ЕКОНОМІКА ПРАЦІ

D. M. Zagirniak, Candidate of Economic Sciences, Associate Professor

EDUCATIONAL PRAGMATISM DIVERGENCE IN THE CONTEXT OF PROFESSIONAL QUALIFICATION CONFORMITY

Urgency of the research. In the market economy the number and quality of material and spiritual values are determined by the amount of the person's income. So, the idea of the welfare level, directly depends on the level of education has formed in the mind of consumers of the educational services.

Target setting. The instruments of influence on the consciousness have formed a stereotype of a successful person with higher education during several generations. A pragmatic approach in the bourgeois society implies full benefit of professional knowledge. However, a lot of Ukrainian HEE graduates are unable to apply their professional and qualification qualities.

Actual scientific researches and issues analysis. Ukrainian scientists state the professional-qualification imbalance between the employee's qualities and the employer's requirements, which demonstrates partial realization of the educational potential in social and labor relations. Thus, educational pragmatism does not have an ideal form and its levels reflect the types of professional-qualification correspondence between the employee's qualities and the employer's requirements.

Uninvestigated parts of general matters defining. Under these circumstances a search for the method that will prove or refute availability of educational pragmatism is considered topical.

The research objective. The purpose of the paper consists in determination of the level of person's educational pragmatism via divergence of professional-qualification correspondence between the employee's qualities and the employer's requirements.

The statement of basic materials. The consequence of higher education is presented as the person's potential, realized in the social and labor relations. The essence of educational pragmatism consists of person's realization of the educational potential in social and labor relation. A divergence method has been created. It enables the typification of the social and labor relations by the signs of correspondence between the specialty and qualification according to the diploma and the profession and qualification according to the position.

Conclusions. The typification of the social and labor relations determined the parameters of the employers' professional-qualification requirements that are the basis for the motivation of educational services potential and real consumers. Regular control of the state of the pragmatism educational level makes it possible to reveal the tendencies and determine the ways, forms and methods of the collaboration of enterprises and educational establishments.

Keywords: higher education; educational potential; educational pragmatism; professional qualification conformity.

Д. М. Загірняк, к. е. н., доцент

ДИВЕРГЕНЦІЯ ОСВІТНЬОГО ПРАГМАТИЗМУ У КОНТЕКСТІ ПРОФІСІЙНО-КВАЛІФІКАЦІЙНОЇ ВІДПОВІДНОСТІ

Актуальність теми дослідження. У ринковій економіці кількість і якість матеріальних і духовних цінностей детермінується розміром доходів особи. Отже, у свідомості споживачів освітніх послуг сформувалася уява щодо безпосередньої залежності рівня добробуту від рівня освіченості.

Постановка проблеми. Протягом поколінь інструменти впливу на свідомість сформували стереотип успішної особи з вищою освітою. Прагматичний підхід у буржуазному суспільстві передбачає всебічну користь від професійних знань. Проте чимало випускників українських ВНЗ не здатні знайти застосування своїм професійно-кваліфікаційних якостям.

Аналіз останніх досліджень і публікацій. Вітчизняні вчені констатують професійно-кваліфікаційний дисбаланс якостей працівника і вимог роботодавця, що демонструє часткову реалізацію освітнього потенціалу у соціально-трудових відносинах. Отже, освітній прагматизм не має ідеальної форми, а його рівні відображають типи професійно-кваліфікаційної відповідності якостей працівника вимогам роботодавця.

Виділення недосліджених частин загальної проблеми. За цих обставин вельми актуальним слід визнати пошук методу, який доведе або спростує наявність освітнього прагматизму.

Постановка завдання. Метою роботи є визначення рівня освітнього прагматизму особи через дивергенцію професійно-кваліфікаційної відповідності якостей працівника потребам роботодавця.

Виклад основного матеріалу. Наслідок вищої освіти подано як потенціал особи, що реалізується у соціально-трудових відносинах. Суть освітнього прагматизму полягає у реалізації особою освітнього потенціалу у соціально-трудових відносинах. Сконструйовано методику дивергенції, яка дозволила типізувати соціально-трудові відносини за ознаками відповідності спеціальності і кваліфікації за дипломом професії і кваліфікації за посадою.

Висновки. Типізація соціально-трудових відносин визначила параметри професійно-кваліфікаційних потреб роботодавців, які є підґрунтям мотивації потенційних і реальних споживачів освітніх послуг. Регулярний контроль за станом освітнього рівня прагматизму дозволяє виявити тенденції та намітити шляхи, форми та методи співпраці підприємств з навчальними закладами.

Ключові слова: вища освіта; освітній потенціал; освітній прагматизм; професійно-кваліфікаційна відповідність.

ЕКОНОМІКА ПРАЦІ

Urgency of the research. Question of professional-qualification balancing concerns mankind for many centuries, since ancient times, when there was a division of labor. The population was divided into two categories - those who were looking for workers and those, who were seeking for a job. And still the question of meeting the needs of employers in labor and workers' professional knowledge and skills implementation remains very relevant. In the era of economic globalization and the common information space creation, the significance of this question increases many times over.

