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## **ORGANIZATIONAL AND ECONOMIC ASPECTS OF HIGHER EDUCATION QUALITY MANAGEMENT IN UKRAINE ON THE WAY OF INTEGRATION INTO THE EUROPEAN EDUCATIONAL AREA**

**Annotation.** Quality assurance and quality management are the main challenges in the management of higher education institutions not only in Ukraine but also in Europe in the context of sustainable development and the coronavirus crisis. That is why, at the present stage, there is an acute need to study the problems of management in higher education quality ensuring, both internally and externally. For Ukraine, the desire to integrate into the European educational space is topical, but requires the development of new regulations of the European educational environment based on the latest technologies, which ensure the improvement of the quality of educational services with a focus on the interests of higher education applicants. Three possible options for assessing the level of services provided by higher education students have been studied. It was found that, in the vast majority, the expectations of higher education seekers do not coincide with reality. Namely, there are various inconsistencies in ideas and expectations, which are called "gaps". It is determined that the university needs to carry out all measures to implement (integrate) management processes in quality in the strategy of development of higher education. For this purpose, a scheme for integrating the quality management into the strategic control of higher education institutions is proposed. Improving the quality of educational services is possible, including through the introduction of innovations in higher education. These changes will help improve the efficiency of management in the field of higher education, strengthen positions and increase the competitiveness and performance results of universities. With this research we conclude that not all higher education institutions in Ukraine are aware that assessing the quality of educational services is an extremely important aspect on the way to improving the quality of services and increasing the competitiveness of higher education institutions themselves. Diagnosis requires feedback that will allow universities to quickly respond to the assessments of higher education seekers about the received educational services, improve them, make services as attractive as possible for higher education applicants.

**Keywords:** quality of education; ensuring the quality of higher education; European educational space; quality assurance management of higher education; management efficiency in higher education area; management of quality of educational services; assessment of the quality of educational services.

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## **1. INTRODUCTION**

**Formulation of the problem.** Quality assurance and quality management are the main challenges in the management of higher education institutions not only in Ukraine but also in the world in the context of sustainable development and coronavirus crisis. In this context, the

necessity of promotion of the culture of quality at the university level is gaining increasing attention. The concept of quality culture expands traditional approaches to quality assurance, focusing on such aspects of organizational psychology as shared attitudes and commitment to quality.

**Analysis of the latest researches and publications.** Some aspects of the problem of quality management in higher education are covered in the works of domestic and foreign scientists, in particular Salimova, T. [1], W. Schuhart [3], J. Juran, Ph. Crosby [4], J. Harrington [5], A. Parasuraman, A. Zeithaml, L. Berry [8], and others. These scientists have made a significant contribution to the development of theoretical and practical aspects of quality management, including the quality of higher education.

**The purpose and objectives of the research.** However, investigation of methodological approaches to the problems of management of quality assurance in higher education have not been sufficiently reflected in domestic research. That is why, at the present stage, there is an acute need to research the problems of management of quality assurance in higher education, both internally and externally.

## 2. RESULTS OF THE RESEARCH

Ensuring of the high quality of educational services has become a direction for the development of higher education in most countries of the world. For Ukraine, the desire to integrate into the European educational space is topical, but it requires the development of new regulations of the European educational environment based on the latest technologies, which ensure the improvement of the quality of educational services with a focus on the interests of higher education applicants.

The problem of quality for many centuries has been the subject of research by scientists in various fields, including philosophers and economists, sociologists and political scientists. Currently, quality is the main factor in the social system, people's activities. If all the variety of problems studied and solved by mankind can be divided into global (those that affect the interests of all mankind) and local (those that affect the interests of individual regions, states, organizations and actual at a given time), the problem of quality must be attributed to rank global [1, p. 10].

From the point of view of philosophy, quality is interpreted as an substantial certainty due to which the considered object (in our study - educational service) is this and not another object, and its constituent elements (quality of services) characterize the specifics that allows to single one object out of others (in the presence of certain qualities, the level of their formation) [2, c. 225]. So, it is accepted to call quality as the property of the object, which composes its stable, constant characteristic - one that reveals its essence [3].

W. Schuhart, the founder of the theory of statistical methods of quality management, believes that there are two aspects of quality. According to the first quality shows the objective reality that does not depend on human existence, according to the second quality shows what we think, feel about this objective reality [3, p. 214]. J. Juran, Ph. Crosby believe that quality is the conformity of products or services to established requirements. In particular, J. Juran defines quality as "compliance with the purpose", and Ph. Crosby understands it as "compliance with established technical requirements" [4]. J. Harrington argues that quality reflects the satisfaction or excess of consumer demands at a reasonable price [5]. According to A. Feigenbaum, the quality of a product or service is defined as a general set of technical, technological and operational characteristics of a product or service by which the product or service will meet the requirements of the consumer during their exploitation [6].

