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Ethical problems of Higher Educational Management

Hungarian Government tries to march out from financing of higher education from 2012 year, and forces institutions for integration and into fusion.

Development of higher education influences development ways, harmonisation and modernisation, and also influences content of methodological and technical (infrastructural) factors.

Changes of institutional, organizational system presuppose that (primarily) state universities and colleges become modern institutions, what able to answer for challenges of labourmarket, for marketing interface and for social development (Sári: 2009). We can say that they would like to build up an english-system based, as liberalism and free competition in higher educational market. In spite of this, in my opinion we can not look at educational institutions as a „market good”, because it can define equal chances for society for years. Tuition fees are as high, as persons can not pay it from middleclass to the bottom of society. I don't think it will be good decision that „you can have degree only in that case you have money”. What is more, ministry officials, generally decide what is admission in higher education. There is no difference between underprivileged and other regions, and in underprivileged regions's people need more advocacy than in other areas.

Whether how measurable of human resource management and development under this process? Or we only put instructors and education supporter staff in a bureaucratically-seems „shiny” and good working order environment?

After the 1989 political transformation chances extended to higher education market, and it was a very sensitive question what to do with enlargement of studental number (Sári: 2004). The question is in 2012: what to do with decreasing of studental number, because of youngs are getting less and less in every generation, and degree not guaranteed labourmarket places in the country, and how can higher educational institutions deal with this social changes. Now financial problems are endanger the whole university and college system.

In spite of centralization there are hard decisions stays at local institutions, like teachers has heavy tasks: expertise educational and researchal working is not enough, they have managerial, competition, applicational tasks. A distinguished specialist may fail so, without managerial attitude, while a colleague at little educational and researchal expertise (education supporter staff) can have achievements easily. Bureaucracy is getting more important in higher education, teachers and student doesn't count much, only paperworks and management. It is a shame for this more than thousand year old institutional system, what originally was born as students and teachers association. So, what is this „renewer” process about? Surely not about science and culture deliverance.

I have a research, started in 2006 (and in continuously going on) about adult instructors methodological competence. As I see, only answer for this economical and social problem is to train instructors with the best quality of educator competences (Sári: 2009). The most important parameter is (in this suddenly transformed higher educational, economical and social system) teacher's personal knowledge, competence, routine, scientific work, experience and expertise.

In my preliminary experience the opportunity of quality-development in higher education does not come true currently, only in self-development way (the main reason is -in my research from 2009- lack of money). Institutions can not finance educational developer works, and teachers has not enough salary for it. These initiatives which are aimed at these activities teachers see as loss of autonomy, violent supervision and loss of prestige. It is evidential because there is no objective competence-based evaluative viewpoints in practice. Teacher competences may take each other,

and key competences are relative, can be extinguished or may intensified each other. Psychological knowledge receives an important role, psychic self-development is more important than ever, so they have to concentrate and focus on „how to draw up” system of this feedbacks and techniques.

As a prerequisite of insurance of qualitative viewpoints is development of adult instructor's methodology. Only that social-educational structure able to follow challenges dynamically, in which managerial-tutorial competences and its adequate systems are suitable for to give an answer for learning society, and for student's personal demands, and development of their skills. This may be the possibility of recreation of social mobility, creation of equal opportunity, insurance of „second road learning” and basis of successful labour-market trainings.

It follows that is necessary to define definition of competitive adult instructor and efficient functions and conditions of workforce's.

To make this, we have to also define fundamental activity groups and competences which can be bound to this, also modern technological knowledge, psychic conditions (readiness to cooperate, empathy, mental flexibility, mobility, transferability, communicational skill, self-leading, self development...), qualitative service for adult instructors able to supply it in learning-teaching process.

Institutional socialisation and workplace climate is also considerable role in regarding surplus tasks and overtime work. Not possible to leave out of consideration, that in consumer society teachers concern that view: paid work mean realisation of self-esteem, place in social net and independence. That is why high level of adult instructor's training is social value, long-term investment, because society's equal opportunity and mobility-chances are founded on this.

