

Management of Higher Education Institutions as a New Tool for the Development of Higher Education

Serhii Kubitskyi^{1,*}, Rostyslav Shchokin², Olesia Fedoruk³, Tetiana Horokhivska⁴ & Inna Shorobur⁵

¹National University of Life and Environmental Sciences of Ukraine, Kyiv, Ukraine

²Interregional Academy of Personnel Management, Kyiv, Ukraine

³National University of Ostroh Academy, Ostroh, Rivne region, Ukraine

⁴Lviv Polytechnic National University, Lviv, Ukraine

⁵Khmelnyskyi Humanitarian-Pedagogical Academy, Khmelnytskyi, Ukraine

*Correspondence: Serhii Kubitskyi, National University of Life and Environmental Sciences of Ukraine, Kyiv, Ukraine, 15 Heroiv Oborony Street, 03041 Kyiv, Ukraine. Tel: 38-044-527-8205. E-mail: kubitskiy@ukr.net

Received: February 2, 2023

Accepted: March 5, 2023

Online Published: March 17, 2023

doi:10.5430/jct.v12n2p74

URL: <https://doi.org/10.5430/jct.v12n2p74>

Abstract

Higher education is extremely important for the socio-economic development and cultural enrichment of society, providing people with the relevant knowledge and skills to improve their skills and productivity in the context of further global development. Today, the task of effective resource provision and high-quality organization of the student learning process is extremely relevant in the world. The formation of a new mentality of all stakeholders in the educational process in a rapidly changing information environment is of great importance. This task requires constant monitoring and evaluation of the education system based on the collection, processing, and analysis of data necessary to make informed management decisions for the optimal development of higher education. The article aims to highlight the main patterns of management of higher education institutions with a view to their development reflected in the scientific literature, and to clarify certain practical characteristics of this process. In the process of preparing this study, the analytical and bibliographic methods, induction, deduction, and analysis were applied. The synthesis of information was used to study the scientific literature on issues related to the management of HEIs. Meanwhile, systemic-structural, comparative, logical, and linguistic methods, abstraction, and idealization were applied to study and process data. Among other things, the authors of the study conducted an online questionnaire survey to clarify certain aspects of this issue practically. Based on the results of the study, the theoretical aspects of the use of management tools as a tool for the development of HEIs have been studied. Moreover, some practical issues related to the management process in higher education have been characterized.

Keywords: management of a higher education institution, a mechanism for ensuring the quality of higher education, management practices of HEIs, professionalization of management, educational management, management models, development of the potential in HEIs

1. Introduction

In the face of global and national challenges, HEIs should become a center for the formation and development of the knowledge economy, a platform for expert dialogue between society, business, and government, a space for preserving and strengthening human capital and the state, and an example of successful managerial practices. Therefore, they require constant development and, accordingly, the application of new management approaches that will meet social challenges.

The theoretical part of this study substantiates the concept, relevance, components, and main expected results of the HEI management process for the most effective development of the higher education sector.

The practical part of the study includes an assessment of the most effective management practices of HEIs, current trends in the reorganization of higher education in Europe, and the positive effects of reforming the management of HEIs. They will indicate the development of higher education institutions; identify the most important areas of

management transformation in such institutions, and the most promising areas of research in the field of higher education management.

Based on the results of the study, conclusions were drawn on the issues raised. It has been found that the most effective practices for managing HEIs are the introduction of tools for developing the innovative potential of HEIs. It includes intellectual, human, material, financial, information, and other resources, and the organization of an integrated local system of quality assurance in higher education (Zinovieva, Artemchuk, Iatsyshyn, Popov, Kovach, Iatsyshyn, & Radchenko, 2021). The survey has shown that the main trends in the current reorganization of European higher education are the improvement of informatization processes in management and the strengthening of university autonomy. According to the study results, the expected positive effects of reforming the management of HEIs are increased university autonomy, and increased importance of institutional development of universities, while the most important means of transforming management in HEIs are building effective cooperation between universities, stakeholders and the public as well as the formation of effective governance (Latysheva, Rovenska, Smyrnova, Nitsenko, Balezentis, & Streimikiene, 2020). According to the respondents, the most promising areas of research in the field of management of HEIs include the most effective models of management of these institutions and a system of measures aimed at developing and strengthening the scientific potential of HEIs, as well as creating conditions for the individual development of each participant in the educational process.

