

Received date: 20/01/2008
Evaluated date: 30/04/2008
Accepted date: 11/02/2009

Journal of Education
(Education and Psychology Journal)
Shahid Chamran University, Ahvaz
Faculty of Education and Psychology
No. 4, Vol. 4, Winter, 2009, pp: 131-158

Globalization and Dilemma of Management of Quality in Higher Education

Y. Mehralizadeh*
E. Al-Ansary**
S. M. Marashi***

Abstract

The purpose of this paper is to explore the effects of globalization on management of quality in higher education. A Meta-evaluation methodology is used to see how much the current research-supporting hypothesis is related to divergence, convergence or meso of quality management in higher education. In the light of three debates related to the nature of globalization, consequences of globalization and role of globalization in promotion of democracy and human rights, three controversial hypotheses are studied. It is suggested that forces behind these three hypotheses cannot be assessed in isolation, independently of one another, nor from a perspective of either convergence or divergence among them. Rather, globalization, regionalization, and nationalism should be captured and studied as forces relative to and overlapping one another, sometimes antagonistic and sometimes cooperative toward each other but never harmonious.

Key words: Globalization, Higher Education, Management of Quality

* - Associate Prof in Shahid Chamran University-Iran,
E-mail: mehralizadeh_y@scu.ac.ir

** - Assistant Prof in University of Qatar-Qatar, E-mail: Alansary@QU.ac.q

*** - Assistant Prof in Shahid Chamran University, E-mail: marashi_s@scu.ac.ir

Introduction

Globalization is the process of growing integration of capital, technology, and information across national boundaries in such a way as to create an increasingly integrated world market, with the direct consequence that more and more countries and firms have no choice but to compete in the global economy. Globalization can be analyzed culturally, economically, politically, and institutionally (Knight and de Wit, 1997). Alvin and Heidi Toffler (2006) in "Revolutionary Wealth" stated how tomorrow's wealth will be created, and who will get it and how. According to the Tofflers, twenty-first-century wealth is not just about money and cannot be understood in terms of industrial-age economics. Thus they write about everything from education and child rearing to Hollywood and China, from everyday truth and misconceptions to what they call our "third job" the unnoticed work we do without pay for some of the biggest corporations.

This situation confirms that globalization is a multi-faceted process and can affect countries in vastly different ways-economically, culturally, and politically- but it does not take an ideological stance or position as to whether this impact has positive negative consequences. (Knight, 2004; Carnoy, and Rhoten, 2002; Van Damme, 2001). No matter how we assess positive or negative impacts of globalization, it is undeniable that higher education is not entirely immune from the play of prominent global forces. Globalization discourse has affected higher education, in all its every aspects: policy-making, strategic planning, governance, curriculum, fields of study, organization and academic work and identity. The recognition that the global dimension and forces effecting higher education change are under-analyzed is a current debate, because controversial debate, about what and how global forces promote new patterns of life and change organizations are ongoing, (Alvin and Heidi Toffler, 2006; Mehralizadeh, 2005; Vaira, 2004; Urry, 2003; Giddens, 2002; Van Damme, 2001; Hirst and Thompson, 1999). The question of whether globalization of universities leads to greater diversity, convergence, or new alternatives is still unresolved. Indeed, globalization is an extremely contested concept in the social sciences as a whole.

In this paper we are going to show the impacts of globalization on the management of quality in higher education. In this regards three crucial debates regarding the real nature of globalization are discussed. Then, we briefly review the main theories which describe globalization. Finally, three hypotheses in relation to the the future of management of quality in higher education are addressed as follows.

- 1- Management of Quality of higher education is moving toward a convergent, unity and integrated management system.
- 2- Management of quality of higher education is moving toward divergent, disintegrated, heterogeneous and individual systems.
- 3- Management of Quality of higher education is moving toward a divergent and disintegrated management system, while retaining at the sametime its basic principles of individual institution systems.

A Meta-evaluation methodology is used to see how much the current research supporting situates the stated hypothesis. Meta-Evaluation methodology is a combination approach of the literature review, conference theme, international agencies documents and articles, new theories of world interpretation and analysis and results of research. All this information, however are put together to see how much they are supporting the hypothesis related to divergence, convergence or meso of quality of management in higher education. The real nature of Globalization: three crucial debate.