Problem statement. In an effort to enter a higher educational institution (HEI) almost every person hopes that the level of education will provide the decent standard of living. In the market, economy the amount and quality of material and spiritual values are determined by the income of the person. A pragmatic approach to higher education (HE) in the bourgeois society implies comprehensive benefits from superior-quality professional knowledge. During the recent quarter of a century commodity-money relations have been formed in Ukrainian field of higher education (FHE), hence, the behavior of the consumers of the services of higher education (SHE) is to be characterized by educational pragmatism. However, many graduates of Ukrainian HEI are unable to find the use of their professional skills and qualifications. The work not by profession not only casts doubt on the person's educational pragmatism, but also convinces one of FHE low efficiency as employers cannot meet professional qualification needs. Under these circumstances, it is topical to search for a method that will empirically prove or refute the availability of the educational pragmatism.

The analysis of latest researchers and publications. Many foreign scientists research the consequences of the person's choice of HE. M. Paulsen's extreme utilitarianism is based on the benefit from training at a college [5, p. 55–94]. S. Barbaro compares the income of the people who have and who have no HE as to the fairness and efficiency [6]. S. Michael finds out HE financing, H. Eggins analyzes coalitions in FHE, and R. Raby presents a model of college development in the era of globalization [7; 8; 9, p. 21-38]. Ph. Francis considers HEI reconstruction in the context of the future FHE crisis [10]. J. Neusner and N. Neusner characterize people who are able to obtain HE [11]. Therefore, HE consequence is presented as the person's potential realized in the social and labor relations (SLR). This assumption makes it possible to interpret the educational pragmatism as an ideal manifestation of the educational potential when a person in SLR obtains what he/she expected choosing HE.

Ukrainian scientists study the consequences of FHE reforms for SLR and the person. In particular, E. Libanova considers the educational and professional – qualification training to be a component of the population quality [12]. Determining the significance of HE in the innovative model of economic development, B. Danylyshyn and V. Kutsenko point to the imbalance of the personnel supply and demand [13]. Ukrainian scientists state existence of the professional and qualification imbalance of the employee's qualities and the employer's requirements, which demonstrates a partial realization of the educational potential in SLR. Thus, the educational pragmatism does not have an ideal form, and its levels reflect the types of professional and qualification conformity (PQC) of the employee's qualities to the employer's requirements. Determination of the pragmatism level is possible by means of divergence (from the medieval Lat. divergo –deviate), that enables one to reveal differences of the signs and properties of objects with similar nature.

The purpose and tasks of the research. The purpose of the paper consists in the determination of the level of the person's educational pragmatism via the divergence of professional and qualification conformity of the employee's qualities to the employer's requirements.

To achieve the posed purpose the following tasks have been fulfilled:

–   finding out the motives of person's choice of HE via identification of the cause-effect relation between the level of his/her education and material welfare;

–   designing the divergence methods that will allow determination of the level of person's educational pragmatism;

–   determining the level of person's educational pragmatism according to the types of professional and qualification conformity of the employee's qualities to the employer's requirements.

The main results of the research. Logical assumptions allow to determine the sense of HE for the person as a SLR subject. J. Neusner and N. Neusner emphasize that for parents the degree of a reputable college is a guarantee of the future carrier and income, so schoolchildren regard their future

ЕКОНОМІКА ПРАЦІ

through the prism of HE [11, p. 98, 102]. R. Raby believes that HE provides people with knowledge required by the market and develops employment skills [9, p. 24]. S. Michael is sure that the higher the education level is the more employment opportunities the person has irrespective of the status [7, p. 5]. E. Libanova referred high monetary and total income, employment opportunities and the social status of the profession to the motives of HE choice [12, p. 12, 13]. B. Danylyshyn and V. Kutsenko advertise the USA citizens' income dependence on the education level. E.g., the average annual salary of male bachelors was 1.92 times as high as the payment of men, who left secondary schools and the salary of female bachelors was 2.15 times as high [13, p. 27]. Thus, HE provides the person with high salary, the opportunity for employment and a social status. The first logical assumption consists in person's confidence that realization of the educational potential will provide various welfares.

S. Barbaro considers HE to be successful investment and singles out two stages in the person's life: at the first stage money is spent and at the second stage dividends are obtained [6, p. 49]. J. Neusner and N. Neusner consider, that a student as a consumer, choosing a HEI, is guided by the financial feasibility: how much HE will cost him/her and what profit will be obtained [11, p. 106]. In M. Paulsen's opinion, investment into HE is expediential if its internal rate of return exceeds the market interest rate. In general, investment into HE is expedient if the marginal profit exceeds the marginal costs related to the investment. His expression "Good sense of private investment into HE" is an aphorism [5, p. 59, 60, 66]. Hence, the educational potential is to be paid for.

A person as a SHE consumer is not necessarily a HE investor. S. Michael considers the state policy orientation to HE financing by students to be a world tendency. This policy is argued by the trust: in the market; in individual responsibility; in the correspondence of the institution to students' requirements for comfort; in the fact that the person needs HE more than the state [7, p. 18]. J. Neusner and N. Neusner refute the myth about HE accessibility even for the middle class as most of the first-year students take loans, hope for a scholarship or financial assistance and look for a job [11, p. 105].

