
Analysis of the Impact of Decentralization Policy on Higher Education Management: Challenges and Opportunities

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Abstract

In the dynamic environment of higher education, the impact of decentralization policies on management has become a focal point for scholarly inquiry. With global shifts in governance and the need for adaptive educational systems, understanding the challenges and opportunities arising from decentralization is crucial for informed decision-making. This research aims to comprehensively analyze the impact of decentralization policies on higher education management, delineating the challenges faced and the opportunities presented. A total of 25 journals were chosen for this study, with publications selected through an analysis of works from 2012 to 2023. Thoroughly reviewing and summarizing key findings from various sources, the study identifies challenges related to resource distribution, potential loss of quality standards, and uneven implementation. The results highlight opportunities, including enhanced autonomy, adaptability, and local responsiveness in higher education institutions. The conclusions underscore the nuanced nature of decentralization's impact on higher education management, revealing a spectrum of challenges and opportunities. Recognizing the need for careful consideration of resource allocation and quality control, the study emphasizes the importance of balancing empowerment with responsible governance. This research offers practical insights for policymakers, educators, and stakeholders involved in higher education management.

Keywords

Decentralization Model, Higher Education Administration, Innovation, Problems, Advantages.

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Introduction

Over the past few years, there has been a significant change in the higher education landscape, characterized by the increasing implementation of decentralized policies. Decentralization, as a strategic management approach, involves the transfer of decision-making authority and responsibilities from central authorities to lower levels within an organization. This paradigm shift in governance has profound implications for higher education institutions, prompting a critical examination of its impact on management structures, academic programs, and overall institutional dynamics.

The analysis of the impact of decentralization policies on higher education management is a compelling and complex exploration that demands attention from scholars, administrators, and policymakers alike. This study delves into the multifaceted dimensions of decentralization in higher education, aiming to dissect both the challenges and opportunities that emerge as institutions navigate this paradigmatic shift. As higher education institutions worldwide grapple with the imperative to adapt and innovate in the face of evolving societal needs, decentralization emerges as a potential catalyst for change (Iskakova et al., 2023). However, the journey towards decentralized governance is not without its hurdles (Nurgaliyeva, Ismailova, & Sarybayeva, 2022). This analysis seeks to shed light on the intricacies of the decentralization process, examining how it influences decision-making, resource allocation, and the overall efficacy of higher education management. Modern studies in the field of higher education management have delved into the evolving dynamics of decentralized governance, shedding light on its nuanced impact on decision-making processes and institutional structures (DeBoer, 2012; Kozachenko, 2019). These investigations contribute valuable insights that further inform understanding of how decentralization shapes the field of higher education administration, offering timely perspectives for institutions navigating this transformative journey (Holovachko & Kopcha 2019; Berdanova et al., 2021). However, this problem is not fully explored and needs to be carefully understood. Simultaneously, the research endeavors to uncover the opportunities that arise from decentralization, such as fostering innovation, enhancing local responsiveness, and promoting a more inclusive and collaborative academic environment.

Therefore, the purpose of this research is to provide a comprehensive understanding of how decentralization influences decision-making, resource allocation, and the overall efficacy of higher education management. By scrutinizing the challenges, including

issues of accountability, coordination, and potential power imbalances, this study seeks to contribute to a nuanced understanding of the complexities inherent in reshaping higher education management structures. Simultaneously, the research endeavors to uncover the opportunities arising from decentralization, such as fostering innovation, enhancing local responsiveness, and promoting a more inclusive and collaborative academic environment. Therefore, the tasks of this study revolve around the following research questions:

1. Find out the meaning of decentralization of higher education on the example of Germany, USA, Switzerland, India, etc;
2. Describe the main possibilities of implementing a decentralized model;
3. Identify key problems in the process of decentralization of higher education management.

