

**ЕКОНОМІКА ТА УПРАВЛІННЯ НАЦІОНАЛЬНИМ ГОСПОДАРСТВОМ**

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**V. V. Zhydok**, Candidate of Economic Sciences,  
**T. M. Pshenychna**, Candidate of Economic Sciences**FORMATION OF THE QUALITY MANAGEMENT SYSTEM OF HIGHER EDUCATION INSTITUTIONS IN A COMPETITIVE CONDITIONS AT EDUCATIONAL MARKET IN UKRAINE**

**Abstract.** *The article is about the essence of education quality and system features of quality management higher education in the competition context. Competition in the educational market requires choosing science-based objectives and implementation of quality management of the educational process from higher education institutions. An important question any management activities is the use of performance potential and expansion of existing capacity. This determines the quality of educational services and the competitiveness of universities.*

**Keywords:** *educational quality; quality of management system; competitiveness; higher education institution.*

**В. В. Жидок**, к. е. н.,  
**Т. М. Пшенична**, к. е. н.**ФОРМУВАННЯ СИСТЕМИ УПРАВЛІННЯ ЯКІСТЮ ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДІВ В УМОВАХ КОНКУРЕНЦІЇ НА РИНКУ ОСВІТНІХ ПОСЛУГ УКРАЇНИ**

**Анотація.** *У статті розглядається сутність якості освіти та особливості системи управління якістю освіти у вищому навчальному закладі в контексті конкурентної боротьби. Конкуренція на ринку освітніх послуг вимагає від закладу вищої освіти вибору науково обґрунтованої мети та впровадження системи управління якістю освітнього процесу. Важливим питанням будь-якої управлінської діяльності є результативність використання потенційних можливостей, а також розширення наявного потенціалу. Це визначає якість освітньої послуги та конкурентоспроможність вищих навчальних закладів.*

**Ключові слова:** *якість освіти; система управління якістю; конкурентоспроможність; вищий навчальний заклад.*

**В. В. Жидок**, к. э. н.,  
**Т. Н. Пшеничная**, к. э. н.**ФОРМИРОВАНИЕ СИСТЕМЫ УПРАВЛЕНИЯ КАЧЕСТВОМ ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЙ В УСЛОВИЯХ КОНКУРЕНЦИИ НА РЫНКЕ ОБРАЗОВАТЕЛЬНЫХ УСЛУГ УКРАИНЫ**

**Аннотация.** *В статье рассматривается сущность качества образования и особенности системы управления качеством образования в высшем учебном заведении в контексте конкурентной борьбы. Конкуренция на рынке образовательных услуг требует от вуза выбора научно обоснованной цели и внедрение системы управления качеством образовательного процесса. Важным вопросом управленческой деятельности является результативность использования потенциальных возможностей, а также расширение имеющегося потенциала. Это определяет качество образовательной услуги и конкурентоспособность высших учебных заведений.*

**Ключевые слова:** *качество образования; система управлением качеством; конкурентоспособность; высшее учебное заведение.*

**Relevance of the research topic.** *The modernization of education is taking place nowadays in Ukraine. Changes concerning all spheres of social life, caused not only by the need to update and al-*

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ter them, they are the result of mutual influence and patterns of changes taking place in the world. The educational sector in Ukraine by way of radical reforms, entry into the European educational space, improving the quality of education requires the approval of all its components with the generally accepted international standards corresponding to the best world samples. This is required by modern society, the labour market is growing rapidly; there are new requirements for states that build their own democracy, the citizens want it on the path to growth and welfare of general human development.

**Problem statement.** The current situation in the higher education system cannot be considered favourable: reducing the number of students, due to the deepening demographic crisis; financial instability, require the search for alternative sources of funding; employers increasing demands for structure and content of the training of specialists on the basis of synthesis of science, techniques and practices; activation of the processes of implementation of information and communication technologies in the educational process and higher education establishment system (university), - all this leads to the intensification of competition between educational institutions and calls for rethinking of the traditional forms and methods of management of the educational process in accordance with modern requirements of the market.