Management practices of university capacity development are an interdisciplinary subject of scientific discourse. Many works by foreign authors are devoted to tools for creating a culture of quality and strengthening the economic potential of HEIs (Donina et al., 2022). The system of management practices of a higher education institution as a consistent and reasonable set of decisions and actions of the management team should be aimed at developing its potential - improving its open and hidden resources, expressed in quantitative and qualitative indicators, competitiveness, level of potential of the staff of the HEI (Lim et al., 2022).

As a result of the global reform of higher education, a new organizational culture is emerging in HEIs. On its basis, the infrastructure of the entire European higher education system is changing, and new mechanisms for ensuring the quality of higher education are being formed. The institutional level of management (at the university level) is central to this process (José et al., 2022).

Describing the transformations in higher education governance, the impact of new governance models on the processes of evaluating the performance of institutions, quality assurance, and accountability of higher education for their work is emphasized (Koval, Mikhno, Udovychenko, Gordiichuk, & Kalina, 2021). The basis of these transformations is the growing autonomy of universities, which requires greater personal responsibility and meeting the needs of institutional development, clear accountability, and result-oriented actions as a prerequisite for ensuring the quality of university education. The latter, in turn, leads to a revision of the context of the concept of "academic leadership" and the introduction of new forms of management decision-making and new result-oriented support mechanisms (Heinicke & Guenther, 2020; Kumar, Shukla, & Passey, 2021).

The definition of education quality is also related to the complexity of the "product" itself. The value of the acquired knowledge and skills is assessed through the prism of people's subjective experience gained in the process of learning and professional activity, understanding the feasibility and adequacy of using certain methods, tools, and technologies of education, as well as the process of producing new knowledge. (Bobe & Kober, 2020). Quality management in higher education must comply with international and national standards. The principles of quality management following these standards are defined as customer focus, manageability, process approach, improvement, and evidence-based decision-making (Filali, Benabdelkrim, & Hassainate, 2018). Researchers define the following elements of the education quality management system: education assessment management, quality control and quality assurance infrastructure management, resource management; management of educational processes, and management of educational process outputs (Martin-Sardesai et al., 2019). With the introduction of the Bologna Process and the creation of the European Higher Education Area, ensuring the quality of higher education is one of the priority goals of European countries.

Scientific and methodological sources increasingly argue that the quality of education should become the main goal of state educational policy (Bakhov, 2014). At the same time, a new model of public administration should be presented in the form of a quality management system based on the human-centered paradigm (Pilonato & Monfardini, 2020).

Scholars identify the main problems that should be addressed by the public administration regarding the quality of education:

- meeting the educational needs of citizens;
- ensuring access to quality education;
- providing the educational process with quality teaching aids;
- creating a cultural and economic environment in educational institutions that are favorable for personal development;
- development of flexible training and educational programs aimed at education and development of personal skills (Xie, 2019; Díaz-García et al., 2022).

The survey is aimed at determining the opinion of HEI managers and researchers in the field of higher education management on the peculiarities of applying mechanisms and forms of management of HEIs for their optimal development.

2. Method

A practical study of current trends in the management of higher education institutions as a new tool for the development of HEIs was conducted by interviewing 211 scholars who conduct research in the field of higher education management. Furthermore, 214 practicing heads of departments and faculties of 17 HEIs in Sumy, Poltava, Chernihiv, and Kyiv oblasts of Ukraine were interviewed. The study was conducted using the Zoho Survey service.

3. Results

According to the survey participants, nowadays, at a time when the issue of effective development of the higher education system is particularly relevant, the most effective practices for managing HEIs are (Figure 1):

