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The Impact of Higher Education Holographic Dimensions on Globalization in Consistence with the Resistive Economics

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ABSTRACT: Holographic organization is an organization all parts of which, including sections, units, employees, etc., bear general characteristics and ideals of the whole organization. Organization's collective identity is somrh5 crystallized in all its parts so as when some parts of it fail to function, other parts can take over and perform in their place. The general purpose of the present research is to investigate the impact of higher education holographic dimensions on globalization in consistence with the resistive economics. This is an applied research conducted through a descriptive survey with a quantitative approach. The empirical data were collected using a questionnaire developed by the authors based on the research hypotheses. The obtained data were subsequently analyzed using structural equation modeling (SEM) technique in PLS3 software. The sample consisted of 308 members of scientific boards and academic experts of Islamic Azad Universities in Mazandaran province who were selected using clustered random sampling. The results suggested that higher education holographic dimensions (the effects of the holistic environment, dynamic capacity building, intelligent structure, competent human capital, and increasing self-management) had a positive and significant impact on globalization approach consistent with the resistive economics.

KEYWORDS: higher education holographic; globalization; resistive economics

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1. INTRODUCTION

Holographic organization is an organization all parts of which, including sections, units, employees, etc., bear general characteristics and ideals of the whole organization. Organization's collective identity is somrh5 crystallized in all its parts so as when some parts of it fail to function, other parts can take over and perform in their place. This self-organizing feature can be realized in organization by applying the principles of holographic organization design (Kamalinia, Hamidi, & Hajirezaie, 2016). The theoretical studies scientifically place the holography topic in the applied area of Chaos Theory. Central to Chaos Theory is the assumption that within the apparent randomness of chaotic complex systems, there are underlying patterns, interconnectedness, constant feedback loops, repetition, self-similarity, fractals, and self-organization. In organization management and in conduction of organizational research, sufficient attention must be paid to four characteristics of Chaos Theory as relevant (Lawrence & Lorsch, 2018).

Globalization like a mighty giant wave has altered the relations of countries and states and rapidly established complex bonds between cultures and human societies. Globalization is the phenomenon considered as the product of the New World Order. As the paradigm of the present era, it is going to change all facets of human life. This change, in fact, is one of the stages of the genesis and development of the worldwide modernity (Janani and Ziayeefar, 2006).

According to the Kwantum management the result of which is employee empowerment, strategies such as self-managing teams, organizational learning, and timely and comprehensive feedback are essential (Shelton & Darling, 2001). Each holographic system seeking for self-organizing ability should have the element of functional multiplicity as a form of additional capability in order to create sufficient room for maneuver (Moshabbaki, 2004). Therefore, each system, in order for to exercise self-management and self-organization abilities, should, to some extent, possess over additional capacity so as by relying on this potential capacity it enables future development in itself and its parts (Harari, 1994). When such surplus capacity for development is lacking and not predicted, systems will become inflexible and static (Sarlak, 2007).

James (2003), given the presence of surplus capacity, maintains that employees as the knowledge workers of holographic organizations are in charge of their jobs, communicate important information, update their skills, become more valuable by acquiring new skills, discover their competences and apply them, are continuously in training and learning, and have high decision making power (idem, p. 49).

The interest in higher education, science and technology has been always an effort and goal pursued internationally, but in recent years its new dimensions and features have led to new achievements. Holographic nature is among the new organizational features in the third millennium.

The theoretical studies place the topic of holography in the applied areas of the chaos theory paradigm. Chaos theory enables organizational researchers to analyze organization as a dynamic system. In organization management and organizational research, sufficient attention should be paid to four aspects of chaos theory, i.e. butterfly effect, dynamic adaptation, strange attractors,

and self-similarity. In a holographic system, the whole is somehow reflected in parts so as each part can act as the whole. An organization may have such a characteristic.

During planning for moving towards a holographic organization, what matters the most is identification of the key factors in its design and implementation. On the other hand, the globalization current has created a transnational identity for scientific and technical capacities in the world and has been known as one of the main challenges of higher education in developing countries, which motivated us to develop a holographic model of higher education with a globalization approach for realization of a resistive economy.

