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INTEGRATED CULTURE OF EDUCATION QUALITY MANAGEMENT IN HEIS FOR ENHANCED ECONOMIC GROWTH

Abstract: *The objective of the research is conducted to empirically prove the importance of education in the country's technological potential under the conditions of global development. Methodology. The study is based on the hypothesis that education quality affects economic growth. To substantiate the integrated quality culture management improving proposals, educational quality dynamics, and structure indicators, an empirical analysis was carried out; the relationship of the rate is determined using regression analysis, in particular the definition of the Pearson coefficient. Results. It is empirically proved that education has a high association with the technical level of economic development. The main issues of education quality management include the dependence of universities on the regulator, the criteria for assessing the learning and teaching quality. The development methods of quality culture management in HEIs are built to solve these problems.*

Keywords: *Education quality, Higher education, Intellectual potential, Technological potential, Economic growth*

1. Introduction

Quality higher education today is the main engine of progress and economic growth of countries. Those countries that focus their development policies on education, research, and, as a result, innovation develop more dynamically. Today they form the world's most developed countries list. Although the educational processes of developed countries are growing with lagging behind economic development and progress, in general, their quality meets the expected labor market and the economy needs.

Quality management in the higher education system in Ukraine has its origins in the Soviet Union when administrative-command

methods carried out the control over the education quality. Since the consumer of higher education services was the state, such a system was logical and understandable. But in modern Ukrainian society, most places in institutions are commercial (64.4%), so the education product's primary consumer is the population (National Agency for Quality Assurance in Higher Education, 2021). Today we can confidently say that the Ukrainians are not satisfied with higher education quality, which confirms a social survey at the Ukrainian Institute of the Future (2017) request. In general, higher education institutions' quality in Ukraine received a 3.6 out of 5 from Ukrainians (Ukrainian Institute of the Future, 2017).

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Today, the consumer of educational services, a specialist, and the employer work in the conditions of international competition, when the final product quality is determined by its technological component. Yet, at the same time, the education quality does not meet the market's needs, as university graduates are entirely unprepared to perform even basic practical tasks. The management principles in higher education remain administrative to this day, and the state carries out the financing of universities. The educational system reform occurs under the state economic development policy based on low labor costs. In turn, the consumer of services is not the state, but the actual labor market, which needs highly qualified specialists. It is the main reason for inconsistency between the education quality and the necessary level of technological development.

The current quality management system in higher education leads to the fact that students are not motivated enough. As a result, the motivation of university teachers is also low. Furthermore, the education system uses an outdated values and quality indicators system. Moreover, the criteria for evaluating students and their performance are the same for all universities, which forms another problem of education quality. But most importantly, there are no procedures for the strategic development of universities to increase the level of education capable of providing the labor market with such specialists who could develop the economy.

All these facts form the main problem, so the study's purpose is to develop directions for developing an integrated culture of education quality in universities with the aim of economic growth based on identifying and solving the main higher education development problems in Ukraine.

The study's novelty lies in the empirical proof of the education importance in the country's technological potential in the conditions of global development. Furthermore, based on a regulatory framework and literature critical review, the procedure, methods, and stages of

improving the management of an integrated culture of quality training in higher education institutions of Ukraine have been proposed for the first time.

2. Literature Review

Critical literature analysis examines the regulatory and theoretical foundations that define higher education's cultural quality management concept. For this purpose, let us explain what criteria form the idea of quality education.

According to the International Organization for Standardization, successful business operations are ensured by selling goods and services that meet market needs, satisfying customer expectations, meeting quality and technical conditions, considering environmental protection requirements, offering a competitive price, and businesses profitability (Bautov, 2004).

Thus, quality is a dynamic category - with the market development, competition, the palette of supply expansion, consumer demands for quality standards are constantly changing upwards. In turn, quality can manifest in different forms; it can be material and interactive (Khlebovich, 2007)

Regarding the higher educational services quality issue, Harvey (1997) and Gordon (1998), who surveyed educational institutions, concluded that assessing the educational space quality is a collective and multi-factorial process. Its purpose is to evaluate and control the compliance with the standards system, tracking changes and innovations; the evaluation process should be evident, based on actual phenomena and facts concerning the work of specific organizations and educational institutions. These same authors have concluded that the following factors form the education quality:

- a special process aimed at a positive output result;
- a process of improvement within the educational process;

- compliance with objectives, which means meeting the needs, requirements, and expectations of consumers;
- the investment result;
- transformations, denoting improvement changes, providing opportunities for students, or developing new knowledge.

