

THE STUDY OF THE MANAGEMENT OF THE QUALITY OF EDUCATION IN INSTITUTIONS OF GENERAL SECONDARY EDUCATION: HISTORICAL ASPECT

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Summary

Research relevance is caused by the fact that education is realized as an educational service and the quality of education is studied as an accordance to educational standards and personal demands. The aim of the article is to justify and bring to life philosophical-pedagogical aspects of education management formation in Ukraine and in the world. It was found out that all aspects of education management development are important, however in regards with our research quality is seen as:

- a) Absolute notion – it is a standard;
- b) Relative meaning – it is means of defining the appropriateness of the standard result;
- c) Category which is the complex of object's qualities and corresponds the requires, demands and norms.

Different approaches to defining education quality were analyzed, namely with the help of studying pedagogical-philosophical works of various scientists. Philosophical-pedagogical aspects of education quality management in secondary education institutions were revealed. It was emphasized that employees' activity on the base of principles of general quality management facilitates constant increase of education quality, approving objective managing decisions, interest of every participant of the process and responsibility for the result. It was found out the education quality management at present is considered as a continuous process of interaction of managing and managed systems, aimed at providing availability of qualitative nursery, primary, basic and secondary education in the educational system due to creating the conditions of functioning and development of general educational system.

Key words: education management, quality of education, formation of education quality, secondary educational institution, quality management.

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1. Introduction

At the end of the 20th – beginning of the 21st centuries modern society, developing on the way from quality of goods to the human quality, from the quality of education and so on – to the quality of life (A. I. Subetto), entered a new civilization which got the name “civilization of

life's quality" (*Omarov A. M., 1984*). Due to this intellectual-educational potential of a person gets significant meaning. Because of this the problem of quality of education becomes one of the most important issues in modern social-economic situation in society's development.

In "Dictionary of the Ukrainian language in 11 volumes" edited by Ivan Bilodid quality is defined as "a level of worthiness, value and availability of something to be used as supposed to" (*Slovnyk ukrainskoi movy*). According to H. V. Kozachenko, the notion of quality is considered on the one hand as a philosophic category, and on the other hand as an industrial problem. We assume that all these aspects are important, however, concerning our research quality is regarded: a) as an absolute meaning – it is a standard; b) as a relative meaning – it is means of defining responsibility for the result of the standard; c) it is a category which is a combination of an object's characteristics and corresponds the demands, requirements and norms.

Analyses of the last research and publications. In modern scientific- pedagogical literature management is studied from three points: as an activity (M. Oksa, K. Oleksenko etc.), as an influence of one system on the other one or by one person on another or a group (H. Tymoshenko, S. Polishchuk, etc.), as subjects' interaction (F. Tailor, Anri Faiolta etc.). In the first case it is not supposed that during an activity subjective experience of the participants of the educational process changes. While D. Francis calls management a targeted activity of all subjects, which ensures formation, stabilization, best functioning and definite development of secondary education institution. In the second case the subject – the sense of management – is not taken into consideration. For example, H. Shvalbe defines management as conscious purposeful influence on behalf of subjects, authorities on people, educational, economic and other objects that exist to direct their actions and get supposed results (*Bondar V. I., 1987*).

2. The purpose and objectives of the article

Aim of the article is to justify and find out philosophical-pedagogical aspects of developing education quality management in Ukraine and the world.

Due to the defined aim the following **tasks** were set:

1. To analyze different approaches to defining quality, particularly the quality of education, with the help of studying pedagogical-philosophical works of various scientists.
2. to reveal philosophical-pedagogical aspects of managing quality of education in secondary educational institutions.

3. Research findings

First the category "quality" was analyzed by ancient Greek philosopher Aristotel. In his research the scientist put the bases for understanding quality as type difference of the essence and its characteristics: "None of the characteristics can exist apart from the nature or can separate from the essence" (*Chanshev A. N., 1981*).

Later on, the category of quality was studied by philosophers of different directions (mechanistic outlook – R. Descartes, J. Locke, T. Hobbes; German classical philosophy – I. Kant, G. Hegel, L. Feuerbach; Marxist materialistic direction – K. Marx, F. Engels). The founder of German classical idealism Immanuel Kant considered reality, denial and limitation as "quality". Another German philosopher G. W. F. Hegel stated that "quality, first of all, is identified as being of direct certainty" (*Hehel H. V. F., 1970*). It is a category of ultimate which takes place only in the nature.

Therefore, from philosophical point of view quality is an objective definition of a thing or a complex of thing's characteristics, appropriate only to it and even to the objects similar to it.

