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**NEW MANAGERS FOR CHANGING GLOBAL
ECONOMY: COMPARATIVE ANALYSIS
OF BUSINESS EDUCATION BY UKRAINIAN
STUDENTS IN HOME UNIVERSITIES AND ABROAD**

**NOWI MENEDŻEROWIE W ZMIENIAJĄCEJ
SIĘ GOSPODARCE ŚWIATOWEJ:
ANALIZA PORÓWNAWCZA EDUKACJI
BIZNESOWEJ UKRAIŃSKICH STUDENTÓW
NA UNIWERSYTETACH W KRAJU I ZA GRANICĄ**

DOI: 10.15611/pn.2017.463.24

Summary: The article presents the analysis of causes stimulating Ukrainian students of managerial studies to emigrate abroad in search of other places of education. Factors that influence the process of integration of Ukrainian youth in the international environment are analyzed and directions of activities for overcoming the negative trends in the area are proposed. As part of the research the level of participation of Ukrainian students – future managers, economists, and entrepreneurs – in international exchange programs is also examined. An important dimension of the study is to determine the expectations of Ukrainian students about the prospects of a career abroad and a comparison with the assessment of such prospects in Ukraine. The results of a comparative analysis of the structure of the assessment of employment opportunities for students studying abroad and in Ukraine have been presented. The level of perception of the main differences between the educational process in Ukraine and abroad by the test group has been determined. Recommendations relating to the problems identified and directed to the reform of higher business education in Ukraine have been made.

Keywords: managerial studies, emigration, integration of Ukrainian youth in the international environment.

Streszczenie: W artykule przeprowadzono analizę przyczyn stymulujących ukraińskich studentów studiów menedżerskich do emigrowania za granicę w poszukiwaniu innych miejsc kształcenia. Przeanalizowano czynniki wywierające wpływ na proces integracji ukraińskiej młodzieży ze środowiskiem międzynarodowym oraz zaproponowano kierunki aktywności służącej przezwyciężeniu negatywnych tendencji w danym zakresie. W ramach przeprowadzonego badania rozpatrzono również poziom uczestnictwa ukraińskich studentów – przyszłych menedżerów i przedsiębiorców w programach wymiany międzynarodowej. Ważnym wymiarem badania było określenie oczekiwań ukraińskich studentów co do perspektyw ro-

bienia kariery za granicą oraz porównanie z oceną takich perspektyw na Ukrainie. W artykule podano wyniki analizy porównawczej struktury oceny możliwości zatrudnienia studentów uczących się za granicą i na Ukrainie. Ustalono poziom percepcji przez badaną grupę głównych różnic między procesem edukacyjnym na Ukrainie i za granicą. Sformułowano rekomendacje odnoszące się do ustalonych problemów oraz skierowanych na reformę biznesowego szkolnictwa wyższego na Ukrainie.

Słowa kluczowe: studia menedżerskie, emigracja, integracja ukraińskiej młodzieży ze środowiskiem międzynarodowym.

1. Introduction

The globalization of economy stimulates companies to hire managers who have the knowledge of foreign languages, law, traditions and culture of other countries. This knowledge becomes critical requirement for a new specialist to get a managerial position in many companies. At the same time the processes of globalization, internationalization, formation of information society are accelerating, and therefore new opportunities for the personal development of students in the sphere of international activities emerge.

Education abroad makes students ready to work on the international labor market, namely to develop intercultural awareness and the ability to work effectively with people from different countries that is becoming increasingly important in the context of globalization, because employers want to hire workers with a global outlook who can easily and efficiently establish relations with foreign partners. That is why education abroad is good for students, but it creates new challenges for domestic educational system. As mentioned in OECD research: “Cross-border flows of ideas, students, faculty and financing, coupled with developments in information and communication technology, are changing the environment where higher education institutions function. Co-operation and competition are intensifying simultaneously under the growing influence of market forces and the emergence of new players”. [OECD 2009]

The influence of studying abroad on the development of students’ global perspective is recently investigated in the works of Mark E. Engberg [Engberg 2013], Lane Perry, Krystina R. Stoner, Lee Stoner, Daniel Wadsworth, Rachel Page and Michael A. Tarrant [Perry et al. 2013], Mark H. Salisbury, Brian P. An, Ernest T. Pascarella [Salisbury et al. 2013], Takako Asaoka and Jun Yano [Asaoka, Yano 2009], Elizabeth Root and Anchalee Ngampornchai [Root, Ngampornchai 2013].

