Postmodern Openings
ISSN: 2068-0236 | e-ISSN: 2069-9387
Covered in: Web of Science (WOS); EBSCO; ERIH+; Google Scholar; Index Copernicus; Ideas RePeC; Econpapers; Socionet; CEEOL; Ulrich ProQuest; Cabell, Journalseek; Scipio; Philpapers; SHERPA/RoMEO repositories; KVK; WorldCat; CrossRef; CrossCheck

2021, Volume 12, Issue 4, pages: 282-293 | https://doi.org/10.18662/po/12.4/375

Determination of the Main Ways to Improve the Efficiency of Higher Education Institutions in a Post-Pandemic Context

Galyna BUCHKIVSKA[1],
Valentyna GRESKOVA[2],
Alla SEMBRAT[3],
Olesia MYSYK[4],
Nataliia MARCHENKO[5]

[1] Khmelnytskyi Humanitarian-Pedagogical Academy, Ukraine, buchk1810@ukr.net
[2] Khmelnytskyi Humanitarian-Pedagogical Academy, Ukraine, valyagreskova@ukr.net
[3] Hryhorii Skovoroda University, Pereiaslav, Ukraine, vim54@i.ua
[4] Khmelnytskyi Humanitarian-Pedagogical Academy, Khmelnytskyi, Ukraine, trafic066@i.ua
[5] Hryhorii Skovoroda University, Pereiaslav, Ukraine, marche1891@ukr.net

Abstract: The article highlights the problem of the effectiveness of the learning process in higher education institutions in the post-pandemic. Today there are changes in the labor market, and more and more professions need to be updated. This affects the quality of higher education both in Europe and elsewhere, so many higher educational institutions (national, public, private) have appeared, which primarily care about the number of students, and not about quality. In an environment where the pandemic has significantly changed the learning process, it is very important to find new ways to improve its effectiveness. Now there is a transition from an industrial society to a society of obtaining knowledge in conditions of post-pandemic development; This means that there is a transition to mass education, and then to general higher education (coverage of more than 70% of young people) and the need to train a large number of people with average abilities. In addition, in higher educational institutions, in particular in universities, there are still imperfect academic programs in the basics of science, compiled by teachers with different levels of training in the context of post-pandemic development.

Keywords: *efficiency, COVID-19, postpandemic, institutions, main ways, education.*

How to cite: Buchkivska, G., Greskova, V., Sembrat, A., Mysyk, O., & Marchenko, N. (2021). Determination of the Main Ways to Improve the Efficiency of Higher Education Institutions in a Post-Pandemic Context. *Postmodern Openings, 12*(4), 282-293. https://doi.org/10.18662/po/12.4/375

1. Introduction

The world does not stand still, it is constantly changing and developing. Together with it, we are changing, our ideas about the natural and anthropogenic environment, about our capabilities and needs are changing. We strive to know more, be able to do better, learn faster. And on this path, education is a powerful tool that can change the world. As a socio-cultural institution, education is acquiring more and more new properties and characteristics. But the desire of people to form or receive a high quality education remains unchanged, especially in the context of systemic transformations (Jerez, et al., 2017; Messo, 2014).

The quality of education is an extremely difficult category: philosophical, political, managerial, pedagogical, economic. It determines the quality of life of both an individual and society as a whole, since it is characterized not only by the amount of knowledge and skills acquired in professional activity, but also by the quality of the personal, ideological, and civic development of each individual. The idea of the quality of education and its content are not static. They reflect a certain historical era, the level of spiritual and technological development of society (Messo, 2014; Wingo, et al., 2017)).

The purpose of the article is to highlight the problem of increasing the efficiency of higher education in the context of post-pandemic development and modernization of the content of the educational process; to determine the principles, directions, prerequisites and factors for ensuring and assessing the quality of higher education.

In the developed countries of the world there is a slogan "lifelong learning" not only for mastering new professions, but also for improving the skills and competence of almost the entire active population as a result of the "information explosion" and the rapid renewal of knowledge.

The transformation of higher education into the compulsory socialization of young people completely changes the main tasks of education in the conditions of post-pandemic development. A number of scientists suggest that an increase in the number of young people with a higher education and its transformation into a mandatory continuation of secondary education leads to a mechanical increase in the contingents of elite higher education. However, elitism meant the ideology of selection, competition and contests in all secondary schools. It testifies to the existence of the "best" and "worst" students in the school, a different attitude towards them: as a public or state value, or as an unwanted ballast that left the school immediately after reaching compulsory education (Buchanan, 2011).

