

On a Qualitative Game Theoretic Approach of Teacher-Student Interaction in a Public Higher Education Service System

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Public higher education services receive nowadays intense attention from the society and researchers from at least two perspectives: the high level professional performances requested by companies and public administration as final customers of the educational service system, on one side, and the problem encountered by the authorities in deciding how to dedicate the financial support for universities from the public budget, taking into account also the present state of the labour market and its trend, on another side.

Based on authors' previous work and on the foundational concepts of Service Science, an ontology structure of a higher education public service system is briefly introduced. As an important particular feature, the student is regarded as a dynamic entity, aimed to evolve to the state of graduate and, finally, of employee. Also, due to its role in the construction of educational value-propositions and as beneficiary of the educational outcome, the employer is an important stakeholder of the educational service system, while being also an actor in the educational service system ecology. These two particular features determine the specificity of the value co-creation paradigm: the student is client and beneficiary of the educational service system, but also, becoming employee, he is a facilitator of value based on knowledge and competence for the companies and society.

Starting from authors' educational and research experience, from informal discussions between academia and business and also from concrete educational policies in some of Eastern-European democracies, with specific budget allocation mechanisms for low salaries in education, this paper proposes a qualitative, bi-matrix game-formulation approach for modelling a teacher-student interaction in a public higher education service system, in context of an emerging economy, producing low-to-medium level of added value, and comparatively in a mature free market economy, where companies produce highly innovative and competitive goods and services, based on advanced technologies and requiring a high level of knowledge and competence. Depending on players' behaviours, several scenarios are introduced.

The proposed qualitative approaches have an empirical basis and are thought as starting points for developing future research frames in higher education quality, integrating specific instruments such as interviews and statistical data processing. Also, the quest for efficient higher education paradigms in emerging economies remains subject of debate.