

Behaviour of Economic Agents in Services Market (Educational Services)

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Abstract: In modern conditions, knowledge and information become the main sources of wealth for both individual and state as a whole. Today, the country's competitiveness is determined not only by the amount of natural or productive resources, but mainly by intellectual abilities, educational potential and generation of new knowledge. These changes determine the development of education as the highest priority in the system of state goals. The need for education can be met by higher education institutions through providing educational services. The market of educational services functions in the market economy, that's why the state and higher education institutions should focus on establishing the expected needs of consumers and forecasting new. Therefore, the main aim of the study is to improve the behavioural aspects of the interaction of market agents. Achievement of the aim was based on the use of secondary data analysis. Thus, in the light of data analysis, such problems as deformation of the structure of educational needs, irrational behaviour of enrollees on the choice of future profession in the context of the requirements of modern society, etc were identified. The identified problems made it possible to justify behaviour models of economic agents (irrational, commercial, conformist and intermediary) and improve the mechanism of their relationship, which, in contrast to the existing ones, takes into account the transformational processes in the labour market. The operation of the mechanism is aimed at satisfying the interests of economic agents and improving the quality of educational services.

Keywords: *Educational services; quality; economic agents; behaviour model; mechanism.*

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1. Introduction

At the present stage of social development, when an individual is the key factor in production, with his labour potential, knowledge, skills and abilities, and his ability to adapt to changes in the technological process, the role of education and educational process is bolstering rapidly. Education is a major component of human capital accumulation. Today, human capital has a share of 60-65% when determining the level of economic development of any country. Education is a major driving force of national economic change, a source of increase in social wealth, and formation of a new quality of the economy, therefore, the importance and role of the market for educational services are enhancing.

Modern market for educational services has several features, and the system of relations between economic agents – consumers, producers and other agents of educational services – which is one of them is of academic interest. The system of these relations is extremely multi-faceted and heterogeneous and is further complicated by globalization, intellectualization, informatization, and transformational processes. The foregoing makes relevant the issue of researching the relationships between economic agents, finding rational models of their behaviour and developing a mechanism that would balance interests while ensuring the efficiency of operation of market for educational services and their quality.

Although the exploration of certain issues of economic agents' behaviour in the market for educational services is quite sufficient, the question of defining rational behaviour and improving the mechanism of interaction of economic agents giving due consideration to transformational processes in the economy remains open for further research.

2. Literature Review

Scientists from different countries devoted their works to individual aspects of the behaviour of economic agents in the educational services market.

Sergeeva et al. (2019) disclosed the formation of the educational services market, according to the requirements of the market economy. The results of the research showed that an essential point of educational services is that they are produced and consumed simultaneously, but it is always a long process. The scientists concluded trends of the educational services market in Russia and all over the world. There is also emphasized a role of the main economic agents, their behaviour and economic opportunities in the educational services market in the study.

Cai et al. (2017) explored the issues of higher education development on the basis of the local labour market demands. In particular, scientists consider the economic importance of justification of the concepts of educational curriculum designing that is based on joint activities of universities and employers to determine the needs for the labour market.

Wronowska (2017) studied the problems between the development of the labour market and the educational services market. Considering the problem of overeducation in the labour market, Wronowska noticed, one of the main problems had to do with society's desire to be educated, the dynamic growth of labour market, structural imbalances in the labour market and an education policy in the EU.

Despite the sufficiently high level of development of certain issues of economic agents' behaviour in the educational services market, the question of defining rational behaviour and improving the mechanism of interaction of economic agents in view of transformation processes in the economy remains open for further research.

Thus, this study aims to improve the behavioural aspects of the interaction of market agents through the example of education. The objectives of the study are the following:

- to determine the features of behaviour of economic agents in the market for educational services based on the analysis of the market for educational services using the *structure – behaviour – performance* scheme;
- to determine the behaviour model of every economic agent in the market for educational services in Ukraine;
- to identify problems of development of the market for educational services and weaknesses in the interaction between economic agents;
- to improve the mechanism of interaction of economic agents in the market for educational services with due consideration to the transformational processes in the economy.

3. Methodology

3.1. Conceptual framework

There are four main groups of economic agents in the market for educational services. According to Pavlenko (2009), economic agents of the educational process (based on interests) include: public institutions, civil society institutions, students and their families, employers, representatives of the academic community, and administration of higher education institutions. Another scholar Vroeynstiyin (2000) suggests a different

classification of economic agents in the market of educational area: students, teachers (academic community), employers, government (state), and society.