1. Theoretical framework

The intersection of decentralization policies and higher education management has emerged as a focal point of interest among contemporary scholars, reflecting the pressing need to comprehend the multifaceted implications of this transformative paradigm shift. This complex and dynamic interplay between decentralization and higher education has sparked a surge in research endeavors, with scholars exploring the challenges and opportunities embedded within this evolving landscape. In the pursuit of a deeper understanding of the impact of decentralization policies on higher education management, various researchers have delved into specific facets of this intricate relationship. Among these scholars, the work of Makoelle and Somerton (2019) stands out as they investigate the facilitation of inclusive teaching and learning spaces through digital education technology. Their research discussed the integration of technology in creating inclusive educational environments. Moreover, Mariono and Sabar (2023) offer valuable insights into the influence of school management information systems and teacher social competence on parent satisfaction in junior high schools. Their research explores the interconnectedness of information systems, teacher competence, and parent satisfaction, providing a nuanced perspective on factors contributing to positive parent-school relationships. As the discourse on decentralization and higher education management continues to evolve, the studies of these scholars collectively contribute to a comprehensive understanding of the challenges and opportunities inherent in reshaping educational institutions through decentralization policies.

The contemporary discourse on the impact of decentralization policies within the realm of higher education management is enriched by the diverse perspectives provided by researchers exploring this intricate interplay. Notably, the work of Nurkolis and Sulisworo (2018) investigates the effectiveness of policy in education decentralization. Their study delves into the implications of decentralization on school effectiveness, contributing valuable insights to the ongoing dialogue on the challenges and opportunities associated with decentralizing education. In another dimension of this multifaceted discussion, Osorio and Banzato (2022) offer a unique perspective in their research, which explores the transformative impact of digital technology on education and learning within the context of educational management. This study is crucial in understanding the evolving role of information technology in shaping educational practices.

Distance learning, as a result of technological progress, has become quite firmly established in education and has proven itself on the positive side, but has created certain problems that need to be addressed (Huda, 2023).

Patrick et al. (2021) presents a compelling exploration of the decentralization policy of education. Their research contributes to the understanding of the relationship between decentralization policies and educational outcomes, offering insights into the specific context of modern programs. Furthermore, Saienko et al. (2023) contribute to the discourse, focused on the European Union experience; their study explores the trends and technical aspects shaping the information society in the context of education.

These diverse research endeavors collectively enrich our understanding of the challenges and opportunities associated with decentralization policies in higher education management, providing valuable insights for educators, policymakers, and researchers navigating the complexities of reshaping educational institutions.

2. Materials and methods

The main goal of this study is to comprehensively analyze the impact of decentralization policies on higher education management, with a focus on identifying both challenges and opportunities associated with this paradigm shift. Therefore, this research refers to the qualitative type. In particular, the research involves an in-depth analysis of existing literature and scholarly sources to gain insights into the impact of decentralization on higher education management.

3. Data Collection

For this research, the selection of scholarly sources is crucial. The inclusion criteria for the sources in the review are outlined as follows:

1. Search Databases Google Scholar, Web of Science, Taylor and Francis, Crossref were the primary databases utilized for sourcing scholarly articles, journals, and publications related to the impact of decentralization on higher education management. The initial search yielded 796 outcomes, but after a preliminary review, 112 articles were deemed suitable. Following a thorough evaluation of the abstracts, methods, and outcomes, 24 crucial articles were selected to enhance this study.

Publications in the following journals were selected for this study: Science, Education and Innovations in the context of modern problems, Socio World-Social Research & Behavioral Sciences, International Journal of Educational Technology in Higher Education, Socio-economic research bulletin, AL-ISHLAH: Jurnal Pendidikan, Futurity Philosophy, International Scientific Journal «Education and Science», Visnyk of the Lviv University, Business Horizons, Public Administration Aspects, States and Regions. Series: Public Administration, Scientific Journal "Regional Studies", Futurity Education, Journal of Education and Learning (EduLearn), Procedia — Social and Behavioral Sciences, IFIP Advances in Information and Communication Technology, Springer International Publishing, Scholars Journal of Arts, Humanities and Social Sciences, Journal of Higher Education Theory and Practice, Espacios, Scientific Papers of Berdiansk State Pedagogical University Series Pedagogical Sciences.

2. The timeframe for the search included literature from the past decade (2012-2022) to incorporate current advancements and modern viewpoints on the topic.
3. Regional Focus. The study is not confined to a specific region; however, regional variations in decentralization policies may be considered if they emerge during the literature review.

4. Data Selection: defining criteria for literature inclusion

The selection of literature was based on other criteria (See Table 1).