M. Paulsen visually represents the proportion of the benefits and costs that determines the investment decision of a school-leaver of the traditional age as to enrolment to a college. The proportion is based on the full-time study during four years provided there is a part-time job [5, p. 59]. Therefore, discussing the HE investment theme, the Western scientists determined the educational pragmatism in an extremely utilitarian way, by the amount of funds spent on HE. The second logical link – a person is ready to invest into educational potential as he/she believes that the costs will be completely compensated for.

Referring to the weekly «Die Zeit», S. Barbaro illustrates the income of people who graduated from different departments: the graduates from the medical department have the biggest income, the second place is occupied by the graduates from the natural department, the third place – by the graduates from the engineering department, the fourth – the department of languages and cultural sciences, the fifth – by the department of economics and social sciences [6, p. 40, 41]. M. Paulsen indicates that the graduates majoring in engineering and computer technologies have higher initial salary and income during their carrier in comparison with graduates majoring in humanities [5, p. 65]. The authors state that choosing the department the person chooses the future material welfare. The Western scientists emphasize the applied character of HE. So, the third assumption – the branch specificity of compensation for educational potential costs admits high professionalism meeting the employers' requirements.

H. Eggins is sure that specialists' training meets the economy requirements. He is sure of the demand for specialists as many professions require this educational and professional level (EPL). Even if a HEI graduate fails to find a job, he/she is sure to be employed during the following seven years as during the recent 25 years the number of vacancies requiring HE has increased by 3 mln. [8, p. 4]. Hence, the fourth logical assumption – the economic situation helps to reproduce the educational potential, which causes the person's decision as to the choice of HE.

The model of human capital quantitatively explains the HE cost and profit influence on the person's behavior. M. Paulsen explains the relative character of the profit and cost to the population categories by the heterogeneity of the factors that are usually non-monetary, insignificant, are difficult to assess,

ЕКОНОМІКА ПРАЦІ

consequently, they are not subject to planning and control, which complicates the state policy in FHE. In his opinion, the theory of human capital proved the factors influence on student's behavior as to the restrictions of the model of HE rational choice [5, p. 63]. Comparing the income of people with HE and without it, assessment of the human capital does not question the realization of the educational potential. The fifth assumption – SLR are idealized and any opportunity for the work not by the specialty and the qualification is eliminated. A priori, the absolute educational pragmatism takes place, which is positive for any social and political formation or social and economic situation.

Referring to the data of the research E Libanova considers that our country lacks skilled workforce with secondary education and there is excess of masters. The author informs that "70 % of people work not according to their specialty in the field of physical, mathematical and engineering sciences, 46 % – in the field of biology, agriculture and medicine, 76 % – applied sciences and technology" [12, p. 13, 14].

J. Neusner and N. Neusner   state the process of the human capital depreciation, as availability of HE does not guarantee a high salary [11, p. 106, 113]. So, the necessary condition for the correctness of the judgment "a higher level of education implies a higher level of income" consists in availability of HE. The sufficient condition for the correctness of the judgment consists in the correspondence of the worker's professional-qualification qualities declared in the HE diploma to the requirements of the occupied position. The sixth assumption – PQC is to be taken as the criterion of the person's educational pragmatism.

A situation when the employer knows the employee's professional and qualification properties before entering SLR and the employee knows the employer's conditions seems to be ideal. Otherwise, a trial period is used, which decreases the employer's and the employee's risks. However, regardless of the circumstances, there are formal desiderata understood by the parties as the necessary initial conditions of SLR. These include the profession and qualification stated in the job descriptions (the employer's requirements) [4] and the specialty and EPL stated in the diploma (the employee's proposal). PQC type demonstrates a certain correlation of profession and qualification properties of the employee and the employer's requirements to the position and determines the level of educational pragmatism. The latter is quantitatively characterized by coefficient k^j, where the index denotes the PQC type.

The quality carrier is designated as *X*, and the needs carrier as – *Y*. The professional component of the qualities and needs is designated as *α*, and the qualification component as – β. The professional component corresponds to the specialties in the List of disciplines and specialties [1]. The qualification component corresponds to EPL that, according to the current law, is transformed into the education degree [2; 3]. Thus, α_x designates the employee's professional qualities and α_y – the employer's needs; β_x designates the employee's qualification qualities and β_y – the employer's needs. Three correlations of α_x and α_y have been singled out: full correspondence ($\alpha_x = \alpha_y$), partial correspondence ($\alpha_x \approx \alpha_y$), discrepancy ($\alpha_x \neq \alpha_y$). The partial correspondence implies that α_x and α_y refers to the same field of knowledge. Three correlations of β_x and β_y have been singled out: full correspondence ($\beta_x = \beta_y$), discrepancy in favor of the employee ($\beta_x < \beta_y$), discrepancy in favor of the employer ($\beta_x > \beta_y$). Using the combinatorial analysis rule, nine PQC types have been determined. The measure of correlation correspondence allowed us to structure PQC by three levels: maximum level when $\alpha_x = \alpha_y$ and/or $\beta_x = \beta_y$; medium level when $\alpha_x \approx \alpha_y$ and/or $\beta_x < \beta_y$; low level when $\alpha_x \neq \alpha_y$ and/or $\beta_x > \beta_y$. PQC structure is presented in the form of a matrix (Tab. 1).

