

Andrew B. POCHTOVYUK

Kremenchuk Mykhailo Ostrohradskyi National University

FORMATION OF THE HIGHER SCHOOL MANAGEMENT IN UKRAINE

ABSTRACT: Globalization of vital processes of mankind today is associated with an increase in the importance of education in matters of self-development of people. According to UNESCO definition, education is the process and outcome of improvement of skills and behaviour of the individual, due to which he or she reaches social maturity and personal growth. The current state of society requires the identification of new approaches to terminology in the management of educational sphere, which is the basis for belief, spiritual development of the individual, and also ensures the development of the intellectual potential of society. The rapid changes that have occurred in the last decade in the life of our country due to the socio-economic and political factors affected all aspects of social life, including the education system. Relevance of study processes occurring in education, is increasing as society recognized that the transition to an information society where knowledge serves as the main social value leads to the increasing role of highly intelligent individual, able not only to accept previously accumulated scientific knowledge, but also to generalize, analyse, create a new form of advanced information technologies, services and products. That is why in recent years the reform processes are taking place in education and they aim at achieving the best world standards. Therefore, this article investigates the development and establishment of definitions of management of higher education.

KEY WORDS: higher school (HS), the management of higher education (MHE), the higher education institution (HEI), higher education (HE), doctrine, reform of higher education, the development of higher education

Methodology and aim

The methodological basis of this research is made by the complex analysis and system approach to studying of primary sources and economic literature in the field of management of the higher education. The perspective of definition of the concept “management of the higher school” is investigated in works of such domestic and foreign authors, among which: A. Shegda, N. Ponomarev, O. Marmaza, D. Levin, M. Shatok, S. Rezyuk. All of them give own definitions of the concept “Management of the Higher School”. Major case in a context of reform of the higher school management is sources and experience of formation of higher education system, in particular, doctrines of reforming of the higher school management. Above-mentioned causes need of careful and comprehensive study of achievements of the past on stories of formation and

functioning of the higher school and definition of ways of their use in the conditions of formation and development of a national education system. The vector of research is turned to the analysis of doctrines, as domestic education and international doctrines of reforming of the management of higher education.

The main material of the study

Any notion is the result of deep knowledge of objects or phenomena. To create a concept it is necessary to study the subject in all its essential manifestations. The development of a concept is always a step forward in the knowledge of the world, step in the development of science. Increasingly, scientists are interested in the essence of management of higher education. This concept is becoming increasingly popular, if earlier researchers analysed just higher school, now they investigate management, if previously everybody was interested in higher school instruction, now they increasingly turn to the concept of management. Topicality of IMS problem is conditioned by a number of specific features of higher education today. The interest of local and international scientists in the management of higher school during four decades intensified then weakened. Diversity of their views shows a wide palette of methods and forms of HS (Saimon 1995).

The definition of the management of *higher education*

Thus, R. Dim, S. Hillyard and M. Rid fix spreading ideas about the place and role of scientists and universities in society. According to their opinion, “knowledge is a new capital” is the modern fashionable concept, and “knowledge management” – the science of revolutionary order (Novikov 1995). Analysing leadership in the management of colleges and universities, A. Hoffman and R. Summers link radical shift in higher education administration with the symptom “look into the future” (Vinogradov 1999). Jose Ortega y Gasset (Yehorshyn 1997) examines the mission of universities. The monograph edited by V.L. Myeyeka, L. Hodehebre, R. Santiago and T. Karvalo covered ten countries and scholars on the dynamics of reforming management of higher education middle section. Many domestic and foreign scientists give their own definition of “Management of higher school.” Thus, M. Shatok Bill defines management as a single integrated process where all interrelated elements must work together (Shattock 2003). A. Marmaza believes that education management is a kind of management, which consists of a set of tools, methods and forms of influence on individuals and groups with the aim of effective functioning of the industry (2007). S. Resnick understands management of a higher educational institution as distributed control system with the lack of clear boundaries, it is the management on the global part of the feedback, usually via the environment, which reveals the results of higher school activity, where its image as an

educational, scientific and cultural centre is formed (2008). Many definitions of HSM are conditioned by attempts to find the essence of the HSM. However, these definitions are characterized by the failure of many researchers' points of view to determine the nature of the HSM. One of the significant deficiencies of presented definitions is the lack of a scientific approach to the selection of the type of definitions. We offer such type of definitions use as making definition by genus and species differences and genetic determination. Choosing this type of definition is conditioned by the fact that you can build a hierarchy of subordination of management and higher education, that this kind of definition makes it possible to combine the concepts and terms of logical dependence of management and HS. In this hierarchy definiendum is presented by the concept of "management"; and "higher school" is used as definiens.