Through it, competitions appeared in universities, and the students had stressful situations: where to go to study so that there was no competition, how to draw up competitive exams so that they were enrolled in the state form of education, etc. The main thing, as stated in the program document "Reform and Development of Higher Education," elite higher education meant the existence of a huge number of "dissenting" people in society.

However, the positive thing about this education was that the elite version of higher education was really of high quality in the sense that higher educational institutions attracted that small percentage of those truly capable of learning and creative intellectual activity each new generation in the conditions of post-pandemic development. In the future, in the conditions of post-pandemic development, they were guaranteed success in life, because after receiving a diploma, almost all university graduates received privileged jobs almost without competition.

2. Theoretical post-pandemic aspects of increasing the efficiency of the process in higher education institutions

In our opinion, it is necessary to approach the effectiveness of the higher education process in a post-pandemic from a broad perspective, taking into account that a promising and high-quality higher education can only be general and cover all 100% of the younger generation. A decrease in this indicator, for example, to 70% means that a third of the population will be in the labor market with low qualifications, receive low wages and feel humiliated. Another equally important prerequisite for high-quality higher education is to provide young people with professional competence of a long-term plan, that is, with an orientation towards the future labor market, and not towards what existed before. In these conditions, the role of the state in educational affairs may change. The public sector of the economy will become only a part of the entire employment market, and therefore higher education will focus on the interests of the whole society in a post-pandemic, and not on government institutions alone.

Scientists believe (Maureen, 2002; Sarpkaya, 2010) that government agencies and structures are seen as the only ones responsible for all matters of assessing the effectiveness of the higher education system in a post-pandemic. They note that it is most expedient to preserve everything available in management and control, improving it by expanding funding or using new instrumental or organizational means - computer testing, an external unified state examination, the introduction of student loans or educational vouchers, and the like. However, according to international

educational programs, the effectiveness of education in a post-pandemic should be considered as (Chaichumpa et al., 2021):

- the degree of correspondence of the actual results of education to the market environment; indicator of material, technical and resource provision of the educational process;

- a complex indicator of the factors of prestige and economic efficiency of education;

- an indicator of the perfection of content, technology and the system for assessing achievements; - an indicator of the investment attractiveness of education, etc.

Internal self-assessment, along with external self-assessment, which is carried out by independent specialized experts, as much as possible with publicity, is critical to improving efficiency in post-pandemic conditions. There is a need to establish independent national authorities and establish comparative quality standards that are internationally recognized.

In education, performance has traditionally been driven by goals. The main goals of modern foreign education are designed for:

- individual development of personality, disclosure of its potential;

- meeting the needs of the economy in qualified labor;

- social integration, the formation of an active member of civil society; - laying the foundations for lifelong learning.

Given that the content of education in post-pandemic conditions develops under the influence of globalization factors, the modernization of education should be carried out on a prognostic basis, taking into account the demographic situation, trends in the development of the national and world economies, the needs of the labor market and should combine progressive ideas of the international dimension with national values.

3. Conceptual approaches to identifying ways to improve the efficiency of higher education institutions in the context of post-pandemic development

One of the problems that has arisen due to the pandemic around the world is problems with the proper funding of higher education institutions. Without the corresponding high funding, it is impossible to talk about efficiency.

Solving the strategic task of improving efficiency in education in a post-pandemic environment requires the introduction of new principles and approaches to financing educational institutions, the purpose of which is to promote their development in a post-pandemic environment, to ensure competitiveness in market conditions by increasing financial, material and

intellectual resources (Bertolin, 2011). All these tasks can be achieved by implementing effective measures in the field of education in the following areas:

- increasing the efficiency of all types of activities of educational institutions;
- reduction of internal costs of educational institutions;
- systematic attraction of extra-budgetary costs for financing educational programs.

The problem of financing the education system in post-pandemic conditions is urgent due to insufficient funds allocated by the state. In a market economy, the state begins to move from a policy of comprehensive support for higher education as a public institution that ensures the educational, scientific and cultural development of the country to defining itself as a customer and purchaser of educational and scientific services of educational institutions.

Changes in the priorities of the state in educational activities in a post-pandemic are inevitably reflected in the emergence of new mechanisms for financing education, which include:

- firstly, the introduction of competitive procedures for the distribution of government orders between educational institutions;
- secondly, supplementing the sources of financing for educational enterprises with funds received from the effective use of material and technical resources that educational institutions have;
- third, comprehensive financial support for students and tax incentives that stimulate investment (lending) in education.