Type *A* in Table 1 demonstrates the ideal correlation of the employee's qualities and the employer's needs, i.e. the educational potential is realized completely. The educational pragmatism coefficient in type *A* (k^A) equals 1, which is indicated in brackets. The pragmatism coefficients of other types have unambiguous or interval values. The other ones are caused by availability of PQC types that demonstrate the SLR variety within one type. Coefficient unambiguous values demonstrate the uniformity of SLR as to the subtypes. PQC type intervals do not have common boundaries, which

ЕКОНОМІКА ПРАЦІ

prove the fundamental difference of SLR in each of them.

Table 1

PQC types matrix

Minimum	type *G* (0,25) $\alpha_x \neq \alpha_y$; $\beta_x = \beta_y$	type *H* (0,11-0,20) $\alpha_x \neq \alpha_y$; $\beta_x < \beta_y$	type *R* (0,01-0,10) $\alpha_x \neq \alpha_y$; $\beta_x > \beta_y$
Medium	type *D* (0,80) $\alpha_x \approx \alpha_y$; $\beta_x = \beta_y$	type *E* (0,51-0,60) $\alpha_x \approx \alpha_y$; $\beta_x < \beta_y$	type *F* (0,41-0,50) $\alpha_x \approx \alpha_y$; $\beta_x > \beta_y$
Maximum	type *A* (1,00) $\alpha_x = \alpha_y$; $\beta_x = \beta_y$	type *B* (0,81-0,90) $\alpha_x = \alpha_y$; $\beta_x < \beta_y$	type *C* (0,61-0,70) $\alpha_x = \alpha_y$; $\beta_x > \beta_y$
Level α Level β	Maximum	Medium	Minimum

Source: own results

Correlation of different EPL as to the employee's qualities and the employer's needs is the sign of singling out the subtypes. EPLs are designated by the following symbols: *qe* – a qualified employee, *js* – a junior specialist, *b* – a bachelor, *m/s* – a master or a specialist. For positions that do not require professional knowledge the designation of an "unqualified employee" (uqe) is introduced. The subtype hierarchy logic is as follows: the educational pragmatism level of the bachelor whose position requires *js* level ($b_x > js_y$), is higher than of the bachelor who works as a qualified employer ($b_x > qe_y$). The bigger the difference of EPL is the lower the value of coefficient k^j is, which is also used for designation of the educational pragmatism level of PQC subtype, e.g., $k^{A.1}$ – coefficient of subtype *A.1*. Symbol n^j designates the number of positions in the type and the subtype, e.g., $n^{A.1}$ – the number of positions in subtype *A.1* (Tab. 2).

Table 2

Characteristics of PQC subtypes

Correlation β_x і β_y	Correlation α_x і α_y					
	$\alpha_x = \alpha_y$		$\alpha_x \approx \alpha_y$		$\alpha_x \neq \alpha_y$	
	subtype	k^j	subtype	k^j	subtype	k^j
1	2	3	4	5	6	7
$m/s_x := m/s_y$	A.1	1,0	D.1	0,80	G.1	0,25
$b_x = b_y$	A.2	1,0	D.2	0,80	G.2	0,25
$js_x = js_y$	A.3	1,0	D.3	0,80	G.3	0,25
$qe_x = qe_y$	A.4	1,0	D.4	0,80	G.4	0,25
$uqe_x = uqe_y$	A.5	1,0	D.5	0,80	G.5	0,25
$uqe_x < m/s_y$	B.1	0,90	E.1	0,60	H.1	0,20
$qe_x < m/s_y$	B.2	0,89	E.2	0,59	H.2	0,19
$uqe_x < b_y$	B.3	0,88	E.3	0,58	H.3	0,18
$js_x < m/s_y$	B.4	0,87	E.4	0,57	H.4	0,17
$qe_x < b_y$	B.5	0,86	E.5	0,56	H.5	0,16
$uqe_x < js_y$	B.6	0,85	E.6	0,55	H.6	0,15
$b_x < m/s_y$	B.7	0,84	E.7	0,54	H.7	0,14
$js_x < b_y$	B.8	0,83	E.8	0,53	H.8	0,13
$qe_x < js_y$	B.9	0.82	E.9	0,52	H.9	0,12

ЕКОНОМІКА ПРАЦІ

Continuation of Table 2

1	2	3	4	5	6	7
$uqe_x < qe_y$	B.10	0,81	E.10	0,51	H.10	0,11
$qe_x > uqe_y$	C.1	0,70	F.1	0,50	R.1	0,10
$js_x > qe_y$	C.2	0,69	F.2	0,49	R.2	0,09
$b_x > js_y$	C.3	0,68	F.3	0,48	R.3	0,08
$m/s_x > b_y$	C.4	0,67	F.4	0,47	R.4	0,07
$js_x > uqe_y$	C.5	0,66	F.5	0,46	R.5	0,06
$b_x > qe_y$	C.6	0,65	F.6	0,45	R.6	0,05
$m/s_x > js_y$	C.7	0,64	F.7	0,44	R.7	0,04
$b_x > uqe_y$	C.8	0,63	F.8	0,43	R.8	0,03
$m/s_x > qe_y$	C.9	0,62	F.9	0,42	R.9	0,02
$m/s_x > uqe_y$	C.10	0,61	F.10	0,41	R.10	0,01

Source: own results

Table 1 contains 75 subtypes, so this number of SLR can hypothetically exist in the analyzed team. In the process of divergence, it is wrong to use the term "subtype" constantly as symbols *A.3*, *D.5* and others have unambiguous interpretation in the limited information space.

