

**Quality management of the education in higher education institutions of Ukraine on the principles of business socially responsibility**

*Polinkevych Oksana*

*Professor, Doctor of Economics Science, Lutsk National Technical University, Lutsk, Ukraine*

*\*E-mail [kravomp@gmail.com](mailto:kravomp@gmail.com)*

*Pavlikha Nataliia*

*Professor, Doctor of Economics Science, Lesia Ukrainka Volyn National University, Lutsk, Ukraine*

*\*E-mail [nataliia.pavlikha@gmail.com](mailto:nataliia.pavlikha@gmail.com)*

*Voichuk Maksym*

*PhD in Economics, Lutsk National Technical University, Lutsk, Ukraine*

*\*E-mail [maksym.voichuk@gmail.com](mailto:maksym.voichuk@gmail.com)*

**ABSTRACT**

The article systematizes the elements that determine the quality of higher education according to ISO, EFQM, MBNQA, SQAF, ABEF, TQM. The main approaches to the formation of quality education in Ukraine are outlined. Peculiarities of providing quality education in Ukraine are determined. It is noted that the quality of education affects the country's competitiveness and its place in world rankings.

**KEYWORDS:** quality of education, socially responsible business, COVID-19.

Received: 29/12/2022

Revised :

Accepted: 07/03/2022

**1 Introduction.**In modern conditions, issues of quality of higher education are becoming important. This issue is especially relevant in the context of liberalization of higher education, strengthening the autonomy of institutions and social responsibility of universities. Quality education is a global measure of living standards. It is an instrument of social and cultural harmony and economic growth. However, most countries are not satisfied with the quality of higher education, are constantly looking for innovations that would improve the level of education. The philosophy of understanding the quality of education is currently changing – the transition from the traditional understanding as a mandatory component to the awareness of society of its tasks and role in shaping corporate culture. The main indicators of the developed culture of free economic education are the focus on the consumer of services and maintaining the quality of teaching. Teacher training is a guarantee of a high level of quality training of students. European Association for Quality Assurance in Higher Education – ENQA identifies two main elements in the quality of education in higher education institutions:

- 1) cultural (implies the presence of common values among stakeholders);
- 2) managerial (coordination of individual efforts of participants in the educational process).

Accordingly, ENQA identifies 4 types of higher education quality culture: type A (involvement of administration, staff, and students is weak, leading to an ineffective approach when no one is responsible for the quality of higher education); type B (commitment to quality assurance is implicit and is manifested only in the performance of professional functions; the involvement of the administration is weak, which makes it impossible to develop a culture of quality higher education); type C (the level of participation of the university administration is high, instead, the involvement of students – low, and therefore the view of quality is purely managerial, focused on the implementation of quality assurance procedures in higher education); type D (the level of involvement of administration, teachers, and students is high, which in turn leads to the development of a true culture of quality higher education). Type D is the best, but it is difficult to achieve. In Ukraine, the implementation of the quality of education is entrusted to the National Agency for Quality Assurance in Higher Education of Ukraine. Educational institutions must take care of and create preconditions for the establishment of quality education.

**2 Literature Review.**The research on the quality of education is becoming important. Moreover, such studies are deepening in the context of COVID-19 and the challenges of distance learning.

Vasyliuk A., Day M., Bazelyuk V. define the issues of quality of higher education in the international context, the mechanism of quality assurance, monitoring, and evaluation is determined. International Network of Quality Assurance Agencies Higher Education The International Network for Quality Assurance Agencies Higher Education (INQA AHE) brings together accreditation agencies to ensure the quality of education. They noted that there are three models of higher education in the world: 1) English, which is based on the internal self-esteem of the academic community; 2) French, which provides for an external assessment of the free economic zone on the responsibility to society; 3) American, which is typical for Ukraine, combines the two previous [2].

Alekhina G. M. noted that there are different approaches to the quality of education, as it is a multifaceted concept through the resources and results of educational activities. Most Ukrainian researchers emphasize that European and national qualifications frameworks are effective tools for identifying the quality of higher education [3].

Matorera D. (2018) noted that good management is to unite borders and unite people of the same and different inclinations around the vision, mission, and activities of the institution. Balancing promotion and resource strategies create space for the maturing of quality management infrastructures [15].