By service in the general case, we mean an action the result of which is a beneficial effect for the consumer. In the field of educational services, this beneficial effect is to create the most

comfortable conditions for obtaining quality knowledge and professional skills. Therefore, the essence of the category of "quality" in the field of education has certain specifics and cannot be measured by the same indicators as the quality of the material product. So, in the process of providing services, the company must take into account the characteristic features of the processes of providing services that differ them from products. The main characteristics of services that distinguish them from products include insensitivity, inseparability of production and consumption processes, variability, short life and lack of property right [7, c. 523].

In the most general form, theoretical and methodological requirements for the quality of educational services in higher education are presented in the quality management system ISO 9000: 2000. According to international standards, service quality is considered as an integral characteristic, generalizing set of possibilities to comply with the requirements (realize needs) of customers and other stakeholders. According to this concept, the basis for the quality of the functioning of the educational sphere should be a system of contracts at all stages of the reproduction cycle between producers and consumers of services for the effective functioning of the market mechanism in the industry.

In general, research shows that higher education seekers need services the characteristics of which will meet their needs and expectations. The degree of satisfaction of applicants for higher education, although not the only indicator that characterizes the quality of educational services but is the most important criterion.

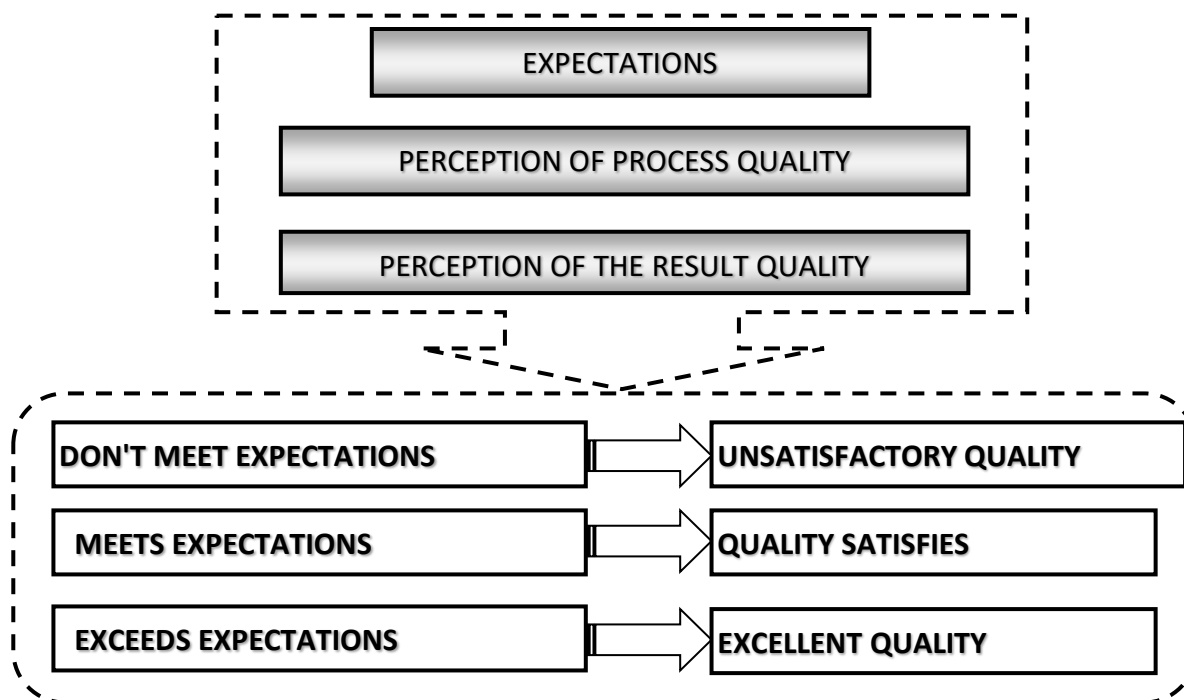
The acceptability of the service is eventually established by the consumer. As one of the management tools can be used feedback from consumers of services, the result of which is the assessment of the quality of educational services.

The main criterion for assessing the quality of service is the reaction of the consumer, which is not subject to direct quantitative assessment and appears as a set of objective and subjective parameters.

