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Some problems of quality management of education in the higher educational establishments of Ukraine

The concept of quality management of higher education is examined and the approaches to its definition and application in the higher educational establishments of Ukraine are analyzed by the authors of the article. The modern principles, criteria and standards of the system of management and the assurance of quality evaluation of higher education are disclosed.

Keywords: quality of higher education, quality management of higher education, educational standards, assessment, higher education quality assurance.

The problems of management in education throughout civilized history of mankind have been and continue to be relevant. They acquired a significant and meaningful value and status in the second half of the twentieth century and their research became a part of the modern concepts of human capital, quality of life, knowledge economy, post-industrial (information) society etc. The beginning of the twenty first century is a time of historical results and the birth of new ideas. Education management, including its quality, is a complex, multifaceted and non-linear process that must be constantly coordinated and adjusted by the subjects of management according to the socio-economic and pedagogical conditions of its functioning and development.

One of the important goals of Ukraine is the integration into the world and European community and economy. To achieve this, the country must possess a quality system of higher education and its management that can meet the current requirements of the economic, political, cultural globalization, fierce competition and information. Quality education reflects a professional competence, values, social orientation of an individual and causes a person's ability to meet both personal spiritual and material needs and the needs of groups and society as a whole. Consequently, the quality assurance of higher education is always in the center of any university strategy and tactics.

The concept of quality education and its management is multidimensional and multilevel, it includes the contents of education model, goals, objectives and mission of higher educational establishments, as well as specific standards for each system, institution, program or discipline. Quality management of higher education as a concept refers to the process of quality assessment which is focused on internal quality assessment of high school or program. This is a set of activities that are carried out regularly in the system or on institutional level to ensure the quality of higher education and improve it in general. The concept of education quality encompasses all measures and mechanisms to implement educational policy aimed at ensuring and improving quality through its forecasting, planning, control, practical application. Quality management of higher education is associated with a specific set of operational techniques and activities that are developed and used in order to fulfill the requirements for quality. Quality control involves monitoring process and exclusion from it of certain causes of unsatisfactory consequences (paragraph 1).

Together with other countries of the European Community Ukraine is on the path of developing the unified approaches to quality of education common to all countries. On March 4th, 2008 in Brussels (Belgium) Ukraine has been adopted as a full member of the European Registry of Quality Assurance (EQAR). Government members of this registry are 18 countries participating in the Bologna process. This event has become extremely important point of a gradual move of Ukraine towards quality assurance of education of the European level. However, as stated in the President's economic reform program for 2010-2014 "Prosperous society, competitive economy, effective state", one of the causes of serious problems in the Ukrainian education is "the lack of a unified system of quality management of education and its monitoring" (paragraph 5).

Foreign and domestic authors research the quality of education and management in several aspects: social and philosophical, educational and pedagogical (V. Andruschenko, V. Astakhova, L. Horbunov, V. Kremen', M. Kul'taieva, M. Lukashevych, B. Lutai etc.), philosophical and educational and administrative (O. Velychko, A. Sofron, T. Husen, D. Dzvinchuk, B. Zhebrovskyi, M. Kysil'), socio-economic, socio-cultural and educational (R. Braun, I. Kaleniuk, K. Korsak, O.

Kuklin, A. Shehda etc.), sociological (V. Kuserets, M. Romanenko, O. Skidun, N. Schypachova).

The study is marked by a variety of approaches and perspectives on issues of Ukrainian higher education quality and its management. But all authors recognize the objective necessity and timeliness of implementation of quality restructuring of management in higher educational establishments, including quality control of higher education and competitiveness of higher education of the country.

A number of reasons that cause the need for fundamental changes in the quality management of higher education are to be distinguished. The main one is the need to review the concept of “quality” in relation to higher education and higher educational establishments, including current high schools of the I-II levels of accreditation. Quality of higher education is traditionally associated with the contents and form of the educational process. The contents of the educational process is usually based on qualifications and experience of teachers. But transience of changes taking place in the world makes us to revise the withstand views.

In this sense, the structure and form of the educational process can not stay out of the reconsideration process. This means that new ideas about quality will be associated not with the “cosmetic adjustment” of the higher educational establishment to the new conditions but with the need of deep restructuring of the foundations of its activities.

