

GLOBALIZATION CAPACITY OF UNIVERSITY TEACHING STAFF IN UKRAINE AND LITHUANIA: COMPARATIVE RESEARCH

Svitlana Paschenko, Ivan Danyliuk

Taras Shevchenko National University of Kyiv (Ukraine)

Abstract

The aim of the research is to investigate and then compare the globalization capacity of modern university lecturers in Ukraine and Lithuania on different stages of their professional development. The strategy which has been chosen for the aim realization is based on a psycho-diagnostic method and comparative approach toward results' analysis and interpretation. The sample included 302 Ukrainian and 60 Lithuanian lecturers ($N = 362$). The paper represents a new psycho-diagnostic instrument – a standardized questionnaire GLOBIDMAR – for measuring globalization capacity of academicians from different European countries. Research results allow to compare globalization capacity of university instructors from Ukraine and Lithuania and to discover factors that influence the development of these measures under the conditions of rapid socio-economic, socio-cultural and professional changes. The level of globalization capacity appeared higher one in Lithuanian pedagogues in comparison with Ukrainian ones that affirms a higher level of their readiness to development of their own professional identity in the context of globalization processes in scientific-education area. Lithuanian university lecturers have stably high level of globalization capacity during the whole process of their professional development.

KEYWORDS: Globalization capacity, university teaching staff, comparative research.

Anotacija

Šiame straipsnyje pristatomo tyrimo tikslas – išanalizuoti ir palyginti globalizacijos poveikį Ukrainos ir Lietuvos šiuolaikinio universiteto dėstytojų profesinio augimo procesui įvairiuose lygiuose. Tikslui įgyvendinti pasirinktas psichodiagnostinis metodas, kaip rezultatų lyginamosios analizės ir interpretacijos priėiga. Tyrimo imtis – 302 Ukrainos ir 60 Lietuvos dėstytojų ($N=362$). Naudotas standartizuotas klausimynas GLOBIDMAR, kuriuo galima išmatuoti globalizacijos poveikį akademiniam gyvenimui įvairiose Europos šalyse. Tai leido atskleisti veiksnius, kurie daro įtaką Ukrainos ir Lietuvos švietimui sparčiai vykstančių visuomenės socioekonominių, sociokultūrinių pokyčių aspektu. Tyrimo rezultatai leidžia teigti, kad Lietuvos dėstytojai, lyginant su Ukrainos, geriau supranta savo profesinį identitetą mokslo ir švietimo srityje globalizacijos procesų kontekste. Lietuvos universiteto dėstytojų profesinei brandai didelę įtaką daro globalizacijos poveikis.

PAGRINDINIAI ŽODŽIAI: globalizacijos poveikis, universiteto dėstytojai, lyginamasis tyrimas.

Introduction

Globalization is an objective process which is developing according to its own laws. It represents a rational model of the society and prioritizes the universal values over the national and group ones. Globalization has also become a factor which influences modern environment of professional and social realization of an employee. In the globalized world, a profession loses its relative autonomy. Inevitable standardization of professional mentality, consciousness and values forms a

mono-vector professional culture oriented towards the general standards which can lead to leveling of national characteristics of the work and creativity processes. Simultaneously, it is a condition that contributes to an increase in mutual understanding, integrated world view, standardized professional vocabulary and positive development of professional self-consciousness correlated with whole-civilization criteria (Podshivalkina, 2012).

The impact of globalization processes on professions varies. Therefore, globalization capacity will be different for each profession and each professional. Globalization capacity of a profession depends on availability of supranational toolkit and universal demands to a professional; developed and structured professional vocabulary; shared professional culture as a complex of cross-civilization rules, norms and criteria of behavior and ethical norms; common informational database of the definite professional activity.

In this context, the profession of higher school pedagogue has been significantly impacted by the Bologna processes, which have involved them into an activity directed toward the creation of an open education area and teaching based on progressive world experience in a frame of informational civilization (Janos-Shiller, 2011). The profession of an academician is functioning according to the model of professional activity "Human – Profession – Society". So effectiveness of scientific-educational activity is defined greatly by correlation between these three sub-systems.

All these social and professional factors influence the globalization capacity of a modern academician. The personal globalization capacity primarily depends on the globalization capacity of a profession, stage of professionalization, age of a lecturer, his/her personality features, valuable and moral attitude toward profession, etc.

Globalization capacity can be measured with such personality indexes as openness, tolerance, mobility, individuality, creativity, autonomy, the ability to develop professionally and personally: it also influences greatly academicians' professional identity in the epoch of fast systematic transformations in the educational sphere. The level of globalization capacity development defines behavior and coping strategies of higher school professionals in professional pedagogical activity and communication (Bhandari, Laughlin, 2009; Palmer&Zajonc, 2010).

Among the problems caused by globalization there is one which is connected with psychological strategies and tactics of professionals' coping and/or adaptation to the new conditions of professional activity. In Yermolayeva's opinion, globalization has contributed to the emergence of a broad group of professionals who don't meet the requirements of social standards of the profession (Yermolayeva, 2011, p. 5). It is necessary to revise not only professional competences but also profes-

sional values and beliefs in accordance with innovative requirements of higher education open area. Breaking old professional stereotypes often diminishes the professional identity of a lecturer, creates psychological barriers, and ultimately requires professional re-socialization (Unterhalter, Carpentier, 2010).