The Ukrainian higher education system has developed an external quality assessment focused on standards and performance indicators. The main elements of this system are standardization and procedures of licensing, attestation, and accreditation, as well as a comprehensive assessment of educational institutions in general and individual specialties based on the rating system. In addition, all these procedures include internal audit, which forms the basis for managing an integrated culture of quality training of specialists.

But according to the Bologna Convention and UNESCO recommendations, each country can define its quality standards, as a higher education institution has enough rights to create its own culture of quality education, which contributes to the knowledge quality at the output (Yaroshenko & Kolomenskaya, 1997).

Reaffirming the Sorbonne Declaration's general principles support, the Bologna meeting participants committed themselves to achieve the goals related to forming the pan-European space of higher education and the latter's European system support on the latter world stage (European Commission, 2009). At the same time, all the reforms carried out within the higher education institutions should be controlled by the Ministry of Science and Education. It, in turn, forms a severe dependence of quality education culture development on bureaucratic procedures, which do not allow to react quickly to changes, to be creative and flexible (Ministry of Education and Science of Ukraine, 2021).

Today's education quality management external regulation is the main discouraging factor for developing new techniques and approaches to providing higher education services. Therefore, all proposals to improve the culture of education quality management are possible to provide autonomy of higher education institutions. Migration processes affect highly qualified workers, graduate students and young scientists (Oliinyket al., 2021; Leshchenko et al., 2021). Economic growth in universities is possible due to the use of new approaches in the training of young specialists using programming methods (Iatsyshyn et al., 2019; Zinovieva, et al., 2021).

3. Research Methods

This study uses the IMD ranking (2021), which formed the comparative competitiveness analysis of 64 countries created by developed countries and countries with transit economies. As of 2021, Ukraine ranks 54th; its closest neighbors are Bulgaria (53rd place) and Mexico (55th place). Switzerland is the country leader, and Venezuela is at the bottom ranking.

According to this methodology, three essential factors influence a country's overall competitiveness: knowledge, technology, and preparedness level for the future. Since the object of this study is education quality, knowledge is regarded as the primary influencing indicator of the country's competitiveness. As knowledge influences the economy through technologies, we will consider the prior model of the state's competitiveness impact through a prism of two influencing factors: knowledge and technologies.

According to IMD methodology, the indicator of intellectual potential of the country is formed by the "Knowledge" indicator, which is formed by talent, personnel training, scientific concentration. Let us consider in more detail these indicators' structure.

Followed sub-indicators from the Talent Rate indicator:

- PISA Education Assessment - International Mathematics Experience;
- foreign Highly Skilled Personnel;
- digital City Management;
- digital/Technology skills;
- net Flow of International Students.

To receive a rating on Education and Learning, the following components are considered:

- staff training;
- total government spending on education;
- higher education attainment;
- ratio of students to teachers (higher education);
- graduate and doctoral graduates;
- women with advanced degrees.

The following components are taken into account to obtain a rating for "Scientific Concentration."

- total R&D expenditures (%);
- total R&D personnel per capita;
- women researchers;
- R&D productivity by publications;
- scientific and technical employment;
- high-tech patent issuance;
- robots in education and research.

If we talk about the general Technology indicator, it is formed by the following sub-indicators: Regulatory support for technology, capital, and technological base.

A set of the following indicators forms the Regulatory Framework indicator:

- ease of Starting a Business;
- enforceability of contracts;
- immigration laws;
- development and application of technology;
- legislation on scientific research;
- protection of intellectual property rights.

The following indicators form the Capital indicator:

- IT and media markets;
- stock market capitalization;
- financing of technological development;
- banking and financial services;
- country's credit rating;
- venture capital;
- investments in telecommunications.

The indicator "Technological base" is formed

- communication technologies;
- mobile broadband subscribers;
- wireless broadband connection;
- internet users;
- internet speed;
- high-tech exports (%).

It is necessary to designate that the "Knowledge" Rate influences not directly on the "Technology" Rate but through a prism of "Labour market." The concept essence is that having received knowledge, higher education graduates form the labor market with a specific qualification set and their level. Depending on the staff level, the country's technological support is formed.

The study is based on the hypothesis that education quality affects the state's economic growth. To substantiate the proposals to improve the integrated quality culture management, educational quality indicators dynamics and structure empirical analysis was carried out; the relationship between the rates is determined using regression analysis, particularly the Pearson coefficient definition.

