

# Three Roles of Universities in the Management of Educational Services at Lecture

*American Journal of Creative Education*  
Vol. 2, No. 4, 161-172, 2019  
e-ISSN: 2706-6088



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## ABSTRACT

The aim of this paper is to study three roles of Universities in the management of educational services at the lectures. This is a very important aim, as students' requests change. That is why Universities are forced to manage educational services. The following research methods were used in this study: empirical methods (the study of normative legal acts and scientific-methodological literature; content analysis of scientific sources for higher education); methods of theoretical analysis (classification; induction and deduction; comparative and retrospective ones; specification and generalization); graphical methods for data analysis of research. The theoretical and practical relevance of the review deals with marketing management. It has got new scientific results. It is three roles of Universities in the management of educational services at the lectures: as performers of educational services; as educational institutions; as marketing-oriented institutions. The proposed set of managerial decisions for three roles of Universities in the management of educational services at the lectures improves the quality of specialist training in higher education.

**Keywords:** *Marketing, Management, Educational Services, Lecture, Higher Education, Academic freedom, European values, Roles of Universities.*

**DOI:** 10.20448/815.24.161.172

Citation | Walery Okulicz-Kozaryn (2019). Three Roles of Universities in the Management of Educational Services at Lecture. *American Journal of Creative Education*, 2(4): 161-172.

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**Funding:** This study received no specific financial support.

**Competing Interests:** The author declares that there are no conflicts of interests regarding the publication of this paper.

**History:** Received: 8 August 2019/ Revised: 12 September 2019/ Accepted: 15 October 2019/ Published: 4 December 2019

**Publisher:** Online Science Publishing

### Highlights of this paper

- The purpose of this paper is to study three roles of Universities in the management of educational services at the lectures. The three roles are as listed: i) performers of educational services, ii) educational institutions and iii) marketing-oriented institutions.
- The proposed set of managerial decisions for three roles of Universities in the management of educational services at the lectures improves the quality of specialist training in higher education.

## 1. INTRODUCTION

### 1.1. Introduce the Problem

Competition in the higher education market forces Universities to manage educational services at lectures. Problems of management of higher education are widely highlighted in the scientific literature. The management of the higher education system is also the subject of attention of practitioners and scientists. Trying to attract and to retain students, service quality and student satisfaction is an important aspect for Universities in a higher education market.

The purpose of the research (Dora *et al.*, 2019) is to study the relation among service quality, student satisfaction and decision in remaining active to study. From the research results of data analysis, it can be seen that service quality is very important for private Universities because service quality provided by private Universities is very influential on student satisfaction and decision in remaining active to study. The improvement in service quality can be planned in all service quality dimensions, which is a key factor to attract and to retain students (Dora *et al.*, 2019).

University life quality is a concept that affects students' self-perceptions, sense of belonging, attitudes towards the profession, alienation levels, motivations, democratic attitudes, communication skills and academic achievements in their education processes (Elitok and Cavus, 2019). As a result of the analysis, it is determined that the common dimensions of the scales applied in European countries and the USA are knowledge, skills, citizenship duty, citizenship values, volunteering, participation and protest (Altıntaş and Karaaslan, 2019).

The study (Zuberu *et al.*, 2019) sought to examine the nature of students learning style in Ghanaian universities. The study reveals that the most frequently used sense organ among students is the visual references (Reading and graphic displays) 90.4% and verbal explanation of ideas. The article recommends the universities in collaboration with national government to provide appropriate facilities and suitable learning environment. As well as they must ensure regular training on different learning styles and their implications for university lecturers (Zuberu *et al.*, 2019).

So, we see interest in studying and meeting the needs of students in the higher education market in different countries. We have recorded research in this sphere from Indonesia in the East to the United States in the West.

### 1.2. Importance of the Problem

In this paper, the author investigates different aspects of the marketing management of educational services at Universities. It is very important to know how to organize educational activities of the provider of educational services in order to meet the needs of the consumer.

The object of the research is educational services at lectures.

The subject of the research is marketing management of educational services at Universities.

The aim of the review is to study three roles of Universities in the management of educational services at lectures.

