

**Kilyova H. O.**

## **QUALITY OF EDUCATION AS A KEY CATEGORY OF EDUCATIONAL MANAGEMENT**

Nowadays, the educational system is the major social institution determining the development of the society and the state. Today, education in general and higher education in particular determine the main, at this stage, component of the government of the state – shaping the future, i.e. progress, onward movement. All other components are responsible for the maintenance of stability and preservation of the accumulated development [1, p. 32]. Hence, improving the quality of education is one of the main goals of the modern educational policy, a national priority, and a prerequisite for national security and ensuring the right to education [2].

A breakthrough in modern society is impossible without a massive improvement in training of highly qualified specialists, for the system of education as well, which, in its turn, has to solve problems related to training. In line with the practical implementation of the Bologna process, Ukraine modernizes education in the context of European requirements. The quality of education, therefore, covers all of the basic functions and activities in this field: quality of teaching, training, and research, which means the quality of the personnel and programs involved, as well as the quality of learning as a result of teaching and research.

The objective of the article is to specify the extension of the concept of “quality of education” as seen through the integration of teaching and administrative science, i.e. in the context of the management of education, because these particular concepts are fundamental for the process of reforming education in the context of the Bologna process that is underway today.

The doctrine of quality was created on the philosophical and methodological basis, developing from the ideas of Plato, Aristotle to modern qualimetry (paradigm).

The ancient Greek philosopher Plato was the first to interpret the category of “quality”. He used it to designate arches as ideal or spiritual substances [3, p. 223]. Later, when describing the visible world, Aristotle proposed a system of categories, and such notions as “quality”, “quantity”, “relatives”, and “primary and secondary substances” were among them. These were seen in the genus-species subordination as particular things and as common for them particular types of matter that integrate these things in classes. Besides, quality (as well as things) was understood not as ideal, but as material [4, p. 12].

In his systematic studies of the nature of quality, Aristotle classified qualities, formulated holistic principle, which asserts that the quality of the whole cannot be reduced to the sum of the qualities of its parts, and developed the idea of the hierarchical structure of the quality of material objects. This doctrine was the first to introduce a “qualitative” understanding of quantity; it also included the quality with the type of dynamic systems and argued the existence of the internal diversity of qualities.

Further development of this category is credited to the works of Hegel, who initiated and developed the theory of dialectics on the idealistic basis, which replaced metaphysical teachings. Hegel equaled quality to being; if something loses its quality, it ceases to be what it is.

Let us also consider the works of the classics of Marxism. For example, K. Marx understood quality as a system, which allowed for the examination of the same phenomenon in two qualitative aspects: from the perspective of the qualitative nature of the phenomenon and in terms of the qualitative specificity of the same phenomenon [5, p. 31].

The analysis of the approaches of Hegel and Marx leads to the conclusion that they distinguished three types of qualities: natural, physical and structural qualities; functional qualities; and systematic qualities. Discovered by them social skills and relationships are extremely important for the study of complex objects, social in particular, and education is among them.

Encyclopedic definitions reveal a philosophical understanding of quality, such as the definition offered in the dictionary by S. Ozhegov: quality is the presence of essential features, properties, and characteristics that make one object or phenomenon different from others [6, p. 241].

Therefore, quality is a philosophical category that defines a set of essential features and characteristics that make one object or phenomenon different from others and give it specificity. The quality of an object or phenomenon, as a rule, is not reduced to its individual properties. It is connected with the subject as a whole, covers it completely, and is an inseparable part of it. That is why the concept of quality is associated with the being of the object. The object cannot remain what it is having lost its quality.

Today, the category of “quality” has firmly established itself both in the area of education and among general educational concepts as a set of specific properties characterizing the nature of the object and its difference from others. Researchers focus their attention on the phenomenon of “quality of education”, generating various research concepts and scientific approaches to its understanding.

Quality of education is a synthetic category, reflecting all components and aspects of the development of education as a system.

The category of “quality” is widely used in pedagogical theory and practice to analyze and interpret various pedagogical phenomena in monitoring surveys. One of the directions of this analysis is a systematic review of the quality of learning outcomes and ways to improve it. This is important because secondary school learning outcomes are immediately related to the academic performance in higher educational establishments, which, in its turn, is directly associated with the abilities and skills to navigate through the challenges of professional and public life [7, p. 49 – 50].