Discussion of globalization so far has involved three debates: the existence of globalization, the consequences of globalization and the role of globalization in promoting democracy and human rights in the world. 1) globalization is a new stage of capitalism; 2) globalization is not a new phenomenon, and 3) globalization is a new phenomenon. Regarding the first question there are scholars who argue that globalization is a new stage of capitalism. A multifarious group consisting of Marxists, advocates of world systems theory, functionalists and Weberians are converging on the position that globalization is a distinguishing trend of the present moment. They believe that "globalization" is a new stage of capitalism arguing that today's world is organized by increasing globalization, which is strengthening the dominance of a world capitalist economic system, supplanting the primacy of the nation state by transnational operations and organizations, eroding local cultures and traditions

through a global culture. The second group's idea come from Francis Fukuyama, expanding on his 1992 book "The End of History?" . Fukuyama argues the controversial thesis that the end of the Cold War signals the end of the progression of human history. likewise, advocates of a post-modern break in history argue that developments in transnational capitalism are producing a new global historical configuration of post-Fordism, or Post-modernism as a new cultural logic of capitalism (Gottdiener 1995; Harvey 1989; Soja 1989).

In response to the second question some commentators argue that globalization is not new but dates back to the beginning of human history. It is the continuation of human being, willingness toward modernization and as a force of progress, increased wealth, freedom, democracy, and happiness. Globalization involves both capitalist markets and patterns of social relations and flows of commodities, capital, technology, ideas, forms of culture, and people across national boundaries via a global networked society (Held, McGrew, Goldblatt & Perraton, 1999; Castells 1996). Meanwhile, these the third question who poe the regarding the existence of globalization see this as a new pehenomena in history. They believe that globalization has arisen due to the transmutations of human beings desire to merge and develop technology and capital together to create a new globalized and interconnected world. From this perspective globalisation is not tied to the past, because it is a restless, even subversive, force that can address new agenda– of global climate change, world-wide pollution, sustainable technologies and (most important of all) the inequalities between North and South (and also within nations) (Giddens 2000; Scott 1998). At any rate, now the debate about the existence and presence globalization is over. Globalization is happening, whether one likes it or not, and every country in the world, every firm, and every working person observe it and has to live with it.

The second debate is about the consequences of globalization (Giddens 2002). There are many arguments about the advantages and disadvantages of globalization. This is not to mean that globalization is necessarily a good thing or a bad phenomenon. Many people see it as a major source of opportunities such as international dialogue, promotion of democracy, human rights, international cooperation, peace etc while critics decry the dangers of interdependency, such as

the risk of cultural domination and transferring financial crises from one country to another. Two of the known political paradigms of globalization consequences are "clash of civilizations" posited by Samuel P. Huntington (1993, 1996) and "dialogue among civilizations" proposed by Iranian ex-President M. Khatami (2000). These two paradigms describing the globalization consequences from two opposite perspective.

The discussion now in progress, the one that has led to the third and very important debate about the weaknesses of liberalization theory in promotion of democracy and human rights around the world. This issue, mostly appear after September 11 attack, and the invasions of Iraq and Afghanistan by USA and its allies, a new agenda of some of the western countries with the leadership of USA, has emerged which value liberal ideology as the only vehicle and power to promote democracy in the world. This is the issue, which is highly criticised by Fukuyam in his latest book (2006) "America at the Crossroads: Democracy, Power, and the Neoconservative Legacy ". He says the promotion of democracy abroad has become far too militarized. This book suggests a different way for America to relate to the world, one that is neither neoconservative nor realist, Jacksonian nor liberal internationalist. It attempts to define a more realistic way for the United States to promote political and economic development by other than means preemptive wars, and opens up a new agenda of multiple multilateralisms appropriate to the real, existing world of globalization. He believes that the US and Bush administration needs to come up with something better than "coalitions of the willing" to legitimate its dealings with other countries. The world lacks effective international institutions to confer legitimacy on collective action.

However, discussion and analyses of globalization are a matter of concern for higher education, because the current international relations will affect the management of higher institutions. Therefore in the following paragraphs before testing the paper hypothesis, there is need to discourse which patterns do exist regarding to the movement of the world in the globalization age.

The main theories of globalization

Referring to the literature, while bearing in mind the current discussions and the above three critical debates and questions, it is appears that one of the well defined classification of globalization is done by Sklair (1999) as: the world-systems approach; the global culture approach; the global society approach; and the global capitalism approach. In Table 1, these clusters are categorized based on three raised questions.