### *1.3. Literature Review*

The study of basic sources has shown that the auditory learning style has dominated at lectures for more than 500 years (Samygin, 1998; Andreev, 2000; Popkov, 2001). Accordingly, the learning theory has been developing for several hundred years in the direction of increasing the efficiency of the auditory learning style (Okulich-Kazarin *et al.*, 2019).

At the same time, experimental research has shown the preferences of the consumers of educational services: students do not prefer the auditory learning style at lectures (Alieva and Okulicz-Kozaryn, 2018; Isaeva and Okulicz-Kozaryn, 2018; Lapitskaya and Okulicz-Kozaryn, 2018; Ossowska and Okulicz-Kozaryn, 2018; Okulich-Kazarin *et al.*, 2019; Zuberu *et al.*, 2019). These experimental results were obtained in Azerbaijan (Alieva and Okulicz-Kozaryn, 2018) Belarus (Lapitskaya and Okulicz-Kozaryn, 2018) Indonesia (Zuberu *et al.*, 2019) Poland (Ossowska and Okulicz-Kozaryn, 2018) Russia (Isaeva and Okulicz-Kozaryn, 2018) Ukraine (Okulich-Kazarin *et al.*, 2019). Thus, we see a contradiction between the preferences of students and the dominant method of providing educational services at lectures.

For example, the paper (Yang, 2008) incorporates Chinese and English literature, reviews the latest Chinese government documents, and delineates a comprehensive picture of transnational education provision in China. It locates the development in a wider social and policy context in China, examines the basic features of Chinese foreign partnerships, and reveals some major issues of concern. It argues that China needs to form effective regulatory frameworks to govern this new development in higher education, especially in terms of quality assurance to ensure cultural appropriateness of the joint programs.

The paper (Ahmed *et al.*, 2015) considers a form of strategic issues such as strategic management in higher education, three different levels of strategy and also discusses Porter's five forces in the context of UK higher education sector. These issues are linked to the competitive positioning and strategic management concepts being used in higher education.

Performance management process has become one of the most important management tools in profit organizations. The goal of the paper is to investigate usefulness of embedding the simulation of modelling approach for performance management process based on the case study of collaboration improvement in higher education (Vukšić *et al.*, 2014).

A number of papers draw attention to the management of University staff. In the article (Pepper and Giles, 2014) authors discuss the experiences of academics who occupy middle-level leadership roles in higher education. Authors found that these middle managers perceive their role as overwhelming, with a sense of huge responsibility and little power. They describe their role as reactive, they feel isolated and they enjoy making a difference in others' lives. Participants acknowledge the importance of developing support structures by building relationships with colleagues.

Another paper stated that new developments in higher education require teachers to work together in teams more often (Gast *et al.*, 2017). Due to these changes, there is a growing need for professional development activities focusing on teams.

However, these studies do not directly affect educational services. It has many publications related to educational services.

First of all, the article (Morrison, 2017) considers the function of higher education in England in the responsabilization of young people as consumers of a higher education "product". The article elaborates two-part theoretical framework that draws upon Gramsci and Foucault. This framework is then applied to analyze the 2011 White Paper, *Students at the Heart of the System*.

Before that, in 2007, Washington adopted the Student Achievement Initiative (Hillman *et al.*, 2015) designed to improve retention rates and degree productivity among community colleges. Using difference-in-differences analysis, authors found that the policy change has had little immediate effect on retention rates or associate's degree productivity.

In the following work (Gong and Huybers, 2015) it has been studied the preferences of Chinese students. The findings suggest that university ranking and destination safety are key decision drivers for Chinese students. This study does not apply to students of Eastern European universities. Also, this study does not concern the coordination of educational activities.

Organization of the educational activities of the provider and the consumer of educational services is their interaction. This interaction aims to meet the educational needs of the consumer. The research was devoted to the preferences of students when choosing the learning style at lectures. Below we will consistently carry out a theoretical analysis of the features of effective interaction between the provider and the consumer of educational services from the standpoint of:

1. Right to education.
2. Academic freedom.
3. European values.
4. Theory of learning and consumer rights.
5. Marketing theory.

Below we will study the features of the organization of educational activities of the provider of educational services in order to meet the needs of the consumer. This direction concerns three roles of Universities in the management of educational services at lectures.