The importance of students attracting to the European structures and obtaining the international experience has been accented in the article by Yevhen Borodin and Iryna Khozhylo. [Borodin, Khozhylo 2014] Also, according to the article by Volodymyr Chuhanovs’kyi joining the European education environment will increase the level of academic mobility and expand the opportunities for students, professors and researchers from Ukraine, which will positively affect education system and facilitate

the employment process for Ukrainian students on the whole. [Chuhanovs'kyi 2013] These ideas have been mentioned in the article by Natalia Mos'pan too. [Mos'pan 2014]

The analysis of literature shows practical absence of evaluation of risks and benefits for business education in Ukrainian universities. It is possible to mention only works of O.A. Bilovodska concerning the image of Ukrainian universities [Bilovodska 2010], N.V. Tsimbalenko about risks and advantages of education internationalization [Tsimbalenko 2015], and general regional overview of this problem in foreign literature (e.g. Jane Knight). [Knight 2015] That is why the aim of this article is to analyze Ukrainian students' attitude to business education in Ukrainian universities and abroad, and to make some suggestions how to overcome negative tendencies and problems of domestic education.

According to the aim of the article, these tasks were determined:

- to conduct a survey among Ukrainian students, who study business courses abroad and in Ukraine,
- to provide a comparative analysis of the most popular reasons to study abroad,
- to research the tendencies in students' social activity, volunteering and participation in international exchange programs,
- to compare and analyze students' expectations about future career opportunities in Ukraine and abroad,
- to formulate a set of recommendations for solution to the identified problems in domestic business education.

The article is based on the comparative analysis of the survey results, which was conducted among 2 target groups (100 respondents each): Ukrainian business directions students, who earn a bachelor's degree abroad (target group 1) and in Ukraine (target group 2). For selecting the survey participants a random sampling method for the target group 2 was chosen and quota sampling for the target group 1 was formed according to popularity of countries among students.

The directions of this research cover the most urgent and acute aspects of the business education process in Ukraine.

2. Research results

Why do Ukrainian business major students choose education abroad?

According to the research results 3 basic reasons, which motivate Ukrainian students to study abroad are:

- a) world-view expansion

The main reason for 60 percent of Ukrainian students who study abroad, is a wider range of opportunities for personal development (professional, social, creative, etc.) and a better standard of living abroad. Moreover, 50 percent of students, who study in Ukraine, define a desire to travel, to expand their world-view as the main motivation to study abroad.

A students' wish to grasp international experience, fulfill themselves, expand the level of professional knowledge and as a result to expand the world-view is a positive factor of integration and affirms a students' interest in cultural exchange and full integration into the community of world education.

b) an opinion about the insufficient level of higher business education in Ukraine
Ukrainian students, who study abroad and in Ukraine (30 percent of them) define the insufficient level of business education in Ukrainian universities as the main motivation to choose foreign education. The disparity between students' expectations and higher education in Ukraine illustrates a real necessity to reform the education system and to attract students to it. Those efforts will cause the growth of popularity of education in Ukraine and provide a higher level of competitiveness of Ukrainian alumni at the labor market.

It should be mentioned that global Ukrainian integration is a bilateral process and thus the conformity to European education standards is an imperative condition for higher education system of Ukraine.

c) an opportunity to get the European diploma

It is a precondition of future career success which is important for 60 percent of Ukrainian students who study abroad. The systematic reformation of higher education in Ukraine will cause a future unification with European community and provide a successful implantation of global standards in Ukraine. As a result, a positive image and the growth of education popularity in Ukraine among Ukrainian and foreign students will be achieved.

More than 30% percent of students who study abroad, express a wish to live abroad as the main reason to choose foreign universities. This motivation is a little bit similar to the wish of self-realization (an answer "better prospects in self-realization abroad"), but it is more superficial in its nature. In this situation the main aim to study abroad is not a wish to gain new experience or of self-realization, but to immigrate to a certain country.

Interestingly, the wish to study at world famous universities is the main reason to choose foreign education only for 11 percent of Ukrainian students. This factor plays a key role as a criterion to choose a certain university (after decision making about foreign education), but is not a primary motivation for students to study abroad and becomes a minor factor in comparison to other mentioned reasons. The basic condition of this are: high tuition and living costs at leading universities in Europe, North America, East Asia and other world sites. As an additional confirmation to this thesis, it should be mentioned that the main students' prerogative in choosing a university are relatively low tuition costs and an opportunity to apply for a scholarship. The fact that the amount of scholarships for Ukrainian students has increased quite a lot recently and thus students from families with different levels of income got a chance to study abroad is undoubtedly a positive factor of integration.