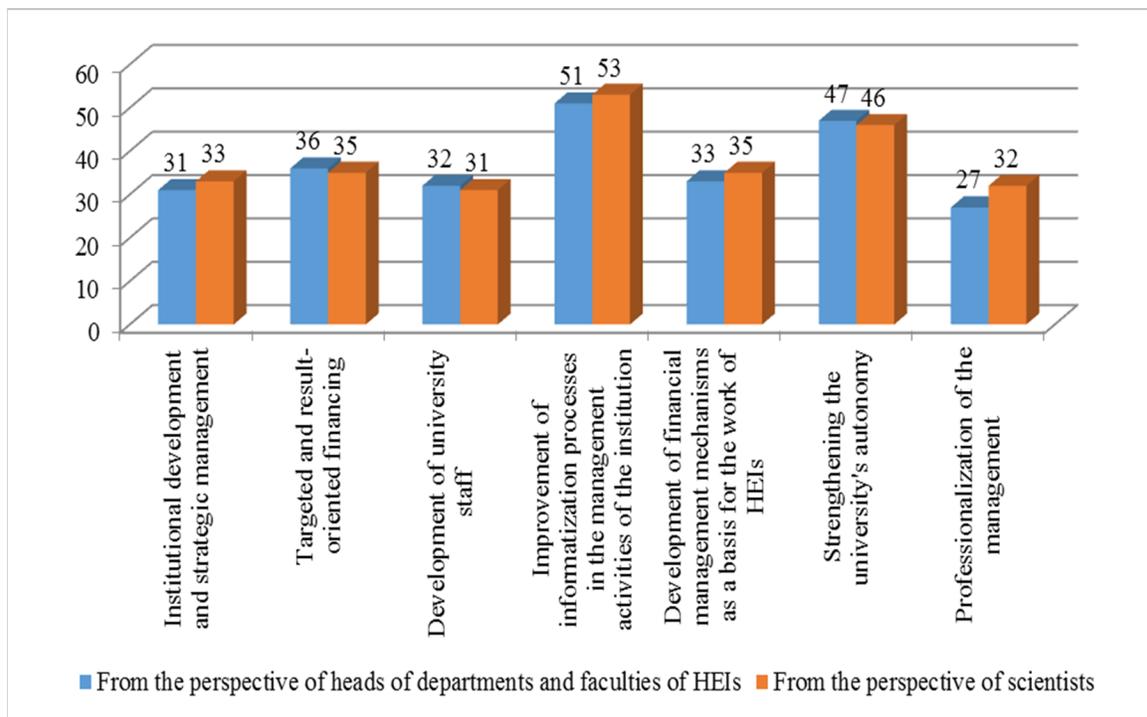


Figure 1. The Most Effective Management Practices of HEIs, %

Source: built by the authors

In the course of the survey, respondents identified the following trends in the modern reorganization of European higher education (Figure 2):

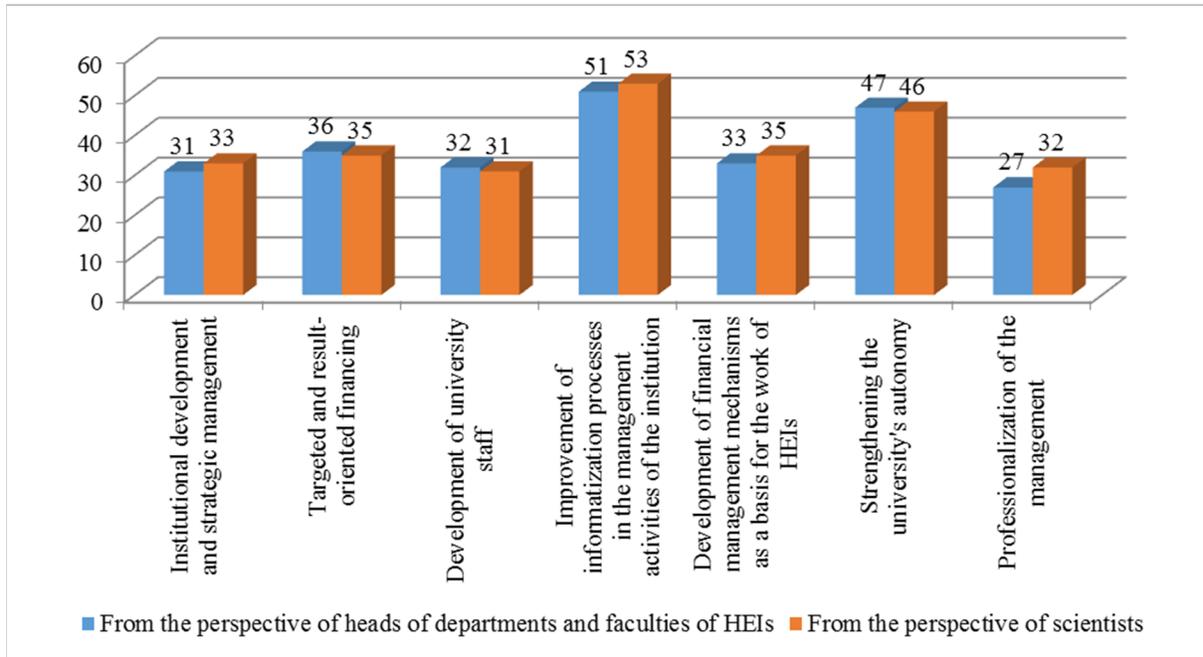


Figure 2. Current Trends in the Reorganization of Higher Education in European Countries, %

Source: built by the authors.