## **2. METHOD**

### *2.1. General Information*

The review was carried out since July 2018 till September 2019. When planning an ascertaining experiment, I have relied on the results of the previous studies. The practical part of the study was focused locally, in Eastern Europe. From a theoretical point of view, I relied on studies carried out in different countries before that.

The following research methods were used in the work:

- Empirical methods (the study of normative legal acts and scientific and methodological literature; content analysis of scientific sources for higher education).
- Methods of theoretical analysis (classification; induction and deduction; comparative and retrospective one; specification and generalization).
- Graphical methods for data analysis of research.

The study was performed in three stages:

- Literature review.
- Primary processing and grouping of results.
- Writing the text and correcting the text according to the reviewers' comments.

### *2.2. Information Research and Literature Review*

At the first stage, the description of the state of research in this field was made. More than 180 scientific sources were studied, including those published in the journals: European Journal of Contemporary Education, European Journal of Higher Education, Higher Education, Higher Education in Europe, Higher Education

Pedagogies, International Journal for Academic Development, International Journal of Education and Practice, Journal of Higher Education Policy and Management, Journal of Marketing for Higher Education, Polish Journal of Management Studies, Research in Higher Education, Studies in Higher Education, Universal Journal of Educational Research, etc. The publications that are the closest to the topic of the study were selected for a thorough analysis later. After the information research the aim of the review was formulated.

### 2.3. Primary Processing and Grouping of Results

The next stage is systematization and generalization of the main research results, the formulation of practical recommendations and their implementation in the pedagogical activity of the author of the research.

The theoretical and methodological provisions of the research are built on the most important provisions of:

- Role of marketing in the educational services market.
- Learning theory.
- Management and marketing theories.

The review includes about 10 publications in journals indexed in databases Web of Science and SCOPUS.

## 3. RESULTS

To begin with, let's present these five positions selected for analysis as the [Table 1](#). This helps us to see them in relation to the three roles of Universities.

**Table-1. Three roles of Universities in the management of educational services at lecture.**

Universities				
Role 1 - performers of educational services	Role 2 - educational institutions		Role 3 - marketing-oriented institutions	
1. Right to education	2. Academic freedom	3. European values	4. Theory of learning and consumer rights	5. Marketing theory

The [Table 1](#) shows us Universities divided to the three roles:

- Role 1 - performers of educational services.
- Role 2 - educational institutions.
- Role 3 - marketing-oriented institutions.

The first role of Universities is divided into two positions for analysis. The second role of Universities is also divided into two positions for analysis. The fifth position corresponds to the one role of Universities.

Let's take turns examining all five positions selected for analysis.

### 3.1. Right to Education

The right to education is one of the human rights of the "second generation" (social and economic and cultural ones; the aspect of non-discrimination can also be viewed as the civil law of the first generation) (The Right to Education; Pravo\_na\_obrazovanie; Obrazovatel'naya usluga).

The right to education is declared in Article 26 of the Universal Declaration of Human Rights, enshrined in Articles 13 and 14 of the International Covenant on Economic, Social and Cultural Rights, Articles 28 and 29 of the Convention on the Rights of the Child, Article 2 of the First Protocol of the European Convention for the Protection of Human Rights and Freedoms. As early as 1793, Article 22 of the Declaration of the Rights of a Man and a Citizen of the Jacobin Constitution, I, set the task of society the access to education for everyone.

The UN Committee on Economic, Social and Cultural Rights identifies four main characteristics of the right to education: availability, allowability (non-discrimination, physical and economic accessibility), acceptability and adaptability of education, and also indicates that "the right to education can be provided only if teachers and students have academic freedom" (The Right to Education, 2012). Here we can see two important characteristics:

- Physical accessibility.
- The presence of academic freedom that teachers and students have.

Physical accessibility should be understood not only as an opportunity to be present in the audience. It is also a possibility to acquire information through auditory and visual analyzers, for example, at lectures.