Pedagogical quality is an integral characteristic that helps to describe the specifics of a representative of pedagogical profession as different from other professional areas. That which distinguishes professional teaching from every day educational efforts of a nonprofessional is a special valuable attitude that unites

people. Professional excellence is characterized by the ability to implement one's values and life meanings in the professional field in an individualized and unique way. Pedagogical excellence begins with the transfer of creative efforts from the teacher him/herself to his/her activities, experience, and individual creativity. Therefore, a progress towards excellence always pursues professional and self-educational goals.

Specific for the system of education is the fact that its unit of quality is a qualified specialist, who is a product of the system of education, and the evaluation of the quality of this product for the purposes of adjusting management decisions is only possible after quite an extended period of time. This period of time spans the entire educational cycle [1, p. 32].

To investigate the quality of education as the main parameter of educational management, it is necessary to determine which meaning of the term "quality" from among its various definitions is used. Thus, the quality is an objective, substantial, internal attribute of objects and processes that defines their suitability and adaptation for particular purposes, goals, objectives, conditions, determined by man and society. It is more suitable to interpret the concept of "quality of education" from the perspective of consumers of education; in this case, each individual subject will have its own definition. From the students' perspective, quality education is the one that is conducive to the development of their personality and career. As for the employer, quality education produces a competent employee. Society expects quality education to form a personality capable of efficient creative social functioning, etc.

In summary, let us formulate the following provisions that clarify the concept of "quality of higher education". The quality of higher education means the quality of the professional training of a university graduate – future specialist. Quality of a specialist is a set of his/her professional and personal properties corresponding to the purpose of higher education; it emerges as a unity of interacting internal and external personality traits; these properties, as the content of the specialist's quality, are structured in a certain way, they are dynamic and subject to change and development. Quality of the specialist is ensured by the quality of educational system (process); in

other words, the level and the development of the properties of the specialist are determined by the quality of the processes of their formation and development. Quality of the educational system (process) is defined by the quality of its parts, elements, and constituents.

Quality management system is a part of the higher educational establishment management system that is aimed at achieving the results in accordance with the purpose in the sphere of the quality of educational services to meet a variety of needs, expectations, and requirements of the individual, society, and state, as well as the needs of higher education institutions, which are independent stake-holders [8, p. 15].

The challenge of determining the criteria of educational quality lies in the diversity of its measurement parameters. In education, there are several such parameters. The first is European Foundation for Quality Management (EFQM), which contains criteria of comparative assessment of the work of a higher educational establishment with respect to all types of activities and all interested parties. Evaluation criteria in EFQM business perfection models provide higher educational establishments with a basis for comparing their performance with that of other universities. The application of the EFQM model, which is based on the use of four criteria of results and five criteria of higher educational establishment opportunities suggests that, as we move towards perfection in the field of opportunities, improvements occur regarding consumers, employees, society, and key performance indicators of the higher education establishment. This is the way to ensure higher educational establishment's steady development. These criteria are: leadership, personnel, policy and strategy, partners and resources, processes, results for employees, results for consumers, results for the society, and the key performance indicators of the higher education establishment [8, p. 16].

The second most common model of the quality management system is a model of Total Quality Management (TQM). Its essence is the following: quality of services or products meets high requirements of a particular customer and, therefore, is in demand.

For a higher educational establishment to work perfectly, it is necessary to create in it, utilizing the TQM method, an appropriate quality management system. The concept of total quality management requires that this be a socio-technical system.

On the one hand, TQM model should help in building relations among people (employees, suppliers, clients); on the other hand, it should enable the improvement of technical and technological parameters of the production and the final product. Total Quality Management System is a method of production management, including the production of the products of intellectual activity in higher educational establishments [40, p. 63].

Experience has shown that the model of total quality management system is, in general, still “too large in size” for most Ukrainian universities. This is the reason why, lately, higher educational establishments have increased their interest to the international quality standards, such as ISO 9000, which contain both TQM criteria, as well as EFQM model.

ISO 9000 Standards differentiate requirements for quality management and product requirements. ISO concept implies that the requirements of the organization management standard supplement the product quality requirements. The main products of higher educational institutions are knowledge, skills, methodological culture, and the integrated training for the self-fulfillment in the society.

This product of higher educational establishments is a result of providing educational services in the process of curricular activities. Therefore, the latter are also to go through the evaluation and accreditation not only by the State, but also by the society and authoritative international organizations.

Requirements for quality management systems set in ISO 9001 are general and applicable to organizations in any line of business, regardless of the product category. ISO 9001 standard itself does not set product evaluation criteria.

There are eight fundamental principles in the basis of ISO standards, including customer focus, defining role of executive management, employee involvement, motivation, initiative, process approach, system approach to management, continual

improvement, factual approach to decision-making, mutually beneficial supplier relationships.