In our opinion, an economic agent in the market for educational services is an individual or a social community that is interested in the results of the educational process and is able to directly (or indirectly) influence the educational institution. We note that these groups are formed in relation to the production, distribution and consumption of educational services. Thus, the economic agents in the market for educational services are:

- students and their parents (or society) – these two groups can be considered both separately and collectively. Their common criterion is that they are consumers in the market for educational services;
- educational institutions that can be considered producers of educational services;
- employers (private and public sectors of the economy) – who are indirect consumers of educational services;
- state, which is the legislator and regulator and defines and shapes education policy, and enshrines educational norms (standards);

We proceed from the understanding of the market both as a system of exchange of services and as an economic mechanism capable of self-regulation and self-development but requiring state regulation. That is, we support the theoretical ideas suggested by Robinson (1986), Walras (2000) and Mitchell (1927).

The efficiency of operation of the market is premised on maximizing the benefits for all economic agents, creating added consumer value and satisfying the needs of end consumers to the fullest extent, ultimately, increasing national product output and raising the well-being of the people.

3.2. Methods

In order to determine features of the behaviour of economic agents in the educational services market in Ukraine, the following research methods were used:

- method of structural-logical analysis – to build a logic and a structure of the research;
- abstract-logical method – interaction of economic agents in the market for educational services amidst transformational processes in the labour market;
- methods of secondary data analysis – to study the current condition and development trends of the market for educational services and the labour market;

- graphical method – to represent the basic theoretical and practical results.

3.3. Data

This study is based on secondary data that are collected from various sources. The information base of the research includes the official data of the State Statistics Service of Ukraine (2020), statistical bases of international organizations, research institutions and think tanks, and the results of analytical calculations made by the authors.

4. Results

Since the development of the market for educational services now has both academic and economic nature, i.e. it becomes a global education industry; the efficiency of its operation depends on the behaviour of its economic agents, and is determined by their number.

Therefore, there are good reasons to analyze first the supply and demand in the market for educational services. For example, according to statistics, there is a steady tendency towards decrease in the number of individuals receiving higher education during the period in question (Fig. 1).

The main consumers of educational services provided by higher education institutions are mainly graduates of general secondary education institutions. It should be noted that the demographic situation in Ukraine in recent years has led to a decrease in the number of students in general secondary education institutions. For example, the number of students decreased by 40.5% from 2010 to 2019 and amounted to 1,440 thousand people in 2019. And the number of graduates of higher education institutions for the same period decreased by more than 47%.

For instance, since 2009, there have been new trends in the market for educational services in Ukraine; in particular, there has been a consistent trend in reducing the number of higher education institutions. For one, in 2019–2020, the number of higher education institutions decreased by 72, or 20.4% compared with 2008–2009, and amounted to 281.

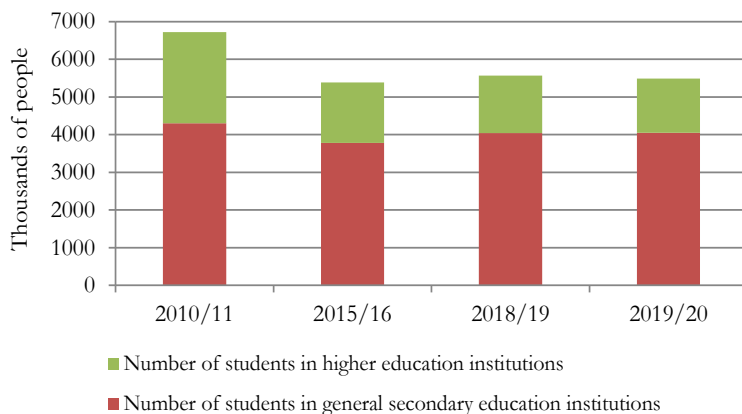


Fig. 1. Dynamics of the population of Ukraine in the education system

Note: since 2014, the data exclude the temporarily occupied territory of the Autonomous Republic of Crimea, the city of Sevastopol and the part of temporarily occupied territories in Donetsk and Luhansk regions.