The Quality Assurance in Ukrainian Higher Education National Agency's report was also analyzed to formulate recommendations for improving education culture. The author's proposals and recommendations are based on higher education stakeholders' surveys, which showed the higher education development peculiarities, the students and teachers problems of Ukrainian universities.

4. Research results

The education quality and its price are the main competitive advantage of educational institutions. The education quality is a set of consumer properties of academic service, providing the opportunity to meet a set of needs for the comprehensive development of the learner's personality. In addition, the concept of "education quality" includes such indicators as demand for graduates of educational institution, their careers, assessment from the employer's point of view. For this purpose, the study of education quality is necessary to provide a comparative demand analysis for graduates-specialists in the labor market and their ability to develop the economy through innovative technological solutions.

According to the IMD rating, the level of knowledge in Ukraine is growing every year. For example, in 2017, Ukraine was in 45th place (out of 64 countries). However, in 2021, the indicator has significantly increased to 37th in the rating. The rating structure by components is shown in Table 1.

Table 1. Dynamics of intellectual potential and its components in Ukraine for 2017-2021

Indicator	2017	2018	2019	2020	2021
a) Talent	57	55	57	52	46
b) Training & Education	26	22	21	19	18
c) Scientific concentration	45	40	49	50	55
d) Knowledge	45	39	40	38	37

Source: IMD, 2021

We will use regression analysis to determine the most weighted element in this sample, particularly the Pearson coefficient. Education and training ($R_{2bd}=0.96$) strongly influence the knowledge indicator. Less pronounced is the dependence between the level of knowledge and talent ($R_{2ad}=0.72$). It suggests that intelligence matters but is still a less critical indicator than education. At the same time, the indicator of scientific concentration is the least important in

forming the overall rate of knowledge, which is confirmed by the Pearson coefficient that has a negative value ($R_{2cd}=-0.46$). So it confirms that resources on education expenditure do not contribute to the development of practical knowledge, which can develop the economy.

4.1. Conclusion 1: The country's level of intellectual potential is primarily influenced by the education and training quality

Let's research Ukraine's technological potential according to IMD methodology. According to the data of 2021, Ukraine ranks 58/64th in technical potential. It is quite a low position, which lowers the overall level of competitiveness of the country. Let us look at the structure of this indicator in Table 2.

Table 2. Dynamics of technological potential and its components in Ukraine for 2017-2021

Indicator	2017	2018	2019	2020	2021
a) Regulatory framework	56	54	54	54	46
b) Capital	62	61	62	59	55
c) Technological framework	60	57	60	58	57
d) Technology	62	61	61	59	58

Source: IMD, 2021

The analysis shows that Ukraine is gradually improving its technological potential. If in 2017 the country ranked last, then already in 2021, the indicator has improved. The main components of technical potential are the regulatory framework for protecting intellectual property, capital, and the technological base. In this structure, the most weighty element is capital (Pearson coefficient is $R_{2bd}=0.94$), while the other indicators have an average level of influence ($R_{2ad}=0.83$; $R_{2cd}=0.84$) on technological potential. Let's denote that the capital is formed at the expense of the information technology market, particularly the dynamics of its development, business equity

formation, financial market state, etc. It is essential to mark that intellectual and technological potential are interconnected, so the Pearson coefficient is $R^2 = 0,84$. But the connection between the level of education and the general technical potential is even closer ($R^2=0,92$).

4.2. Conclusion 2: Education and training have a high level of influence on the country's technological potential

Since the technological potential is formed mainly by using information technology, professionals must have sufficient digital skills to harmonize with general professional skills. The IMD ranking also provides information on the personnel skills development dynamics, the use of highly qualified foreign specialists, the scientific research regulation, and the digital skills level (Table 3). But these indicators are provided as indices. The scores are given using a scale of 0 to 10, where 10 is the maximum value.

Table 3. Dynamics of labor force qualification indices and their components in Ukraine for 2017-2021

Indicators	2017	2018	2019	2020	2021
Skilled labor	3,76	5,36	5,12	5,7	5,87
Foreign highly-skilled personnel	2,45	2,86	2,55	2,93	2,86
Digital Technological skills	6,28	7,01	6,7	7,22	7,3

Source: IMD, 2021

It is necessary to reduce the data to a single format to assess these indicators' impact on the intellectual, technological potential of the country and its competitiveness level. Taking into account that 64 countries take part in the rating, and the strongest state forms the first position, we can determine the place in the rating according to the qualification indices according to the formula:

$$Rate = 64 - \left(\frac{index}{10}\right) \times 64$$

Calculating the place in the labor force qualification rating, we will compile Table 4.

