

# The System for Assessing the Quality of Education in the Context of the Development of Public Administration

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## Abstract

The problem of the quality of education has been quite relevant since the end of the 20th century and remains no less important today. According to experts, the qualitative indicators of the development of education determine the effectiveness of the competitive struggle for the quality of life of citizens. Today, education occupies a leading place in the strategy of state policy. Monitoring the quality of education as a scientific study provides objective information about the actual state of education, provides an opportunity to open up opportunities for constant productive changes in this quality, which are manifested in the structure, content, goals, technologies, goals and results of education. Thus, the main task of the study is to analyze the system for assessing the quality of education in the context of the development of public administration. As a result of the study, the main aspects of the system for assessing the quality of education in the context of the development of public administration were investigated.

**Keywords:**

## 1. Introduction

Determining the quality of higher education has never been an easy issue, and when comparing the quality of education at the international level, these problems only become more complicated. Although some elements of the higher education system are common, they have different characteristics from country to country. The aims of education also vary from predominantly vocational training in one country to broad general education in another. Many institutions of higher education are expanding active international contacts in research, student exchanges, and the integration of curricula. Separate institutions of higher education in Europe, the USA, Canada are provided with ample opportunities for competition, struggle for prestige, students, staff and funding. But it's not just about competition. National educational institutions should need to create a means of

comparing the results of educational activities between different countries in order to meet international standards. These problems are faced by all stakeholders: government, educational institutions, students and entrepreneurs, and within the framework of national higher education systems they are trying to solve [1].

Such a rapid change in European higher education, including the global one, has led to the rapid development of research in the field of pedagogical measurements. In particular, this applies to projects initiated by the Center for Higher Education Research (CHEPS) in the Netherlands, the Council for National Academic Achievement (CNAAP) in the UK and the Information System (Hochschul-Infomations-System) in Germany. Governments, entrepreneurs, students, teachers, managers of educational institutions can and should draw conclusions about the quality of the educational product [2].

The concept of "quality of education" is multifaceted and does not have a single approach to definition. The essence of the quality of education can be considered both from the point of view of achieving certain norms, standards and meeting needs, and from the standpoint of modern theory and practice of quality management. The quality of education should be considered as a social category that determines the intellectual potential of society. In addition, the quality of education can be considered as a political category (certain foundations of the educational policy of the state), a pedagogical category (the result of the educational process, indicating the formation of certain competencies in a person), a philosophical category (a property of an object that constitutes its stable and constant characteristic), category management (the

level of achievement of goals, compliance with approved standards, the degree of satisfaction of customer requirements).

According to some scientists, the variety of definitions of the concept of "quality of education" can be grouped into the following six groups [3]:

- 1) the quality of education as an absolute assessment (an abstract category, a synonym for perfection);
- 2) the quality of education as a set of properties (a quantitative parameter of an educational service);
- 3) the quality of education as conformity to purpose (the ability of education to perform social functions);
- 4) the quality of education as compliance with standards;
- 5) the quality of education as an object of managerial influence;
- 6) the quality of education as the degree to which the needs of consumers and other interested parties are met.

Evaluations of the quality of higher education used at the household level usually reflect more or less generalized social experience in everyday situations. People have their own ideas and personal experience, on the basis of which they make value judgments on the quality of education in a particular higher education or in the country as a whole. When considered systematically, quality issues are the result of collective discussions that are based on an analysis of the mission, goals and conditions of the proposed education and depend on the stakeholders included in the discourse and power relations in this area [4]. The complexity of determining the quality of education is also related to the complexity of the product itself, because 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 activities, understanding the expediency and adequacy of using certain methods, methods, teaching technologies. , production of new knowledge.

The quality of education according to the UN criteria is one of the leading indicators of the quality of life. The problem of the quality of education is inextricably linked with the problem of the quality of a person, with his advanced development in the education system, which forms public intelligence as a factor in the progressive development of society. The quality of education as a socio-pedagogical phenomenon can be considered in several planes - theoretical, methodological and practical. In the theoretical and methodological plane, researchers

continue to search for the conceptual foundations for determining and evaluating the quality of education as a category that determines the perfection of the functioning of educational systems [5].

On the other side, there are more pragmatic goals, such as how to monitor the quality of education and how it can be influenced and managed to improve it. The structure of the quality of education includes: the quality of the educational process as a result of pedagogical activity; the quality of educational programs, teaching aids, textbooks; the quality of professional training and qualifications of teaching staff; quality of resource provision; quality of abilities and personality traits of pupils or students; the quality of state-public management of education; national system for monitoring the quality of education; the quality of conducting and interpreting monitoring studies; quality and efficiency of public administration of education [6].