Source: State Statistics Service of Ukraine (2020)

Therefore, the reduction in the number of graduates of general secondary education institutions has led to a reduction in the number of potential enrollees and students of higher education institutions, which could not but affect the dynamics of their number. The same trend can be observed in a number of other countries, as shown in Fig. 2-3. This fact underlines the international significance of this problem.

Thus, in Poland, Romania, Portugal, Hungary, Slovakia and a number of other countries there is a clear trend of reducing the number of graduates of general secondary education, which in turn led to a reduction in the number of potential entrants to higher education.

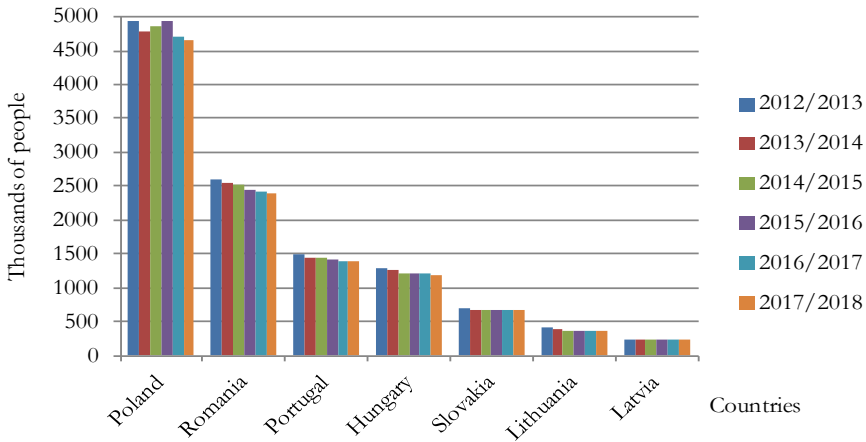


Fig. 2. Dynamics of students in general secondary education institutions in some European countries

Note: since 2019, the data is not available
Source: Eurostat (2020)

The negative dynamics of the number of students and, accordingly, the graduates of institutions of higher education were brought about above all by the demographic situation in some countries, as well as the extension of educational emigration, which is the result of economic, social, political instability in the country and so on.

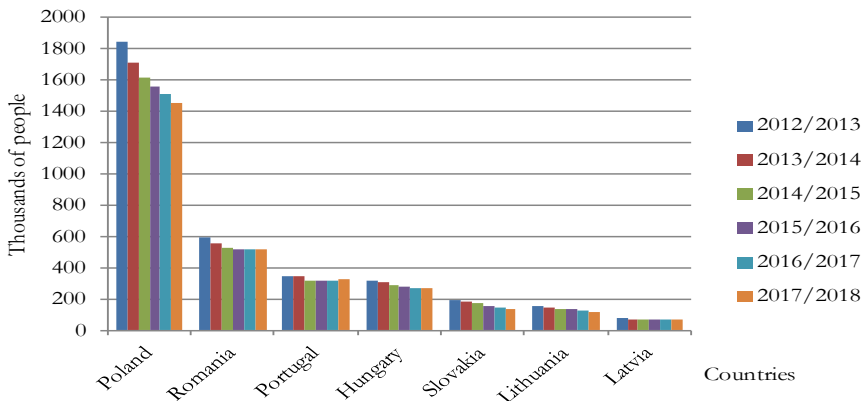


Fig. 3. Dynamics of students in higher education institutions in some European countries

Note: since 2019, the data is not available
Source: Eurostat (2020)

The oversupply in the market for educational services brought about deformation in the structure of educational needs of the people. In view of fierce competition, higher education institutions have been actively developing efficient competitive development strategies.

We note that today a disproportion between the educational needs of consumers and the demands of the labour market remains, which actually has reduced the efficiency of higher education, reproduction and development of socio-professional structure of the regions.

One of the main reasons for such processes is, first of all, the fixation of the market for educational services on the interests and aspirations of the enrollees and their parents, and not on the demand of specialists by employers and the possibilities to implement their performance potential in the future. For example, according to the results of a social survey of enrollees in 2018, the main criteria for them when choosing a future profession were: wages (53.25%); *prestige* of the future profession (47.75%); own interests, abilities and aspirations (41.26%); career prospects in the chosen profession (30.75%); serve the community (20.5%); financial capacity of parents (18.5%).

