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**PERFORMANCE MEASUREMENT BASED ON THE VALUE
FOR STAKEHOLDERS IN HIGHER EDUCATION:
THE CASE OF LITHUANIAN UNIVERSITIES**

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INTRODUCTION

Relevance of the topic

A higher education institution (*further – HEI*) is an educational institution that prepares high school graduates with higher education (*further – HE)* and provides opportunities for further education. Primary functions of HEIs are: study, research and services to the public. It should be noted that HEIs and business enterprises base their activities on different principles – the nature of funding, institutional constraints, state regulation, etc. The essential difference between these organizations is the purpose of the activity: business enterprises are oriented towards profit making, HEIs are oriented towards the dissemination of science and knowledge. However, both business enterprises and HEIs are organizations that have organizational characteristics that seek to create the value for their stakeholders, but depending on the purpose of the organizations' activity, they are different.

Owing to the increasingly dynamic, diverse and complex nature of social and economic life across the world, the nature of being in demand has fundamentally changed. According to Labanauskis and Ginevičius (2017), since 2010 negative demographic trends indicate that the number of students in Lithuania is decreasing, and the network of Lithuanian HEIs is very high (45 HEIs in 2015), especially in terms of national population. Therefore, obviously the relationship between HEIs and society is being realigned. The constantly decreasing number of students in HEIs, growing dissatisfaction with the quality of studies, not only maintaining and attracting market share, but also attracting financial resources, HEIs face new and unforeseen requirements. In order to respond to this, HEIs must be prepared to change. HEIs began to realize that they need to strategically "adapt" to the market (Holliday et al., 2002), not only evaluating the financial value creation, but taking into account other forms of value creation. Value creation is important because through it, the organization (both business and HE) can achieve its goals and ensure economic growth (Hlupic & Qureshi, 2003), however, on the other hand, value creation must be sustainable, demand-driven and satisfying current needs, without compromising the ability of the next generation to meet their needs (Enderle, 2009). It is noted that value is not created by or within an organization alone. Value creation is influenced by the external environment, created through the relationships with stakeholders and dependent on various resources (IIRC, 2013). Stakeholders (both business organizations and HEIs) in order to meet their needs are dependent on the organization and other stakeholders. Stakeholder interests are inseparably connected in a system of "value creation" (common value creation), in which each stakeholder provides resources or influence in exchange for some combination of tangible and/or intangible goods (Sachs & Rühli, 2011). Clarkson (1995) defines primary stakeholders as those "without whose continuing participation, the

organization cannot survive as a going concern," suggesting that these relationships are characterized by mutual interdependence. All stakeholders in HEIs are interested in gaining some value (as a benefit) from participating in its activities, but the main stakeholders, who not only get the most direct benefits but also play a more active role in creating a common value, are considered as the following three: academics, students and / social partners (Chapleo & Simms, 2010; Tetřevová & Sabolová, 2010). The mainstreaming of these stakeholders is based on the implementation of the mission of a HEI and direct participation in the creation of a common value in HE. Different stakeholders' interests generate different goals and different value creation. In order to ensure the stakeholders' needs are satisfied in HEIs, as an organization through value creation, value has to be managed. Value management means accurate *value perception identification* when it comes to determining whether the value in common value creation in HEIs is equally understood (the perceived gained value and perceived desired value); *value implementation* determines whether the value identification of the stakeholders is reflected in the HEI's strategy; *value measurement* determines whether value identification of the stakeholders is reflected in the HEI's indicators system; *value implementation* determines whether value identification of the stakeholders is reflected in the HEI's budgetary system. Recently, ways to create and manage value in HE are becoming more relevant, as a result of changes and reforms in the HE sector.

Value management in HEIs can be ensured by a performance measurement. Performance measurement can be defined as a coherent, effective management system that includes continuous periodic renewal of the organization's activity information, and provides information for decision-making, operational control and efficient allocation of resources. This leads to ensuring effectiveness of the HEI's performance, to achieving the implementation of objectives, and to achieving more accurate value creation for different stakeholders. According to the contingency theory, there is no universal performance assessment applicable to any organization (Rejc, 2004; Ferreira & Otley, 2005). As a result, it can be argued that the performance measurement depends on the context in which the organization develops its activities. However, the performance measurement will be useful for a HEI if it is based on the value for stakeholders, i.e. it will ensure the stakeholders' needs are satisfied by reducing the discrepancy of the value perception (the perceived gained value will correspond to the perceived desired value), which in turn will promote greater value creation for the HEI itself.

The change and the complexity of the operating conditions in HE highlighted the importance of HEIs' performance measurement (Chen et al., 2009; Zhivan, 2017). However, it is observed that the performance measurement in HEIs is not widely analyzed. In the narrow sense, performance measurement focuses on the use of qualitative and quantitative indicators to assess the performance and achievements of HEIs (Lewis, 2015; Zhivan, 2017), to improve the bureaucratic

public sector organizations efficiency and effectiveness (Forrester, 2011; McAdam et al., 2011), as well as to ensure their accountability (Poister & Streib, 2005). Meanwhile, in the broadest sense, the focus is not on measuring activity, but on controlling and managing the performance measurement information (Bisbe & Malagueno, 2012; Bititci et al., 2012). According to Barnabé and Riccaboni (2007), performance measurement in HEIs should be aimed at promoting quality and continuous improvement, while at the same time it should increase the accountability of HEIs to its stakeholders. However, research studies on the performance measurement in HE through the value prism are fragmentary. Taticchi et al., (2012) argued that HEIs are increasingly focusing on using performance measurement reports. On the other hand, HEIs face challenges of implementation and goal incompatibility. Zangoueinezhad and Moshabaki (2011) presented the main problems in performance measurement implementation, which are related to: 1) the lack of communication with strategy; 2) the lack of a balanced view; and 3) the lack of systemic thinking. According to Harrison and Wicks (2013), there is little research in focus on value creation with respect to stakeholders and value measurement. Gattringer et al., (2014) and Kettunen (2014) argued that the understanding of value for stakeholders helps to discover ways of performance improvment, which ensures the organization's activities management. An analysis and integration of stakeholders' needs and expectations in the performance measurement can be an important source of information in order to determine the aspects of the performance measurement in HEIs, since, taking into account the interests of the stakeholders' unsatisfied / unfulfilled expectations, it is possible to analyze what HEI activities can be improved in order to get the highest possible value for stakeholders as a benefit when participating in HEIs. HEIs should use the needs of stakeholders as a key criterion for planning, conducting and evaluating their activities.