Table 4. Dynamics of labor resources qualification rating and its components in Ukraine for 2017-2021

Indicator	2017	2018	2019	2020	2021
Skilled labor	39,9	29,7	31,2	27,5	26,4
Foreign highly-skilled personnel	48,3	45,7	47,7	45,2	45,7
Scientific research legislation	45,7	46,0	41,3	42,8	37,6
Digital Technological skills	23,8	19,1	21,1	17,8	17,3
Talent	57	55	57	52	46
Training&Education	26	22	21	19	18

Source: IMD, 2021

Table 4 shows that the labor resources qualification level in Ukraine is increasing; in particular, for five years, the general staff rank has risen by 33%, while the digital qualification level has increased by 18%. Furthermore, the evaluation of the relationship between the development of general qualification skills of the personnel and technological potential showed the presence of close relations ($R^2=0,84$). But even closer are the links between technical potential and specialized digital skills ($R^2=0,89$).

4.3. Conclusion 3: Higher education institutions prepare an insufficient number of IT specialists for the development of the economy.

As a whole, having estimated the intellectual and technological potential influence on the state's level of competitiveness, it is possible to draw conclusions that such dependence exists, and it is close enough ($R^2=0,75$). A complementary factor that forms a more relative dependence level is the state's readiness for the future.

It is also possible to determine how close the links between personnel qualifications and training (education) are. According to the calculations, the relationship between digital competencies and education is relatively high - at the level ($R^2=0.93$), but the relationship between the general qualifications of employees and education - higher ($R^2=0.94$).

4.4. Conclusion 4: the development of qualifications and competencies of workers occurs against the background of the development of education and training, so the higher education quality, the higher the workforce's qualification

Table 5. Comparison of the development of knowledge, technologies, and competitiveness of the country in the international market

Indicators	2017	2018	2019	2020	2021
Knowledge	45	39	40	38	37
Technology	62	61	61	59	58
Competitiveness	60	58	60	58	54

Source: IMD, 2021

Thus, to increase the country's economic competitiveness level, it is necessary to increase the intellectual potential, which through an increase in the skills level in the labor market will affect the technological potential, which is the basis for economic development (Table 5). Therefore, the first element of structural changes in the economy is education in this case.

According to quantitative indicators, higher education in Ukraine takes an important place globally. In particular, according to the State Statistics Service in Ukraine in 2020, there are 619 higher education institutions, which is many times more than the number of higher education institutions in developed European countries. Moreover, 1,439.7 thousand students were enrolled in higher education in Ukraine in 2020, which is also a fairly high figure compared to European countries. At the same time, the assessment of the education quality, which is conducted based on students surveys, shows the presence of problems (State Statistics Service of Ukraine, 2020). Figure 1 shows the assessment of public and private higher education institutions in Ukraine.

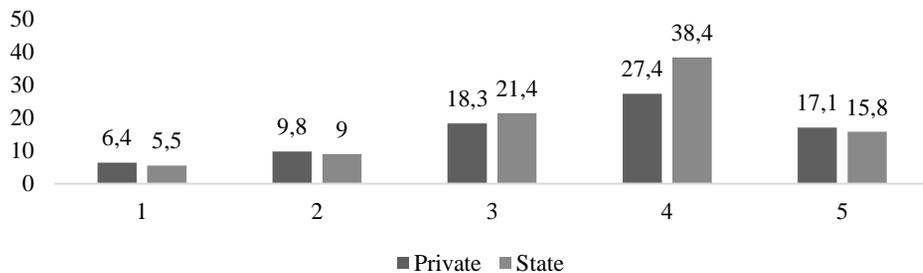


Figure 1. The education quality assessment in private and public universities in Ukraine from 1 to 5 (5 is the maximum score)

Source: Compiled by the authors based on the Ukrainian Institute of the Future, 2017

According to a study by the Ukrainian Institute of the Future, students of higher education institutions gave an average score of 3.6 to public institutions and 3.2 to private institutions. It indicates an insufficient quality of education, for which the internal quality assurance system of education is responsible.