The ability of an educational institution in a post-pandemic to seek and form new additional sources of income largely depends on the degree of university autonomy not only at the financial, but also at the personnel, organizational and academic levels. Therefore, the level of autonomy determines the possibilities for diversification of income from additional sources and largely contributes to the effective use of the potential of the institution of higher education and the search for new sources of funding. Diversification of sources of income of financial resources at the level of state support occurs through the creation of certain conditions under which funding is provided (Longanecker & Blanco, 2003). This can be: widespread introduction of financing on a competitive basis, the introduction of methods for determining specific indicators in the formulas of financial security; the use of tools to influence co-financing (in particular, the provision of government subsidies, etc.); financial support for academic

exchanges of teachers and students, and the like (Lizzio et al., 2002; Rahman & Uddin, 2009).

At the present stage, in the conditions of post-pandemic development, the search for new financing models consists, first of all, in the application of the optimal balance between public and private financing of the education system. The share of government funding varies depending on the economic situation of the country and the policy applied in the educational sphere. To increase the effectiveness of state policy in the field of education in a post-pandemic, first of all, it is necessary:

- to improve the planning of expenses for current maintenance of educational institutions;
- to deepen and develop the independence of educational institutions in the use of budgetary funds, and especially income from the implementation of additional activities and paid services;
- improve the pricing system;
- take measures to optimize taxation.

The introduction in the field of higher education of a modern financial reporting system and financial management methods that meet the requirements of a market economy is urgent. Expanding the autonomy and responsibility of universities in planning and managing budget funds, as well as extra-budgetary resources that they receive as a result of entrepreneurial activities, is important for strengthening the effectiveness of the educational process in a post-pandemic.

4. Ways to improve the efficiency of the organizational process in institutions in a post-pandemic society

The key to effective organization of the learning process in a higher educational institution in a post-pandemic is the organization of student research work, based on the principle of an individual approach and is a kind of extracurricular independent student work. Research work in post-pandemic conditions is determined by the presence of the following factors (El Refae et al., 2021):

1. A clearly defined strategy of a higher educational institution for the organization of scientific work, the place of research work of students in the process of their professional training, creating the appropriate conditions for this.

2. The scientific level of staffing for the departments that train future specialists. The scientific competence of teachers, the recognition of their authority as researchers form an appropriate intellectual environment, and students receive professional education.

3. The state of the development of scientific problems in the departments providing training of specialists.

4. Awareness of students about the scientific achievements of teachers involved in the educational process and the achievements of students in scientific work.

5. Taking into account the achievements of students in research work when determining their personal rating of success during the entire period of study at the university.

6. Ensuring a high scientific level of teaching disciplines.

7. Personal interest of each teacher in attracting students to creative scientific cooperation in the process of mastering the disciplines of professional training, to participate in the work of student scientific circles.

8. Familiarization of students with the methodological developments of scientific and pedagogical workers on the preparation of future specialists in higher educational institutions of power structures.

All world standards put the student's independent, creative work at the basis of education. The newest, including informational, teaching technologies are based on this principle. In the structure of the student's workload according to the ECTS system, individual work is also considered as one of the main components of educational activity, where it takes up a significant part of his workload.

Educational activities in post-pandemic conditions are aimed at creating conditions for personal development and creative self-realization of a person, the formation of national and universal values, the creation of equal opportunities for young people in obtaining a quality education, preparation for life and work in modern conditions, the development and implementation of educational innovative technologies , democratization of education and educational process (Akareem & Hossain, 2012; Arora & Srinivansen, 2020; Brennan & Teichler, 2008).

The important tasks of higher education in post-pandemic conditions are the development of lifelong education throughout life, the integration of Ukrainian education into the European and world space, the provision of social protection for students and scientific and pedagogical workers, a responsible attitude to their own health, environmental protection, and the creation of the most favorable conditions for the life of society.

The new conditions for the provision of educational services in the post-pandemic conditions necessitate restructuring the work of the university, graduating departments, employers and students themselves,

therefore, all participants in this market should take into account the following features inherent only in educational services:

the relative duration of the performance;

the duration of identifying the effectiveness of the provision of services;

the frequency of the provision of services;

dependence of services on the place of their provision and the place of residence of students;

increasing demand for educational services as this demand is met.

