

University Vs labour market a way to improve the quality of higher education institution

Illir Sosoli

PhD. University of Korca, Albania

Abstract

Quality management is essential for Higher Education Institutions Quality is an increasingly talked about catchword in higher education. The Bologna Process as well as national legislation have made quality management and quality assessment a requirement for Higher Education Institutions. Furthermore, ensuring the quality of teaching and education is crucial for HEIs in the daily competition for funding, reputation, students and researchers. The establishment of an inherent quality culture at the institution concerned therefore remains a ubiquitous challenge for responsible staff members.

This paper has the aim to give an overview of the development of higher education in Albania, analyzing quality indicators. Analysis of higher education management is concentrated at the University of Korca, a university of southern region of Albania, with four faculties.

This paper shows the importance of curricula of the university vs labour market. In order to analyse the problem, the study evaluated some variables of university in according to market by questionnaires.

Keywords: curricula, higher education, labour market

Introduction

Schools must proactively demonstrate relevance, value and reputation, which means rethinking how they conduct research, select and train faculty, design curriculum, engage students and measure quality. But communication ability, leadership, interpersonal skills are at once less easily taught or transferred to others but, at the same time, because they are less easily imitated, have more value in the competition for leadership positions that occur in organization.

Although the market will determine the fate of many of the varied experiments of today and tomorrow, one thing is almost guaranteed: new competitors and products demonstrate that standing still is unlikely to be a sustainable strategy.

Hasson and Klefsjo define TQM as “management strategy that has interrelated components, namely core values, techniques and tools”. Whereas according to Scrabec, “TQM should be viewed as TQE (Total Quality Education). This model moves beyond customers to include society and business beyond student”. However, Zairi and Youssef argue, “TQM must be viewed holistically by examining management factors such as institutional goal statements, long-range plans, and assessment techniques”. Owen states that “Total and continuous quality improvement is seen as a journey not as destination and as such has no real beginning or ending”. TQM is a managerial tool to fix the problems relating to services as well as approaches in education industry and it can standardize the education industry. But given the relationship between management education and the business world, market forces such as globalization, technological change, and new workplace requirements may affect business education more than any other branch of academia.

- The talent that companies are typically trying to motivate, retain and develop are what we usually call high-potentials, no matter the level in the hierarchy. Almost 100% of companies interviewed by Ready, Hill, and Conger (2010)

proactively identified high potentials. Common characteristics of high-potentials:

- deliver strong results consistently
- master new types of expertise
- recognize that behaviour counts, and they reflect company culture and values
- they have a drive to excel
- they possess an enterprising spirit (willingness to take on new challenges)
- they have a catalytic learning capability (capacity to scan for new ideas, absorb them and translate them into productive action), which requires self-reflection and the recognition that seeking advice is worthwhile.
- they have dynamic sensors (feel for timing, ability to quickly read situations, and a nose for opportunity). This can be developed by listening to others more carefully, observing how others respond to you and refreshing one’s network to align with the company’s new businesses.

Faculty need to do research that is important to managers and society, but not cater too much to the desire to entertain participants. Research needs to be grounded without becoming a science project. It is unlikely in my lifetime that we will see business school academics shift towards the professional school model of medicine, law and architecture, where the qualified teacher/practitioner helps students to both understand theory and reality, content and techniques, but I believe this is the direction in which we must head. A doctoral program producing academics that plan to teach in business schools should consider requiring that no one graduates without a minimum of people management, sales, operations or entrepreneurial experience. If you haven’t fired someone, or lost a big client, how can you truly understand the managers in your classroom?

We need to assure that those who are getting a degree know what that degree stands for, both the advantages it brings, as well as the responsibilities. If it is an MBA, and is meant to be

broad and focused on general management, let's assure that the graduate has a broad foundation, going beyond pure business, either through his or her undergraduate degree, or through the additional subjects and faculty that we bring into the MBA. If it is a Masters program, let's assure that it has the technical depth that is expected of someone who has mastered a subject. Though it can get messy, executive development programs should no longer be created without the target executives and their stakeholders involved in a co-creation process that we, as learning and management professionals, believe will have an impact. Though some might see it as excessive Pfeffer and Fong's statement should be reread by all of us, so that we don't forget where we are coming from: "The value of business schools is seen as too focused on extrinsic motives such as career advancement and getting a higher salary. But how are businesses changing the way they develop and retain managerial talent and what are the linkages between business needs and management education providers? How have business schools been changing to meet the evolving needs of business stakeholders as it relates to management education, with particular interest in graduate and executive (degree and non-degree) education?"

Business schools have presented their value proposition primarily as a path to career security and financial riches. There is little evidence that business schools or business education are related to economic development. Business schools are not fulfilling the role of developing important, relevant knowledge and serving as a source of critical thought and inquiry about organizations and management and thus advancing the professionalism of management. Business schools have not articulated a set of professional values and responsibilities or developed a standard of professional conduct. The possible emphasis by business schools on the development of critical thinking and integrative skills is the exception rather than the rule". With the increasing complexities of the world, the dynamism of the changes around us, the growth of the number of those participating in some form of capitalism and the possibilities offered by technology, we are at the cusp of something greater than we've seen in the past 30 years. There has been no better time to be involved in graduate management education.