Table 1: Questions and theories of Globalizations

Questions	New stages of capitalism?	Not new phenomena?	A new phenomenon?
Theories	world systems	Global culture	Global society And Global Capitalism
Descriptions	Globalization is the process, completed in the twentieth century, by which the capitalist world-system spreads across the actual globe Countries can be assigned to either core, semi-peripheral or peripheral status Economy has priority in world relationship	Relationship of the global to the local or the so-called 'global-local nexus' Culture has priority in world relationship	Globalization is a unique stage in world development New concept of the 'global' comes up that involves more than the relations between nation-states and state-centrist explanations of national economies competing against each other

The three research clusters that Sklair (1999) identifies in the literature begin with the world systems approach, through the work of Immanuel Wallerstein (1979, 1990) and others. This innovative thesis was one of the first within sociology which argues that countries can be assigned to either core, semi-peripheral or peripheral status within an overall context of their role within the world capitalist system

(Wallerstein, 1998). Sklair's second cluster, which he terms Globalization culture, contrasts with the world systems model in that it prioritizes the cultural over the economic. A key question within this framework is how the reshaping of individual and national identity occurs in the face of an emerging global culture and, hence, the relationship of the global to the local or the so-called 'global-local nexus' (Strassoldo, 1992). The possibility of a global culture, first posed decades ago by the Canadian Marshall McLuhan, situates the role of communications technology and mass media at centre stage-which in principle now allows people in many parts of the world to see the same images (and perhaps even interpretations) at much the same time, almost instantaneously.

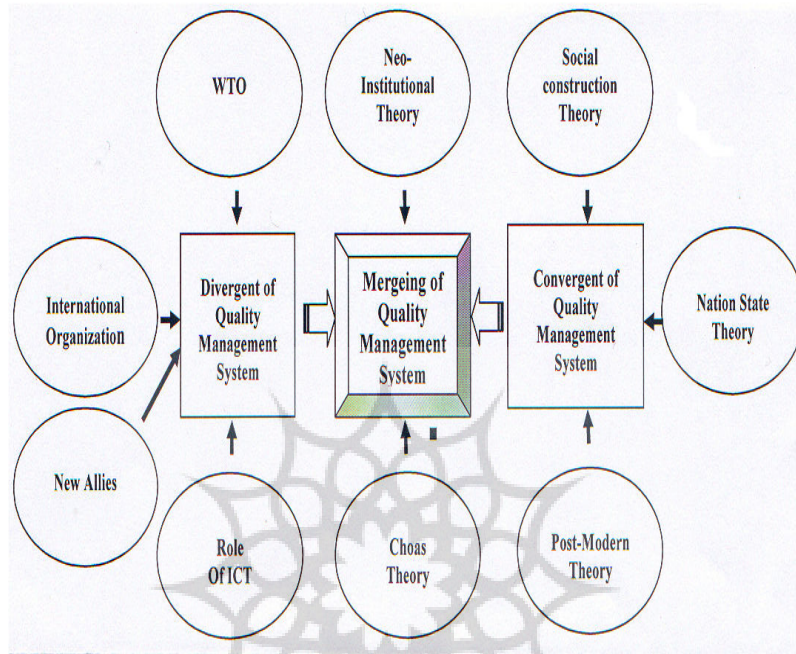
Global society forms the third cluster, which claims that globalization, is a unique stage in world development. Historically, global society theorists argue that the concept of world or global society has become a believable idea only in the modern age and, in particular, science, technology, industry and universal values are increasingly creating a twentieth century world that is different from any past age. Associated with this model Harvey (1989) claimed that globalization was compressing our sense of space-time and Giddens (1995) who employed the phrase 'action at a distance' to characterize the supposedly unique way that globalization was enlarging our sense of space-time and who has also argued that 'modernity is inherently globalizing' (Giddens, 1991, p. 163). It is such theorists who are largely responsible for ideas such as 'global awareness' or 'planetary perspectives' becoming more commonplace parlance. This model goes beyond some of the state-centrist assumptions of traditional sociological explanations and sees capitalism as both a social and economic system which explains, for example, the de-industrialization of formerly key regions of capitalism, the increasingly crisis-prone trajectory of many modern economies since the 1970s, and the development of both transnational corporations as well as a transnational capitalist class which, it is argued, in effect acts as a global ruling class (Sklair, 2001).

