

THE LARGEST SALARIES OF THE TEACHERS IN THE WORLD - A CAUSE FOR THE BEST PLACED UNIVERSITIES IN VARIOUS CHARTS?

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Abstract

In my current study I examined a link between the average salary of the teachers in the first countries classified by me and someone else in another study we wrote and the position of these countries in terms of the place occupied by the universities from those countries in some of the most popular rankings of the universities known in the world. From the first fifteen countries ten belong to Europe, two are from Asia, one is from Australia, and another two of them belong to North America. The conclusion of my actual study is that there are other factors influencing the place occupied by the countries that I will try to identify in the future.

Key words: Ranking Web of Universities; Shanghai Ranking; position of the country from the universities quality point of view

JEL classification: A22, A23

1. Introduction

In one of the articles published by me and someone else in the past we achieved a ranking of some countries in the world depending on the position occupied by various universities in the rankings most known worldwide (Ranking Web of Universities and Shanghai Ranking - for a thorough analysis of the methodology of Shanghai ranking see Florian (2006)) and to the population of origin. An interesting study on a very close topic is published by the University of Oxford.

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2. A short abstract of the study published by the University of Oxford

According to this study “internationalisation is of growing significance worldwide, with economic, political and social changes driving an increasingly global knowledge economy. Internationalisation within universities continues to develop apace as institutions move from equating international strategy with international student recruitment to developing mature internationalisation agendas that incorporate recruitment, research collaborations, and capacity-building. While UK universities have always been engaged in international recruitment and research, we see this expanding as technological, political and demographic changes make university internationalisation a strategic goal for many governments”.

The International Trends report written by Oxford University provides an overview of changes and some developments in the higher education area from our world. University of Oxford have selected in their study the most significant changes affecting international student recruitment and study abroad, international research collaborations and international expansion in the form of branch campuses.

The role of governments in shaping campus international strategies and engagement overseas is also discussed in the study made by the University of Oxford. In addition to providing an update on the themes discussed in depth in the 2014 Trends in the Globalisation of Higher Education report, the recent study made by the University of Oxford includes two case-studies on particularly topical issues: the role of technology in education worldwide, and the use of higher education as a tool to achieve economic success and development. Their study is based on a range of statistical tools and reports provided by the OECD, UNESCO, the US Institute of International Education and publications produced by the UK Higher Education International Unit, the British Council, and the Department for Business, Innovation and Skills. According to the University of Oxford their study highlights developments in international higher education of likely interest to Oxford and offers a summary of key trends in higher education to illustrate the global context of Oxford’s international engagement.

According to the study after remaining almost stable over the last decade, the balance of host countries is changing in the present times. USA remains the most popular country desired by the international students,

followed by the UK, Germany, France and Australia, with around 50% of all the international students pursuing degrees in these 5 countries. We will try to partially respond in our study why the USA and UK's traditional market share is declining, when Australia and Canada, among others, are increasing in popularity alongside intraregional mobility.

According to the University of Oxford study the most mobile students remain those from Asia, with China, India and South Korea being the leading source of international student. We think that their study says that almost one in six international students is Chinese because of the total population of China. We also think that two explanations of the fact that the Asian students represent for 53% of all students studying abroad are: the population of Asia and their revenues. One of the reasons of the fact mentioned by the University of Oxford Study that not all of the Asian students travel far might be that around their countries there are a lot of very well-known universities placed in countries very well developed now. Their study states that "Japan and Korea have high numbers of international students from neighbouring countries: 81% of international students in Japan and 75% in Korea come from other East Asian countries."

As they mention in their study, some of the causes because of which the broad outline of student mobility slowly changes, are political and demographic changes which continue to shape government policies towards international students. In Asia they give the example of ASEAN states which "are working to encourage domestic students to study in Asia rather than heading to western universities, and to this end, have established a 'Common Space of Higher Education' to encourage cross-border student mobility and academic integration across Southeast Asia. Influenced by Europe's successful development of the Bologna Process and European Higher Education Area, a credit transfer protocol is already underway. Two new programmes to encourage student mobility within Asia have recently begun: 'ASEAN International Mobility for Students' and 'Passage to ASEAN', with the former now including 59 universities across seven countries, while the latter provides virtual tours and study tours for students across the ASEAN region".

In Europe and USA three major new initiatives were announced in the last period in Russia, Germany and the USA. The study mentions that Russia's '5/100 initiative' was launched in 2012 and has been designated "to boost the number of international faculty in Russian universities to 10% and international students to 15% by 2020 as part of a wider plan to develop the

global competitiveness of Russian research and higher education. There is considerable financial backing behind the project, which has two primary aims: to encourage international students to study in Russia, and to have at least five Russian universities ranked in the top 100 in the world by 2020. To raise standards, a foundational year in Russia has been made a prerequisite of university entrance, with aspiring foreign students required to take courses in Russian language and literature at Russian universities before enrolling for a degree”.

University of Oxford mentions that Germany is also pushing the study abroad for its university students, with some new programme that has the scope that half of all its degree students to study abroad by 2020. In the present, about a third of all the German students spend some of their time at a university abroad during their degree, but the German government and Academic Exchange Service (DAAD) are struggling to increase this share to 50%. Money are available for 118,000 German students to study outside Germany each year. Another funding's are allocated to support 36,000 low income students and universities to offer scholarships for a further 10,000 good students. Germany also wants to obtain a growth in the number of international students which study at the German universities by 17% in the following years. “In contrast to brain-drain driving similar programmes in Russia and Asia, the primary incentive for Germany is to increase their competitive advantage in business, science and industry, and to “gain long-term friends of Germany throughout the world””.

