DIVERGENCES OF ASSESSMENTS OF THE QUALITY OF EDUCATIONAL SERVICES

DIVERGÊNCIAS DE AVALIAÇÕES DA QUALIDADE DOS SERVIÇOS EDUCACIONAIS

DIVERGENCIAS DE LAS EVALUACIONES DE LA CALIDAD DE LOS SERVICIOS EDUCATIVOS

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ABSTRACT: The modern concept of a consumer society is characterized by many factors that determine the ratio of the consumer and the service provider. Educational services are consumed personally by the learner, society, and the state. Accordingly, the quality rating should be consolidated from all customer ratings at first glance. But this approach has many pitfalls. So, the relevance of this topic is due to the constantly changing conditions of consumption of educational services. The object of the research is the assessment of the quality of educational services. The method of posing problems is utilized to meet the aim of the study. Based on the results, it can be concluded that in spite of similar forms of assessing the quality of education, in different countries, the assessed criteria are different, which allows us to conclude about the importance and divergences of formulating requests for the needs of society.

KEYWORDS: Educational services. Quality of services. Quality assessment. Service market.

RESUMO: O conceito moderno de sociedade de consumo é caracterizado por muitos fatores que determinam a relação entre o consumidor e o prestador de serviços. Os serviços educacionais são consumidos pessoalmente pelo aluno, pela sociedade e pelo estado. Consequentemente, a classificação de qualidade deve ser consolidada a partir de todas as classificações de clientes à primeira vista. Mas essa abordagem tem muitas armadilhas. Assim, a relevância deste tema se deve às constantes mudanças nas condições de consumo dos serviços educacionais. O objeto da pesquisa é a avaliação da qualidade dos serviços educacionais. O método de apresentação de problemas é utilizado para atender ao objetivo do estudo. Com

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base nos resultados, pode-se concluir que apesar de existirem formas semelhantes de avaliação da qualidade da educação, em diferentes países, os critérios avaliados são distintos, o que nos permite concluir sobre a importância e divergências de formular demandas às necessidades da sociedade.

PALAVRAS-CHAVE: *Serviços educacionais. Qualidade dos serviços. Avaliação da qualidade. Mercado de serviços.*

RESUMEN: *El concepto moderno de sociedad de consumo se caracteriza por muchos factores que determinan la relación entre el consumidor y el proveedor de servicios. Los servicios educativos son consumidos personalmente por el alumno, la sociedad y el estado. En consecuencia, la calificación de calidad debe consolidarse a partir de todas las calificaciones de los clientes a primera vista. Pero este enfoque tiene muchas trampas. Entonces, la relevancia de este tema se debe a las condiciones de consumo de los servicios educativos en constante cambio. El objeto de la investigación es la evaluación de la calidad de los servicios educativos. El método de plantear problemas se utiliza para alcanzar el objetivo del estudio. Con base en los resultados, se puede concluir que a pesar de formas similares de evaluar la calidad de la educación, en diferentes países los criterios evaluados son diferentes, lo que nos permite concluir sobre la importancia y divergencias de formular solicitudes para las necesidades de la sociedad.*

PALABRAS CLAVE: *Servicios educativos. Calidad de los servicios. Evaluación de la calidad. Mercado de servicios*

Introduction

The distribution of the assessment of the quality of educational services, in our opinion, should proceed from the logic of service perception. In this case, the question arises about the consumer of the service, and in this case, we have a difficult situation with one service and several consumers at once at different levels.

The service of an educational nature is received directly by the student, but this service is also perceived by the employer and the state as a whole (BERTOCCHI *et al.*, 2020). This fact of the synergy of educational services creates additional, both theoretical and practical, difficulty in assessing the quality of educational services. Thus, after numerous attempts to assess the quality of education, the basis for peer review is two main methods - accreditation and audit (GAFIATULINA *et al.*, 2020).

The purpose of this study is to collect and systematize information on the assessment of educational services. This goal, in its implementation, involves the following tasks: studying the theoretical and methodological format for assessing educational services, comparing significant characteristics for a qualitative assessment of educational services.

Materials and Methods

To solve the problems facing the research, it was decided to use the methods that are most adequately suitable for the logic of the disclosure of the topic.

The method of posing problems was used - the method allows you to create a new paradigm, idea, perspective of considering the problem and offer its innovative solution. The problem of the situation with the discrepancy in the quality assessment was considered using this method (VOLKOV *et al.*, 2018).

The system of the educational process in the context of globalization has undergone several changes and unifications, therefore, it is also impossible to ignore the global analysis, since it covers various hierarchical levels of management and, accordingly, different levels of the system (FISHMAN *et al.*, 2021). When conducting such an analysis, the interconnections and interaction of various systems that carry out a single process, as well as the interdependence of objects within the framework of one process, are studied, which is an important task in the case of assessing the quality of educational services.