## 2. Methodology

For a more detailed study of the main aspects of the system for assessing the quality of education in the context of the development of public administration, the following methods were used: induction and deduction, comparison and systematization; synthesis and analysis; abstract-logical - for theoretical generalizations and conclusions of the study.

## 3. Research Results and Discussions

The "assessment system" component defines the rules and procedures for the final control of knowledge, ensures both the effectiveness of student knowledge control and student-teacher feedback. At the same time, a key role in assessing the quality of knowledge is played by the presence in higher education institutions of a modern and effective information and educational system, which ensures the transparency of the functioning of the assessment system. Finally, the quality of education depends on the quality of the educational materials in the repository. The formation of a repository for various fields of knowledge and specialties should take place in accordance with approved educational programs and ensure the formation of the necessary competencies of a future specialist. Quality control of educational materials submitted to the repository

should be carried out by the relevant educational and methodological council of the institution of higher education [7].

In general, the quality control of the provision of educational services is carried out by the relevant government bodies in the field of education during the licensing and accreditation of higher education institutions. At the same time, it is important to create institutional conditions at the state level to comply with existing national and international standards that allow real, and not formal, control over the quality of educational services and higher education.

The problem of the quality of education nationwide, regional and local for each general educational institution. Solving the problem of the quality of education necessitates the development and implementation of strategies and tactics for the activities of teaching staff to ensure the forecasting of the quality of education; developing a project for the implementation of a system for monitoring the quality of education at the university and providing for the mobilization of the efforts of teachers and students for its implementation; determination of indicators, criteria and methodology for assessing, monitoring, correcting, analyzing and summarizing the results, managing the learning process and increasing the level of knowledge of students.

The system for assessing the quality of education in the context of the development of public administration is carried out with different goals depending on the object of assessment, the level of the study and the level of generalization of the results. The objects of monitoring in education can be [8]:

- education system (professional, higher, general secondary, national or nationwide, regional system, municipal, institutional or local);
- the results of educational activities;
- characteristics of participants in the educational process (social protection, satisfaction with educational services, health status, living and learning conditions, readiness to carry out certain activities);
- the relationship of consumers of educational services with the educational environment (the surrounding society);
- processes of functioning and development of educational systems and their management;
- components of the educational process: conditions and means of implementation (logistical, personnel,

sanitary and hygienic, regulatory, financial, educational and methodological conditions, etc.);

- organization (networks of educational institutions, the contingent and its differentiation according to various criteria, working hours, schedule of training sessions, etc.);

- consequences (results of the implementation of educational reforms, changes in curricula and educational standards, etc.).

Monitoring involves the periodic collection of information about the object of study, often with the help of special tools (tests, questionnaires, etc.). In the implementation of this task, there is a certain similarity between monitoring and control (for example, controlling the level of knowledge during inspections, the so-called knowledge cuts, conducting annual or semester tests in various academic subjects, etc.). Thus, the measurement of data is carried out with the current tracking of certain state parameters, which in this context can be considered as a manifestation of the function of control, observation, tracking of an object.

The system for assessing the quality of education in the context of the development of public administration is carried out with different goals depending on the object of assessment, the level of the study and the level of generalization of the results. Let us consider the functions of the system for assessing the quality of education in the context of the development of public administration [9]:

- 1) informational, consisting in the collection of statistical information on the results of the functioning of the education system;
- 2) qualimetric - aimed at defining a system of indicators and criteria for the quality of general secondary education and conducting evaluation procedures;
- 3) diagnostic - consists in studying the achieved state of the system of general secondary education using various methods;
- 4) analytical - the obtained indicators are analyzed and interpreted;
- 5) model - closely related to the analytical function;
- 6) the prognostic function involves the construction of different models of the future state of the system of general secondary education;
- 7) managerial - plays a decisive role.

The system for assessing the quality of education in the context of the development of public administration involves a comprehensive monitoring,

distributed according to its purpose for information and management. The essence of information monitoring is the collection, systematization, and dissemination of information about the object, but it does not provide for a special survey at the stage of collecting information [10].

Management monitoring involves the collection and generalization of information on certain indicators in order to study a specific educational problem and develop appropriate recommendations for policy development and the adoption of necessary management decisions. According to the means used for the assessment, there are pedagogical, sociological, psychological, medical, environmental, economic, demographic monitoring. According to the hierarchy of educational systems, it can be institutional (school or intra-school), regional (district, municipal, regional), national (nationwide), international.

Depending on who initiates and carries out monitoring, it can be external or internal. External monitoring is carried out by special institutions and qualified specialists using the appropriate technology (standardized methodology) and has certain advantages in the objectivity of providing information, ensuring the reliability of results, using special proven methods, professionalism of evaluators, formulating impartial conclusions, and developing variations [11].

