

## THE QUALITY OF EDUCATION AND THE ECONOMIC SECURITY OF THE UNIVERSITY

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**ABSTRACT.** The article is devoted to topical issues of economic security of higher educational institutions with an emphasis on ensuring the quality of education in modern conditions. The article deals with the quality of education, approaches to assessing quality assurance and the relationship with the level of economic security of the university. Improving the competitiveness of higher education directly depends on the quality of educational services, in turn, the quality of education depends on the level of education and factors of an internal and external nature. The competitiveness and quality of education, as well as ensuring economic security, depend on the level of development of material resources and the use of digital technologies in universities. The purpose of the article is to determine the interaction between the quality of education and the level of economic security of the university. The article reveals the key aspects of the university's economic security. The article is the result of a deep theoretical analysis of the literature and scientific research in the field of ensuring the quality of education in the context of digitalization and entry into the international educational space.

**KEY WORDS:** economic security, education system, quality of education, competitiveness, digitalization.

## БІЛІМ САПАСЫ ЖӘНЕ УНИВЕРСИТЕТТІҢ ЭКОНОМИКАЛЫҚ ҚАУІПСІЗДІГІ

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**АҢДАТПА.** Білім берудің бәсекеге қабілеттілігі мен сапасы, сондай-ақ экономикалық қауіпсіздікті қамтамасыз ету материалдық ресурстардың даму деңгейіне және университеттердегі цифрлық технологияларды қолдануына байланысты. Мақала заманауи жағдайда білім беру сапасын қамтамасыз етуге баса назар аудара отырып, жоғары оқу орындарының экономикалық қауіпсіздігінің өзекті мәселелеріне арналған. Жоғары білімнің бәсекеге қабілеттілігін арттыру білім беру қызметінің сапасына тікелей байланысты болса, өз кезегінде білім сапасы білім деңгейіне және ішкі және сыртқы сипаттағы факторларға. Мақалада білім сапасы мәселелері, сапаны қамтамасыз етуді бағалау тәсілдері және университеттің экономикалық қауіпсіздік деңгейімен байланысы қарастырылған. Мақаланың мақсаты – білім сапасы мен университеттің экономикалық қауіпсіздік деңгейінің өзара әрекеттесуін анықтау. Мақалада университеттің экономикалық қауіпсіздігінің негізгі аспектілері ашылады. Мақала цифрландыру және халықаралық білім кеңістігіне ену жағдайында білім сапасын қамтамасыз ету саласындағы әдебиеттерге терең теориялық талдау мен ғылыми зерттеулердің нәтижесі болып табылады.

**ТҮЙІН СӨЗДЕР:** экономикалық қауіпсіздік, білім беру жүйесі, білім сапасы, бәсекеге қабілеттілік, цифрландыру.

## КАЧЕСТВО ОБРАЗОВАНИЯ И ЭКОНОМИЧЕСКАЯ БЕЗОПАСНОСТЬ ВУЗА

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**АННОТАЦИЯ.** Статья посвящена актуальным проблемам экономической безопасности высших учебных заведений в современных условиях с акцентом на обеспечение качества образования. В статье рассматриваются вопросы качества образования, подходы к оценке обеспечения качества и взаимосвязи с уровнем экономической безопасности университета. Повышение конкурентоспособности высшего образования непосредственно зависит от качества образовательных услуг, в свою очередь, качество образования зависит от уровня обучения и факторов внутреннего и внешнего характера. Конкурентоспособность и качество образования, как и обеспечение экономической безопасности зависят от уровня развития материальных ресурсов и применения в университетах цифровых технологий. Цель статьи - определить аспекты взаимодействия качества образования и экономической безопасности университета. В статье раскрыты ключевые вопросы экономической безопасности университета. Выявлены проблемы и закономерности взаимосвязи качества услуг и экономической безопасности высшего образования в современных условиях. Предложен подход к определению таких понятий, как «образовательная безопасность», «экономическая безопасность высшего образования», «национальные интересы в сфере высшего образования». Обосновано положение качества образования как основополагающего элемента обеспечения экономической безопасности ВУЗа. Статья является результатом глубокого теоретического анализа литературы и научных исследований в сфере обеспечения качества образования в условиях цифровизации и вхождения в международное образовательное пространство.

**КЛЮЧЕВЫЕ СЛОВА:** экономическая безопасность, система образования, качество образования, конкурентоспособность, цифровизация.

**INTRODUCTION.** In the context of the development of global world changes, the improvement of the quality and competitiveness of educational services in the world market becomes an important guideline for the development of the education system. Within the framework of the new paradigm, the focus of innovative development is aimed at the introduction of creative ideas, IT and managerial innovations. The trajectory of the country's innovative breakthrough is the formation of the nation's intellectual potential to achieve new parameters for the development of the country's sustainable growth.

