



**THE PRIVATE SECTOR IN THE MODERN EDUCATION
SYSTEM: MECHANISMS FOR MANAGING AND IMPROVING
EDUCATION QUALITY**

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ABSTRACT	KEY WORDS
<p>This article analyzes the theoretical and methodological foundations of education quality management, assessment criteria, and advanced foreign experiences in private higher education institutions. During the study, the practical significance of internal, external, and social control mechanisms in quality assurance, as well as the PDCA (Shewhart-Deming) continuous improvement cycle and the Kaizen philosophy, were revealed. In conclusion, it is scientifically substantiated that to ensure competitiveness in the education market, quality management must be a complex and constantly updated system adapted to the needs of the labor market.</p>	<p>Private higher education institutions, education quality, quality management, continuous improvement, PDCA cycle, Kaizen philosophy, assessment criteria, competitiveness.</p>

Introduction

In the context of the globalization of the modern economy and the formation of a knowledge society, the diversification of the higher education system has become one of the important strategic goals. In this process, along with state educational institutions, a rapid growth of the non-state sector is observed, as a result of which private higher education institutions are becoming an integral and crucial part of today's advanced educational architecture.

In scientific circles, the emergence and expansion of the non-state education sector are most often studied within the framework of human capital theory. In particular, according to the approach founded by scientist Gary Becker, investments in the field of education are the main factor ensuring the long-term development of not only the individual but also the entire economy and society. Therefore, the involvement of the private sector in the academic environment not only expands the volume of educational services but also allows its quality indicators to reach a completely new level.

LITERATURE REVIEW AND METHODOLOGY

Issues of quality management in the higher education system, particularly in the non-state sector, have been studied by many international researchers and authoritative organizations based on various

conceptual approaches. Within the scope of the research object, it is appropriate to analyze the existing literature by dividing it into the following main scientific directions:

- The emergence and rapid growth of private educational institutions, first of all, find their scientific confirmation within the framework of human capital theory. The leading representative of this school, G.S. Becker [1], in his work "Human Capital: A Theoretical and Empirical Analysis" (1993), evaluates investments directed to the education sector as a fundamental basis ensuring the long-term socio-economic development of society. Based on this theory, the active entry of the private sector into the education market not only expands the coverage of academic services but also serves to raise general quality indicators by strengthening healthy competition.
- In studying quality in education from a management perspective, the concept of continuous improvement developed in W.E. Deming's [2] research "Out of the Crisis" (1986) occupies a central place. Deming's ideas require systematic steps in educational institutions, such as careful planning of educational processes, putting them into practice, objective assessment of intermediate results, and continuously correcting errors and shortcomings.
- International criteria and principles of education quality are detailed in the fundamental reports of structures such as UNESCO ("Education Quality and Learning Outcomes", 2015) [3] and the OECD ("Education at a Glance", 2020) [4]. According to UNESCO's interpretation, quality is a complex process that guarantees that the formed competencies and knowledge in learners fully meet the needs of modern society and the labor market. In turn, OECD research posits that ensuring quality requires maintaining a mutual balance between the institution's transparent internal monitoring and external accreditation (assessment) mechanisms. Additionally, the views of classical pedagogues such as J. Dewey, K.D. Ushinsky, and B. Bloom [4] on student-centered education and learning taxonomy serve as the historical and pedagogical basis for the formation of the quality phenomenon.
- Although the general principles of quality management (the Deming approach, Kaizen) are deeply analyzed in international scientific literature, how they are directly integrated into the conditions of the private education sector, in particular, the environment of competitiveness, financial independence, and innovative flexibility, has not been sufficiently systematized. This article aims to fill this scientific gap by developing concrete models for harmonizing internal and external quality control in non-state institutions.

RESULTS AND DISCUSSION

In the conditions of the modern economy and globalization, diversifying the education system, in particular, developing the state and private education sectors side by side, is considered an important strategic step. In this process, private higher education institutions (PHEIs) are strengthening their position as an integral part of today's educational landscape.

The expansion of the private education sector is mainly explained in scientific sources by human capital theory. According to this theory put forward by Gary Becker, investments made in the education system play a decisive role in the long-term economic growth of society. Accordingly, the entry of the private sector into the educational field not only expands coverage but also has a direct impact on elevating the quality of educational services [1].

The rapid growth of non-state higher education institutions is explained by a number of reasons:

- A sharp increase in the need for higher education as a result of demographic population growth.
- A lack of capacity in state universities to cover all applicants.

- The creation of a free competitive environment (liberalization) in the education market.
- The acceleration of international academic mobility and educational integration.

However, in this process, there are also a number of obstacles facing private institutions, among which are problems such as ensuring financial stability, a shortage of qualified personnel, and, most importantly, insufficiently perfected mechanisms for controlling education quality.