In order to form a new globally-oriented professional identity in Ukrainian university lecturers, it is necessary to overcome not only the past, parochial professional mentality but also the destructive influence of stereotypes formed in pre-Bologna higher education realities. Rather often, Ukrainian lecturers with low level of globalization capacity perceive themselves as being victims of reorganization abuse that leads them to the loss of professional identity and to “globalization shock”. This crisis of professional identity becomes apparent in psychological resistance they exhibit toward modern changes in the higher education system. The mental background of such resistance lies in hostility towards global social environment. This hostility is formed by the lecturer himself and is negatively correlated with the level of his/her involvement in its creation. Yermolayeva has defined the most typical forms of coping with the changes in professional field: escape (real and virtual), passive resistance (imitation of activity), counteraction (an attempt to influence hostile environment), destructive changes of personality social priorities through decreasing of the spiritual aspiration and increasing of the material one (Yermolayeva, 2011, p. 152).

Transformative model of an academician’s coping with the influence of globalization detects different combinations of individual tolerance and social openness which define interrelations of a professional and the environment. It means that constructive adaptation to the globalization processes in the field of higher education requires high level of environmental openness from a subject and a reserve of individual tolerance for adoption of different socio-environmental values (Kehm, Huisman, Stensaker, 2009; Moule, 2012).

The achievement of an acceptable level of the correspondence between the professional and the social identity in university lecturers requires social coping that involves motivational and value mechanisms (Hollway, 2009; Karolewski, 2011).

Reforms of the Ukrainian higher school according to the European standards became a reason for professional changes of university lecturers in this country. This process is going slowly and faces the difficulties mentioned above. This motivated the current research of the globalization capacity of academicians from Ukraine and Lithuania, the countries which have both similarities and differences in the past and present development of their higher education systems. As a member of the EU, Lithuania began reforms of its educational field according to the European standards much earlier than Ukraine and accumulated vast experience

of such transformations. These reasons have formed the key hypothesis of our empirical research: Lithuanian university lecturers have achieved a higher level of globalization capacity than their Ukrainian colleagues.

The Purpose of this research is to investigate and then compare the globalization capacity of modern university lecturers in Ukraine and Lithuania on different stages of their professional development.

1. Research Methodology

The research we present in the paper has become a part of a complex investigation in the field of professional self-consciousness and professional mastership development of the university teaching staff in the modern globalized world. Our hypothesis is based on the statement that the level of the lecturer's professional development influences the selection his/her realization strategies as a professional and the models of coping behavior which are conducted during lecturers' activity connected with cultural and psychological barriers overcoming in the process of globalization of education. In order to verify this hypothesis we have conducted a cross-cultural research by measuring these indexes of professional self-consciousness in Ukrainian and Lithuanian academicians with the help of modified versions (for Ukrainian and Lithuanian samples) of the GLOBIDMAR questionnaire. We have used a method of comparative analysis to compare peculiar characteristics of globalization capacity of Ukrainian and Lithuanian academicians on different stages of their professional development.

2. Research Sample

The research sample ($N = 362$) consists of 302 university lecturers from 17 Ukrainian universities and 60 lecturers from 2 Lithuanian universities. The sample is homogeneous based on the measure of professional belongingness; it is stratified by sex, age, scientific-pedagogical experience of work at higher school, scientific degrees and ranks, teaching social-humanitarian, technical, natural and medical programs. We have also singled out lecturers' experience in academic mobility as a factor which is considered to be one of the basic signs of educational field globalization by many scientists (Bexley, James, Arkoudis, 2011; Byram, Dervin, 2008; Danyliuk, 2012; Hall, Lunt, 2005; Kim, 2010). The sample includes teachers having an experience of academic mobility and those who does not have such experience.

Ukrainian Sub-Sample Characteristics

Frequency analysis of social-demographic characteristics of Ukrainian university academicians is provided in Table 1. Males and females are equally represented in the sub-sample. The biggest age group consists of lecturers 31–40 years old. According to the job seniority in higher education system, the dominant group of lecturers is represented by academicians who have been working for 11–20 years.