Since the concept of "management" is universal its use in higher education is obvious.

Analysis of research on the theory and practice of management indicates that there is no common use of conventional concepts of "management" and "administration". Some of them overlap, some contradict one another and others are complementary. Some authors tend to equate the concepts of "management" and "administration", others make distinction between them. Obviously, the term "administration" is more general because, as a rule, the term "management" is used in cases when: The efficiency of management is pointed out, a professional activity of a director with appropriate education (manager) is discussed; the science of management is meant.

Thousands works are devoted to concept of management. Let's choose the most sign concepts (tab. 1).

Table 1

Modern scientific approaches to concept definition management

Author	Definition
A. Shegda	It is the special human activity directed on achievement of definite purposes of the organization. These are dynamically changeable in space and time, but the connected among themselves, administrative functions which purpose is the solution of problems and organization tasks (1998)
N. Ponomarev	Integrated management, provides interaction and interpenetration of basic, functional and directing subsystems (2007)
D. Levin	Act of an explanation, rationalization and legitimization of behaviour and organization actions (Allan, Hoffman, Randal, Summers 2000)

Therefore management is a theory and practice of good governance.

Doctrines of the management of *higher education* in Ukraine

An important basis in the context of management reform of higher education consists in the origins and formation experience of higher education, in particular, the

doctrine of reforming management of higher education. Development of a national system of higher education is under the concept outlined in many regulations, including: Order of the President of Ukraine „On the National Doctrine of Education” (Official... 2002). Order of Education of Ukraine “On approval of the Program of Action for the implementation of the Bologna Declaration in higher education and Science of Ukraine for 2004–2005 years “3, President of Ukraine Decree” On measures to improve the system of higher education in Ukraine” (Programme 2004), The government scientific, technical and social program” Science in Universities “for 2008–2017 (Official 2004), Law of Ukraine “On Higher education” and so on. National Doctrine of Education in Ukraine (hereinafter – the National Doctrine) defines a system of conceptual ideas and views on the strategy and the main directions of development of education in the first quarter of the XXI century.

Doctrine (from Latin. *Doctrina* – teaching) – a set of tenets which are the basis of economic, scientific, political or philosophical theories. The doctrine promotes explanation (approval) of the theory and analysis of economic production and business arrangements, reflecting the need to choose among sets of basic principles on which there may be a business relationship.

Doctrines of the management of *higher education* in America, UK and Europe

According to the Institute of International Education (IIE), English-speaking countries are leaders in the international education: the U.S., UK, Australia, Canada and New Zealand, as well as Germany and France. They accounted for more than 60% of mobile students. Consider the doctrine of national higher education system in these countries (Institute of International Education).

In America, higher education has its own characteristics compared with other countries. The U.S. education system is heavily decentralized, which contributes to the possibility of a wide choice of education – from major universities to community colleges, vocational schools and colleges. Despite the fact that the U.S. Department of Education supports and finances higher education, it is not the central government. In most cases, colleges and universities function as self-governing institutions and have considerable independence and freedom (Society and values 2005).

The most important feature of higher education in the United States is its diversity. The Government does not control or curricula or teaching methods in colleges and universities in the U.S. The role of state government is very small. And in “independent” or “private” higher education sector there is the greatest diversity of philosophical approaches to education, training programs and traditions. This sector covers about 600 small colleges and universities, including the most authoritative universities USA.

March 31, 1994 President Clinton signed the law “Goals 2000: Education America Act” (The Goals 2000: Educate America Act), which defines the doctrine of education:

- 2000 U.S. students should be first in the world in terms of mastering math and science;
- created a national U.S. Department of Education – a Policy Council at the President,
- Minister of Education and the U.S. Congress, and National Council on Education Standards and improvement of education;
- by 2000 high school graduation rate will increase to at least 90%;
- nation must drastically reduce high gap between the percentage of higher school students and students who successfully complete high school;
- the percentage of students who are competent in more than one language should significantly increase, and all students should be aware of the diverse heritage of the American people and the world community as a whole;
- all students will have access to physical education and teaching healthy lifestyles to all students are healthy and fit;
- every major U.S. business must participate in strengthening the connection between education and work;
- all workers will have the opportunity to acquire knowledge and skills, from basic to high-tech level needed to adapt to new technologies, methods and markets through public and private educational, professional, technical programs or other programs in the workplace;
- all teachers will have access to pre-service teacher education and continue their professional activities in the direction of development, which will provide such teachers with the knowledge and skills necessary to teach a variety of students with different educational, social and health needs;
- creates partnerships among local educational institutions, universities, parents and local labor, business and professional associations to ensure supporting programs and professional development of teachers.