2. University of Korca Vs Labour Market

The change and modification of the manner of student acceptance in universities, the change of the programs and curricula according to the framework of Bolonja, the increase in the number of universities, the opening of new studying departments, the increase of the academic staff and its continuous qualification in western countries, the tendency to develop the non public higher education alongside the public one.

The generally positive evolution of the higher education in our country was accompanied with a series of difficulties: the abandonment from the auditorium of a considerable number of qualified staff (because of immigration or employment in government administration or private sector); partial and confusing autonomy especially in the financial area; quantitative expansion and extension of the universities detrimental to the quality; difficulties and lack of capacities in the auditorium, modern equipment and in the everyday and massive means; decrease of the discipline of scientific research

Ensuring quality in the system of higher education is of a great concern in all the European countries, not only in Albania. The quality in the system of higher education in a country, its assessment and monitoring is a decisive factor concerning the status of the systems of higher education.

The University "Fan S. Noli" offers the following programs in the full time and part time system:

- 24 full time Bachelor studying programs
- 13 part time Bachelor studying programs
- 15 full time Professional Masters Degree studying programs (Professional Master in Teaching Biology-Chemistry", "Professional Master in Nursing", (opened for the first time);
- 2 part time Professional Masters Degree
- 5 Scientific Master studying programs
- 1 Postgraduate studying program

The aforementioned data reflect the progressive growth of the university's capacities as a higher education institute which fulfills adequately the need for university qualification in the three cycles of study and in the two systems of study in the southeastern part of Albania. These data constitute a challenge in relation to the adaptation of the studying programs to the changes that the economical and social development of the region suggests, the use of European standards of teaching and especially lifelong learning and the conservation of a fairer student/lecturer ratio in the institution. Generally all the studying programs reflect a growing interest when compared with the year 2014-2015.

3. Results of the Study

This article shows the problems of higher education such as: the lack of horizontal linkages University-Business, little depth studies regarding "university offer" (competencies, skills, knowledge and professional profiling figures). The study gives answer of the question: Product attributes university converge with market demand?

The study was based on questionnaires to businesses (360 companies) in the region of Korca and the questionnaires to the university (50 questionnaires).

The analysis of questionnaires showed that:

Investments in infrastructure have helped academic staff & students to develop a learning process aimed at increasing the quality.

Opinions are more positive in terms of furniture, equipment, office & telecommunication network.

More efforts should be made towards equipping the library with literature, as well as for staff training activities intended use of IT systems.

- ✓ 50% of respondents, answered that the programs adapted to the economic development trends.

The programs in the university, provide students with knowledge in the following areas:

- ✓ 68% of them responded that they average fulfilled in marketing, and 44% in communication.
- ✓ 48% of students answered that the programs of the university provides with the knowledge necessary to compete in the labor market.

An important question was: today, why graduated students have difficulty entering the labor market? The answers were: 24% - there is an opinion that there are fictive diplomas.

76% - for employees interested business people working experience, but only 4% - the curriculum has not provided the necessary information.

So, as was evident from the answers, curricula fulfill their function to provide knowledge to students.

About "The learning process and methods".

- ✓ Students are informed about programs of study, (64% chose the option "very").
- ✓ More work needs to be done in terms of involvement of students & business stakeholders in curriculum design, (24% & 56% respectively chose the option "little" & "average").
- ✓ Positive feedback in terms of adapting the curriculum to the development trends of the market: (64% of respondents chose the option "very").
- ✓ Positive efforts with regard to the institution partnership with businesses but are not enough.

4. Conclusions

Higher education is a sector which has the priority in all the economies and especially in Albania. But the demand of labour market has need to know by the university step by step.

- The practice enables learning about the work habits in the future, also considered employment opportunity. They must find concrete ways of cooperation with business. The study pointed out some reasons relating to: Why graduates have difficulties in the labor market introduction? the results were not good during the study, market saturation in some specialties & lack pronounced in others, business desire to hire more experienced individuals.

But it dominates a more positive outlook in terms of

- creating a clear vision for the quality of education & formulation of long-term objectives
- efforts to increase the institution's reputation & image
- creating an attractive environment to encourage staff initiatives
- institution's efforts to link and interaction with the business world
- Some of the knowledge expressed specific questions considered less important by the business and thus can be seen the possibility of adapting the curriculum to provide an adequate knowledge package with dynamic business developments.
- Stakeholders such as academic staff, students, business stakeholders should be involved together in the development of curricula, it will affect the fact that they are in line with development trends of the economy.

New competitors and products starkly demonstrate that standing still is unlikely to be a sustainable strategy. Schools must proactively demonstrate relevance, value, and reputation, which means rethinking how they conduct research, select and train faculty, design curriculum, engage students, and measure quality.

- The formation and functioning of the board of curriculum with broad participation from all stakeholders would be an important instrument in this regard.
- The market environment as well as curricula themselves are part of a dynamic process of mutually interdependent and should be seen constantly as such.

5. References

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