Therefore, such category as competitiveness acquires a special importance at the present stage of functioning and development of the national higher education system of Ukraine as a whole and its elements, in particular. Considerable differences in the sphere of education as a social and economic system from the traditional sectors of the economy determine the requirements for the tools to achieve it. Under such circumstances, the issue of improving the quality of higher education becomes particularly acute, that demands the improvement of the quality management system of higher education and promotes the formation of additional competitive advantages.

**Review of recent papers and research.** In today's world educational space the concept of education quality acquires a special attention and studying the issues of ensuring the quality control of the educational process in terms of high school is reflected in the works of national and foreign scientists and experts.

Theoretical and methodological education quality management issues are considered by contemporary national and foreign scholars as: I. Haievska, I. Hyrylovska, I. Hrytsenok, V. Luniachek, I. Mytsyk, O. Perchuk, O. Rodionov, K. Serkin [1–8].

However, despite the huge interest of scholars, the education quality management issue is still not sufficiently been solved. We consider several reasons as explanation for this. First, today's society is characterized by intense dynamic processes, such as changes in social and political development priorities, and therefore, the change of state governance structures, including in the field of education; large-scale transformations in higher education. Secondly, analyzing the processes of management of the educational system during transformation, it should be noted that a significant discrepancy between the new structure and content of higher education institution management model that was established for decades is one of the causes of the crisis of higher education. Education system management was not allocated to a specific activity, which is characterized by its own mechanisms and processes, and also lacked qualified carriers of such activity: professional managers. In addition, there is practically no theoretical-methodological management model of the educational system as an integrated structure.

**The objective of the paper.** The aim of the paper is to justify the need to introduce and reveal the importance of the quality management system as a basic condition in achieving competitiveness of higher education institutions on the basis of the present conditions of Ukraine's higher education system functioning.

**Basic material presentation.** In the context of dynamic changes and dramatic shifts in today's world higher education management with reliance on scientific and practical bases is becoming basically a new and fundamental way of effective changes in all aspects of higher education.

Thus, there is a contradiction: on the one hand, to satisfy the request of the state and society it is necessary to improve the quality of professional education, and, consequently, the improvement of the quality management system. On the other hand, the lack of theoretical and methodical substantiation of the development and functioning of the education quality management systems.

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The education quality, educational standards and regulations do not always meet modern requirements, the existing international and European standards that apply to the content of education, to the training of highly qualified personnel, their methodological support. The materials of professionals offering certain progressive changes in the system are not often implemented because due to lack of funds, lack of coordination of administrative structures, unsustainable system of selection, testing and introduction of innovations in the field of education, inadequate monitoring of the results.

The concept of education quality is polysemantic and is associated with various aspects of the educational process (Fig. 1). The education quality includes social, psychological, educational, economic and other characteristics. Society understands it differently, however, in formulating the education quality the interests of all parties involved should be taken into account, on the one hand, of students, and on the other hand, of educational institutions and the state, and the interests of citizens and civil society in general.



**Fig. 1. Aspects of education quality**

In a broad sense, the education quality in the world is understood as accordance of embedded resources, as the educational process itself and the results and consequences of the aims of education, standards and requirements of society (Fig. 2). The standards should regulate and control the quality of education.