Resistive economy is an economy based on strengthening, restoration of decrepit and inefficient economic structures, institutions, and laws by formulating scientific and well justified strategies and redefining raison d'etre of institutions and laws acts to remove growth and development barriers and redundancies. It trims inefficient, slow, and barely flexible economic structures by turning them into agile, proactive, and intelligent ststems to deal with problems and stop remaining passive to events. Here, in ptomotion of the resistive economy, the education and higher education systems play a major role. Until we be able to align the education system with such an economy, we won't succeed in extensive furtherance of this economic system. Hence, this research intends to examine the following hypotheses:

H1. Holistic environment has a positive and significant effect on the globalization approach consistent with resistive economics.
H2. Dynamic capacity building has a positive and significant effect on the globalization approach consistent with resistive economics.
H3. Intelligent structure has a positive and significant effect on globalization approach consistent with resistive economics.
H4. Efficient human capital has a positive and significant effect on globalization consistent with resistive economics.
H5. Increasing self-management has a positive and significant effect on globalization approach consistent with resistive economics.

2. LITERATURE REVIEW

The term holography is ascribed to the Hungarian scientist Dennis Bogar who in 1948 based on the hologram mechanical plates proposed the holographic concept. The word holography is composed of 'holo' meaning whole and 'graphy' meaning visual representation and signifies a picture of the whole or the whole picture (Amayea Rae, 2008). Holographic notions gained wider attention in the early 21st century. People such as Bohm and Pierce were among the pioneers at the time. The characteristics of this period are the interest in unity and plurality and the emphasis on integral generalities (Dove William, 2016). Holographic nature is among the new organizational features from which organizations of the third millennium can profit. When planning to move towards becoming holographic, what matters first is identification of the key factors associated with its design and implementation (Edwards, 2005).

Globalization, according to the experts of international affairs, is the process of integration of the world's people on a single earth. In a holographic world, each piece and particle comprises all the characteristics and information of the whole, i.e. the entire content of the whole is present and embedded in each part thereof. This is the general characteristic of our world which is a holographic world (Johannessen & Hauan, 2017). Perhaps, in the most common usage in everyday language, the term globalization has been conceived as equivalent to internationalization.

Globalization, in this view, suggests an increase of mutual interactions and dependency among different nations of the world (Lawrence and Lorsch, 2018). They have discovered the concept of holograph as an organizational metaphor: existential dimensions of each element (individual, project, etc.) contains a façade or aspect of the whole organization or structure. The notion of holograph depicts the genesis of the organizations that have moved away from the principles of bureaucracy in nearly all areas (Lalisarabi & Abdavi, 2015). Holographic organization is a holistic organization and is reflected in components in a way that each component acts as the whole. In a holographic organization, each person has identical information, understands it and shares it. The design and formulation of holographic organizations is a way to help organizations achieve those goals. Presence of certain constituents would help organizations design these structures and prepare the ground for their implementation and establishment in the organization (O'Brien, 2018). Holographic structure can be the optimal structure that corresponds to and promotes organization goals. In fact, since organization is an abstract phenomenon on the whole and its parts are likely to be scattered on different points, this scattering and lack of coherence in the parts may in some instances have destructive consequences, since a crisis or failure in one part would deter organization from achieving its goals and disrupt functioning of other units. Therefore, there has been an increasing interest in organization holography. Organization holography suggests that there is the possibility to create stages in which the whole is coded in all its parts so as each part represents the whole (Cameron, 2013).

In a holographic organization, all employees have a clear understanding of the organization, its existential philosophy (mission), goals, culture, and structure. And this is despite the different mental image each employee has of organization due to special characteristics of this type of hologram structure. Yet, what matters is the general design of the organization and its goals (Shaduri, 2008). Hence, by providing a model of holographic organization, we enable decision makers to profit from the latest human resources management strategies and modern management methods in administration of their organizations (Shaduri, 2005). Holographic organization as a new organizational feature is designed based on cybernetic (self-arranging and self-regulating) structure in which each part appears as an image representing the whole system (Lawrence & Lorsch, 2018).

