

FEATURES OF ADMINISTRATION OF HIGHER PROFESSIONAL EDUCATION

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Abstract: Management of higher vocational education is multi-layered and multi-content, as it has a wide range of beneficiaries. It is not limited within one university and manifests itself in the extra-university environment as well. The article interprets the features of higher education management and the key outcomes emerging in the management hierarchy, proposing a harmonization of regulatory influence in different areas and a comparable measurement of managerial implications using relative indicators.

Keywords: higher education, beneficiaries of higher education, management goals, hierarchy of education management

JEL code: G28

Research goals: based on the key objectives of the organization of higher education, identify the features of management of education services

Research novelty: a hierarchy of higher professional education management outcomes was developed according to beneficiaries

Introduction

The definition of management receives different interpretations in the professional literature, but, as a rule, it is considered as a regulatory influence to achieve specific goals. And that influence required special skills and abilities, the whole of which can be shaped as the art of management. If management, i.e. regulatory influence on activities, is not carried out, then it will not be clearly recorded what the goals are, how they can be achieved, who will achieve the intended goal? The process of implementation of the targets, who will monitor how they are implemented and, ultimately, who will make decisions that will be key in achieving the goals? [1, p: 5].

Higher professional education, which is an integral part of public life, is currently facing serious management problems. Today, the professional education market has become very competitive both within the countries and in the international arena, and in such a situation, universities are trying to make the educational system more manageable in the whole process of "recruitment of applicants - training - leading graduates to the labor market".

Research results

Naturally, various beneficiaries are also interested in the results of higher education institutions, whose range is much wider, starting from state agencies to households, or from professorial staff of universities to employer representatives from the labor market (see Figure 1.). It is precisely with such a variety of beneficiaries that the peculiarities of the management of higher professional education are determined [2, p: 62].

Any management process begins with planning, and it is here, that the objectives of the beneficiaries of higher education, being diverse, may not even coincide, thereby complicating the management process. Thus, the RA Law "On Education" states the principles of the state policy in the field of education, aiming at the formation of a person with proper professional training and comprehensively developed, born with the spirit of patriotism, statehood and humanity through education. [3, art: 4]

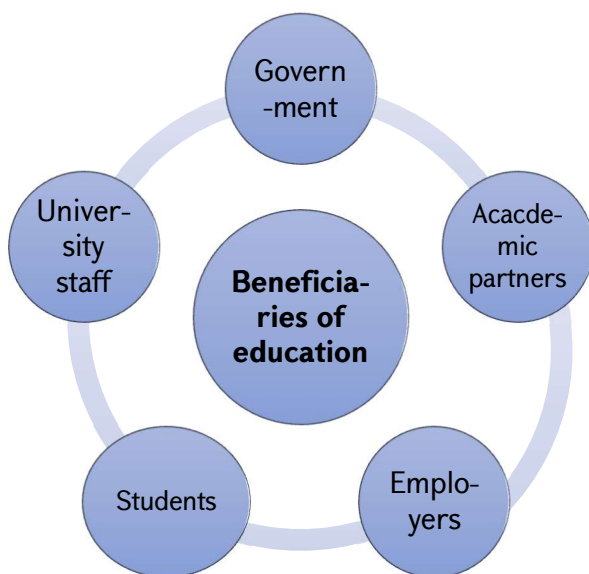


Figure 1. The scope of beneficiaries of higher professional education⁴

In their turn, employers have different expectations from the higher education process, rather they have the perception of

⁴ Composed by author

training capable graduates in line with the requirements of the time, with the aim of improving the competitive positions of existing organizations in the market by employing them [4, p: 117].

The goals of higher education management are also somewhat different in the scope of university staff, where the professorial staff expects the administration to increase the number of students, improve the financial condition of the university, secure jobs and stable remuneration from the effective management of the university administration.

And in the process of management of the university, the students show more goals in the acquisition of competitive professional skills and abilities in line with the time, by which they will become more demanding in the labor market and after graduating from the university, they will secure higher working incomes.

Academic partners operating outside the university (research organizations, cooperating universities, NGOs, quality control public structures, etc.) give other goals to the management of higher education, which are mostly interested in the field of quality university activities, when transferable academic credits are mutually recognized, implemented are joint research programs, rating scales of universities' activities are developed and published, etc. [5, p:12].

Therefore, it can be stated that the objectives of higher education management are multi-layered, arising from the expectations of many stakeholders, as a result of which the objectives of education management should be adjusted in such a

way that harmony is formed between the demands of all stakeholders.

Organization is also one of the most important components of higher professional education management. The achievement of any goals in the field of management cannot take place without organizational work, within the framework of which the resources ensuring the achievement of goals and their purposeful application in the managed areas are provided. In this sense, higher education management also has its own characteristics.

Thus, the sources of financing for the proper organization of educational activities are not similar and they can be both public and private. The collection of human resources when organizing an educational process is also special, because the professorial staff with its qualitative characteristics is formed in the university over a long period of time, and the management shows a special approach to the regulation of their activities.