The demographic situation also encourages radical actions to be undertaken. It is predicted that by 2015 in Ukraine the “demographic pit” will take place, which ceases to exist, perhaps, a half of the higher educational establishment due to lack of entrants.

But there is a more long-term threat – the rapid development of globalization occurs not only on the traditional markets (goods, capital, labor), but also on new ones (educational services, knowledge, information etc.) that increases the level of competition. This fact imposes on the education system problems ever seen (paragraphs 2, 3, 4).

In addition, a number of factors that exacerbate the current problem concerning the quality of specialists with higher education training in Ukraine are distinguished, namely:

- lack of control over the ratio of preparing highly skilled and skilled workers;
- unstable demand for graduates;
- abolition of the state distribution of graduates;
- reduction of interest in mastering the technical knowledge and acquiring engineering profession;
- reduction in financing the educational and scientific activities from the state budget.

Restructuring of management in higher educational establishments is a new branch of theoretical research and practical application for educational space in the Eastern European countries. Methodology of restructuring, which is widely used in the practice of developed Western countries, begins to win the Eastern European market of educational services and becomes significantly spread in the practice of management of the higher educational establishments.

The quality oriented restructuring in the higher educational establishments involves, first of all, processes of complex changes in the structure and functions of higher educational establishment with the aim to improve its competitiveness in the market of educational services. These processes include multidimensional and interrelated set of measures, starting with a comprehensive diagnosis of the higher educational establishment before the reorganization of its organisational structure and educational process on the basis of modern approaches to management.

Restructuring is a process that requires some time and money. Therefore, the restructuring would require a thorough calculation, comparison of the costs and benefits. Evaluation of the effectiveness of restructuring is necessary to determine whether the introduction of certain measures that are under the restructuring program is expedient and to determine the obtained results.

Actually this diagnosis has been conducted within the research of quality management of the higher educational establishments in Eastern Europe, including Poland and Ukraine. These researches are the part of a broad research program,

implemented at the department of management and public communication (Jagiellonian University, Krakow), entitled “The quality oriented restructuring of management in the higher educational establishments”. The realization of this research was related to the preparation for higher education reform in Poland. While conducting the survey, the students and staff of the leading universities of Ternopil, Lviv, Kyiv, Donetsk, including students and employees of the Ternopil Ivan Puluj National Technical University (TNTU), were polled from the Ukrainian side. 31 teacher and 292 students, mostly studying at the 4th and 5th courses, from TNTU were involved in the survey.

Questionnaire for the students was developed by Polish students majoring in “Management” speciality under the guidance of Professor Tadeusz Wawak. The questionnaire for students was divided into six sections, each of which consisted of two questions. However, responding to some questions the respondents determined the importance of separate variants.

Some important results of questionnaire of the TNTU students are listed below. In particular, on the question: “What is important for searching for the talents among candidates for education?” the vast majority of respondents answered that the main criterion for recruitment in the higher educational establishment should be knowledge and skills of the entrant. On the question: “What internal and external factors in the higher educational establishment are preferred by the entrants?”, – respondents have chosen answers about the prestige of the university and availability of participating practitioners, such as entrepreneurs, in the educational process. As for student’s study at a high level, the overwhelming majority of respondents have chosen the monitoring of the quality of education with the help of rating system for evaluating teachers by students, and also the integration of knowledges with practice and its application during the lectures.

Analyzing the results of the TNTU students’ questionnaire, we can conclude that the trend of movement to a new quality of higher education is visible on the basis of the national university, in particular through the growth of comprehensive, systematic, interdisciplinary and integrated nature of the requirements for preparing high school graduates to carry out a professional and social roles in a broad context.

The survey results of the TNTU teachers indicate, to our opinion, the correct understanding by the most of them the necessity and fundamental areas of modern reform of higher education management in Ukraine. In particular, a number of answers on questions of the questionnaire are given below.