From a practical point of view, the quality of specialist training is of great interest. According to standards, quality should be understood as the degree of compliance of the properties of an object (product, service, process) with requirements (norms, standards). Thus, the quality of higher education is a balanced correspondence of all aspects of higher education to certain goals, needs, requirements, norms and standards.

At present, it is important to consider the quality of education not only as a process of learning and obtaining higher education, skills and competencies, but also as a sphere of the knowledge economy. This is due to the growth of the educational sector, the increase in the number of students, especially foreign students in the context of increased internationalization and academic mobility. In this situation, the quality of education becomes the main tool for increasing the competitiveness of the Kazakhstani educational system in a global perspective, as well as in the context of competition between universities within the state. Therefore, a deeper and more comprehensive understanding of the issues of the quality of education and ensuring economic security is relevant.

#### **MATERIAL AND METHODS OF RESEARCH.**

Education is understood as the process of education and upbringing in the interests of society, aimed at achieving educational levels for students. Education is a process in the form of a certain set of knowledge, skills, competencies, culture acquired by graduates. In relation to higher education, these are the processes and activities of universities aimed at preparing graduates on the basis of obtaining a qualitative set of theoretical and practical knowledge necessary for being in demand in the labor market.

The quality of education and ensuring the economic security of educational activities as a relationship to improve the efficiency of universities are not studied in depth. The analysis showed that the issues of economic security in education are

not widely covered in the scientific literature. The problems of the quality of education and economic security in a systemic unity have not been widely studied so far. At present, attention has increased to the issues of ensuring the economic security of the university [1].

The researchers who first began to consider certain issues of economic security of universities are Chekmarev V.V., Skarzhinskaya E.M., Kondrat I.N., Perminov V.L. [2]. In the works of these scientists, various aspects of the interaction of economic and social factors that affect the development of education are identified, approaches to ensuring the economic security of universities are substantiated, and the concept of a common economic space in relation to a single economic space is proposed. The researchers propose to consider the educational process on the basis of cyclic non-linear models.

Economic security in the works of scientists is determined by the influence of external factors and the elimination of threats. Bendikov M.A. considers economic security as the protection of basic resources: scientific, technological and human, both from active and passive threats [3].

A similar approach in the studies of Reznik G.A. [4] in relation to the university: economic security is the economic security of the university and teaching staff from external and internal threats, allowing efficient use of resource potential. It is important to note the relationship between the economy and security based on the identification of risks and threats, due to the rapid changes in knowledge, modern education has the ability to quickly respond to changing market conditions for IT technologies. So, for example, over the past 100 years, the speed of information transfer has increased by 10 million times, and the amount of knowledge by 100 times. Every 5 years, knowledge in scientific disciplines is updated by 50%. Therefore, the creation of an effective education system that meets the needs of the economy becomes an important task. If earlier, after graduating from a university, the acquired skills were in demand for 10 years, today the relevance of knowledge in many specialties is rapidly declining, especially for technical graduates, it is lost already after 2 years after graduation.

According to the interpretation of Tambovtsev V.L. [5], who proposes to consider economic security from the point of view of the established threshold - as a set of indicators for which the level of acceptable values is determined, that is, if the parameters do not go beyond the limits, then the organization is in a safe state.

Questions of the quality of education arose in

the middle of the 20th century, first appearing in the works of D. Juran [6]. The classification of the quality category was considered in the works of H. Lee and D. Green [7], where the issues of the impact of global changes on the development of universities were studied.

The same approach is used to ensure the quality of education Maksimov D.A. and Khalikov M.A. [8,9]. The quality of education depends on the financial support of the university, the state of material and technical resources, the development of scientific potential, the provision of professional teaching staff and the competitiveness of educational programs. All these components reflect the state of economic security of the university. In this regard, a systematic approach is important, since quality is a complex system of various elements. Therefore, different approaches are used:

- study of the quality of each element of the education system;
- assessment of the quality of education in the complex of the entire educational system [10].

At the same time, the necessary assessment of the quality of university education is the procedure for international accreditation and rating. The relationship between the categories "quality of education" and "economic security" is noticeable when assessing a long period of time the processes of ensuring indicators of the quality of education and economic security. Small changes do not affect the level of economic security. A decrease in the level of education quality or economic security of some components does not particularly affect their relationship.

The economic security of the university is manifested in the ability to adequately respond to threats and violations of the stability and balance of the education system, anticipate risks, and counter threats with the timely and effective transformation of the structure and functioning of this system itself.

Ensuring the economic security of the university is reduced to the economic possibility of realizing its goals and objectives. We are talking about the necessary conditions for the functioning and the possibility of realizing the most important needs of society (both outside the educational organization and within it).

