

INTERNAL AND EXTERNAL FACTORS OF IMPACT ON THE QUALITY OF HIGHER EDUCATION

The aim of the research is the analysis and synthesis of existing approaches to determine the factors that affect the quality of higher education and substantiation of the author's approach to the definition and classification of the factors influencing the quality of higher education. In the generalization of scientific developments, the authors found a lack of unity and coherence in the definition of such factors. This is due to a change conditions of modernity and trends occurring in society, particularly in higher education, and the changes in science itself, particularly in the development of approaches for understanding the concepts of "quality" and "quality of higher education". The author of the article justified its own approach to the definition and classification of factors affecting the quality of higher education and subsequent determination of substantial components on a functional basis, such as: organizational and economic, socio-economic, human, administrative, managerial, technological, political, legal (at external level) and psychological (internal) factors. Conducted in the article qualitative analysis enabled the author to systematize the existing factors of impact that will serve as background information to further define criteria and indicators to measure the quality level of higher education.

Keywords: higher education, internal factors of impact, external factors of impact, educational organization, the quality of higher education.

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ЗОВНІШНІ ТА ВНУТРІШНІ ФАКТОРИ ВПЛИВУ НА ЯКІСТЬ ВИЩОЇ ОСВІТИ

Метою дослідження є аналіз та узагальнення існуючих підходів до визначення факторів, які впливають на якість вищої освіти та обґрунтування авторського підходу до визначення та класифікації факторів впливу на якість вищої освіти. В ході узагальнення наукових напрацювань, автором статті встановлено відсутність єдності і узгодженості у визначенні таких факторів. Це пов'язано зі зміною умов розвитку сучасності та тенденцій, що відбуваються у суспільстві, зокрема у сфері вищої освіти, та зс змінами у самій науці, особливо розвитком підходів до розуміння понять «якість» та «якість вищої освіти». Автором статті обґрунтовано власний підхід до визначення та класифікації факторів впливу на якість вищої освіти з подальшим визначенням їх змістовних складових за функціональною ознакою, таких як організаційно-економічні, соціально-економічні, людські, адміністративно-управлінські, технологічні, політико-правові (на зовнішньому рівні) та психологічні (на внутрішньому рівні) фактори. Проведений в статті якісний аналіз дозволив автору систематизувати існуючі фактори впливу, що слугуватиме вихідною інформацією для подальшого визначення критеріїв і показників кількісної оцінки рівня якості вищої освіти.

Ключові слова: вища освіта, внутрішні фактори впливу, зовнішні фактори впливу, освітня організація, якість вищої освіти.

The general problem definition and its connection with important scientific and practical tasks. As the P. Vorobiyenko (2015) notes [1], education today is given a paramount importance in building the economy of the future society. Quantitative assessment of the quality of higher education and its use in the management of training and production activities of educational institutions is one of the tools, which enables making appropriate management decisions concerning the impact of the educational organization, educational system and consequently the quality of higher education.

Quantitative analysis of any economic object calls for qualitative analysis - namely, determining the factors that influence the object of study (Granaturov and Korablinova, 2012) [2]. In higher education these factors are of particular importance for determining the level of quality of higher education and the development of a number of regulations that are of national importance.

Qualitative analysis allows to organize the existing factors of impact and serves as initial information for further definition of criteria and quantitative indicators (and/or qualitative) assessment of the quality of higher education.

The analysis of recent research and publications in which a solution of the problem was suggested. A number of abstracted scientific sources, such as V. Katchalov (2001), E. Krasnyakov (2001), O. Lokshina (2004), P. Ananiev and M. Kaigorodova (2006), E. Kucherova (2007), V. Zinchenko (2008), E. Pavlyuchenko (2009), N. Shemetova (2011), O. Kozak (2012), N. Pfeifer (2012), G. Sirotkin (2013), O. Skulovatova (2013), T. Terentjeva and M. Kulakova (2013), E. Eremenko (2013) [3 – 16] revealed that the impacts on the educational system in general, the activities of educational institutions and the quality of higher education, in particular, have always been the object of study of research scientists. But today there is no unity in the scientific field regarding the clarity of such factors allocation, firstly, in view of changing conditions of modernity and trends occurring in society, particularly in higher education, and secondly, the changes in science itself, particularly in the development of approaches for understanding the concepts of "quality" and "quality of higher education". As a result, a number of different approaches of the impacts is stressed. It is done in accordance with criteria and indicators for evaluating the

quality of higher education, which emphasizes the need to give due attention to the analysis of the factors influencing the quality of higher education.