Nevertheless 19 percent of Ukrainian students do not think at all about education abroad. We consider this fact as a negative factor, since it shows a passivity of Ukrainian

students to some extent. Students' community is the main foundation of active society, thus the disinterest in the international experience and education abroad becomes an obstacle to implement international knowledge in Ukraine.

Another aspect under this research is to compare students' readiness to gain international experience with their real activity in this sphere (this section concerns only students who study in Ukraine). A measure of their activity is a participation in international exchange programs, which represents not only students' declarations about the wish to study, but also real progress in this direction.

A problem of passivity of Ukrainian students is presented in Figure 1.

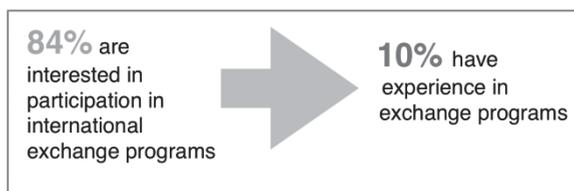


Figure 1. The problem of passivity of Ukrainian students, in % ratio

Source: own research.

Despite high level of interest in exchange programs, only a small percent of Ukrainian students actively work in this direction. Only 21 percent of respondents consider some alternatives and 10 % have experience in such programs. Thus, only one third of students are looking for new opportunities to take part in exchange programs, scholarships, summer schools, etc. This situation demonstrates a high level of social passivity, which forms a considerable barrier for Ukrainian integration.

Students' evaluation of their future career opportunities

The adjustment of higher education to the dynamic changes in the labor market is an urgent question at present time. The most specific problem is the process of students' graduation and their entering the labor market. [Bożykowski et al. 2014] Generally, the difficulties of alumni with finding the first job is connected with the dysfunction of educational system, but this problem can be also caused by the incorrect exchange of information about students' preferences and market needs. Thus in this research the possible incorrect exchange of information was taken into consideration. [Szafranec 2011]

As part of research a comparable analysis of students' expectations for future career opportunities abroad and in Ukraine was carried out (Figure 2).

Figure 2 shows that despite general perception of better career opportunities abroad, Ukrainian students positively evaluate their possibilities in the Ukrainian and foreign labor markets. Factors like corruption, foreign citizenship, internationally recognized diploma and job specificity influence employment opportunities, but are

not a serious obstacle for most students. One third of students who study in Ukraine regard the high level of professionalism as the main condition of career success, which demonstrates students' aspiration for professional skills development and their confidence in future in the long term, which positively influences integration.



Figure 2. An optimistic tendency in students' expectations for career opportunities abroad and in Ukraine, in % ratio

Source: own research.

Since the integration process has two-way direction, in this section we also analyze the prospects of implementing the foreign experience in Ukraine according to the percent of Ukrainian students who returned to Ukraine after studying abroad. Direct execution of students' foreign experience in community helps to realize the integration process inside and as a result to facilitate a passing of all integration stages.

According to Figure 3, only 38 percent of Ukrainian students who study abroad do not plan to return to Ukraine. Since most of the students have expressed their wish to return or have not decided yet, we positively characterize this occurrence, taking into account the strained situation in Ukraine.

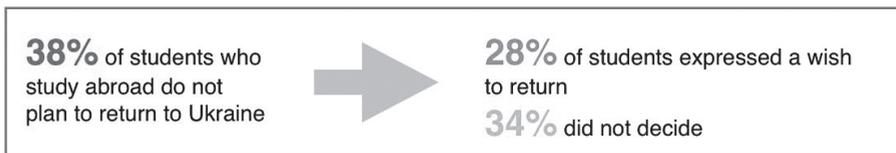


Figure 3. The prospects of foreign experience implementation in Ukraine, in % ratio

Source: own research.

Dependence between academic success and career growth is another aspect of integration research. Usually, this dependence is defined as conformity of high education to students' expectations and thus has in some extent a subjective nature. We compared the importance of academic success as a precondition of career growth for Ukrainian students who study abroad and in Ukraine, and according to the results formulated 2 problematic statements:

1. The insufficient degree of conformity of high education to students' expectations.

According to Figure 4 the percent of Ukrainian students who study abroad and define academic success as the main precondition of wide career opportunities, exceeds

more than twofold the percent of students who study in Ukraine. The disparity between the standards of Ukrainian education and students' demands causes the decrease of value of Ukrainian education. It encourages Ukrainian and foreign students to refuse to study in Ukraine and to search for new education opportunities, which negatively influences Ukrainian integration.