Isaenko (2018) also conducted career guidance surveys in 2018 in order to determine the motives of enrollees in choosing a profession. The scholar obtained the following results: motive desire to have higher education (32.56%); desire to have a prestigious profession (25.58%); desire to have a favorite profession (22.09%); desire to have a common profession (2.33%); desire to make real money (6.98%); parents' want me to study here (3.49%); desire to avoid military service (6.98%).

Kiziltepe (2015) studied the motivations for choosing teaching as a career among 315 freshmen students. Results revealed that the main motivations of the students were (1) having a worthwhile job/career (21.3%); (2) a stable salary (16.2%); (3) helping children and touching their lives (15.2%); (4) and personal satisfaction (12.3%). A detailed examination indicates extrinsic motivations were almost as frequently cited as the altruistic ones. Intrinsic motivations reported by 18 percent appear less often.

Aldona and Aiste (2010) considering the motives that influenced the choice of studies by students concluded, that the motives belonging to the dimension of material achievements are relevant for the respondents. The respondents pointed out that want to get well-paid work, that is guaranteed by their chosen speciality. Several students mentioned the strive for a higher education diploma alongside other motives that determined their

professional choice. As students noted one more motive that reflects material achievements were striving for independence from their parents.

Therefore, the above indicates a lack of awareness of the enrollees of professional self-determination and the main criteria are usually high wages and prestige of educational services. It should be noted that the problem of insufficient awareness of enrollees of professional self-determination is international, which is emphasized by research conducted by scientists from different countries, as well as one that has no time frame.

In the market for educational services, the employer acts as an indirect consumer, as it uses the results of educational activities of direct consumers, and also promotes the development of professional potential of employees. However, poor information and communication interaction between employers and other educational services agents indirectly causes a deformation of the labour market, which makes it impossible to meet employers' needs for employees to the fullest extent. For example, according to the survey of Ukrainian enterprises (Fig. 4), the insufficient number of specialists sets bounds to the ability of enterprises to increase production volumes; such a trend is gaining pace. This fact confirms that the present availability of labour in the labour market does not currently fully satisfy the high demand of enterprises.

The state in the education system performs quite specific functions that cannot be performed by other actors. State agencies form a legal, information and consultation support on the results and tendencies of the operation of the education market. In addition, the state invests in the formation and development of the education system, and provides guarantees to other agents of long-term investment.

Therefore, to ensure an efficient formation and further operation of the education market as a whole, the level of regulatory support of the entire education system must guarantee its efficient operation in accordance with current demands and interests of the interested economic agents.

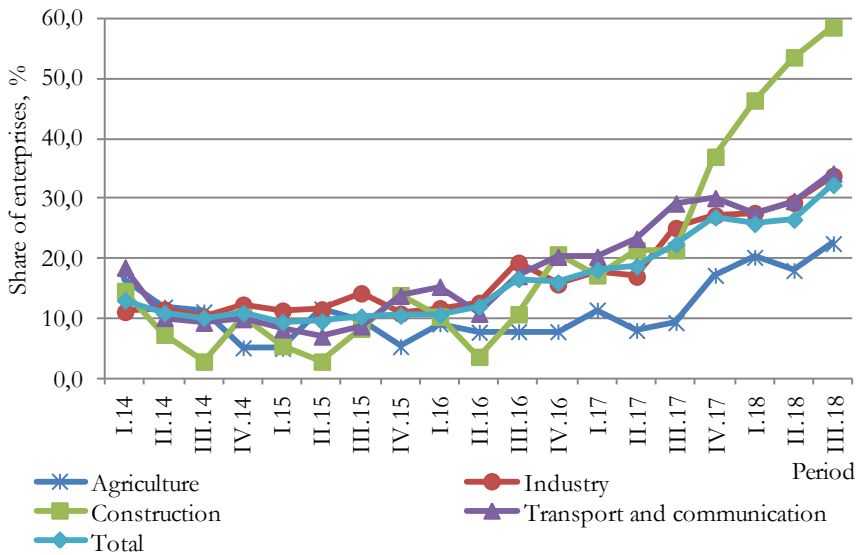


Fig. 4. Results of the survey of enterprises, by type of activity (share of enterprises that noted that the lack of skilled workers limits the ability to increase production)
Note: since 2014, the data exclude the temporarily occupied territory of the Autonomous Republic of Crimea, the city of Sevastopol and the part of temporarily occupied territories in Donetsk and Luhansk regions.