Kaidalova A. V., Posylkina O.V. (2015) based on the analysis of methodology and formation of world rankings of higher education institutions showed a variety of approaches to assessing the quality of education, a variety of criteria for assessing the quality of education, lack of scientifically proven rationale for ranking indicators [16].

O. Polinkevych, I. Khovrak, V. Trynchuk, Y. Klapkiv, I. Volynets, and N. Avshenyuk study the implementation of the principles of socially responsible business in education. They note that during COVID-19 these issues became particularly relevant given the sustainable development. Corporate culture is the basis for the formation of high-quality higher education [19-22, 1].

**3 Methodology.** The review-descriptive approach, methods of analysis, synthesis, abstraction, and generalization are used in the research of quality systems of education. A comparative method was used in the process of studying the quality management systems of education. Also a graphical method for determining the frequency of viewing educational programs by higher education institutions, factors that led to the opening of new educational programs and closing old educational programs, tools for assessing the quality of teachers, measures affecting the quality of teaching in higher education, the effectiveness of quality information learning outcomes on the average score.

**4 Results. Conceptual approaches division into periods.** The aim of the article is to define approaches to quality management of education in the conditions of COVID-19 on the principles of socially responsible business.

The coronavirus pandemic (COVID-19) has forced schools to move most face-to-face courses online. The situation is unique in that teachers and students can make a direct comparison of their courses before (full-time) and after COVID-19 (online). The main problem of distance learning is inequality of access, alarming digital divide – from electricity and Internet connection to devices such as computers or smartphones, as repeatedly mentioned in studies [5-12]. The gender divide in Internet use is also sharp, while in 2019 67% of men had access to the Internet; for women, this figure was only 33%. This disparity is more noticeable in rural India, where the figures are 72% and 28% for men and women, respectively [4]. The survey also shows that more than 3% of respondents who use home broadband have cable breaks, 53% have poor connectivity and 32% have signal problems. In the case of mobile data transmission, 40.2% have a bad connection and 56.6% have signal problems. Sometimes a lack of communication is not a technical glitch, but a psychological attitude is also crucial here. Another recent survey shows that at least 27% of students do not have access to smartphones or laptops to attend online classes [14].

The most popular in the world is 7 quality management systems: ISO - International Organization for Standardization; EFQM - European Foundation for Quality Management; MBNQA - Malcolm Baldrige National Quality Award; SQAQF - Singapore Quality Award Framework; CFFBE - Canadian Business Excellence System; ABEF - Australian Business Excellence Framework and TQM - Total Quality Management. They show customer focus. The most important indicators of quality in quality management systems are leadership, strategic planning, customer focus, process management, business results, knowledge management, improvement, measurement, partnership, information, policy, innovation, resources. In fig. 1 we will present the main indicators for assessing the quality of education according to these models. The evaluation of the results should take into account the opinion of the customer, employee, business, and market. Joint leadership of all stakeholders through the coordination of the principle of corporate social responsibility.

**Table 1.** Comparative characteristics of education quality management systems

TQM	ISO 9001:2015	EFQM	MBNQA	SQAQF	ABEF
	Leadership	Leadership	Leadership	Leadership	Leadership
Strategic and systematic approach	Planning		Strategic planning	Strategy	Strategy and planning
	Policy	Policy and strategy			
Customer oriented	Organization environment		Customer and market orientation	Customers	Customer and stakeholder
	Resources	Partnership and resources			
Full participation of employees	Competence	Personnel	The importance of human resources	People	People
	Awareness			Knowledge	Information and knowledge
Communications	Informing				
Process-oriented	Production	Processes		Processes	Process management, improvement and innovation
	Evaluation of effectiveness	The results for the client, for the staff, for the society, are key	Measurement, analysis and management based on knowledge	Result	Results and stable performance

			Business results		
Continuous improvement	Improvement				
Evidence-based decision making					
Integrated system			Operational management		

From table 1 we can conclude that the common elements are leadership, planning and strategy, customers, staff, processes, results for the customer, for staff, for society, key results. All of them are the most important in the quality management system of education.