The history of theoretical understanding of education quality goes directly back to the period of pedagogy's formation as a science. The initial approaches were put forward in the late 19th and early 20th centuries by representatives such as K.D. Ushinsky, A. Diesterweg, G. Kerschensteiner, and J. Dewey, and were mainly based on the concept of student-centered education. In particular, John Dewey's work "Experience and Education", written in 1938, emphasizes the importance of the student's personal experience in ensuring quality. Later, by the mid-20th century, B. Bloom developed a systematic approach to measuring education quality at the psychomotor, affective, and cognitive levels through his "Taxonomy of Educational Objectives" (1956) model [3].

Today, the UNESCO organization defines education quality as follows: it is a systematic process that forms skills, knowledge, and competencies in students that fully meet the current demands of society [4].

Modern Education Quality Management is a complex management activity embodying continuous development. In this regard, the quality management theory founded by W. Edwards Deming stands out in particular [2]. When adapted to education, this theory consists of a continuous cycle such as planning, executing, assessing, and constantly improving the process. In turn, according to OECD conclusions, genuine quality control must be based on the balance of internal and external assessment systems.

One of the important aspects in managing education quality is the quality control mechanisms. The control process is recognized as a systematic activity aimed at monitoring education results, assessing them, and eliminating identified shortcomings. According to OECD studies, in effective education systems, quality control is carried out based on the harmony of internal and external assessment mechanisms [3].

The education quality management system consists of the following main components:

- Strategic management (setting educational goals and standards);
- Operational management (organizing the educational process);
- Monitoring and assessment (measuring results);
- Improvement mechanisms (development based on feedback).

In educational institutions, quality assessment is mainly carried out in three dimensions:

- Internal control: Continuous monitoring and internal audit activities conducted by the institution itself.
- External control: Assessment carried out by accreditation agencies and state bodies.
- Social control: Conclusions of students, public representatives, and direct employers.

The list of the main criteria measuring the level of quality includes the employment of graduates, academic performance indicators, the capacity of the professorial and teaching staff, the state of the infrastructure, and the scope of scientific research.

Shewhart-Deming (PDCA) and Kaizen methodologies are an important foundation in ensuring the competitiveness of private higher education institutions.

- PDCA cycle: Through this approach, strategic goals and criteria are set in the institution (Plan), these mechanisms are implemented into practice (Do), later the current situation is analyzed using monitoring (Check), and identified flaws are corrected, renewing the process (Act). This algorithm ensures efficiency in all areas, from personnel qualifications to the material and technical base.
- Kaizen philosophy: This principle promotes that ensuring quality occurs not only through the management but through the sense of involvement and direct participation of every student, employee, and teacher. It forms a culture of openness, transparency, and a continuous striving for innovations in the educational environment.

Turning to global experience, prestigious educational institutions such as Oxford and Cambridge (Great Britain), as well as leading universities in South Korea and Japan, have successfully implemented the above methods and achieved high results in scientific activity and international rankings. In these institutions, resources are allocated depending on the specific contribution of each employee and department to quality.

Conceptual views on education quality [1;2;3]

Scientist / Organization	Main approach to quality DOC
W. Edwards Deming	A continuous improvement phase guaranteed by systematic management.
Joseph Juran	A complex process consisting of control, planning, and continuous development.
Philip Crosby	Absolutely avoiding errors (zero defects) and full compliance with existing requirements.
Harvey L., Green D.	A phenomenon measured through various categories such as compliance, excellence, and transformation.
OECD	A criterion determined by educational results and the overall effectiveness of the entire system.
UNESCO	The level of acquisition of necessary competencies by students.

CONCLUSION

Summarizing foreign experiences and the analyzed scientific theories, the following conclusion can be drawn regarding quality management in private higher education institutions: Quality management is a continuous, complex management mechanism that ensures the proportionality of labor market demands and educational results, combines external and internal control systems, covers all areas of the educational process (from planning to improvement), and guarantees the institution's competitiveness in market conditions.

As a result of the theoretical and methodological analyses conducted, the following main conclusions were reached regarding the process of education quality management in private higher education institutions:

1. First, in the conditions of a modern knowledge economy, the competitiveness and stability of non-state higher education institutions in the market environment are absolutely determined by how effectively their implemented quality management system works.
2. Second, ensuring quality is not just meeting standards, but rather a continuous improvement loop that includes planning goals, organizing the process, conducting deep monitoring, and eliminating flaws, relying on the Shewhart-Deming (PDCA) algorithm.
3. Third, to create a culture of quality in the institution, as emphasized in the Kaizen philosophy, it is required to increase the personal involvement and responsibility of every pedagogue, employee, and student in the process.
4. Fourth, genuine quality management arises only when the institution's personal internal audit, the external control of state bodies, and the social assessment mechanisms of employers and the public work in mutual proportionality.

In summary, quality management in the private sector is considered a complex and flexible mechanism that guarantees that educational results fully meet the direct needs of the labor market.

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