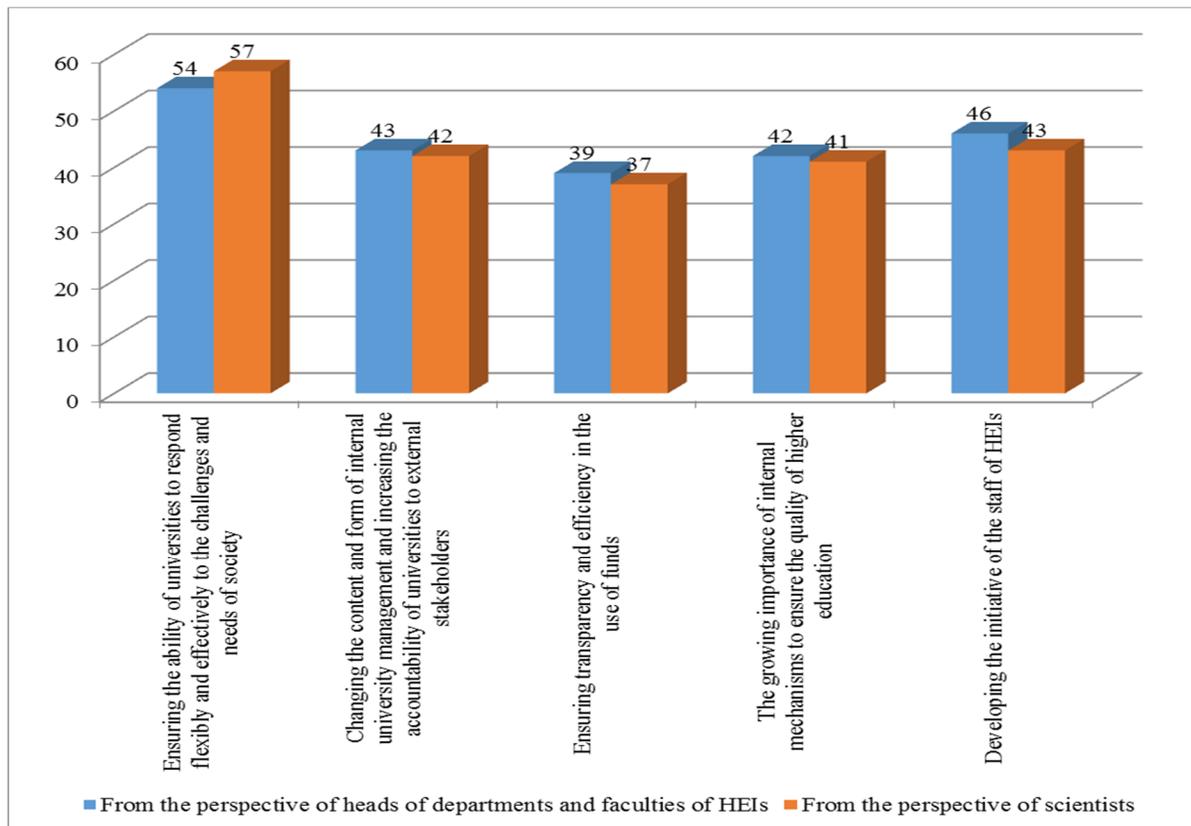


Figure 3. Positive Effects of Reforming the Management of Higher Education Institutions, Which Will Indicate the Development of HEIs, %

Source: built by the authors.

Based on the results of the survey, the most effective practices of managing HEIs today are the introduction of tools for developing the innovative potential of HEIs, which include intellectual, human, material, financial, informational, and other resources, and the organization of an integrated local system of quality assurance in higher education. Therefore, to improve the efficiency of higher education management, especially in European educational institutions, the processes of informatization in management activities and strengthening of university autonomy are being enhanced.

A meaningful assessment of the reform of management processes in higher education allows us to hope for the following positive consequences of reforming the management of HEIs, which will indicate the development of HEIs (Figure 3).

As can be seen from Figure 3, primarily, increasing university autonomy is the basis for ensuring the ability of universities to respond flexibly and effectively to the challenges and needs of society. In addition, the growing importance of institutional development of universities leads to the development of the initiative of higher education staff and the emergence of new functions for academic staff, in particular, building a successful research career and managing research teams.