Reasoning of the scientific problem

The use of the term "value" in different contexts reflects the multivariate, multiplicity and complexity of value (Gallarza et al., 2011; Petrick, 2002; Prebensen et al., 2012; Adams, 2013), but on the other hand, it complicates the understanding of value, as concept, perception (Sweeney & Soutar, 2001; Al-Sabbahy et al., 2004; Lee et al., 2007; Brennan & Henneberg, 2008; Sparks et al., 2008; Gallarza et al., 2011). The analysis of value shows that value is considered as being guided by the five main value definitions: value as a belief system (values), value as meaning, value as an object of exchange, value as a benefit, and value as an experience. However, Magalhaes (2014) and Harrison and Wicks (2013) have highlighted the need for research of value, as a benefit, arguing that value as a benefit is "anything that might be the benefit to stakeholders". Ballantyne et al., (2003) Payne and Frow (2013) emphasized the importance of value creation that would suit to all stakeholders and lead to the development of

interpersonal relations. Creating value for the different stakeholders results in a value multidimensional, because these different stakeholders seek to meet their different needs in value creation. The perception of value as a multidimensional concept, combining several different aspects, has been highlighted by such scholars as Babin and Attaway (2000), Woodruff and Gardial (1996). Researchers highlighted such dominant dimensions of value as functional value, social value, emotional value and financial value with respect to the stakeholders (Sweeney & Soutar; 2001; Prebensen et al. 2012; Miladian & Sarvestani 2012; Wang et al. 2013) and with the respect to the organization (Ramaswamy 2008; Lambert & Enz, 2012; Kumar et al., 2013; Lariviere et al., 2013). In HE, value creation is the creation of various forms of value for different stakeholders. According to Pinho et al. (2014), all stakeholders work together to create value for themselves and others by pooling their own resources. Therefore, the question arises – *what value is created for the different stakeholders in HE?*

On the other hand, HEIs seeking to become more successful are responsible for attracting resources and attracting more demand, which results in accountability to the stakeholders. This aspect in an organization provides a timely flow of information that influences timely decision-making and proper performance measurement. Performance measurement is a tool that helps to systematically set goals, direct efforts in the desired direction, monitor progress and take timely corrective actions to successfully achieve the organization's goals. In HE, performance measurement is not widely considered, but research on this topic is gaining popularity. Scientific research on the performance measurement is traditionally conducted in several different perspectives 1) the research is focused on the creation of new performance measurement systems and models, and 2) studies are oriented on the application of existing systems in a specific context. In this dissertation, the research is directed towards a specific context, i.e. HE. The performance measurement in HE has been analyzed by such scholars as Haldma et al. (2016), Sahney and Thakkar (2016), Tee (2016), Karuhanga (2015), Woelert and Yates (2014), Secundo and Elia (2014) and Chen et al. (2009). HE, as an object of performance measurement, is significantly different from a business organization. HEIs are described as complex and self-contained public sector organizations whose activities are driven by specific challenges that are not found in business sector enterprises. According to other authors, the priorities of the public sector institutions are different from the priorities of the business sector. Therefore, it is required that the performance measurement is justified in such a way as to reflect the differences between the organizations (Kaplan, 2001). According to Beer and Michel (2015), several studies concluded that performance measurement developed in the business sector could be applied in the public sector, because HEIs must meet the productivity, growth, customer needs and quality elements (Moxham, 2009). On the other hand, performance measurement in HE is often criticized for applying methods applied in business organizations

(Forrester, 2011; Kallio & Kallio, 2014; Zhivan, 2017), focusing on power and control issues (Cullen et al., 2003), due to its impact on quality, autonomy and motivation (Hicks, 2008; Kallio & Kallio, 2014) and the use of relatively simple performance indicators to correctly measure the results in such a complex environment as HE (Owlia, 1996; Australian government, 2012). It has been observed that in HE, performance measurement have four important functions (strategy-based planning, measurement of activities, budgeting and action-based decision-making) aimed to ensure the implementation of HEI's strategy, which is oriented towards value creation for all participants in value creation. The question is *how to manage the performance of a HEI in order to reconcile value creation in it?*

Summing up the level of the problem analysis, it can be argued that research on the value, as a benefit, for stakeholders integration (through the analysis of expectations and needs) into the performance measurement of a HEI, is fragmented. There is a need to consider whether a HEI's performance measurement helps to ensure the value for stakeholders in common value creation. Due to this, value management in HEIs through an adequate performance measurement is a topical issue. Therefore, **the problem of scientific work** is formulated on the question: *how to measure the performance of a HEI, taking into account the value for stakeholders?*

The object of the scientific work – HEI's performance measurement in terms of value for stakeholders.

The aim of the scientific work is to justify the performance measurement based on the value for stakeholders in HE.

In order to achieve the aim, the following **scientific work objectives** were set:
1. To formulate the theoretical assumptions on the research of performance measurement based on the value for stakeholders in HE by conceptualizing the concept of value in HE and revealing the theoretical features of performance measurement in HE;
2. To prepare a theoretical grounded conceptual framework of performance measurement based on the value for stakeholders in HE that reveals the relationship between value management and the performance measurement in HE;
3. To establish a methodology for empirical research on the performance measurement based on the value for stakeholders in HE;
4. To present an analysis of the research results on the performance measurement based on the value for stakeholders in HE;
5. To summarize the research results on the performance measurement based on the value for stakeholders in HE and to propose recommendations for future research.

Research methods of the scientific work

The scientific work is based on three stages.

In the first stage, the analysis of value creation and value management in HE and performance measurement in HE, included interdisciplinary research methods, systemic and comparative analysis of the scientific literature by justifying the performance measurement based on the value for stakeholders in HE. Based on these methods, the theoretical assumptions for the performance measurement based on the value for stakeholders in HE are formulated.

In the second stage, based on systemic and comparative analysis of the scientific literature, the methodology for empirical research on the performance measurement based on the value for stakeholders in HE is presented.