Systematic external monitoring should ensure the process of providing quality management information. Monitoring itself in this case is, in fact, a system of information support for the management structure [12]. The advantages of external monitoring of the quality of education, in comparison with internal ones, are manifested in the quality and status of the information received. External monitoring provides: information standardization; high reliability and reliability of information; the basis of state and departmental statistical reporting; information basis for the analysis and development of educational policy at all levels; the possibility of generalization and comparison at any level of education management; predictability of conclusions and recommendations; recognition of results at the state and interstate levels; transparency of the results of educational activities; prestige and openness of the education system of the country in which a national system for monitoring the results of the functioning of the educational industry has been created. External

evaluation is carried out by independent experts (outsiders, third parties or institutions not interested in the results). A variety of external evaluation can be expert evaluation, which involves the initial selection of an expert or a group of experts (specialists with undeniable authority and competence in this field), who, based on a certain list of indicators and evaluation criteria, conduct evaluation [13].

Internal monitoring, as a rule, is carried out as self-analysis, self-assessment at the level of an educational institution. It is organized by the teachers themselves, psychologists, other pedagogical workers at their own request or at the request of the school management. During its implementation, self-developed methodological materials are used for internal needs and reporting to management, on the methods of associations, to students and their parents, etc. It can be carried out at the same time or on the eve of the external evaluation. A distinctive feature of this monitoring is the use of so-called internal resources and is carried out on the initiative of the educational institution itself.

Such monitoring is carried out by the administration of the educational institution together with its board of trustees, representatives of public associations as self-control over the course of the educational process and self-assessment of the effectiveness of pedagogical work, the implementation of the institution's work plan. Internal monitoring is most often methodically developed (a method for tracking certain characteristics of an object, building a system of indicators and evaluation criteria, creating tools, choosing methods for mathematical processing of measurement results, etc.) and is practically implemented by the efforts of the team of employees of a particular center or institution, unfortunately, sometimes they do not have proper professional training [14].

Since the management of higher education is an important socio-cultural function of the state, which determines the prospects for the development of society, the state is obliged to effectively regulate the modernization processes in this area, to provide professional training for students on an innovative basis. However, in the system of state management of the modernization of higher education, there are currently no innovative mechanisms of influence that require increased attention [15].

Qualitative changes in the system of higher education should be accompanied by the improvement of the value priorities of society. Reforming higher education should be carried out systematically, on the basis of and through versatile mechanisms of public administration. In a specific or even “target-specific” context, we should first of all talk about the full application of the legal, organizational, communicative, innovative, informational and value-oriented mechanisms of public administration of higher education.

#### 4. Conclusions

Quality management of the educational process is a multifaceted problem. An important place in quality management is given to the formation of educational materials, assessment and quality control of the educational process, organization of effective interaction between students and teachers. In general, the assessment of the quality of higher education is carried out on the basis of indicators and quality criteria for each of the components of the educational process. At the same time, most indicators of the quality of education do not have a direct quantitative expression and are based on the judgments of experts. Therefore, for an objective assessment of the quality of higher education, it is necessary to rely on the provisions of international standards in the field of informatization of the educational process and software quality management.

The system for assessing the quality of education in the context of the development of public administration is a system for collecting, processing, storing and distributing information about the educational system or its individual elements, focused on information support for management, allows you to draw conclusions about the state of the object at any time and gives a forecast of its development. Monitoring studies in the field of education are carried out with different goals depending on the object of assessment, the level of the study and the level and results of educational activities; characteristics of the participants in the educational process, the relationship of consumers of educational services with the educational environment, organization (networks of educational institutions, contingent and their differentiation according to various criteria, working hours, schedule of training sessions, etc.); consequences

(results of the introduction of educational reforms, changes in curricula and educational standards, etc.). The objects of the system for assessing the quality of education in the context of the development of public administration can be both individual subsystems of education, and various aspects and processes occurring in this system, educational achievements of students, etc. It should be noted that monitoring creates an information system that is constantly updated and indicates the continuity of tracking, including technologies for measuring the existing state of an object. We also note that the system for assessing the quality of education in the context of the development of public administration is very similar to control, but requires maximum objectivity and reliability of the information received, which is why it is carried out using special technologies by independent (external) researchers, in contrast to control. The system for assessing the quality of education in the context of the development of public administration differs in the subject of assessment. The information obtained during the control is of a stating nature, it is clearly personified, in contrast to the monitoring information, which is always presented for review in a generalized form, contains data on general trends, regularities in the course of processes.

The system for assessing the quality of education in the context of the development of public administration requires a systematic and consistent study of the problem, the quality of the results depends on the quality of the technology and tools for assessment, with its help you can find out the further development of the object.

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