Table 1. Frequency Analysis of Social-Demographic Characteristics of Ukrainian University Teaching Staff

Index	Category	Distribution
Sex	Male	44.7 %
	Female	55.3 %
Age	20–30	19.2 %
	31–40	28.5 %
	41–50	26.5 %
	51–60	14.6 %
	60+	11.3 %
Job Seniority in Higher Educational Establishment (in years)	≤ 5	24.5 %
	6–10	16.6 %
	11–20	27.8 %
	21–30	19.2 %
	31–40	7.9 %
	41–49	2.0 %
	≥ 50	2.0 %

Within the scientific degree category, the majority of respondents consisted of PhD holders – 58.9 %, Doctors of sciences – 14.6 %, teachers without a scientific degree – 26.5 %. Within the scientific status category, professors formed 11.9 % of the sub-sample, associate professors – 47.7 % and others – 40.4 %. The respondents occupy wide spectrum of positions: deans – 2.0 %; heads of departments – 15.2 %; heads of laboratories – 1.3 %; professors – 9.9 %; associate professors – 36.4 %; senior lecturers – 9.3 %; lecturers – 6.6 %; assistants – 11.3 %; senior scientific workers – 2.6 %; junior scientific workers – 0.3 %; doctorates – 1.0 %; PhD-students – 3.3 %, others – 2.6 %. Academic mobility has been experienced by 60.3 % of the respondents, 40.7 % of respondents have not been academically mobile. So the research sub-sample can be considered as one which detects the main characteristics of the general totality.

Lithuanian Sub-Sample Characteristics

The second sub-sample of our research consists of 60 Lithuanian university lecturers. Table 2 represents social demographic profile of respondents.

Table 2. Frequency Analysis of Social-Demographic Characteristics of Lithuanian University Teaching Staff

Index	Category	Distribution
Sex	Male	44.1 %
	Female	55.9 %
Age	20–30	19.0 %
	31–40	31.0 %
	41–50	24.1 %
	51–60	15.5 %
	60+	10.3 %
Job Seniority in Higher Educational Establishment	≤ 5	30.5 %
	6–10	28.8 %
	11–20	13.6 %
	21–30	16.9 %
	31–40	8.5 %
	41–50	1.7 %

The data in the table demonstrate that males and females are almost equally represented in the sample (with a small predominance of females). The biggest age group consisted of 31–40 years old university lecturers. According to the job seniority criterion, the most frequently met groups are a sub-sample of young teachers with a record of service less than 5 years and a group of teachers who have been working in higher educational establishments for the period from 6 to 10 years. Complete majority of university staff sets lecturers of humanitarian faculties – 55.0 %. Also there were represented specialists in natural (20.0 %) and technical (25.0 %). It's necessary to mention that all teachers work by profession according to their first diplomas. Frequency analysis of the sample according to the criterion “Scientific Degree” has shown that among respondents the predominating group consists of teachers without scientific degree (60,0 %), Associate Professors and Professors are represented as 20.0 % and 15.0 % correspondingly. Among the respondents there were 31.7 % of PhD holders and 13.3 % of Doctors of Sciences.

Academic mobility has been experienced by 62.7 % of respondents, while 37.3 % of respondents have not been academically mobile. It's necessary to mention that this proportion doesn't differ statistically meaningfully ($\chi^2 = 0.087$; $p = 0.786$) from inter-correlation which has turned out among Ukrainian peda-

gogues which was on the level 60.3 % and 40.7 % in favor of academically mobile teachers. So level of academic mobility in these two samples of University staff globalization capacity cross-cultural research appeared to be approximately equal.

3. Research Instrument

As the research tool we have applied an authorized modification of the “Глобидмар” questionnaire constructed by Yermolayeva (Yermolayeva, 2011, p. 155–165) which has been developed for measuring the globalization capacity of educational field professionals depending on their professional identity.

A modified questionnaire contained 55 statements measured on the scales “I and profession”, “I and society”, “I and globalization”, “Society and profession”, “Alternative professional way”. The results’ were processed using content analysis of the answers and construction of “graph of acts” by their correlation with two main parameters: the possibility of realization under the conditions of globalization and the methods of coping with problems which inevitably arise up in such terms.

For the Lithuanian sample the questionnaire was translated into the Lithuanian language by the teachers of Psychology department of Klaipėda University. It has also undergone semantic and cultural verification of the statements’ constructions (See Appendix 1).

We started our research from designing a Ukrainian language version of the questionnaire, changed its name into GLOBIDMAR, and modified it for evaluating the professional identity and globalization capacity of university teaching staff. On the basis of Yermolayeva’s questionnaire, we have designed an adequate psycho-diagnostic instrument for measuring the globalization capacity of university lecturers using the Bologna higher education principles in Ukraine. It has undergone a procedure of standardization and validation. As a result, a modified questionnaire included 36 statements distributed to 5 scales (see below).

The next stage of our research was devoted to the study of globalization capacity of Lithuanian university staff and comparing its results with the results of Ukrainian sample.

Outcomes of Using the GLOBIDMAR Questionnaire with the Lithuanian Sample

As it was mentioned before, the sample of Lithuanian lecturers was significantly less ($n = 60$) than Ukrainian one that’s why creation on its basis a separate Lithuanian version of GLOBIDMAR questionnaire appeared problematic. Because of this reason we have used the basic model of the questionnaire which passed through psychometric analysis on the Ukrainian university teaching staff

(Paschenko, 2013). This sample was large enough ($n = 302$) and representative. Respectively we have used a key designed on the basis of Ukrainian sample for measuring globalization capacity level of the Lithuanian lecturers. This key evaluates a whole chain of parameters of a pedagogue's professional identity. In the process of analysis of the internal reliability of GLOBIDMAR questionnaire's scales in its application toward the Lithuanian sample, we have discovered that the coherence of some scales is quite problematic (Table 3). Firstly, it is connected with not a big volume of research sample, and secondly – with a social-cultural context of the respondents vital activity.