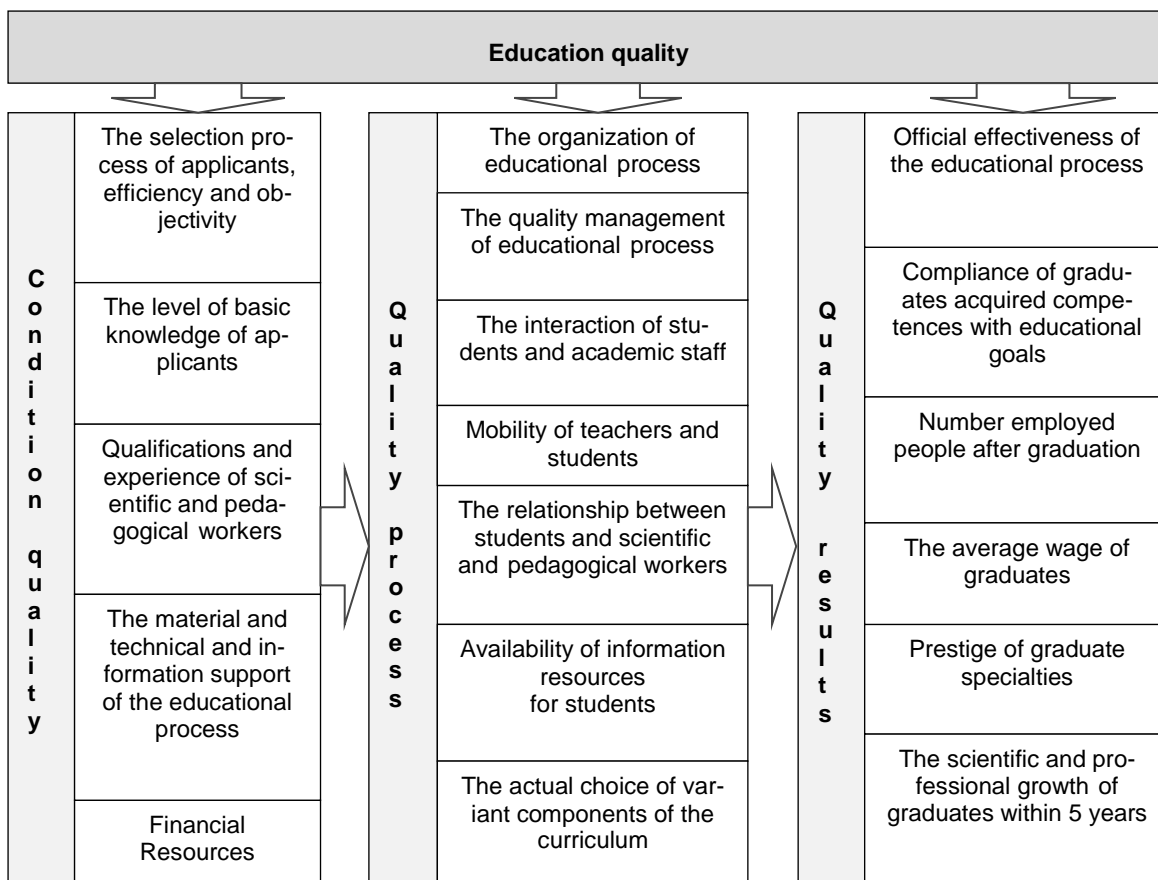
Attention to the development of state educational standards is taking place against a background of large-scale educational reforms in the world. This process is a logical and natural in the context of global trends towards the establishment of a minimum standard of educational services, on the one hand, and on the other hand, the achievements and results, society expects from them.

Background and reasons for the need to establish educational standards in the country can be attributed to the following factors:

- The desire to reform the education sector, to bring it closer to the best European and world standards;
- The need to set a mandatory minimum of educational services, as well as their results, that are absent yet;
- The intention of the educational community to be competitive in relation to other educational systems;
- Increasing the responsibility of educational institutions to the public;
- The emergence of legal education space, standardizes certain industrial processes.