Problem analysis method - this method is used to solve the problems of choosing alternatives through their multi-criteria rating (VOLKOV *et al.*, 2019a). The method allows you to analyze the problem. In this case, the problem is presented in the form of hierarchically ordered: a) the main goal (main criterion) of rating possible solutions, b) several groups (levels) of the same type of factors, one way or another affecting the rating, c) groups of possible solutions, d) a system of connections indicating on the mutual influence of factors and decisions (VOLKOV *et al.*, 2019b).

The method of analyzing the circle of subproblems - consists of decomposing the original problem into interrelated components, taken separately, constituting subproblems (as a rule, taking into account hierarchical subordination). Then all possible combinations of the problem components are drawn up, for each of which one or another draft solution is drawn up (PATSULA *et al.*, 2019). Accordingly, the method of deduction was also used, as a way of reasoning, employing which a conclusion of a particular nature necessarily follows from general premises (inference about a certain element of a set based on knowledge of the general properties of the entire set).

All conclusions were made through the method of polemics - this is a reasoned discussion in a group of researchers of the problems and ways to solve them to form a qualitative model of the paradigm picture (VAN DAM *et al.*, 2020).

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Results and Discussion

The interest in assessing quality primarily comes from the consumer of the service. Quality control in different countries is represented by a variety of tests that analyze the quality of education by experts. The "top-down" approach to assessment, otherwise accreditation, is due to the interest of society and the state in ensuring that the population, consuming a service, masters significant and necessary competencies to maintain the quality of work at the proper level (BRONNIKOVA *et al.*, 2019). Moreover, the so-called due level should grow in proportion to the development of science and technology, providing the labor market with qualified personnel. This fact forms several required characteristics that are significant for a particular consumer of the service (FIGUERAS; LI, 2020). So, the requirements for the quality of the educational service provided by, for example, the Federal Service for Supervision in Education and Science of the Russian Federation are presented by state accreditation and the Ministry of Science and Higher Education, which collects information about educational organizations from their side in the context of several reports, which are statistical information on the scientometric indicators of the organization, if the threshold indicators are not reached, educational organizations receive less funding or are deprived of it altogether. In the case of state accreditation, non-compliance can entail several categorical measures, and in the worst case, even the loss of a license to provide educational services.

In the case of state accreditation, the quality of the educational process is monitored. Accreditation is a procedure for assessing the quality of education, during which the compliance of programs or institutions with minimum quality standards is checked. A third-party expert appointed by the Ministry of Science and Higher Education. It tests the significant characteristics for the quality of educational services to overcome the threshold values. Accordingly, this approach speaks of a static approach, within which the dynamics are emitted by the planned indicators. This check is carried out taking into account the subjectivity of the expert. It is important to emphasize that in this situation there are educational organizations that are strategic (SANTOS, 2020). But the right to assign a strategic status remains only with the state as consumer of educational services. In the case of the Ministry of Science and Higher Education of the Russian Federation, several federal universities are funded and managed under special conditions, for example, Moscow State University or Moscow State University of International Relations. Funding and support for data and similar institutions go beyond the big picture in some cases.

In a market economy, the fact that who pays gets a service is really important (ZHANG, 2020). Educational services are assessed by the Ministry, as it pays for the education of the population. Hence, the assessment of the quality of educational services by the main consumer of the service is justified. On the other hand, the consumer of educational services is society - everyone receiving education and employers (ESPINOSA *et al.*, 2020). It is much more difficult to assess this side, since it is not so indicative, and reflects the social effect that the university produces on society as a whole. According to modern methods of assessing the quality of students in world practice, some tests are detached from the state assessment of the quality of educational services. For example, in Brazil, graduates' testing (National assessment of courses) has been implemented, as a result of which the level of knowledge of each student is assessed (SIMPER, 2020). However, even this version of testing does not seem to be quite complete, since it does not find in its composition correlations with the threshold for entering the educational process. No information shows the level of knowledge and the degree of development of society. There is no information about how much development for a particular person was provided by the university. This dynamic indicator would just reflect the degree of quality of the services provided, which is inextricably linked with the capabilities of each student, the time spent on mastering the educational process. If a university train secondary specialists in the country, according to the data that is collected today, then this university provides services of average quality, based on simple logical inferences, but in the same situation it may be that the same university accepts unpromising specialists. which should raise the merits to the society of this educational institution to the rank of "feat".