Table 1. *Criteria for literature inclusion*

Criteria	Description
Relevance and topic alignment	Literature included in the analysis must align with the core theme of the research and provide up-to-date information. Articles exploring the impact of decentralization policies on higher education management will be considered. Additionally, preference will be given to sources that specifically identify concrete challenges and opportunities, enhancing the research's specificity and informativeness.
Academic status and expertise	The inclusion of literature in the study will be determined by considering the academic standing of the authors and their expertise in the field of investigation. Papers written by eminent academics and professionals who are acknowledged for their expertise in the field of decentralization in higher education management will carry more weight, adding credibility to the analysis.
Methodological rigor	A crucial criterion for literature inclusion will be the methodological rigor employed in the studies. Emphasis will be placed on sources that demonstrate robust research methodologies, ensuring the reliability and validity of the findings. This criterion aims to prioritize studies with sound research designs, clear methodologies, and a systematic approach to data collection and analysis.

Source: author's development

5. Data analysis

The data analysis process involves a systematic and rigorous approach to extract meaningful insights from the selected sources. The following steps outline the data analysis methodology.

Literature review synthesis

The review process involved a comprehensive examination and summarization of key findings extracted from each selected source. The primary focus was on highlighting the impact of decentralization on higher education management, elucidating the challenges identified, and exploring the opportunities that emerged from the implementation of decentralization policies. The synthesis aimed to provide a cohesive understanding of how decentralization influenced the field of higher education administration, offering insights into both the hurdles faced and the potential advantages that surfaced across the diverse spectrum of analyzed sources.

Thematic coding

It was utilized thematic coding to categorize information, based on recurring themes and patterns related to decentralization policies, their effects, and the responses of higher education institutions.

Comparative analysis

It was conducted a comparative analysis to identify commonalities and differences in the challenges and opportunities presented by decentralization policies across various contexts and institutional settings.

Therefore, this methodology aimed to provide a rigorous and systematic approach to analyzing the impact of decentralization policies on higher education management, contributing valuable insights to the ongoing discourse in this field.

6. Results

Decentralization is defined as the process involving the redistribution or dispersion of functions, powers, people, or resources from the central administration. This concept manifests in various forms, including territorial decentralization, which entails the transfer of power from the central city to other territories, and functional decentralization, achieved by delegating decision-making powers from the main body of any government or industry to lower-level officials (Khrebtiiy, 2018). The implementation of decentralization in the context of higher education management is often associated with the concept of “new public administration”. This approach emphasizes decentralization, subject management, and the coordination of governmental and local competition (Kostenko, 2018). Notably, in certain post-communist countries, the decentralization of education unfolded in multiple stages and over an extended period. For instance, Poland initiated decentralization by starting with preschool educational institutions in 1991, followed by junior high schools in 1996, and ultimately extending to secondary schools and other educational institutions in 1999 (Kostenko, 2018). Taking Macedonia as another example, the decentralization process unfolded in stages. Responsibility for material costs was transferred in 2005, followed by the delegation of responsibility for wages in the period from 2009 to 2012. In the contemporary educational field of higher education in Ukraine, the ongoing educational reform represents a fundamental shift. The primary objective is to enhance the autonomy of educational institutions and decentralize

the management of the education system (Kostenko, 2018). This aligns with the principles of public administration theory, where decentralization is conceptualized as the transfer of decision-making authority from a central entity to lower-level entities. The educational reform in Ukraine is a dynamic process aimed at fostering a more responsive and locally accountable education system.

Even when considering its vast size and diversity, the United States operates as a markedly decentralized system, a characteristic notably evident in its approach to education policy. Education policies within the United States are distinctly shaped by the identities of individual states, often holding comparable significance to or even surpassing that of a unified national identity seen in other countries (DeBoer, 2012). The evolving role of the intermediate federal division, comprising states, provinces, or regions, aligns with international trends of centralization or decentralization observed globally. In the American context, there is a discernible trend toward a more solidified federalism, fostering a dynamic interplay between states and national leadership. This trend mirrors at times, contradicts international patterns where some nations are centralizing their policies while others are moving away from centralization (Sych et al., 2021). The framers of the American Constitution, perceiving education as a sacred right, originally designated it as a power reserved for the individual states (DeBoer, 2012). However, interpretations of the founding documents of the United States have undergone substantial shifts over time. These shifts reflect an evolving perspective on the role of education within the constitutional framework, emphasizing the ongoing adaptation of governance principles to meet the changing needs and dynamics of American society (DeBoer, 2012). Figure 1 presents a model of the management system of higher education in conditions of decentralization in the example of the United States of America.