The personnel of PJSC "Kremenchuk Plant of Road Machines "KREDMASH" is presented as an operative domain of divergence. For the sake of SLR confidentiality, we do not reveal the name of the plant subdivision the staff of which included 267 people in October 2017. Fig. 1 contains the number of the positions in the subdivision classified as types and subtypes.

Type		Subtype							
	$n^A = 142$		$n^{A.1} = 10$	$n^{A.2} = 4$	$n^{A.3} = 3$	$n^{A.4} = 118$	$n^{A.5} = 7$		
	$n^B = 1$		$n^{B.8} = 1$						
	$n^C = 17$		$n^{C.2} = 7$	$n^{C.3} = 1$	$n^{C.6} = 7$	$n^{C.7} = 2$			
	$n^D = 14$		$n^{D.1} = 2$	$n^{D.3} = 3$	$n^{D.4} = 9$				
	$n^F = 6$		$n^{F.2} = 5$	$n^{F.3} = 1$					
	$n^G = 27$		$n^{G.1} = 4$	$n^{G.2} = 1$	$n^{G.3} = 4$	$n^{G.4} = 18$			
	$n^H = 6$		$n^{H.1} = 4$	$n^{H.3} = 2$					
	$n^R = 54$		$n^{R.1} = 9$	$n^{R.2} = 24$	$n^{R.3} = 2$	$n^{R.5} = 4$	$n^{R.6} = 6$	$n^{R.8} = 3$	$n^{R.9} = 6$

Fig. 1. The number of the positions in the subdivision classified as types and subtypes

In Fig. 1 type *A*, including 142 positions is mostly presented, i.e. 53.18 % of the subdivision personnel have realized their educational potential. Within the type the subtype *A.4* (118 positions) is the biggest as to its quantity, and it makes 83.10 % of the type SLR. According to the requirements, 204 positions imply *qe* EPL, which makes 76.41 % of the total number of the positions in the subdivision. More than a half (57.84 %) of these positions is occupied by employees with *qe* EPL. Six of ten positions belonging to *A.1*, are occupied by the administration of the subdivision and two more positions are included into the "Professionals" category of the Classifier [4], i.e. the subdivision is managed by people who have the necessary knowledge of the proper level.

Type *B* is presented in B.8, who occupies the post of a "senior controller" that requires *b* EPL and the employer's education corresponds to *js* EPL. The employer can cope with his duties, otherwise, his EPL would be a formal reason for SLR termination by the employer's initiative. The level of the person's educational pragmatism is high ($k^{B.8}$), but there is a threat of dismissal should there appear somebody who would do the work better and correspond to the position by formal requirements.

ЕКОНОМІКА ПРАЦІ

Type *C* as an alternative to type *B* proves the dominance of the employer's interests and, consequently, a lower level of the educational pragmatism in the person's behavior. *C.2* and *C.6* differ as to their number. The subtypes contain different positions but they have a common need for qualified employers. The person's EPL level of *js* or *b* is of no importance, as neither of them is required by the employer. The educational pragmatism level of seven people with bachelor's degree (*C.6*) is lower than that of seven people who have the degree of a junior specialist (*C.2*) as the former spent more force, cost and time on HE than the latter but they occupy equal positions, hence, their salary is the same. Availability of *C.7* certifies that there are people with complete HE who agreed to do the work that could be done by a junior specialist.

Types *A*, *B* and *C* make a group for which $\alpha_x = \alpha_y$. The group contains 160 positions that make 59.93 % of the number of the staff. It means that more than 40 % of people failed to find the job according to their specialty, i.e. did not realize themselves professionally. Obviously, these people obtained HE hoping to find application to their professionalism. As to type *C*, there were different levels of satisfaction even among those who realized themselves in the profession. There appear rightful questions who are those who have not realized themselves in their profession? It is answered by other PQC subtypes.

Types *D*, *H* and *F* make a group for which $\alpha_x \approx \alpha_y$. Consent of people to perform the functions that are not identical to the chosen specialty is a professional compromise devaluing the knowledge and skills obtained in HEI. Devaluation is characterized by different levels presented by PQC subtypes.

Type *D* is the least vulnerable for the employer's professional self-assessment, as it implies $\beta_x = \beta_y$. The subdivision SLR is presented by three subtypes *D.1*, *D.3* and *D.4* that include 14 positions. *D.4* is mostly presented; it includes seven positions, it means that the employers more willingly accept qualified employees with related professions. The fact that two workers with full HE (*D.1*) and three workers with incomplete HE (*D.3*) applied their professional qualities to a related specialty proves imperfection of the system of training high-qualified personnel. Even if it is assumed that the person chose these positions out of several variants, the motives of refusal from the specialty according to the obtained degree were essential. It is the motives that determined the behavior pragmatism of the person who, taking the decision, realized the vulnerability of his/her state due to the failure to meet the formal requirements of the position ($\alpha_x \approx \alpha_y$). Vulnerability determines the coefficients of the educational pragmatism $k^{D.1}$, $k^{D.3}$, $k^{D.4}$.