In the third stage, the following research methods were used in the empirical study: a focus group discussion was used using a semi-structured interview; a questionnaire survey; and case analysis through document analysis and expert interviews. A focus group discussion (the first stage of the empirical study) using semi-structured interviews was used to reveal the value construct in common value creation in HE, i.e. identifying value dimensions that are relevant to HEIs' stakeholders. Summarizing the results of the analysis of the scientific literature and the focus group discussion, a questionnaire was prepared for the survey in order to determine the discrepancy of perceived value for stakeholders in HE. The survey (the second stage of the empirical study) is aimed at collecting quantitative information to justify the value discrepancy of stakeholders (between the perceived gained value and desired value). Summarizing the results of the survey and after finding that there is a value discrepancy of the perceived gained value and desired value (through value dimensions) of the stakeholders in HE, the results are integrated into the case study (third stage of the empirical study). The case study is used to determine the compatibility of the performance measurement of the selected HEI with respect to the value for stakeholders. Integrating the results into another stage of the empirical study enriches the usefulness of information of that stage and justifies the application of the mix-method research in the empirical study.

The scientific novelty and theoretical significance of the research results

1) Based on the results of the comprehensive scientific literature analysis, it was identified that the rational understanding of value, as the perceived multidimensional benefits for stakeholders and HEIs (expressed through the financial, functional, social and emotional dimensions), is personal, subjective, constantly changing and changing depending on the situation. It was argued that the value, as a benefit, should be integrated in the performance measurement to ensure a coordinated performance measurement of HEIs in terms of the value for stakeholders.

2) The methodological novelty of the scientific work is associated with the original access to a mixed method research methodology that enables the

assessment of how a HEI's performance measurement ensures the value for stakeholders and its management in the common value creation.
3) The dissertation research contributes to the justification of a performance measurement based on the value for stakeholders in HE:
- a qualitative study in terms of a value construct disclosure contributes to the development of stakeholder theory, by providing knowledge about the key value dimensions that are emerging and highlighted by stakeholders in the specific context of HE.
- a quantitative study in terms of an assessment of the discrepancy of value perception of stakeholders justifies the different perceptions of the value of stakeholders (in terms of both the value received and the value sought) in HE, and contributes to the development of the subjective value theory, therefore empirically confirming the use of the determination of discrepancy of value perception, which has not been studied in scientific literature so far.
- the performed research (mixed) on the determination of the compatibility of performance measurement in terms of value, contributes to the development of the research field of management accounting and the development of contingency theory, providing knowledge of the ability for HEI to adopt performance based/strategic decisions based on performance measurement in terms of value results in order to ensure value, as a benefit, creation for all participants in a common value creation.

Practical significance is defined by the results obtained:
1) A created performance measurement framework based on the value for stakeholders in HE, allows to:
- identify and compare the discrepancy of value perception between the stakeholders across different value dimensions, thus identifying stakeholder priorities in value creation in HEIs; which makes it possible to form strategic decisions for HEI management;
- to assess the value empowerment, in the aspect of value disclosure in the institution's strategy, which allows for anticipating actions for incorporating the identified values into HEI's strategy;
- to establish the value measurement in the aspect of the value disclosure in the HEI's indicators system, which allows to envisage actions on the inclusion of measurements of the value dimensions in the HEI's indicators system;
- to assess the value implementation of the aspect of the value disclosure in the HEI's resource allocation system (budget), which allows for anticipation of actions to include the inclusion of the value dimensions in a HEI's resource allocation system;
- to coordinate the value management in HEIs and that value identification of HEI's stakeholders would be created by ensuring that it is empowered

(it is reflected in HEI's strategy), measured (it is reflected and measured in HEI's indicators system) and implemented (it is reflected and allocated in HEI's budget system).

2) The developed methodology for performance measurement based on the value for stakeholders can be used in practical studies to gain a deeper understanding of the phenomenon and to justify the practical solutions to be implemented in HEI. Therefore, the possible directions of practical application of the research results are:

- the prepared methodology can be adapted (for the management of a HEI) in order to:
  - evaluate the status of the HEI in terms of performance measurement in relation to the value;
  - substantiate the decisions of the implementation of the activity, therefore to achieve the goals and ensure the efficiency of the activity.
- the prepared methodology can be applied (for HEIs) in order to compare HEIs:
  - in different contexts (geographical, legal, political, cultural);
  - by different types of HEIs (universities, colleges, etc.);
  - longitudinal aspect.
- the prepared (adapted) methodology can be used as an analytical tool (for MOSTA, etc.), which helps to assess and compare the coherence of HEIs' performance measurement with regard to the value for stakeholders in the country.
- the prepared (adapted) methodology can be used (the institutions of the Ministry of Education and Science of the Republic of Lithuania, etc.) as an instrument for making decisions:
  - in relation to the formation of HE policy;
  - international evaluation of the institution;
  - regarding and ensuring the continuity of higher education.

Research limitations. The scientific work limitations include:

- *subjective knowledge.* The performance measurement based on the value for stakeholders in HE is based on access, which is aimed at synthesizing theoretical and practical knowledge. This determines the assessment of the performance measurement of HEI by subjective knowledge, which is determined by the cognitive (intellectual) limitations.
- *selective processing of information*, which leads to a different approach to the object being analyzed, i.e. researchers can interpret the research object differently.
- *abstraction from the external HE situation* in Lithuania.
- *abstraction from the external and internal factors* that determine HEI's stakeholders' different value perceptions.

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- *generalization of empirical research results*. 1) A survey was conducted only in one type of institution of HE (in universities). Therefore, general conclusions about all Lithuanian HEIs cannot be made. The sample covers only Lithuanian university students, academic staff and social partners (employers). Therefore, a larger range of HEIs could supplement the results of the research. 2) The research was carried out only in Lithuania; due to this the results of the research cannot be compared with the research carried out in other countries. Therefore, the conclusions of the research are not an opportunity to evaluate in the international context. However, it should be noted that this empirical research could be seen not only in the context of Lithuanian realities. These realities are evaluated to the extent that they help to better understand the similarities between common global trends and processes taking place in Lithuania.
- *measurement of value perception* has always been a complicated matter due to the lack of clear criteria. As there is no strictly defined value appreciation criterion, the value can be represented as a causal chain of many variables. It depends on the goals of the investigator. In this scientific work, the value is evaluated in two categories: perceived gained value and perceived desired value (expectation). Measurement of value perception is complex, consequently the results of value perception sometimes occur only after a certain time period. This work is limited to current performance.

Dissemination of the research results was performed while presenting theoretical and empirical results related to the dissertation research in international scientific conferences and publishing articles in international scientific journals of various levels.

Structure and volume of the dissertation. Dissertation consists of lists of figures and tables, a glossary of terms, introduction, three main parts, conclusions, a list of references, and appendices. The volume of the dissertation, without appendices – 169 pages. It contains 20 tables, 46 figures and 22 appendices. The list of references used is 398.

