

A. United Kingdom Experience

A high degree of marketization is observed in the UK, where market mechanisms are introduced into all spheres of education.

After the Second World War, the universities were to become the forge of New Europe, accumulate the remaining intellectual resources, and lay the foundation for political consensus and economic prosperity.

The British law on education, adopted in 1944, was perceived by universities as an attempt on their age-old freedoms and institutional autonomy. In 1945, a study of the British education system was conducted and it was revealed that the country unintentionally disposed of the fruits of immigration of European scientists, sending a significant part of them to the colony, and did not receive the inflow of intellectual capital and qualified personnel that the United States received. In addition, the study showed serious contradictions between the capabilities of the education system and economic needs.

In the 1950s, Britain occupied the second place after the United States among Western countries in terms of the general level of industrial production, by the early 1970s it was moving to the fifth place, letting ahead Japan, Germany and France. In the early 1960s, an acute shortage of highly qualified personnel began to be felt in the country. In 1961, 87% of the top management of large enterprises did not have higher education. The university sector, in which the training of specialists with higher education was concentrated, was unable to respond to the current situation due to its traditional academicism.

The answer to this challenge was the rapid growth in the number of universities (Fig. 1), including private ones, as well as the widespread spread of higher education fees. Under the influence of market needs, education from an elite social attribute becomes a service industry.

Marketization implies not only changes in the term "educational service", but also the emergence of new types of educational institutions in order to meet the need for higher education of "new students".

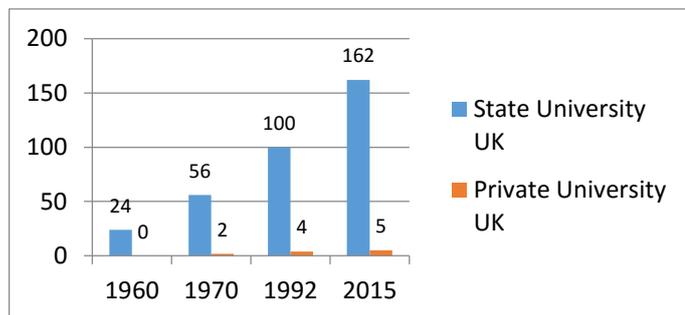


Fig. 1. Amount of state and private universities in the UK (1960-2015)

Source: compiled by the author based of indicators of higher education in Russia and the countries of the world [7]

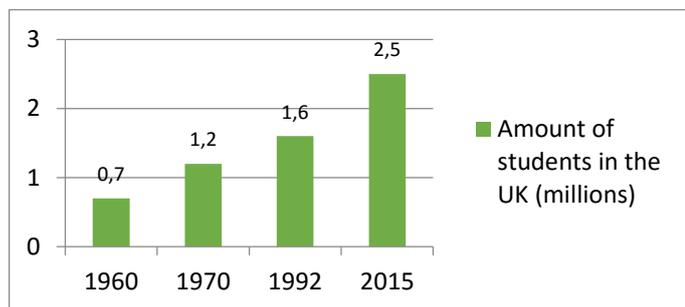


Fig. 2. Amount of students in the UK (millions)

Source: compiled by the author based of indicators of higher education in Russia and the countries of the world [7]

In the UK during the period under review, there has been a process of simultaneous growth in the massification and marketization of higher education. The number of public and private universities increased, while the number of students increased by almost 400% (Fig 2).

B. Experience of Sweden

A relatively low degree of marketization is inherent in Sweden, in which market mechanisms are implemented in a limited way.

In Sweden, multidirectional processes took place - massification as a global trend is a distinctive feature of Swedish higher education. Despite the fact that the number of universities has increased insignificantly (by 50%) (Fig. 3), the number of students for the same period has increased by almost 500% (Fig. 4). At the same time, the Swedish higher education system remains almost completely free, which indicates that there is no marketization in it. This is quite logical from the point of view of the conception of the social state prevailing in this country of "Swedish socialism".