Each of the above approaches to globalization has its own distinctive strengths and weaknesses. The world-system model tends to be economic (minimizing the importance of political and cultural factors). The globalization of culture model, on the other hand, tends to be culturalist (minimizing economic factors). The world society model tends to be both optimistic and all-inclusive, an excellent combination for the production of world-views, but less satisfactory for social science research programmes. Finally, the global capitalism model, by prioritizing the global capitalist system and paying less attention to other global forces, runs the risk of appearing one-sided. (Sklair, 1999). However, it seems that still globalization is a challenging phenomenon and it is real but its positive or negative effects are a controversial issue. This is more controversial in relation to quality of management in higher education institution. Therefore, in the following, three vital hypotheses are tested.

Three Hypotheses regarding the Management of quality in Higher Education

One of the current heated debate is about the possibility of moving and shifting quality management at the micro and macro level toward a convergent or divergent direction. In view to the impact of globalization over the future framework or policy of quality of management system in higher education there are three main hypotheses namely: Convergent, divergent and meso hypothesis. What evidence supports divergent, convergent and meso hypotheses respectively? We have tested and verified each hypothesis in the light of the relevant theories as indicated in figure 1.

Figure 1: testing hypothesis in terms of relevant theories



H1= Management of Quality system of higher education moving toward a convergent, unity and integrated management system

In order to analyse this hypothesis evidence derived from the following sources is assumed to support the hypothesis of convergent: liberalization of economy (WTO), Internationalization movement, increasing establishing regional Unions such as EUROP, The advent of telecommunications and computing technology both as a learning resource and a delivery system. Also are ever increasing number of university and courses via virtual learning and Internationalization process Liberalization of economy (WTO).

One of the issues supporting the idea of developing an international or convergent quality system in higher education is related to the liberalization of economy and the World Trade Organization (WTO). However, the movement of students, education programmers and providers across borders for commercial and for-

profit purposes is growing and this issue has gained new momentum and importance with the establishment of the General Agreement on Trade in Services (GATS). This new international trade agreement is administered by the World Trade Organization (WTO) and is the first multilateral agreement that covers trade in services. Previous agreements, such as the General Agreement on Tariffs and Trade (GATT), dealt with trade in products.

The World Trade Organization (WTO) is considering a series of proposals to include higher education as one of its concerns, ensuring that the import and export of higher education be subject to the complex rules and legal arrangements of the WTO protocols and free of most restrictions. The GATS applies to services like education in two distinct ways. First, it provides a general framework of obligations that applies to all countries in the WTO. This framework stipulates that there should be no discrimination in favor of national providers (the national treatment principle) and that there should be no discrimination between other members of the agreement (the most-favored-nation, or MFN, principle). Secondly, the GATS identify the specific commitments of member nations, indicating on a sector-by-sector basis the extent to which foreigners may supply services in the country. There are certain basic principles that all countries must follow, although the extent to which some services, such as education, are fully open to free trade has been a matter of individual choice of nations (WTO, 1998, 2005; Knight, 2003; Altbach, 2001). The fact is that the trade in higher education is, of course, more difficult to codify than other products. Nevertheless, efforts are now under way to do precisely this—to create a regime of guidelines and regulations to institute free trade in higher education.

Internationalization movement by international organization

The second wave of actions which support the convergent hypothesis is the activities of International agencies, e.g. UNESCO, World Bank, IMF, and OECD in relation to developing coherent quality management system around the world. As Vaira (2004) mentioned these institutional carriers are politically and socially highly legitimated agency like UNESCO, World Bank, IMF, OECD and EU.5. One of the objectives of world organizations like UNESCO,

OECD or the World Bank is Internationalization of higher education, in terms of the outcome of intended (governmental) policies aimed at making the nationally based system of higher education more international by integrating international elements into the teaching, research and service functions and introducing new elements into higher education such as co-operation, exchange and internationalized curricula. Besides bi-lateral cooperation and mobility schemes, multi-lateral initiatives, such as the programmers of the European Union (e.g. SOCRATES and LEONARDO, but also the EC-US, EC-Canada, EC-Japan programmers, etc.) also provide an important basis for the development of this type of international activities.