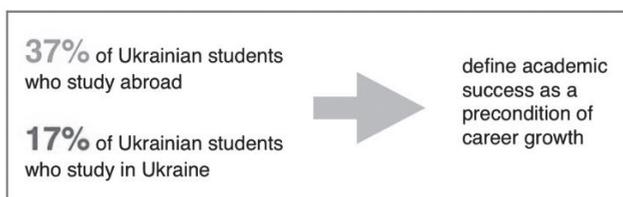


Figure 4. The problem of inconformity of Ukrainian education to students' expectations, in % ratio

Source: own research.

2. The determination of academic success as an additional aspect of career growth.

According to Figure 5, most Ukrainian students determinate academic success as a secondary feature of their career opportunities.

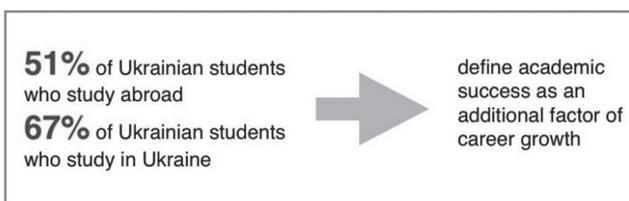


Figure 5. Determination of academic success as an additional factor of career opportunities, in % ratio

Source: own research.

Two reasons for this problematic statement were defined:

1. Students' awareness of the importance of independent obtaining of practical skills outside the university (participation in workshops, internships, training courses, startups, etc.). The results show that despite the level of education, defects of mainly the Ukrainian education system and a country of residence, most Ukrainian students pay attention to the independent professional development, which positively influences Ukrainian integration.

2. The clear separation between gaining high education and obtaining practical skills. Thus most students perceive high education only as a theoretical part of professional knowledge (especially it is typical for students who study in Ukraine).

Students' participation in the community activities

In the third section of our research the level of students' participation in community life was studied and the perception of volunteering and public participation as an important part of social and political process was analyzed.

It should be mentioned that the research covers only the level of participation in such activities, excluding the form of students' attraction (a project organizer or an assistant; a founder or a member of an organization, etc.).

According to the research results 2 problems were defined:

1. A high level of social passivity among students

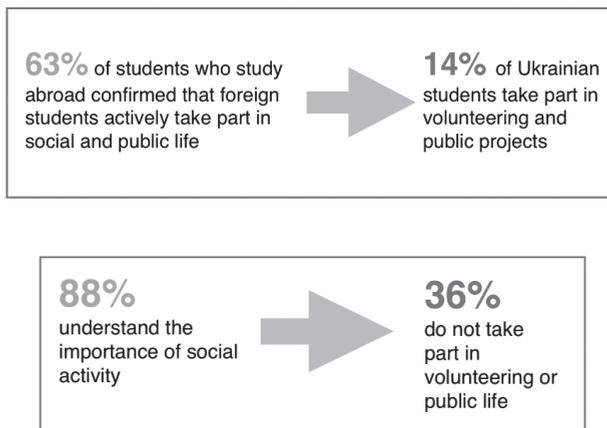


Figure 6. The problem of social passivity among Ukrainian students, in % ratio

Source: own research.

Despite the high level of understanding of the importance of social and public participation (88%), a big percent of Ukrainian students (36%) do not participate in any form of community involvement. Thus, one third of students stays out of community activities, while understanding the importance of it.

Only 2 percent of students who study abroad, mentioned that foreign students did not participate in these public activities, which proves the problem of Ukrainian students' indifference and passivity.

2. 2. The insufficient level of community formation of active students

Only 14 percent of students who study in Ukraine, actively and frequently take part in social and public projects. At the same time 63 percent of students who study abroad, characterized the participation of foreign students in such projects as active and enthusiastic. Thus, the disparity between the activity of foreign and Ukrainian students illustrates to some extent a rudimentary level of public position of students in Ukraine and their partial participation in community life. Since the active students'

formation is a base of the active society, this factor negatively influences the social processes in Ukraine, especially integration.

It should be mentioned that the opinion about foreign students' social activity is based on a specific situation in a country where students were studying. Michael R. Laubscher after his research suggested that "To enhance the out-of-class learning experiences of exchange students, the study recommends that international programs build in experiential activities, monitor the quality of the exchange experience, develop appropriate pre-exchange orientation programs, prepare students for reflective observation, force critical thinking and reflection, and develop more exchange programs in nontraditional areas." [Laubscher 1994]

Interestingly, the citizen participation of Ukrainian students who study abroad, does not considerably differ from the citizen participation of students who study in Ukraine. We define 2 completely different reasons for this situation:

1. Education abroad takes much more time and needs more effort than in Ukraine (possible obstacles are: foreign language, social awkwardness, psychological difficulties, etc.) and thus, students do not have an opportunity to take part actively in social and public activities. Most Ukrainian students who study abroad (51%) chose an answer "I participate in volunteering and public activity, but not very often".