Some of the influential holographic dimensions (e.g. economic, social, cultural, and political) are briefly noted below.

The globalization impact on education systems throughout the world has culminated in economy, the considerations that increasingly make effort for imposition of neoliberal and conservative reformations on global and local standards (Apple, 2011). Globalization is a powerful

process that affects many aspects from education to pilitics and economy. In the area of education, these impacts include, among others, the internationalization trend, distance learning, new forms of citizenship and commercialization (Hosseini, Soleiman, & Ebrahimi, 2019). Higher education in Iran, too, has been affected by the globalization trend, and this necessitates paying attention to this trend and its consequences for different areas, including economy, in setting goals and planning in higher education (Sobhaninejad & Mahmoodi, 2012). Economically, it is argued that internationalization of higher education can national economies of countries, because, firstly, it speeds up a nation's scientific development; secondly, it creates plenty of experience and economic ties; and thirdly, science trade and industry expands as one of the economic resources (Green, 2007). Globalization has had direct economic consequences for higher education and plays a significant role in economic patterns. Globalization is creating a collaborative system of knowledge production and the pressures of international competitions have blurred (removed) the conventional borders between nations, institutions, and disciplines (Davies, 2007).

Globalization processes have led to formation of the global scientific community. Globalization, by bringing higher education into contact with the market, has significantly reshaped this sector (Delanty, 2001). The globalization entry into the academic field has led to information of higher education national models (patterns. As a result, universities will be under increasing pressure for cultural integration. Among other important dimensions of higher education internationalization is promotion of national identity (de Wit, 2002).

Politically, it is said that the education world today is the fourth dimension of foreign policy. Educational cooperation is considered as a kind of investment for the future of diplomatic ties between nations (Alladin, 1994). In fact, globalization is a concept that refers to a set of economic, social, technical, cultural, and political developments as the factors of increasing mutual dependency, assimilation and interaction between people and companies in different places. In other words, globalization is a reality that, despite such factors as the world economy, new information and communication technology, knowledge International network, the role of English language and other foreign forces, is formed from the boundary of academic institutes (Altbach, 2009). Globalization is a concept that in 21st century made its entry into the fields of social, political and economic sciences and seriously affected government framework, cultural norms and geographical boundaries of countries. However, despite the dominant beliefs on globalization that consider globalization a result of entering the third millennium, this process, definitely, did not appear and develop in the 21st century but in the eighteenth century (Shirsavar, 2011). Education in the age of extensive and intense global interactions has found importance both nationally and globally. Today, the structures that yesterday was founded on modern state centralization in different areas, including education, give its place to local and locally-adopted structures of the postmodern era (Shakouri, 2010).

The influential holographic dimensions discussed above also influence each other, and in this regard, education system with a cultural, social, political, and economic effects approach plays a significant role in developing a resistive economy.

3. METHODOLOGY

This is an applied research conducted through a descriptive survey. Data gathering involved both quantitative methods. The quantitative data were collected using standard questionnaires. The obtained data were subsequently analyzed using structural equation modeling (SEM) technique in PLS3 software. SEM is a special structure of causal relationships between sets of observed and unobservable constructs.

The statistical population included 1537 members of scientific boards and academic experts from Islamic Azad Universities of Mazandaran province whose views were used in this study. Given the research subject and the geographical extent of the research spatial domain, it was made use of cluster, stratified random sampling. In the sampling procedure, first, the whole province was divided into three eastern, central, and western clusters. Next, from each cluster, three cities were randomly selected, amounting to 9 cities in total. Further, from the chosen cities, 308 members of scientific boards were selected, using simple random sampling.

4. DATA ANALYSIS AND FINDINGS

To examine reliability of the measurement model, Cronbach's alpha and composite reliability (CR) were used. The standard threshold value for assessment of factor loadings is 0.4. In the table below, all coefficients of factor loadings are greater than 0.4, indicating adequacy of this measure.

