



**Słowa kluczowe:** uczelnia, regulacje państwowe, koncepcja, organy władzy państwowej, usługi edukacyjne, zarządzanie.

**Ромін А.В. Механізми державного управління наданням освітніх послуг у вищих навчальних закладах**

*В статті проаналізовано сучасний стан розвитку системи вищої освіти та управління вищими навчальними закладами, розглянуто проблеми кількісних і якісних параметрів надання освітніх послуг, їх роль в покращенні економічного стану вnz.*

**Ключові слова:** вищий навчальний заклад, державне регулювання, концепція, органи державної влади, освітні послуги, управління.

**Ромин А.В. Механизмы государственного управления предоставлением образовательных услуг в высших учебных заведениях**

*В статье проанализировано современное состояние развития системы высшего образования и управления высшими учебными заведениями, рассмотрены проблемы количественных и качественных параметров предоставления образовательных услуг, их роль в улучшении экономического положения вуза.*

**Ключевые слова:** высшее учебное заведение, государственное регулирование, концепция, органы государственной власти, образовательные услуги, управление.

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## **Introduction**

The gradual transformation of Ukrainian economy is directly related to the formation of its new structure, one of the main components of which is the sphere of higher education that provides strengthening the position of its the most effective institutions – higher educational institutions.

In other words, the success of reforms undertaken in all areas, spheres and sectors of the economy is directly related to the development of the system of higher education, which in turn ensures efficient functioning of all structures of the economic system in the country.

This is to some extent confirmed by the international experience, which shows that the reform of higher education is impossible without the prior identifying the main priorities of state policy that define the main direction of state regulation of higher education in any country. There is no doubt in the fact that the sphere of education in general and higher education in particular due to its special position in the society is not so much the purpose of carrying reforms as the mean of getting out from the continuing crises, the condition for sustainable progressive development of the country's economy, which is particularly important for modern Ukraine.

### **Analysis of recent research**

Managing the competitiveness in the sphere of the provision of educational services is a new object of study in the administrative science both in Ukraine and in other countries. The considerable contribution to the development of the theory of educational management was made by foreign and domestic scholars, including Y. Petrunya, M. Matviyiv, I. Ivanova, L. Karamushka, M. Niyazova, A. Kratt, B. Korolyova, S. Mamontov, T. Matviyiv, T. Obolenska, N. Ushakova, Y. Hrykov and others.

However, there is no clearly defined approach to determine the scientific foundations and directions of state regulation of higher education institutions' activities in the conditions of systemic changes and lack of funding in the scientific community in the studies undertaken nowadays.

#### **Statement of research objectives**

The article aims to analyze the state mechanisms of management of marketing activities of higher educational institutions in Ukraine.

### **Results**

The experts acknowledged that the marketing concept of institutions' management is the most progressive one. Exactly this concept makes it possible to combine in the best manner the interests of the organization itself, the interests of consumers of its services and society in general. The main advantages of marketing as a management concept are as follows [3, c. 138]:

- understanding the company's dependency on the state of the external environment;
- target orientation of the company on the final result;
- attention to quality characteristics of the process of relations within the company and the company's relations with its partners;
- systematic approach to the consideration of management process and organization of the company's activity in the market.

These features can be summarized as follows:

1. The undeniable fact is that universities play a special role in society. Higher education is the main factor of social and economic progress. The mission of universities is to prepare professionals, whose activities are aimed at the development of society in different areas - economic, political, cultural, and social. Herein lies the special significance of public educational needs. That is higher educational institutions in planning their activities (especially in determining the range of specialties) should primarily focus on the social needs and only then take into account individual demand for educational services.

2. The educational process is long in time. Therefore, the institution of higher education has the task of forecasting future demand for specialists considering the time required for training them. That is why higher educational

institutions should focus not only and not so much on meeting the current needs for specialists as on meeting the needs of perspective ones.

3. It is important to take into account the specificity of the educational product as the product of “innovational promotion”. The individual and, often, the collective consumer are unable to clearly determine what characteristics the product should have. For example, what amount of knowledge is needed for the specialist; through which programs and methods the training should be conducted. Only the producer of educational services (higher education institution represented by the faculty) can identify this set of characteristics. Naturally, the ideas of the faculty developing curricula and courses should be based on valid, but not verbally articulated educational needs. Therefore, the universities should work according to the concept of “creative marketing”, according to which the consumer should be offered what he/she is unable to describe, but what he/she really needs.