CONTENT OF THE DISSERTATION

OVERVIEW OF THE DISSERTATION CONTENT

1. THEORETICAL REASONING OF PERFORMANCE MEASUREMENT BASED ON THE VALUE FOR STAKEHOLDERS IN HE

In the first part of the scientific work, the main theoretical background of value management and performance measurement in HE is analyzed. The section is completed by arguing the necessity of analyzing the performance measurement based on the value for stakeholders in HE, and providing the theoretical assumptions for the conceptual framework (1 objective) and providing the logical framework's algorithm of performance measurement based on the value for stakeholders (2 objective).

Chapter 1.1. *"Value management in terms of stakeholders in HE"* presents the results of the scientific literature analysis of value concept, common value creation and value management.

The treatment of the value concept is not defined in detail, and the variety of value treatment depends on the subject of the research and on the context. Value can be analyzed in different directions, such as value as a belief system (values), value as an object of exchange, value as a benefit, value as an experience) and at different levels (individual, group, organization or between organizations) (Hlupic & Qureshi, 2003; Den Ouden 2012; Kindornay) and in different dimensions (Woodruff & Gardial, 1996; Babin & Attaway, 2000). As a result, it was argued that *value is a multidirectional, multidimensional and contextual concept, which in this scientific work is understood as the multidimensional benefit to stakeholders and to an organization, which can be expressed through financial, functional, social and emotional dimensions*.

Creating value in an organization is the creation of various forms of value for different stakeholders. It is conceptualized that value creation in HE is conditioned by the environment and/or stakeholders, whose involvement determines not only the creation of value for an organization but also for themselves. The value creation is determined by the resources available to the stakeholders and their behavior in terms of value creation in terms of activity. This means that common value creation in HE can be explained by taking into account the basic principle of common value creation (common value is created by at least two participating parties through the process of integrating their resources, and the result of this process is the value created – the individual experiences and perceptions of each of the participating parties). It is observed that the stakeholder theory explains the link between the value (the result of the common value creation) and its recipients (participants in the common value creation). Therefore, in the dissertation, it is focused only on the value of the (in terms of value creation) stakeholders of HEIs and the possibilities to harmonize / balance their value in creating a common value.

According to Sandstrom, Edvardsson, Kristensson and Magnusson (2008), most organizations fail to meet consumer needs, especially in value creation. This happens because the organization is not fully aware of what value the consumer / stakeholder has. In order *to ensure the satisfaction of the core needs of the stakeholders in HEI through common value creation, value must be managed by value identification, empowerment, measurement and implementation.* Value management is balanced, where value identification, value empowerment, value measurement and value implementation are balanced.

Chapter 1.2. *"Performance measurement aspects in HE"* presents the results of the performance measurement as a tool for the organization's management that is used for decision making, for performance results measurement, for planning of activities and for the formation the organization's strategy.

The theoretical analysis of performance measurement shows that the performance measurement helps organizations to understand their business processes, improve their existing and future activities, provide long-term prospects for decisions taken, provide factual information, facilitate planning and control processes, increase the transparency and objectivity of the business, ensure the organization's efficiency, utilize available resources and help the organization's management initiatives (Venkatesh & Ramachandran, 2014; Riratanaphong & van der Voordt, 2015). According to researchers, performance measurements are often implemented in organizations that seek to monitor the implementation of objectives, allocate related resources and properly implement the management strategy of the organization (Franceschini, Galetto & Turina, 2013). Thus, it can be argued that *performance measurement is oriented towards the implementation of the strategy, using a set of measuring instruments and resource allocation.* It is

also noted that there are many different approaches to the evaluation of an organization's performance, but the organization itself chooses how to measure its activities according to its needs and the context in which it operates.

The systematic coordination of HEIs through performance measurement is becoming increasingly important, as they are accountable to stakeholders and are responsible for not only maintaining and attracting market share but also for attracting financial resources. Guthier and Neumann (2007) point out that the management of HEIs is governed by resources, budget, performance measurement and activity reports that are interlinked. Thus, it can be concluded that *in HE, performance measurement has to fulfill four important functions – strategy-oriented planning, measurement of activity, budgeting and action-based decision-making.* In HE, the performance measurement must have clearly defined functions, evaluation elements and processes. However, at the same time the performance measurement must be adapted to the specific activities of the HEIs, in order to ensure the implementation of HEI's strategy, which is focused on creating value for all stakeholders involved in the common value creation.

Chapter 1.3. *"Compatibility of the performance measurement in terms of the value for stakeholders in HE"* provides the analysis of linkage of the performance measurement and value management, in order to ensure the organization's effective performance with the value for the organization's stakeholders, which ensures greater value creation for all stakeholders and for the HEI.

Value management is a structured, systematic and analytical process in which common value creation related collaborates to create value-driven results. Meanwhile, performance measurement is a tool for the organization's management. Both *value management and performance measurement can be integrated into a single system to ensure effective performance of HEI in terms of value.* Furthermore, Gattringer, Hutterer and Strehl (2014), Kettunen (2014) argued that stakeholders' value understanding helps to discover ways of improving performance, which ensures the management of the organization's activities. This means that the HEI should use the needs of stakeholders as the main criterion for planning, conducting and evaluating their activities.

A framework of performance measurement based on the value for stakeholders in HE (**Fig. 1**) integrates the main theoretical parts of value management (value identification, value empowerment, value measurement and value implementation) in the aspect of HEI's performance measurement. The link between the parts (functions) of the performance measurement with the value's management can be explained as four main aspects: *1) value analysis at the value identification stage, evaluating the value creation as part of the performance measurement; 2) value analysis in the value empowerment stage, evaluating the strategy as part of the performance measurement; 3) value analysis in the value measurement stage, taking into account the system of indicators as part of the*

performance measurement; and 4) value analysis in the stage of value implementation, evaluating the budget system as part of the performance measurement.
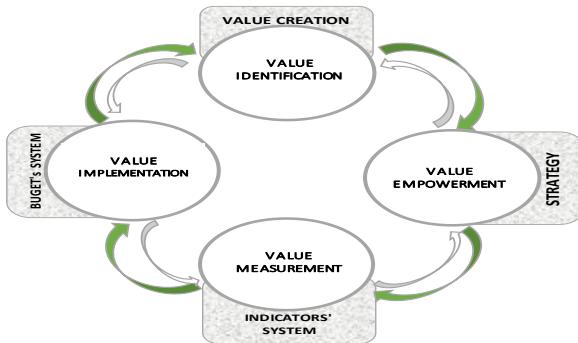
Figure 1. Conceptual framework of integration of value management in the performance measurement

The analysis of scientific literature from the perspective of value management and performance measurement in HE allows formulating the following generalized *theoretical assumptions* that ensure effective value management in HEI:

1) The value perception, as a multidimensional benefit to the stakeholders and to the organization, expressed through the financial, functional, social and emotional dimensions, is shaped by the analyzed context.