Academic freedoms (Solovyov and Solovyov, 2017) are the principles according to which the freedom of research among students, researchers and faculty members of higher education institutions and research organizations is necessary for them to fulfill their mission. The concept of academic freedoms is an integral part of academic culture in Germany, France, the UK and the USA (Statement of Principles on Academic Freedom and Tenure, 1940; Walter, 1955; UNESCO / ILO, 1997; Duka, 2010; Goptareva, 2015). Academic freedoms did not spread in either the Russian Empire or the USSR (Volosnikova, 2005).

### *3.2. Academic Freedom*

Academic freedoms are a legally enforceable concept reflecting ... the freedom of students to receive knowledge according to their inclinations and needs (Federal Law of the Russian Federation, 2011).

Academic freedoms of students (Shram, 2007; Safin, 2008) expressed in the student's right to choose the level, type, timing, methods of their studies, the opportunity to participate in shaping the content of their education, become the most important condition for the implementation of the educational paradigm, giving students the freedom of choice in the process of professional training, expanding in a student's value and stimulating attitude to his own education, his level and quality, academic freedoms contribute to their ability to make their own choices, see the end result of this choice, determine its importance for professional activities and take responsibility for it.

Freedom of choice in the educational process, existing due to the legally established academic freedoms of students, allows students to learn in accordance with their desires and ideas, and not due to external coercion. This is what contributes to the formation of the inner freedom of a person, allowing to become full-fledged subjects not only of the educational system, but also of the whole society. After all, not only knowledge and skills are established in a certain area of knowledge in vocational education, but also the process of becoming a person as a citizen of society, performing a certain social role in it (Shram, 2007).

Satisfying the needs of the individual in intellectual, cultural and moral development, academic freedoms became an integral part of the process of humanization of education, which allowed students to become a full subject of education, ensuring their right to participate in shaping the content of their education, choosing the types of education institutions (Shtokolova, 2005).

Academic freedoms directly include three fundamental freedoms. Two of these relate to faculty rights. But the third concerns, directly, the students. This is the freedom to study – the freedom of student to choose the framework of generally accepted training (lectures, practical, laboratory classes, tests/exams) and extracurricular (various written types of work, thesis/project, practice, etc.) classes (Walter, 1955).

The results of the survey have revealed that regardless of the faculty of study, the level of students' knowledge and of their academic freedoms is not significantly different and is not sufficient to use effectively (Shtokolova, 2005). It is the students' lack of information about their academic rights (Shram, 2007) that creates a situation in

which a student remains a passive consumer of educational services. The lack of participation of students in shaping the content of their education, of course, reduces their professional motivation (Mirzekhanov).

We will complete the analysis of the concepts "Academic freedoms" with an excerpt from the lecture of P.V. Tikhomirov. University science in Germany has freedom, its teaching has freedom and its study has freedom. This, as the Germans call it "academic freedom" ("akademische Freiheit"), essentially has two sides (Tikhomirov, 1904) freedom of professors to teach anything and at liberty; and 2) the freedom of students to learn anything, anywhere, and at liberty.

Summing up the legal aspects of the coordination of the educational activities of the provider and the consumer of educational services, we state that there are:

- 1) The freedom of professors to teach anything and at liberty.
- 2) The freedom of students to learn anything, anywhere, and at liberty.

Consequently, from the standpoint of the theory of law, both teachers and students of higher education institutions have equal rights in choosing ways of teaching and learning at lectures.

### *3.3. European Values*

The values of the European higher education area also include the participation of students and other stakeholders in the democratic governance and management of higher education (EACEA, 2018).

By combining the student's right #5, as a consumer of educational services, with European values, we fix the right to declare own interests and participate in the management of higher education.

Therefore, from the position of European values, students have the right to participate in the management of higher education, taking into account their interests.

### *3.4. Theory of Learning and Consumer Rights*

Continuing the research, we note that the theory of learning provides the pedagogically expedient interaction of a teacher and a student (Andreev, 2000; Popkov, 2001).

Considering education, through the prism of the provision of educational services, let's move from human rights (teacher and student) to consumer rights. Educational services do not have a tangible result, even when obtaining a certain level of education confirmed by the issuance of a document (certificate, attestation, diploma of the corresponding type). What the person who completed the training (graduate) ultimately receives can be classified as "intangible values" (Merkulov), that are inseparable from the identity of their carrier.