The requirements for products can be set by consumers or the organization on the basis of anticipated consumer demands. For the “production” of universities, the requirements must be included in the standards of higher education.

The approach to the development and implementation of the quality management system consists of several steps: definition of the needs and expectations of consumers and other interested parties; development of quality-related policies and objectives of the organization; specification of the processes and responsibilities required to achieve quality objectives; establishment of the necessary resources and ensuring the access to them to achieve the quality objectives; development of the methods of measuring the outcomes and efficiency of each process; application of the results of these measurements to determine the results of activity and efficiency of each process; determination of the means necessary to prevent nonconformance and elimination of their causes; development and application of the process for the continuous improvement of quality management system.

Using this approach, the higher educational establishment demonstrates its strengths and product quality, as well as lays the foundation for continuous improvement [9, c. 16].

Financing, accreditation, and authorization (licensing) are the integral parameters of the higher education quality measurement as well.

Adequate quality of higher education is only possible if the budget funding is commensurate. Budget funding is an irrevocable, gratuitous allocation of funds from the budget. One of the challenges inherent in such financing is the precise determination and division of the spheres financed by the state and local budgets. On the national level, it is necessary to finance only those items that are important to the state economy. When implementing the mechanism of budget funding, the powers of central and local authorities should be clearly divided and legislatively assigned to them.

The system of authorization (licensing) and accreditation in Ukraine was created on the basis of the experience of the systems of accreditation existing in the world. It meets the current requirements; at the same time, it is in need of reform and improvement due to the requirements of the Bologna process.

Thus, we believe that an important principle of building a high-performance system of higher education and ensuring quality professional preparation is an effective system of higher education. Today, there is a contradiction between the demands of the modern society on a specialist and the actual level of the training of students in higher educational establishments in Ukraine. Quality of higher education cannot be achieved if the state mistreats university faculty and staff. The prestige of teaching profession is getting catastrophically low.

Attention to quality itself is not new both in Ukraine and in other countries; quality has always been in the focus of attention. Quality of higher education is ensured by such basic parameters as quality of faculty, quality of teaching, of facilities and infrastructure, of laboratory equipment, and finances.

For quality management systems to be successful in higher educational establishments, their executive management should be motivated to create such systems. University administration is the key player in this regard; they should set an example of working toward quality culture. It is necessary to conduct leadership training in Fundamentals of Quality Management and the ISO standards through the series of lectures on Theoretical Foundations of Quality Management and practical trainings.

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### **Кільова Г. О. Якість освіти як ключова категорія менеджменту освіти**

Стаття присвячена аналізу якості сучасної освіти. Автором розкрито сутність поняття «якість освіти» в аспекті поєднання педагогічної та управлінської науки, тобто в контексті менеджменту освіти, а також розглянуто основні параметри виміру якості в системі освіти. Розкрито особливості та критерії таких систем оцінювання якості освіти, як EFQM, TQM, ISO 9000, окреслено пріоритети кожної із зазначених систем. Визначено та

проаналізовано невід'ємні параметри виміру якості освіти та розглянуто їх застосування на практиці.

*Ключові слова:* вища освіта, якість освіти, педагогічна наука, наука управління, менеджмент освіти, управління якістю освіти.

### **Килевая Г. А. Качество образования как ключевая категория менеджмента образования**

Статья посвящена анализу качества современного образования. Автор раскрывает сущность понятия «качество образования» в аспекте сочетания педагогической и управленческой науки, в контексте менеджмента образования, а также рассматривает основные параметры измерения качества в системе образования. Раскрыты особенности и критерии таких систем оценивания качества образования, как EFQM, TQM, ISO 9000, определены приоритеты каждой из указанных систем. Обозначены и проанализированы неотъемлемые параметры измерения качества образования и их применение на практике.

*Ключевые слова:* высшее образование, качество образования, педагогическая наука, наука управления, менеджмент образования, управление качеством образования.

### **Kilyova H. O. Quality of Education as a Key Category of Educational Management**

The article analyzes the quality of modern education. The author describes the intension of the concept “quality of education” as seen through the integration of the science of education and the science of management, i.e. in the context of the management of education. The basic parameters of educational system quality measurement are also examined. The key elements and criteria of such quality of education rating systems, as EFQM, TQM, and ISO 9000 are revealed, the priorities of these systems are outlined. The essential parameters of the assessment of quality of education are defined and analyzed, as well as their practical application.

*Key words:* higher education, quality of education, science of education, science of management, management of education, quality of education management.

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