2) HEI's value management is related to balancing the needs of its stakeholders in order to create a more accurate value as a benefit for all participants in the common value creation – both stakeholders and HEI.

3) Value management allows to reduce the discrepancy of the value perception and to achieve the compatibility of HEI's performance measurement with respect to value.

According to the theoretical assumptions, a conceptual framework for the performance measurement based on the value for stakeholders in HE is being constructed.

Chapter 1.4. *"Structure of the conceptual framework of the performance measurement based on the value for stakeholders in HE"* provides the logical framework's algorithm of performance measurement based on the value for stakeholders.

The analysis of the performance measurement and value management in HE has made it possible to observe that: 1) *Value identification* of the stakeholders in HE *is balanced if the discrepancy of value perceptions is approaching zero*, i.e. the needs of the stakeholders in terms of value are satisfactory. 2) *Balanced value identification* of stakeholders in HE *indicates that the performance measurement*

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of HEIs *is harmonized*, i.e. it works in such a way as to ensure the satisfaction of the needs of the stakeholders concerned. 3) Value empowerment in the performance measurement based on the value for stakeholders in HE indicates that HEI's *value empowerment is balanced if the stakeholders' value dimensions determined in the value identification stage* (most consistent with the assessment of the averages of the value discrepancy) *is reflected in the performance measurement's strategy part* (in terms of the frequency of recurrence). 4) Value measurement in the performance measurement based on the value for stakeholders in HE indicates that HEI's *value measurement is balanced if the stakeholders' value dimensions determined in the value empowerment stage* (in terms of the frequency of recurrence) *is reflected in the performance measurement's indicators' system part* (in terms of the frequency of recurrence). 5) Value implementation in the performance measurement based on the value for stakeholders in HE indicates that HEI's *value implementation is balanced if the stakeholders' value dimensions determined in the value measurement stage* (in terms of the frequency of recurrence) *is reflected in the performance measurement's budget system part* (in terms of the frequency of recurrence). 6) *Balanced value empowerment, measurement and implementation* in HE *indicates* that HEI's *performance measurement is harmonized*, i.e. it works in such a way as to ensure value management in HEIs. Unbalanced value empowerment, measurement and implementation in HE indicates that the performance measurement of the HEI is not harmonized, i.e. it does not work in such a way as to ensure value management in HEIs, and therefore there is no need to adjust the performance measurement when reviewing it.

2. METHODOLOGY OF PERFORMANCE MEASUREMENT BASED ON THE VALUE FOR STAKEHOLDERS IN HE

The second part of the scientific work provides an empirical research methodology that defines methodological research accesses and justifies the choice of the mix method (qualitative and quantitative) research methodology (3 objective), in order to seek the aim of the research – to empirically verify the performance measurement based on the value for stakeholders in HE, formed during the theoretical analysis.

In chapter 2.1. *"Methodological access of the performance measurement based on the value for stakeholders"* the logical consistency of empirical research is presented. The scientific work is based on the philosophical access to pragmatism, in which research methods are chosen according to the objectives of the research (Žydžiūnaitė & Sabaliauskas, 2017; Creswell, 2012) in order to increase the overall validity and reliability of the research.

Figure 2. The logical structure of the research
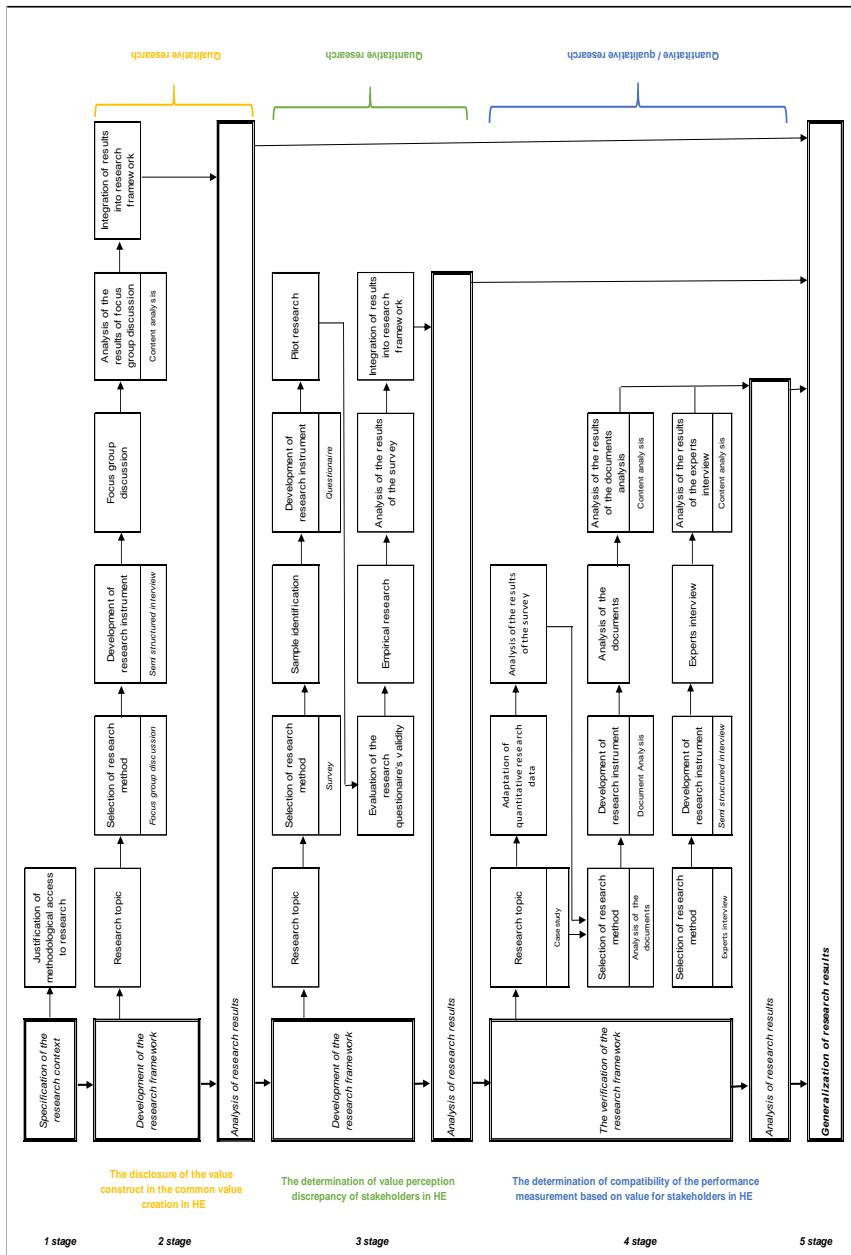
The performance measurement based on the value for stakeholders in HE, empirical testing is based on the original research methodology. The complexity of the research object provides the possibility to apply the methodology of the mixed methods research, combining different methods of research (qualitative and quantitative) and different data sources. The chosen methodological research position to perform research following the approach of the mixed methods indicates that qualitative and quantitative data collection methods are used. The logical structure of the research is presented in **Figure 2**. The empirical research is based on three stages. A focus group discussion (the first stage of the empirical study), using a semi-structured interview was used to reveal the value construct in common value creation in HE, i.e. identifying value dimensions that are relevant to HEIs stakeholders. Summarizing the results of the analysis of the scientific literature and the focus group discussion, a questionnaire was prepared for the survey in order to determine the discrepancy of perceived value for stakeholders in HE. The survey (the second stage of the empirical study) is aimed at collecting quantitative information to justify the value discrepancy of stakeholders (between the perceived gained value and desired value). Summarizing the results of the survey and after finding that there is a value discrepancy of the perceived gained value and desired value (through value dimensions) of the stakeholders in HE, the results are integrated into the case study (third stage of the empirical study). The case study is used to determine the compatibility of the performance measurement of the selected HEIs with respect to the value for stakeholders. Integrating the results into another stage of the empirical study enriches the useful information of that stage and justifies the application of the mix-method research in the empirical study.