The main research methods are system and factor analysis, assessment, forecast and generalization, statistical and comparative analysis. The study is based on a theoretical analysis of scientific literature, statistics in the field of quality and generalization of the results obtained.

The domestic system of higher education is

currently functioning in the context of a complex of systemic challenges, the main of which include the following: economic development is declining due to rising prices and inflation; the social gap in society is increasing; applicants and the outflow of applicants from the regions to universities in capital cities and abroad.

The analysis showed that in Kazakhstan, the cost of education is constantly growing in 2021 and amounted to 4.8% of GDP. However, for comparison: Sweden - 6.3%, Great Britain - 5.5%, USA - 5.8%. In African countries, according to UNESCO statistics, the figures are 2 times higher: Namibia from GDP for education - 9.41%, Sierra Leone - 9.26%, Belize - 7.94%, Lesotho - 7.38%, South Africa - 6.84%.

There is a constant increase in investment in the education of the Republic of Kazakhstan until 2025 will amount to 4.8 trillion. tenge. In 2021, 3.7 trillion rubles were allocated from the state budget of the Republic of Kazakhstan for education. tenge (20.5%), in comparison with 2020, the volume increased by 17%. Investments in education in 2021 amounted to 293.6 billion tenge, which is 2.7% less compared to 2020 (301.6 billion tenge). Investments in the educational sector amounted to 0.3% of the total investment portfolio of the republic. From the point of view of the regional approach, the largest volume of investments in Almaty is 57.1 billion tenge, in the Turkestan region 36.9 billion tenge and in Astana 35.9 billion tenge. A smaller amount of investment in education was directed to Mangystau region 4.4 billion tenge, Kyzylorda region 7.1 billion tenge and Aktobe region about 7 billion tenge.

**RESULTS AND THEIR DISCUSSION.** As noted above, education is a complex system that consists of important quality components:

- educational process;
- graduate training;
- educational services;
- the level of the economics of education in the state and separately at the university.

The concept of quality in higher education requires a broad approach. Higher education has specific goals, primarily external, as well as internal. Higher education must meet international standards. To define the quality of higher education, a multifaceted approach is needed to consider goals - objectives - process - results, which are important to consider together.

The quality of higher education is usually considered according to the result of the university, and all other elements are considered as conditions for obtaining the result. As a rule, not jointly, but separately for the graduate, employer, state,

society. Therefore, the quality of graduate training, which is important for all interested objects, must be considered in relation to all elements:

- a set of theoretical knowledge necessary for graduates in their professional activities;
- competencies and practical skills for solving practical problems using a theoretical framework;
- scientific potential (ability to solve scientific and practical problems);
- personal and psychological opportunities for successful professional activity (critical thinking, analytical and organizational skills);
- general cultural level (intelligence, outlook, responsibility, initiative, sociability, diligence).

To confirm the quality of education and the right to educational activities, a modern university must have a license for educational activities, update educational programs, pass accreditation of educational programs, provide advanced training for teaching staff and management with confirmation of certificates.

Modern universities are developing at a faster pace than the mechanisms for managing economic security. The types of educational services, forms and methods of communication, labor markets and entrepreneurial culture are rapidly changing. It is difficult for universities to develop in such a changing environment. Flexible structures are needed, which are transformed along with the education system.

In the new conditions, there is a need to develop a mechanism for assessing, monitoring and ensuring the economic security of the university, considering the specifics.

That is why the forecasting of potential threats to the economic security of the university, caused both by changes in the external environment of the educational institution, and by the dynamics of the development of the educational organization itself, is of particular importance.

The economic security of universities is a set of economic relations, to counter the threats of imbalance and stability of the development trajectories of this dynamic system, and on the other hand, as a process aimed at creating conditions for the continuous adaptation of economic activity, the economic mechanism of educational organizations to changing conditions for achieving the goals.

Many factors influence the economic security of the university: the level of the material and technical base; state of resource provision; ensuring the economic security of the student, teaching staff and employees; the effectiveness of managerial decision-making in ensuring the economic security of the university. Therefore, the level of economic

security of the university becomes the main indicator of the quality of the economics of education.

The economic security of a university is a necessary level of providing quality education, increasing the competitiveness of educational programs in the international space, as well as the demand for graduates in the labor market.

In this regard, a deeper study of the theoretical approaches to the relationship between the quality of education and economic security is necessary. For example, if the level of quality of education decreases, then this negatively affects the image and authority of the university, the level of financial income decreases, as a result, the level of economic security of the university decreases. And the decrease in the economic security of the university directly affects the quality of education. In turn, the lack of motivation at the university leads to an outflow of highly qualified and creative teaching staff to other universities that provide a high level of economic security.