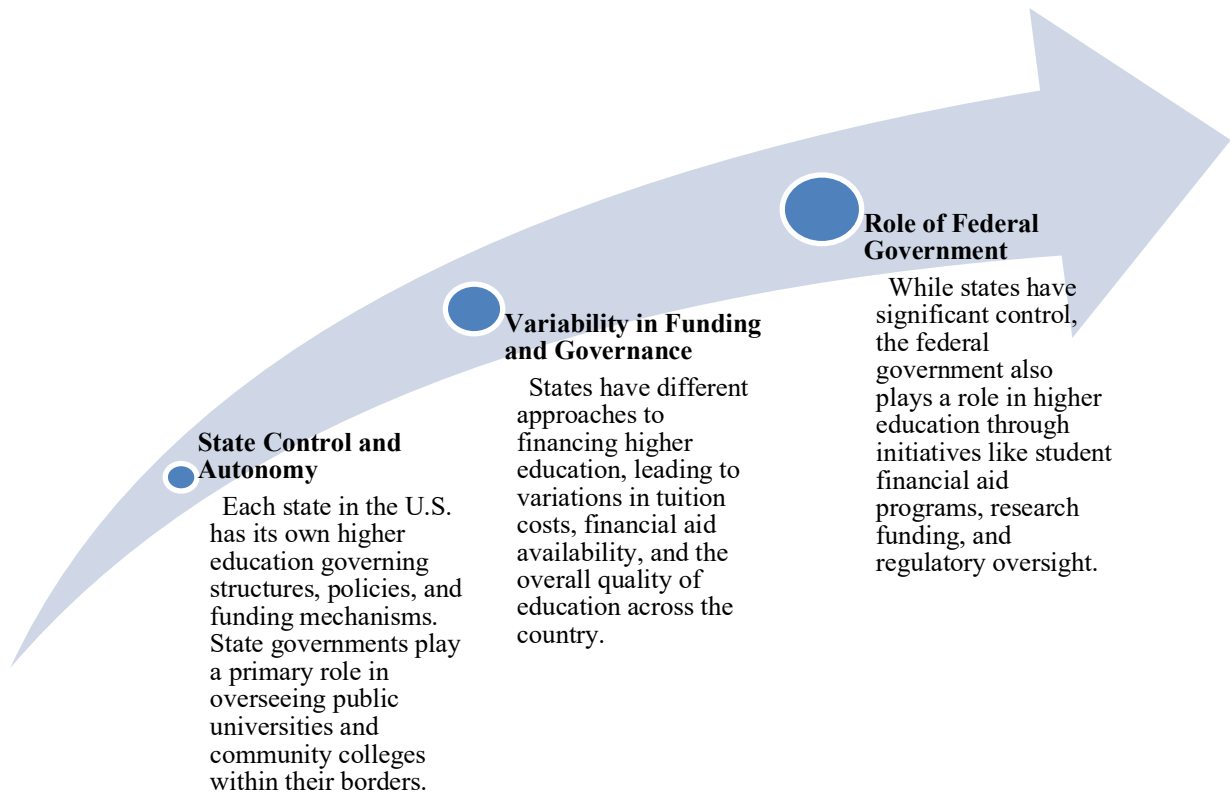


Figure 1. *Scheme of management of higher education in conditions of decentralization on the example of the USA*

Source: Based on DeBoer (2012).

So, as can be seen from Figure 1 each state in the USA has its own higher education governing structures, policies, and funding mechanisms. State governments play a primary role in overseeing public universities and community colleges within their borders. In this context, states have different approaches to financing higher education, leading to variations in tuition costs. Decentralization has contributed to a diverse field of higher education institutions. In addition to public universities, there is a multitude of private universities and colleges, each with its own governance structure and funding sources. This diversity allows for a wide array of academic programs and institutional missions. Despite the decentralized nature, there are mechanisms for coordination and collaboration. Organizations like the American Association of State Colleges and Universities (AASCU) and the Association of Public and Land-grant Universities (APLU) facilitate information exchange and collaborative efforts among state institutions

(DeBoer, 2012). In summary, the decentralization of higher education management in the United States reflects the country's commitment to state-level autonomy.