Van der Wende (2003) in her paper hopes that progress in the area of quality assurance of internationalization and in that of internationalization of quality assurance will converge at a point where both the scope and the methodology of quality assurance will be international. This would mean an approach to quality assurance that takes the international dimension and elements of higher education explicitly into account, that is internationally applicable, and of which the outcomes can be internationally recognized. In order to achieve this point, at least two important conditions have to be fulfilled.

Formation of new allies and regional and Continental Unions

Formation of regional and continental unions provide another source of merging quality system among the countires. Regionalisation of higher education, in terms of the cross-border cooperation between two or more neighboring states, as is, for instance, developed in the Nordic countries and between the Netherlands and adjacent countries i.e. Belgium (Flanders) and Germany (Bremen, Lower Saxony and Nordrhein Westfalen), introduces a new type of international co-operation. This type of regional cooperation has been labeled: "large scale sub-continental cooperation between economically comparable regions" (Race, 1997). The clearest example of this is the process initiated by the Bologna Declaration in June 1999 in Europe. The Bologna Declaration has the goal "to create a European space for higher education in order to enhance the employability and mobility of citizens and to increase the

international competitiveness of European higher education”. Besides the introduction of a common framework of degrees and other objectives, this goal has to be realized also by developing “a European dimension in quality assurance, with comparable criteria and methods”.(A Framework for Qualifications of the European Higher Education Area, 2005).

Role of information and communication technology (ICT)

Another issue which protect the hypotheis of convergent quality system in higher education is the role of information and communication technology (ICT). The global economy has been driven by a greater integration of world markets and a spectacular growth of information and communication technologies (ICTs). There are a number of initiatives embarked upon to help create an internationally accepted quality for higher education. In an attempt to capitalize on the perceived global market for online higher education, a number of universities have formed international consortia to market online provision. Examples include Universities 21 Global, Global University Alliance, and World Alliance for Distance Education and Worldwide Universities Network. Most simply offer courses from each member institution, and so avoid the quality assurance implications of developing provision directly under the banner of the consortium itself. An exception is Universities 21 Global (U21 Global), the commercial arm of Universities 21, a network of 17 universities from 10 countries (only 16 of the members are involved in U21 Global). Members include the universities of Glasgow and Edinburgh in the UK, Virginia and British Columbia in North America, National University of Singapore and Australia’s University of Melbourne.(The Observatory on Borderless Higher Education 2003).

Research Findings

Apart from the above issues which support the convergent hypothesis there are other research and studies also arguing on pro of this hypothesis? Recently, several reports have tried to map this complex reality of ‘borderless’ higher education with reference to the role of new technologies, new delivery modes, new kinds of

providers. (Salmi, 2001; Stuart Cunningham, Yoni Ryan, Lawrence Stedman, Suellen Tapsall, Kerry Bagdon, Terry Flew and Peter Coaldrake, 2000). There also are several attempts to develop a typology or taxonomy of the various forms of 'borderless' higher education. Transnational transfer of models and frameworks and the mutual exchange and cooperation activities of networks have led to an increasing international convergence in national quality assurance and accreditation systems. Van Demme (2002, 2004), Rhoades, G. and Sporn, B. (2002), Stawicki (2000), El-Khawas (1998) and Van Vught & Westerheijden (1994) have spoken already of the convergence and an emerging consensus of a "general model of higher education quality assessment. Also, there are professional mechanisms through which state-of-the-art practices circulate globally-associations, conferences, and journals.

In summarising the first hypothesis above reasons demonstrate various (but certainly not all possible) ways in which current quality assurance systems are being challenged to move toward a convergence and unification. Stier (2004) claimed that explanations of the ambiguity and difficulties of implementing internationalization policies can be sought in two interconnected problem-complexes. The first problem-complex pertains to divergent conceptualizations of internationalization within the existing discourse. Some people see internationalization as a state of things, others as a process and some see it as a doctrine. Discussions on internationalization also tend to circle around varying foci. For university administrators often form-issues are the centre of attention (e.g. the form of agreements, structure of student exchanges etc), whereas content-issues (e.g. underlying ideas of curricula, perspectives, biases, pedagogic considerations etc.) largely are left aside. In addition to this, educational actors adhere to divergent motives in their ambition to internationalize. The other problem-complex pertains to the fact that diverging or contradictory ideologies appear to guide internationalization in higher education.