The first attempts to develop a theory of consumption associated with a number of key figures of social science of XIX - XX centuries (The History of the Study of Consumer Behavior, 2018). Karl Marx put forward the idea of commodity fetishism. American T. Veblen at the end of the XIX century proposed the theory of conspicuous (prestigious) consumption. German sociologist G. Simmel put forward a number of key ideas of the theory of fashion. German sociologist and economist W. Sombart proposed the concept of luxury. Another German sociologist M. Weber formulated the concept of status groups and Protestant Ethic. These names are often cited in consumption studies. More specific studies of consumer behavior appeared later. The logic of this direction is approximately as follows: economics gave birth to marketing, one of the sections of which is "Consumer Behavior".

Consumer sovereignty (Network) is a right and a real possibility, within the framework of available funds, to acquire everything that a consumer considers necessary, as well as the free choice of the seller, place, time and other conditions of acquisition.

Consumer rights are absolute and inviolable. Cheating, poor quality of goods, inattention to claims are considered as violation of the legal rights of consumers (Network). For us it is interesting following rights of the consumer of educational services (Consumer Rights and Marketing, 2017):

- The right to choose a product to meet basic needs (#1).
- The right to be heard and get support in protecting own interests from public and social authorities (#5).
- The right to receive information to facilitate consumer decision-making (#6).

By combining student rights (#1, #5, and #6), as a consumer of educational services, with the concept of "consumer sovereignty", we fix the right to purchase everything that the consumer deems necessary, as well as the free choice ... of other purchase conditions.

### *3.5. Marketing Theory*

The marketing concept is built on four main premises (Consumer Oriented Marketing, 2018):

- The success of any company depends primarily on the consumer, on whether he wants to buy something and pay for the purchase.
- The company should be aware of the needs of customers, preferably - well before the start of production, and in the case of high-tech industries - well before production planning.
- The needs of customers should be constantly monitored and analyzed in such a way that the company always outstrips its competitors in terms of "product" and "market development".
- Consumer-oriented marketing is not optional or additional, it is an important corporate position in wealthy, competitive societies where consumers own income far exceeds the vital level and have a choice.

For specialists in the field of marketing, knowledge and ensuring the fulfillment of consumer rights is a crucial element in their practical activities (Network). So, let us consider a simple example. Vegetarians visit a restaurant. A waiter offers them meat delicacies. The visitors refuse. The waiter continues to offer various meat dishes. The visitors ask to cook something without meat. Then, the waiter invites the chef. Together they explain to the vegetarians what modern cooking technologies are used, how much money the restaurant spends on the development of new recipes, interior and advertising.

How does the situation is finished? We have two options:

- The chef cooks a vegetarian dish.
- The visitors leave the restaurant and go to another restaurant?

For universities, these prerequisites are as follows:

- The success of the university depends primarily on the consumer, on whether he wants to buy and pay for education.
- The university should be aware of the needs of customers long before the planning of the educational process - the production of information is a high-tech industry.
- The needs of consumers of educational services should be constantly monitored and analyzed in such a way that the university always surpasses its competitors in terms of "service" and "market development".

Top managers should strive to integrate all components of the marketing strategy (i.e. the four factors of the marketing mix: product improvements, pricing, product placement and promotion) into a single strategic plan based on understanding consumer behavior (COM, 2018). In universities, the top management positions are called "rector" and "vice-rector".

Consequently, from the point of view of marketing theory, the top management of universities (rectors and vice-rectors) is personally responsible for drawing up and implementing a unified strategic plan based on the



understanding of the behavior of the consumer of educational services. In a concrete embodiment, such a plan for Eastern European universities should be based on the following:

- The university must declare in its mission and communicate to each teacher that success depends primarily on the consumer, on whether he wants to buy and pay for education.
- The university must accept that students do not prefer the auditory learning style at lectures.
- The university should respond to changes in student preferences, at least as follows:
  - equip all audiences with visual teaching aids (projectors, screens, etc.),
  - organize courses for faculty to use visual learning tools.
- The university must constantly monitor and analyze the needs of the consumers of educational services.