Source: National Bank of Ukraine (2018)

According to the above, the behaviour of economic agents in the market for educational services is determined by their interests, motives, resources, established system of values, specific socio-economic conditions in the country, features of educational development, etc. Thus, the above circumstances form a certain behaviour model of an economic agent. Taking into account the results of the economic and statistical analysis of trends in the development of the market for educational services in general and the behaviour of its economic agents in particular, the authors defined modern behaviour models of economic agents, described and recommendations for every model (Table 1).

These behaviour models confirm that the current market for educational services in some countries, including Ukraine may be described as having an inadequate system of interconnections in the chain of *higher education institutions – state – employers – society*, which indicates the rationale for improving the existing mechanism of relations between economic agents.

Table 1. Behaviour Models of Economic Agents in the Market for Educational Services in Ukraine

Source: Developed by the authors

Economic Agents	Behaviour Models	Brief description	Note or recommendation
Society (enrollees and their parents)	Irrational	Poor professional self-determination of economic agent	The most efficient is the rational model of behaviour, according to which the decision about the choice of future profession is well-grounded and meets the requirements of the development of modern society
Higher education institutions	Commercial (or client-oriented)	Resource mobilization to identify, attract and retain customers, by improving the quality of education services for customers and meeting their needs	Production of knowledge with regard to practicability of their further application; increasing the potential of teachers and the quality of education: updating the content and forms of organization of the educational process; further introduction of innovations and information technologies
Employers	Conformist	Low level of activity of economic agent in the market for educational services	The most efficient is the <i>consulting</i> model which ensures provision of professional, information and advisory support, cooperation with other agents
State	Intermediary	Creating conditions to satisfy the interests of economic agents in the market for educational services	Active cooperation with employers and society; systematic monitoring of the labour market; rational career guidance on professional self-determination (which should be based on an analysis of the current conditions and prospects of the development of the labour market, taking into account the signal theory)

The imperfection of the modern mechanism of relations between economic agents in the market for educational services reduces the efficiency of its functioning, which also influences the development of the national economy as a whole. The main weaknesses of the modern mechanism are the following:

1) lack of a single center and well-established information and analytical support in the market for educational services. Its tasks should include: formatting of information support for the development trends of the market for educational services, threats monitoring, forecasting the demand and supply of labour from the professional qualification perspective, as well as development of practical recommendations and proposals;

2) asymmetry of information – uneven distribution of information between economic agents of market relations has a major influence on their nature and may reduce the efficiency of the market mechanism as a whole;

3) poor system of informing the society (including enrollees, their parents and others) about labour needs by occupations in the labour market;

4) poor information and communication interaction between the state and the private sector of the economy;

5) lack of coherence of the needs of unemployed individuals in training and retraining according to the forecasts of national socio-economic development;

6) increasing inadequacy in demand for labour and its supply both on the basis of professional qualification and qualitative characteristics.

The above necessitates further research in the direction of developing a mechanism of interaction of economic agents in the market for educational services (Fig. 5).

According to the interpretation of the concept of *mechanism* proposed by Kulman (1993), the components of the mechanism are: (1) *input phenomenon*, (2) *process between input and output phenomenon* and (3) *output phenomenon*.

Therefore, the mechanism should include an analysis of the *input* of the available resources of the mechanism; analysis of the *output* of the composition and interaction of resources; controlling subsystem; and controlled subsystem.