However, there is other evidence which supports the opposite view to these effort, and indicates that despite what countries and international organizations doing to render quality system in higher education closer, there are serious barriers on way. It is, therefore,

important for us to understand the various socio-cultural, political, legal, economic, and educational factors that influence international management of quality system. This comprises our critical evaluation of our second divergent hypothesis.

H2= Management of quality system of higher education moving toward a divergent, disintegrated, heterogeneous and individual system.

This hypothesis assumes that, in the future, management of quality system in higher education will move toward more divergenc as it is. Although the supporting evidence for convergent hypothesis has gained more strength, they have been also questioned and challenged by other organizations, political and social change theories. The first criticism against the convergent hypothesis is that they often refer to the management of quality system as a harmonious stage where conflicts are absent and where everybody agrees on purpose and means. Therefore, we can see a contrary divergent hypothesis. Here we use three theories- social construction theory, nation-state theory, and post-modern theory- to show that higher education is moving toward more divergent system of quality management.

Theory of social construction

The social-constructivist viewpoint emphasizes how cultural-identity comes into existence as a function of social and political action (Preston, 1997). The social constructivist perspective basically argues that the social context embedding actors has some fundamental implications for the behaviour, identities and roles enacted by those actors. Actors are seen as endogenised as wholes-their actions, interactions and their identities (Caderman and Daase 1998). The main principles of constructivists are: the nature of actors in the world , the nature of the context that surrounds those actors, and the nature of the interactions between actors. In terms of actors, constructivists argue that wide ranges of actors are important players in world politics. In relation to context they claim that it is impossible to describe the nature of actors independently of a particular historical context. Actors shape their own social context and the social context in turn shapes the

actors (e.g. their interests, identities, and behaviors) themselves. It is this cycle that is the core notion of constructivism. The actions and interactions of the actors keep the cycle moving. (Ba and Hoffmann 2005).

With reference to this theory, it is difficult for higher education institutions to work toward an international quality system. Because each institutions has its own culture, context and history that is shaped during the course of time. This social construct does not let institutions simply accept international quality management system. In fact, a system of quality management in higher education has a national context which, derived from the specific social, historical, and indeed geographical context of a that country.

Post-modern theory

For the past two decades, the post-modern debates have dominated the cultural and intellectual scene in many fields throughout the world. Post-modernity refers to a break from modernity, the emergence of a new epoch or era. Post-modernity signals the emergence of a period of multiple changes in society, involving information advances, consumerism, the omnipresence of simulations, and the rise of a postindustrial order (Bloland, 2005; Brooker 1999, Smith and Webster 1997; Featherstone, 1991, p. 3). When put into dialogue, modern and Post-modern theories may open quality system in higher education to new forms of thought and practice, Post-modern theories understand the subject and institutions not as autonomous, self-determining, purely rational entities, but as constructed relationally in discourse, language, and ideology. Post-modern is a new movement toward fragmentation, provisionality, performance, and instability. Lyotard, (1984), Baudrillard (1968), Deleuze, and Guattari (1984), Foucault, (1970) theorists of post-modernity claim that technologies such as computers and media, new forms of knowledge, and changes in the socio-economic system are producing a Post-modern social formation. These processes are also producing increased cultural fragmentation, changes in the experience of space and time, and new modes of experience, subjectivity, and culture. If we consider the new face of higher education in the age of post-modernism we discover that it is difficult to discuss about the convergent or unity of management

system in higher education. All the premises of post-modernism have a message of diversity of quality management system for higher education.

Nation-State Theory

Theories of state formation hold that states exist due to a host of reasons, not all of these mutually exclusive: Historical, militaristic, political, economic, and socio-cultural. (Tilly, 2003; Putnam, 1993, Foucault, 1991; Levi, 1989; Mann, 1986, 1993; Jessop, 1990). Nationality remains a powerful logic of social and cultural organizations, and the state continues to be the central site of political struggle and regulation (Morris and Waisbord, 2001). Undoubtedly, the traditional rationales for state formation and existence—such as domination, sovereignty, legitimacy, economy, and society—are rapidly being redefined in the borderless and globalized world (Lim, 2005; Kwiek, 2000).

