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## Contemporary Economic Aspects of Education Quality Management at the University

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### Abstract

Today, the quality of higher education is one of the most important problems of social development and scientific and technological progress. The importance of improving the quality of higher education is attributed primarily to the requirements of innovative economy based on knowledge and needs of an individual and of society for enhancing the state's competitiveness and quality of life. A high rate of expansion of higher education and the need to ensure its quality are associated with increased expenditures on education both by the state and by business and consumers of educational services, which determines the economic importance of quality management in educational organizations. In the paper, the categories of Economics of the University quality are revealed and the concept of economic quality management in the University is formulated, a model of education quality management in TQM environment is presented.

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### 1. Introduction

Currently, the economic issues of quality management in educational organizations (EOs) including universities associated with the management and accounting of expenditure of funds to achieve high quality, the quantification

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of quality costs and their efficiency are of great interest. Such questions are to be solved by the Economics of quality (EQ) that identifies the category and the economic model of creating quality.

The issues of Economics of education quality, including higher school, are relevant because education is an important social component in development of the state. The theoretical basis of study of costs and efficiency of education is the public Economics in the development of the budget. These approaches are developed in writings of J. Stiglitz (2007) based on measurement of social utility, the principles of correlation between efficiency and fairness and they largely overlap with ideas of the theory of quality. Thus, the idea of usefulness and quality should be the basis of formation of education budgets, and their efficiency must be evaluated by achievement of the required quality.

## 2. Research Theory and Methods

*The goal of our research* is to examine the conceptual economic mechanism of formation and quality management in an educational institution, regardless of funding sources – government or commercial.

*Methodological basis* of the research is the principles of dialectical relationship between subject and object, process and result, singular, special and general, of the unity of traditions and approaches.

To achieve the objectives, in our study we used theoretical methods of cognition (analysis, synthesis, analogy, comparison, generalization, classification, systematization, abstraction, interpretation, analysis and synthesis of scientific literature, documents and practical experience etc.).

### *Research design*

The conducted research comprises the following phases:

- the first phase (September-December 2014) of the research was aimed at solving tasks in the study of the existing scientific literature on education quality management in Russian universities, the formulation on the basis of the theoretical and methodological study, determination of goals and objectives of the research;
- the second phase (January-February 2015) involved direct analysis and synthesis of main provisions of the research, and application of the selected methodology to the analysis of the given problems research;
- the third phase (March-April 2015) – one of determining the conditions contributing to improving the efficiency of education quality management at the university by means of TQM model.

## 3. Results and Discussion

### *3.1 The Economics of education quality*

Economics of quality of the university is part of the overall economic activity of the university, the main issues which are determining the costs, results, performance and the formation of sources of financing of the university.

One of the important problems of Economics at the university are the issues of funding and distribution of funds. For state educational organizations of the higher education funding is exercised from the state budget through budget allocations. Budget allocations are distributed as follows:

1. Subsidies for implementation of the state task on rendering of the state services.
2. Grants for other purposes (scholarships for students, major repairs and purchase of equipment).

Anisimov (2001), Babko (2007), Belyakov (2005), Gurtov (2006) having analyzed the foreign and Russian experience identified the following general approaches and models of financing higher education.

### *3.2 Financing and distribution of funds*

The first approach to higher education funding assumes the state funding of universities which are the performers of the state order. This budget funds for universities are the main source of financial resources, which in certain cases may be supplemented by other income (proceeds) from other (non-budgetary) sources. In this approach, the following three models are applied:

- 1) the Model of normative (per capita) state financing that involves the determination of the amount of budgetary funds depending on the amount and composition of the state task on rendering of educational services, at the same time, the financing of additional services (accommodation, meals, etc.) may occur from extrabudgetary sources. The budget funds allocated to the university as a lump sum in the form of block grants which the university distributes

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