Universities also strive to operate within the framework of autonomy and academic freedoms, as a result of which specific management approaches are manifested. Thus, the expressions of "participatory management", rather than centralized, are recorded in universities, when students, teaching staff, and even representatives of external affairs participate in the management of the university on a "bottom-up" basis.

The features of higher education management are also established in the process of supervision. The supervisory functions of university management are not assigned only to the university rectorate, but are carried out both within the university (internal quality control departments, educational councils, academic

councils) and to external structures (authorized body of Ministry of Education, National Center for Quality Assurance). Thus, the "National Center for Quality Assurance of Professional Education" Foundation is an independent structure authorized by the government of the Republic of Armenia to carry out state accreditation in the field of education. The Foundation conducts external evaluation of quality assurance in professional educational institutions through institutional and programmatic accreditations. The ANQA also conducts a complete analysis of the professional education system of Armenia, organizes retraining, professional discussions, as well as supervises the establishment of quality assurance systems. The state also has its supervisory role in the management system of higher education, through the departmental bodies operating as part of Ministry of Education.

Interest is also specific to any management process, which is also manifested in a special way in the system of higher professional education. If in the business sector the tools of interest are dominated by bonuses, then in the university system motivation in the form of drama appears in the background [6, p: 68].

Thus, the university board committed to the implementation of management goals is mostly motivated by increasing the student population, improving the competitive positions of the university in the rating scales, increasing the degree of internationalization of scientific and educational activities, activating inter-university academic mobility, institutional and program accreditation of the university by the National Center for Quality Assurance, etc. Therefore, apart from the material, the management prefers to

expand the collection of the results of scientific and educational achievements (see Figure 2).

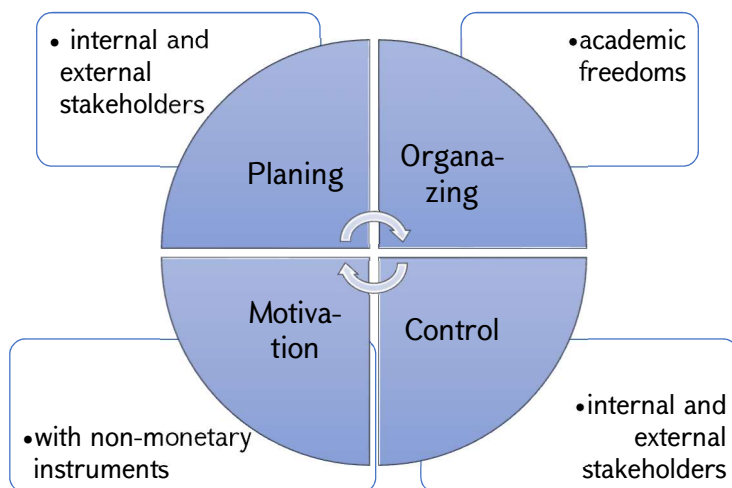


Figure 2 Features of management functions of higher professional education.⁵

Thus, the management of higher professional education is not identified with the traditional management of organizations, and is not carried out within the framework of a single managed unit, but goes beyond its boundaries, bearing elements of regulatory influence from other socio-economic platforms (see Figure 1.1.3). Moreover, the target directions of education management are not clearly manifested in different platforms, which in turn dictate different dimensions of management results. Thus, as a positive end result of management, students consider the speed of employment

⁵ Composed by author

in their preferred profession after graduation, for university staff, the desired end result of education management is the expansion of the university and the strengthening of competitive positions [7, p: 799].