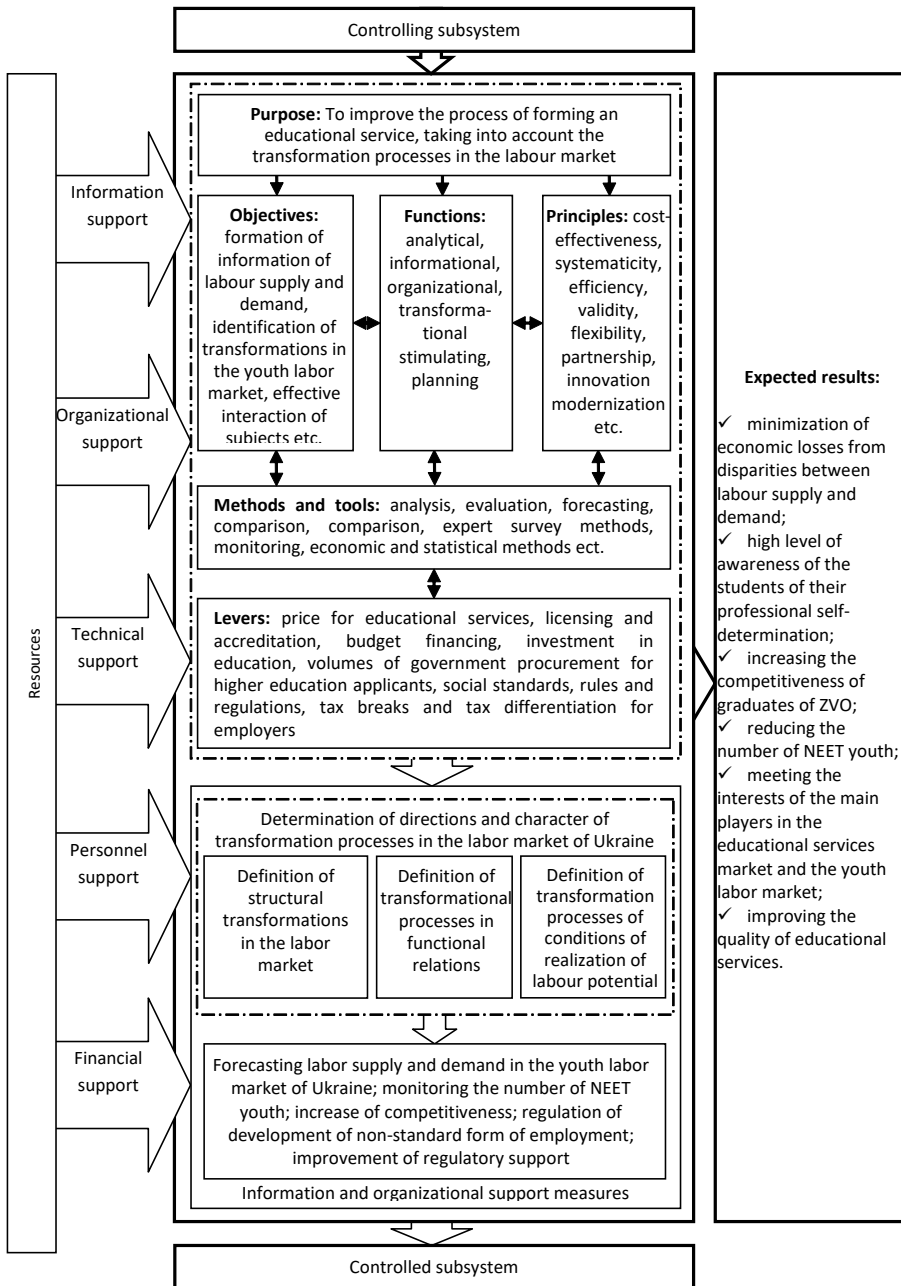


Fig. 5. Mechanism of Interaction of Economic Agents in the Market for Educational Services amidst Transformational Processes in the Labour Market
Source: Developed by the authors

The mechanism of formation of an educational service, like any system, consists of a set of economic agents (controlling subsystem) and object (controlled subsystem).

The main economic agents in the market for educational services are higher education institutions; direct consumers of educational services represented by society; intermediaries represented by public authorities as a regulator of processes in the market for educational services, and simultaneously act as indirect consumers, and informants about the needs of the labour market in the long and short term.

The purpose of the mechanism proposed by the authors is to improve the process of formation of an educational service, giving due consideration to the transformational processes in the labour market.

The mechanism is operating using methods, tools and levers. For one, the first ones include analysis, evaluation, forecasting, comparison, correlation, expert survey methods, monitoring, economic and statistical methods and others.

The levers of the mechanism can be grouped into several components as follows: budgetary (budgetary expenditures on education, volumes of government procurement for the preparation of higher education applicants), financial (tax benefits and differentiation of taxation for employers), administrative (licensing and accreditation, social standards and norms) and economic (price fixation for educational services, investing in education, etc.).

The use of the above methods and tools will help improve the formation of educational services, taking into account the transformational processes in the labour market. It is very important to consider the trends of the labour market from the point of view of national interests, since it helps meet the needs for skilled labour, balance supply and demand on educational and professional characteristics and bolster labour competitiveness in the foreign markets. So, the main directions of transformational processes in the labour market are: structural transformation, transformation of functional relationships and transformation of employment conditions, which is confirmed by statistics.

