

THEORETICAL AND METHODOLOGICAL BASIS OF QUALITY EVALUATION OF EDUCATIONAL SERVICES IN HIGHER EDUCATION INSTITUTIONS

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The aim of the work is to conduct a comprehensive analysis of the concept of "educational service" in the context of the activities of higher educational institutions as a subject of market relations, and to provide proposals for the formation of methodological principles for assessing the quality of educational services in the university. The paper analyzes the multidimensionality of the notion "educational service" from the point of view of interpretations by various scientists, and it is proved that educational services have great social significance and occupy a special place among the various services sold both in world and national markets. Summarizing the existing interpretations, the definition of the term "educational services" is proposed as mixed economic benefits provided to an individual to meet diverse educational needs and consumed by them with benefit both for themselves and for society as a whole, which are the result of educational, managerial, financial and economic activities educational institution. The paper proposes a model for determining the quality of educational services in the university, consisting of two groups of parameters - formal (the results of self-assessment of higher education institution, results of monitoring and state accreditation of educational services) and informal, that is, obtained by interviewing consumers (applicants, graduates, employers). The paper proposed methodological measures for assessing the quality of educational services directly by consumers, allowing, with the help of the three-level Likert scale, to objectively assess the difference between expectation and perception of an educational service of a university.

Key words: higher education institution, educational services, quality of educational services, consumer, evaluation of the quality of educational services, methodological foundations.

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RELEVANCE OF THE PROBLEM

At present, 60-65% of human capital determines the level of development of the economy of any country, so special attention should be paid to the quality of educational services as the foundation for building the intellectual potential of human capital in society. Educational services are of great social importance and occupy a special place among the various services that are sold both in the world and in national markets.

From the point of view of the economy, the educational services market belongs to the non-production sector, whose share in developed countries exceeds 50% and represents a system of relations between the three actors: the producer, the supplier and the consumer of services. In terms of the value of the goods, the share of services in its price ranges from 70-95%. However, this industry is the largest in terms of the number of people employed in it. Depending on the nature of each of the subjects, the educational services market is also very specific for a particular country and depends on the vector of development of the state economy.

The market for educational services is directly related to the creation of programs and mechanisms that ensure the development of higher education institutions. Education, above all, is of paramount importance for the innovation system of the country, being one of the most significant resources for its formation [1].

ANALYSIS OF RECENT RESEARCH AND PUBLICATIONS

The development of the analysis of the theoretical foundations of the quality of educational services is reflected in the works of V.T. Alexandrova, T.E. Obolenskaya, S.M. Nikolaenko, S. Belyakova [2-5], evaluation of the quality of educational services in the work - T.G. Molodchenko, V.A. Melman [6]. However, the issue of formalizing the process of assessing the quality of educational services in universities.

The purpose of the work is to comprehensively analyze the concept of "educational service" in the context of the activities of higher educational institutions as a subject of market relations, as well as to provide proposals for the development of methodological principles for assessing the quality of educational services in the university.

MAIN MATERIAL

Today, the term “educational service” itself has not received an unequivocal interpretation and legal status, the absence of which causes a contradiction between government and market relations, because this fact means the absence of main legislation that regulates sellers and buyers in the education market.

According to T. Obolenskaya [3, p. 133] “educational service is a specific product that satisfies a person’s need for obtaining certain knowledge, skills and abilities for their further use in professional activities”.

Nikolaenko understands educational services not as material, but as social benefits, a system of knowledge, information, skills and practical skills, satisfaction of various educational needs and the realization of the personal abilities of their consumers [4, p. 10].

In the studies of V. Aleksandrov, educational services are an organized learning process for obtaining the necessary knowledge, skills and abilities. This is a special intellectual product that is provided by the party that organizes and carries out the learning process, and is contained by another party, which can be both a student and a service quality controller and its payer. [2].

Ogarenko V. M. in his research notes that educational services are an educational product, which is a specific activity that the manufacturer performs, and in the process of which the need for education is being met [7, p.43].

S.A. Belyakov, revealed the essence of the concept of “educational service” and highlighted four characteristic features:

- immateriality;
- inseparability from the entity that provides the service and the ability to consume the service only in the process of its provision;
- nonequivalence of the service and its result [5].

