

THE SIGNIFICANCE OF ACADEMIC MOBILITY ON STUDENT'S MOTIVATION IN HIGHER EDUCATION

Bushra Masri
Ministry of Education - Israel
Free International University of Moldova – PH. D thesis
mail: rard@walla.co.il

Abstract: *The academic mobility of students around the world is a reality for many years. During the period since 1999, the number of foreign students studying in academic institutions has increased to millions of students each year. International research attempts to find the reasons and the high motivation beyond the student's desire to look for a future source of employment, advancement in work, and a desire for quality of life. This article attempts to focus the reasons and motivation of the student to seek academic mobility in his academic studies.*

Key Words: *Academic Mobility, International Student, Erasmus program.*

THE SIGNIFICANCE OF ACADEMIC MOBILITY ON STUDENT'S MOTIVATION IN HIGHER EDUCATION

The phenomenon of globalization which now characterizes the economic and social activities has also significantly influenced higher education in recent decades. Its importance is reflected in the place it occupies in the institutions and the national agendas in all countries of the world. At first the construction of the European Union and the Erasmus contributed decisively to the Europeanization of higher education that later became a broader and more inclusive globalization. The internationalization is part of the strategic plans of universities. It has contributed to these many factors, including the challenge of competing in the global arena. Usher [10] points out some of the main objectives we face to do: prepare for the knowledge society, to live up to the requirements of the Bologna Process, and work internationally. The Globalization, which has various effects on economic, financial, political, sociological and cultural developments, also influences the field of education. One of the outcomes that arise due to the effects of globalization is related to the increase in international student mobility. This has paved the way for the emergence of a new market area in which international students are regarded as a source of income. the purpose of this article is to examine the economic impacts of international student mobility in the globalization process. The document analysis is used in the study. In this study, the data analysis consists of three parts. The first part is about the international education while the second part explicates the economic impacts of international student mobility [2].

Finally, the third part reviews the increasing the number of international students. According to the information obtained from this study international students provide significant revenue to the economy of their host country by bearing the cost of tuition fees and non-educational expenses as well as by contributing to the production of knowledge and technology. The internationalization of higher education is an answer to the challenges posed by globalization. The academic mobility, which

includes mobility of students and staff, for both teaching and training, has always been considered as a key, if not defining element of Internationalization. This was so above all in Europe, where outgoing mobility for students has been considered a priority in the policy makers' as well as institutional leaders' view [7]. This importance has been amply demonstrated by the European Union's support for the "Erasmus Program". Since 1987 Erasmus has enabled millions of people, to study or undertake internships, for a period of 3 months to an academic year, in another European country. There is a variety of terminology used in higher education to describe student mobility, the UNESCO Institute for Statistics, the OECD and Eurostat use a definition of international students, the European University Association (EUA) and the Academic Cooperation Association (ACA) identify different kinds of mobility and provide their definitions. There are many studies on the positive impact of mobility for the development of interpersonal skills, personal maturity and cognitive skills in general.

The academic mobility received tremendous momentum immediately after the Bologna Reform in 1999 (Bologna, Italy). After the reform began a lot of countries made a lot of structural changes in their academic space in order to adapt themselves to the new reality, to academic globalization, to new academic requirements that will maintain academic relevance to students from within the country and foreign students. UNESCO define the academic mobility as implies a period of study, teaching and/or research in a country other than a student's or academic staff member's country of residence ('the home country'). This period is of limited duration, and it is envisaged that the student or staff member return to his or her home country upon completion of the designated period. The term 'academic mobility' is not intended to cover migration from one country to another. Academic mobility may be achieved within exchange programmers set up for this purpose, or individually ('free movers'). Academic mobility also implies virtual mobility.

According to OECD, the academic mobility is when international students are students who have crossed borders expressly with the intention to study. The UNESCO Institute for Statistics, the OECD and Eurostat define as international students those who are not -residents of their country of study or those who received their prior education in another country. Foreign students are defined according to their citizenship. The fields of education correspond to those defined in the **International Standard Classification of Education (ISCED)**. A doctorate holder has received an advanced research qualification at Level 6 of ISCED-97. He/she is considered as internationally mobile if he/she has since moved to a country other than that of his or her usual residence for a period of at least 3 months, except when the move was for recreation, holiday, visits to friends and relatives, medical treatment or religious pilgrimage. Adler define the academic mobility as Student mobility is defined as any academic mobility which takes place within a student's program of study in post-secondary education. The length of absence can range from a semester to the full program of study [3]. There are two main types of student mobility: mobility for an entire program of study (diploma or degree

mobility); and for part of a program (credit mobility). This paper will examine the latter two types of mobility. Students studying in multiple academic settings believe that a series of benefits will accrue from their studies. These individuals may, for example, be interested in strengthening their personal development, increasing their academic opportunities or enhancing their career prospects. Mobile students believe that a diversified education provides them with increased confidence, maturity, linguistic competence and academic ability. The Author in her article, " The impact of the Bologna reform on the Arab students in Israel " describe the academic mobility as long trends which started un the end of the 90th and get increase in the phenomenon in the immigration process, and globalization.