According to the data analysis algorithm in PLS, Cronbach's alphas and composite reliability are next to be calculated. Table 1 presents the calculated Cronbach's alphas, composite reliability (CR), and average variance extracted (AVE) as the measure of convergent validity which measures correlation of each construct with its items (indicators).

Table 1. Cronbach's alpha, CR, and convergent validity of latent variables

Latent variables	**Symbol**	**Cronbach's alpha (alpha > 0.7)**	**Composite reliability (CR > 0.7)**	**Average variance extracted (AVE > 0.5)**
Inter-university communication	IUC	0.715	0.840	0.636
Holistic environment	HE	0.814	0.858	0.506
Scientific board efficiency	SBE	0.781	0.873	0.696
Flexible structures	FS	0.863	0.917	0.787
Human capital	HC	0.801	0.867	0.622
Intelligent structure	IS	0 816	0.872	0.578
New curricula	NC	0.914	0.940	0.797

New technology	NT	0.912	0.838	0.792
Dynamic capacity building	DCB	0.876	0.907	0.619
Increasing self-management	ISM	0.940	0.953	0.772

Given the obtained Cronbach's alphas and CRs in the above table which are all above the threshold of 0.7, reliability and composite reliability of the measurement model is confirmed. The obtained AVE in the above table is higher than the minimum acceptable value of 0.5 for all the latent variables, indicating the acceptable level of the research convergent validity.

To assess discriminant validity of the measurement model, the Fornell-Larcker criterion was used, the result of which is presented in table 2.

Table 2. The model discriminant validity

Latent variables	**Sign**	**Inter university comm** IUC	**Holistic env.** HE	**S. Board efficiency** SBE	**Flexible structures** FS	**Human capital** HC	**Intelligent structures** IS	**New curricula** NC	**New technology** NT	**Dynamic capacity building** DCB	**Increasing Self-mng** ISM
Inter University comm	IUC	0.854									
Holistic env.	HE	0.274	0.879								
S. Board efficiency	SBE	0.331	0.271	0.848							
Flexible structures	FS	0.408	0.246	0.360	0.865						
Human capital	HC	0.405	0.394	0.422	0.430	0.858					
Intelligent structures	IS	0.369	0.234	0.277	0.394	0.387	0.872				
New curricula	NC	0.219	0.263	0.175	0.220	0.387	0.096	0.885			
New technology	NT	0.151	0.015	0.176	0.157	0.208	0.140	0.020	0.866		
Dynamic capacity building	DCB	0.208	0.220	0.169	0.220	0.353	0.134	0.626	0.019	0.811	
Increasing Self-mng	ISM	0.171	0.141	0.229	0.158	0.172	0.23	0.073	0.219	0.137	0.879

Since the diagonal value (square root of AVE) for each latent variable is greater than the correlation of that variable with other latent variables, the model discriminant validity is therefore confirmed. In figure 1 that represent the hypothesized relationships between the understudy variables, the t-

values for all instances are greater than the standard value of 1.96 in absolute terms. This confirms significance of their relationships at 95 percent confidence interval.

The second criterion for assessing the structural model fit is R-squared (R^2) of the latent, endogenous (dependent) variables in the model. R^2 indicates the effect of an exogenous variable on an endogenous variable. The obtained R^2 value is normally assessed by comparing it to three criterion values of 0.19, 0.33,.and 0.67, representing respectively a low, moderate, and high level of the model fit in respect to each endogenous (latent) variable. As presented in table 3 and figure 1, the obtained R-squared values for the research endogenous constructs are relatively high, indicating that the model is adequately fit for prediction of the latent values.

Further, the model overall fit was assessed using GOF index. The obtained GOF is assessed by three criterion values of 0.01, 0.25, and 0.36, representing low, moderate, and high fit levels, respectively. This index is calculated by the following formula:

$$GOF = \sqrt{\overline{communalities} \times \overline{R^2}}$$

$Communalities$ Are obtained from mean common values of latent variables.