Based on the conceptual framework of performance measurement, based on the value for stakeholders, the other sections of the dissertation present empirical research stages separately; by presenting each stage's methodologies.

Chapter 2.2. *"Methodological aspects of the disclosure of the value construct in the common value creation"* presents the methodological access of the first stage of the empirical research. Creating value in the HE sector is conditional on the creation of different values for different stakeholders, but both HEIs and its stakeholders (students, academics, and social partners) are differently aware of the value of the benefits they derive. Therefore, the research problem is formulated on the question: "What value is created during the value creation for the different stakeholders and for HEIs?" The main objective of this research is to refine the construct of a value in HEIs for quantitative research. The research carried out identifies the dimensions of value in value creation (from the point of view of stakeholders and HEI). By nature, the research is designed to understand the value creation results in HEIs, and the nature of the research is therefore explanatory. Exploratory research is an inductive access and interpretive perspective. The description of the research provision is based on subjectivity,

personality, holism and uniqueness. The nature of the research determines the research strategy, which is focused on the application of qualitative methods - a focus group according to the purpose of the research, the type of data and the design of the research. The purpose of the research indicates that the population of the qualitative research can be defined as stakeholders of Lithuanian HEIs who participate in the value creation. Selecting the members of the focus group discussion involves the non-probabilistic selection of participants in the survey. The research involved three focus groups (students, academic staff, social partners), which consisted of 5–6 members. Focus group discussion procedure was organized in the form of semi-structured interviews. Data analysis was carried out using qualitative content analysis. The results of this qualitative research reveal the attitudes of different stakeholders in HEIs to the value creation results and provide the basis for the planned quantitative research.

Chapter 2.3. *"Methodological aspects of the determination of value perception discrepancy of stakeholders"* presents the methodological access of the second stage of the empirical research. The purpose of the quantitative research is to reveal the discrepancy of value perception between the stakeholders in the common value creation in HE. The analysis of scientific literature reveals that HEIs stakeholders' value perception between the gained value and perceived desired value are different. Therefore, the first proposition seeks to support the discrepancy of value perception of stakeholders in HEIs:

P1: The discrepancy of value perception exists in HE.

The theoretical analysis has determined that value management is consistent when the value perceptibility discrepancy is approaching zero. On this basis, the second proposition is formulated:

P2: Value management in HE is fully balanced at the value identification stage.

These propositions are detailed by HEI's stakeholders. A quantitative study is based on postmodernity, the knowledge of which is associated with various independent variables (Creswell, 2012), in order to reveal discrepancies in the value perception. The nature of the research is to describe and explain the perceptions of the value of different stakeholders in a HEI, and therefore the nature of the research is descriptive. A descriptive research is a deductive access and positivist perspectives. The description of the research clause is based on objectivity, desensitization, reductionism and generalization. The nature of the research determines the research strategy, which is focused on the purpose of the research, the type of data and research design, and the application of quantitative methods – a survey. The research strategy determines the research method used – the questionnaire, which in turn determines the quantitative analysis of the data, which is based on statistical principles and procedures. The purpose of the study indicates that the population of a quantitative study can be defined as the stakeholders of Lithuanian HEIs – students, academic staff and social partners, who are involved in value creation. According to the data of the Statistics

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Lithuania, 2015–2016; at the beginning of the year there were 9,974 lecturers and 113,780 students in attendance at universities. So in order to make the survey representative and reliable with 5%, the study has to be questioned by 385 lectures and 399 students. When the number of members of the universe is not exactly known, many statistical sample size determination formulas with 95% degree of credibility and 5% sampling error allows the sample size to reach about 400 respondents, therefore the recommended sample size for the social partners as an interested party in the HEI should be about 400 respondents. As a quantitative survey requires a large amount of data, this results in the use of a structured questionnaire when issues are closed. The compilation of the questionnaire was based on the general requirements for drawing up such research instruments. The questionnaire consists of the following main parts: 1) an introduction and a filling instruction; 2) questions for obtaining basic research information; 3) demographic issues. Questionnaires were distributed electronically using the SurveyMonkey interactive online survey software (https: //www.surveymonkey.com/). Statistical analysis of data was performed using Microsoft Excel and IBM SPSS Statistics 23 software.

