



## Editorial

## IJED Editorial - Volume 55



In Volume 55 six of the nine articles concern higher education. This emphasis is neither sudden nor new. The IJED will soon release two special issues focused on higher education, one concentrating on innovations in finance and a second on policy innovations in the Asian region. In this volume higher education issues cover corruption, management efficiency, internationalization, and the transfer of social benefits across generations.

Previous work on corruption has covered policies which pertain to higher education systems. In their article titled: “Academic Corruption: Culture and Trust in Indian Higher Education,” Nidhi Sabharwal and William Tierney concentrate on a single Indian institution to better understand how ‘it works’. What they find is that corruption is heavily influenced by organizational culture and thrives on a general lack of trust that things will work as they are formally supposed to. They conclude that when a lack of trust pervades the system, it makes the utilization of ‘black money’ both systematic and inevitable.

A great deal of attention has been devoted to the issues surrounding policy changes put in reaction to the general pressures from: (i) enrollment growth, (ii) equity in representation, (iii) advances in quality and (iv) inadequate public resources (Heyneman and Lee, 2013). In their article titled: “Barriers and Drivers of Innovation in Higher Education: Case Study-Based Evidence Across Ten European Universities,” Anna Lasakova, Lubica Bajzkova, Indra Dedze and Helena Sajgalikova place these dilemmas in context and explain that there are a series of higher education ‘disengagements’ which need to be understood as background. These disengagements are between institutions and policy makers, between institutions and businesses, between managers and students, and between managers and subordinates. Their point is that these ‘disengagements’ typify higher education across Europe and must be overcome if innovation is to be expected.

Who enters higher education institutions is important, but also important is who continues or drops out of higher education after entry has been obtained. In the article titled: “Predictors of First Year Retention Rates at the University of the West Indies, Jamaica,” Nicola Paterson analyzes which kinds of students are retained. Perhaps it is unsurprising that she finds that retention is predicted by the level of pre-university academic ability and by the level of scholarship assistance received.

Much attention too has been devoted to the ‘internationalization’ of higher education, the degree to which foreign universities, international curricula, programs, students and faculty influence the quality of the programs. In the paper titled: “An Exploration into Student Learning Mobility in Higher Education Among the Arabian Gulf Cooperation Council Countries,” S.A. David, Hanan Taleb, S. Scatolini, A. Al-Qallaf, H. Al-Shammari and M. George point out that the effect of internationalization is to increase the likelihood that the student will wish to study outside of the home country.

Which people understand the value of higher education to sacrifice for it? In the paper titled: “The Impact of Generation and Socio-Economic Status on the Value of Higher Education in the UAE: A Longitudinal Study,” Laura Matherly, Nadia Amin, and Shamma Al Nehayan point out that an understanding of higher education’s social benefits seems to pass down across generations.

Since the 1950’s scholarships provided to study in another country have been common. Some analysts have suggested that these scholarships have had a significant impact on the home country, including the acceptance of democracy (Puryear, 1994). In the article titled: “How International Scholarship Recipients Perceive their Contributions to Development in Their Home Countries: Findings from a Comparative Study of Georgia and Moldova,” Ann Campbell, Joan Dassin, Matt Mawer, and Aryn Baxter argue that the perception of impact depends on the economic and political circumstances in the home country. Whereas in Georgia, the public sector welcomed scholarship recipients and made abundant room for them in governmental institutions. In Moldova the circumstances were quite different. International scholarship recipients were not welcomed into government and were forced to find employment in international development assistance agencies and non-governmental organizations.

School management is a universal concern and an active ingredient of many development assistance agencies. The question is whether the agendas of the international development assistance agencies have a natural grounding in local demand. In the article titled: “Democracy or Control? The Participation of Management, Teachers, Students, and Parents in School Leadership in Tigray, Ethiopia,” Eva Poluha, Lynn Davies, John Pryor, and Tigist Grieve analyze the effects of broadening stakeholder participation in making school management decisions. Their findings are important. They discover that the agency management agendas dominate decision-making forums with the result that broadening participation does not lead to greater democratization.

What motivates donors to offer educational assistance to middle and low-income countries? In the article titled: “Donor’s Motivation of the Education Aid,” Sugata Sumida, Birger Fredriksen, and Miguel Nino-Zarazua approach this question and find that donors respond to the recipient country’s needs, particularly with respect to issues of gender and are equally motivated by the proper use of aid money. What does not motivate donors are their own economic needs or the political agenda of supporting fragile states.

Remittances from those who work outside of their home country have considerable impact on an economy. But what effect do remittances have

on school attendance? In the article titled: “The Impact of Remittances on School Attendance: The Evidence from the Republic of Moldova,” Tereza Pilarova and Alexander Kandakov point out that remittances have an insignificant effect on school attendance.

### Summary

Taken together, what might we conclude from these nine articles appearing in volume 55? We should remind ourselves that management of higher education is parallel to the management of all large and complex organizations — that it naturally involves subgroup (manager, student, government, business) differences; that it rests on established norms of trust; that scholarships to study abroad and the presence of international higher education influences may generate significant benefits and that these benefits may transfer cross generations.

We might also conclude that remittances may not revolutionize social mores; that donors provide aid without necessarily supporting their economic self-interests but that donor agendas, such as wider participation, may be implemented as control rather than democracy.

### References

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