



## The Impact of Globalization and Internationalization on the Global Society

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Received: 25 December 2023 / Accepted: 25 February 2024 / Published: 23 April 2024  
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Doi: 10.56345/ijrdv11n1s138

### Abstract

*Internationalization and globalization are perceived as the central realities of the 21st century impact on higher education. Moreover, internationalization and globalization together influence to transform the image and organizational activities of universities. To be able to better prepare students for the development of career, universities must be aware of the trends, opportunities and experiences of globalization and internationalization. The impact of globalization and internationalization on the character and behavior of universities has become a central theme of many recent studies. Some even go so far as to claim that the process of globalization has produced a grand new model of global universities. This general trend of today's reality gives us the opportunity to increase the balanced economic and scientific potential of a country and the formation of human capital that leads to an economy with sustainable growth. Education in general and higher education in particular is an important factor and aims for the globalization and internationalization of higher education to achieve these objectives and help society to navigate a future that is more difficult to predict.*

**Keywords:** Internationalization, globalization, the higher education

### 1. Introduction

Globalization is part of the reality of the twentieth century, as a force as powerful as industrialization, urbanization, and technological development combined. In this context, the higher education system must establish a delicate balance between the need to respect national and local priorities and the adaptation to operate in an international environment. It is clear that globalization and internationalization of higher education (HE) develop and influence together. Internationalization is actually a response to globalization and a factor that helps facilitate it. Internationalization takes place in universities while globalization takes place outside them. It is noted that this process, in addition to the benefits, is accompanied by possible negative consequences, but that higher education institutions do not deal with them. When we discuss the best practices for teaching in the context of globalization, it is understandable that university students should benefit from the international practice and research opportunities that study abroad offers. Universities should establish a sustainable network of foreign universities for education and research to provide their students with available options. Another good practice is the opportunity offered to students from study programs in cooperation with a foreign university and the benefit of a double degree. The main activities of universities are teaching, research and services. Higher education institutions want to provide enjoyable experiences, study programs and services for students that are

necessary and closely related to their physical and mental health. The power of today's economy is built on the use of knowledge and expertise, and the role of the higher education system has become crucial for international competitiveness. International mobility in higher education has led to a new form of competition in higher education: economic competition plays a key role in this sector, while competition between academic and research institutions is hampered by their concentration, diversification and modernization [11]. Furthermore, it is likely that globalization and the Fourth Industrial Revolution in technology will further affect higher education in the foreseeable future. Higher education institutions must respond to this pressure by working towards globalization and internationalization.