Parts of the problem unsolved earlier. According to the analysis of the sources V. Katchalov (2001), O. Lokshina (2004), P. Ananiev and M. Kaigorodova (2006), V. Zinchenko (2008), E. Pavlyuchenko (2009), N. Shemetova (2011), O. Kozak (2012), G. Sirotkin (2013), T. Terentjeva and M. Kulakova (2013), E. Eremenko (2013) [3 – 7, 10, 11, 13, 15, 16], it was found that the main differences between the views of scientists in identifying factors influencing the quality of higher education are as follows:

- factors of impact on the quality of higher education are sometimes identified with criteria, indicators or indicators of its assessment;
- the factors of impact on the quality of higher education are sometimes understood as factors ensuring the quality of higher education, which are accordingly the terms of the immediate implementation of higher education.

The lack of a coherent scientific approach in identifying the factors influencing the quality of higher education demonstrates the need and thematic justification of research in this area.

The goal of the research is the analysis and synthesis of existing approaches to determine the factors that affect the quality of higher education and substantiation of the author's approach to the definition and classification of the factors influencing the quality of higher education.

The main material of the research with full substantiation of obtained scientific results. In accordance with the Research of the United Nations (hereinafter - UN), today the quality of education is one of the main factors that determine a decent way of people's life in the country (United Nations, 2011) [17]. The combination of quality of education with welfare, health and the natural environment in optimal proportions, forms the quality of social life [17].

In 1990 the United Nations introduced the Human Development Index (hereinafter - HDI) - the main strategic concept of human development tool that lets you quantify the quality of life in the world and a particular country. According to (United Nations, 2011) [17] the components of the HDI are:

- index of life expectancy, health and longevity, measured by the indicator of life expectancy at birth;
- education index: access to education, as measured by the average expectancy of school age children education and average duration of education of the adult population;
- index of gross national income, a decent standard of living, as measured by the value of gross national income (GNI) per capita in US dollars at purchasing power parity;
- Human Development Index after adjusting for socioeconomic disparities;
- index of gender inequality;
- multidimensional poverty index.

All these measurements are standardized in the form of numerical values from 0 to 1, their geometric mean is the aggregate HDI index ranging from 0 to 1. Then States are ranked based on this indicator. In 1997 Ukraine occupied 91 place among the 175 countries in accordance with HDI, in 2011 - 76 th place among 187 countries, and in 2013 - 78th place, while HDI increased by 0.011 (United Nations, 2011) [17]. This demonstrates the global trend of growth of quality of life, positive changes taking place in society in the material medium, health and education in particular.

In accordance with several authors, including (Ananiev, 2006) [3], the driving forces that influence the quality of higher education are divided into factors that affect the quality and conditions of quality assurance.

It is difficult, but possible to make a clear distinction between them, given interpretations of the concepts of factors and conditions, according to the dictionaries (Ozhegov, 1992; Ushakov, 2000) [18, 19] as "reason, the driving force of any process, phenomenon that determines its nature and effects, is the factor" and "what makes possible something else, that something else is dependent on, that determines something else are - the terms" (Ozhegov, 1992; Ushakov, 2000) [18, 19]. Factors under certain circumstances may be conditions, but conditions are not the driving force that determines the effects of certain processes. Therefore, classifying and further determining factors that affect the quality of higher education, we offer to start from understanding the factors as the driving force, that will determine the nature of consumer satisfaction of higher education rather than immediate conditions of its implementation.

According to sources by M. Bolyuh, V. Burchevskyy, and M. Horbatok et al. (2003), Y. Petrunya (2007), B. Grabovetsky (2009) [20 - 22], impacts on any item in the economy can be classified according to various criteria, such as:

- the nature of the impact (positive and negative);
- in relation to the object of analysis (internal and external);
- the level of participation of human in the impact (subjective and objective);
- functional grounds (social, economic, political, technological, managerial and etc.);
- the degree of influence on the results (direct and indirect);
- the level of subordination (of the first, second, third, etc. order);
- time action (permanent and temporary);
- the nature of the involvement of reserves (extensive and intensive);
- the level of coverage (general and specific) and others.

When choosing the approach to the classification of factors influencing the object, first of all, we should take into account the specificity of the object. Given the specificity of "subject-subject" and "subject-object" relationship in high school, impacts on the quality of higher education can not be classified in terms of participation in the influence of man. In addition, each of the factors can have both positive (stimulating) and negative (braking) effects, creating a particular level of the quality of higher education, which should not either be taken for a criterion of classification.