The first direction is the structural transformation of the youth labour market, which is manifested, above all, in the imbalance between labour supply and demand, and changes in the employment structure. According to the State Statistics Service of Ukraine (2020), the number of vacancies announced by employers in 2018 amounted to 58.4 thousand (by 16.1% more than last year).

The results of the data analysis show that every 5 job offers out of the total job offers were made in food and pharmaceutical industries, and every 6 job offers were in the retail and wholesale trade and related to the repair of motor vehicles and motorcycles.

This disproportion between labour supply and demand is a force limiting the satisfaction of employees' needs and employers' needs for workers. During 2018–2019, there was a persistent personnel shortage; according to forecast data, the trend will continue in 2020, and the personnel shortage will be 164.2 thousand people.

Analyzing the statistics of youth employment indicators for 2017–2019, it should be noted that the share of income-earning youth in the total population is decreasing. For example, in 2017, 5,622.6 thousand people had formal employment; in 2019, the tendency towards decrease in the number of income-earning youth remained and amounted to 5,568.9 thousand people (accounting for 33.3% of the total population) (State Statistics Service of Ukraine, 2020).

The same trend is observed on a global scale. The rate of labour force participation of youth has continued to decline. Despite the global youth population increasing (from 1 billion to 1.3 billion between 1999 and 2019), the total number of youth engaged in the labour force dropped by 71 million (International Labour Organization, 2020).

According to the International Labour Organization (2020), approximately 41 million youth constitute this *potential labour force*. Globally, one-fifth of young people have NEET status. These young people could offer labour in the labour market, so they are a potential work force or NEET youth (Not in Education, Employment or Training). International community, including international organizations such as the International Labour Organization, the United Nations Development Program, the World Bank, and others, is paying more and more attention to the problems of NEET youth.

The second direction of transformational processes in the youth labour market is the transformation of functional relations.

First of all, it is necessary to define the system of relations in the labour market, which consists of three main components: relations between employers and employees; relations between employers, employees and their representatives; relations between the agents of the labour market and the state.

The development of information and communication technologies is one of the powerful drivers of changes in the nature of interaction between the agents of labour relations and HR-management. Today, non-standard

forms of employment become more and more popular among young people. The newest forms of employment are the *format of accessibility* of jobs, the form of adaptation of young people to changes in the labour market, the mechanism of *return* to the labour market, the transition mechanism and the combination of *school-work*, the implementation of their potential.

New requirements to young people are also undergoing transformation. A significant advantage for a young employee is knowledge of a foreign language, creativity, non-standard thinking, dedication, responsibility, team spirit and team skills, formation of common motivational orientations, etc. (Kravchuk, 2014).

The third direction of transformational processes in the youth labour market is changing the conditions for implementation of labour potential.

Regulation of the youth labour market is actively developing both nationally and globally. Conventions and recommendations of the International Labour Organization, the United Nations, the European Social Charter and others play an important role in the legal regulation of youth employment. These regulations establish international standards in the field of youth employment. Today, the set of legal documents regulating the youth labour market includes more than a hundred acts that relate to the youth employment policy, such as the Labour Code, the Law of Ukraine *On Promotion of Social Formation and Development of the Youth in Ukraine*, Law of Ukraine *On Employment of the Population*.

However, the legislative lacunas in the national regulation of social and labour relations should be mentioned, such as the lack of regional programs of employment of students in their free time, securing guarantees for the protection of young people against age discrimination, guarantees for remuneration of young people during internships, etc (Evstratova et al., 2019).

Sustainable development of the youth labour market requires beyond doubt the implementation of state regulation measures aimed not only at creating favorable conditions, but also at reducing youth unemployment. Therefore it is important for state not only to support young people in implementation of their labour potential, but also in the process of their entering the labour market, taking into account the interests of employers and meeting their needs, encouraging employers to take part in the educational process of the youth.