The next method for assessing the quality of provision is the audit of the provision of these services (HU *et al.*, 2020). Moreover, an audit can be called both an external audit by a third-party organization, and a variety of self-examination. The audit can be found in several developed countries, such as England, Hong Kong - in the form of the main format of quality control, or as an additional format of verification, as presented in Finland or the USA (GORDON *et al.*, 2020). The audit is designed to identify significant characteristics of an educational organization to independently maintain the quality of educational services provided. A unique feature of an audit versus accreditation is the individual assessment of the institution (YANG; SHI, 2021). In this case, the trend towards the development and maintenance of the level of education is considered. However, such verification is much more expensive for the regulatory authorities. In some countries with many universities, it is quite problematic to assess the individuality of each university; therefore, it is easier, cheaper, and faster to carry out accreditation.

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The choice of the format for the countries is not so categorical in fact. Most often, different combinations of quality assessments are used to increase the quality of educational services. Reporting within the Russian Federation is presented by several reports that reflect statistical data on universities and some reports are checked considering the dynamics of indicators, such as "1 - Monitoring of the activities of educational institutions". A large number of reports throughout the year, especially difficult in large organizations, since it is necessary to provide updated information every quarter within the framework of the form (Form 2 - short science) and four additional large annual reports (1 - Monitoring the effectiveness of educational institutions of higher education, Form 2 - annual science, report of the Federal system for monitoring the performance of scientific organizations, Report on the scientific activities of universities, Form 2 - science of innovation). Scientific reports are information about the state of the research base for the provision of educational services.

Testing the knowledge of students is a very indicative parameter for identifying the dynamics of the growth of knowledge in the learning process (BARUQUE-ZANON; LARA-PALMA, 2021). It is important to note the fact that it is necessary to check the knowledge of both students at the border of final tests and applicants upon admission.

The consumption of educational services is also associated with the assessment of each teacher. The classification for a full-fledged assessment is non-standard since the system of reviews on the world Internet has a distributed nature with the right to use the possibility of revocation. Most individuals receiving education services do not leave a review, not considering it their duty. Not all universities have the same developed ideological support for their Alma Mater. Thus, we get the phenomenon of negative advertising in the media and the Internet solely from the filing of those persons who in one way or another disagree with the institution (RAHMAN *et al.*, 2020). This is important to emphasize since when conducting a study of the increment of knowledge in the learning process and the social effect of educational services using surveys of students, the data become indicative for applicants, this is an additional assessment that will help in choosing a higher educational institution. Also, when choosing a university, people pay attention to the information in the media, which distorts the real state of affairs and contributes to a less effective choice.

Additionally, it should be said about the distribution of universities. Based on the order of the Ministry of Science and Higher Education of the Russian Federation of 26 December 2019, No. 1423, universities, based on the results of assessing and monitoring the performance of scientific organizations performing research, development, and technological civilian work, are divided into three categories depending on the degree of development of scientific-research

activities. This distribution is indicative for several reasons. It considers both the research potential of the university and the number of teaching staff. The resource of teachers, as a capital that gives knowledge to students, is very important. This distribution is quite interesting for research and can be used to identify the degree of education quality. Considering the possible distribution for the threshold values, it is necessary to take the indicators of state accreditation.

Also, it cannot be ignored that the international ratings of the assessment of educational institutions, since in their system there are also some kind of references and accounting for assessing the quality of educational activities. For example, the QS (Quacquarelli Symonds) ranking assesses such parameters as the employer's reputation and academic reputation, in the Shanghai Ranking, you can emphasize the criterion of academic level by its size, and in THE (Times Higher Education) World University Ranking, the educational environment reputation is generally assessed according to the survey (COCO *et al.*, 2020; RODIC LUKIC; LUKIĆ, 2020).

Conclusion

It is also worth noting that the very debatable specificity of the paradigm of educational services is important. Who is the consumer of the service? The population, in the form of a specific citizen, who pays for educational services or society as a whole as part of the process of reproduction of human capital? Or the state, which acts as a regulator and draws up a kind of order for a certain number of qualified personnel in different specialties. Within the framework of each concept, there are characteristics of the phenomenon that are significant for the formation of dependencies and the identification of connections. And within the framework of the study of the concepts of different economic schools, you can take your assessment of this phenomenon.

In our opinion, the main value judgment should be considered the judgments of consumers directly - trained and working in their specialty. This clause is because only in a professional environment in the past, a student is qualified to judge the Alma Mater. In the context of the specifics of a turbulent environment for entrepreneurship and the economy as a whole, the main task of an educational institution is to provide a model for the processing and perception of new knowledge. This is what distinguishes a good specialist in a positive light in the process of corporate formation from most of the staff.

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