Table 3. Comparative Analysis of Internal Reliability of the GLOBIDMAR Questionnaire's Scales

Scales	Country			
	Ukraine		Lithuania	
	<i>A</i>	<i>P</i>	α	<i>P</i>
I and Profession	0.759	0.897	0.617	0.729
Professional I and Society	0.675	0.897	0.477	0.534
My Professional Capacity in Conditions of Actual Changes	0.616	0.746	0.604	0.631
I and my Labor Conditions	0.647	0.746	0.481	0.555
I and Globalization of my Profession	0.560	0.690	0.413	0.509
Globalization Capacity	0.853	0.908	0.742	0.798
Yesterday	0.594	0.748	0.618	0.652
Today	0.781	0.859	0.590	0.616
Tomorrow	0.685	0.782	0.487	0.536

Thus acceptable levels of internal validity have been discovered for the next scales: “I and Profession”, “My Professional Capacity in Conditions of Actual Changes”, “Globalization Capacity” and also for the scales of terminal state “Yesterday” and “Today”.

As the measures of internal reliability there were calculated a coefficient α Cronbach (Cronbach, 1951) and coefficient of composite coherence (ρ Dillon-Goldstein or ρ Jöreskog) (Wertz, 1974).

We attribute low internal reliability of the scale “Professional I and Society” in the Lithuanian sample to the differences in the social conditions of lecturers' professional realization in Lithuania and Ukraine. In Ukraine, the necessary political and economic reforms take place rather slowly and euro-integration has been lengthening out for decades. At the same time, entering the European Union became one of the main factors influencing development of the Baltic countries (Kovtun, 2010).

It is completely evident that socio-cultural factors influence significantly content perception of two more main scales from the side of Lithuanian academicians. Among them are “I and my Labor Conditions” and “I and my Globalization of my Profession”. Really evaluation of actual labor conditions and professional perspectives in a frame of open education area by university lecturers can not occur in separation from socio-cultural peculiarities of the countries they live and work in.

On the contrary, the perception of an essence of the scales which describe personality components of identification – “I and Profession” and “My Professional Capacity in Conditions of Actual Changes” – has been less influenced by socio-cultural factors. Thereafter it didn’t appear significantly on the intrinsic consistency of these scales.

Analyzing so-called scales of terminal state of university academicians it is necessary to mention that in Lithuanian translation of Ukrainian modified version of GLOBIDMAR questionnaire a scale “Yesterday” is characterized by sufficient intrinsic consistency, a scale “Today” – questionable one, and a scale “Tomorrow” – low one. It is well-known that Ukraine and Baltic countries have many joint characteristics: firstly we are united by our soviet past; secondly in 1990-th both countries – Ukraine and Lithuania – began to build independent democratic states proclaiming course to collaboration with European Union (Kovtun, 2010).

But today according to Human Development Index (HDI) – a complex index for comparative evaluation of poverty, literacy, education, average length of life and other indexes of the country – Ukraine sets the 78-th position in the world rating while Lithuania occupies the 41-st position (Human (...), 2013). According to the level of well-being Ukraine has set the 71-st position, and Lithuania – the 43-rd from 142 participating countries in Legatum Prosperity Index (The 2012 Legatum (...), 2012). These social conditions evidently influenced Ukrainian and Lithuanian academicians’ different perception of issues concerning their own professional identity in the current period and in the future.

It’s necessary to add that integral scale “Globalization Capacity” which characterizes general level of academician’s professional identity has maintained its internal reliability after questionnaire’s translation into Lithuanian. That’s why the Ukrainian version of the GLOBIDMAR questionnaire could be used for measuring Lithuanian population of educational field specialists in case of adequate translation. Withal for some statements from the scales “Professional I and Society”, “I and my Labor Conditions”, and also from the scales of terminal states “Today” and “Tomorrow” it is necessary to do revision of content and reformulation taking into account differences in social and cultural conditions of life and work of academicians under study. Also it is desirable to study wider sample which is more representative for test norms creation.

4. Results

Comparative Analysis of Globalization Capacity of Ukrainian and Lithuanian University Academicians

We have compared Ukrainian and Lithuanian academicians on the basis of the GLOBIDMAR questionnaire scales. Comparison has been done according to the raw scores (not standardized) because Lithuanian version of the questionnaire required standardization. With the help of one-way analysis of variance we have determined statistic meaningfulness of discrepancies of average meanings of the questionnaire's scales in the groups of academicians who represented these two countries. Hypothesis about statistic significance of discrepancies has been verified with Fisher's F -criterion (Afifi, 1982), and a level of socio-cultural factors influence to these discrepancies – with η^2 criterion (Cohen, 1992). Results of variance analysis are given in Table 4.