N o.	Question	Answers (in %)		
		Yes	No	Don't know/don't have any opinion on this question
1.	Should the management of the higher educational establishment be based on the principles of total quality management (TQM) and on the requirements of the benefits applicable to the European system of quality?	35,5	9,7	54,8
2.	Should the workers who have been enrolled in the first full staff of the higher educational establishment, have the consent of the rector of the parent university to work in another organization or undertake business activities?	6,5	90,3	3,2
3.	Should be a Rector at the head of quality management system of the higher educational establishment and report about its proper implementation and continuous improvement?	77,4	12,9	9,7
4.	Can a public university rector be chosen on a competitive basis?	100	0	0
5.	Can the dean of a public university be selected on a competitive basis?	100	0	0
6.	Does the current state of the higher educational establishments need a planned introduction of system and institutional changes?	61,3	6,5	32,2

On the question: “Should the management in the public higher educational establishments evolve from the current, collegiate, non-market method of management to the modern institutionalized forms of managerial control, based on the rights of the market for educational and research services of Europe and the world?”, – the following answers have been obtained from the respondents: revolutionary – 6,5%; evolutionary (gradually) quickly – 58,1%; evolutionary (gradually) slowly – 25,8%, will have a little change – 9,6%. Thus, the vast majority of the teachers is for the evolutionary (gradually), but rapid changes of management in the public higher educational establishments.

The position of the TNTU teachers concerning the provision of the institutional autonomy and academic freedom to the higher educational establishments in all the

important areas of their activities also is very clear. In particular, on the question of “Who should provide economic independence (including financial) and self-financing of development?”, – the following answers were given by the teachers: higher educational establishments – 44,4%; faculties – 20,4%; institutions – 14,8%, independent departments – 16,7%; independent subdivisions – 3,7%.

Thus, the need and timeliness of a quality oriented restructuring of management of the higher education on the opinion of the vast majority of the professorial and teaching staff has no doubt. However, to address specific issues of building a new system of management of the higher educational establishments and the quality of higher education the researchers and practitioners have different points of view.

The implementation of a successful process of quality management of training the specialists in the higher educational establishment needs these activities to be done systematically and by the understandable way. Management of the educational establishment actually subordinates all measures of quality management processes.

One of the possible ways that will enable higher educational establishments to survive in the fierce competition in the market of higher education services is the development and implementation of the quality management systems according to the requirements of the international standard ISO 9001-2000 “Quality Management System. Requirements”. It is based on eight principles of the total quality management (TQM) and contains universal requirements for quality systems. The standard is suitable for use in all branches, at any enterprises, institutions and organizations and aims to ensure the quality and increase in customer satisfaction. In the sphere of higher education the students, parents, organizations that hire graduates, society as a whole can be considered to be consumers.

Actually the quality management systems turned out to be an important tool that enabled higher educational establishments which use it to achieve a high degree of confidence and sustained commitment of their services consumers. According to the international practice, the implementation of quality systems in the higher educational establishments opens such opportunities:

- improvement and optimization of its business activities and increase the effectiveness and efficiency;

- strengthen the focus on the ultimate aim of its activities and expectations of consumers;
- achieve and maintain a stable high quality of its services to meet the needs and growing demands of consumers;
- increase customer satisfaction;
- achieve confidence that the expected quality is achieved and is constantly maintained;
- to provide evidence for the actual and potential consumers about what the higher educational establishment can do for them;
- to open up new opportunities or keep conquered market segments of higher education services;
- to get recognition from customers through the process of certification;
- to participate in tenders, including international ones, to provide educational services on favorable terms.

The use of the new standard ISO 29990:2010 is aimed at ensuring the overall quality model of a professional activity and effectiveness. It focuses on personal activities of those who studies, on their results in the educational process, and also identifies various options of algorithms for the development and improvement of the educational process with the aim of increasing its efficiency as a whole.

The construction of a quality management system of higher education according to the generally recognized international standards will enable to improve the educational process in the higher educational establishments of the country.

The pedagogical aspect of the quality management of professional education takes the most important place among the certain managerial levels, on the stages of quality systems establishment in relation to certain objects and processes. Knowledge and understanding of the specific of display of the pedagogical aspect in the quality management of professional education in the context of others provides efficiency and system of such management, determines the completeness of coverage and regulation of factors in the generalized model of quality.

The model of quality management is presented in figure 1.

