



UDK:471.1

**Anvarjon MAKHMUDOV,**  
*Researcher European institute of Applied science and Management*  
*E-mail: makhmudov.a@gmail.com*

*Based on the review of Khujayev Muminjon Doctor of Philosophical Sciences, Alfraganus University*

## THE FUNCTION AND SIGNIFICANCE OF THE HIGHER EDUCATION SECTOR IN THE COMMUNITY

### Annotation

This quantitative research was conducted with the aspiration of expanding the theoretical and practical contribution to the field of satisfaction measurement. In the region of Central and Eastern Europe, there is a noticeable absence of student satisfaction surveys both nationally and at the level of individual universities. In comparison to Western universities in the Czech Republic, students are more interested in public universities, where studies are paid for by the state. However, the literature is mainly based on research on student satisfaction at private universities with paid education, while the measurement of satisfaction is usually timed after the educational experience. In all these areas, a certain degree of expansion of existing knowledge has been achieved.

**Key words:** Quantitative, satisfaction measurement, public universities, educational experience.

## ФУНКЦИЯ И ЗНАЧЕНИЕ СЕКТОРА ВЫСШЕГО ОБРАЗОВАНИЯ В СООБЩЕСТВЕ

### Аннотация

Это количественное исследование было проведено с целью расширить теоретический и практический вклад в область измерения удовлетворенности. В регионе Центральной и Восточной Европы заметно отсутствие исследований удовлетворенности студентов как на национальном уровне, так и на уровне отдельных университетов. По сравнению с западными университетами в Чехии студенты больше интересуются государственными университетами, обучение в которых оплачивается государством. Однако литература в основном основана на исследованиях удовлетворенности студентов в частных университетах с платным обучением, тогда как измерение удовлетворенности обычно проводится после получения образовательного опыта. Во всех этих областях достигнута определенная степень расширения существующих знаний.

**Ключевые слова:** Количественные измерения, измерение удовлетворенности, государственные университеты, образовательный опыт.

## OLIY TA'LIM SEKTORINING JAMOADAGI VAZIFASI VA AHAMIYATI

### Annotatsiya

Ushbu tadqiqot ta'lim sifatini o'lchash sohasidagi nazariy va amaliy hissani kengaytirishga intilish bilan olib borildi. Markaziy va Sharqiy Yevropa mintaqasida ham milliy miqyosda, ham alohida universitetlar darajasida talabalarning qoniqish so'rovlarini sezilarli darajada yo'q. Chexiyadagi G'arb universitetlari bilan solishtirganda, talabalar davlat universitetlariga ko'proq qiziqishadi, bu erda o'qish davlat tomonidan to'lanadi. Biroq, adabiyotlar asosan pullik ta'limga ega bo'lgan xususiy universitetlarda talabalarning qoniqish darajasi bo'yicha tadqiqotlarga asoslanadi, qoniqishni o'lchash esa odatda ta'lim tajribasidan keyin belgilanadi. Bu sohalarining barchasida mavjud bilimlarni ma'lum darajada kengaytirishga erishildi.

**Kalit so'zlar:** Ta'lim sifati, bilim o'lchovi, davlat universitetlari, ta'lim tajribasi.

**Introduction.** Higher education is an area that helps develop the economy at the level of entire states, making it a strategically very important sector (Ali et al., 2016). The tradition of higher education as the highest level of the educational system is long-standing. Its origin dates back to ancient times, when the first academies and lyceums were established, which were later succeeded by universities (Cowdrey, 1998). These were founded in the west of the European continent only during the Middle Ages - in Bologna (founded in 1088), Paris (1150), Oxford (1167) or, for example, in Prague (1348). Today there is no unified interpretation for the origin of the word university. One version of the interpretation is the Latin term universitas (from Latin whole, generality, summary). Universities were founded as institutions precisely because of the need for unification, integrity in the sciences and the dissemination of knowledge (University | Definition, Origin, History, & Facts | Britannica, 2022). The importance of universities was later national and even continental, as these institutions preserved and developed knowledge common to the given region, which contributed to the co-creation of the cultural values and identities of the European communities. Naturally, higher education thus became an important sector of state interest.