## 2. Meaning of Internationalisation and Globalisation

According to DE WIT, Hans (2011), in the literature and in practice, it is still quite common to use terms that only address a small part of internationalisation and/or emphasize a specific rationale for internationalisation. Most of the terms used are either curriculum related: international studies, global studies, multicultural education, intercultural education, peace education, etc., or mobility related: study abroad, education abroad, academic mobility, etc. Over the past ten years, it has been possible to observe the emergence of a whole new group of terms that had not been actively present in the debate on the internationalisation of higher education. These are much more related to the cross-border delivery of education and are a consequence of the impact of society's globalisation on higher education: borderless education, education across borders, global education, offshore education and international trade in educational services. In 2002, I (De Wit, 2002: 14) stated that "as the international dimension of higher education gains more attention and recognition, people tend to use it in the way that best suits their purpose." This is even more the case now in view of this further proliferation of activities and terms. "Internationalization is changing the world of higher education, and globalization is changing the world of internationalization," remarks Jane Knight (2008: 1). The debate on globalisation and internationalisation and the recent, rapid evolution of cross-border activities in higher education have strengthened the tendency to explain and define the internationalisation of higher education in relation to a specific rationale or purpose. Peter Scott (2006: 14) observes that both internationalisation and globalization are complex phenomena with many strands, and concludes that "the distinction between internationalisation and globalisation, although suggestive, cannot be regarded as categorical. They overlap, and are intertwined, in all kinds of ways." Ulrich Teichler (2004: 22-23) notes that "globalisation initially seemed to be defined as the totality of substantial changes in the context and inner life of higher education, related to growing interrelationships between different parts of the world whereby national borders are blurred or even seem to vanish." But, according to him, in recent years the term 'globalisation' has been replaced by 'internationalisation' in the public debate on higher education, resulting at the same time in a shift of meanings: "the term tends to be used for any supra-regional phenomenon related to higher education (...) and/or anything on a global scale related to higher education characterised by market and competition." Philip Altbach, Liz Reisberg and Laura Rumbley (2009, 7) state: "Globalization, a key reality in the 21st century, has already profoundly influenced higher education. (...) We define globalization as the reality shaped by an increasingly integrated world economy, new information and communications technology, the emergence of an international knowledge network, the role of the English language, and other forces beyond the control of academic institutions (...). Internationalization is defined as the variety of policies and programs that universities and governments implement to respond to globalization." Ulrich Teichler (2004), Peter Scott (2005), Philip Altbach (2006), Jane Knight (2008), Felix Maringe and Nick Foskett (2010) and others have written extensively about the complex relationship between globalisation and internationalisation in higher education. Frans van Vught et al. (2002: 17) note: "In terms of both practice and perceptions, internationalization is closer to the well-established tradition of international cooperation and mobility and to the core values of quality and excellence, whereas globalization refers more to competition, pushing the concept of higher education as a tradable commodity and challenging the concept of higher education as a public good." Uwe Brandenburg and I (Brandenburg & De Wit, 2011) comment that, with this distinction, internationalisation is often too easily regarded as 'good' and globalisation as 'bad': "Internationalization is claimed to be the last stand for humanistic ideas against the world of pure economic benefits allegedly represented by the term globalization. Alas, this constructed antagonism between internationalization and globalization ignores the fact that activities that are more related to the concept of globalization (higher education as a tradable commodity) are increasingly executed under the flag of internationalization." In the Bologna Declaration of 1999 and the Lisbon Strategy of 2000, the two dimensions of internationalisation meet: cooperation and competition. On the one hand, both processes emphasise that there should be more cooperation in order to develop a European area for higher education and research: 'A Europe of Knowledge'. On the other hand, there is considerable emphasis on the argument that this cooperation is required in order to face up to competition from the United States, Japan and,

increasingly, China, as well as other emerging economies. As new realities and challenges of the current environment, Jane Knight mentions globalisation and the emergence of the knowledge economy, regionalisation, information and communication technologies, new providers, alternate funding sources, borderless issues, lifelong learning and the growth in the numbers and diversity of actors. Therefore, Jane Knight's definition (Knight, 2008: 21) acknowledges the various levels and the need to address the relationship and integration between them: "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education." She (ibid.: 22-24) also states that it is now possible to see two basic aspects evolving in the internationalisation of higher education. One is 'internationalisation at home', including activities that help students to develop an international awareness and intercultural skills. So it is much more curriculum oriented: preparing your students to be active in a much more globalised world. Activities that fall under this at-home dimension are: curriculum and programmes, teaching and learning processes, extra-curricular activities, liaison with local cultural/ethnic groups, and research and scholarly activities. And the second aspect is 'internationalisation abroad', including all forms of education across borders: mobility of students and faculty, and mobility of projects, programmes and providers. These components should not be considered mutually exclusive, but rather intertwined within policies and programmes. When talking about internationalisation, it is important to make the distinction between why we are internationalising higher education, and what we mean by internationalisation. Many documents, policy papers and books refer to internationalisation, but do not define the why. And, in much of the literature, meanings and rationales are muddled in the sense that a rationale for internationalisation is often presented as a definition of internationalisation. The literature (De Wit, 2002: 83-102) identifies four broad categories of rationales for internationalisation: political, economic, social and cultural, and academic. These rationales are not mutually exclusive, they may vary in importance by country and region, and their dominance may change over time. At the present time, economic rationales are considered to be more dominant than the other three. In relation to these, academic rationales such as strategic alliances, status and profile are also becoming more dominant. Jane Knight (2008: 25) speaks of emerging rationales at the national level (e.g., human resource development, strategic alliances, income generation/ commercial trade, nation building, social/cultural development and mutual understanding) and at the institutional level (e.g., international branding and profile, quality enhancement/international standards, income generation, student and staff development, strategic alliances and knowledge production). Rationales vary over time and by country/region, they are not mutually exclusive, and they lead to different approaches and policies. Currently, changes are taking place at a rapid pace in many parts of the world, and rationales are becoming more and more interconnected