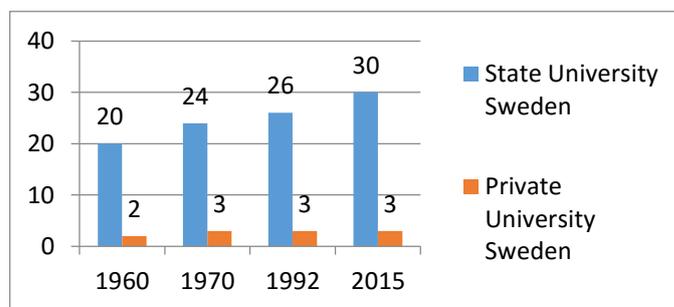


Fig. 3. Amount of state and private universities in Sweden (1960-2015)

Source: compiled by the author based of indicators of higher education in Russia and the countries of the world [7]

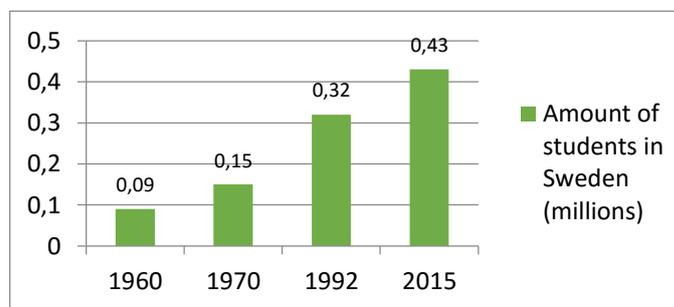


Fig. 4. Amount of students in Sweden (millions)

Source: compiled by the author based of indicators of higher education in Russia and the countries of the world [7]

C. Experience of Russian Federation

Russia has gone through a more complicated path from the total state system of higher education with a relatively limited number of higher education institutions. The modern "mass" university is four times larger than the number of universities in the USSR, almost half of which are private (Fig. 5).

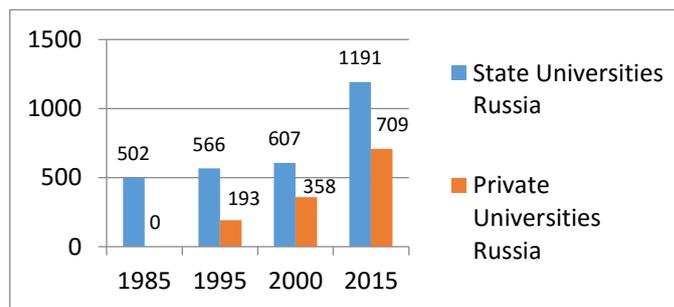


Fig. 5. Amount of state and private universities in the USSR and Russia (1985-2015)

Source: compiled by the author based on statistical collection data [8, 9]

As the number of universities increases, so does the number of students (Fig. 6). However, it should be noted that the population of the Soviet Union was 293 million people (1991) and only 502 universities, the population of Russia in 2016 is 145 million, and 1900 universities.

Russia, whose population is now half that of the USSR, showed a fourfold increase in the number of higher education institutions during the period under review.

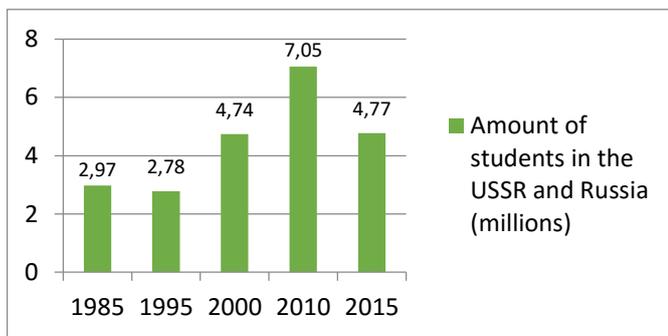


Fig. 6. Amount of students in the USSR and Russia (millions)

Source: compiled by the author based on statistical collection data [8, 9]

At the same time, the increase in the number of students at the end of the period (2015) was 60% compared with the USSR. We also note that at the peak (2010) the number of students in Russia exceeded the number of students in the USSR in 1985 by more than two times. This indicates that Russia, which later adopted its European neighbors, embraced global trends of the massification and marketization of higher education, nevertheless is among the leading countries in these areas. The result of Russia's movement along this path is the highest in the world (2016) indicator of the proportion of people with higher education over the age of 25 - 55.60% [6].