In terms of the role of nation-state, which is assumed to support the divergent hypothesis, it is believed that in the age of globalization state role will change but still has the central power to direct the country and national institutions. In fact, national politics and policy are seen as still playing a relevant role in organizing and shaping the higher education sector according to national culture, economic and social needs. These, in aggregate, constitute a complex of features differing from one nation to another, which analysts must consider.

Green (1999) asserted that there is very little evidence across the globe that nation states are losing control over their education systems or ceasing to press them into service for national economic and social ends, whatever the recent accretions of internationalism. In fact, the opposite may be true. As governments lose control over various levers on their national economies and cede absolute sovereignty in foreign affairs and defense, they frequently turn to education and training as two areas where they do still maintain control (Avis et al. 1996). The argument in relation to educational convergence is, however, more complex, for whilst education systems remain essentially national they may nevertheless be experiencing a degree of convergence under the impact of international forces. On the other hand, higher education institutions act more and more autonomously. This is also made

possible in new higher education policies and sometimes the institutions just go their own way searching the boundaries of the current policy and laws. In doing so they can anticipate in their own way, the three processes under study. In The Netherlands, for example, several universities had already implemented the Bachelor/Master system before the new law had passed in parliament.

Research findings

Beside the above theories, there are research studies which have indicated the importance of divergence of quality management of higher education. These researchers mentioned reasons as varied as: difficulties in international convergence in structure, process and operation of higher education (Green, 1999), uniqueness of quality assurance and accreditation arrangements and regulations and ambiguity of quality framework (the definition of the concept of quality, the purpose and functions of quality assurance and the methodologies used in quality assurance and accreditation) (Van Damme, 2002), social and political backgrounds and historical and cultural institutional legacy (Atkinson-Grosjean and Grosjean, 2000), convergent idea conflicts directly with the heterogeneous logic of academic expression (Van Damme, 1999), and the emergence of the knowledge society and marketisation of higher education (Neave and Goedegebuure, 2005).

To summarise this hypothesis, it seems that the theory of cultural uniqueness, post-modernism, nation-state theory and also some of the research findings indicate that in the future time we are observing a divergent system of higher education management. They believe that while the nation state power will decrease on micro level and at local communities, we observe two new movements starting from the local institutions and associations. Firstly, known universities have prejudicedly addressed their own historical and cultural system of behavior and life. These institutions like Harvard, Cambridge, Sorbonne, MIT, Stanford, London, Oxford, McGill, and still want to keep their high reputation and stay as a distinguished institution in the world. Second, there is a cultural resistance to borrow policy and structure from foreign universities. Therefore, these two barriers help the current divergent system remain in higher education.

H= Management of Quality system of higher education is moving toward a divergent and disintegrated management system while retain its basic principles of individual institution system

There is no doubt that higher education management is getting more and more complex so it is difficult to give a picture of the future of higher education. Therefore, it seems that we need to see and conceptualize management of quality of higher education in terms of power and conflict, and in terms of technologies that are linked to particular global, national, and institutional networks of power and interest. In view of the meso hypothesis, we can say that there is a paradox between the emphasis on quality as a convergence or divergence. Nevertheless, there are also diverse attempts to reconcile these two opposed versions, blending the global tendencies and the local responses to them introducing new concepts like glocal (Robertson 1995; Kellner 2000), glonacal agency (global+national +local agency of collective actors (Marginson and Rhoades 2002), vernacular globalization (a conceptual device to grasp the contemporary presence of globalization's contradictory processes, effects and outcomes (Appadurai 1996) (CF Vaira, 2004).

Here we use two theories- neo-institutional theory and chaos theory to explain that the meso hypothesis is more reasonable in describing the future of quality management in higher education. These two theories appear to be fitting models to use to see the future of quality management in today's fast-changing higher education environment.

Neo-Institutional theory

In order to justify the importance of meso hypothesis in framing the future of higher education quality we can get help of neo-institutional theory. This theory focuses on the relation between institutions and these environment. In his seminal book *Institutions and Organisations*, Scott (1995) defines an institution as consisting of "cognitive, normative, Addition, regulative structures and activities that provide stability and meaning to social behaviour. Neo-institutionalists have written about how individual organizations tend to change and adapt, not to natural conditions of free competitive markets or to legitimate functional systems, but to the rules, norms

and preferences of the organizational field in which they operate. In general, institutions are considered to provide a 'structure' in which different actors can act. This structure may then give the actors a sense of direction for their behavior. From a neo-Institutional perspective, organizations operate in an environment dominated by roles, values, requirements, taken-for-granted assumptions and beliefs about what constitutes appropriate or acceptable organizational forms and behavior (Scott, 1998).