During the study, respondents were asked to name the most important areas of management transformation in HEIs (Figure 4):

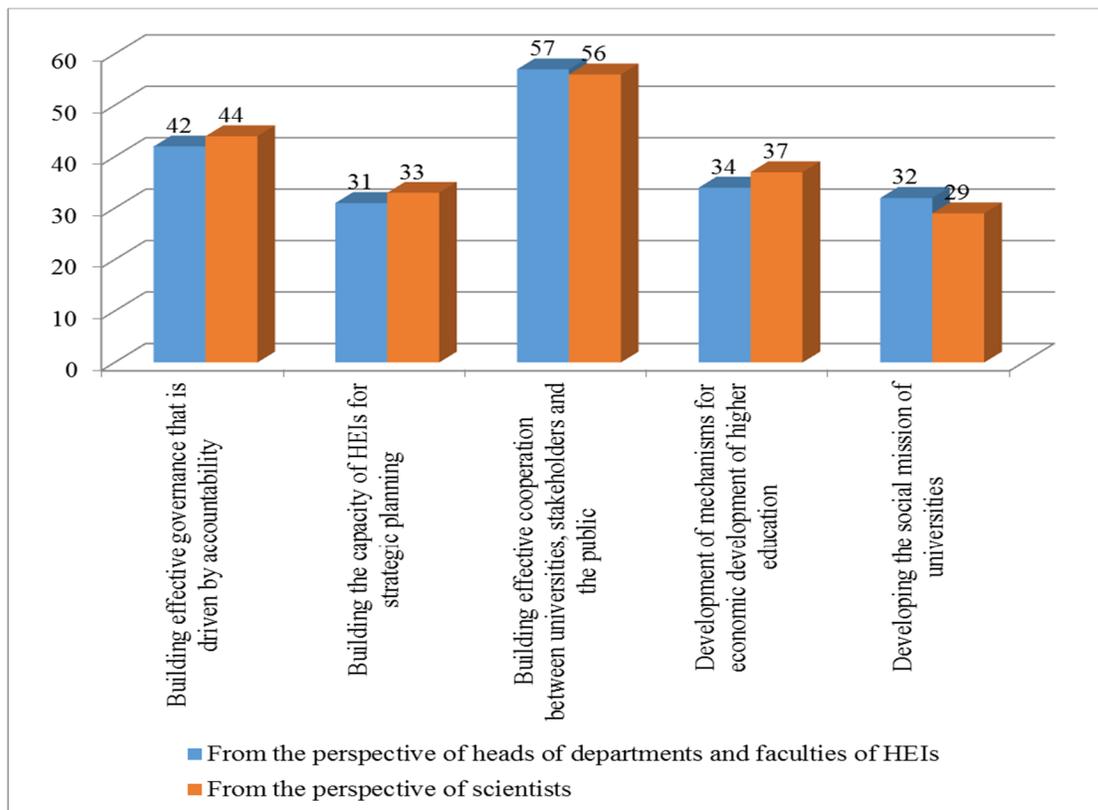


Figure 4. The Most Important Areas of Management Transformation in HEIs, %

Source: built by the authors.

According to the survey, the most important areas of management transformation in higher education institutions shortly are building effective cooperation between universities, stakeholders, and the public and the formation of effective governance. It is determined by accountability (responsibility), efficiency, effectiveness, responsiveness (compliance), and the formation of a vision for future development. Additionally, the survey found that the integration of digital technologies into the management practices of higher education institutions is becoming increasingly important. This includes the use of data analytics, automation, and artificial intelligence to streamline administrative processes, enhance decision-making, and improve the overall student experience.

The survey emphasized the importance of promoting diversity, equity, and inclusion in the management practices of higher education institutions. This includes ensuring that decision-making processes are inclusive and representative of diverse perspectives, providing opportunities for professional development and advancement for underrepresented groups, and fostering a culture of respect and belonging for all members of the university community.

Regarding the most promising areas of research in the field of management of HEIs, according to the respondents, the following thematic areas are most noteworthy (Figure 5):