Table 3. Commonality and R^2 of research variables

Latent variables	**Symbol**	**R^2**	**Commonality**
Globalization	GL	0.827	0.641
New technology	NT	0.398	0.383
New curricula	NC	0.602	0.329
Flexible structures	FS	0.504	0.441
Inter-university communication	IUC	0.392	0.617
Scientific board efficiency	SBE	0.522	0.324
Communalities	**R^2**	**GOF**	
0.402	**0.541**	**0.277**	

The obtained value for GOF index (0.277) indicates the high level of the model overall fit whereby the structural model overall fit is confirmed.

In the following, the test of the research hypotheses and the results thereof are presented.

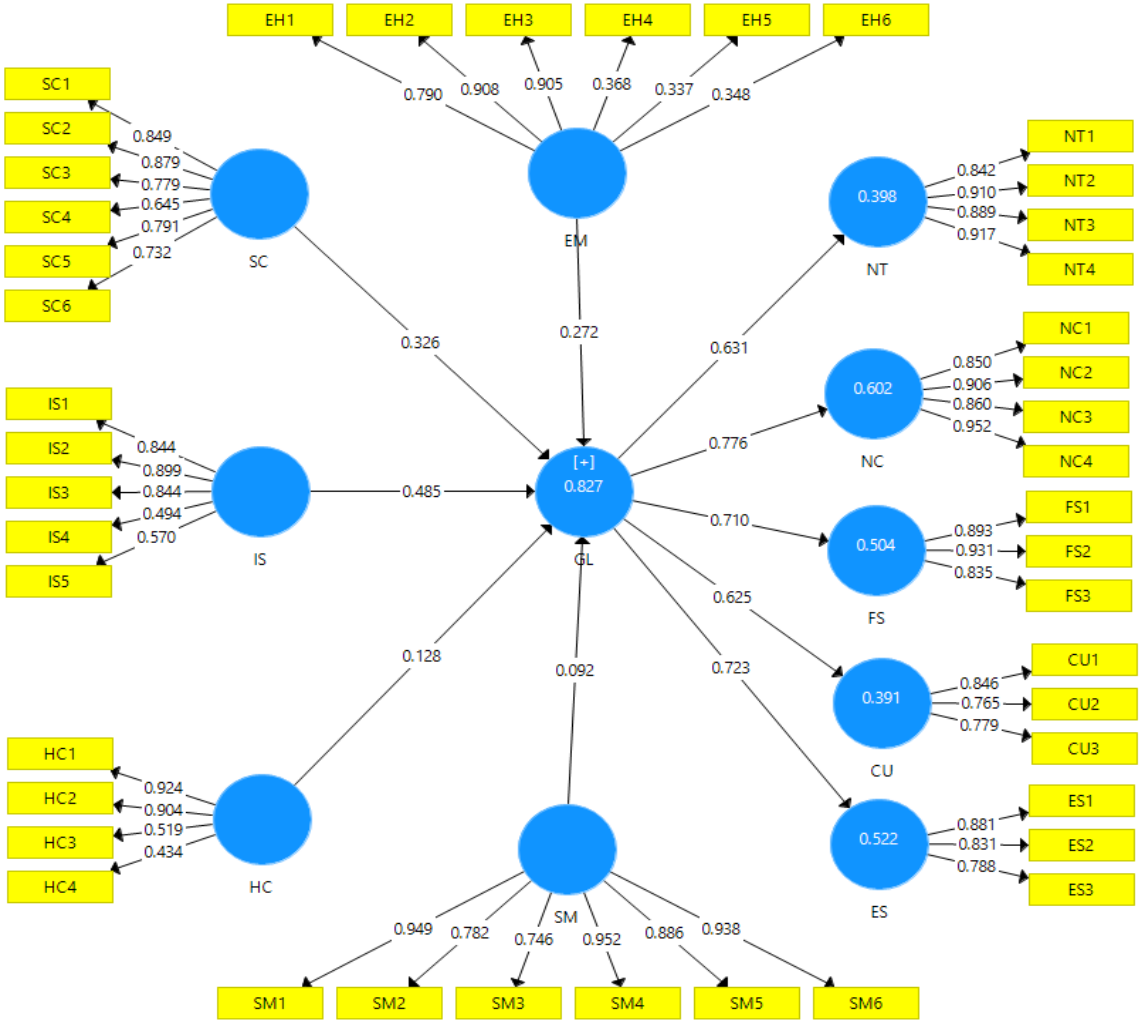

Figure 1. The structural model with factor loadings

Table 4. The results of path analysis

Path	T-statistic	Standardized coefficient	R^2
Holistic environment ⇒ Globalization approach	4.968	0.272	0.827
Dynamic capacity building ⇒ Globalization approach	7.357	0.326	
Intelligent structures ⇒ Globalization approach	7.249	0.485	
Human capital ⇒ Globalization approach	2.290	0.128	
Increasing self-management ⇒ globalization approach	2.454	0.920	

In figure 1 and table 4, the t-statistics (Sig values) of the standardized coefficients for all paths are greater than the standard value of 1.96 in absolute terms, indicating that the impact of the

holographic organization dimensions on globalization approach is significant at 95 percent confidence interval. Hence we infer that the higher education holographic dimensions (i.e. the impact of holistic environment, dynamic capacity building, intelligent structure, competent human capital, and increasing self-management) have a positive and significant effect on the globalization approach. In addition, given the R^2 value, strong prediction is made for globalization approach.

5. DISCUSSION AND CONCLUSION

The results indicated that the higher education holographic dimensions (i.e. the impact of holistic environment, dynamic capacity building, intelligent structure, competent human capital, and increasing self-management) have a positive and significant effect on the globalization approach. This finding is consistent with the research results of Noble (2000), Shaduri (2005), Jacobi (2015), Hakkak et al (2018), and Cavelli (1995). As an explanation for this finding, it could be said that organization is a phenomenon whose entirety is ambiguous and abstract and whose parts may be scattered on different points. This scattering and lack of coherence in organization's parts may have some adverse consequence in the event of a crisis or malfunctioning of one part (unit) and would disrupting effect on functioning of other units and the effort in pursuit of organizational goals. Recently, there has been much interest in the notion of holography in organization or holographic organization. Holography in organization indicates the possibility of creating stages in which the