So, the assessment of the service presupposes the comparison of consumers' personal expectations with the level of their perception of its quality. Consumer expectations affect satisfaction, as they create a "standard" for further comparison and form an opinion about the quality of service. From the point of view of the higher education seeker, the quality reflects the suitability of the service to achieve his/her goals. Satisfaction with the quality of services provided will depend on the extent to which, in the opinion of the consumer, they meet their purpose.

The degree of conformity of a service to the subjective perception of higher education seekers can be determined in several ways. For example, interview higher education applicants and then build services based on their quality. The Likert scale is a method of assessment in which respondents evaluate these propositions using the suggested answer options from one critical position to another critical position, such as "completely satisfied", "satisfied to some extent", etc. Sociological survey can be one of the tools to obtain information about the compliance of services with expectations and satisfaction of customers with the level of service. Essentially, the survey is a subjective quantitative method of research, which consists in the interaction between the interviewer and respondents by obtaining from consumers the service of answers to pre-formulated questions.

It should be noted that even before the start of providing services, as a rule, applicant expectations about the level of its quality are formed. After the service is provided, higher education seeker forms the assessment of the level and quality of the service. There are three possible options for assessing by higher education students of the level of provided services (pic. 1.):



Pic. 1. Formation of assessment of the quality of educational services by applicants for higher education

*Source: composed by the author*

1) the quality of provided services don't meet the expectations of the applicant for higher education - the applicant is not satisfied with the quality of service;

2) the quality of provided services meets the expectations of the higher education seeker - the seeker is satisfied with the quality of service;

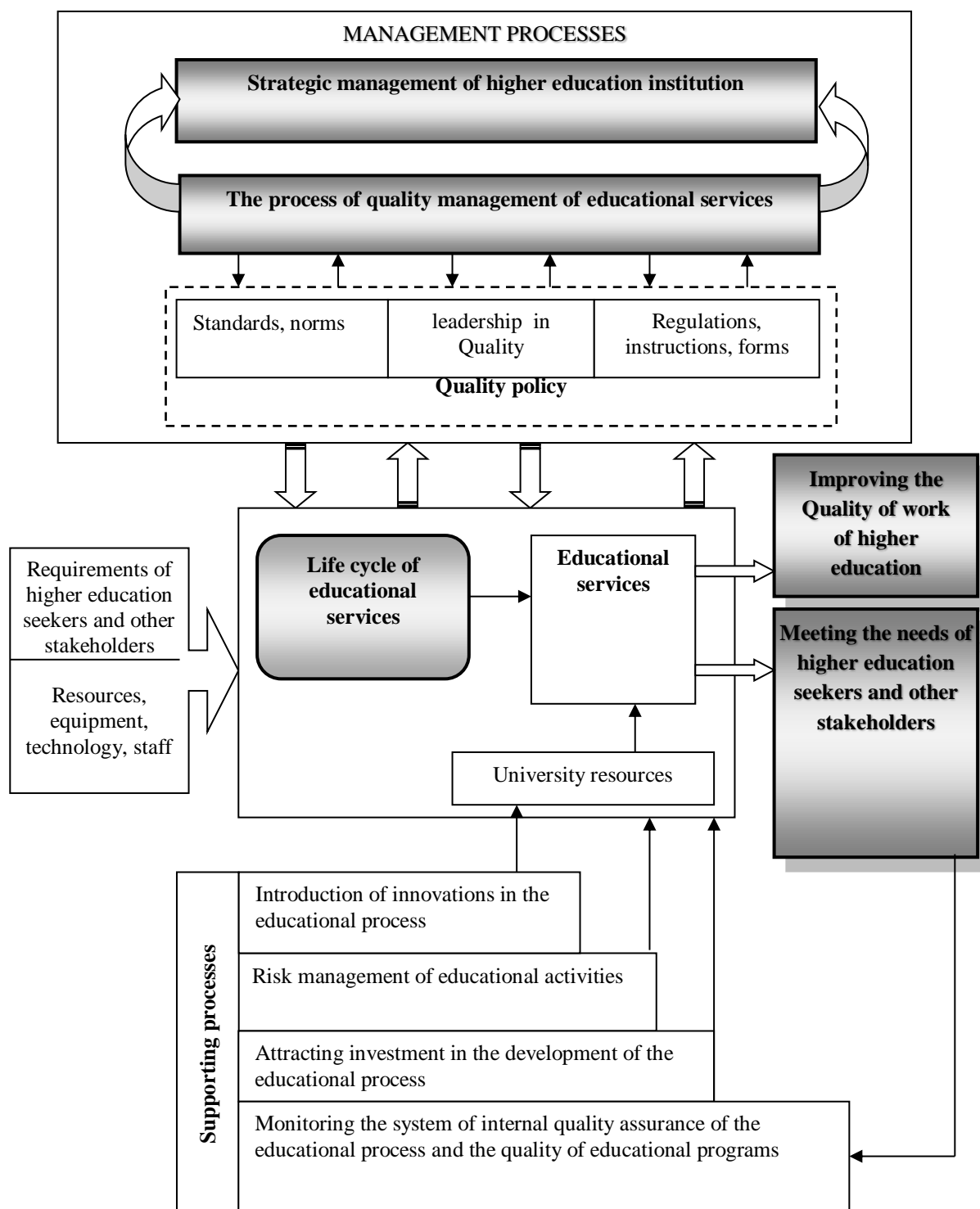
3) the quality of provided services exceeds the expectations of the applicant - the applicant is fascinated by the quality of service.