According to correlation of β_x and β_y types *E* and *F* are alternative. Absence of *E* is indicative as it demonstrates the impossibility for taking a position according to a related specialty if the person's EPL is lower than the position requires. An inverse situation, when EPL according to the degree exceeds the requirements of the position, which is certified by availability of type *F*. *F.2*, proves that five people with *js* EPL work as qualified workers. Availability of HE contributed to employment but, at the same time, most of the people who occupy the positions of a turner of the 4th grade, a mechanical assembly metalworker of the 4th grade, a metal structure assembly metalworker of the 3rd and the 2nd grade did not graduate from HEI. Naturally, these five people hope to find application to their professional and qualification qualities but at the date of the research the level of their educational pragmatism is low ($k^{F.2}$). *F.3* implies a higher EPL than *F.2*, consequently, the level of the educational pragmatism of the person who agreed to such working conditions is lower in comparison with *F.2* ($k^{F.3}$).

Types *G*, *H* and *R* make a group of 87 positions for which $\alpha_x \neq \alpha_y$. Type *G* is presented by 27 positions, among which 18 belong to *G.4*. Most of the people have a degree in the field of technology but there people whose education is far from the requirements of the position. E.g., one baker works as a metal cutter on scissors and presses of the 3rd grade and another one works as a mechanic-electrician of the 4th grade. The peculiarity of combination of the employee's qualities and the requirements of the position is of no importance, because every person takes a course of professional training at the enterprise bureau of personnel training to be allowed to work according to the requirements of the position. Re-training is important for the employer as it prevents forgetting preliminary professional knowledge and skills. *G.3* includes five positions, and *G.2* and *G.1* fewer. As *G.3*, *G.2* and *G.1* admit EPL impossible to master at the bureau of personnel training, the engineering

ЕКОНОМІКА ПРАЦІ

positions are, as a rule, occupied by people with degrees in engineering. However, there are exceptions, e.g. the position of the head of the bureau of labor organization and wages is occupied by a person with full engineering HE (*G.1*).

Type *H* is peculiar $\beta_x < \beta_y$, which only increases the formal professional insufficiency of the employee. Availability in type *H* of positions that are absent in type *E*, proves that the employer agrees that the employee can perform the functions required by the position. It is the very case when the employer trusts not the document certifying the education but the real qualities of the employee. This thesis is confirmed by the fact that the positions belong to *H.1* and *H.3*. Subtype *H.1* certifies that people without professional education perform the work requiring knowledge and skills of a professional worker. Knowledge and skills are acquired directly during the work that is why *H.1* is represented by the following positions: a seamstress of the 3rd grade, a stacker-packer of the 3rd grade and the like. When a worker does not have a document certifying education, it is impossible to determine his/her level of educational pragmatism by a formal sign. However, there exists such a level ($k^{H.1}$) as it proved its skill to cope with the position duties. The professionalism can be formally certified in time if the SLR parties are interested.

The fact that two positions belong to *H.3*, can be explained historically. For example, "building mechanic" position used to be called "shop mechanic". According to the contemporary requirements, this position can be occupied by a bachelor, while the preliminary position could be occupied by a junior specialist. The position of building mechanic is occupied by a roll stock specialist, i.e. he perfectly knows the mechanical part of the transport equipment manufactured by the subdivision. Despite of the low level of the educational pragmatism ($k^{H.3}$).

Type *R* follows *A* as to the number of positions. It is represented by almost all the subtypes, which confirms SLR variety. *R.2* is the biggest as to the quantity, which is quite natural as *js* EPL follows *qe* EPL. Out of 53 people with *js* EPL 36 work as qualified employees, including 24 who work not according to their degree specialty. In the personnel arrangements of the subdivision 24 positions require *js* EPL i.e. the number of positions is more than twice as many as the number of people with *js* EPL. Specialties of 53 people with the junior specialist's degree do not meet the requirements of 24 positions requiring *js* EPL. That is why there is no competition at the internal labor market of the enterprise. For example, the position of an electric welder at automatic and semiautomatic machines of the 4th grade is occupied by a graduate of the musical college majored in the piano, one graduate of the teacher's college majored in pre-school education works as a seamstress of the 2nd grade and another graduate – as a packer of products and instruments of the 3rd grade. Uselessness of knowledge and skills obtained at HEI causes the low level of educational pragmatism in this group of people.

R.1 is the following subtype in the type as to the number. Qualified employees work as storekeepers, cloak-room attendants and cleaners. Among the other subtypes *R.1* is distinguished due to its relatively high level of the educational pragmatism ($k^{R.1}$) because the people yield a lower level of professionalism. *R.9* (if there is no *R.10)*is the antipode of *R.1* as to the level of pragmatism. Six people with HE wished to work as metalworkers, galvanizers and slingers. Only one of the six has a degree in humanities, all the others have engineering education but not according to the fulfilled functions. Minimum five years of training at HEI lost their sense for the carrier, which reflects the lowest level of the educational pragmatism ($k^{R.9}$).

Subtypes *R.3*, *R.5*, *R.6* and *R.8* have different levels of pragmatism. *R.8* includes the position of a storekeeper occupied by bachelors in marketing, finance and ecology. Neglect of HE certifies its devaluation in the consciousness of these people. It is symbolic that they did not realize themselves exactly in these professions. An analogic situation is presented by positions in *R.5* when 5 people with *js* EPL agreed to work as storekeepers and cleaners. *R.8* and *R.5* illustrate not particular relations of seven people but the preconditions for pandemic neglect of educational values.