Given the rapid development of market globalization and increased competition on them the problem of survival in the competitive market in the provision of educational services of high school becomes essential. Each institution develops its own unique strategy to achieve competitive advantage at the same time taking into account the global national value system, reflects the

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**Fig. 2. The quality of education as a set of conditions, process and results**

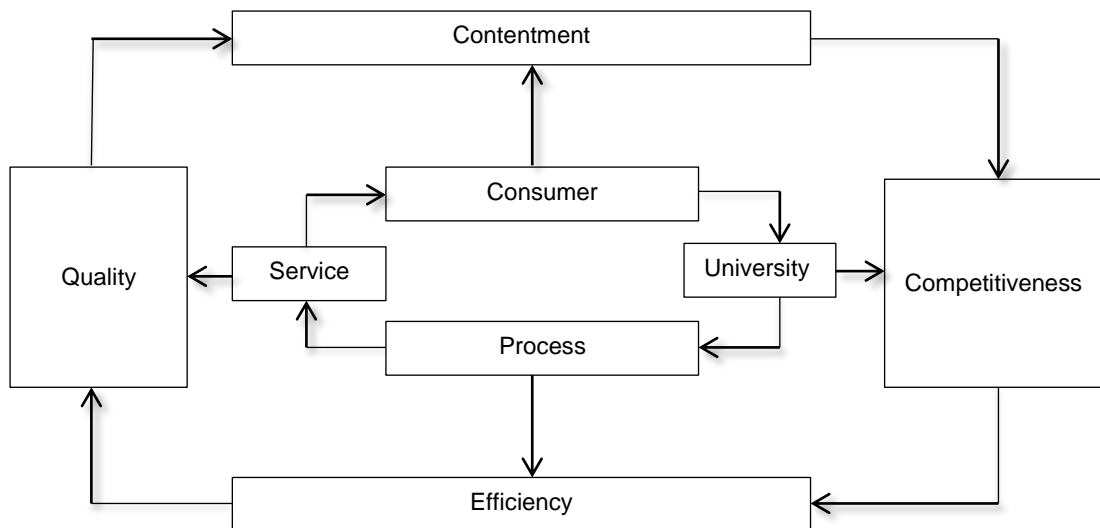
basic demands of society and the peculiarities of the higher education institutions. The developed strategies must be open and fully accessible to the consumer for the purpose of education transparency and the dissemination of best practices.

For the majority of higher education institutions a huge importance acquires in achieving competitiveness of the introduction of international standards in the field of education (Fig. 3) and the construction and operation of a quality management system (Fig. 4).



**Fig. 3. Basic education quality standards**

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**Fig. 4. The model of functioning of the quality management system of educational services**

The introduced guidance on quality is the organizational and methodological document intended for the improvement of the overall activities of educational institutions and meet the needs of stakeholders and clients in the services, the quality of which meets the requirements of current legislation of Ukraine.

The action of the quality management system (qms), applies to all objects, processes and services provided by higher education institutions in accordance with the charter, the law of Ukraine "on higher education" and other legislative and normative-legal acts on their activities:

- training of masters for all licensed professions;
- bachelor in all licensed professions;
- preparation of scientific-pedagogical and scientific personnel of higher qualification;
- professional development of employees of state authorities, local government officials and their personnel reserve, managers and employees of agencies, organizations and enterprises of different ownership forms;
- basic and applied research projects;
- issue of collections of scientific works;
- review of abstracts, theses, scientific and methodological literature and others.

Quality management systems are developed and implemented to realization of the policy and achieving quality objectives, to improve the quality of services and increasing customer satisfaction services.

Qms construction in higher education and ensuring its effective operation is carried out based on the following principles and approaches:

1. Processes qms universities are divided into:
  - management processes;
  - the provision of services;
  - processes of ensuring the services provision;
  - management processes.