4. Individual consumers of educational services are often not able to assess what specialists will be in demand in the labor market. The choice of specialty may be taken under the influence of fashion, subjective perceptions of prestige of the profession, sometimes influenced by personal emotions.

5. One of the most important functions of an educational institution is a function of cultural and moral education of the individual, which also requires a cautious attitude to the benefits of individual consumers of educational services and their implementation.

6. The institution of higher education has an important task to support and develop scientific schools, including related to such fields of knowledge that are not demanded by the public.

7. It is important for educational institutions to maintain relationships with other actors in the market of educational services based not on confrontational competition, but on long-term mutually beneficial cooperation, because knowledge and scientific achievements cannot be inviolable property of one educational institution. The constant exchange of information in the scientific and educational environment for a permanent increase of intellectual capital and the improvement of its value are required.

From the above mentioned it follows that the higher education institution in the research process of the external environment should focus not so much on the study of spontaneous demand of educational services by the individual consumers, but mainly on the current and future needs of society for specialists. The strategic objectives of higher educational institutions should be connected with meeting the needs of precisely this kind, while the needs of individual consumers, with whom the higher educational institutions deal directly, should also be taken into account [2].

Given the above, in our opinion, management of educational activities of higher education institutions is a set of organizational, economic, financial plan-

ning, information and analytical activities of higher education institutions and education management bodies. It is aimed at developing the higher education in a comprehensive manner, meeting current and future demand for education from the population, controlling quality of educational services, ensuring coordination of higher education institutions and their departments in order to improve the effectiveness of providing educational services to consumers.

In our country the system of management of higher education institutions' activities includes the management bodies of state power at national and regional level represented by the Ministry Education and Science of Ukraine, relevant departments of local state administrations and local governments, civil society organizations and management system in higher education institutions.

The higher education institutions act as specialized personnel training and research centers in accordance with industry's programs at the expense of industries. As subjects of region the higher educational institutions are centers of accumulation of intellectual, industrial, commercial, financial and philanthropic resources, the use of which is not contrary to the purposes of society, state regulatory acts and it provides reproduction of region's intellectual potential.

The sphere of higher education undergoes significant transformations in the context of modern market modernization and globalization of Ukrainian economy.

It is manifested in the appearance of adequate meso- and macro-economic realities of new forms of regional organization of educational services' market; in the formation of a single branch space of the largest universities; in the growing influence of complex of regional and local factors on functional environment of higher education sphere; in the growth of asymmetry and fragmentation of higher education area; in the further increase of the interdependence between educational activities and regional organization of the economy as a whole.

However, the issue of state regulation of management system of higher education institutions is a problem that has been widely discussed in the world. The variety of concepts and practical approaches to the management of higher education institutions in Ukraine and foreign countries is caused by significant differences in the organizational structures of the systems of higher education, in their legal bases, national traditions prevailing in each country, and in the paradigm of economy's management in general. At the same time, the common trends can be seen in this issue, the main of which are decentralization and democratization of public administration, expansion of autonomy of higher education institutions with simultaneous strengthening their inclusion in solving problems of socio-economic development, organization of management and funding of the educational process based on market models. A retrospective analysis of trends in higher education in Ukraine showed that the current state

of this economic sector of the country is characterized by active processes of modernization, during which changes are made both in organizational and functional structure of the education system and in content and technology of learning process. The contradictions and challenges both within the education system and in macroeconomics in general cause an increased interest of researchers to the analysis of the situation and development both individual segments of this sector (for example, universities), and the whole functional subsystems (such as of lifelong education system).

The research also confirms that the management system of higher education institutions of Ukraine does not fully meet the needs of rapidly alternating society. The qualification level of human resources, which in many ways is inadequate to the requirements of modern economic development, is explained by the gap of systemic linkages between humanitarian, natural, scientific, technical and technological components of higher education.

The problems of higher education in Ukraine should be considered in the context of a global transformation of the institutional foundations of education (including the active promotion of paradigm of the Bologna process) in the conditions of the information society and globalization of politics and economics.

Consequently, global changes in the society and the economy led to the need to develop effective methods of organization and management of the management system of higher educational institutions as the most important component of the economy that functions under market conditions.

The identification of areas of higher education institutions' reform in Ukraine must take into account the specific content of the educational process, as well as qualitative and quantitative parameters of its most important component - the economic potential of higher education.