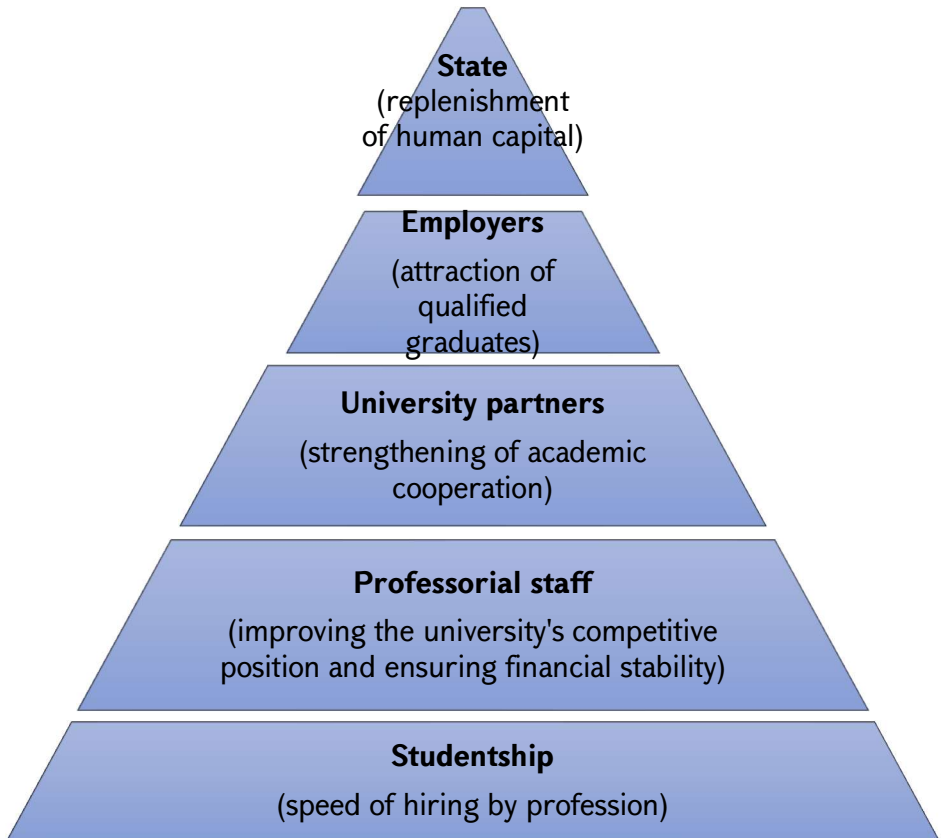


Figure 3. The hierarchy higher education management key outcomes⁶

⁶ Composed by author

Conclusion

The management of higher professional education has certain characteristics, related to the goals of education, academic freedoms, organizational functions, and the diversity of the motivation of the beneficiaries. This determines the managerial evaluations of the formation of the final results of the management of higher professional education. And nowadays, those outcomes must be not only competitive in the educational market, but also manageable both qualitatively and socio-economically. In this sense, the management of higher education presents itself as a harmonized consolidation of decision-making at various social platforms in such a way as to meet the expectations of the various stakeholders of education. And those expectations are measured by financial and non-financial indicators, for which a field of comparability is required in the field of education management. For this purpose, we propose the measurability of management results with relative indicators, which will create an opportunity to make the results of management goals comparable in different levels of the management hierarchy of higher education.

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ԲԱՐՁՐԱԳՈՒՅՆ ՄԱՍՆԱԳԻՏԱԿԱՆ ԿՐԹՈՒԹՅԱՆ ԿԱՌԱՎԱՐՄԱՆ ԱՌԱՆՁՆԱՀԱՏԿՈՒԹՅՈՒՆՆԵՐԸ

Լիանա Օսիպյան

Հայաստանի եվրոպական համալսարան, հայցորդ

Բանալի բառեր - բարձրագույն կրթություն, բարձրագույն կրթության շահառուներ, կառավարման նպատակադրում, կրթության կառավարման աստիճանակարգ

Բարձրագույն մասնագիտական կրթության կառավարումը հանդես է գալիս որոշակի առանձնահատկություններով, կապված կրթության վերջնարդյունքների նպատակադրումների, ակադեմիական ազատությունների, կազմակերպչական գործառույթների, շահառուների մոտիվացման բազմազանությամբ: Դրանով է պայմանավորվում բարձրագույն մասնագիտական կրթության կառավարման վերջնարդյունքների ձևավորման կառավարչական գնահատումները:

Մեր օրերում, այդ վերջնարդյունքները պետք է լինեն ոչ միայն մրցունակ կրթական շուկայում, այլև կառավարելի

ինչպես որակական, այնպես էլ սոցիալ-տնտեսական տեսանկյունից: Այս առումով, բարձրագույն կրթության կառավարումը ներկայանում է որպես տարբեր սոցիալական հարթակներում որոշումների կայացման ներդաշնակեցված համախմբում այնպես, որ դրանով բավարարվեն կրթության տարբեր շահառուների սպասումները: Իսկ այդ սպասումները չափվում են ֆինանսական և ոչ ֆինանսական ցուցանիշներով, որոնց գծով կրթության կառավարման ոլորտում համադրելիության դաշտ է պահանջվում: Այս նպատակով առաջարկում ենք կառավարման վերջարդյունքների չափելիություն՝ հարաբերական ցուցանիշներով, որով հնարավորություն կստեղծվի բարձրագույն կրթության կառավարման աստիճանակարգի տարբեր հարթություններում համադրելի դարձնել կառավարման նպատակադրումների արդյունքները:

Բարձրագույն մասնագիտական կրթության կառավարումը բազմաշերտ է և բազմաբովանդակ, քանի որ ունի շահառուների մեծ շրջանակ: Այն չի սահմանափակվում մեկ բուհի ներսում և իրեն դրսևորում է նաև արտահամալսարանական միջավայրում:

Հոդվածում մեկնաբանվում են բարձրագույն կրթության կառավարման առանձնահատկությունները և կառավարման աստիճանակարգում ձևավորվող առանցքային վերջնարդյունքները, առաջարկելով տարբեր ոլորտներում կարգավորիչ ներազդեցության ներդաշնակեցում և կառավարչական հետևանքների համադրելի չափելիություն, օգտագործելով հարաբերական ցուցանիշներ:

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