Chapter 2.4. *"Methodological aspects of the determination of the compatibility of the performance measurement based on the value for stakeholders in HE"* presents the methodological access of the third stage of the empirical research. The value-based HEI's performance measurement is useful in meeting the expectations of HEI's stakeholders, in making decisions about HEI's performance, and in developing the strategy chosen by the HEI. On the other hand, the declaration of HEI's value (often in strategic documents and web sites) and the non-reflection of the value in the performance measurement may lead to a decrease in stakeholder confidence and a decrease in the long-term performance of a HEI. Therefore, the research problem is formulated on the question: "Does HEI's performance measurement coincide with the perception of the value of HEI's stakeholders?" The main objective of this research is to determine the compatibility of HEI's performance measurement with respect to the value perception of the stakeholders. The research by its nature is intended to understand the harmonization of the performance measurement of HEIs and, therefore, the nature of the research is explanatory. Exploratory research is an inductive access and interpretive perspective. The first part of the this research is aimed at revealing the compatibility of HEI's performance measurement using the method of document analysis. The data is analyzed using a content analysis method. The second part of the this research is aimed at verifying the compatibility of HEI's performance measurement through expert interviews. An expert survey procedure was organized in the form of semi-structured interviews. The data is processed using a qualitative content analysis method. For the purpose of conducting an expert survey analysis and assessing reliability, the aggregated data is processed by Microsoft Excel and IBM SPSS Statistics 23 software. The third stage of the

qualitative study aims at establishing the compatibility of HEI's performance measurement with respect to the value management of stakeholders by applying the comparative analysis method, by comparing the results. The research carried out identifies the level of coherence of HEI's performance measurement (in assessing the mission, vision, values, goals, indicators and budget articles of HEI) and allows assessing how the assessment of the value of stakeholders is presented in HEI's performance measurement.

3. THE RESULTS ANALYSIS OF PERFORMANCE MEASUREMENT
   BASED ON THE VALUE FOR STAKEHOLDERS IN HE

In the third part of the scientific work, it is presented the analysis results of the research on the performance measurement based on the value for stakeholders in HE (4 objective) and the summarized results of research on the performance measurement based on the value for stakeholders in HE, by identifying trends for further research (5 objective).

In chapter 3.1. *"Analysis of the results of the disclosure of the value construct in the common value creation"* is presented by a qualitative research (focus group discussion) results analysis, revealing the value construct in common value creation in HE (the results of the first stage of the empirical research).

Focus group discussion results observed that value creation is understood as the creation of a common value, in which all those who seek to obtain value, as a benefit, are involved in the process, i.e. both an organization (in this case HEI), and its stakeholders. In addition, the goal of value creation in HE is the creation of greater value for both HEI and its stakeholders. In HE, the value creation result is a multidimensional value that differs from the stakeholders – students, academics and social partners. This value is expressed into four dimensions: functional, financial, social and emotional value. Functional value reveals through knowledge, skills and solutions. The financial value is defined as investment and return. Social value is characterized by network building and influencing, and emotional value reflects the satisfaction of physical qualities, ambitions and relationships. An analysis of the results of the focus group discussion has shown that in the HE sector, the main task of HEIs is to create value for the stakeholders of HEI (in particular, the main ones – students, academics and social partners). Targeted value creation for stakeholders in HEI ensures value creation for HEI itself as an organization.

The research results justifies that in HEIs, as organizations, *value perception*, as a multidimensional benefit to stakeholders and organization, expressed through financial, functional, social and emotional dimensions, is *shaped by the analyzed context*.

Chapter 3.2. *"Analysis of the results of the determination of value perception discrepancy of stakeholders"* provides an analysis of the quantitative

research results, which reveals the value perceptions of the stakeholders of the Lithuanian HEIs (universities; students, academic staff and social partners) in assessing the perceived gained value, perceived desired (expectations) value and created value for other stakeholders (the results of the second stage of the empirical research).

The study involved 401 students (in selected HEI 232), 446 academic staff (in selected HEI 168) and 407 (in selected HEI 159) representatives of organizations working with HEIs as social partners. Quantitative survey quality indicators, including scalability reliability, are suitable for further analysis, because the high Cronbach alpha coefficients confirm the reliability of the formed scales.

The analysis of the results of the quantitative research has shown that the main activity of the university as a HEI should be oriented towards the provision of studies based on scientific research (for both students and academic staff as well as social partners).

The analysis revealed that the perceived gained value in relation to all dimensions (financial, functional, emotional, and social) is lower than the perceived desired value, which means that the expectations of students are higher in value creation in HE. Meanwhile, the discrepancy of value perception in the value creation in HE reflects very higher satisfaction of students' needs, which means that value management at the stage of value identification is fully balanced. The analysis revealed that the perceived gained value in relation to all dimensions (functional, emotional, and social) are similar to the perceived desired value, which means that the expectations of academic staff are largely fulfilled in the value creation in HE. The discrepancy of value perception of academic staff reflects a high level of needs satisfaction, which means that value management (at the stage of value identification) is balanced, but a detailed internal assessment of value perceptions has revealed that greater emphasis needs to be placed on balancing value dimensions in common value creation. The analysis showed that the perceived gained value in relation to all dimensions (financial, functional, emotional and social) is lower than the perceived desired value, which means that the expectations of the social partners are higher in HE. However, the discrepancy of value perception of social partners in HE shows a high level of satisfaction of the needs of the social partners, which means that value management at the stage of value identification is balanced.

In the quantitative study assessed, the discrepancy of value perception allows to arrange the value perceptions of stakeholders in HEIs (the smallest discrepancy represents the greatest satisfaction of needs). It is noted that both in the general case and in the case of the chosen university in the aspect of perceived gained value and perceived desired value, both students and social partners point to social value as the most balanced value in HE. According to the academic staff, the most balanced value is the functional value in HE. For all the stakeholders

concerned, the least-balanced value in HE is the financial value (both in the general case and in the case of the chosen university).

In the context of analyzing discrepancy of value perception in HE, it is evident that fully balanced value management at the stage of value identification is between students' perceived gained value and perceived desired value, as well as the value created by academic staff for students. One can conclude that students are the main stakeholder in HEI that satisfies their needs. The study allowed to confirm 10 of 36 detailed propositions. Unconfirmed propositions relate to the setting value management status at the value identification stage. The obtained results suggest that HEI does not sufficiently focus on meeting the needs of academic staff and social partners as one of the main stakeholders in the common value creation.

The research results confirms that *HEI value management is related to the balancing of the needs of its stakeholders, in order to create a more accurate value as a benefit for all participants in the common value creation.* The determined discrepancies of value perceptions of the stakeholders in HE, indicate that value management in HEIs is not balanced, which suggests that the performance measurement of HEIs is not consistent with value management. Therefore, a detailed analysis is required to assess the compatibility of the performance measurement of HEIs.

