

Chapter 6

Renewed Image of Higher Education: Globalization of Higher Education through Organizational Justice and Culture

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ABSTRACT

Rapid technological and scientific developments that have emerged in the second half of the 20th century have profoundly transformed societies, the environment, and human life. With globalization, technologies that require manhandling have transformed into technologies that require educated human labor. In order to reach a certain level of quality, globalization forces education institutions, especially higher education institutions, to change and transform. In this context, organizational justice and culture, formed commonly across institutions of higher education, are expected to improve and increase the quality of education. There is little research on the topic of organizational justice and culture in education organizations. There is almost no study on the impact of these two important concepts on higher education in our globalizing world. Therefore, from an analytical perspective, this section aims to explain the content summarized above and the dynamics through which organizational justice and culture impact the globalization of higher education.

INTRODUCTION

Technological developments that shape the new world order bring about brand new concepts such as “Information-based society” and “information-based economy into the history of humanity (Zgaga, 2008). As of the last quarter of the twentieth century, the process of transition to information society has started in developed countries and a new global economic structure called information economy has come into being. In this new structure, economic capacity of individuals has come to be measured with their knowledge and level of education and competitive capacity of countries with their human and social capitals (Turkish Higher Education Council, 2007). Innovations and technological developments

DOI: 10.4018/978-1-4666-9850-5.ch006

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in science influence and structure social life. World countries are trying to improve their education systems in order to raise human resources that would adapt to new developments in this structuring (Shinil, 2008). Higher education is the leading educational institution that is considered to be tangibly affected by these development endeavors. Such that higher education has become one of the prior agenda items of international organizations such as the United Nations, United Nations Educational, Scientific and Cultural Organization (UNESCO), Organisation for Economic Co-operation and Development (OECD), European Union Commission, World Bank, and even World Trade Organization. Expectations of varying sections of the society from higher education have increased during the transition period to information society and economy. These expectations can be listed as follows (Turkish Higher Education Council, 2007, p. 13-14):

1. Providing education for more students and groups of broader age range, “massification” in other words,
2. Expanding their programs in a way that would include all of the new information produced and all new information fields created,
3. Employment of graduates; orientating towards practice in addition to information in research,
4. Building robust bridges with the society and making further contribution to regional and national development,
5. Developing open and transparent governance models that can account for its shareholders,
6. Meeting all of these expectations with public resources relatively dwindling.

As is known, higher education institutions provide individuals with profession. Within the framework of this reality and the expectations listed above, studies on the self-reconstruction of higher education according to the new dynamics of the new world order are being conducted. In this context, quality of education, teaching, research activities, and administrative services is evaluated comprehensively and regularly and tried to be improved. These efforts emerged in the United States of America and continued thereafter in European Union countries. Perception of justice is a basic concept for culture of institution in modern societies. Organizational justice is the aggregate of social norms and rules that determine interpersonal relations and the distribution of organizational resources (rewards and punishments), the procedures that are used in the distribution of these resources, and the implementation of these procedures. Quality improvement forces institutions of higher education to change their perceptions of administration and program design. If individuals do not care about the fairness of a certain topic, they do not react to cases of injustice when they encounter one. When we examine the related literature, we can see that organizational justice and culture are discussed in many organizations that are not educational, and more emphasis is given to the impact of perceived organizational justice upon human behavior. In the literature, some studies examine organizational justice under two sub-dimensions whereas others examine the topic under three sub-dimensions. Like many studies, this section discusses organizational justice under three dimensions and focuses on the impact of these dimensions upon the globalization of higher education.

The purpose of the section is the consideration and interpretation of the initiative to standardize higher education institutions structured by the Bologna process in relation with organizational justice and culture. In this context, the section includes the globalization of higher education; higher education policies of the European Union during this process; the Bologna process; higher education culture; perception of justice in higher education institutions and the reflections of culture and organizational justice on higher education.

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