The academic mobility exists students and teachers in higher education to move to another institution in their own country or abroad to study or teach for a limited time. In all cases, the reason for the transition will be a set of reasons (as will be presented below). Mobility will usually be held by young students without family. Students are generally divided into two groups: free students are students who travel entirely on their own initiative, while program students use department, faculty, institution, or national exchange programs (such as Erasmus). Erasmus, where students from different countries can study together without leaving their home.

Table 1– The causes of the academic mobility of academic students

	The causes of Academic Mobility	
Personal	Academically	professional
To know a new coulters'	To learn or improve language	To have an international career
To be challenge by new experience	To improve the resume	To learn other ways of doing business
To get out of the comfort zone	To experience educational that is better in your country	To open "professional doors" to other countries
To build a family in other country	To specialize in areas of interest	To achieve professional recognition
To open possibility for quality life	To get a special academic education	To develop international career

Source: Made by the Author from source [1]

The growing numbers of internationally mobile students have prompted studies concerning students' adaptation to the host culture, specifically the psychological journey of cross-cultural adaptation which includes 'changes to the sojourner's ways of behaving, thinking and feeling'. The interest in the experience of cross-cultural adaptation is due to it being a predictor of not only the satisfaction with the study abroad experience but also the quality of relations between members from different cultural groups. The development of an intercultural competence to deal with different

cultural backgrounds and with diverging ways of working or communicating is the most profound of the competencies to be gained from mobility and well researched. However, there is little empirical research identifying learning cross cultural adaptation of students in mobility to inform the decision makers at universities. This may lead to less emphasis given to the fact that intercultural learning does not automatically increase by simply being in a foreign culture and there are other factors that play a decisive role. Although there is a growing body of academic literature on student mobility, there is relatively little research on students' perspective in developing cross-cultural learning, which the paper seeks to address. The study referred to in this piece contributes to the body of literature on mobility by examining how short term, outgoing mobility impacts cross-cultural learning, especially the development of cross-cultural awareness and competencies, seen from the students' perspective. Using a mixed method approach and student led-data, the study achieves an insight into how students' learning approaches develop as result of student mobility.

Different types of Academic Mobility

In the world of globalization, with trends of immigration and effect of economic knowledge on the policy of governments, the academic mobility has a different type, which every kind of them are different. The different between them is the main issue which create the opportunity for the mobility. The author of the thesis defines **tree** central types of academic mobility:

1. **Mobility of student** – students which decide to the get the academic higher education out of the country.
2. **Mobility of academic staff (lectures, researches)** – staff from the universities, colleges, academic institutes.
3. **Mobility of professional employment (doctors, engineers).**

Mobility of students – The author identifies a worldwide trend of student movement from one country to another due to various factors. The world student movement of 4.2 million of students who move to study in other countries. The common causes of the transition were already presented in Table 1.2.1, where the personal reasons for the transition were raised. It should be added that this trend is growing due to economic, employment, political, social, climate, politics and security, academic and personal development.

Kelo & Teichler [6] adds that the recognized economic reasons are: cost of living, high taxation, low earning capacity, inflation and decline in the value of assets and currency value, non-social policy. The employment reasons are: employment problems in the academic field, employment problems of the academic spouse, inability to advance in the job due to a lack of standards, inability to progress professionally / academically. The most popular countries for the higher academic mobility are United – state, Germany, Australia, United Kingdom, and lately, some of the eastern Europe (the medicine faculties). International programs for international students – there is a lot of

international programs for the student. The most popular are active by Erasmus institute [2]. The **Erasmus** (European Region Action Scheme for the Mobility of University) - The Erasmus program is an EU exchange student program that has been in existence since the late 1980. Its purpose is to provide foreign exchange options for students from within the European Union and it involves many of the best universities and seats of learning on the continent [1].

How does the *Erasmus Program work*? The program is aimed at cross-border cooperation between states to aid the growth of international studying, and with over 4000 students involved in the program at any one time it offers an excellent chance of experience abroad. With the emphasis on international commerce growing all the time it is no surprise that there are a number of international programs in the education sphere. Some universities in many countries offer a chance of international exchange programs that allow students to study abroad for a term, a year or a specified period of time, and this can be an excellent way of getting to grips with languages.

Alternatively, the Erasmus exchange program, designed to cater for students who wish to study in the EU member states, is a viable exchange program that is used by over 4000 students each season. There are many universities signed up to Erasmus and to other international programs, and it is worth seeking further information on the internet in order to find the best option. In the year of 2017 the *Erasmus union* has an actual data which include: 272,497 – students (60.5% - female / 39.5 – male), 3,465 international programs in academic Institutes, 67% for B.A / 29% for M.A / 1% for Doctoral / 3% for short cycle, average age – 23.5 [9].