G. Sirotkin (2013) [13] noted, that many studies on the problem of identifying factors influencing the quality of education, come out of the unity of three components: the conditions, process and outcome of educational activities. E. Pavlyuchenko (2009) [11] stipulated that the main factors affecting the quality of the educational process at the university are the "provision of training and methodological literature; provision of laboratory equipment for studies and research; teaching staff; incentive for success in work at universities and basic knowledge of entrants to the university" (Pavlyuchenko, 2009: 20) [11]. Thus, the author neglects the educational process itself, training programs for certain educational (academic) level, combining theoretical training at the university with practice at enterprises and others. Therefore, the determination of the factors that affect the quality of higher education only in relation to one of the components of higher education, will be sporadic. Given the generalized definition of quality, according to the fundamental standard ISO 9000:2007 (State consumer standard of Ukraine, 2008) [23] in this area, it is appropriate to define the impacts on the quality of higher education in relation to the results of higher education as those that meet the requirements of parties concerned in higher education.

In the process of qualitative analysis of factors influencing the quality of higher education traditionally a number of researchers, including as V. Katchalov (2001), O. Lokshina (2004), P. Ananiev and M. Kaigorodova (2006), N. Shemetova (2011), T. Terentjeva and M. Kulakova (2012), E. Eremenko (2013), G. Sirotkin (2013) [3, 4, 6, 10, 13, 15, 16], consideres external as well as and internal factors.. But, quite often in higher education, external and internal impacts are considered only in relation to the educational organization. We believe that impacts on the quality of higher education as an object of analysis should be divided into internal and external in relation to the main parties concerned in higher education, which can be both internal (direct consumers of educational services, their parents, educational staff organizations, etc.) and external (employers, other educational organizations, the state and society in general), which is one of the most characteristic features of education.

According to common methodological approaches for understanding internal and external factors in relation to the object of studies, external factors affecting the quality of higher education are factors occurring regardless of the activities of concerned parties of higher education, but having an impact on the results of higher education (Pfeifer, 2012; Skulovatova, 2013) [12, 14]. Internal factors are factors that are in the business of higher education and are managed and controlled by their management.

As for the content of components of both external and internal factors, there are also a number of differences among the scholars. For example, in the paper by V. Katchalov (2001) [6] it is suggested the division of internal factors influencing the quality of higher education in the three components of the quality of higher education such as a subject, receiving quality educational services (applicant, student, listener, etc.); object quality of educational services (educational organization and resource provision); the quality of the educational process.

N. Pfeifer (2012) [12] used almost similar grouping of factors, but the above mentioned components do not act as components of higher education, but as parts of the quality of educational process: the quality of the entity receiving educational services (applicant, student, listener, etc.); quality of providers of educational services (educational organization and its resource provision); the quality of educational services provision.

Apparently, researchers use different approaches to determine the objects of analysis in the formation of impacts, as well as educational organizations that once again underscore the complexity of "subject-object" and "subject-subject" relations in education. It is questionable to use this approach for the division of factors influencing the quality of higher education, given the fact that due to certain factors of impact total results of higher education change, but not separate identity or educational organization.

When grouping factors that influence the quality of non-material services, which include education, the most common approach is the separation of both internal and external factors influencing the components on functional grounds, like authors, as E. Kucherova (2007), V. Zinchenko (2008), E. Eremenko (2013), G. Sirotkin (2013), V. Orlov (2015: 58) [4, 5, 9, 13, 24]. The most distinguished among them are economic, political, scientific, and technological progress, socio-cultural space. In regard to the substantive components of internal factors, there is not a shared vision among scientists. For example, E. Eremenko (2013) [4], such factors are "material and information base of the university, the quality of the NDP, socio-cultural base, the system of higher educational institution management, students' motivation" [4]. G. Sirotkin (2013) [13], the main components of domestic factors influencing the quality of higher education include: pedagogical, administrative, psychological, human ones.

In order to eliminate the existing contradictions in this area and harmonize the approach to determine both external and internal factors, we suggest using the same type of approach in the same division on functional grounds. Processing sources of marketing, economic analysis and management of educational organizations, as M. Bolyuh, V. Burchevskyy and M. Horbatok et al. (2003), Y. Petrunya (2007), B. Grabovetsky (2009), O. Skulovatova (2013) [14, 20 - 22] allowed us to identify and define the essence of the main substantive components of internal and external groups of factors that influence the quality of higher education, such as: organizational and

economic, socio-economic, human, administrative, managerial, technological, political, legal (at external level) and psychological (internal) factors.