Because in Ukraine the National Agency for Quality Assurance in Higher Education determines the main factors that ensure the quality of education in Ukraine. First of all, it is a review of educational programs. The readiness of educational institutions for change is one of the main parameters due to which educational programs are regularly reviewed. Thus, the vast majority of institutions (74.9%) stated that they review the set of existing educational programs every year (Fig. 2)

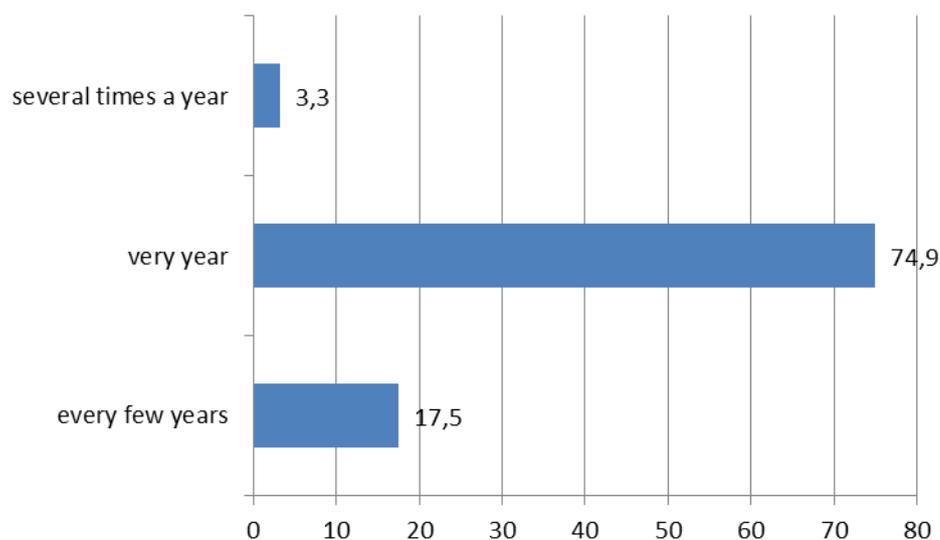


Fig. 1. Frequency of reviewing educational programs (% of all answers provided) by higher education institutions [17; 18]

When deciding on the opening of educational programs, free economic zones are guided by market conditions, the situation on the labour market, the recruitment of students to educational institutions, and the opinions of teachers.

Risk preparedness is an important component of the success of higher education institutions. This is especially true that new programs will be launched that have not previously been presented in educational institutions in certain fields of knowledge or specialties. The vast majority (44.3% of educational institutions) shows a desire to "try yourself" in other specialties or fields of knowledge.

The results of the study are presented in Fig. 3.

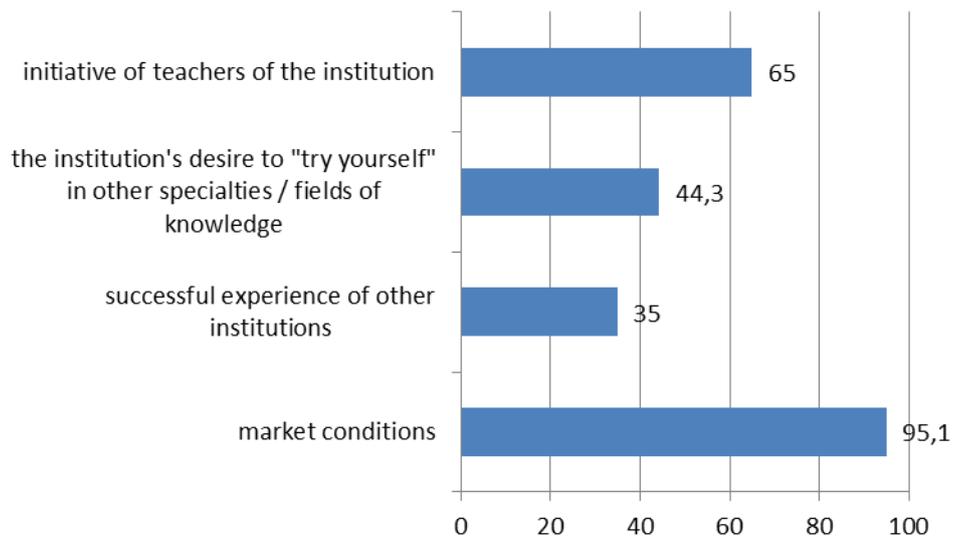


Fig. 2. Factors that led to the opening of new educational programs (in% of all responses) [17; 18]

There is a well-established tendency for classical universities to reduce enrolment in their "traditional" specialties for which they are training. As a result, they become more proactive and introduce programs in new specialties that they have not dealt with before. However, now they are ready to try themselves in other specialties or fields of knowledge (61.9%) against the background of the average value (44.3%).