In order to continuously improve the performance of the university as a basis of construction and operation of the qms eight quality management principles are put forward:

- customer focus - the university should strive to exceed the expectations of customers and meet their needs fully;
- leadership - management determines the unity of objectives and activities, creates the infrastructure and the working environment in order to achieve the intended objectives of the school;

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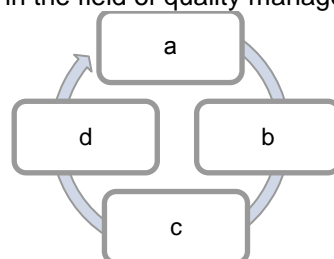
- engaging all staff - the staff is the foundation of universities, opportunities and abilities which completely should be used to obtain the planned results;
  - process approach - activities should be based on the process approach to effectively achieve the planned results;
  - system approach to management - the processes and activities should be identified to understand, that is, they must be managed as a system, depending on their role in achieving the set goals;
  - continual improvement - continual improvement activities should be an everyday tasks;
  - decision-making based on facts - effective solutions should be based on the basis of facts that are established as a result of analysis of information and data;
  - relationships with suppliers - the university and its suppliers are interdependent therefore a mutually beneficial relationship enhances the ability of both to create value.
- To maintain the competitiveness of universities four additional principles are applied:
- Creating value for the person who is learning - to facilitate learners to feel content from the value they receive;
  - Focus on social values - caring about how learners, and other stakeholders consider ethics, safety and environmental protection;
  - Performance - to achieve sustainable development in a rapidly changing educational environment and transform the ever-changing educational environment conducive to the relatively constant competitiveness in the field of education;
  - Autonomy - based on an analysis of the circumstances and introspection. Universities make their own useful decisions and perform actions on their own, without depending on stereotypes [9].

Managing quality means to manage all activities of higher education institution: the educational process and resources (including management of research activities, financial management, human resources, physical resources, software and information resources). No wonder TQM (Total Quality Management) recommendations were chosen as the basis for the development of modern QMS educational services. These recommendations contain the universal requirements for a quality system.

In order to be able to control the quality, adjusting it under those or other customer requirements, it is necessary to identify the factors affecting the provision, maintenance and improvement of quality. To prevent the influence of these factors on the level of quality quality management system is required. In this case we need do not separately isolated and sporadic efforts, but a set of measures of constant impact on the process of the creation of services in order to maintain an appropriate level of quality.

International Standard ISO 9000: 2009 recommends to consider the factors affecting the quality of educational services, from the standpoint of the activities to be carried out for the production of services of specified quality to customers ranging from the search for consumers of educational services and to organizing feedback process with graduates, as well as the implementation of cooperation across all areas of activity [9, 10].

The educational process is the major activity of the educational institution. Namely on this plane of activity it is important to control the quality of not only performing a set of specific work but carrying out step process: planning of activities (a), the implementation of service delivery process (b), maintaining the effectiveness of the control mechanism through the exercise of control over the identified deviations (c) to their analyze and take appropriate corrective actions (d). This chain is well-known as the "Deming Cycle" (Fig. 5) for specialists in the field of quality management [11].



**Fig. 5. Deming Wheel in quality management**

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Quality planning needs to identify users of the educational institution of the product; to find out the needs of consumers; to develop the characteristics of educational services; to bring plans to the performers.

Linking (implementation) quality demands: to initiate activities to unite the efforts of the staff; develop means of ensuring the educational process; form the faculty and student body; organizing learning process in accordance with the standard scheme; develop quality indicators.

Quality control requires: providing measurement of quality indicators; providing indicators of quality analysis; adjusting the process in accordance with a predetermined standard; giving impetus to the operational and strategic improvements in the standard process.

**Conclusion.** The quality management system in education is primarily a management activity, is not limited to the control function. No doubt, the collection of information on the state of the research object and its functioning, its analysis and synthesis is a prerequisite for carrying out management activities. However, its purpose is wider and deeper. It is not only in monitoring the state of a particular subject of educational activity, but rather aimed at clarifying the advantages and disadvantages, as well as features that are needed for its development and competitiveness. And this is more related to the field of administrative action, which plays a productive role in determining the future of its changes and development. That is, the introduction of management systems and quality assurance with labor market requirements for the competence of specialists is the key to achieving high rankings and competitiveness of higher education institutions.

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