Adult instructor's work changes, because necessary to switch from autocratic educational style, too strong personal control, hierarchy, to a mentorial, self-development-helper method, what is apply indirect management and service provider. Necessary to transform intellectual process to an effective, liberal education model, to apply dominantly interaction, cooperation and communication. Also necessary to provide elasticity secession of students, and adult instructors need to help as a mentor to make it true with active modular system.

Because of quickly changing socio-economic processes (quickly broadening, huge amount of knowledge) higher education system continually loses soil in point of view compulsory curriculum, what students may using by stepping out from school. Theoretical substances rather ignore lexical knowledge, but prefers information acquisition, manner of learning techniques, independent learning techniques, potential knowledge and personal development trainings (manner of cognitive psychological notions, information acquisition and its storage, evoke). Not classic science doctrine results, but organization of knowledge base and its practical usability is the aim (many international level survey, exchange program, allocation shaped up in EU). EU program's (mentioned repeatedly) disadvantage is do not guarantee real equal opportunities.

Higher education and society withdrew from each other, so higher education often mediates isolated knowledge or unuseful/ unpractical knowledge. It is always a big question in planning curriculum that the transforming higher education system should strengthen general education contents or expertise knowledge. In any way it has to be more pragmatic in his view of accommodating society's claims and make the students to be able to self-education, self-developing, make capable individuals for follow social challenges in their whole life.

Higher education has to get closer to other sectors and has to work together with wide systems of social institutions. To this we need to produce a new process, which able to built in social practise and renew methodological and didactical procedures. Methodological and content recreation is continuously necessary (Kocsis: 2006). As first step we have to change Prussian-like system for student (and teacher) focused system, with execution as much bureaucracy as possible.

It also necessary to allow students to collaborate with teachers in every level to interest of more successful educational process.

To this we have to examine student's expectations against higher education in input block, and necessary to do feedback in output regulation (in spite of that social viewpoint that school is the place where knowledge or „expertise papers” we can have).

In that opinion higher education is producer of the highest workforce, as needs to make it primary consumer! In practice generally depend on tutorial payments of labour market levels, what is not too good news for low-paid teachers, and of course it is not an attractive job as lifestyle development.

We also need new adult instructor training strategies what forming derivational suffixes, what based on evaluation-researches, where not the „rest” of experts go for teachers but determined (Kocsis: 2003).

In my theory we have to examine methodological teacher competences in use in higher education as:

- To reveal domestic to international contents of instructor's competence basis mainly in methodology
- See, share and develop results and deficiencies which can be found in higher education (or adopt others from outsider fields)
- Looking for those adult educator competence contents as specific method may be applied in adult training/ education

In my opinion next tasks needed to realise to have efficient, competitive educational system in andragogical science field:

- Development of methodological vocational volumes
- Scientific-experimental workshops for try effective and useful andragogical methods
- To research context between national culture and methodological culture
- Examine processes, exchanges of experience with other countries/ may other continents
- Expansion of tutorial applications in international vocational cooperations and its realise in popular practice

Besides this we have to realize vocational changing accomplish in framework, and realise a forceful scientific lobby with next elements:

- Realise reputation of andragogy between other sciences
- Cooperate with that governmental organizations (Hungarian Scientific Academy, Hungarian Commission of Accreditation...) whose are responsible for accreditation as same level partner (instead of subordinate role) and formation of PhD programs
- Necessary to accomplish strategy-creation in scientific management (on ministerial level), with taking into planning process scholars of chosen speciality of science
- Necessary to define financing of institutional system, concepts of maintenance, conditions of educating-researching (objective, personal...)
- As motor of sustainable development need more collaboration with civil sector, educational marketplaces, cultural-, and industrial sector (consider mutual demand guarantee)
- Execute student's distrust attitude

- Consider that labor market's structure change brings parallel continuous and automatic science structure changing and challenging situations

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