E-ISSN: 2997-934X
American Journal of Business Practice
https://semantjournals.org/index.php/AJBP

| Research Article

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Socio-Economic Mechanism of Educational Quality Management in Higher Education Institutions

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Abstract: This article discusses the socio-economic mechanism for managing the quality of education in higher education institutions. It presents ideas on the centralized management of the economic management of the higher education system of Uzbekistan, including financing, public-private partnerships, economic diagnostics and strategic management, and innovation funds.

Key words: quality of education, social, economic, financing, public-private partnership, economic diagnosis and strategic management, innovative funds.

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Ensuring the quality of education in the higher education system and improving the system of providing educational services[1] requires the creation of information systems for evaluating the effectiveness of the educational system and monitoring the quality of education.

It is known that currently more than 30.0% of the State budget expenditures in our country are spent on financing the education system. The main part of it is intended for financing general secondary education. Higher education institutions, whose main goal is to provide all sectors and areas of socio-economic life with qualified specialists, are also one of the main links of the education system, for which, for example, if we take data specific to the "New Uzbekistan" period, it is planned to allocate 1012.8 billion soums from the State budget in 2018, 1593.0 billion soums in 2019, 1885.5 billion soums in 2020, 2187.7 billion soums in 2021, 5248.8 billion soums in 2022 [2] and 4848.0 billion soums in 2023. As a result of comparing these figures, we can find out that it is planned to allocate 2.4 times more funds from the state budget to the financing of the higher education system in 2023 compared to the previous year, and 5.2 times more than in 2018.

In the framework of the management of the quality of education in educational institutions, the researches of T. Saati have given theoretical ideas about the method of analysis of hierarchies [3], and the scientific works of A. V. Tebenkin about organizing the management process and

increasing its efficiency [4]. A.N. Boeva's dissertation research study was conducted to evaluate and improve the effectiveness of teaching activities in higher education institutions [5]. The level of efficiency of a higher education institution should be expressed through a system of indicators that allows for a comprehensive assessment of its activity results.

1. The management process of a higher education institution is an integral part of the management system. Although the effectiveness of the management process is expressed in the ratio of its "output" results to "input" resources, it can also be interpreted in terms of the practical results of the institution in achieving its goals.

2. Evaluating the effectiveness of the higher education institution's management process helps to make management decisions, implement tactical changes to achieve the institution's goals, and activate the activities of departments, with feedback based on the results of activities.

3. Factors affecting the effectiveness of the higher education institution management process are divided into internal and external factors, positive, negative and universal factors depending on the approach. Both qualitative and quantitative indicators can be used to evaluate the effectiveness of the management process .

4. The use of the method of hierarchy analysis in assessing the practical results of the management process enriches and improves the assessment of the effectiveness of the management process of an educational institution with new methods.

The quality of education is explained by the effective results of the educational process. V.I. Zvonnikov[6], one of the scientists who studied the history of the origin of the concept of quality of education , emphasizes that although the term quality of education was not used in the past, there were definitions that conveyed this meaning. In particular, pedagogical scientists N.K. Alimova[7] , E.E. Semchenko[8], S.V. Abdulina[9] , N. Bagutdinova[10] and V.F. Efimov[11] put forward in their research the idea that the initial stage of the formation of the concept of "quality of education" dates back to the time when the states of the ancient world existed .

By the quality of higher education, the author of the study understands the set of characteristics of educational services that have the ability to satisfy the existing or expected needs of consumers, which are the state, employers, students and society as a whole. A distinctive feature of the definition of the concept of "quality of higher education" is its multifacetedness, multi-subjectivity, multi-stage and multi-criteria nature of the final results of quality. During the study, we recommended the following proposals for managing the quality of education in higher education:

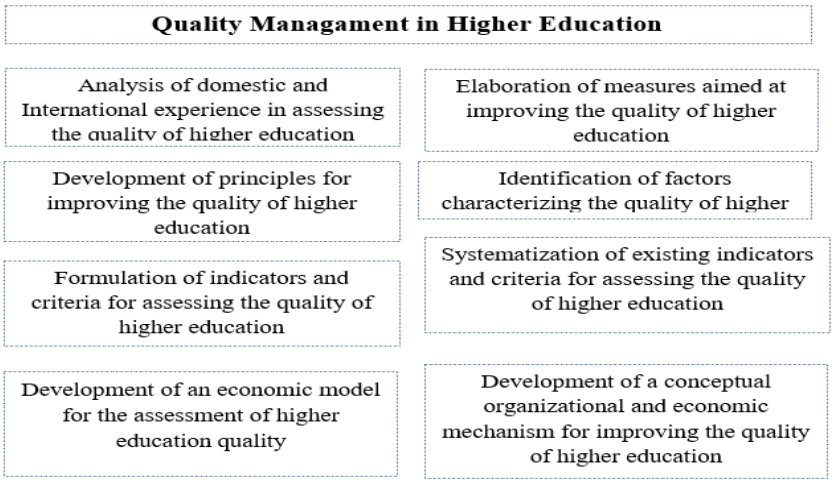

Figure 2.2. Supreme in education education adjective management[1]

[1] Prepared by the author based on research results

Currently, work has been carried out and projects are being implemented to create and improve the quality management system in education, including the development of similar systems operating in various sectors of the economy, aimed at creating a quality management system for educational institutions based on international standards. The problems of developing and implementing quality management systems in the activities of educational institutions are in the first place. This is facilitated by the task of increasing the efficiency of activities and ensuring the competitiveness of educational institutions in the external and internal markets of educational services. At the same time, it is envisaged to ensure the internationalization of the educational process by strengthening the academic mobility of students and teachers.

Creating attractive educational programs for foreign students, including foreign language programs, both jointly with foreign universities and independently;

feasibility of international accreditation of educational programs;

development of double degree programs, etc.

The economic sustainability of higher education institutions is the concept of ensuring the long-term financial independence and efficiency of institutions. This term includes the ability of HEIs to cover the costs of their daily activities, invest in infrastructure and staff, and maintain the quality of education. More precisely, economic sustainability is development that meets the needs of the present without compromising the opportunities of future generations. It is one of the three pillars of sustainable development (economic, social, and environmental) and ensures the financial soundness of HEIs.

Economic sustainability of HEIs is aimed at increasing income through diversification of financial sources through contract payments, government grants, private investments and partnerships. In this Higher education institutions energy efficiency increase and again renewable energy sources application through expenses reduces .

Costs energy in management and water saving , green buildings construction and waste management through efficiency increase is meant. Investments in infrastructure to maintain quality, energy efficient buildings and renewable energy.

In conclusion, the economic mechanism for managing the quality of education in higher education institutions is complex, and its main elements include financing, staff training, educational standards, assessment and monitoring, student social activity, and cooperation. Financing from the public and private sectors is important for improving the quality of education in higher education institutions. Effective distribution of financial resources ensures the sustainability of the educational process. It is important to train staff in higher education institutions and ensure their continuous professional development. The qualifications of staff determine the quality of education. Mechanisms for assessing the quality of education, including tests, certification, and monitoring student performance, help to increase the effectiveness of the educational institution. Active participation of students in the educational process, based on their opinions and definitions, create the opportunity to improve the quality of education. Together, these elements constitute the economic mechanisms for managing the quality of education in higher education institutions .

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