In general, it can be said that mobility is becoming an ever more global activity, as scientists all over the world can communicate, share data, and travel (from almost all countries) with unprecedented ease. International mobility of academics has indeed risen over the last decades, as will be illustrated in the next section. Mobility can be explained by both push and pull factors, and often a combination of them . Economic imbalances across countries and regions may push individuals to seek for better academic career opportunities. The OECD identified potential increases in earnings as one of the most important reasons why people migrate. Scientists are particularly attracted to better science infrastructure and funding, better working conditions and also higher salaries. The decision to leave the home country is thus often led by the desire to go where ‘good science’ can be achieved. Key reasons why highly skilled researchers in the IT and biotechnology sectors moved to the UK were for example the desire to work with ‘leading edge researchers’, ‘state of the art equipment’, and in a ‘meritocratic system. Common language, geographical proximity, and political tensions may also play a role [6] .

The OECD estimates that in about 15-30 per cent of cases international study is the first step toward eventual settlement in the host country. In Japan and France, almost half of all new permanent labor migration even comes directly from the study route. It should be noted that this concerns degree

mobility and not students who study abroad only for a part of their degree. The advantage of a domestic degree which is easier understood by employers in the host country over short term mobility which accounts towards a foreign degree seems to play a role, in spite of efforts to facilitate international degree recognition [8]. As student-led migration is becoming part of global talent contest, international degree students are thus being approached more often as part of a broader strategy to promote skills development and mobility. This entails a range of measures including allowances to work during studies, to change visa status after graduation, or special job search visas for graduates, allowing international students to work and to seek employment after graduation in the host country. In this fashion, the European Parliament adopted in early 2014 a new guideline that allows international students to work (without restrictions on the number of hours) during their studies and to stay 1,5 years after graduation to search employment or start up a company. As part of such broader strategies, the EU also aims to attract researchers, as facilitated through the Blue Card policy. In certain cases, countries also aim to attract researchers who emigrated back to the country of origin (for instance in India and in China).

For the summery, the motivation for mobility of academic students are increase every year, more and more. The growth in the number of students leaving their home country to study abroad is forecast to goes up substantially in the next decade, a new study from the British Council has predicted. New research shows that the number of outbound students across the world is expected to increase by 1.7 per cent annually on average between 2015 and 2027, a significant increase of the 5.7 per cent annual growth between 2000 and 2015 . This increase in the rate of growth is largely because of increased local investment in higher education in many countries, which is resulting in increasing numbers of prospective students choosing to study without of their own country, according to the study. The forecast means that traditional major international student destinations, such as the US, UK and Australia, may be able to rely on high youth populations in top sending countries and perceptions of their own high-quality education to drive continued significant growth in international student recruitment.

References

- [1] **Auriol, L. Misu, M. Freeman, R.** Careers of Doctorate Holders: Analysis of Labour Market and Mobility Indicators, OECD Science, Technology and Industry Indicators Working Papers, No. 203 OECD Publishing. 2013 (p; 224 – 251).
- [2] **Brinev N.S.** Academic mobility of students as factor of development of process of internationalization of formation. London, UK. 2007. (p; 65 – 68).
- [3] **Cortazzi, M. Jin, L.** Introduction: Researching Cultures of learning. Researching Cultures of Learning:

International Perspectives on Language Learning and Education. Hound mills, Basingstoke, Hampshire; New York: 2013 (p; 1- 17).

[4] **Fache N.** La modernization de l'Ecole. Appel a la resistance/ L'Harmattan. Spain, 2007 (p; 48 – 66).

[5] **Jon's, H.** Europe as a hub of transnational academic mobility. Past, present, and future. Presentation at the Academia European. Rome, 2013 (p; 121 – 133).

[6] **Kelo M. Teicher, U. Wachter, B.** Euro – data - Student mobility in European higher education/ Bonn: Lemmens Verlags and Mediengesellschaft. Germany. 2007 (p; 486 – 491).

[7] **Pearson, R. Morrell, J.** Knowledge Migrants: The Motivations and Experiences of Professionals in the UK on Work Permits. Department of Trade and Industry (DTI). 2002 (p; 98 – 111).

[8] **Seidahmetov, M. et al.** Procedia - Social and Behavioral Sciences 143. Poland, 2014 (p; 482 – 486).

[9] **Shabalin U.E.** Academic mobility: regional measuring of the forecast consequences. Scientifically-elucidative portal "Education 3000". 2007 (p; 258 – 269)

[10] **Usher, R.** (1998). Adult education and life - long learning in postmodernity/ Adult Education in a transforming society. Second rapport from the Adult Education research Project. Roskilde University Press. 1998 (p; 187 – 195).

[11] **Znovenko L.V.** Role of development of academic mobility of students in the system of continuous education for preparation competitive personnel.2011 (p; 296 – 311).