In the Czech Republic today, the position of universities in society is anchored by its own law, specifically Act No. 111/1998 Coll., on universities. It stipulates that universities are a legal entity and the highest link of the educational system. They function as top centers of education, independent knowledge and

creative activity. The significance of these institutions falls into various spheres of society – scientific, cultural, economic and social. There are three types of universities (public, state and private) and two types (university and non-university). Public and state universities are founded and financed by the state, their establishment is justified by meeting public needs. In addition to them, private universities are being created out of private needs and with the purpose of making a profit. Higher education is therefore available in the Czech Republic as declared by the Charter of Fundamental Rights and Freedoms:

"Citizens have the right to free education in primary and secondary schools, depending on the citizen's abilities and society's possibilities, also in universities."

(Charter of Fundamental Rights and Freedoms, Article 33, paragraph 2)

From the point of view of an individual who is interested in studying, a university is a place that allows "...in accordance with democratic principles, access to higher education, the acquisition of appropriate professional qualifications and preparation for research work and other demanding professional activities." (Law No. 111 /1998 Coll.

As already mentioned, higher education has a long tradition. Considering the topic of this dissertation thesis, it is important to mention the developmental changes that nowadays cause pressure to rework the strategies of individual universities. Institutions in the higher education system today face higher competition in order to differentiate themselves and attract the

highest possible number of potential students while meeting the needs of existing students (Kanwar and Sanjeeva, 2022). There are mainly two reasons for the increase in competition – firstly, the interest in studying at universities is increasing, the number of students is therefore growing significantly, and secondly, the principles of market entrepreneurship are penetrating the education sector (Burgess et al., 2018). This happened, for example, in Australia (Brown and Mazzarol, 2009), Great Britain (DeShields et al., 2005, Douglas et al., 2008) or India (Kanwar and Sanjeeva, 2022).

In particular, the British individual governments gradually tried to enforce the rules of commercial enterprise in the public sector, which included the introduction of tuition fees, the removal of regulatory conditions for student admission, customer-oriented approach to students, provision of education as a service, setting open market rules, etc. (Burgess et al., 2018), all in the belief of increasing the competitiveness of British educational institutions on a global scale (Douglas et al., 2008). The existence of educational institutions and organizations was and is to a large extent dependent on their own income, which is primarily state contributions or income from school fees (Douglas et al., 2006). The amount of these total revenues is influenced, among other things, by the rate of student retention, i.e. as Rowley (2003) writes, if an institution can attract and retain students who subsequently graduate successfully, this institution will collect a higher level of support from the state or higher income from tuition fees than if students were more likely to drop out early. Student satisfaction is of great importance here, as a satisfied student shows a higher retention rate (Rowley, 2003). Universities are thus motivated to attract potential students and at the same time provide them with adequate quality of services leading to successful graduation (Seymour, 1992). For this reason, colleges have commissioned several researches to find out what exactly makes a student happy in higher education (Kanwar & Sanjeeva, 2022).

Successful educational institutions collect a higher level of financial support, which can be reinvested in educational services and thereby improve the educational process (Anderson et al., 1994). Therefore, setting the rules of a certain competition in the education sector should be understood as a way to motivate institutions to achieve service excellence, which subsequently leads to an increase in student satisfaction with the given institution (Douglas et al., 2008). The increase in the number of people interested in studying and the penetration of the principles of the market economy led not only to the global growth of the education sector, but also resulted in a change in the overall concept of universities. The traditional model presented universities as a place of elite liberal education, but this model is gradually being replaced and universities are now considered

providers of applicable and relevant knowledge for the wider masses of people (Mok & Jiang, 2017). The increased interest in studying is explained by the fact that graduating from university brings many advantages to the student, which subsequently drive their economic growth. For example, the average graduate has a high chance of earning a higher lifetime income than his peers without a college degree (Pericles Rospigliosi et al., 2014). However, the change in the perception of the university also had unexpected side effects. In general, more funds are being invested in the education sector and this raises the debate as to whether these investments are still paying off (Crawford and Erve, 2015). Furthermore, it has been shown that higher education can accentuate social inequalities in society, as happened for example in China (Mok and Jiang, 2017). and last but not least, in countries where education is mainly financed by the state, the growth of the education sector causes even more pressure on public finances, which eventually become unsustainable (Mazzarol & Norman Soutar, 1999).

