

FACTORS OF COMPETITIVENESS OF UNIVERSITIES UNDER GLOBALIZATION OF EDUCATIONAL MARKETS

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Abstract:

We define modern requirements for university education, factors affecting the competitiveness of universities under globalization. The role of Ukrainian universities in ensuring of the competitiveness of the national economy is characterized. We propose to take into account the national peculiarities of social development in developing competitive strategies of universities.

Key words: competitiveness of university; competitiveness rankings of universities; standards of higher education; Competitiveness strategy of university.

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1. INTRODUCTION

The development of market relations in Ukraine is changing the role and importance of higher education institutions, forced to adapt their activities to the needs of the market leaders in providing innovative development of national economy, to be responsible to society for the quality of training, their compliance with the current requirements of economic development, contribute these university institutions in the development and reproduction of the human capital, increasing innovation and technological potential, as well as the efficient use of public funds.

In the process of post-socialist market economic transformation of the global education market increased competition due to new opportunities of national universities to offer educational services and increasing of demand for education received abroad. Initially, the defining characteristic of growing demand for overseas education in Ukraine are such as cost and terms of training and accommodation of students, availability of entry with simplified rules to obtain an applied knowledge and to a first job abroad and so on. Only to a limited number of applicants falls a chance to study in prestigious universities with the highest world level and first places in the ranking of competitiveness.

However, dynamic changes in technology, communication, access to information, provide national universities chances to improve their competitiveness.

2. MODERN UNIVERSITY EDUCATION REQUIREMENTS

Such well-known centers as The Center for Studies in Higher Education at UC Berkeley, The Center for International Higher Education (Boston College), The Center for Higher Education Policy Studies (School of Management and Social Sciences at the University of Twente) The Center for World-Class Universities of Shanghai Jiao Tong University, QS (London), ARWU (Shanghai), Times Higher Education (London), The Top American Research Universities (USA) and others conduct researches of competitiveness.

The modern concept of international competitiveness of universities is the idea of “quality engine”, according to which the University should supply itself with “premium fuel” that consists of teachers, researchers, students, available resources and the ability to attract income from tuition,

endowment grants and to commercialize research results through patents, licenses, royalties, whether in the form of targeted state appropriations, etc. [1].

Great importance is attached to ensure a high level of internal academic quality through the involvement of the most productive in research terms professors and teachers, talented students, and creating best quality of academic and cultural environment of the university, as well as effective administrative management [2, p. 7-8].

American scientist F. Altbach identifies key characteristics which a university should have:

- Providing breakthrough research, that can be accepted by the scientific community worldwide, assessed and distributed;
- Availability of first-class professors who are considered to be the main link in the system of university research;
- The adequacy of resources and favorable conditions of work at the university, which allow the most professional teaching staff consisting of professors and lecturers;
- Academic freedom and atmosphere of intellectual excitement that should prevail in the university environment;
- A transparent and effective system of university management, monitoring scientific community the university academic life (practices and procedures of students' entry to university, training programs, qualifications and criteria for awarding degrees, making appointments for new professors, the main directions of academic work);
- Adequate facilities for research, availability of best available university world-class equipment, laboratories and libraries, which generally allow creative research, to establish an innovative process of teaching disciplines. [3, p. 5]. Current requirements relating to the status of the institution, guaranteeing such guarantees as graduates continued access to social prestige and income [4, p. 1-2].

The defining determinants of competitive status of universities are the research level or the competitiveness research. A. Tech in his paper "Research competitiveness and national policies in science" (2001) defines it as follows: "on the one hand, the answer is simple: more grants, larger grants and more money for research. But while for university administrators and politicians these categories are goals to be achieved, for the teaching staff and researchers they are rather the ways in which they can provide more research results, publications, including the most cited, and achieve a greater degree of recognition of scientists and institutions that they represent" [5, p. 7].

The competitiveness of universities is due to competitive advantages in scientific research, educational services and implementation of important social problems of society. The great importance in keeping the high competitive status is the nature of competitive advantage, that is achieved by higher education institution by certain factors. In international university competition for leadership the most defining factors are:

- high-performance intellectual capital that can generate unique results of scientific research (talented researchers, teachers and students);
- developed material-financial and infrastructural framework that provides high-performance research and highest educational standards;
- transparent and efficient management system based on the principles of academic freedom and university autonomy, so active all domestic productive capacity of universities;
- institutional and financial support from the government, aims to promote the modernization of the university sector, the development of a globally competitive university institutions.

