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# Parents' Confidence Factors in Private and Public Educational Institutions

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## Abstract

The article deals with the factor of user's confidence in educational services as a condition for the creation of a positive image for private and public institutions. Based on theoretical analysis, a detailed description of the concept of confidence to an educational institution is given. The author describes the author's method of identifying the features of confidence indicators. A comparative analysis of the criteria of confidence in different types of educational institutions is made. The differences in the real and ideal assessment of the organization in the public and private services sectors are revealed.

**Keywords:** Confidence, Educational services, Private and Public preschool, Educational services market

## Factores de confianza de los padres' en instituciones educativas públicas y privadas

### Resumen

El artículo aborda el factor de confianza de los usuarios en los servicios educativos como condición para la creación de una imagen positiva para las instituciones públicas y privadas. Con base en el análisis teórico, se brinda una descripción detallada Del concepto de

confianza para una institución educativa. El autor describe el método Del autor para identificar las características de los indicadores de confianza. Se realiza UN análisis comparativo de los criterios de confianza en diferentes tipos de instituciones educativas. Se revelan las diferencias en la evaluación real e ideal de la organización en los sectores de servicios públicos y privados.

**Palabras clave:** Confianza, Servicios educativos, Preescolar privado y público, Mercado de servicios educativos

## 1. INTRODUCTION

Nowadays, there is a rapid growth and development of the educational services market, in this regard, the struggle for leadership can be won by the private preschool educational institution that will make the most efforts to win its user. To succeed in the competitive “struggle” with public educational institutions, first of all, user confidence is necessary. This factor is systemically important in the creation of the institution image and determines the atmosphere of an educational institution, its “spirit” (Blinov, 2003). Reflecting the intangible level of the image, the confidence factor is based on the feelings insufficiently reflexed in the minds of staff and users: the emotional background of attitudes towards work, towards each other, towards the user (parent and child).

The phenomenon of confidence is the basic, universal mechanism that underlies in the base of the functioning of social society institutions. Today, confidence as an economic phenomenon is

becoming one of the main factors influenced on the development of organizations. For example, clients trusting an organization share strategic information about their plans and preferences with it (Kalyuzhny, 2006; Yakunaeva, 2013; Yandarova, 1995). Along with values and beliefs, confidence appears in interaction and communication, as a kind of secondary system. The level of attractiveness not only of a single organization is decreased without it, but also the relationship in the services market as a whole. (Morgunov, 2016).

According to some scientists, confidence is found in readiness for mutual assistance within a certain community in accordance with cultural traditions, ethical values, generally accepted norms, etc. [Fukuyama, 2004]. This social phenomenon is considered as the probability that the future actions of the other will be mutually beneficial and will not harm the interests of each other (Kupreychenko, 2008).

After a detailed theoretical analysis of the definitions of confidence, we can draw the following conclusions:

- Confidence is a readiness to positive interaction between the organization and the user of educational services;
- Confidence is directly related to the beliefs, attitudes and expectations of both the educational institution staff and users;
- Confidence is reflected in the expectations of honesty, predictability and responsiveness, confidence in confirming the expectations that arise between users and the organization;

- confidence in the organization reveals itself in the system of commercial and social indicators of satisfaction with educational services: security and variety of services, price-quality ratio, the level of demand for services, the number of additional services, the user profile, employee payment system, etc.

Studying the features of the formation of the confidence factor of private preschool educational institutions, it is necessary to do a comparative analysis with similar public-type institutions. The sociological surveys conducted by us in order to identify such differences allowed us to determine the positive and negative aspects of two types of preschool educational institutions.

The positive aspects of the public kindergarten pointed out by parents are low cost (compared to a private one), compliance with the requirements of the standards, strict adherence to the regime, staff with clearly defined responsibilities and levels of education, walking distance, traditional approach to upbringing children. However, besides these positive aspects, there are also negative ones – waiting list for getting into a preschool institution, large groups (20-30 children), and the inability to realize an individual approach to each child, the absence of nursery groups, the high morbidity of children, and the difficulties in social, emotional and nutritional adaptation, weak material and technical base.

The positive aspects in private preschool educational institutions are: the small number of groups and an individual approach to each child, the lack of waiting lists, flexible work hours, a varied diet, no problems with adaptation, the enrolling children of early preschool

age, the variety of additional educational services, and partial compensation payments by the state. Negative factors are: high payment for services, remoteness of the organization from the place of residence, partial distrust of the service provider, regarding the professional competence of the staff.

On this basis, the aim of our further research was to study the confidence in private and public preschool educational institutions as a factor of creation of their positive image. We suggested that the study of the confidence factor will help to identify the degree of users' satisfaction with educational services and give some recommendations on the creation of a competitive preschool educational institution with a positive image and a higher rating compared to public preschool institutions.

## **2. METHODOLOGY**

For our research we developed a questionnaire "Factors of the confidence in an educational institution", the content of which includes 10 factors affecting the image of an educational institution (Table 1). They are: safety, attractiveness of the subject-developing environment, nutrition system, quality of educational services, quality of medical services, territorial location, personal relationship with staff, and advertising and information activities of the organization, charitable activities of the organization.

The survey participants were asked to distribute the confidence factors according to the questionnaire in order of their importance for them. In addition, the subjects had to evaluate each criterion in two planes: as a real existing fact (real) and as a desired factor (ideal).