Production of ideas and services today is considered to be a process of customer satisfaction. A marketing-oriented organization (COM, 2018) focuses on discovering customer needs and realizing these needs in order to achieve its goals. In other words, universities that are interested in success in the educational services market should study the needs and preferences of students. In our case, the author has showed in the Literature review that students do not prefer the auditory learning style at lectures.

Consequently, from the standpoint of the science of consumption, students, as consumers of educational services, have the right to acquire everything they see fit. Universities, as providers that satisfy consumers, should pay attention to the visual learning style at lectures, as the most preferred one among students.

#### 4. DISCUSSION

Summarizing the results of the theoretical and empirical analysis, it can be stated that the organization of the educational activities of the performer and the consumer of educational services concerns three roles of Universities in the management of educational services at lectures:

1. Universities, as providers of educational services, accept that:

- From the standpoint of the theory of law, both teachers and university students have equal rights in choosing ways to study at lectures.
- From the standpoint of the science of consumption, students, as consumers of educational services, have the right to acquire everything they see fit.
- From the position of European values, students have the right to participate in the management of higher education, taking into account their interests.

2. Universities, as education institutions, draw up and implement a single strategic plan based on the understanding of the behavior of the consumer of educational services. The top management of universities (rectors and vice-rectors) is personally responsible for the preparation and implementation of this plan.

3. Universities, as marketing-oriented organizations:

- Declare in their mission and communicate to each teacher that success depends primarily on the consumer, on whether he wants to buy and pay for education.
- Accept the fact that students do not prefer auditory learning style at lectures.
- Equip all audiences with visual teaching aids (projectors, screens, etc.).
- Organize courses for faculty to use visual learning tools.
- Constantly monitor and analyze the needs of students, as the consumers of educational services.

The theoretical and practical relevance of the review deals with the quality of teaching in higher education:

1. The theoretical ideas and conclusions that research contains were brought to the formulation of specific recommendations.

2. These recommendations are not related to changes in the structure of higher education. They will not lead to a change in the models, principles or methods of management of the higher education system. In order to implement the recommendations, only managerial decision-making is required.

3. In this paper the managerial decisions were made for three roles of Universities in the management of educational services at lectures.

4. The proposed set of managerial decisions improves the quality of specialist training in higher education.

The results correspond to the society's requests described in the papers (EACEA, 2018; Altıntaş and Karaaslan, 2019; Dora *et al.*, 2019; Elitok and Cavus, 2019; Zuberu *et al.*, 2019) etc.

## 5. CONCLUSIONS

The aim of the review is achieved. The theoretical and practical relevance of the review deals with the marketing management. The theoretical ideas and conclusions contained in the research were brought to the formulation of specific recommendations. It has got new scientific results. The author has showed three roles of Universities in the management of educational services at lecture:

- As performers of educational services.
- As educational institutions.
- As marketing-oriented institutions.

1. Universities, as providers of educational services, accept that:

- From the standpoint of the theory of law, both teachers and university students have equal rights in choosing ways to study at lectures.
- From the standpoint of the science of consumption, students, as consumers of educational services, have the right to acquire everything they see fit.
- From the position of European values, students have the right to participate in the management of higher education, taking into account their interests.

2. Universities, as education institutions, draw up and implement a single strategic plan based on the understanding of the behavior of the consumer of educational services. The top management of universities (rectors and vice-rectors) is personally responsible for the preparation and implementation of this plan.

3. Universities, as marketing-oriented organizations:

- Declare in their mission and communicate to each teacher that success depends primarily on the consumer, on whether he wants to buy and pay for education.
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- Equip all audiences with visual teaching aids (projectors, screens, etc.).
- Organize courses for faculty to use visual learning tools.
- Constantly monitor and analyze the needs of students, as the consumers of educational services.

4. The proposed set of managerial decisions for three roles of Universities in the management of educational services at lectures improves the quality of specialist training in higher education.

5. The aim of the next research is to study the conditions of management of educational services more widely. This refers to the development of management decisions for other actors of the society, for example, Ministry of Higher Education, etc.

## 6. ACKNOWLEDGEMENTS

The study was carried out in Poland in 2018-2019 with the support of the scientific project: Innovations in the management of educational systems and processes (Pedagogical University of Krakow). The author would like to thank reviewers and editors for their insightful comments on an earlier draft of this paper.

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