Table 4. Analysis of Discrepancies on the Scales of Modified Version of the GLOBIDMAR Questionnaire in Ukrainian and Lithuanian Academicians

Scales	Country				F	p	η^2
	Ukraine		Lithuania				
	M	SD	M	SD			
I and Profession	24.475	4.293	26.183	2.801	10.831	0.001	0.036
Professional I and Society	14.050	3.171	15.250	2.481	9.589	0.002	0.032
My Professional Capacity in Conditions of Actual Changes	14.861	2.900	14.733	2.899	0.035	0.853	0.000
I and my Labor Conditions	14.078	2.901	15.083	2.280	7.856	0.005	0.026
I and Globalization of my Profession	13.561	2.606	13.467	2.418	0.005	0.946	0.000
Globalization Capacity	80.288	11.244	84.717	8.004	8.235	0.004	0.027
Yesterday	15.036	2.847	16.533	2.453	15.271	0.000	0.049
Today	28.290	4.809	30.100	3.251	8.492	0.004	0.028
Tomorrow	15.00	3.205	16.267	2.622	5.042	0.025	0.017

As it is seen from the Table 4, according to all the scales toward which there were discovered statistically significant discrepancies Lithuanian academicians prevail over their Ukrainian colleagues over the rate of globalization identity. It touches upon such parameters as “I and Profession”, “Professional I and Society”, “I and my Labor Conditions” and also all terminal scales and an integral index

“Globalization Capacity”. Correlation between different parameters of globalization capacity in cross-cultural discourse is schematically represented in Figure 1.

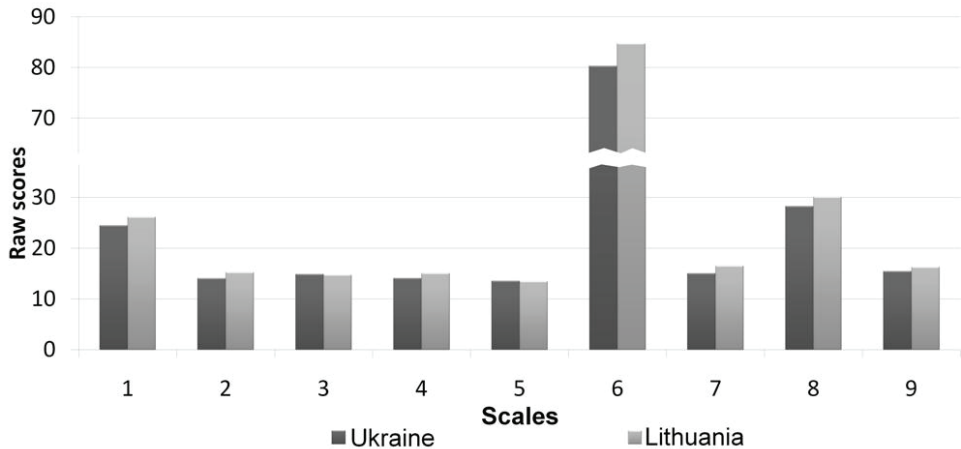


Fig. 1. Average Group Profiles of Ukrainian and Lithuanian University Teaching Staff according to GLOBIDMAR Questionnaire's Scales

Note: 1. I and Profession. 2. Professional I and Society. 3. My Professional Capacity in Condition of Actual Changes. 4. I and my Labor Conditions. 5. I and Globalization of my Profession. 6. Globalization Capacity. 7. Yesterday. 8. Today. 9. Tomorrow

In such a way, we could point out that Lithuanian university lecturers appeared to be more adequate than their Ukrainian colleagues in perceiving themselves as subjects of professional activity, in understanding social advantages and disadvantages of pedagogical profession and its place and perspectives in modern open dynamic environment of higher education, in experiencing more positive attitude toward actual conditions of their labor and professional perspectives. They are also better aware of their professional past, and better at orienting themselves in contemporaneity, and more capable of projecting their own professional future.

As a whole, the globalization capacity level of Lithuanian academicians appeared to be higher than of Ukrainian ones which affirm their more developed capacity for realization of their professional “I” in a frame of an open international education area.

Differences in the Globalization Capacity of Ukrainian and Lithuanian Academicians at Various Stages of their Professional Development

Since the “Globalization Capacity” scale synthesizes characteristics of the GLOBIDMAR questionnaire it’s reasonably to observe the dynamics of the glo-

balization capacity as a cross-cultural phenomenon at the stages of professional development of university lecturers. In Figure 2 you can see the average group profiles of Ukrainian and Lithuanian university teaching staff according to the level of their globalization capacity which have been studied at different stages of their professional genesis (Figure 2).

Statistic meaningfulness and degree of cross-cultural discrepancies have been also studied with the help of one-way analysis of variance. This statistical procedure allowed discovering the fact that the most considerable cross-cultural discrepancies in the globalization capacity are observed at the stage of professional adaptation of young university lecturers ($F = 8.231$; $p = 0.005$; $\eta^2 = 0.103$). These discrepancies keep their essentiality on the stages of mastership and tutorship ($F = 4.907$; $p = 0.029$; $\eta^2 = 0.052$). On the contrary, discrepancies between Ukrainian and Lithuanian academicians on the stage of professional self-realization are not statistically significant ($F = 0.216$; $p = 0.643$; $\eta^2 = 0.002$).