Towards the end of the 20th century, India saw the crystallization of the decentralization model in the management of higher education, marking the culmination of a half-century evolution within the country's federal system. Despite the inclusion of higher education in the list of concurrent responsibilities of both the federation and states during the adoption of the country's constitution in 1950, the management of higher education remained largely centralized for an extended period (Kostenko, 2018). The paradigm shifted in the early 21st century, granting states the autonomy to chart independent policies in higher education. However, this newfound autonomy came with the significant responsibility of shouldering nearly the entire financial burden of the industry (Desimaria & Sri Rahayu, 2022). In Europe Spain, Germany, and Switzerland have exemplified this model most prominently. The implementation of this model in these countries stemmed from their internal political evolution, transitioning from centralized to regional states. In Switzerland, the unique nature of state formation contributed to this decentralization. The Spanish Constitution of 1978 guaranteed university autonomy as a crucial mechanism for safeguarding academic freedom (Kostenko, 2018). The existing legislation outlined the allocation of competencies in higher education matters among the state, regions, and the universities themselves, solidifying their status as self-governing educational institutes. The German public administration system stands out with its distinctive approach, as cultural and educational domains are entirely entrusted to the state governments, as per the Basic Law of the country (Bond, 2018). This grants the states complete autonomy in the development of the education system and the management of educational institutions under their jurisdiction. Consequently, experts contend that Germany, due to its federalism and cultural sovereignty, exhibits not a singular higher education system but rather 16 variations, each shaped by the legislative and administrative competence of the individual states (Kostenko, 2018) (See Figure 2).

Autonomy in education	States autonomously manage and develop their education systems
Legislative authority	States have full legislative and administrative competence
Curriculum development	States design and implement their own curriculum
Funding responsibility	States bear financial responsibility for education, including universities
Variation in education systems	Each state has its own educational policies, leading to 16 variations
Role of federal government	Federal government plays a role in overall coordination and funding

Figure 2. *Key aspects of decentralization in the education management system of Germany*

Source: based on Bond (2018)

These diverse manifestations of the decentralization model reflect the intricate interplay between political, constitutional, and historical factors in shaping higher education management systems across different countries. The shift towards decentralization signifies a broader trend towards autonomy and regional governance in the pursuit of academic excellence and responsiveness to local needs. Contemporary scholars argue that decentralization in higher education management represents a pivotal strategy that can significantly shape the educational institutions (Holovachko & Kopcha, 2019). This approach, which involves redistributing decision-making authority and administrative functions, has garnered attention for its potential to enhance the overall effectiveness and responsiveness of higher education. Therefore, it should deeper into the multifaceted opportunities that decentralization policies present in the realm of higher education (See Table 2).

Table 2. *The multifaceted opportunities arise from the decentralization of higher education management*

Opportunities		Description
Responsive Structures	Governance	Decentralized management structures empower institutions to adopt governance models that are more responsive to the dynamic needs of students, faculty, and the broader educational community.
Tailored Development	Curriculum	The contemporary academic field of higher education requires a curriculum that is agile and adaptive. Decentralization provides institutions with the autonomy to tailor their academic programs to match the evolving demands of industries, technological advancements, and societal changes.
Strategic Allocation	Resource	Decentralized higher education management enables institutions to strategically allocate resources based on local priorities.
Localized Innovation and Experimentation	Innovation and	In a decentralized environment, educational institutions have the freedom to experiment with innovative teaching methodologies, assessment strategies, and administrative practices.
Enhanced Engagement	Community	Decentralized management encourages stronger ties between educational institutions and their local communities.
Empowerment of Academic Leadership	of	Contemporary discussions highlight the importance of empowering local academic leaders within decentralized systems.
Flexible Responses	Institutional	Decentralization equips institutions with the flexibility to respond rapidly to changes in educational trends, workforce requirements, and external factors.