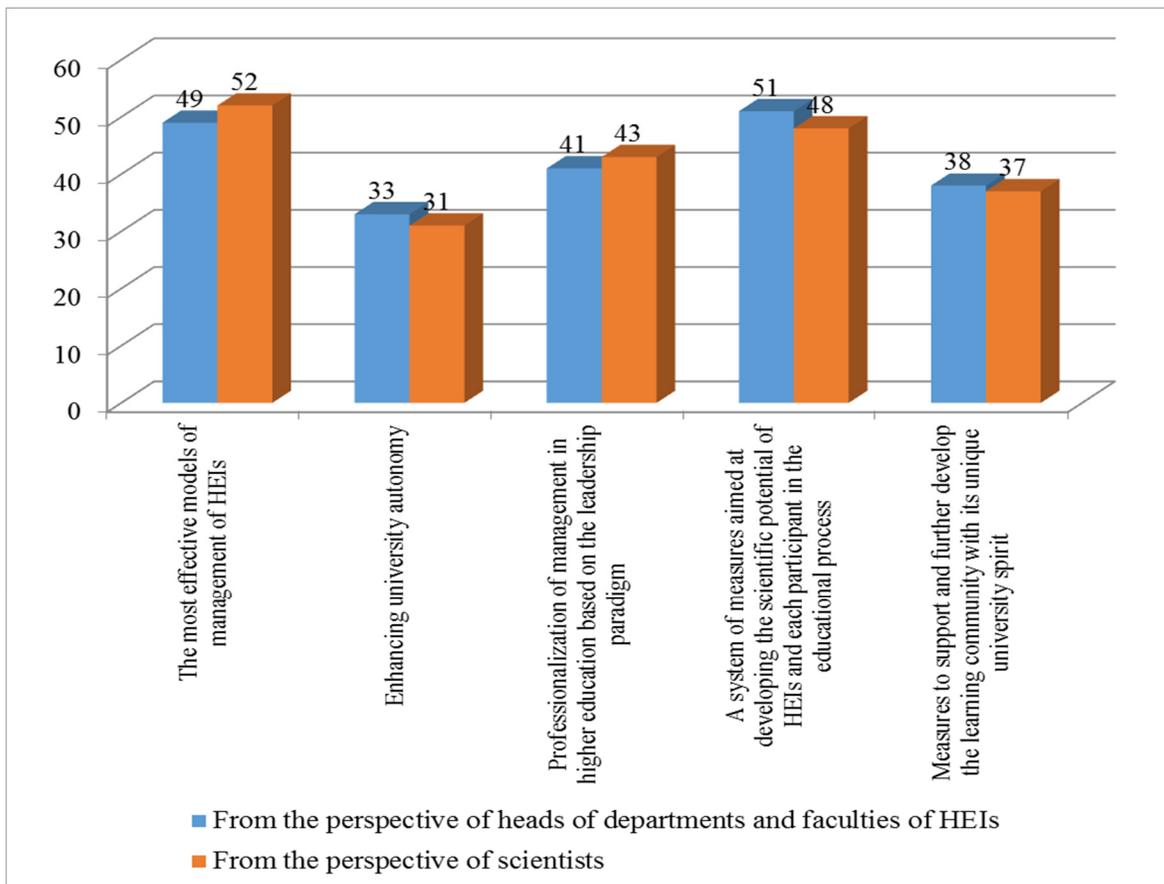


Figure 5. The Most Promising Areas of Scientific Research in the Field of Management of HEIs, %

Source: built by the authors.

- the most effective models of management of HEIs;
- a system of measures aimed at developing and strengthening the scientific potential of HEIs and creating conditions for the individual development of each participant in the educational process.

4. Discussion

The analysis of domestic and foreign models of education development management designed by scientists and practitioners in recent years shows the crucial role of the educational sphere in the economic and cultural growth of the country. The search for ways to solve socio-political and cultural problems in the world to some extent has led to the emergence of a significant number of concepts, strategies, models, and approaches to managing the development of higher education to invent new and optimize existing ways to update and manage educational institutions (Tømte et al., 2019).

The main features of educational management in modern conditions are determined. Its public orientation is manifested in the consolidation of efforts to solve the problems of management of all subjects of higher education institutions, primarily parents, students, employers, various public organizations, social partners, etc. The autonomy

of institutions means the possibility of independence in determining the main positions of the management process, in particular, methods and technologies, staffing structure, sources of funding, student population, etc. There is a gradual differentiation of managerial work into separate elements, functions, phases, and the priority of the concept of supportive learning over the concept of advanced learning (Skulmowski & Rey, 2020; Khalid et al., 2018).

The analysis of the practice of HEIs convincingly demonstrates the gradual renewal of the education system. The vector of renewal aims at reviving universal values, creating education for everyone, and implementing the ideas of humanism in the educational environment (Rapanta et al., 2020).

Scientists are making this process more specific, simple, and structured with their improvements. The most important features of the new education system, according to most scholars, should be the continuity of education in time, the global nature of the educational process in space, lifelong learning, the prevalence of self-study, individualization of learning, increasing diversity of educational standards and specialties, the transition from formal disciplinary education to problem-solving education (Elken, Stensaker, & Dedze, 2018; Levitt, 2018).