Based on the data we were able to develop criteria significance levels for the number of respondents who put one or another criterion in a certain position. We calculated the number of choice answers in accordance with three levels: high level (HL) – the number of choice answers according to criteria 1-3; medium level (ML) – 4-7; low level (LL) – 8-10. Such distribution provides an opportunity to rank the criteria of the confidence factor (image of private preschool institutions) by significance levels. Further, the made count was transferred by us in percent.

The research was conducted in conjunction with the Association of Private Kindergartens of the Belgorod Region. The experiment involved users (parents) of educational services of public ( $n = 40$ ) and private ( $n = 40$ ) preschool educational institutions. The total number of respondents was 80 ( $n = 80$ ) people.

### **3. RESULTS and DISCUSSION**

The results of the study of the confidence factors in the samples of parents of public and private preschool educational institutions allowed us to find some differences in the ranking of assessment criteria. In the survey of respondents of public educational institutions,

the leading position is taken by “Territorial location” (43.75%), while the parents of private institutions put “Security” in the first place (40.0%). Somewhat lesser importance in public educational institutions is given to the criteria “Nutrition” (37.5%), “Medical services” (27.5%), in private ones – “Territorial location” (32.25%), “Personnel image” (26.25%) (Table 1).

Table 1: The results of the study of the factor of confidence among users of educational services (comparative analysis of public and private educational institutions)

Confidence factors	Confidence levels Type of organization	HL		ML		LL	
		Real	Idea l	Real	Ideal	Real	Ideal
Security	Public	40,0	50,0	50,0	45,0	10,0	5,0
	Private	40,0	43,7 5	36,2 5	40,0	36,2 5	16,25
Territorial location	Public	43,75	48,7 5	32,2 5	42,5	12,5	8,75
	Private	32,25	33,7 5	42,5	41,25	26,2 5	25,0
Nutrition	Public	37,5	43,7 5	37,5	42,5	25,0	13,75
	Private	30,0	32,5	41,2	38,75	28,7	28,75

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Personnel image	Public	22,5	38,7 5	37,5	41,0	60,0	20,0
	Private	26,25	26,2 5	50,0	43,75	23,7 5	30,0
The quality of educational services	Public	21,25	37,5	40,0	40,0	38,7 5	22,5
	Private	25,0	26,2 5	50,0	42,5	25,0	31,25
Medical care	Public	27,5	37,5	43,7 5	41,25	28,7 5	21,25
	Private	23,75	23,7 5	52,5	45,0	23,7 5	31,25
Personal acquaintance with the kindergarten teacher	Public	8,75	25,0	47,5	40,0	43,7 5	35,0
	Private	22,5	23,7 5	51,2 5	46,25	26,2 5	30,0

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External design	Public	12,5	20,0	47,5	37,5	40,0	42,5
	Private	20,0	22,5	25,0	30,0	55,0	47,5
Advertising and information activities	Public	3,75	13,75	23,75	22,5	72,5	63,75
	Private	17,5	21,25	22,5	26,25	60,0	52,5
Interior design	Public	2,5	16,25	60,0	25,0	75,0	58,75
	Private	16,25	18,75	26,25	23,75	57,5	57,5

After analyzing the similarities and differences of the answers in two groups, we found out that the discrepancy between the real and ideal estimates differ significantly at all levels. So, in the sample of parents-users of private educational services, the minimum discrepancies were revealed by most criteria of the confidence factor: "Security" ( $\pm 3.75$ ); "Territorial location" ( $\pm 1.5$ ), etc. According to the criteria "Personnel image", "Medical service", discrepancies were not revealed.

The highest range of discrepancies was identified according to the criteria “Internal design” ( $\pm 13.75$ ), “Personal acquaintance with the kindergarten teacher” ( $\pm 16.25$ ), “The quality of educational services” ( $\pm 16.25$ ), “Medical services” ( $\pm 10.0$ ), etc. The smallest discrepancies are observed by the criterion “Territorial location” ( $\pm 05.0$ ) and “Nutrition” ( $\pm 6.25$ ).

#### **4. CONCLUSION**

The most denominated factor in users’ confidence in private and public educational institutions is the security factor. In the course of the sociological survey, it was also revealed that the following safety indicators are of interest to the parent audience: the number of adults with children in the room and on a walk; favorable emotional climate, compliance of equipment, food, developing programs with sanitary standards, the presence (absence) of surveillance cameras, inaccessibility of educational space for unauthorized persons, etc.

The second position is taken by the nutrition factor (a varied menu, five meals a day, taking into account the individual nutritional preferences of the child, etc.). Significant for parents is the quality of medical care provided by a full-time medical professional or by a specialist on the basis of the agreement with a polyclinic (outsourcing). As it turned out, at the preschool stage of children development, their parents are not particularly worried about the quality indicator of educational services. As an advantage, parents noted the availability of

additional services in the kindergarten: the opportunity to learn English, the use of the methods of Maria Montessori, corrective gymnastics, visual arts and musical development. The opportunity to develop children using sand therapy is very popular. Most of these services are provided in private preschool institutions, unlike public ones.

For parents whose children attend private educational institutions, having a license is of great importance as a significant component that automatically inspires the confidence in a private preschool institution, confirming the high professionalism of employees. Most parents of children from private educational institutions are ready to personally get acquainted with the teacher, staff, the head of the kindergarten, as well as participate in the life of the chosen kindergarten. Users of private educational institutions pay more attention to the internal and external design of the kindergarten.

As for the indicators of advertising, informational and charitable activities of the kindergarten, they take an extreme position in both groups of respondents. The study of the confidence factor will help to increase the parents' satisfaction with educational services, which in turn will contribute to the creation of a positive image of the organization in the rating on the educational services market.

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