Source: Author's development

Hence, the discourse among contemporary scholars underscores the transformative potential of decentralization in higher education management. The opportunities it presents, ranging from responsive governance to tailored curriculum development, position decentralization as a strategic imperative for institutions seeking to thrive in an ever-evolving field of higher education (Demyanyshina & Lukashenko, 2022). Decentralization policies in higher education management, while offering various opportunities, also come with a set of challenges that institutions and policymakers need to navigate. For instance, one significant challenge is the potential for disparities in resource allocation (Nurkolis & Sulisworo, 2018). When decision-making authority is devolved to local entities, there is a risk that certain regions or institutions may receive

more resources than others. This can result in unequal access to quality education and hinder the overall development of the education system. Decentralization may lead to variations in quality standards across different regions or institutions (Patrick et al., 2021). While autonomy allows for flexibility, it can also result in inconsistent approaches to curriculum design, teaching methodologies, and assessment criteria, posing challenges to maintaining a standardized level of education. In addition, transferring decision-making power to local entities often comes with the responsibility for financial support. This can strain the financial capacity of local governments or institutions, especially if they are required to bear a significant portion of the funding burden. It may lead to insufficient funds for infrastructure, faculty development, and other critical areas. Modern researchers believe that decentralization may sometimes hinder effective coordination and collaboration between educational institutions (Nurkolis & Sulisworo, 2018). In the absence of a centralized authority, there can be challenges in aligning educational strategies, sharing best practices, and coordinating efforts to address broader educational goals at the national level. Moreover, one of the challenges is the potential for inequitable access to educational opportunities. Regions with lower economic capacity may struggle to provide the same level of educational resources and opportunities as more affluent regions, leading to disparities in access to quality higher education. Decentralization can pose challenges in terms of accountability (Demyanyshina & Lukashenko, 2022). With multiple entities involved in decision-making, it may become unclear who is responsible for the overall performance and outcomes of the higher education system. This lack of clarity can hinder effective monitoring and evaluation processes. Decentralization can sometimes expose higher education institutions to greater political influence at the local level. This can impact decision-making processes, compromise academic integrity, and lead to decisions that may not be in the best interest of the educational institution or the students (Oktay, 2013; Tsymbalenko et al., 2019). Addressing these challenges requires thoughtful planning, effective governance structures, and mechanisms to ensure accountability and collaboration. Striking the right balance between autonomy and coordination is crucial for the success of decentralized higher education management (Demyanyshina & Lukashenko, 2022). Table 3 provides a comparative analysis of the main challenges and opportunities against the background of identified key aspects of decentralization, including resource allocation, quality standards, financial strain, collaboration and coordination, and others.

Table 3. *Final Comparative Analysis of Challenges and Opportunities of Higher Education Decentralization*

Aspects	Challenges	Opportunities
Resource Allocation	Uneven distribution of funds and infrastructure	Local control over resources tailored to community needs
Quality Standards	Instability in quality standards	Flexibility to innovate and develop unique approaches for enhanced education quality
Financial Strain	Financial difficulties for local governing bodies	Autonomy in financial decisions and ability to allocate funds according to specific needs
Collaboration and Coordination	Lack of effective coordination and collaboration	Active exchange of information, best practices, and inter-institutional cooperation for shared goals
Access to Education	Unequal access to educational opportunities	Creation of inclusive educational environments and personalized programs for diverse populations
Individual Needs Accounting	Challenges in addressing individual student needs	Flexibility to respond to the needs of different student groups and provide individualized support
Management Efficiency	Loss of efficiency in management	Developed mechanisms for local governance and accountability, increased responsiveness to changes
Social Inclusion	Risk of insufficient social inclusion	Opportunity to ensure deeper and socially-oriented inclusion at the local level

Source: Author's development

This analysis highlights that while decentralization can provide many opportunities for local development and innovation in higher education, it also requires a number of challenges to be carefully addressed to ensure a fair and efficient system.

Discussion

The results of the study showed that many of the world's leading countries are actively implementing a decentralized management system. However, as we managed to determine, this system in comparison with the centralized one is also not ideal. The results highlight the main challenges that can negatively affect the management of higher education based on decentralization. Within the realm of challenges, apprehensions emerge regarding potential resource disparities. The delegation of decision-making

authority may result in an uneven distribution of funds and infrastructure among educational institutions. This aspect is also confirmed in modern works (Demyanyshina & Lukashenko, 2022; Lavrynenko & Konstantyn-Vasyle, 2022). This study confirms the theses of DeBoer (2012) that coordination and collaboration hurdles also loom, calling for robust mechanisms for information exchange and cooperation among institutions. Access inequities, a risk associated with decentralization, emphasize the need for inclusive policies that address the diverse needs of different regions and demographics. The potential loss of management efficiency demands the development of effective local governance structures to ensure accountability and responsiveness. Social inclusion concerns highlight the importance of ensuring that decentralization efforts contribute to deeper and socially oriented inclusion at the local level (Horokhova & Nevinna, 2023).