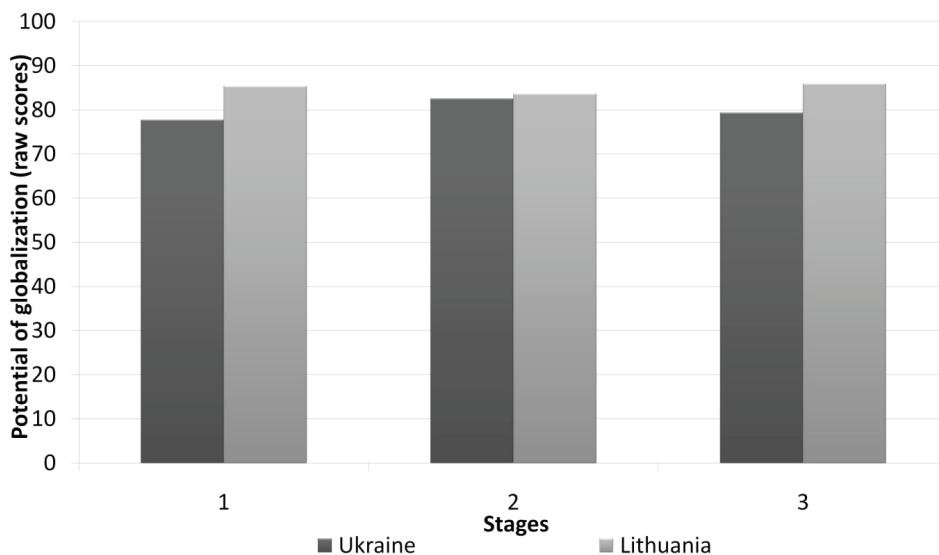


Fig. 2. Average Group Profiles of Ukrainian and Lithuanian University Teaching Staff according to the Level of their Globalization Capacity on Different Stages of Professional Genesis

Note: 1. Adaptation Period. 2. Period of Professional Self-Realization.
3. Period of Professional Mastership and Tutorship

Discussion

Obtained data affirm that in comparison with Ukrainian university lecturers, Lithuanian pedagogues at the stage of adaptation at the beginning of their pro-

professional career exhibit greater readiness to development their professional identity in the context of globalization processes in an open scientific and education area. This is probably connected to the fact that entering teaching activity requires significant extrinsic and intrinsic efforts of a person. In Ukrainian reality, young lecturers also face additional difficulties (low level of income, high workload, insufficient teaching resources and technical provision, etc) which complicate their professional adaptation.

At the next stage – professional self-realization – the level of Ukrainian academicians' inclusion into globalization processes is approximately the same as of their Lithuanian colleagues. Indeed, professional self-realization implies complete usage of personality resources: on the basis of formed professional-pedagogical competences appears mobility, the principal place belongs to career development and realization of career orientations.

At the stage of professional mastership and tutorship, Ukrainian specialists in the education field yielded to Lithuanian lecturers in the level of globalization capacity. It is possible that this was due to the fact that Ukrainian academicians face with the problem of tutorship mission realization in the context of globalization processes in scientific-educational area.

Thus Lithuanian university lecturers consistently have high levels of globalization capacity during the whole process of their professional development. While dynamics of this parameter in Ukrainian university teaching staff is characterized by significant maximum at the stage of professional self-realization and its relative reduction at the stages of professional adaptation and professional mastership and tutorship in comparison with their Lithuanian colleagues.

These results on both samples correlate with data received by E. Yermolayeva who investigated globalization capacity of managers and officials in Russia with the same instrument – the “Глобидмар”-questionnaire. She compared results of three groups of specialists according to their age (younger than 30 years old; 30–40 years old; 40–60 years old). The respondents from the first group perceived globalization process as an objective one and easily adapted to the new conditions of work in the open world. They were ready to cope with the situation of changes according to the scripts “to change situation” or “to change Self”. That means to work harder, to develop vertical and/or horizontal career and even to change profession into more required one at the international labor market. They demonstrated examples of mobile behavior in the challenging situation. The respondents from the second group discovered two opposite strategies in their respond to globalization changes: actualization of their personality capacity and readiness to develop their professional identity according to the new demands in order to compete at the global labor market vs using defense mechanisms as a response to

global changes in their professions and jobs. The primary behavior strategy of the third group respondents was connected with resistance to the global changes and advocacy of their professional views and values. They appeared to be not ready psychologically to perceive social changes, compete in the situation of severe rivalry and change themselves due to the personal globalization capacity (Yermolayeva, 2011, p. 166–167).

So the given results confirm an adequacy of the research method (instrument) for solving applied tasks directed to exposure and correction of globalization capacity in total just like professional identity and psychological barriers of professionals in the epoch of globalization.

At the same time there are some obvious limits in this research. They touch upon necessity to modify and standardize the GLOBIDMAR questionnaire each time we study a new professional group. It is also necessary to take into consideration every new cultural and social experience which stimulates reformulating some statements in the questionnaire. So the used diagnostic instrument needs adaptation for each next research. It makes really difficult to compare the results of different professionals' globalization capacity in cross-cultural perspective.