According to the University of Oxford study in the USA, the Institute of International Education has a brand-new five-year programme, ‘Generation Study Abroad’, which aims to double the number of students that are obtaining international experience during their degree from 295,000 to 600,000 by 2019. The move is catalysed by the recognition of the fact that globalisation is both changing the way in which the world operates, and changing the abilities and experience the companies look for in their hires. The IIE works together now with a lot of higher education institutions, governments and companies to make grow the opportunities for US students to study and intern abroad, or through academic exchange partnerships, international placements or scholarships for international study. “While study abroad and other international experiences are widely considered to be valuable for students, and to develop a wide range of soft skills such as intercultural communication, openness to new challenges, problem-solving and

decision-making skills in returnees, there has not always been a strong empirical evidence base to support efforts to broaden student internationalisation. The European Commission's 2014 report on the 'Effects of mobility on the skills and employability of students and the internationalisation of higher education institutions' found that there is clear quantitative evidence to illustrate the value of study abroad for students, both in terms of their initial employability as new graduates, and on their later career development. Overall, former Erasmus students were found to be half as likely to experience long-term unemployment compared to their peers who remained at their home universities, and the effect was a long-lasting one: five years after graduation, the unemployment rate for Erasmus alumni was 23% lower. Given the high rate of unemployment for European youth over the past decade, particularly in southern Europe, study abroad has a major impact on students' chances of employment and their opportunity to begin an independent life after university. Employers specifically mentioned that the skills they valued in new employees included openness to new challenges, problem-solving and decision-making – all skills that living and studying in a new country develops – with 64% stating that international experience was an 'important' factor in recruiting new employees."

University of Oxford study mentions that Technology is very important for the higher education and that, in some countries, is making simpler the access to education and training. As our societies rapidly change into knowledge-based information economies, information technology becomes a weapon that insures her user of success.

The recent debates around technology in higher education in the recent years are focused on online teaching and learning, now other game-changers are also developing below us. Technological innovations as digital preservation and curation, data-bases and tools such as "open access to peer-reviewed scholarly research are already significantly shaping both research and teaching. Digital technology gives researchers new tools to facilitate data collection, analysis and dissemination, while students now have access to an ever-increasing range of online resources for study."

Having digital access to library materials and collections of all kind of types also opened the interest to numerous research findings by moving them to a model of online access materialized or in peer-reviewed academic research, or in journal articles, theses/monographs. There are some ways an author can make his/her work open to the public, such as placing their works

in an open-access repository or by publishing his/her work in an open access journal. Open access journals charge publication fees, but not all of them. Even if open access journal results have huge results to scholarly research, it has been subject to profound discussions in some regions, also within the UK. “The primary argument against open access is the removal of peer review from the publishing process, with the attendant risk of reducing future research quality, but with research funders supporting open access as a means of disseminating the research they fund and support, new quality assurance processes are being put in place.”

3. Our correlation

The top of the first 15 countries in the world made by Moroşan and Marina (2017) depending on the position occupied by various universities in rankings most famous in the world and according to the population of origin (as published by Wikipedia) obtained by them by reporting population of these countries to the number of universities in those countries and ordered ascending results obtained is as follows:

Table 1 Places occupied by the countries taken into consideration

Place occupied	Country
1	Switzerland
1	Denmark
1	Singapore
4	Australia
5	Finland
5	Sweden
5	Norvey
8	USA
9	Canada
10	UK
11	Netherlands
12	Belgim
13	Taiwan
14	Germany
15	France

Source: Moroşan, A.; Marina, A. (2017)

Next I will verify if one of the causes of placing the highest rated universities in the ranking of the countries presented before is not the teachers' salaries in those countries.

To do what I want I will present in the table below the average salary of the teachers in the countries listed above - data were taken largely from various statistics compiled by OECD:

Table 2 The average salary of the teachers

Place	Medium monthly salary – rounded (\$ USD)	Countries
1	5.750	Switzerland
2	3.500	Denmark
3	5.100	Singapore
4	3.667	Australia
5	3.583	Finland
6	3.000	Sweden
7	3.833	Norvey
8	3.417	USA
9	4.667	Canada
10	3.417	UK
11	4.833	Netherlands
12	4.250	Belgium
13	2.400	Taiwan
14	4.500	Germany
15	2.750	France

Source: Our own calculations

The usage of the **CORREL** function in Microsoft Excel determines the relationship between two strings. The origin of the CORREL function is, according to Microsoft, Pearson's correlation coefficient. In some versions of Microsoft there were some small differences between CORREL and Pearson's correlation coefficient according to Microsoft (a).

The CORREL rank correlation coefficient calculated according to Microsoft (b) from the strings shown in Tables 1 and 2 has a value of 0.33.

4. Conclusions

Interpreting the value obtained for Correl I found that there is a direct, low-intensity link between the average salary of the teachers from countries considered and the position of these countries in terms of the place occupied by universities in those countries in the most popular rankings of universities. So there are other factors of influence that I will try to identify in the future.

5. References

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