The economic security of universities depends on infrastructure, the development of human resources, innovative teaching methods and the renewal of educational programs in a rapidly changing world, the digitalization of processes in the field of educational and research activities, the expansion of internationalization and academic mobility, as well as the strategy of financial and economic development of the university. Therefore, the economic security of the university is a set of indicators, the increase of which provides the university with stability and success under the influence of external and internal risks and threats.

However, in the context of the transformation of the education system, the problem of the economic security of the university, with its specific features, is of independent importance.

Improving the quality of higher education in the context of global change, the digitalization of education, the transformation of pedagogical approaches in education are aimed at:

- promoting a culture of quality in higher education;
- development of theoretical and methodological approaches in ensuring the quality of education and economic security of the university;
- identification of factors affecting the quality of education in the context of digitalization;
- substantiation of the relationship between the competitiveness of education, quality and economic security.

Identification of risk factors and threats is one of the most important tasks of ensuring economic

security in the field of education.

The conflict between the educational and economic goals of the university as a social institution can be identified as the risks of the economic security of the university. Currently, the commercialization of educational services poses a threat to economic security [11].

Table 1 provides an analysis of the state of the higher education system.

When preparing graduates, there is a certain interconnection of risks: the risk in the resource provision of the university and the risk of the lack of conditions for active research activities in the university entail the risk of an insufficiently comprehensive level of development, which transforms the risk of a lack of highly qualified scientific personnel.

Some universities are trying to attract more students without paying much attention to the educational process, the availability of students to get a diploma without much effort in universities that do not place great demands on the learning process, unhealthy competition in the pricing policy of universities, which is reflected in a decrease in the quality of education.

In the scientific literature, there is a wide variety of threats and risks in the presented approaches to the classification of threats to the economic security of educational organizations. However, the whole range of modern threats to the economic security of the university is not covered, which prevents the creation of an effective mechanism to anticipate their impact.

When considering the types of threats to economic security in the literature, insufficient attention is paid to potential threats that may arise as a result of changes in the economic system of the university. The main problems of Kazakhstani education is the lack of an applied nature for the commercialization of scientific research. Scientific research is not systematized. Therefore, the quality of education depends on the financial support of the university. Although, the concept of financial condition and material and technical resources are narrower elements than the category of economic security and reflect part of the system of economic security of the university. Therefore, a deeper understanding of the theoretical approaches to the relationship between the quality of education and economic security is needed.

The relationship between the quality of education and economic security depends on the duration of the processes of improving the quality of education and economic security. Of course, a significant improvement or deterioration is not sharply reflected in the level of ensuring economic security. The decline in the quality of education or the economic security of individual elements does not affect their interdependence.

The level of economic security of the university is influenced by many factors: material and technical base; resource provision; economic security of the student, teaching staff and employees; making management decisions in ensuring the economic security of the university. The key indicators of the quality of education are the level of economic

**Table 1. SWOT analysis**

Strengths	Weaknesses
1. Update of the legislative base and implementation of the State programs for the development of the education system 2. Academic freedom, managerial and financial independence 3. Improving the qualifications of teaching staff of universities 4. Harmonization of the higher education within the framework of joining the international educational 5. Increasing the volume of information flows	1. Lack of public awareness 2. Low level of interaction with employers 3. Weak involvement of teaching staff and AUP of the linear level in the implementation of the University Strategy 4. Discrepancy between the scientific potential of the university and the challenges of the time 5. Weak integration of education-science-business and lack of applied nature for the commercialization of research.
Opportunities	Threats
1. Access to European educational resources 2. Expansion of international relations, internationalization and academic mobility of teaching staff and students 3. Expanding the profile and updating educational programs 4. Digitalization of education and expansion of the field for the introduction of new methods and technologies 5. Improving the performance of University Rankings	1. Difficult geopolitical situation and the economic situation in the world (inflation, rising prices) 3. Global shifts in the labor market (growth of flexible forms of employment, new requirements for competencies and skills of graduates) 4. Lack of qualified personnel capable of effectively interacting with foreign universities 5. Lack of monitoring, as well as analysis of foreign experience

security of the university, the financial and economic condition of the university, the development of the material and technical base and human resources are the main conditions for improving the quality of educational services, which ensures the economic security of the university.

Under the economic security of the university, it is necessary to understand the level of providing quality education and the ability of the university to increase its competitiveness in the educational space in modern conditions. The analysis showed that the quality of education and ensuring the economic security of educational activities are not studied as a relationship to improve the efficiency of universities.

**CONCLUSION.** Thus, there is a close relationship between the quality of education and economic security, as follows: if the level of quality of education is constantly decreasing, then this can negatively affect the reputation of the university, reduce the level of financial income, increase the impact of risks and threats, and as a result, lead to a decrease in economic security. And vice versa, the decrease in the economic security of the university directly affects the quality of education. The lack of motivation at the university leads to an outflow of highly qualified and creative teaching staff to other educational organizations that provide a high level of economic security.

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