Current evaluation of Ukrainian universities is focused not only on determining the quality of education, but also on calculation of the impact of universities on economic development through: a comparison of revenues and expenses of universities with a ratio of funding from public and private sources, the structure of expenditure on education and the proportion of schools in GDP; characteristics of universities as employers estimate the number of employees at the university and jobs, employment among university graduates; taking into account innovation, including the innovative research and implementation of the results, creating an innovative ecosystem of platforms for interaction between investors and researchers, etc.; positioning universities as a factor

of development of the region or city from the analysis of the impact on employment, the development of local small and medium enterprises, attracting students to the region, visitors activities organized by the university, promoting community [8].

3. THE ROLE OF UKRAINIAN UNIVERSITIES IN PROMOTING NATIONAL ECONOMIC COMPETITIVENESS

In the ranking of global competitiveness of 140 countries Ukraine occupies 79th place, including in terms of coverage of higher education - 14th place, according to the university and business cooperation in research and development - 74 place; the availability of scientists and engineers - 29 place, the number of patent applications - 50 place [8]. In terms of global innovation index Ukraine in 2015 occupied 64 place, spending on education 6.7% of GDP (18th place in the ranking). The number of graduates of technical specialties is 25.6% (20 place), the costs of research and development - 0.8% of GDP (44th); Hirsch index (number of citations) - 43 place.

In the ranking of innovative countries (Bloomberg) in 2015 Ukraine ranked 33 place. The share of the state budget in the structure of university funding is 69% [6]. Total expenditure on higher education in Ukraine in 2014 amounted to 2.9% of GDP, public spending - 1.8% [7]. Higher education institutions 69% have mastered the state budget and 31% of private sector [6]. The proceeds of Ukrainian universities consist almost 100% only of state funding and tuition fees.

In the world ranking only 6 Ukrainian universities are represented. They took places starting with four hundred:

1. Taras Shevchenko National University of Kyiv took 421 place.
2. Karazin National University of Kharkiv - 481 place.
3. National Technical University of Ukraine "Kyiv Polytechnic Institute" – 551 place.
4. State University of Sumy - 651 place.

5. National Technical University "Kharkiv Polytechnic Institute" and Donetsk National University, who shared the 701 place in the rankings.

Rating of higher educational institutions "Top 200 Ukraine" - 2015 was carried out using an aggregate indicator (integral index), which is formed on the basis of indicators of direct measurement (80%), expert assessment of the quality of training university graduates representatives of employers and the academic community (15%), and using international scientometric and web metric data (5%). The integral index is represented by three components: quality of scientific and educational potential, quality of education, international recognition. First place in this ranking took: Taras Shevchenko National University of Kyiv, National Technical University of Ukraine "Kyiv Polytechnic Institute", Karazin National University of Kharkiv, National Technical University "Kharkiv Polytechnic Institute", National University "Kyiv-Mohyla Academy", National University "Lviv Polytechnic". Yriy Fedkovych National University of Chernivtsi took 26th place.

Determination of the integral index of quality of higher education, which is their rating, primarily due to the need of mutual recognition of study programs and universities in the Bologna area. It also caused by labor market needs, with the aim of targeting graduates of various universities, and students and their parents in the choice of future studies. Continuous determination and publication of university rankings and generating healthy competition among them, thereby increasing the quality of their work.

In market terms the problem of universities "survival" has economic meaning. Expenses of Ukrainian universities consist 67.7% of public funds, 1.1% - of private firms and 31.2% - household spending. Of these, 90.2% (or 30 422 939.2 thousand UAH.) goes to education services; 0.9% - administrative services, utilities, finance, travel, construction and maintenance (capital expenditures); 4.7% - for food services; 1.7% - on financial services (population transfers, scholarships, subsidies, current transfers, capital transfers); the rest - equipment, books and stationery, medical and transport services [6].