Due to industrial development in the 20th century various aspects of the concept “quality” appeared: economic, social, personal, management etc. Not only the quality of material objects but also the quality of services become the targets of studies. There appeared the concept of “life quality” which characterizes the level of population’s development. Nowadays UNESCO defines the rating of countries to this index.

Analyzing the meaning of the category “quality” in main foreign scientists’ understanding, H. V. Kozachenko gives the following data in the textbook “Arranging the information supply of estimation of the effective enterprise management. Economics and management” (Kozachenko H. V., 2006).

Chart 1

Foreign researchers’ approaches to defining the category “quality”:

Author	Defining the meaning “quality”
W. Shewhart	Difference between objects. Differentiation due to the quality “good – bad”
J. Juran	Suitability for the usage (accordance to the purpose). Subjective side: quality is a level of consumer’s satisfaction (to realize the quality the manufacturer must find out about the demands and make the product so as to meet these demands)
A. Feigenbaum	The quality of the product or the service can be defined as a general complex of technical, technological and operating characteristics, with the help of which a product or a service will meet the consumer’s demands while using them.
J. Harrington	Quality – is satisfying consumer’s expectations at the price he can afford while having a need. High quality – exceeding the expectations of the lower price customer which he predicts.

Analyzing modern theories, we highlight various types of quality depending on the feature:

- 1) quality as outer or inside certainty (depending on the way of expressing);
- 2) natural, social, spiritual qualities (depending on the essence of owners);
- 3) functional and systematic quality (due to the study approach).

Main aspects that define the level of awareness and understanding the meaning of the category “quality”, according to S. V. Polishchuk are:

- 1) person’s outlook marks, their moral values;
- 2) social bases, e.g. conditions of life and person’s creativity in the society they live in ;
- 3) psychological cause – person’s satisfaction with life, creativity and certain activity conditions;

4) technological cause which determines the value of materials’ quality, the quality of projects, technologies, personnel to get the result product of organization activity that will satisfy the consumer (Polishchuk S. V., 2021).

In Ukrainian culture and pedagogics quality was firstly connected to spirituality and human moral. In “Teaching children” by Volodymyr Monomah it was given the list of rules for the descendants: “Do not be lazy in your house but be observant, do not rely on a tiun or a youth so that those who come to your house do not laugh at neither your house nor your dinner. Having joined a war do not be lazy or depend on voivode. Do not omit neither drinking nor eating, nor sleeping ...” (Volodymyr Monomakh, 2006).

A significant role of understanding multi aspects of the category “quality” have the categories “social quality” and “life quality”. Social quality realizes in the conditions, activities and

is implemented through people's relations. Its most important components are society's quality, person's quality, spirituality, mentality, life quality. Spiritual life of a person is connected to gaining knowledge, bringing up, developing creative skills, family-relative life – with providing healthy lifestyle and reproducing a family.

At the end of 20th – beg. of 21st centuries the most widespread was considered H. Viktorov's definition which defined quality as a category that describes a complex of attributes and characteristics of an object which belong its ability to satisfy set and foreseen needs.

According to F. I. Hmel, in the sphere of education the category "quality" reflects objective characteristics of properties, "quality definition" of education and has modal meaning (indication at the level of object's perfection) (*Khmil F. I., 1995*).

While analyzing it was found out that "education quality" in philosophical studies is connected with personal development, bringing up spiritual qualities, and can be applied to different models of educational practices (e.g. to Montessori system). In fact, it is a synonym to the word "education" and does not carry any evaluation.

In the history of pedagogics, the category "education quality" appeared in the 20th century (before this verbal evaluation of education quality had been used: studying is good, excellent, average etc.). in the pedagogical literature of that time the problems of studying and personality development were researched, attention was paid to physical (P. F. Lesgaft, D. Lokke, J. H. Pestalozzi etc.), points of personal moral improvement, student's self-development (Y. A. Komenskyi, K. N. Ventsel). Famous researcher of the problem of education quality O. M. Omarov calls the category of "education quality" not classic, meaning ambiguity and its multidimensional contents which includes not only regulative-legal demands to education and historical-cultural traditions, but also theoretic-methodological principles of establishing educational systems (*Kutsenko A. V., 2006*). V. I. Bondar points out various types of education quality: quality absolute and relative; external and internal systematic-social quality; quality in comparison with expenses and spent resources; quality potential and real; quality of processes, types of activities, results quality, management quality; quality of different levels of pedagogical (educational) systems; quality in the meaning of its dynamics (*Bondar V. I., 1987*). Besides, education quality is linked to subjects' professionalism educational activity.