The growing competitive environment in the education sector has triggered a chain reaction. Universities have begun to adapt to the new rules, a process that Hemsley-Brown and Oplatka (2006) call the “marketization” of higher education. The sector has come to be seen as a service market where the student is the main customer and client (DeShields et al., 2005; Meek & Wood, 1998). This environment has become very competitive and universities have had to respond by changing their strategies to deliver the quality of their services in such a way that the customer is maximally satisfied. In the perception of universities, student satisfaction has newly become a competitive advantage (Poole et al., 2000). Hennig-Thurau et al. (2001) and Oldfield and Baron (2000) also say that higher education is a clear example of a service delivered to a customer (student) by a provider (university).

However, there are also authors who distinguish educational services from other services offered on the market. For example, Shank et al. (1995) generally describe the nature of a service as intangible and heterogeneous, whereby the service is produced and consumed at one point in time. in the case of education, the product is the effort expended by the teaching pedagogue to transfer knowledge to the student and then transform this knowledge into skills. Both parties, i.e. the teacher and the student, participate in this process and the resulting quality of the service is determined by the degree of their participation (Gruber et al., 2010). Thus, students have to exert a huge amount of motivation and intellectual skills in order for the educational service to fulfill the desired benefit (Appleton-Knapp & Krentler, 2006). Due to this nature of the service, it is not always possible to measure its quality completely objectively (Patterson, 1993).

## REFERENCES

1. Abdullah, F. (2006). The development of HEDPERF: A new measuring instrument of service quality for the higher education sector. *International Journal of Consumer Studies*, 30 (6), 569–581. <https://doi.org/10.1111/j.1470-6431.2005.00480.x>
2. Act No. 111/1998 Coll., on universities, Ministry of Education and Culture of the Czech Republic. (2022). Retrieved December 14, 2022, from <https://www.msmt.cz/vyzkum-a-vyvoj-2/zakon-c-111-1998-sb-o-vysokych-skolach>
3. Afzal, H., Ali, I., Aslam Khan, M., & Hamid, K. (2010). A Study of University Students' Motivation and Its Relationship with Their Academic Performance (SSRN Scholarly Paper No. 2899435). <https://doi.org/10.2139/ssrn.2899435>
4. Bedggood, RE, & Donovan, JD (2012). University performance evaluations: What are we really measuring? *Studies in Higher Education*, 37 (7), 825–842. <https://doi.org/10.1080/03075079.2010.549221>
5. Cattell, RB (1966). The Scree Test For The Number Of Factors. *Multivariate Behavioral Research*, 1 (2), 245–276. [https://doi.org/10.1207/s15327906mbr0102\\_10](https://doi.org/10.1207/s15327906mbr0102_10)
6. Cave, M. (1997). *The Use of Performance Indicators in Higher Education: The Challenge of the Quality Movement*. Jessica Kingsley Publishers.
7. Finn, A., & Kayande, U. (2004). Scale modification: Alternative approaches and their consequences. *Journal of Retailing*, 80 (1), 37–52. <https://doi.org/10.1016/j.jretai.2004.01.003>
8. Fisher, M., & Marshall, A. (2009). Understanding descriptive statistics. *Australian critical care: official journal of the Confederation of Australian Critical Care Nurses*, 22, 93–97. <https://doi.org/10.1016/j.aucc.2008.11.003>
9. Williams, J., & Cappuccini-Ansfield, G. (2007). Fitness for Purpose? National and Institutional Approaches to Publicizing the Student Voice. *Quality in Higher Education*, 13 (2), 159–172. <https://doi.org/10.1080/13538320701629186>
10. Yan, X., & Su, X. (2009). *Linear Regression Analysis: Theory and Computing*. World Scientific.