According to this theory coercive, normative and cognitive are three environmental forces that influence the organizations. In addition, organizations seek to maintain a fit between their practices and those practices seen as legitimate in terms of prevailing norms, values and the normative environment. (DiMaggio and Powell 1991). If we look at this short discussion on (neo) institutional (organizational) theory, it shows that higher education itself can be considered an institution. Neo institutional theory also leaves room for (institutional) change and innovation. Therefore, a neo institutional approach of organizations can be very useful in supporting the third hypothesis.

Chaos Theory

The popularization and application of chaos theory has recently spread from the physical and biological sciences to organisational theory. This has resulted in a number of attempts to apply its principles and insights to the field of organizational management and leadership. It is also associated centrally with non-linearity and refers to what might be called ordered disorder (McBride, 2005). Chaos theory views all dynamic systems as self-organizing in how they order and structure themselves and in how they grow and change. Chaos theory assumes that a system creates its own order and natural growth by integrating transformations into its identity and thus ensuring continual growth at a higher level of being. When fluctuations cause turbulence, the system transforms the rules for how it operates so it can better handle the changing environment. Because the system is nonlinear, small changes in initial stages can amplify exponentially and greatly impact the pattern of the system's growth and evolution. (Bechtold, 1997). McBride, (2005) developed four themes of chaos

theory to organizations: the importance of emergent behavior, the influence of an essentially irrational body of knowledge on decision-making, the significance of choice and selection and issue of prediction.

Based on the premises of chaos theory we could say that institutions of higher education at macro and micro level would approach quality development in a manner that allowed self-organization and exploration of its “edge of chaos” or fringes. It would clarify and affirm its identity and purpose, which would in turn clarify its boundaries. It is the task of quality managers of higher education, to through narrative, identify these chaotic patterns, which could be described as organizational fractals, and describe them in ways which are resonant thorough the research and practitioner community. It is through this resonance that information system research may lead to change in practices or new practices.

Research findings

Lesley Vidovich (1999) concluded that quality policy process in Australia was simultaneously contributing to homogenization on the one hand and localized differentiation on the other. This results was match with the ideas of Hall, Held & McGrew, (1992); Sharp, (1994/95). Whilst the Australian quality policy reflected a number of the elements of Van Vught and Westerheijden's (1994) 'global' model, the Australian approach could also be differentiated from the wider global trends. Marginson and Rhoades (2002) paper offers an overarching analytical heuristic that takes us beyond current research, anchored in conceptions of national states, markets, and systems of higher education institutions. They developed a model called “glonacal agency heuristic” which points to three intersecting planes of existence, emphasizing the simultaneous significance of global, national, and local dimensions and forces. Their argument in relation to the quality and assessment system in higher education is three-fold.

1. first, worldwide convergence around particular systems of university assessment points to the salience of the neo-liberal form of globalization.

2. Second, there is a complex and continuous interplay between global, national, and institutional elements. Assessment is global in impetus, but supervised by national and institutional elements.

3. Third, there are important variations despite the global pattern of convergence. Such variation is shaped by historical-cultural differences, as we explore in our cases.

However, in presenting their glonacal agency heuristic, they emphasize the intersections, interactions, mutual determinations of these levels (global, national, and local) and domains (organizational agencies and the agency of collectivities). In fact, they do not see a linear flow from the global to the local; rather, they see simultaneity of flows. They argue that global agencies and agency as fully defining national and local agencies and agency.

Conclusion

The paper started with a brief description of trends characterizing the globalize landscape in which Higher Education institutions operate. Although these trends are well known, their impact on higher education institutions is largely ambiguous and open to different and even diverging interpretations. In particular, it is possible to identify three main interpretations concerning globalization outcomes: convergent (homogenization processes), divergent (pluralistic and localized responses to globalization processes) and meso (combination process). The main thesis suggested here is that these three forces cannot be assessed in isolation, independently of one another, nor from a perspective of either convergence or divergence among them. Rather, globalization, regionalization, and nationalism should be captured and studied as forces relative to and overlapping one another, sometimes antagonistic and sometimes cooperative toward each other but never harmonious.

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