Another problem we faced with concerned the Lithuanian sample volume. It was five times smaller than Ukrainian one and included lecturers from only two Lithuanian universities. So our task is to increase it up to the amount of Ukrainian lecturers involved into research. At the same time we'll go on working with the reforming of some questionnaire statements to adjust them in accordance with Lithuanian social and cultural norms. The perspective of the research development connects with the standardization procedure of the Lithuanian version of GLOBIDMAR questionnaire.

Conclusion

Signing of the Bologna Convention by the majority of European countries has led to the development of an open European educational area. This has resulted in significant changes to the professional and ethic standards for the profession of a university instructor. The globalization capacity of a lecturer depends on such factors as the stage of his/her professionalization, age, personality traits, valuable and moral attitude toward profession, as well as the overall globalization capacity of the profession. It includes such personality indexes as openness, tolerance, mobility, individuality, creativity, autonomy, readiness to professional and personality development and influences greatly academicians' professional identity in the epoch of fast systematic transformations. The level of globalization capacity development influences behavior and coping strategies of higher school professionals they choose in professional pedagogical activity and communication.

Ukrainian modified version of the GLOBIDMAR questionnaire corresponds as psychometrically adequate psycho-diagnostic instrument for measuring the professional identity and the globalization capacity of a higher school lecturer in conditions of the Bologna principles implementation in the Ukrainian higher education system. The mail scales formed for this version are “I and Profession”, “Professional I and Society”, “My Professional Capacity in Conditions of Actual Changes”, “I and my Labor Conditions”, “I and Globalization of my Profession” detects different aspects of the main construct – “Globalization Capacity” which has been operationalized in a form of integral index. Additional scales “Yesterday”, “Today”, “Tomorrow” describe terminal states of university lecturers’ professional self-consciousness. All the formed scales are characterized by acceptable indexes of intrinsic coherence which affirms high level of replicability and reliability of results. For the majority of the scales there was established a criterion validity. Designed test norms allow wide using of a modified version of the questionnaire in psychological and pedagogical practice.

Ukrainian modified version of the GLOBIDMAR questionnaire in the process of its translation into the Lithuanian language and approbation on the restricted contingent of Lithuanian university lecturers partially confirmed its intrinsic coherence. Intrinsic coherence characterizes the scales which describe primarily personality components of academician’s professional identity and direction his introspection to the past. Integral index of the questionnaire is a globalization capacity.

The level of globalization capacity appeared higher one in Lithuanian pedagogues in comparison with Ukrainian ones that affirms a higher level of their readiness to development of their own professional identity in the context of globalization processes in scientific-education area. Lithuanian university lecturers have stably high level of globalization capacity during the whole process of their professional development. While dynamics of this parameter in Ukrainian university teaching staff is characterized by its relative reduction on the stages of professional adaptation and professional mastership and tutorship.

Acknowledgements

Our special gratitude goes to the lecturers of Psychology Department of Klaipeda University for translating the modified version of the GLOBIDMAR questionnaire into Lithuanian and their collegial discussion of cultural and social peculiarities expressed in the questionnaire statements. Especial thankfulness is addressed to Prof. Mindaugas Rugevičius and Dr. Reda Gedutiene from Klaipeda University and Dr. Alfredas Laurinavičius from Mikolas Romeris University of

Vilnius for their assistance in finding respondents among the Lithuanian academicians and organizing research process in their universities.

