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Editorial: From Internal to International Issues in Higher Education Systems

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Editorial:
From Internal to International Issues in Higher Education Systems

External developments have a dual impact on higher education organizations (HEIs). On the one hand, HEIs have to reconsider their structures and functions as part of their responses to the external pressures. On the other hand, HEIs are expected to respond to the needs of their societies in dealing with these developments. Research on higher education is essential part of the dual responses of HEIs to external pressures in a volatile environment. Five articles on different issues surrounding have the potential of contributing to the dual efforts of HEIs.

Oldac and Yang examined the interconnections between higher education systems of Turkey and China. Adopting exploratory comparative perspectives, the study documented common patterns of growth between Turkish and Chinese higher education systems. Collaboration in research and student mobility have also been increasing between two higher education systems. The growth patterns and widened collaboration in internationalization was interpreted as an emancipation of Turkish and Chinese higher education systems from “Global North.” The second article of the issue by Moghadam-Saman investigated the role of disciplinary affiliation of doctoral students in their engagement in non-academic sectors. The results suggest that there are various patterns intersectoral collaboration among doctoral students. The study shows that country and university variables are significant factors, leading to the predominance of social-practice-based understanding of intersectoral research collaboration. The third article of the issue by Koyuncu and Demirhan investigated the quality of work life, organizational commitment, and organizational citizenship behaviour of teaching staff working in higher education organizations. An analysis of the data from 320 academic staff members suggested that both quality of work life and organizational citizenship behaviour of teaching staff were high while their organizational commitment was at moderate level. In addition, Koyuncu and Demirhan documented a strong positive correlation between the quality of work life and organizational commitment, a moderate positive correlation between the quality of work life and organizational citizenship behaviour, and a moderate positive correlation between organizational commitment and organizational citizenship behaviour. These results suggest that the quality of work life contribute to commitment of academic staff members to their organizations. In the fourth article, Cheung conducted a systematic review on internationalization of higher education in Southeast Asia, which is a unique spot in international student mobility. An analysis of 56 publications revealed country origin of the publications on internationalization in higher education, the methodologies of these publication and the thematic focuses of these publications. Learning experiences of international students and internationalization policies are two prominent thematic focuses of Cheung’s thematic review. The final article of this issue by Yilik explored the perception of higher education students about micro-credentials and the motivation of the students behind taking up micro-credentials. According to the results, micro credentials are perceived as supplementary tools to traditional degrees rather than alternatives to these degrees. Hopefully the articles of this issue will prove beneficial to international scholars and policy makers in higher education around the world.