As to six positions belonging to *R.6*, bachelors in marketing, economics and ecology agreed to work as metalworkers, galvanizers and slingers. And positions belonging to *R.3* certify that bachelors in aviation and electronics agreed to the positions requiring *js* EPL. The number of bachelors in the subdivision is 25 and the number of positions requiring *b* EPL is only eight, i.e. more than three people

ЕКОНОМІКА ПРАЦІ

per position. As stated above, the number of junior specialists is 53 and the number of positions requiring this EPL is only 16, i.e. three people per position. 24 people have HE and there are only 16 positions requiring it. 102 people have HE of all EPL but there are only 40 positions requiring it. The arithmetic of the correlation of the subdivision personnel education and the employer's educational needs is presented by formula:

$$K = \frac{\sum_{j=A.1}^{R.10} k^j n^j}{N},$$

where K – coefficient of the general level of educational pragmatism in the subdivision; N – general number of the personnel in the subdivision.

As stated above, the number of the building personnel (N) was 267 people. Values k^j concerning the PQC subtypes are given in Table 2 and values n^j concerning subtypes – in Fig. 1. The general level of the educational pragmatism (K) equals 0.68, i.e. every third employee occupies a position that does not correspond to his/her professional and qualification qualities. There can be different reasons for such a choice, but the value of this coefficient is symbolic as it demonstrates both devaluation of human capital and futility of the education system itself.

The structure of PQC types demonstrates the realities the interconnection of FHE and the labor market. The general level of the educational pragmatism in the subdivision was 0.68, i.e. every third person neglected the results of professional training. The enterprise personnel policy mostly depends on the person's choice of profession and not on the efforts of personnel managers. If a person is not encouraged to work, the educational pragmatism demonstrates voluntary refusal from the professional and qualification qualities, which is certified by availability of subtypes *R.8*, *C.6* and *F.3*. A person does not realize his/her responsibility for the results of HEI activity on the one hand and meeting the employer's needs on the other hand.

Conclusions. Thus, the divergence of the educational pragmatism via SLR typification according to the sign of correspondence of the employee's professional and qualification qualities to the employer's requirements resulted in devaluation of the human capital.

1. There is a strong opinion that HE is an undoubted benefit for a person. As any service HE requires payment. The person expects to compensate for HE expenses by selling knowledge and skills at the labor market. Different knowledge is assessed in different ways at the labor market, so the HE professional and qualification component is the basic characteristic of SLR.

2. In the Ukrainian society and professional environment the problem of conformity of the employee's professional and qualification qualities with the employer's requirements is gaining resonance. The essence of the educational pragmatism consists in realization of the person's educational potential through the need for the professional and qualification qualities at the labor market.

3. Divergence made it possible to typify SLR by the signs of correspondence of the specialty and qualification according to the degree to the specialty and qualification according to the position. Singling out three values of conformity according to every sign enabled determination of nine types of PQC (Table 1). Correlation of the educational and qualification levels in the diploma and the ones required by the position allowed formation of the subtype hierarchy within the type (Tab. 2). A coefficient of educational pragmatism corresponds to every subtype.

4. Divergence of 267 positions in a subdivision of PJSC "Kremenchuk Plant of Road Machines "KREDMASH" by PQC types and subtypes (Fig. 1) made it possible to determine the level of the educational pragmatism. The value of the pragmatism coefficient was 0.68, i.e. every third employee did not realize his/her educational potential. The insignificant pragmatism level certifies that the efficiency of the high school functioning is low.

The society must prevent the situation when the level of the educational pragmatism achieves the critical point. A systematical control of the state of the educational pragmatism level allows us not only to determine the tendencies but also to identify the ways, forms and methods for the enterprises cooperation with HEI concerning training specialists of the required profession and qualification.

ЕКОНОМІКА ПРАЦІ

References

1. Postanova Kabinetu Ministriv Ukrayiny Pro zatverdzhennya Pereliku haluzey znan i spetsialnostey, za yakymy zdiysnyuyetsya pidhotovka zdobuvachiv vyshchoyi osvity : pryiniatyi 29 kvit. 2015 № 266 [Resolution of Cabinet of Ministers of Ukraine On approving the list of disciplines and specialties, which trains candidates higher education from April 29 2015, № 266]. (2015). Ofitsiynyy visnyk Ukrayiny – Official Bulletin of Ukraine, 38, 1147 [in Ukraine].

2. Postanova Kabinetu Ministriv Ukrayiny Pro zatverdzhennya Polozhennya pro osvitno-kvalifikatsiyni rivni (stupenevu osvitu) : pryiniatyi 20 sich. 1998 № 65 [Resolution of Cabinet of Ministers of Ukraine On approval of the educational and skill level (level higher education) from January 20 1998, № 65]. (1998). Ofitsiynyy visnyk Ukrayiny – Official Bulletin of Ukraine, 3, 108 [in Ukraine].