Received 2013 09 16

Approved for publishing 2014 02 14

References

- Afifi, A. (1982). *Statistical Analysis: Approach with Using Computer* [Афифи, А. Статистический анализ: Подход с использованием ЭВМ / А. Афифи, С. Эйзен]. Москва: Мир, 488 с.
- Bexley, E., James, R., Arkoudis, S. (2011). *The Australian Academic Profession in Transition*. Canberra: DEEWR
- Bhandari, R., Laughlin, S. (2009). *Higher Education on the Move: New Developments in Global Mobility*. NY: Institute of International Education.
- Bologna beyond 2010. Report on the Development on the European Higher Education Area*. (2009). Benelux Bologna Secretariat Leuven. Louvain-la-Neuve Ministerial Conference.
- Byram, M., Dervin, F. (2008). *Students, Staff, and Academic Mobility in Higher Education*. Newcastle, UK: Cambridge Scholars Publisher.
- Cohen, J. (1992). A Power Primer. *Psychological Bulletin*, vol. 112 (1): 155–159.
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, vol. 16: 297–334.
- Danyliuk, I., Paschenko, S. (2012). Academic Mobility and Professionalism of Higher School Staff in Ukraine: Evaluation and Assessment. *Procedia – Social and Behavioral Sciences*: Elsevier Ltd., vol. 69 (24), December: 1785–1794. Available in: <http://www.sciencedirect.com/science/journal/18770428/69>
- Danyliuk, I., Paschenko, S. (2012). *Virtual Mobility of University Teaching Staff*. The NMC Horizon Report Higher Education Edition. Austin, Texas, The New Media Consortium, p. 236–242. Available in: <http://disconference.eu/en/programme/>
- Globalization and Culture: contemporary social cognition*. (2011). In: Jūratė Morkūnienė (ed.). *Lithuanian Philosophical Studies*, no. 7 (Cultural Heritage and contemporary change, Series IVA, Eastern and Central Europe, vol. 38). Washington, the USA, 229 p., Chapter 8. Varieties of National and State Consciousness: an Anatomy of Divergence (Romualdas Grigas), p. 89–107.
- Hall, J. E., Lunt, I. (2005). Global Mobility for Psychologists. The Role of Psychology Organizations in the United States, Canada, Europe, and Other Regions. *American Psychologist*, vol. 60, no. 7: 712–726.
- Hollway, W. (2009). Identity change and identification, chapter 15. In: S. Bromley, J. Clarke, S. Hinchcliffe, S. Taylor (eds.). *Exploring Social Lives*. Milton Keynes: The Open University. *Human Development Report 2013*. Available in: <http://hdr.undp.org/en/mediacentre/humandevelopmentreportpresskits/2013report/>
- Janos-Shiller, E. (2011). Education, Mentality and Culture in the Internet Era. *The Journal of Educational Research*, vol. 13, no. 3: 155–170. N-Y: Taylor & Francis, LTD Publishing.
- Karolewski, I. P. (2011). European Identity Making and Identity Transfer. *European-Asia Studies*, vol. 63, no. 6: 935–955.
- Kehm, B. M., Huisman, J., Stensaker, B. (2009). *The European Higher Education Area: Perspectives on Moving Target*. Sense Publishers, Rotterdam, Boston, Taipei.
- Kim, T. (2010). Transnational academic mobility, knowledge, and identity capital. *Discourse: Studies in the Cultural Politics of Education*, vol. 31, no. 5: 577–591.

- Kim, T., Locke, W. (2010). *Transnational academic mobility and the academic profession*. Centre for Higher Education Research and Information, The Open University, London.
- Kovtun, E. (2010). *Experience of Latvia, Lithuania and Estonia integration into European Union as an example for Ukraine* [Ковтун, Є. Ю. Досвід інтеграції Латвії, Литви та Естонії до Європейського союзу як приклад для України. *Гілея. Історичні науки. Філософські науки*. Політичні науки: наук. вісник: зб. наук. праць. Вип. 30. Нац. пед. ун-т ім. М. П. Драгоманова, Українська АН; голов. ред. В. М. Вашкевич]. К.: Вид-во НПУ ім. М. П. Драгоманова, с. 508–512.
- Mobility for Better Learning. Mobility Strategy 2020 for the European Higher Education Area* (working paper of the BFUG Working Group Mobility). Available in: http://www.eaie.nl/about/bologna_eaie.asp (EAIE)
- Moule, J. (2012). *Cultural Competence. A Primer for Education*. WADSWORTH CENGAGE Learning, the USA.
- Palmer, P. J., Zajonc, A. (2010). *The Heart of Higher Education: a Call to Renewal. Transforming the Academy through Collegial Conversations*. The Jossey-Bass: Higher and Adult Education Series.
- Paschenko, S. (2013). *Diagnostics of Professional Identity and Globalization Capacity of a University Lecturer: GLOBIDMAR Questionnaire* [Пашченко С. Ю. Діагностика професійної ідентичності і глобалізаційного потенціалу педагога ВНЗ: опитувальник GLOBIDMAR. *Теоретичні і прикладні проблеми психології*. Зб. Наук, № 1 (30): 262–277]. Східноукраїнський національний університет імені Володимира Даля, Луганськ.
- Podshivalkina, V. (2012). *Capacity of Personality and Tendencies of its Realization in Conditions of Transformational Changes in Society* [Подшивалкіна, В. І., Бефані, А. А., Яремчук, О. В. та ін. *Потенціал особистості та тенденції його реалізації в умовах трансформаційних змін у суспільстві*. Монографія за заг. наук. редакцією Подшивалкіної В. І.]. Харків: БУРУН і К, 368 с.
- The 2012 Legatum Prosperity Index. A unique global inquiry into wealth and wellbeing*. Available in: <http://www.prosperity.com/>
- Unterhalter, E., Carpentier, V. (2010). *Global Inequalities and Higher Education. Whose interests are we serving?* Series “University into the 21st century” – series editors: Noel Entwistle and Roger King. Great Britain: Palgrave Macmillan.
- Wertz, C., Linn, R., Jöreskog, K. (1974). Intraclass reliability estimates: Testing structural assumptions. *Educational and Psychological Measurement*, vol. 34 (1): 25–33.
- Western Psychological and Educational Theory in Diverse Contexts*. (2009). Edited by J. Elliott & E. L. Grigorenko. N-Y.: Routledge.
- Yermolayeva, E. (2011). *Assessment of professional realization in the system “human-profession-society”* [Ермолаєва, Е. П. *Оценка реализации профессионала в системе «человек – профессия – общество»*]. Москва: Институт психологии РАН, 176 с.