Analyses of scientific-pedagogical literature allows us to have disappointing conclusion: in existing approaches education quality is mainly estimated for the results in which the main place is given to their cognitive aspects. At the same time, it is worth mentioning that quality is not the end result but it is the quality of educational process. On the one hand, education quality can be seen as a degree of corresponding the level of school-leaver's erudition to the existing demands; on the other hand, it is the quality of educational system itself, that is the system's characteristics which guarantee (this way or another) achieving the supposed result.

Therefore, researching the subject of education quality on historical-pedagogical point of view, we study its main characteristics: effective, procedural and systemic.

Some scientists (Plato, J. O. de la Mettrie, Erasmus Rotterdam, P. H. Holbach etc.) affirmed that a ruler should be a philosopher. Nowadays a similar thought is expressed by O. Kirkebi: "Not philosophy should define the range of manager's tasks, but the manager himself must be a philosopher in a way" (*Kuchynska I. O., 2019*). In other words, a manager should have professional knowledge and skills as well as thinking skills. Foreign experts on education quality and also the founder of scientific management F. W. Taylor highlighted that their opinions were the philosophy of quality. Accordingly, new perception of quality is an important reference point of the world community's development. As management we understand defining

the aim and the fact of reaching it with the help of forecasting, planning, making decisions, controlling and regulating.

In modern scientific-pedagogical literature management of education quality is considered from three points: as an activity (Z. Riabova, H. Tymoshko etc.), as influence of one system on another or one person on another or a group of people (V. V. Kutsenko, H. V. Kozachenko etc.), as subjects' interaction (I. O. Kuchynska, S. V. Polishchuk etc.). In the first variant it is not said that during an activity subjective experience of the participants of educational process changes. H. M. Tymoshko calls education management a goal-oriented activity of all subjects which ensures formation, stabilizing, optimal functioning and definite school development. In the second case, subject-object nature of management is not taken into consideration. For instance, H. Tymoshko defines management as conscious goal-oriented influence from subjects, authorities on people, educational, economical and other objects which is carried out to lead their actions to get desirable results (*Tymoshko H. M., 2004*). In the third case mutual change of objects and the process of interaction is supposed.

Forming quality management as a separate sphere of knowledge occurred in the first part of the 20th century. First it was defined as a purposeful influence on groups of people for organization and controlling their activity in the manufacturing process.

The founder of scientific management control and managing education quality Frederick Winslow Taylor established system cycle of management: Plan – Do – Check – Action where check means measuring and analyzing results and do – carrying out necessary correction if the gained result does not correspond the planned one. The founder of quality management, Walter A. Shewhart, suggested to replace Taylor's approach (detailed control of products' quality) to the technique of providing technological processes stability. Shewhart's idea about necessity of permanent improvement of product's quality later was developed by his student W. E. Deming introducing into practice of industrial management using the cycle PDCA which got the title "Shewhart-Deming's method" or "Deming's cycle". The scientist believed that in managing the quality of any activity and the quality of its activity's result process approach is necessary, that manufacturing must be considered as a system and complete responsibility lies on the manager.

The concept of general quality management is shaped on the main approaches of Taylor, Shewhart and Deming: quality of results, processes and conditions that is a methodological base of realizing education quality. Philosophy of total quality management (TQM) means that the quality system due to the version of standards ISO series 9000:2001 – that is the system with goal setting to provide necessary quality for the consumer but with minimum expenses. The sense of modern concept of TQM is to apply the management principles which lead an enterprise to success:

1. Consumer orientation. Education institution depends on its customers, that's why it should determine educational services consumers, their demands and try to surpass the consumer's expectations which requires marketing research.

2. Main role of educational institution's management. Each head provides unity of the directions' aim of educational institution activities, creates the conditions for including the staff to achieve these aims. School's managing staff takes part in the process of ensuring the quality of basic education.

3. Involving all the staff of an educational institution. Involving the staff in the work of improving education quality occurs through obtaining qualification in the sphere of managing education quality and facilitates supplying quality educational services by the institution.

4. Making managing decisions taking into consideration facts but not thoughts. To make decision objective and truthful information, which is based on the data analyses, is applied.

5. Systematic managing approach. Given approach is based on revealing, understanding and managing interconnected processes as a system.

6. Permanent improvement of education quality through systematic carrying out of monitoring research, analyses and correcting disparities.

7. Mutually beneficial relations with suppliers. Educational institution and suppliers are interdependent, relations of mutual benefits raise their ability to achieve their aims as for improving the quality of educational services.