At the same time, the results contradict the statement of Desimaria and Sri Rahayu (2022) that education decentralization is an opportunity to improve the quality of teaching activities. Their study assumes that decentralization inherently leads to improvements in the quality of education. However, the effectiveness of decentralization depends on various factors, such as the capacity of local institutions, governance structures, and the allocation of resources. Moreover, the goal of increasing equity in the quality of education through decentralization may face challenges, as disparities could emerge due to variations in local capacities and resources.

Acknowledging that decentralization opens up new opportunities in education is a valid point (Zastrozhnikova & Cheremisina, 2022). The idea that empowering territorial united communities with decision-making authority is a positive aspect of decentralization is often supported. On the other hand, the concept of decentralization of Zastrozhnikova and Cheremisina (2022) being a state guarantee should be nuanced. While the state plays a crucial role in enabling decentralization, it is equally important for local entities to actively participate, collaborate, and responsibly exercise their newly acquired decision-making powers.

The results of the study confirm the opinion of Kostenko (2018) that successful leading countries of the world implement decentralized models of higher education management. However, such hypotheses as that the decentralization of education management can be an effective means of eliminating corruption are somewhat hasty. In particular, this study has shown that decentralization can also have negative effects, such

as uneven distribution of resources or loss of quality standards, which can also contribute to corruption factors. At the same time, the work of Kostenko (2018) does not sufficiently consider these risks. This study also supports the hypotheses about the importance of conducting digital governance in higher education, which is presented in detail in the work of Jackson (2019). Therefore, now innovative digital technologies play an important role in the education system, optimizing its social and value functions. The current era places a premium on innovative digital technologies within the education system, optimizing its social and value functions (Abaci, 2022). Consequently, these technological advancements play a pivotal role in shaping the field of higher education, warranting careful consideration in the discourse on decentralization policies and their impact on corruption and overall educational effectiveness. Therefore, this research provides a comprehensive and holistic examination of the impact of decentralization policies on higher education management. It goes beyond individual case studies and explores commonalities and variations across diverse contexts, offering a more nuanced understanding of the challenges and opportunities. In summary, the scientific novelty of this research lies in its methodological rigor, comprehensive approach, theoretical framework development, and the generation of specific insights into the challenges and opportunities posed by decentralization policies in the realm of higher education management. Despite its contributions, the research on the impact of decentralization policy on higher education management has certain limitations that should be acknowledged:

1. Contextual specificity. The findings may be influenced by the specific contexts and conditions of the regions or countries under investigation. There may be limitations to the results' applicability in other cultural, political, or economic circumstances.

2. Language limitations. The research's language scope may be limited, potentially excluding valuable insights published in languages other than those considered in the study (English, Ukrainian). This could lead to a potential bias in the representation of perspectives. Recognizing these limitations is essential for a nuanced understanding of the research findings and for informing future investigations in the field of decentralization policy in higher education management.

Conclusion

Hence, the analysis of the impact of decentralization policy on higher education management underscores a dynamic interplay between challenges and opportunities. In the realm of challenges, concerns arise over potential resource disparities, as the devolution of decision-making authority may lead to uneven distribution of funds and infrastructure among educational institutions. The variability in quality standards poses a critical consideration, requiring vigilant monitoring to ensure a consistent and high level of education. The financial strain on local entities emerges as a significant challenge, necessitating careful attention to prevent adverse consequences for the institutions responsible for funding higher education.

However, amidst these challenges lie notable opportunities. Localized resource control emerges as a key advantage, offering the opportunity for tailored management based on the specific needs of each community. The flexibility inherent in decentralization presents opportunities for innovation and the development of unique approaches to enhance the quality of education. Autonomy in financial decisions provides an opportunity to strategically allocate funds, addressing specific needs within the higher education system.

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