However, many higher education institutions are closing educational specialties. The main reasons for the closure are unprofitability of programs, low demand for certain programs, lack of highly qualified personnel, negative feedback from stakeholders (students, employers, graduates). The research data are presented in Fig. 3.

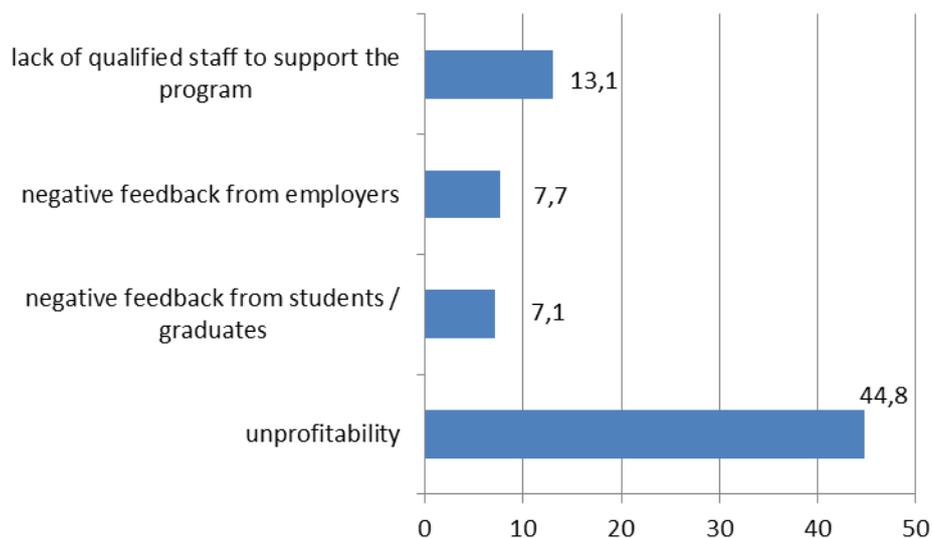


Fig. 3. Factors of closing educational programs (in% of all answers) [17; 18]

The main tools used to assess the quality of teaching disciplines are regular surveys of students, final control of knowledge (exam or test), rector's tests, assessment of the quality of teaching materials, scientific activity of teachers, extracurricular activities of teachers. The data are presented in Fig. 4.

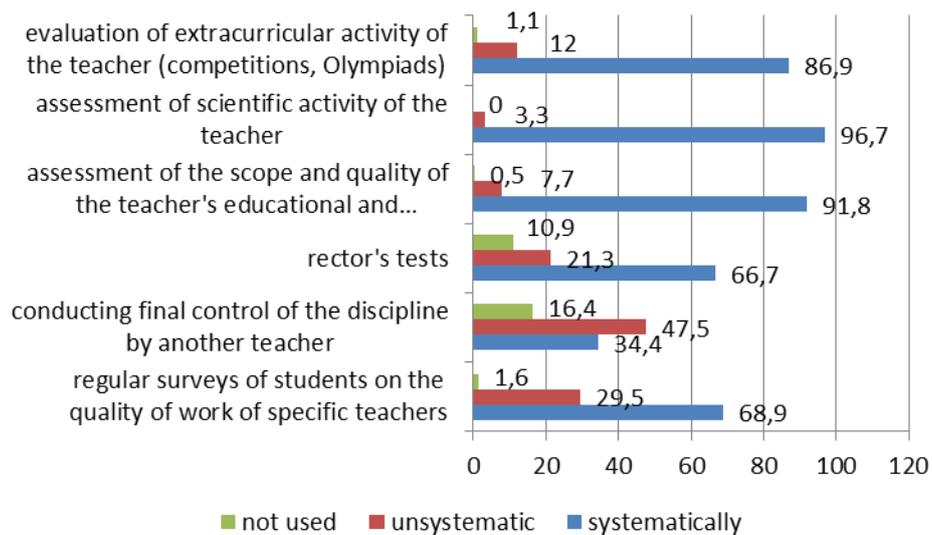


Fig. 4. Tools for assessing the quality of teachers' work (in% of the answers provided) in 2019 (17; 18)

If we compare the results of research in 2019 and 2017, we can conclude that the rector's tests have lost their popularity. Instead, most higher education institutions conduct regular surveys of students.