Analysis of the report of the National Agency for Quality Assurance in Higher Education in Ukraine for 2021 leads to the conclusion that fully integrated quality management systems function only in 68% of institutions, at the same time, in 31.7% of institutions, quality management is not integrated and systematic,

but partial. At the same time, classical universities show a low level of quality management within the institution (54.8% of institutions have integrated the system comprehensively); at the same time, agrarian and economic institutions show higher results (81-85%). In higher education institutions, quality management is carried out by the following components:

- educational programs quality analysis;
- teaching quality analysis;
- students's success analysis;
- applicants' work quality analysis.

4.5. Problem 1: the dependence of educational institutions on the Ministry of Science and Education does not allow them to be creative and autonomous in shaping their own quality culture

The National Agency surveyed educational process stakeholders to identify the main problems of education quality management. According to the results of the survey, it can be concluded that the main problem is:

- Permanent changes in the higher education system - 75.4%;
- Lack of methodological materials for integration of quality culture in higher education - 56.3%;
- Lack of clear instructions from MES on the implementation of quality systems - 38.8%;
- Lack of financial resources - 35.5%;
- Lack of human resources - 31,1%;
- Low level of motivation of scientific and pedagogical staff - 27,9%.

4.6. Problem 2: Evaluation of teachers' qualifications is determined biased to market needs

The dynamic market and business environment are urgent for educational institutions in Ukraine and developed countries. In particular, even the most progressive universities in the world note the lag between their programs and the market's

actual needs. This problem is solved by the high qualification of personnel, as well as by their motivation system. At the same time, personnel qualification should not be evaluated by academic titles but by the level of progressive methods, formation of individual, creative approach, and teaching critical thinking.

4.7. Problem 3. Student success is not a criterion of education quality

Today, checking the education quality, Ukrainian higher education institutions most often focus on students' grades, while interest in the educational programs quality and approaches to teaching is decreasing compared to previous years. It is a significant problem in quality management that most higher education institutions need to work on. According to employers, students' quality of education is relatively low because theoretical knowledge does not meet the modern requirements of economic processes. Thus, even getting high scores in certain subjects will not show the future qualification status. Also, according to the survey conducted among students in many universities in Ukraine, grading is the main component of corruption (Rozhanska & Wolf, 2016). Therefore, grades cannot be an indicator of the education quality, and the main problems should be sought at the level of administration and teachers.

These problems indicate that a part of higher education institutions will not seek to go beyond the boundaries of built models of directive management and take responsibility for the formation and implementation of their own cultures of quality education in the future.

5. Discussion

The impact of education on the development of different world economies is well-studied (Wu & Liu, 2021). In general, economic growth is influenced by innovation and technological development, which depends

on the state funding of scientific research and the education quality in the country. Many scientific studies confirm this concept. In particular, the author Mariana D. (2015) investigated the higher education impact on the economic development of Romania and confirmed that by investing in higher education, the state gets a return in the economic growth form. A similar study in less developed countries was conducted by Lin, T. (2004), Bloom et al. (2014). Donnelli et al. (2013) showed that higher education plays a vital role in shaping the developed countries' national economy. Savchenko (2015) conducted similar research in Ukraine. The author also indicates that investing in higher education positively impacts economic processes. Tsiganyuk & Tsirulik (2019) strengthened the study with financial analysis, which shows that at the macro level, higher education, in general, has a positive impact on the economy of Ukraine, with the most significant influence on the GDP dynamics of Ukraine have a public investment in higher education. These authors believe that even though Ukraine has a reasonably high level of higher education funding, the socio-economic return of higher education is lower than in more developed countries, which is explained by the low higher education quality.

According to our research (Conclusion 4), it is proved that education has a high correlation level with technological development. Still, at the same time, having a reasonably high level of training against the background of other countries, the technical development level is low, which again confirms the problem of low education quality.

According to Tsiganyuk & Tsirulik (2019), the main reason for this imbalance is that the Ukrainian labor market focuses on preserving cheap labor to attract foreign investment. The lower the level of qualifications of the personnel, the greater the level of foreign investment, which uses the country's labor potential.

If the state is interested in creating and increasing its technical-technical innovation base, growing the quality education culture will be necessary (Anantrasirichai & Bull, 2021). In this case, there will be the emergence of a highly skilled workforce in the market, which contributes to the human capital accumulation, contributing to economic modernization and scientific and technological development (Lucas, 1998). Furthermore, since innovation is the main criterion for the state's competitiveness formation. Therefore, it is necessary to produce many highly qualified specialists ready for the actual economic conditions, to form the competitiveness of the economy at the global level (Aldianto et al., 2020).