2. Students who study abroad have a bigger set of opportunities than in Ukraine, especially the opportunity to realize their own community projects, participate in different international organizations, establish connections with worldwide institutions and thus, this structure of participation in community life (40% of Ukrainian students who study abroad do not take part in any political or social activity and only 9% of them actively participate in such projects) demonstrates a general passivity of Ukrainian students and illustrates the problems which were detected in this research.

3. A difference between Ukrainian and foreign education

The concept of qualitative education is defined by a set of socially important characteristics, the presence of which forms a value of education. Moreover, an important aspect of it is the students' (as the main "consumers") comparable valuation of education. [Hryshkova 2013; Kozak 2004; Grudowski, Lewandowski 2012]

Ukrainian students were asked to compare education abroad and in Ukraine. Based on the survey results a list of 5 basic differences between foreign and national education systems, which are considered in this article as the problems of Ukrainian education, were formed:

1. Corruption in the education process

Eighty percent of Ukrainian students who study abroad defined corruption as the main difference between Ukrainian education and education abroad. The presence of corruption in education decreases the value of knowledge and skills provided by Ukrainian universities and encourages students to choose foreign education not only as a way of personal development and gaining international experience, but as a way to

be impartially marked (students mentioned in the answer – “other” such statements as: “zero knowledge, but graduating with honors” concerning Ukrainian education; “the loyal attitude to every student, no material impact on the evaluation”, “every thing is being appreciated” concerning education abroad). As a result it caused a depreciation of Ukrainian education, loss of credentials for Ukrainian diploma and students’ “escape” from corruption abroad. Because the definition of corruption as the main problem of Ukrainian education is more inherent for students who study abroad, it is reasonable to admit that the situation connected with corruption is definitely different abroad.

2. Insufficient stress on practical skills in the education process

A lack of practically oriented courses, internships in companies and university workshops is the main weakness of Ukrainian education for 70 percent of Ukrainian students who study in Ukraine. The development of practical skills plays a key role in specialist preparation and thus the absence of such preparation in Ukrainian education undermines the value of it for students and employers.

However, as previously mentioned, only a small percent of students who study in Ukraine, independently search for opportunities to develop their practical skills. Despite the willingness to gain practical skills, students usually do not work in this direction and thus this problem of Ukrainian education should be characterized as double-sided.

3. A lack of modern technical and program equipment in the education process (technical devices, modern software)

It is a serious problem of Ukrainian education. This factor negatively influences the level of professional knowledge of Ukrainian students, hinders the development of innovations and needs an urgent reformation at governmental and university levels.

4. A lack of freedom in course selection

An essential limitation of opportunities to freely choose courses at university is another serious weakness of education in Ukraine. The percent of students studying in Ukraine exceeds twofold the percent of students studying abroad in choosing this problem as the main one, which emphasizes the importance of this factor for Ukrainian students and shows a big need of changes in this sphere.

However, only one third of students mentioned that foreign universities in comparison with Ukrainian ones provided higher level of education, which to some extent is contrary to previous answers, but it shows that most problems in Ukrainian education basically concern technical and organizational aspects.

4. Conclusions

The situation that Ukrainian business major students study abroad is not a problem by itself for the domestic educational system. Two-thirds of students who study business major abroad, consider the possibility to return home. The research has shown the main problems are: an opinion about the insufficient level of higher business education in Ukraine, living standards provided by Ukrainian universities,

outdated technical equipment in classes, lack of practical preparation for future work, limitation of opportunities to freely choose courses at a university. Most of these problems are possible to solve and this fact gives hope of the recovery for Ukrainian business education.

Another identified problem, not directly connected to educational system, but important for business major students, is passivity of Ukrainian students in social life of local communities in Ukraine and abroad. Once again, solving this problem does not demand huge investment but just consistent work.

If students study abroad only to emigrate, domestic business education can do few things to change their mind. The level of education relevance for future business career is evaluated practically identically in Ukraine and abroad.

It is possible to suggest that a very important problem of corruption can be solved only on the state level. Universities by themselves are not able to fight corruption if the whole society does not consider it as number one problem.

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