The demand for educational services in post-pandemic conditions is directly related to changes in the country's economic sphere, scientific and technological progress, demographic situation and cultural level. For successful activities in the education market, a university needs to predict all changes in the external and internal environment that are important for it.

When managing the quality of education at a university in a post-pandemic, it is not enough to be limited only to an assessment of the process itself and the result. The quality of education must be understood in a differentiated manner - from the standpoint of the content, process and result, that is, the quality management of the educational process at a university should be related to its content, procedural and effective characteristics.

In this regard, the management of the quality of education is a purposeful, comprehensive, coordinated impact on the educational process in order to achieve the optimal combination of its content, procedural and effective characteristics.

Particular importance in university activities in post-pandemic conditions is given today to the creation of a quality management system for education based on established traditions, the results of scientific research and modern experience (Ashtaf et al., 2009; Akareem & Hossain, 2016; Nadiri et al., 2009).

When designing and modeling a quality management system for education in a post-pandemic, it is impossible to do only with specified criteria of standards, indicators of knowledge, skills and abilities. It is necessary to constantly have reliable information about all states, goals, means and conditions of functioning of each element of the university system, the ability to measure the quality indicators of the educational process. This is achieved by organizing a systematic monitoring of the quality of education. System monitoring involves assessing the quality of the contingent of applicants and students, professional educational programs, the level of scientific and educational preparedness of the teaching and

educational support staff, the state of research work and their relationship with the content of training courses, the effectiveness of the organization of the educational process, analysis of the final training of students in disciplines , cycles of disciplines, levels of education.

The quality management system in post-pandemic conditions obliges the educational institution of higher professional education to put into practice a constant assessment and determination of the degree of student satisfaction, which must be consistent with professional standards, principles and the spirit of the educational institution.

The main source of sustainable development of the country, along with the accumulated scientific and production potential, should become human potential as a combination of physical and spiritual forces of the nation, which can be used to achieve individual and social goals. In modern conditions, the priorities of human development, high-quality investments in human potential are the starting factor of social progress. Therefore, investments in education, science and culture are not a deduction from the public good, but initial contributions to human resources. Investments in this area are most effective if you think about the scale of generations.

The development of the social sphere in the conditions of the emergence of a market economy puts forward the problem of employment and unemployment as a priority and requires an active social policy focused on creating equal conditions for all able-bodied members of society. An active labor market policy is a set of measures taken to maintain employment, increase labor mobility, create new jobs, as well as selective measures to increase people's opportunities to get and keep jobs. In recent years, the concept of lifelong education has become widespread as a set of measures that enable a person to learn throughout his life. The development of society puts forward requirements for the distribution of educational resources during a person's life, and not their concentration at a certain period in the traditional sequence.

Currently, tendencies in the education system in post-pandemic conditions are associated with the continuity and dynamism of the process of acquiring knowledge, which is explained by the possibility of knowledge for rapid obsolescence and the need for its constant improvement. This determines the offer of various forms of education and the provision of such a level of education that will contribute to further self-education.

Education must be true, complete, clear and solid, because the human mind is nurtured by teaching and thinking and is the main wealth of the nation.

5. Conclusions

We have highlighted the problem of increasing the effectiveness of higher education in the context of post-pandemic development as a means of post-modernization of the educational process. The creation of high-quality and future-oriented higher education is a very difficult business. Each country in the world solves it in its own way and, as a rule, independently. Summarizing the prevailing views on the quality of the educational process, we present six main factors that determine it:

1) preparation and personal qualities of the teacher and student;
2) teaching methods;
3) teaching aids;
4) educational materials;
5) control and management of the process;
6) social, technological, political environment. The quality of education remains a priority for the coming years, since it is not production that is important, but the provision of services, and information and knowledge are becoming the main production resource.

For prospective studies of increasing the effectiveness of higher education in the conditions of post-pandemic development, it is necessary to open a rating system for assessing both a higher educational institution and training courses. It is also advisable to gradually develop rating expert assessments - from the rating of a higher educational institution to the rating of educational programs.

The article is not without limitations. As part of the study, we covered only the theoretical aspects of this issue. In the future, it is necessary to more practically approach the solution of this scientific issue.