As a rule, the expectations of higher education seekers do not coincide with reality, namely there may be various inconsistencies in conceptions and expectations, which are called "gaps", and when this aspect becomes greater, the negative reaction of the consumer becomes stronger too. So, the "gap" means the disparity between the views of the staff of the management organization and the expectations of consumers of public service. The procedure for allocating requirements to quality and its characteristics creates the necessary basis for reviewing management tasks and provides an opportunity to find out the role of subjects of management of educational services quality - Higher Education Institutions and applicants for higher education.

Based on this, one of the main elements of the development of Higher Education Institutions and consumption of services is the need to harmonize the subjective requirements for quality proposed to higher education seekers, the standard level of service and its real characteristics.

In general, to eliminate the second gap (contradiction over the conception of the leadership of higher education institutions about the quality of educational services and the transformation of this presentation in regulations, rules and procedures) the university must take all measures to implement (integrate) quality management processes in the strategy of development of Higher Education Institutions, according to the proposed scheme (Pic. 2). At

the same time, the supporting processes are: implementation of innovations in education, risk management, investment attraction, assessment of the quality of educational services by higher education seekers.



Pic. 2. Scheme of integration of quality management into the strategic management of a higher education institution

Source: composed by the author

Improving the quality of provided educational services is possible, including through the implementation of innovations in higher education sphere. At the same time, innovations are changes that increase the efficiency of management in the field of higher education, determine development, strengthen the position and increase the competitiveness of Higher Education Institution, in addition improve the performance of Higher Education Institution. A study of foreign experience in the implementation of innovations in higher education sphere allows us to conclude about the positive effect of the implemented measures.

### 3. CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCHES.

We can conclude that higher education institutions are not aware that assessing the quality of educational services is an important aspect on the way to improve the quality of services and increase the competitiveness of higher education institutions themselves. Therefore, it is necessary to develop a method for assessing the quality of educational services by consumers themselves, which should consist of the essence of the concept of “assessment of the quality of educational services, goals, objectives, principles, functions and algorithms for assessing the quality of educational services”.

The algorithm for assessing the quality of educational services should consist of the following stages:

1. Choice of method for assessing the quality of educational services.
2. Determining the number of survey participants.
3. Determining the directions of quality determination, in addition indicators included in each direction, and the periodicity of realization of evaluation.
4. Explanatory work with applicants for higher education.
5. Gathering and processing of quantitative and qualitative indicators of quality of educational services.
6. Determining a comprehensive quality indicator that reflects the satisfaction of the consumer of the service.

At the same time, it should be noted that in the researches of B. Mittal and VM Lassar was found that satisfaction affects loyalty of consumer to the institution that providing services: the least dissatisfaction guarantees disloyalty, and only maximum satisfaction ensures loyalty. Complete customer satisfaction is a determining factor in the formation of loyal attitude, but it requires regular research conduction to track the dynamics of customer satisfaction and rapid elimination of inconsistencies [10, p. 56]. The process of measuring and improving the quality of services involves the constant diagnosis of the mismatch between expectations and perceptions of received services by the consumer. Feedback will enable the Higher Education Institutions to quickly respond to the assessments of applicants for higher education regarding the received educational services, improve them, make services as attractive as possible for applicants for higher education.