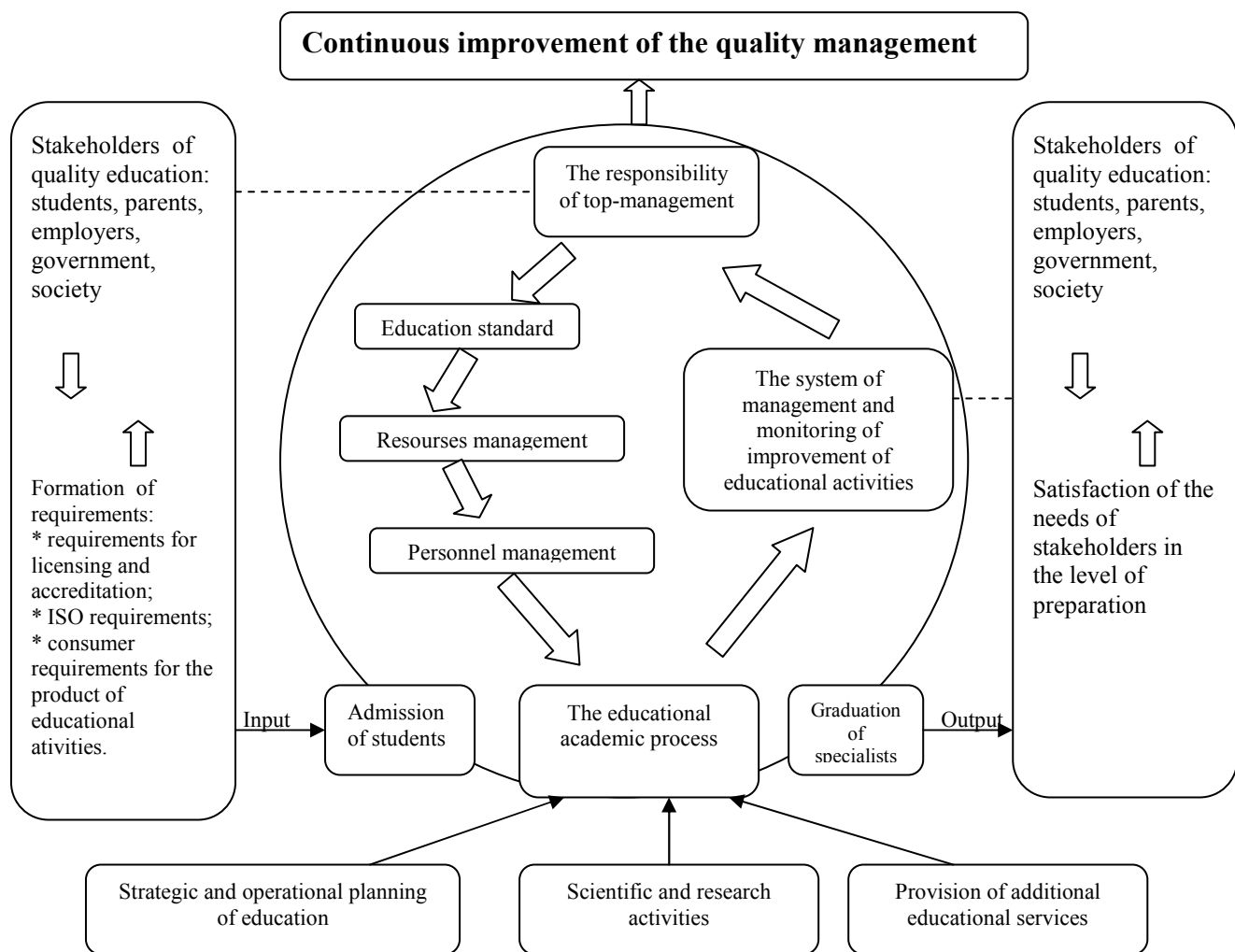


Fig. 1. The model of quality management system of education

Implementation of management of educational standards and quality of education in the higher educational establishments should be based on the following core values:

- transparency;
- operationability;
- accountability;
- honesty and fairness;
- cooperation;
- improvement.

They are the base of management of educational standards and quality of education in educational establishments in Western Europe.