### **3. Globalization and Challenges for Higher Education**

The new global trends in economic and social development, the growing urbanization of developing countries and the development of countries seeking to improve their economic competitiveness require comprehensive and holistic strategies focused on the effective implementation of the entire system. The development of knowledge is an emergency response to current challenges, and the collection and exchange of knowledge between disciplines and institutions is necessary not only at the national level but also at the international level. Achieving these objectives requires the determination of governance, management and strategic leadership for higher education coordinated with other areas of public management. In addition, it can be noted that in recent years, globalization has led to unprecedented changes in all areas of the economy and environment, from the way we do business to the way we interact with others. The internationalization of higher education is a response and result of this globalization. To be able to better prepare students for career development, universities must be aware of the trends, opportunities and experiences of globalization and internationalization. Universities today have the opportunity to think differently and help students build skills and networks for success. Some countries are already investing in significant marketing campaigns to attract the best and brightest talent to study and work in their institutions, to provide brainpower for innovation and research initiatives without underestimating the complexity and challenges associated with mobility of academics and professionals. Technology and social networks will provide new opportunities for attracting skills, softening the general effects of winners and losers in the global ranking and suggesting agendas of economic competition. Some authors argue that higher skills in soft skills and hard skills are not enough and that higher education must go further to change the attitudes and behaviors that are at the heart of a globalized knowledge economy. In this regard, Hess [16] distinguishes between two types of educational reformers: reformers who do not challenge common sense state control of education and reformers who prefer a non-bureaucratic education system governed by market competition and subject to accountability, comparable to that of ordinary business. With this in mind, the American education system prepares students for the labor market and the

social roles they must fulfill. In practice, this theory is applied in Finland, which has transformed the education system with degrees considered the best in the world [17, 18]. It is established by researchers that there is little room to increase education without risking other sources of income, for financing sports and scientific research, so the public policy for education is asked if they will do this by reassessing education expenses and redistributing resources existing [19]). Universities need to rethink their models of activities and consider new ways to operate independently or within partnerships to achieve the same goals at a lower cost. There is also the opportunity and need to rethink the financing of higher education so that students do not sink into debt [20]. Increasing anti-immigrant policies in many developed Western economies, combined with the need to increase enrollment, means that institutions must find new ways to attract international students. Based on global demographic trends, it can be predicted that more people would move to larger unions, creating a greater need to balance education and employment. The role of universities and colleges in local economic development will become more important through partnerships between industry and institutions as cities continue to grow as job and career centers. It is also clear that higher education will have to adapt to regional needs.

#### **4. Internalization of Higher Education**

Today, universities are gaining the ability to change self-image and organizational activity through research at university and adult education centres. Addressing global challenges requires cooperation that goes beyond governments, and universities must mobilize innovative intellectual resources to develop solutions and strategies. Internationalisation and globalisation are working towards creating global interdependence in business, politics and culture based on the revolutions in transport and communication technology. While globalization is a process focusing on the worldwide flow of ideas, resources, people, economies, values, cultures, knowledge, goods, services and technologies, internationalization in higher education describes the process of integrating the international, intercultural and global dimensions and goals of the educational, learning, research and service functions of the university and the higher education system. The differences between the concept of global flow and the concept of the relationship between nations are striking and deep. Internationalization emphasizes the relation between nations, peoples, cultures, institutions and systems, while globalization emphasises concepts of global flows of economies, ideas and cultures. This can be shown on the growing numbers of international student mobility that originates mostly from the countries like China or India. Globalisation has led to unprecedented changes in all aspects of the economy and the environment in recent years, from business to media interactions. Higher education institutions (both public and private) are becoming global actors, following trends found in many other sectors. A study by Nielsen suggests that internationalization should be viewed as a leading variable that encourages and facilitates globalization, not as a response variable that describes how institutions respond to globalization in economic, political, cultural and social interaction. Internationalisation has increased in scope, scope and significance in the course of several decades of intensive development. The challenges and the complex interplay between globalization and internationalisation as well as the diverse ways in which higher education institutions are involved and represented in the study of higher education systems and the position of national and national borders are becoming increasingly clearer. Analysis of the recent trends shows that the flow of international students has become more unstructured and centralized. For example, four decades ago, there were barely any foreign students in United States colleges and universities. However, international student flows have significantly increased and exceeded the 3 million marks in 2009. Extensive data on mobility provide unique insights into the global education process. At advanced levels, brain increases are particularly high: 24% of doctoral students come from international OECD countries and an average of 9% from abroad. Most of the doctoral training is offered by a