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## **ОРГАНІЗАЦІЙНО-ЕКОНОМІЧНІ АСПЕКТИ УПРАВЛІННЯ ЯКІСТЮ ВИЩОЇ ОСВІТИ В УКРАЇНІ НА ШЛЯХУ ІНТЕГРАЦІЇ У ЄВРОПЕЙСЬКИЙ ОСВІТНІЙ ПРОСТІР**

**Анотація.** Забезпечення якості та управління якістю є основними викликами в управлінні вищими навчальними закладами не лише України, а й Європи в умовах сталого розвитку та коронавірусної кризи. Саме тому, на сучасному етапі виникає гостра необхідність у дослідженні проблем управління забезпечення якості вищої освіти як на внутрішньому рівні, так і на зовнішньому. Для України актуальним є прагнення до інтеграції у європейський освітній простір, яка вимагає засвоєння нових положень європейського освітнього середовища на основі найсучасніших технологій, що забезпечує підвищення якості освітніх послуг з орієнтацією на інтереси здобувачів вищої освіти. Досліджені можливі три варіанти оцінки здобувачами вищої освіти рівня наданих послуг. Виявлено, що як правило, в переважній більшості, очікування здобувачів вищої освіти не збігаються з дійсністю, тобто існують різні невідповідності в уявленнях і очікуваннях, які називаються “розривами”. Визначено, що університету необхідно здійснити всі заходи по впровадженню (інтеграції) процесів управління якістю в стратегію розвитку закладу вищої освіти. Задля цього запропонована схема інтеграції менеджменту якості в стратегічне управління закладом вищої освіти. Підвищення якості надаваних освітніх послуг можливе в тому числі і за рахунок впровадження інновацій у сферу вищої освіти. Дані зміни сприятимуть підвищенню ефективності управління у сфері вищої освіти, зміцненню позицій і підвищать конкурентоспроможність та результати діяльності університетів. З проведеного дослідження можна зробити висновок, що у не у всіх закладах вищої освіти України є усвідомлення того, що оцінка якості освітніх послуг є край важливим аспектом на шляху до підвищення якості послуг та підвищення конкурентоспроможності самих закладів вищої освіти. Для діагностування необхідний зворотній зв’язок, який дасть можливість університетам оперативно реагувати на оцінки здобувачів вищої освіти щодо отриманих освітніх послуг, удосконалювати їх, робити послуги максимально привабливими для здобувачів вищої освіти.

**Ключові слова:** якість освіти; забезпечення якості вищої освіти; Європейський освітній простір; управління забезпечення якості вищої освіти; ефективність управління у сфері вищої освіти; менеджмент якості освітніх послуг; оцінка якості освітніх послуг.



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## **ОРГАНИЗАЦИОННО-ЭКОНОМИЧЕСКИЕ АСПЕКТЫ УПРАВЛЕНИЯ КАЧЕСТВОМ ВЫСШЕГО ОБРАЗОВАНИЯ В УКРАИНЕ НА ПУТИ ИНТЕГРАЦИИ В ЕВРОПЕЙСКОЕ ОБРАЗОВАТЕЛЬНОЕ ПРОСТРАНСТВО**

**Аннотация.** Обеспечение качества и управления качеством являются основными вызовами в управлении высшими учебными заведениями не только Украины, но и Европы в условиях устойчивого развития и коронавирусного кризиса. Именно поэтому на современном этапе возникает острая необходимость в исследовании проблем управления обеспечения качества высшего образования как на внутреннем уровне, так и на внешнем. Для Украины актуально стремление к интеграции в европейское образовательное пространство, которое требует усвоения новых положений европейской образовательной среды на основе самых современных технологий, что обеспечивает повышение качества образовательных услуг с ориентацией на интересы соискателей высшего образования. Исследованы возможные три варианта оценки соискателями высшего образования уровня предоставленных услуг. Обнаружено, что как правило, в подавляющем большинстве ожидания соискателей высшего образования не совпадают с действительностью, то есть существуют разные несоответствия в представлениях и ожиданиях, которые называются "разрывами". Установлено, что университету необходимо осуществить все мероприятия по внедрению (интеграции) процессов управления качеством в стратегию развития учреждения высшего образования. Для этого предложена схема интеграции менеджмента качества в стратегическое управление высшим образованием. Повышение качества предоставляемых образовательных услуг возможно в том числе за счет внедрения инноваций в сферу высшего образования. Данные изменения будут способствовать повышению эффективности управления в сфере высшего образования, укреплению позиций и повысит конкурентоспособность и результаты деятельности университетов. Из проведенного исследования можно сделать вывод, что во всех учреждениях высшего образования Украины есть осознание того, что оценка качества образовательных услуг является крайне важным аспектом для повышения качества услуг и повышения конкурентоспособности самих учреждений высшего образования. Для диагностирования необходима обратная связь, которая позволит университетам оперативно реагировать на оценки соискателей высшего образования по полученным образовательным услугам, совершенствовать их, делать услуги максимально привлекательными для соискателей высшего образования.

**Ключевые слова:** качество образования; обеспечение качества высшего образования; Европейское образовательное пространство; управление качества высшего образования; эффективность управления в сфере высшего образования; менеджмент качества образовательных услуг; оценка качества образовательных услуг.



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