The transition of Ukrainian socio-economic system to a market model of development is accompanied by the spread of market forms of management on those activities that are traditionally considered unproductive. This confirms the importance and the role of higher education sphere as an essential component of social and economic progress. The intellectual potential of citizens, their level of education is now the head condition, the factor of well-being and sustainable development of modern society that determines the special role of the education system.

The investigation of the economic content of the education system's economic relations is complicated by the specificity of the good (product), which is produced and implemented in the sphere of educational services. There is no common point of view on the content and form of the economic mechanism's functioning of the education system in the market conditions in modern scientific literature dealing with the problem of managing the system of higher education.

Two basic approaches to the definition of educational services can be identified in the studies of local economists:

- educational services – a system of knowledge, information and skills that are used to meet the diverse needs of the person, the society and the state;
- a set of services that are directly related to the implementation of the main goals of education, the exercise of its social mission, is called educational services.

Analyzing the given definition, we can conclude that the objective function of education is the increasing the value of the human being as a person, an employee, a citizen. Specificity of educational services is found in their classic characteristics (intangibility, inseparability from the source, volatility of quality, impossibility of preserving) and individual terms.

The impossibility of preservation of education services is detected in two ways. Firstly, we cannot provide services in full in advance and store them as material goods in anticipation of increased demand. Secondly, over time people forget the information and knowledge received. Moreover, the aging of knowledge also occurs with the development of scientific and technological progress.

The specific features of educational services are the following [4, p. 193]:

- high capacity of intellect;
- delayed detection of effectiveness and the results' dependency on the conditions of future work and life of a graduate student;
- the relative duration of execution;
- the need for future maintenance and renewal of services;
- the dependence of services from the place of their provision and the place of potential students' residence;
- high cost;
- inability to resale etc.

The high intellectual capacity may be mediated by a high level of marketability of educational services as an economic form of management.

Let us consider the nature of the educational activity of subjects of the educational market, that is higher education institutions and determine what the specificity of educational activity is and whether it can be compared with the activity in other areas. The activity itself is perceived as free creativity or outside conditioned activity – work. The work in terms of commodity production appears as the most conscious and purposeful physical or mental activity, which acts as human response to the external environment and is the means to meet its physiological and social needs that are different from the needs to improve one's own personality. And the creativity is consciously perceived by man as the activity proceeded from inner desire for self-realization that is not reproduced both in the process and as other people's activity a result and therefore it can be compared with activities of other people.

The main driving force that can ensure the progress of society is a creative person with a high level of professional training, who has the ability to reveal his/her abilities, to show herself/himself from the best side and to gain recognition from society. The peculiarity of society model with a developed economy is the optimal balance between industrial production and services sector as the expansion of services is not so much the result as an important stimulus to the growth of material production, social and spiritual progress of society as a whole.

The concept of “education” means the mechanism and at the same time the environment, in which the formation and development of the individual, and thus, society and humanity in general occurs. Under education, we understand the centralized process of education and training for the benefit of the person, the society and the state, accompanied by human achievement in educational levels set by the state. Normativity of this definition lies in specifying the need to achieve certain state educational levels (educational standards) combined with training and education. As for the practical implementation of the convergence of interests of the individuals, the society and the state, this combination of today’s Ukraine is extremely unbalanced [1, p. 28].

The significant role of educational services is reflected in a number of theoretical concepts of social and economic development, notably the concept of post-industrial society, the theory of human capital and so on. The most detailed growing role of knowledge and information in social development is disclosed in the concept of information society. In the past, land, labor and capital were key factors of production. Nowadays in many sectors of industries information becomes the main component.

### **Conclusions**

Thus, specifying the above cited provisions, one must consider the dual nature of education as the process and the outcome. It is defined in such manifestations of human activity as motivation, setting goals and the relationship between human being and the environment. It should be noted that although the form of the product of labor may be different, it is indisputable that it is such good that directly or indirectly satisfies material needs of the producer. Thus one of the main characteristics of the product of labor is its reproducibility that is the ability of the individual to create a similar product under similar conditions. At the same time product of labor in the exchange process may move from one individual to another. However, in the educational sphere both process and result are only partially characterized as labor and product. That is what determines the specificity of production of the product in this area. Since the educational services are characterized by a large degree of intelligence and are presented by a wide field of personal contacts of producer and consumer, the activities in the



field of education can be characterized, on the one hand, as labor and, on the other hand, as creativity.

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