The reasons for this rapid massification have two bases. First, this process took place simultaneously with the transition of Russia to a market economy. This, on the one hand, created objective needs for workers with higher education, as it was in Great Britain in the early 1960s, and on the other hand, it allowed legalizing private property and private entrepreneurship, including in the sphere of education. Secondly, this transition coincided in time with a sharp intensification of the processes of globalization of the world economy, which influenced its acceleration.

As we can see on the diagrams, the number of those wishing to study at universities in all countries continues to grow. At the same time, many governments do not have the means to maintain a large number of universities, thereby satisfying the demand for higher education. Therefore, they are forced to involve the private sector and introduce tuition fees for students.

D. Methods for study

In the study, the author used some methods such as a comparative analysis, synthesis, systematic approach and classification, historical method.

IV. RESULTS

Thus, the process of massification of higher education is an objective global trend, conditioned by the needs of a modern market economy. At the same time, its development differs depending on the specifics of state regulation and management of higher education in each particular country. So in the UK there was a rapid growth in the number of universities and students, including foreign ones, with moderate growth of private universities. In Sweden, the

number of universities, especially private ones, has increased insignificantly, and the number of students has increased five-fold, which exceeds the figures of Great Britain and Russia. At the same time in Sweden, higher education remained free for almost everyone. In Russia, in turn, in the 1990's and 2000's there was an avalanche-like massif. The state deliberately minimized its participation, allowing private entrepreneurship to enter the education sector. So, even if sometimes to the detriment of quality, the issue of a shortage of qualified personnel for a new market economy was decided. At present, the trend has changed. With the preservation of the mass character and the market basis of higher education, the state passed to strict regulation of the quality of the educational services provided, as a result of which many universities, primarily private ones, are deprived of their licenses and accreditations. These examples confirm the relevance and need to manage the processes of massification by the state in the context of globalization.

V. CONCLUSION

Most developed countries came to an almost universal, universal higher education by the middle of the 20th century. Many developing countries can also provide many of their citizens with a higher education. Nevertheless, the percentage of people receiving higher education varies from country to country and largely depends on the economic and socio-cultural context.

The massification of higher education implies only a visible nature of the accessibility of education. In fact, it often does not give access to privileged positions and continues to produce social hierarchies. The negative effects of massification include the decline in the quality of education, and, consequentially, the reputational loss of the educational institution, the inflation of diplomas.

ACKNOWLEDGMENT

The publication was prepared with the support of the «RUDN University Program 5-100».

REFERENCES

- [1] P. Scott, *Massification, Internationalization and Globalization. The Globalization of Higher Education*. Buckingham, 1998.
- [2] *State, law, society in a globalizing world. Monograph*. Edited by A. Zakharov. Moscow: Prospect, 2017 - p. 336.
- [3] A. Belotserkovsky, about "quality" and "quantity" of education. *Higher education in Russia*, volume 4, 2011, pp. 3-10.
- [4] Analytical portal "Humanitarian technologies". *Education Index* - <http://gtmarket.ru/ratings/education-index/education-index-info>
- [5] *Human Development Index* - <http://hdr.undp.org/en/data>
- [6] OECD - <https://data.oecd.org/eduatt/adult-education-level.htm>
- [7] www.cyberleninka.ru/article/n/sravnenie-pokazateley-vysshego-obrazovaniya-v-rossii-i-v-stranah-mira
- [8] Ministry of Education of the Russian Federation. *Statistical database* - <http://минобрнауки.рф>.
- [9] Federal State Statistics Service of the Russian Federation - http://www.gks.ru/wps/wcm/connect/rosstat_main/rosstat/ru/statistics/population/education/.