Organizational-economic factors influencing the quality of higher education should be understood as a set of factors that influence the conditions to get higher education and educational potential, including: academic, informational, financial, industrial, financial, etc.

Socio-economic factors – factors that motivate the participants in the educational process and determine their living conditions, way of life and the ambition to get higher education.

Administrative and managerial factors that influence the quality of higher education are the factors that affect the implementation of management functions, principles and methods of educational system and educational institutions, regulatory and legislative acts and determine the impact and relationships between subjects and objects of higher education.

Human impacts on the quality of higher education are a set of demographic, at national level, and staff, at educational organizations, factors that directly determine the human potential of higher education, the number of potential customers and quality of higher education.

Technological factors influencing the quality of higher education are factors that determine the form and organizational content of educational process and significantly affect the overall conditions of its supporting.

Political and legal impacts are a collection of dynamic factors, which include the following aspects: legislation, the regulatory activities of the government, the impact of political and public organizations.

Psychological impacts on the quality of higher education are a combination of factors that create a "healthy" atmosphere in educational organization and favorable conditions for training, development and education of individuals.

Having considered the factors belonging to external and internal, as well as the nature of components of the above mentioned factors, the following factors, presented in Table 1, come forward among the main factors influencing the quality of higher education.

Table 1

External and internal factors influencing the quality of higher education

Sl.No	Components	Groups of factors	
		external	internal
1	Administrative and managerial	Models of management decisions in the country	The system of management of educational organization
2	Organizational-economic	Sources and principles of higher education financing	Quality Management System at educational organization
		Access to higher education in a country	Production resources of educational organization (including teaching and logistical)
		Economic development of the country	
		Competition among educational organization	Financial resources of educational organization
3	Socio-economic	Labour market	The system of motivation, both employees and applicants of higher education
		General secondary education in a country	
		The culture of the society and its values	The organization of social protection of employees and applicants to higher education institutions
4	Human	The demographic situation in society (country): quantity and age	The intellectual capacity and personal characteristics of applicants to higher education institutions
		HEE image	Qualitative and quantitative educational organization teaching staff
5	Technological	The innovative development of the country	Qualitative and quantitative educational organization management staff
		Information and communication development of the country	The content and quality of training programs
			Personalization of training
6	Political and legal	Activities of NGOs	Organizational forms and methods of training sessions, self-studying of applicants to higher education in particular
		The course of domestic and foreign policy	Organization of individuals' practical training at companies and organizations
7	Psychological	-	-
			Socio-psychological relations "teacher-teacher"
			Socio-psychological relations "student-teacher"

External factors, as opposed to internal, sometimes directly, but mostly indirectly affect the quality of higher education through other factors. These factors have an impact primarily on the level of the educational system as a whole, creating certain incentives (or braking) conditions for its development and consequently the level of quality. Factors of indirect influence may be the second, third and others in terms of subordination to the object of analysis - the quality of higher education.

Consequently, the quality of higher education is affected by a number of factors that should be paid attention to and analyzed, especially in the formation of the national strategy and policy in the field of the quality of higher education. All, both external and internal factors are related, but have uneven impact depending on the stages

of the life cycle of education. Full neglect of some factors and absolute dominance of others will lead to imbalances in education and the emergence of the so-called 'declared goals' in the quality of higher education, that will never be achieved. Therefore, in order to increase the impact of management decisions and achieve goals, the most important factors of impact on the quality of higher education should be determined. It should also be noted that there is no need to be confined by the outlined list of factors that can be added or extended by one or another component of both internal and external factors, given the current trends in higher education and society.

Conclusions and recommendations for further research. Analysis and synthesis of scientific opinions in approaches to determine factors influencing the quality of higher education, allowed the author to justify his own understanding of these factors and classify them in relation to the object of analysis into internal and external followed by separation into components on functional grounds: organizational-economic, socio-economic, human, administrative, managerial, technological, political and legal (at external level) and psychological (internal) factors.

The author's prospects for further research are to determine the importance of influence factors on the quality of higher education in groups of key stakeholders, both external and internal. It will allow to define the most important factors which should be given priority to for making appropriate management decisions in ensuring and improving the quality of higher education.

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