According to the proposals to create in Ukraine a special agency to ensure quality of education in all educational establishments (such suggestions are included in the bill “About higher education”) a special attention should be given to the research and summarizing the experience in this field in Western Europe countries, Great Britain in particular. In this country the individual universities and colleges have primary responsibility for academic standards and quality of higher education, each of them is independent and self-governing. But in 1997 the Agency for Quality Assurance for all institutions that provide higher education in the United Kingdom has been created. The reason for the introduction of an external evaluation of quality was partly the result of the government’s desire to respond more flexibly to the quality of education, in particular:

- to make higher education more relevant to social and economic needs;
- to expand access to higher education;
- to increase the number of students and to decrease costs per student;
- to ensure entirety of policies and procedures of quality control within and between establishments, for international comparisons also;
- to ensure that higher education justifies public funds.

Later two more reasons have been identified:

- testing of correlations between price paid by students and the quality of education they receive;
- belief that educational establishments are able to cope with the increasing globalization of higher education.

It is obviously, that the same reasons stipulate a necessity of creation and operation of a special body to ensure the quality of education in Ukraine.

The peculiarities of modern criteria for evaluating the quality of education are in the fact that they are based on the: freedom of the higher educational establishments in preparing the curricula and syllabuses; preparation of scientific and methodical literature; special attention to the quality of specialists training; necessity for

continuous improvement of educational programs with the aim to improve their quality; stimulating of innovations in educational standards.

According to ISO 9001 the organization must develop, document, implement and maintain a quality management system and continually improve its effectiveness in accordance with this standard. High quality of the specialists training in the higher educational establishments is formed by implementing of such features as the student's abilities and potential of the scientific and teaching staff through the effective management of the higher educational establishments key processes.

Construction of a quality management system should be considered as a priority project, conducted by senior management of the educational establishment and aimed at comprehensive improvement of the higher educational establishment. In developing the quality management system in the higher educational establishment those requirements should be followed the implementation of which would provide:

- suitability of the system for its certification;
- compactness, simplicity and convenience, the minimum number of required documents;
- practical benefit of the system for the higher educational establishment;
- possibility of its use as a base of an information model of the educational establishment activities.

According to the standards of ISO 3001:2009 and ISO-IWA 2:2007 the key components of the quality management system construction in the higher educational establishments of Ukraine are:

- determination of policies, goals and objectives in the quality sphere;
- the appointment of an authorized representative of the senior management of the higher educational establishment for settling issues concerned with the quality management system;
- organizational support of the quality management system and the delegation of responsibilities;
- training and motivation of the staff while constructing the quality management system;
- identifying the key processes;

- development of documentation;
- implementation;
- further improvement.

Three components of quality of education are distinguished by the specialists in the quality sphere:

- quality of education (knowledges, problem-solving methods);
- quality of the educational methods (organization of cognitive processes, motivation of cognitive activities, monitoring of the implementation of educational activities);
- quality of the individual's education (learning, skills and habits, mastering of moral norms).

The following basic criteria of quality of the educational process are used in practice:

- the availability of approved in the set order course curricula, schedules of educational process, syllabuses;
- the accordance of the contents of the curricula and syllabuses to the requirements of quality programs and standards of the higher educational establishment;
- the compliance of the tutorials with the logics of each discipline teaching;
- the compliance of elements of the educational process (lectures, seminars, labs etc.) with the approved plans and programs;
- the completeness and sufficientness of methodical providing of disciplines (methodical materials, instructions, lecture notes, instructions for labs etc.);
- the sufficientness, regularity and level of organization of current control (control of students' knowledge quality, the students' satisfaction with the quality of the educational process);
- quick adoption and implementation of corrective measures.

The above list is illustrative, although most of the criteria can be used by providing them with a quantitative estimation for making operational managerial decisions.

Managerial decision in education should be based on the latest methodological developments of both domestic and foreign scientists as well as taking into account the unique peculiarities of education systems of each country.

Quality of education is the notion that in its substance reflects different aspects of the educational process: philosophical, social, pedagogical, political, demographic, economic etc. The Russian scientist V. H. Kazakov, formulating the concept of quality of education, defines it through components, which include the educational standards, professionalism, modern technical means of education, modern pedagogical techniques, quality of education, training and production facilities, educational management, marketing, social partnership and multichannel financing. In fact, the same point of view is shared by the famous Ukrainian researcher of economic aspects of higher education O. V. Kuklin. He states that the problem of quality of education should be based on a multidisciplinary approach, using well-known integrative indicators to assess the quality of education from different sides, approaches and in different aspects. Thus, according to O. V. Kuklin, the quality of education is a multidimensional methodological notion that comprehensively reflects the public life – social, economic, political, pedagogical, demographic and other vitally important for human development aspects of life [4, pp. 229 – 230; 232].