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Addressing global challenges requires collaboration that goes beyond governments, and universities must mobilize innovative intellectual resources to develop solutions and strategies. Internationalization and globalization are working toward creating global interdependence in business, politics, and culture based on revolutions in transportation and communication technology. Today, universities are gaining the ability to change their self-image and organization of activities through research in university and adult education centers. While globalization is a process focused on the worldwide flow of ideas, resources, people, economies, values, cultures, knowledge, goods, services and technologies, internationalization in higher education describes the process of international integration, intercultural and global dimensions and goals of functions. educational, teaching, research and service of the university and higher education system. Internationalization emphasizes the relationships between nations, peoples, cultures, institutions, and systems,

while globalization emphasizes the concepts of global flows of economies, ideas, and cultures. This can be seen in the growing number of international student mobility.

Globalization has led to unprecedented changes in all aspects of the economy and the environment in recent years. Higher education, its public and private institutions, are becoming global actors, following trends in many other sectors. Researchers suggest that internationalization should be seen as a key variable that encourages and facilitates globalization, not as a variable that describes how institutions respond to globalization in economic, political, cultural and social interaction [24]. The challenges and complex interaction between globalization and internationalization as well as the different ways in which Higher Education Institutions are involved and represented as well as the position of national and national boundaries are becoming increasingly clear. The internationalization of higher education is a dynamic process shaped by the international context in which it takes place. Analysis of recent trends shows that the flow of international students has grown unstructured and centralized. Extensive data on mobility offer unique insights into the global education process. Most doctoral training is provided by several institutions in the United States and the United Kingdom, which together account for more than 50% of international doctoral students [26]. The competition focuses on STEM (science, technology, engineering and mathematics) as these fields are considered crucial to innovation, technological progress, industrial performance and economic growth. The United States has almost half of all Ph.D. candidates in STEM, international students account for more than 40% of all PhD applications in the UK and Switzerland, and the Netherlands has a particularly strong concentration in these areas [27]. Regardless of the policy motives of the internationalization of higher education, changing economic orientation and internationalization activities will continue to have a broad impact and generation with cosmopolitan roots in higher education. The type of internationalization activities that nations and institutions will pursue will determine their position in global higher education.

Many studies have examined the challenges and barriers that international students face at colleges and universities in other countries. These challenges include language difficulties, difficulties in adapting to the academic culture, misunderstandings, complications in communicating with teachers and peers, stress, anxiety, feelings and experiences of social isolation, culture shock, financial difficulties, lack of adequate housing, isolation and loneliness in adaptation to their daily life. For most international students attending a university or college in a foreign country can be an overwhelming change of life and culture. However, we can conclude that the benefits from this international experience have exceeded any difficulties and negative externalities because they provide new knowledge and new ideas that are very important for the growth and sustainable economic development of the global society.

## 6. Conclusions

Nowadays, countries are pursuing policies aimed at expanding their exchange programs in the field of education. By building and maintaining strong international partnerships, higher education institutions can offer their students more affordable study opportunities that meet their academic needs. International partnerships can also help colleges and universities. To build global campuses and prepare students to work in different countries and cultures. Study partnership opportunities also open the door to a wider international exchange of research ideas and best practices between institutions. International partnerships between partner universities can strengthen higher education and scientific research in developing countries and work to prevent the brain drain phenomenon. International understanding and development should be promoted to further improve Higher Education in low-income countries. The goal of successful internationalization of HE is fulfilled when international students have a positive experience in the country they are visiting. Furthermore, the experiences of students participating in exchange programs with universities in developing countries have long-term implications for political institutions and positively influence the political behavior of their countries and have helped build capacity and the rule of law. Countries are pursuing policies aimed at expanding their exchange programs in the field of education. Studies show that the benefits of international experience have exceeded any difficulties and negative externalities because they provide new knowledge and new ideas that are very important for the growth and sustainable economic development of the global society.

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