3. Zakon Ukrayiny «Pro vyshchu osvitu» : pryiniatyi 01 lyp. 2014 № 1556-VII [Law of Ukraine "About higher education" from July 01 2014, № 1556-VII]. (2014). Vidomosti Verkhovnoyi Rady Ukrayiny – Bulletin of Verkhovna Rada Ukraine, 37–38, 2004. [in Ukraine].

4. Natsionalnyy klasyfikator Ukrayiny. Klasyfikator profesiy DK 003:2010 [National Classifier of Ukraine. Classifier of professions DK 003: 2010]. (2010). Standarty: Informatsiynyy pokazhchyk – Standards: Information indicator, 8 [in Ukraine].

5. Paulsen, M. (2001). The Economics of Human Capital and Investment in Higher Education. The finance of higher education: theory, research, policy, and practice. M. Paulsen, J. Smart (Ed.). 55–94 [in English].

6. Barbaro, S. (2005). Equity and Efficiency Considerations of Public Higher Education. Heidelberg : Springer-Verlag [in English].

7. Michael, S. (2005). Financing Higher Education in a Global Market: a Contextual Background. Financing higher education in a global market. S. Michael, M. Kretovics (Eds.). New York : Algora Publishing [in English].

8. Eggins, H. (2003). Globalization and reform: necessary conjunctions in higher education. Globalization and Reform in Higher Education. H. Eggins (Eds.). Glasgow : Bell & Bain Ltd [in English].

9. Raby, R. L., Valeau E. J. (Eds.). Community College Models: Globalization and Higher Education Reform. Dordrecht : Springer Science + Business Media B. V. [in English].

10. Francis, Ph. (2006). Reconstructing Alma Mater : the coming crisis in higher education, a blueprint for reform. New York : Algora Publishing. [in English].

11. Neusner, J., Neusner, N. (2000). Reaffirming Higher Education. New Brunswick: Transaction Publishing [in English].

Література

1. Про затвердження Переліку галузей знань і спеціальностей, за якими здійснюється підготовка здобувачів вищої освіти : Постанова Кабінету Міністрів України від 29.04.2015 № 266 // Офіційний вісник України. – 2015. – № 38. – ст. 1147.

2. Про затвердження Положення про освітньо-кваліфікаційні рівні (ступеневу освіту) : Постанова Кабінету Міністрів України від 20.01.1998 № 65 // Офіційний вісник України. – 1998. – № 3. – ст. 108.

3. Про вищу освіту : Закон України від 01.07.2014 № 1556-VII // Відомості Верховної Ради України. – 2014. – № 37–38. – Ст. 2004.

4. Національний класифікатор України. Класифікатор професій ДК 003:2010 // Стандарти: Інформаційний покажчик. – 2010. – № 8.

5. Paulsen, M. The Economics of Human Capital and Investment in Higher Education / M. Paulsen // The finance of higher education: theory, research, policy, and practice ; [Edited by M. Paulsen and J. Smart]. – New York : Agathon Press A division of Algora Publishing, 2001. – P. 55–94.

6. Barbaro, S. Equity and Efficiency Considerations of Public Higher Education / S. Barbaro. – Heidelberg : Springer-Verlag, 2005. – 127 p. – Heidelberg : Springer-Verlag, 2005. – 127 p.

7. Michael, S. Financing Higher Education in a Global Market: a Contextual Background / S. Michael // Financing higher education in a global market ; [Eds. S. Michael, M. Kretovics]. – New York : Algora Publishing, 2005. – P. 3–32. (Higher Education Series).

8. Eggins, H. Globalization and reform: necessary conjunctions in higher education / H. Eggins // Globalization and Reform in Higher Education ; [Edited by H. Eggins]. – Glasgow : Bell & Bain Ltd, 2003. – P. 1–8.

9. Community College Models: Globalization and Higher Education Reform / [Eds R.L. Raby, E.J. Valeau]. – Dordrecht : Springer Science + Business Media B.V., 2009. – 633 p.

10. Francis, Ph. Reconstructing Alma Mater : the coming crisis in higher education, a blueprint for reform / Ph. Francis. – New York : Algora Publishing, 2006. – P. 201.

11. Neusner, J. Reaffirming Higher Education / J. Neusner, N. Neusner; [with an epilogue by W. Green]. – New Brunswick : Transaction Publishing, 2000. – 209 p.

12. Лібанова, Е. М. Стратегічні пріоритети соціальної політики України на початку XXI століття / Е. М. Лібанова // Демографія та соціальна економіка. – 2008. – № 1. – С. 9–22.

13. Данилишин, Б. Інноваційна модель економічного розвитку : роль вищої освіти / Б. Данилишин, В. Куценко // Вісник НАН України. – 2005. – № 9. – С. 26–35.

ЕКОНОМІКА ПРАЦІ

12. Libanova, E. M. (2008). Stratehichni priorytety sotsialnoyi polityky Ukrayiny na pochatku XXI stolittya. [Strategic Priorities Social Policy of Ukraine at the beginning of the XXI century]. Demohrafiya ta sotsialna ekonomika Demography and social economy, 1, 9–22. [in Ukraine].

13. Danylyshyn, B. (2005). Innovatsiyna model ekonomichnoho rozvytku: rol vyshchoyi osvity [Innovative model of economic development: the role of higher education]. Visnyk NAN Ukrayiny – Visnik NAS of Ukraine, 9, 26–35 [in Ukraine].