One of the leading directions of qualitative restructuring of the education system is the transition from the concept of basic education to the concept of perspective education. According to the concept of technical training used in the vast majority of higher education institutions, the training of a skilled worker is mainly based on the needs of the present, without taking into account future requirements. At the same time, most of the study time is devoted to mastering traditional theoretical knowledge. The study of pragmatic knowledge, i.e. professional training in the chosen specialty, usually takes 15-20% of the total study load. In the case of new knowledge that comes directly to the educational system in the course of study, its share does not exceed 5-7%. Even less important is the time devoted to the development of students' creative and self-educational abilities. Predictive learning, however, is focused on the future, on the life and professional conditions in which a graduate will find himself or herself after graduation. This approach, in the opinion of most scholars and practitioners, is extremely relevant, as it is known that much of the knowledge becomes obsolete in 3-5 years. Therefore, following the concept of advanced learning, the focus of the educational process is on the development of the creative qualities of the student. This aims to educate an effective specialist who can act independently in uncertain conditions and acquire new knowledge and skills throughout his or her life (Calonge et al., 2022; Ali, 2020).

5. Conclusions

Thus, the analysis of the scientific literature on the topic of the study and the results of the questionnaire survey has shown the system of management practices of an HEI as a consistent and reasonable set of decisions and actions of the management team. It should aim at developing its open and hidden resources - the potential, which is expressed by quantitative and qualitative indicators of the university's competitiveness. The development of the potential of an HEI in the system of management practices, given external and internal challenges, can take place both in the context of the functioning of a holistic and relatively self-sufficient system of institutional education. Moreover, it can aim to optimize the activities of several HEIs to synergize resources and achieve optimal results, following the requirements of the subjects of the educational process, the capabilities of the infrastructure, and the material and technical base of the HEI.

It is crucial to note that the successful implementation of effective management practices in an HEI requires a clear understanding of the current state of the university, its strengths, weaknesses, opportunities, and threats. It also requires a thorough analysis of the external environment, including the market demand for educational services, the regulatory framework, and the social, economic, and political trends. The management practices of an HEI must be designed to enhance the quality of education and research while ensuring financial sustainability. This includes the efficient use of resources, the adoption of innovative teaching methods, the development of new programs, and the establishment of partnerships and collaborations with other institutions and stakeholders. The management practices of an HEI must also take into account the needs and expectations of various stakeholders, including students, faculty, staff, alumni, donors, and the broader community. It is crucial to establish transparent communication channels and feedback mechanisms to ensure that the university's goals align with the expectations of its stakeholders. Effective management practices in an HEI are essential for achieving the institution's goals and objectives, enhancing its competitiveness, and ensuring its long-term sustainability. These practices should be developed in the context of the university's strengths and weaknesses, taking into account the external and internal challenges and the needs and expectations of various stakeholders.