In accordance with the foregoing, the development of the labour market is, first and foremost, characterized by a consistent imbalance between supply and demand, which is manifested in the professional and qualification inadequacy of the work force. According to the calculations

made by experts from the European Foundation for Education, National Academy of Sciences of Ukraine, State Statistics Service of Ukraine, and Ptoukha Institute for Demography and Social Studies of the National Academy of Sciences of Ukraine, given in the Analytical Report on Professional and Qualification Forecasting in Ukraine (Ukrainian Center for Social Reforms, 2020), this tendency will remain in the future. According to experts, challenges will be reflected in the balance of supply and demand for the following qualification groups: *Production and technology, Chemical industry and biotechnology, Biology, natural sciences, mathematics and statistics, Chemical industry and biotechnology*, etc. The supply-demand ratio for these groups is far below one as of today, and by 2025, under the same conditions, the problem will only become more intense.

Therefore, transformational processes in the labour market must be definitely considered in the course of formation of educational services. The government of the country, while influencing this process, should take into account not only the interests of the enrollees, but also continuously monitor the needs of the employers for skilled personnel, forecast the demand-supply ratio ect. Therefore, the proposed mechanism will help improve the interaction of economic agents, as well as the process of formation of these services, taking into account the transformational processes in the youth labour market, being one of its main components, which will include:

- 1) definition of the directions and nature of transformational processes in the labour market;
- 2) identification of labour demand by occupation;
- 3) definition of labour supply in the labour market from a professional qualification perspective;
- 4) forecasting labour supply and demand from a professional qualification perspective;
- 5) informing the population about labour needs by occupations in the labour market;
- 6) improvement of the system of career guidance of the population;
- 7) developing recommendations to make adjustments in the occupational education planning system in terms of quantitative and qualitative needs and transformational processes in the labour market;
- 8) use of state tools and levers to make adjustments in the occupational education planning system in terms of quantitative and qualitative needs and transformational processes in the labour market;
- 9) monitoring the graduates' employment and the duration of transition period from school to work (including NEET youth).

5. Discussion

The main achievement of our study is to improve the mechanism of interaction of economic agents in the market of educational services, taking into account the transformation processes in the youth labor market. The analysis of secondary data both on a global and national scale, as well as the identified irrational behavior of economic agents clearly proves the validity of our mechanism. This demonstrates just how important it is to take into account the transformation processes in the labor market of youth in the process of regulating the market of educational services.

Our research outcomes are consistent with previous results Sergeeva et al. (2019) and Menon et al. (2018) made a conclusion about the importance of the formation of the educational services market in accordance with the requirements of a market economy; Cai et al. (2017) and Bartlett (2018) and Uvalic (2018) underlined the economic importance of the formation of educational programs based on joint activities of universities and employers to determine the needs of the labor market in different countries; Chikaeva et al. (2020) identified the educational institution overcomes the existing imbalance between the structure of training in the educational system and the structure of demand in the labor market through mechanisms.

In our opinion, our recommendations on the interaction of economic agents in the field of educational services can be used in the process of forming state and regional strategies, plans and targeted programs for the development of the educational sphere.

The expected results from the implementation of the mechanism should be: minimization of economic losses from imbalances between supply and demand for labor, enrollees' high awareness of their professional self-determination, increasing the competitiveness of graduates of higher education, reducing the number of NEET youth, improving the quality of educational services.

6. Conclusions

Modern problems and features of operation of the market for educational services reflect the considerable internal contradictions and features inherent in the national economy, namely: incompleteness of structural economic reconstruction, political upheavals, lack of efficient state regulation, etc.

This study shows that education, continuous training, occupational training, with due consideration to requirements of the labour market is the

foundation to build a successful employment of an individual, to provide him with well-paid productive work and stable employment. This will ensure a more conscious and rational choice of the future profession and type of professional activity in the market for educational services. Solving the problems related to forecasting the demand for skilled labour will make it possible to make timely adjustments to the occupational education planning system in terms of quantitative and qualitative needs in the labour market.

Therefore, in order to reduce the economic losses caused by the imbalance of the professional qualification structure of the work force, a system identifying transformational processes in the labour market, forecasting and planning of labour demand and supply from a professional qualification perspective should be developed and implemented; and career guidance system of the youth and people in general should be improved.

Improvement of the quality of the market for educational services can be achieved by implementing the proposed mechanism of interaction of economic agents, giving due consideration to behaviour of economic agents, as well as current trends in the society. The operation of the proposed mechanism will serve as an activating force for the implementation, firstly, of an efficient career guidance of young people in accordance with the transformational processes in the labour market, and secondly, for educational institutions, public authorities, as an information and analytical basis for adjusting the occupational education planning system.

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