Modern Ukrainian researches show that the main factors that ensure the quality of education are:

- professional training of the subjects of teaching, their personal qualities (honesty, responsibility, integrity, tolerance etc.);
- educational and methodical resources for the training process (textbooks, study guides, methodical materials);
- a system of monitoring and evaluation of teaching, level of students' knowledge that meets modern requirements;
- the use of modern educational technologies in educational process (active methods of studies, internet technologies etc.);
- involvement of educational process subjects in scientific and research activities;
- compliance of syllabuses with the current requirements;

- contacts with foreign experts;
- proper material and technical supply of the training process;
- provision of educational establishments with scientific literature;
- the use of materials of psychological and sociological researches;
- focus of teaching on social skills formation of modern specialist;
- encouraging of students' independent learning etc.

Among the major and most popular areas to improve the quality management of education process the innovative management is distinguished nowadays, it is an indispensable component of a strategic management in education. Innovation management is a set of principles, methods and tools of innovative processes management, in particular, the introduction of new ideas, knowledge, presented in the form of fundamental and applied researches and developments. The essence of innovation management is to provide conditions for making systemic changes in the activity of educational institutions, aimed at their development and improvement. Effective management of educational innovation, aimed at improving the quality of education, is a reliable mechanism of meeting the needs of educational services consumers and of ensuring competitiveness of educational institutions.

As the basis of innovative processes in education few important social and pedagogical provisions should be named: 1) creation of conditions that contribute to the activation of the educational organizations activities in the innovation management sphere at the levels of state and society; 2) study, synthesis and dissemination of pedagogical experience; 3) introduction of achievements of psychology and pedagogy in practice. The result of innovative processes is the use of theoretical and practical innovations, including those which are formed on the edge of theory and practice. The modern manager in the field of education can be an author, researcher, advocate and user of new pedagogical techniques, theories, concepts. Managing innovation process involves analysis and evaluation of the introduced by the subjects of educational organizations pedagogical innovations, creation of conditions for their successful development and application. However, heads of the educational establishment are engaged in the purposeful selection, evaluation and

application in practice of the experience of teaching staff, new ideas, methods offered by science.

In Ukraine, like in other former Soviet Union republics the conditions of competition between the educational establishments are formed as a result of secondary schools being involved in market relations, creating new types of educational establishments, including non-government organizations.

Requirements for the contents, scope and level of educational and professional training in Ukraine are set in the state education standards. They are the basis of assessment of educational and qualification levels of citizens regardless of ownership of the educational establishment, and forms of education. State education standards are developed for each educational and qualification level, and are approved by the Cabinet of Ministers of Ukraine.

Another important tool for providing high quality of education is a state system of licensing and accreditation. The body that ensures compliance with licensing, certification and accreditation of higher, vocational schools and post-graduate establishments, enterprises, institutions and organizations in the fields (specialities) and professional training and retraining of postgraduate education is the State Accreditation Committee (SAC). Currently, licensing and accreditation of educational establishments need a significant reform from the point of view of the modern world standards of education, an expanding of public factors in this important field, a fight against such shameful things as bribery, nepotism, subjectivity in evaluation.

An effective mean of providing high quality of education is its continuous monitoring. We regard it as a systematic collection, processing, evaluation and dissemination of information about the activities of the educational system at all levels for continuous monitoring of its current state and prognosis of development.

Educational monitoring is a mean of supervision of the transfer of social experience to a new generation, the accordance of the actual performance of the pedagogical system with its ultimate goal. Monitoring for comparing of the received information with international indicators allows to obtain a material for the evaluation of the national education system compared to other countries.

The development of the innovation management theory and practice in modern terms of modernization of education management has become a driving force of the educational process, became a factor of quality of a national education during its entry into the single European and world space. Modernization of the education management envisages the introduction of innovative technologies of quality management of a lifelong education.

Ensuring a high level of education became an urgent need today. Technologies of management and innovation management in particular in the educational sphere are an important part of the public administration as its development has a significant impact on all spheres of the society's life. Each country that takes care about its rating in the world and its future should carefully develop a strategy and tactics of the education management.

References