References

- Ali, W. (2020). Online and Remote Learning in Higher Education Institutes: A Necessity in light of COVID-19 Pandemic. *Higher Education Studies*, 10(3), 16-25. <https://doi.org/10.5539/hes.v10n3p16>
- Bobe, B. J., & Kober, R. (2020). University Dean Personal Characteristics and Use of Management Control Systems and Performance Measures. *Studies in Higher Education*, 45, 235-57. <https://doi.org/10.1080/03075079.2018.1504911>
- Calonge, S. D., Connor, M., Hultberg, P., Shah, M. A., & Medina-Aguerrebera, P. (2022). Contactless Higher Education: A SWOT Analysis of Emergency Remote Teaching and Learning during COVID-19. *Journal of Educational Studies and Multidisciplinary Approaches (JESMA)*, 2(1), 17-36. <https://doi.org/10.51383/jesma.2022.22>
- Díaz-García1, V., Montero-Navarro, A., Rodríguez-Sánchez, J. L., & Gallego-Losada, R. (2022). Digitalization and digital transformation in higher education: A bibliometric analysis. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.1081595>
- Donina, D., Pokorska, A., Antonowicz, D., & Jaworska, M. (2022). A cultural perspective of higher education governance reform in Poland: divergent interpretations by rectors across distinct categories of universities. *Journal of Higher Education Policy and Management*, 44(6), 596-612. <https://doi.org/10.1080/1360080X.2022.2103940>
- Elken, M., Stensaker, B., & Dedze, I. (2018). The painters behind the profile: The rise and functioning of communication departments in universities. *Higher Education*, 76(6), 1109-1122. <https://doi.org/10.1007/s10734-018-0258-x>
- Ertmer, P. A., & Otterbreit-Leftwich, A. T. (2019). Teacher technology change: How knowledge, confidence, beliefs, and culture intersect. *Journal of Research on Technology in Education*, 42, 255-284. <https://doi.org/10.1080/15391523.2010.10782551>
- Filali, E., Benabdelkrim, Y., & Hassainate, M. S. (2018). The Contribution of Management Control to the Improvement of University Performance. *Journal of North African Research in Business*, 842469. <https://doi.org/10.5171/2018.842469>
- Heinicke, X., & Guenther, T. W. (2020). The Role of Management Controls in the Higher Education Sector: An Investigation of Different Perceptions. *European Accounting Review*, 29, 581-630. <https://doi.org/10.1080/09638180.2019.1619603>
- José, V., Amaral, J., Abrantes, L., Leal, C., & Silva, R. (2022). Management Accounting and Control in Higher Education Institutions: A Systematic Literature Review. *Administrative Sciences*, 12, 14. <https://doi.org/10.3390/admsci 12010014>
- Khalid, J., Ram, B. R., Soliman, M., Ali, A. J., Khaleel, M., & Islam, M. S. (2018). Promising digital university: a pivotal need for higher education transformation. *International Journal of Management in Education*, 12(3), 264-75. <https://doi.org/10.1504/IJMIE.2018.092868>
- Koval, V., Mikhno, I., Udovychenko, I., Gordiichuk, Y., & Kalina, I. (2021). Sustainable natural resource management to ensure strategic environmental development. *TEM Journal*, 10(3), 1022-1030. <https://doi.org/10.18421/TEM103-03>
- Kumar, P., Shukla, B., & Passey, D. (2021). Impact of Accreditation on Quality and Excellence of Higher Education Institutions. *Investigacion Operacional*, 41(2), 151-167. Retrieved from https://www.researchgate.net/publication/350108789_Impact_of_Accreditation_on_Quality_and_Excellence_of_Higher_Education_Institutions
- Latysheva, O., Rovenska, V., Smyrnova, I., Nitsenko, V., Balezentis, T., & Streimikiene, D. (2020). Management of the sustainable development of machine-building enterprises: A sustainable development space approach. *Journal of Enterprise Information Management*, 34(1), 328-342. <https://doi.org/10.1108/JEIM-12-2019-0419>
- Levitt, H. M. (2018). How to conduct a qualitative meta-analysis: Tailoring methods to enhance methodological integrity. *Review PMID*, 28(3), 367-378. <https://doi.org/10.1080/10503307.2018.1447708>
- Lim, C. K., Haufiku, M.S., Tan, K. L., Farid Ahmed, M., & Ng, T. F. (2022). Systematic Review of Education Sustainable Development in Higher Education Institutions. *Sustainability*, 14, 13241. <https://doi.org/10.3390/su142013241>

- Martin-Sardesai, A., Guthrie, J., Tooley, S., & Chaplin, S. (2019). History of Research Performance Measurement Systems in the Australian Higher Education Sector. *Accounting History*, 24, 40-61. <https://doi.org/10.1177/1032373218768559>
- Pilonato, S., & Monfardini, P. (2020). Performance Measurement Systems in Higher Education: How Levers of Control Reveal the Ambiguities of Reforms. *The British Accounting Review*, 52, 100908. <https://doi.org/10.1016/j.bar.2020.100908>
- Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2020). Online university teaching during and after the Covid-19 crisis: refocusing teacher presence and learning activity. *Postdigital science and education*, 2, 923-945. <https://doi.org/10.1007/s42438-020-00155-y>
- Skulmowski, A., & Rey, G. D. (2020). COVID-19 as an accelerator for digitalization at a German university: establishing hybrid campuses in times of crisis. *Human Behavior and Emerging Technologies*, 2, 212-216. <https://doi.org/10.1002/hbe2.201>
- Tømte, C. E., Fosslund, T., Aamodt, P. O., & Degn, L. (2019). Digitalisation in higher education: mapping institutional approaches for teaching and learning. *Quality in Higher Education*, 25, 98-114. <https://doi.org/10.1080/13538322.2019.1603611>
- Xie, J. (2019). Review of Chinese and foreign management accounting research based on management accounting research topics and research methods. *Open Journal of Social Sciences*, 7, 107-19. <https://doi.org/10.4236/jss.2019.712009>
- Zinovieva, I. S., Artemchuk, V. O., Iatsyshyn, A. V., Popov, O. O., Kovach, V. O., Iatsyshyn, A. V., & Radchenko, O. V. (2021). The use of online coding platforms as additional distance tools in programming education. *Journal of Physics: Conference Series*, 1840(1). <https://doi.org/10.1088/1742-6596/1840/1/012029>

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).