The competitiveness of universities depends largely on the potential employment opportunities

for graduates. From universities of Ukraine in 2014 graduated 484,482 persons, of which 27.7% received direction to work. However, there is a lack of specialists training structure to needs of the labor market, that leads to difficulties in employment of youth and growing youth unemployment. According to the State Employment Service as of July 1, 2015 the number of people who were unemployed and registered in the State employment service within one year after the end of higher education institutions amounted to 5.4 thousand. Of the total number of graduates had education - more than a third qualification of junior specialist, one in four - specialist, 18% - masters and almost 19% - bachelor. One in three unemployed from among graduates educated in "Economy, Commerce and Business", 15% studied the field of "engineering", almost one in ten - in "law", in the areas of "medicine" and "humanitarian science" had the education to 7% of graduates [8].

In 2013 Ukraine has become a leader among the countries participating in the Bologna process in the share of persons with higher education: in 25-34 degrees with 54.2% of citizens. In comparison, only 37.3% of Europeans in this age graduated from universities. However, even in the presence of diplomas, ukrainians indicate the presence of a number of acute problems, recognition of diplomas majority of higher education institutions in the world; teaching mismatch to market requirements; low quality of education; student government inefficiency.

Ukraine has a high rating in certain areas of education. According to the findings of the latest global competitiveness report Klaus Schwab (The Global Competitiveness Report 2014-2015), in the quality of mathematics education Ukraine occupies 30 place in the world. Singapore ranked first. With a large margin Ukraine advances countries, where often ukrainians go to study - Austria took 37 place, Sweden - 49, Poland - 50, Russia - 59 place. The relatively high position - 43 place - Ukraine took in general global talent Index (Global Talent Index). This score indicates good prospects in terms of innovation and high level of intellectual capital.

Of great importance is the development of forms of interaction between business and universities, creating research laboratories, centers of knowledge parks; cooperation of institutions supporting entrepreneurship of universities; a fund research (co-financing business); development of training programs; evaluation of the quality of training and so on.

4. CONCLUSION

So, the question is to improve the quality of education. According to the Berlin Declaration, accepted on 19 September 2003 by the Ministers of Education of the Bologna process member countries ENQA, "standards and guidelines for quality assurance of higher education in the European Higher Education Area" were developed [9]. This document is going to be the basis for the construction of internal and external evaluation and quality assurance and accreditation of education in Ukraine.

In Ukraine, the most important processes that will influence the content and structure of higher education in the near future include:

1. Globalization of education will lead to a need to review the principles of existence and ideas about the role of specific regional universities and higher education systems. Global standards, that represent global and regional rankings of universities, lead to standardization requirements.

2. Universities make transition from elite to mass higher education. This is an objective requirement of time. However, this trend may mean some reduction status of most universities. Therefore, an important area to maintain their competitiveness must be the development and dissemination of new technologies, that are changing significantly, and also the teaching methods. These changes require a substantial rethinking of the place of universities in society, forms and methods of work, structure and content of educational, scientific and other applications.

3. To improve its rating and maintain competitive advantage universities have to form a competitiveness strategy. The objective basis of this strategy should be the strategic analysis of internal strengths and weaknesses of the university and external factors that can contribute (create additional opportunities) or restrict (threaten) efficient development.

4. Managers must clearly understand the purpose of the University, its values, strategic objectives, indicators against which progress will be evaluated to realize the benefits it can position in the educational market compared with competitors.

5. Under current requirements, universities should be the centers of culture, knowledge and research that create, study, evaluate and transmit culture through research and education. Their important tasks also include: spreading knowledge among the younger generations; providing future generations of education and training; preserving the traditions of humanism.

6. National competitiveness evaluation of universities should be based on maintaining their specificity that can provide competitive advantage of these universities. Thus, the European Association for Quality Assurance in Higher Education (ENQA), which includes 40 agencies from 20 countries [10], characterized by a diversity of political systems, higher education, socio-cultural and educational traditions, languages, aspirations and expectations. That is why it is impossible to match the quality, standards and quality assurance from the standpoint of a universal solution for all. In formulating standards as well as recommendations preference should be given to general principles rather than specific requirements. This may be universally acceptable at the initial stage and actively promote the convergence of various professional communities that make up the European Higher Education Area. Common standards should be widely perceived at the national level in most countries of the Bologna process.

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