References

Akareem, H. S., & Hossain, S. S. (2012). Perception of education quality in private universities of Bangladesh: A study from students' perspective. *Journal of Marketing for Higher Education*, *22*(1), 11–33. https://doi.org/10.1080/08841241.2012.705792

Akareem, H. S., & Hossain, S. S. (2016) Determinants of education quality: what makes students' perception different?, *Ope Review of Educational Research*, *3*(1), 52-67.https://doi.org/10.1080/23265507.2016.1155167

Arora, A. K., & Srinivansen, R. (2020). Impact of pandemic COVID-19 on the teaching-learning process: A study of higher education teachers. *Parabandhan: Indian Journal of Management*, *13*(4), 43–56. https://doi.org/10.17010/pijom/2020/v13i4/151825

Ashraf, M. A., Ibrahim, Y., & Joarder, M. H. (2009). Quality education management at private universities in Bangladesh: An exploratory study. *Jurnal Pendidik dan Pendidikan*, *24*, 17–32. http://apjee.usm.my/APJEE_24_2009/JPP24_02_MohammadAshraf_17-32.pdf

Bertolin, J. C. G. (2011). The quasi-markets in higher education: From the improbable perfectly competitive markets to the unavoidable state regulation. *Educação e Pesquisa*, *37*(2), 237–248. https://www.scielo.br/j/ep/a/LNYCRLGLzr9cP9YPvgttFCK/?format=pdf&lang=en

Brennan, J., & Teichler, U. (2008). The future of higher education and of higher education research. *Higher Education*, *56*(3), 259–264. https://doi.org/10.1007/s10734-008-9124-6

Buchanan, J. (2011). Quality teaching: Means for its enhancement? *Australian Universities' Review*, *53*(1), 66–72. https://files.eric.ed.gov/fulltext/EJ926451.pdf

Chaichumpa, S. & Wicha, S. & Temdee, P. (2021). Personalized Learning in a Virtual Learning Environment Using Modification of Objective Distance. *Wireless Personal Communications, 118*, 2055–2072. https://doi.org/10.1007/s11277-021-08126-7

El Refae, G. A., Kaba, A. & Eletter, S. (2021). Distance learning during COVID-19 pandemic: satisfaction, opportunities and challenges as perceived by faculty members and students. *Interactive Technology and Smart Education, 18*(3), 298-318. https://doi.org/10.1108/ITSE-08-2020-0128

Jerez, O. & Orsini, C. & Hasbun, B. & Lobos, E., & Bornand, M. (2017). Is Undergraduate Programme Accreditation Influenced by Educational Public Policy Quality Indicators? An Exploratory Study of the Chilean Higher Education Quality Assurance System. *Higher Education Policy, 31*. https://doi.org/10.1057/s41307-017-0046-8

Lizzio, A., Wilson, K., & Simons, R. (2002). University students' perceptions of the learning environment and academic outcomes: Implications for theory and practice. *Studies in Higher Education*, 27(1), 27–52. https://doi.org/10.1080/03075070120099359

Longanecker, D. A., & Blanco, C. D. (2003). Public policy implications of changing student attendance patterns. *New Directions for Higher Education*, *121*, 51–68. https://doi.org/10.1002/he.101

Maureen, T. (2002). Measuring the effect of higher education on university students. *Quality Assurance in Education, 10*(4), 223-228 https://doi.org/10.1108/09684880210446893

Messo, I., N. (2014). Students' Perception on the Quality of Open and Distance Learning Programmes In Tanzania. *Journal of the Open Univerisity of Tanzania,*

18(1), 119-134. https://www.ajol.info/index.php/huria/article/view/118923

Nadiri, H., Kandampully, J., & Hussain, K. (2009). Students' perceptions of service quality in higher education. *Total Quality Management*, 20(5), 523–535. https://doi.org/10.1080/14783360902863713

Rahman, A. U., & Uddin, S. (2009). Statistical analysis of different socio economic factors affecting education of NW. FP. *Journal of Applied Quantitative Methods*, *4*(1), 88–94. https://files.eric.ed.gov/fulltext/EJ835627.pdf

Sarpkaya, R. (2010). Factors affecting individual education demand at the entrance to university: Adnan Menderes university sample. *Educational Sciences: Theory and Practice*, *10*(1), 475–488. https://files.eric.ed.gov/fulltext/EJ882733.pdf

Wingo, N. P., Ivankova, N. V., & Moss, J. A. (2017). Faculty perceptions about teaching online: exploring the literature using the technology acceptance model as an organizing framework. *Online Learning, 21*(1), 15-35. https://doi.org/10.10.24059/olj.v21i1.761