All the above documents are of convincing character and aim to enlist national support to achieve changes in national schools.

Efforts of U.S. presidential administrations, teachers and schools are aimed at improving the moral atmosphere in the state. The U.S. recognized the leading role of higher education, declared its availability, academic freedom, determined to educate identity formation decent citizen. Doctrine Education Management USA almost fully covers all the characteristic Mission HS: identity, society, management schools and close relationship with employers (Klepko 2006). However, a problem consists in a low moral and educational potential in American schools, which is due to lower morality. As R. Heslep pointed out, „since the twentieth century, there has been a sharp increase in violations of applicable rules, including murder, drug abuse and trafficking, rape, sexual abuse of children and deceit” (Heslep 1996). A conclusion can be made that excessive

respect for individual freedom provokes a crisis in U.S. education, which affects the spiritual elite and moral atmosphere in the state.

Certainly, British universities, combining centuries-old tradition, innovative teaching methods and modern research facilities, are leaders in the field of education. Oxford University is, or in the least, close to the top of the national and global rankings. Modern development of the English educational system is determined by the educational reform in 1988, this law provides “basic curriculum” that is taught in all schools and is composed of religious education and the national curriculum. The purpose of the National Curriculum – knowledge, skills and understanding that students would be expected at each key stage training program, as well as measures for assessing students at the end of each key stage. State training program will consist of three core subjects (math, English and science), six major subjects (history, geography, technology, music, art and physical education), plus a modern foreign language.

The purpose of government is a society that studies in which all people are well-educated and able to learn throughout their lives. Our economic prosperity and social cohesion depends on achieving this goal (Success for all... 2002).

The objectives of educational reform have been formulated in such a way:

1. Satisfaction of needs, better choice:

- developing a clear mission of education: there is not one “plan” to provide training and professional development, but we must ensure that training meets national and local needs;

- strategic Planning: Development Plan of Education shall take into account the interests of local employers and citizens. One of the key elements of this new planning system should be planning skills;

- compliance with training needs: the importance of funding and training system that meets the needs of the employer. Employers are concerned that the current system is inflexible and unresponsive to their needs.

- improvement of basic knowledge: knowledge and skills sector plays an important role in providing basic skills. Because of the “Skills for Life” has plans to improve adult literacy, language and many skills in their areas;

- developing closer links with higher education: colleges and higher educational institutions should develop strong joint partnership for further progression of education;

- improvement of teaching: Government wants to ensure that the training is conducted in modern facilities with high quality facilities and equipment.

2. Teaching and learning “from the soul”:

- the quality of teaching and learning: to identify those training methods that have proven their effectiveness in the sector of knowledge and skills in order to disseminate information about them to ensure adequate training of teachers to encourage their use;

- the use of information communication technology, which involves the development of a coherent national strategy for e-learning, focused on meeting the needs of students and teachers.

3. Developing teachers and leaders of the future:

- qualifications and skills: all teachers should have professional qualifications and master new professional standards in the workplace;
- support existing education leaders and to encourage future leaders to develop the skills and ability to take on this important task;
- Remuneration of employees: further education sector must do start to reform and improve payment arrangements made.

4. Creating a framework for quality and success:

- system of accounting and reporting if the government established the presence of low quality and productivity of education, the problem should be resolved quickly and decisively;
- measures and goals for success: developing the full range of indicators to reflect the wide range of knowledge and skills that are offered;
- support and intervention into insufficiently effective colleges and other educational institutions: the government publishes clear procedures of targeted measures if the quality of educational services if test evaluated them as unsatisfactory or whose activities are cause for concern. At the same time, the state, if necessary, will provide financial and practical support for providers of educational services to improve their efficiency;
- autonomy and recognition of successful colleges and other providers of education services is important to recognize and award successes and achievements, as well as recognition of the high quality education and training and effective management institutions.

The English version of reform is the transition from „welfare” to „workfare”, ie the state cares about the welfare of the citizen to concern that the citizen has a job and he secured his welfare. Thus, the doctrine of national education management in the UK almost completely covers the characteristics Mission HS: personal development, society and governance suppliers of educational services and the labor market.