In fig. 5 presents the comparative analysis of research in 2019 and 2017.

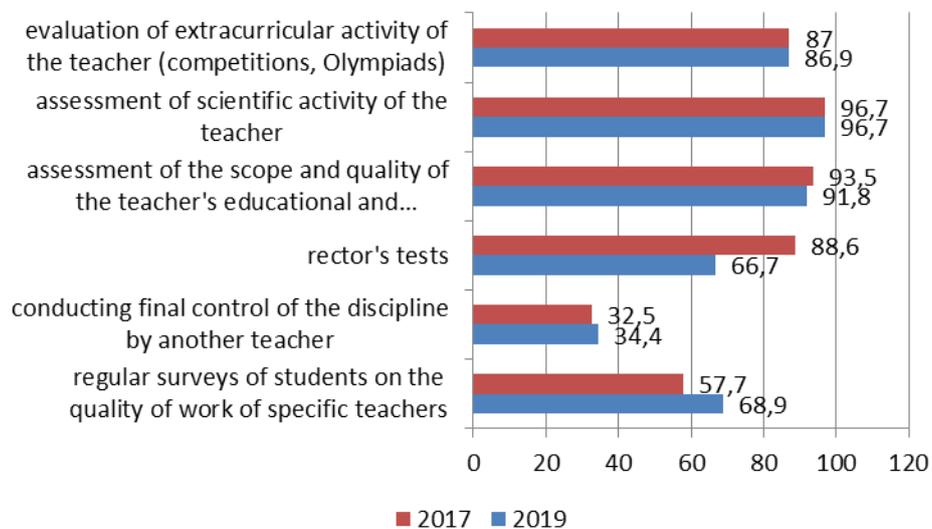


Fig. 5. Comparison of the use of tools for assessing the quality of teachers' work (in% of the answers provided) [17; 18]

One of the results of assessing the quality of teaching disciplines is the introduction of incentives. These may include individual interviews with the supervisor, ratings, commitment to refresher courses, bonuses. I would like to point out that it would be worthwhile to introduce wage differentiation depending on the quality of teaching disciplines, but in the opinion of most respondents, this is not an effective tool. An important indicator is such a tool as the dismissal of a teacher. However, only 4.9% of higher education institutions practice it, and 40% do not use it at all.

The results of the study are grouped in Fig. 6.

Thus, we can conclude that the quality of education is a priority of any higher education institution. However, it is not always unambiguous to encourage institutions to their performance. Important measures are wage differentiation, dismissal of teachers.