The procedure for improving the management of integrated quality culture consists of its initial reforming at the regulator and further reforming higher education institutions level (Yeliseyev, 2010). Today, the issue of improving the education quality is considered at the state, academic and institutional levels. The Ministry of Science and Education believes (2021) that the leading education quality improving directions are: formation of a system of managerial interaction between HEIs and the Ministry of Education;

- development of the higher education institutions autonomy in Ukraine;
- balancing the HEIs network taking into account regional development priorities;
- financial stabilization of HEIs activities;
- effective forecasting of the labor market demand for specialists;
- creating a mechanism for effective interaction between the higher education system and the labor market;
- quality formation and higher education accessibility for all segments of the population;
- material and technical base of universities improvement;

- innovative technologies and distance education implementation in higher education;
- innovative higher education development to integrate science into the real economy;
- financing science system improvement and its commercialization;
- human resources capacity development by raising the teachers' status in society;
- stimulation of professional development of teachers.

Egorshina & Nikandrova (2004) and Yeliseyev (2010), in their research, also believe that reforming the education quality should begin with improving regulatory approaches.

Thus, by creating preconditions for developing education quality at the regulator level, the culture management within the educational institution should also reach a new level.

According to the National Agency for Quality Assurance in Higher Education (2021) survey, to date, those institutions that are actively developing a quality culture are doing so by:

- forming a separate subdivision - 50.3%;
- functions are performed by the scientific-methodological department - 30.1%;
- the functions are performed by the deans - 13.7%;
- a special position responsible for quality was created - 8.7%.

The above methods can be applied in higher education institutions that plan to create their quality education system. In this case, the education quality culture management is usually coordinated by the vice-rector from scientific work - 56.3%, the director - 27.9% or other responsible persons - 25.1%.

Reforming the quality education culture should be initiated by the vice-rector, or vice-rector with scientific work, directors of

institutes. Improving the quality education culture should be carried out in two directions.

Stage 1. Elimination of corruption, which contributes to a fair education quality assessment. First of all, it is necessary to eliminate the issue of corruption in educational institutions, which does not allow to determine the real education quality problems (Rozhanska&Wolf, 2016) at the education quality assessment level.

Stage 2. Reforming approaches to learning. The education quality should be determined not by the increase in the theoretical scientific research level but by the teachers' progressiveness level, which should meet the following parameters:

- high level of digital competencies application in the course problems implementation;
- learning automation of economic activity processes at all using in practice stages;
- raising the actual practical processes economics problems, rather than theoretical research or tasks that do not meet the realities of the market;
- creation of conditions for the realization of the student's creative and innovative potential at the learning level;
- stimulating the study of international practices in solving specific issues;
- stimulating creativity in solving problems under the conditions of standardization (Zhigalev, 2009).

All these solutions come out of the main problems identified by graduates of Ukrainian universities (Ukrainian Institute of the Future, 2017).

6. Conclusions

According to the study, education quality affects economic growth in a global marketplace. At the same time, this influence occurs not in a direct but in an indirect way. The high education level contributes to the

labor market formation with highly qualified professionals who, applying innovative and technological approaches to production processes, contribute to economic growth.

The empirical study's results led to the following conclusions:

- the education and training quality primarily influences the country's intellectual potential level ;
- education and training have a strong influence on the country's technological potential;
- higher education institutions train an insufficient number of information technology specialists to develop the economy;
- the qualifications and competencies of employees development occur against the background of education and training development, so the higher the education quality is, the higher is the workforce's qualification.

The analysis of the Ministry of Science and Economic reports and the National Agency for Higher Education Quality Assessment showed the main problems that prevent education from having a positive impact on economic growth:

- the dependence of educational institutions on the Ministry of Science and Education does not allow them to be creative and autonomous in shaping their own

culture of quality;

- the evaluation of teachers' qualifications is determined in a biased way to market needs;
- students' success is not an objective criterion of education quality.

Improving the integrated quality culture management includes the reformation of its initially at the level of a regulator and then continuing reforming it at a higher education institution.

The following methods could be applied: formation of a separate subdivision, quality control functions by scientific-methodological departments, quality culture management functions by deans or other specially created positions.

Reforming the internal culture of quality should be done in two stages. The first stage requires the complete elimination of corruption, contributing to a fair education quality assessment. The second stage involves teaching approaches based on digitalization and practical value.

The study's practical value is that the proposed management models can be applied in the education quality culture concept in HEI construction.

The field of further research forms the sequence of reforming the approach to the educational process and changing the criteria for assessing the qualifications of teachers.

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