General university education in Europe is organized in different countries in different ways. Lack of Standardization at different levels of education hinders the transition of students from one school to another and recognition of their diplomas abroad. Reform of higher education in Europe began in 1998 in Copbonni and joined four countries: France, Germany, Italy and the UK. June 19, 1999 Ministers responsible for higher education from 29 European countries signed the Bologna Declaration, which pledged to reform the system of university education to its unification (Klepko 2006).

Conclusions

Now higher school in Ukraine is in a difficult situation – an attempt to break the educational and research processes. All the variety of problems facing higher school can be reduced to one – the problem of management. Because all these problems can

be solved only by management. So summing up above specified, it is possible to draw a conclusion that management of the higher school is an effective and productive achievement of the objectives of the higher school by means of optimization of human, material and financial resources, planning, the organization, the management and control of the higher education for integration of interests of the personality, society, a labour market and itself.

The analysis of materials on a subject of research allows to claim that formation and development of national system of the higher education is carried out constantly. It is defined that it is necessary to apply positive experience of functioning of systems of the higher education of the leading countries of world educational space to further successful development of domestic management of the higher education.

As a result it is revealed that the doctrine of management of formation of the USA practically in full covers all characteristics of mission of higher school: personality, society, management of higher education institutions and close connection with employers of educational space. The national doctrine of management of education in Great Britain also almost completely covers all characteristics of mission of the higher school: development of the personality, society, management of suppliers of educational services and labour market. Advanced approach to management of the higher school surely has to solve problems and include positive experience of reforming of the higher education abroad in the doctrine of a development of education of Ukraine. Now, when the theory of economy and knowledge when the intellectual capital comes out on top develops, the role of the highest, the purposes and tasks which put before management of the higher school changes, the structure of knowledge which the higher school therefore this subject is inexhaustible gives changes and demands continuous research and monitoring.

References

- Saimon G. and others. *Management in Organizations: The Abridged translation from English. From the 15th edition* / Saimon G., Smytburh D., Thompson W.: Gen. editing. and entered of article: A.M. Emelyanov, V.V. Petrov. – Moscow: Economics, 1995. – 335 p.
- Novikov A.A. Rationality in its origins and lost / A.A. Novikov // *Problems of Philosophy*. 1995. – № 5. – p. 48–59.
- Dictionary of Russian: 80,000 words and idiomatic expressions / Russian Academy of Sciences. Institute of Russian V. Vinogradov. – Fourth edition, enlarged. – Moscow: Azbukovnyku, 1999. – 944 p.
- Yehorshyn A.P. *Human Resources* / Yehorshyn A.P. – N. Novgorod: Nimb, 1997. – 607 p.
- Shattock Michael *Managing Successful Universities*/ Publisher: Open University Press. – 2003. – 175 p.
- Marmaza O.I. *Management in Education: Roadmap head* / O. Marmaza. – Kharkov: Publishing group “Base”, 2007. – 448 p. – (Series “school administrator”)
- Rezyuk S. *Management of Faculty*, Moscow: INFRA-M, 2008. – 640 p.
- Shehda A.V. *Fundamentals of management*. – K.: “Knowledge” KOO, 1998. – 512 p.
- Ponomarev N.L. *Educational innovations. Public policy and management*. – M.: “The Academy”, 2007. – 203 p.
- Allan M. Hoffman, Randal W. Summers. *Managing Colleges and Universities: Issues for Leadership*, Bergin & Garvey, 2000, 221p.
- Official Bulletin of Ukraine from 03.05.2002. – 2002, № 16, article 860, Code Act 22250/2002

Programme of Action for the implementation of the Bologna Declaration in Higher Education of Ukraine for 2004 – 2005 years: Approved by the Ukrainian Ministry of Education from 23.01.2004 № 49 / / Education. – 2004.

Official Bulletin of Ukraine from 05.03.2004 – 2004. – № 7, Article 392, Code Act 27819/2004

Institute of International Education – [Electronic resource]. – Mode of access: <http://www.iie.org/>

Society and values. Colleges and Universities in the United States / / U.S. Department of State. Bureau of International Information Programs. – United States, Washington: Izd: ejournalUSA@state.gov, November 2005. – 63 p. [Electronic resource]. – Mode of access: <http://www.america.gov/publications/ejournalusa/1105.html>

Klepko S.F. Philosophy of Education in the European context. – Poltava: POIPPO, 2006. – 328 p.

Moral Education for Americans. Author: Heslep R.D. Source: Journal of Criminal Justice, Volume 24, Number 2, 1996.

Success for all – Reforming further education and training, June 2002. – [Electronic resource]. – Mode of access: <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/ACF9728>

