THE THEORETICAL FRAMEWORK FOR QUALITY HIGHER EDUCATION IN SLOVAKIA

Zoltán Rózsa
College of Economics and Management in Public Administration, Bratislava, Slovakia

Ľuboš Cibák
College of Economics and Management in Public Administration, Bratislava, Slovakia

Stanislav Filip
College of Economics and Management in Public Administration, Bratislava, Slovakia

Ivan Majerčák
College of Economics and Management in Public Administration, Bratislava, Slovakia

©MESTE
JEL Category: I23, I25

Abstract

Ongoing internationalization and world globalization processes in the present era of knowledge-driven economy significantly shape the market for the universities. The universities and higher education institutes face some challenges to providing high-quality programs for the society. No society can progress without knowledge and wisdom, and the importance of the higher education cannot be underemphasized. Also, according to the Accreditation Commission and Ministry of Education, Science, Research, and Sport of the Slovak Republic, to increase the quality of higher education services is one of the most significant challenges these days. It is essential that universities have to monitor the quality of their services actively and commit to continuous improvement.

Address of the corresponding author:
Zoltan Rozsa
zoltan.rozsa@vsemvs.sk
improvements to respond to the needs of the institutional constituencies. Ensuring and enhancing the quality of education is of central importance and one of the critical responsibilities of higher education institutions. It is a pity that there is still no consensus in the Slovak Republic about what quality of educational services means, how to measure it and quality of learning environment is still not scientifically tested. The primary purpose of this paper is to examine the theoretical framework for quality higher education in Slovakia and identify the parameters which play an outstanding role towards achieving quality assurance. This paper also aims to critically review the different definitions of the key concepts of quality and to contribute to the debates on these concepts to increase the understanding of using them in the higher education context. Also, the conflict between academics’ perceptions and students’ perceptions of the meaning of QA will be highlighted.

**Keywords:** higher education, key concepts of quality, quality assurance