8. Procedural approach in management. To develop educational institution defines interconnected processes and manages them. Frequently the result of one process makes the condition of another one. Desirable result is attained more effectively when appropriate resources and activities are controlled with the help of different processes. For this aim demands to an educational institution and bringing up process are worked out, scientific-methodical work is regulated, improving staff's qualification is organized etc. Duties sharing as for managing processes is carried out (who heads one or another type of activity, who provides, who controls, who analyses).

Comparing traditional principles of management and total quality management (TQM), the following can be inferred:

Chart 2

Traditional management principles	Principles of total quality management (TQM)
Satisfying needs (demands) of a consumer	Satisfying requests (demands) of a customer, <i>organisation's staff, society and the state</i>
Planning, providing and control of product's quality improvement in <i>cyclic mode</i>	Planning, providing and control of processes and system's quality improvement in <i>continuous mode</i>
Developing <i>correcting</i> influences	Developing <i>preventing</i> influences
Teaching managing quality <i>department workers</i> , which ensures control of product's quality	Teaching managing quality all the <i>всёго organization personnel</i>
Delegating the functions of providing quality to <i>the quality control department</i>	Delegating the functions of quality management to <i>all organization workers</i>
Solving <i>urgent and current</i> issues in the sphere of quality	<i>Regular revealing</i> and solving the problems in the sphere of quality, planning quality
Fulfilling individual tasks by <i>every</i> employee	Coordination and interaction of <i>all</i> employees while realizing the tasks in the sphere of quality
<i>Methods and ways</i> , their discussion are the main in employees' activity	Activity is aimed at the result, to which effective <i>actions</i> lead
Decisions are made on the base of <i>thought</i>	Decisions are made on the base of <i>facts</i>

As we can see, organization employees' activity on the bases of total quality management principles promotes permanent improvement of product's quality, approving objective management decisions, interest of every participant of the process and responsibility for the result.

In pedagogical science there is also a conception of quality management. Education quality management is considered as a goal-oriented process on the causes on which the quality

depends. To the factors of functioning and development of modern education, with which researchers and practitioners link its quality, S. V. Polishchuk refers aims and “philosophy” of an educational institution; the content of education and its schedule-methodical supply; school structure, forms of organization and technologies of educational activity; planning, control and measuring the results of education; educational personnel, their qualification, prestige and motivation of work, ability to professional team communication; economic effectiveness and investment attractiveness of educational institution; choice of direction, technology of carrying out and expertise of pedagogical innovations and projects; educational policy, regulative-legal bases, standardization and connected to it licensing and accreditation of educational institution; quality management; information technologies, educational schedules’ quality; scientific sense and the process of education; developing skills of pupils self-studying, self-organizing; scientific-methodic creativity, effective educators’ authorial systems; interaction of educational institution with social-cultural (in particular international) surrounding; independent expertise of the results of educational institution’s activity (Polishchuk S. V., 2021). System of managing the quality the scientist studies on three levels: school, teacher and student. Interaction of all these levels, each of them contribution in a general result provides the quality of school’s educational activity (Polishchuk S. V., 2021).

Thus, education quality management – is management oriented at the result which corresponds people’s needs, society’s and state’s ones.

From the above, it can be inferred that education quality management on a modern level is a constant process of interaction of managing and managed systems, aimed at proving affordable high-quality education on all its levels.

4. Conclusions and prospects for further research

Scientific literature analyses on education quality management allowed to find out that:

1) from philosophical point of view any object has quality to the extent of the essential definition and quality is perceived as education itself(in Ukrainian philosophy these are person’s moral qualities, spirituality);

2) from pedagogical point of view the aim of education is person’s development, which, to some extent, is connected to education quality as an estimation of educational activity and bringing up best personality qualities.

The category “education quality” includes the quality of result, the quality of educational process, the quality of conditions (food, healthcare, medical service etc.) and the quality of educational system. In other words, education quality is a part of life quality. In connection with the fact that nowadays education is understood as educational service education quality is studied as conformity to education standards and person’s demands. Herewith, for each level – regional, institutional, local – there defined the elements which form education quality.

Education quality management supposes management as an activity aimed at the result, and as an interaction of different sub-systems which is significant to our research. In the context with the above mentioned, the category “managing education quality” is defined as a continuous process of interaction of managing and managed systems, aimed at providing affordable quality nursery, primary, secondary and high education in the educational system through creating conditions for functioning and developing the whole educational system.

The article does not concern all the aspects of the researched subject. **The further promising** aim we consider studying the pre-conditions of developing education quality management from the psychological-economic point of view.

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