Thus, summarizing these interpretations, it can be said that educational services are mixed economic benefits provided to an individual to meet diverse educational needs and are consumed by them with benefit both for themselves and for society as a whole, and are the result of educational, managerial and financial economic activities. educational institution. This should take into account the specificity of educational services that:

- are intangible, it is impossible to “feel” them until the moment of purchase. For greater clarity, they can be illustrated with curricula, programs, information about the methods, forms and conditions of service, licenses;
- it is impossible to separate from the subjects that provide them, and the replacement of one teacher by another can affect the quality of the educational service;
- it is impossible to pre-procure, store, in anticipation of increasing demand for them;
- differ from the process of selling goods in that they are not provided at one time, but for a long time;
- differ in that the quality of the service can be assessed only in the course of the implementation of knowledge and skills of a specialist in practical economic activities [8, p. 161].

Analysis of the research of this problem allowed summarizing the definition of educational services of institutions of higher education as a system of knowledge, information, skills, which are used to meet the needs of the individual and society.

One of the key tasks of any higher education institution is to ensure that the level of education services at the proper level and continuous improvement.

When developing a methodology for assessing the quality of educational services, it is necessary to determine which quality indicators should be selected for consideration, by what methods and with what accuracy their values should be determined, what means will be needed for this, how to process and in what form to present the assessment results.

The main consumers of educational services are:

- applicants;
- university graduates;
- young professionals;

- employers;
- government agencies.

The information base of assessments can serve as:

- 1) the results of the survey of applicants - to assess the quality of the organization of the educational process;
- 2) the results of a survey of graduates - young professionals - to assess the quality of educational services;
- 3) results of a survey of employers - to assess the level of training of young professionals;
- 4) the results of self-assessment of the university - to assess the level of educational institutions in the market of educational services;
- 5) the results of monitoring and state accreditation of educational services (educational institutions).

Analyzing the information base for assessing the quality of educational services in the university, it should be noted that consumers of services are applicants of higher education, young professionals and employers therefore the results of a survey of these particular groups of respondents can give the most objective result of the level of quality of educational services.

The results of the university self-assessment and state accreditation of educational institutions and services reflect only formal data, and in our opinion do not reveal the degree of satisfaction with the services of end users, as well as compliance with the requirements of the market environment, which has been changing rapidly and requires new skills from university graduates.

Considering the above, the model for determining the quality of educational services in an institution of higher education proposed in the work consists of two groups of parameters - formal (results of self-assessment of higher education institutions, results of monitoring and state accreditation of educational services) and informal, that is, obtained by interviewing consumers, employer survey results). We also note that the quality assessment in the services sector (including educational ones) includes a comparison by the consumer of his expectations of quality before using the service with the perception of quality at the moment of its immediate consumption. Diagnostics of the quality of educational services should be comprehensive, that is, take into account the results of the assessment of quality parameters by all specified categories of consumers. This provision formed the basis of the proposed model, assessing the level of quality of educational services in the university (table 1).

Table 1 – The basic model for determining the level of quality of educational services in the university

	Parameters	Group of factors	Means of measurement
Informal Parameters	1. Evaluation of the quality of educational services by students	pedagogical component - material information component - Social component	Student Survey
	2. Evaluation of the quality of educational services by graduates and young professionals	- employment - graduates income - The need for additional education to work in the specialty	Survey of young professionals
	3. Evaluation of the quality of educational services in the university by employers	- Professional qualities of university graduates - Evaluation of educational programs for which the university is preparing - Reputation with employers and recruitment agencies	Survey of employers
Formal parameters	4. Self-assessment of the university quality of educational services	The quality of the faculty The results of the educational process Publishing activities of the university International recognition material and social conditions	data of the university
	5. Monitoring and state accreditation of educational services	- The quality of students' knowledge, learning programs in the framework of the requirements of state standards	External data

It should be noted that the methods of measuring factors are divided into two groups, namely, the survey and data from the university and state accreditation commissions. In this regard, in assessing the quality of educational services, measured by interviewing respondents, a comparative assessment is understood, that is, a measure of the quality of service, expresses the correlation of measuring the properties of education with the base, fixes the quality standards, the reference level.

The conceptual basis of the methodology for assessing the quality of educational services by interviewing respondents is formed by the idea of using the Likert three-dimensional scale [9] for each factor considered, namely, “expectation” - the reference factor from the consumer’s point of view, “perception” - the actual assessment of the factor and the importance assessment is factor.