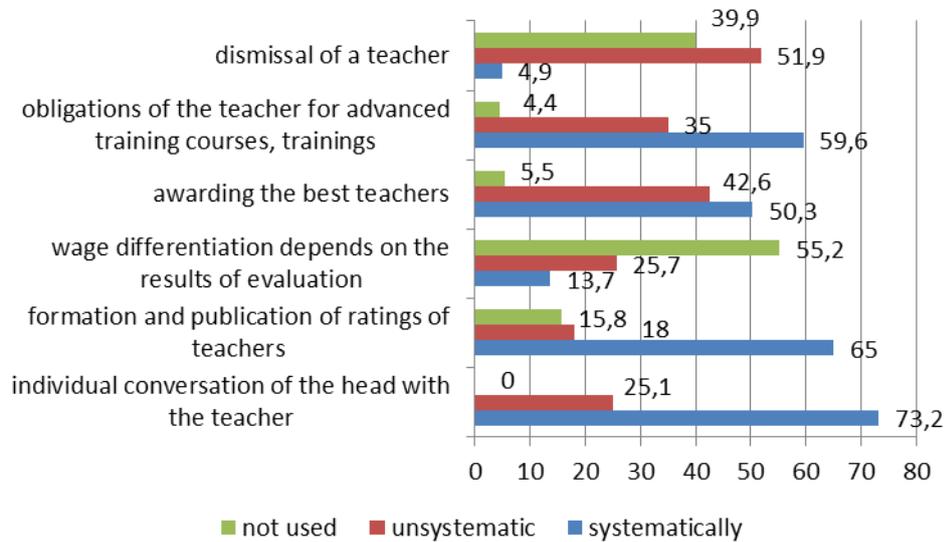


Fig. 6. Measures as a reaction to the quality of teaching of teachers in higher education institutions (in% of all responses) [17; 18]

It should be noted that the main tool that can be used to measure the quality of education of students is to receive feedback from employers, graduates. The research results are presented in Fig. 7. On a scale set a score from 1 to 5. The lowest score is 1, and the highest - 5.

A tool such as “Getting Feedback from Alumni Organizations and Businesses” received an average score of 4.31 and “Getting Feedback from Alumni” averaged 4.15. A comparative result is the conduct of internal measurements of knowledge - 4.17 points.

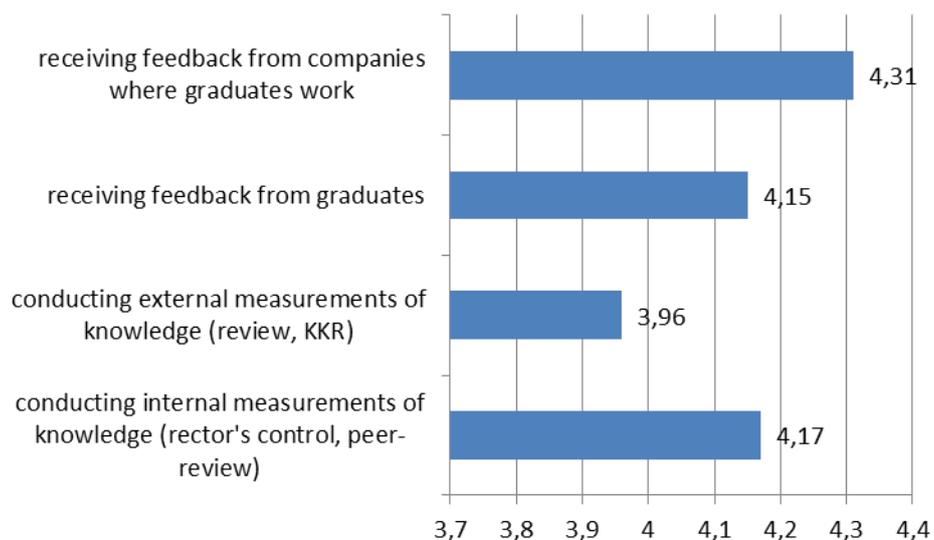


Fig. 7. The effectiveness of information on the quality of learning outcomes on the average score [17; 18]

When making certain decisions, the management of the Free Economic Zone should take into account the student-centric approach and focus on the needs of students. It must constantly improve the quality of teaching disciplines.

**8 Discussion.** An important aspect of the quality of higher education is the formation of leadership skills in graduates, planning and defining development strategies, describing specific business processes, staffing, awareness and openness of information, customer focus, evaluation of results. These elements are defined in various quality management systems of education, in particular: ISO, EFQM, MBNQA, SQA, ABEF, TQM. Examining the quality management system of higher education in Ukraine, we can identify such patterns as:

1) Educational programs of higher education institutions are updated annually, based on the assessment of employers' requests, market requirements;

2) Educational programs are opened in accordance with changes in market conditions and the initiative of teachers of the institution;

3) Educational programs are closed due to unprofitability (small set of students);

4) The main tools for assessing the quality of teachers' work are assessing the volume and quality of educational and methodological developments of teachers, scientific activity and extracurricular activities;

5) the quality of teachers' teaching is influenced by individual conversations of the management with the teacher, ratings of teachers and passed advanced training courses;

6) the most valuable is the information from employers about the quality of training and feedback from graduates.

The quality of education is a factor that determines the economic development and competitiveness of the country, raises world rankings.

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