whole could be coded in all its parts, so as each part would be able to reflect or represent the whole. In the meantime, the globalization approach in organization as a constituent which plays the role of the information systems of the new age organizations has effectively contributed to development of holographic organizations. Thus, the impact of the higher education holographic dimensions on globalization approach seems conceivable. Therefore, the authors suggest the following three essential steps:

First step. The beginning of the thinking of managers: they should be continuously thinking and talking about the important action as the intelligent action or operation. Always the question should be raised by managers as to how they can act more intelligently.

Second step. Giving power and thinking possibility to employees (employee empowerment): when scientific and administrative employees in head office, units, and divisions believe that their ideas, experiences, insights, opinions and suggestions are considered and praised, their individual mental power is freed and their creativity and innovation is encouraged and further stimulated.

Third step. Continuous and systematic attack to the causes of collective (mass) unawareness: among the factors and causes of ignorance and recession of creativity and innovation in organization's employees, can be referred to organizational structure causing gaps between organizational sections and groups; policies, laws and regulations not corresponding with values process; undisputed, ineffective, and non-dynamic managers; extra-managerial behaviors demotivating employees; unjust behaviors undermining ethics and the concept of common destiny.

In addition, it is suggested that in central organization of universities, think-tank be formed for identifying future challenges and opportunities (as future lookout) of university. I this regard,

Delphi technique can be used to obtain a clear picture of the future, in view of the changing environmental factors and with the help of experts.

Higher education ground preparation for realization of a resistive economy requires actions at two levels. First, action at the level of the Ministry of Higher Education and universities that are the main administrators of the higher education in the country. Second, action at the government level which is the superior institution to the higher education and to is considered as the main administrator in the implementation of the resistive economy.

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Authenticity of the texts, honesty and fidelity has been observed.

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Mehrangiz Khademloo contributed to the design and implementation of the research, to the analysis of the results and to the writing of the manuscript.

CONFLICT OF INTEREST

Author/s confirmed no conflict of interest.