Evaluation of each considered quality factor is recommended on a five-point scale (the consumer gives 5 points, if he completely agrees with the statement, 1 point - if he completely disagrees). The remaining values (4, 3, 2 points) are set by the consumer as his thought approaches one or another point of view. Thus, it turns out that the average values of each parameter can be in the normalized range from 1 (minimum) to 5 (maximum).

The calculation for each factor assessing the quality of educational services by interviewing to determine the rating of expectations, perception and importance of the factor is carried out according to the formulas (2.1-2.3):

$$P_{ojj} = \frac{\sum_{i=1}^m B_{ojij}}{m}; \quad (1)$$

$$P_{cnj} = \frac{\sum_{i=1}^m B_{cnij}}{m}; \quad (2)$$

$$P_{важј} = \frac{\sum_{i=1}^m B_{важij}}{m}, \quad (3)$$

де P_{ojj} , P_{cnj} , $P_{важј}$ respectively, the rating of expectations, perceptions, importance for each j-th parameter,

B_{ojij} , B_{cnij} , $B_{важij}$ – corresponding scoring (from 1 to 5 points) of expectations, perception, importance of the i-th respondent of each i-th parameter; m - the number of respondents.

Calculation for each j factor of the unit (private) quality level is carried out according to the formula 2.4:

$$P_{яkj} = \frac{P_{cnj}}{P_{ojj}}. \quad (4)$$

The calculation for each i-th parameter of the quality factor is made according to the formula 2.5:

$$K_{яkj} = P_{cnj} - P_{ojj}. \quad (5)$$

At the next stage of assessing the quality of educational services by interviewing respondents, group quality indicators are calculated (weighted by the rating of the importance of private quality levels).

$$P_{зрун} = \frac{\sum_{j=1}^n P_{якј} \cdot P_{важј}}{\sum_{j=1}^n P_{важј}}; \quad (6)$$

The result of the evaluation of the quality of educational services by interviewing respondents is the calculation of the integral indicator of the level of quality of educational services ($P_{як.інт}$):

$$P_{як.інт} = \sqrt[n]{P_{зрун}} \quad (7)$$

Based on the calculation of the integrated integral coefficient of the quality of educational services, conclusions can be drawn about the level of educational services:

- 1.00-0.90 - a high level of quality educational services;
- 0.89-0.80 - sufficient level;
- 0.79-0.60 - the average level;
- 0.59-0.50 - satisfactory level
- 0.49-0.20 - low level of quality of educational services.

It should be noted that the presented methodological approach allows us to assess the quality of educational services through the eyes of direct consumers - applicants, graduates of an educational institution and employers. However, the methodological basis of the approach allows it to be used by other categories of participants in educational activities, namely, experts from the public and state accreditation bodies - for monitoring the parameters of the quality of education.

CONCLUSION

The article provides a comprehensive analysis of the concept of “educational service” and proposed a basic model for assessing the quality of educational services in an institution of higher education, which includes two groups of parameters - formal and informal. The proposed methodological measures for assessing the quality of educational services directly by consumers allow, using the three-level Lakert scale, to objectively assess the difference between expectation and perception of an educational service of a university.

In further studies, in order to more accurately assess the quality of educational services of a university, it is recommended to determine the weight of each group of parameters, as well as to determine the factors influencing the level of quality of educational services on the motivation of educational and professional activities of university applicants.

SUMMARY

The paper analyzes the multidimensionality of the notion “educational service” from the point of view of interpretations by various scientists, and it is proved that educational services have great social significance and occupy a special place among the various services sold both in world and national markets. Summarizing the existing interpretations, the definition of the term “educational services” is proposed as mixed economic benefits provided to an individual to meet diverse educational needs and consumed by them with benefit both for themselves and for society as a whole, which are the result of educational, managerial, financial and economic activities educational institution. The paper proposes a model for determining the quality of educational services in the university, consisting of two groups of parameters - formal (the results of self-assessment of higher education institution, results of monitoring and state accreditation of educational services) and informal, that is, obtained by interviewing consumers (applicants, graduates, employers). The paper proposed methodological measures for assessing the quality of educational services directly by consumers, allowing, with the help of the three-level Lakert scale, to objectively assess the difference between expectation and perception of an educational service of a university.

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