Chapter 3.3. "*Analysis of the results of the determination of compatibility of the performance measurement based on the value for stakeholders in HE***"** provides an example of a selected HEI by analyzing mixed research results, which reveals the relationship between value management and HEI's performance measurement. The chosen HEI is a state school of HE, which has 9 faculties, 8 institutes, 9 science centers, 23 student organizations; 12 dormitories, 7 art collectives.

It was noticeable that both selected HEI students and social partners indicate social value as the most balanced value in HE. According to the academic staff of the selected HEI, the most harmonized is the functional value in HE. For all of the selected HEI's stakeholders, the least-balanced value in HE is the financial value. In the empirical study of the determination of the discrepancy of value perception of the stakeholders in HE, it was observed that in the selected HEI, stakeholders' value is unbalanced at the value identification stage (except in the students' viewpoint), which indicates that the performance measurement of HEI is not harmonized , i.e. it does not work in such a way as to ensure the satisfaction of the needs of the stakeholders, and therefore there is a need to review the performance measurement of this HEI.

The analysis of the documents shows that in the chosen HEI, value management in the performance measurement is most expressed by the functional value of the stakeholders and social value. The financial value and emotional value is expressed as least. The analysis of documents revealed that the value

empowerment, measurement and implementation in the selected HEI is unbalanced. Unbalanced value empowerment, measurement and implementation in HE indicate that the performance measurement of HEI is not harmonized, i.e. it does not work in such a way as to ensure value management in HEI, and therefore there is a need to adjust the performance measurement by reviewing it.

It can be argued that the level of consistency of expert opinions is sufficient to apply the summarized conclusions to the results of the research. Based on the analysis of the reliability of the study, it can be argued that high Cronbach alpha coefficients confirm the reliability of the formed scales. During expert interviews, the aim was to find out what value HEI is presented in the parts of its performance measurement. According to the experts, the functional value and financial value are explicitly declared to the stakeholders in the performance measurement, whereas the expert opinion is not expressed in terms of emotional and social value declarations. In addition, an analysis of expert interviews revealed that the parts of the selected HEI's performance measurement express orientation towards all the stakeholders. The parts of the selected HEI's performance measurement clearly express the functional value created; the average value expressed – the financial value; and not expressed value – the emotional and social value for stakeholders. Additionally, an analysis of expert interviews revealed that the interconnectivity of the selected HEI's performance measurement is on average at a harmonized level and compatibility with budget articles is not harmonized. This means that in terms of value management, value empowerment and measurement are on average balanced, while value implementation is unbalanced, which may affect inefficient value management in the selected HEI. It is noted that the value management of the selected HEI is unbalanced in relation to stakeholders and the performance measurement is not harmonized. It would be useful for the selected HEI to align the performance measurement in respect with value by reviewing its strategy, the system of indicators and the budget system.

The research results justifies that *value management through performance measurement allows to reduce the discrepancy of value perception of stakeholders and to achieve the compatibility of the performance measurement with respect to value in HEI.* Performance measurement, based on the value for stakeholders, in HE, encourages the activities of the HEI to be carried out in such a way as to bring value not only for HEIs stakeholders and for HEI itself, but also to manage this value effectively.

Chapter 3.4. "Discussion" provides a discussion of the issues of the dissertation, comparing them with the studies of other researchers.

After analyzing different theoretical approaches to the concept of value and revealing that its development is taking place in recent times, the analysis of scientific literature has been carried out, which seeks to answer the first question leading to the problem being solved, *what value is created for different interested parties in higher education?* This has shown that the use of the term of value in

different contexts reflects the multivariate and complexity of the value (Petrick 2002; Gallarza et al., 2011; Prebensen et al. 2012; Adams, 2013). When analyzing the value aspects in HE, it has been observed that the value of various authors (Harrison and Wicks, 2013; Magalhaes, 2014) include different definitions and different dimensions. In the dissertation, it is argued that the value of HE, both in relation to the HEI and to HEI's stakeholders, is treated *as perceived multidimensional benefit, which includes four main dimensions - functional, financial, emotional and social value.*

Another critical point is the common value creation of stakeholders. Christopher et al. (2002), Ballantyne et al. (2003), Payne & Frow (2013) emphasized the importance of creating value that would suit all stakeholders and lead to the development of interrelationships. An analysis of the results of foreign researchers on the subject of value and value creation has made it possible to estimate that only such created value for all stakeholders involved in the common value creation will allow organizations to establish long-term relationships and ensure a competitive advantage in the market. Jongbloed et al. (2008) noted that in the aspect of public HEIs, the main stakeholders are students, academic staff, organizations employing students and the public. When evaluating the aspect of private HEIs, the main stakeholders are the same, but owners are also included. Chapleo and Simms (2010) and Tetřevová and Sabolová (2010) highlighted the stakeholders of HEI as students, graduates, employees, the Ministry of Education and Science, companies (as partners), sponsors, grant agencies, other educational institutions, public authorities , students' parents, local communities, investors, owners (private type higher education institutions). Given the priority identification of stakeholders in HE of researchers such as Kettunen (2014), Chapleo and Simms (2010), Tetřevová and Sabolová (2010), Jongbloed et al. (2008), in the dissertation it is discussed as *students, academic staff and social partners as the main stakeholders in HEI in terms of value*. On the basis that this exclusion of stakeholders determines the orientation of the HEI towards the stakeholders, i.e. a HEI positions its main active stakeholders in order to ensure their needs through value creation. On the other hand, it is faced with a problem of value management, because the stakeholders, both directly and indirectly, affect the HEI's activities and strategic goals (Jongbloed et al., 2008). Therefore, in the dissertation it is substantiated that *value management is to be understood as balancing the needs of the stakeholders, by identifying, measuring, implementing and eanbling the value*.

Analyzing the second question, which leads to solving problems, *how to evaluate the activities of a higher education institution in order to reconcile value creation?,* it has been observed that research in performance measurement in organizations has traditionally been conducted in several different perspectives (mostly in business sector organizations), i.e. the research is focused on the development of new performance measurement systems and models, and the

research is oriented towards the application of existing systems in a specific context. In this dissertation, the research is directed towards a specific context, i.e. HE. The HEI as a subject of performance measurement differs significantly from the business organization because HEIs are described as complex and self-contained public sector organizations, whose activities are determined by specific challenges and operational priorities that are not found in business sector enterprises, therefore the performance measurment in HE is not extensively studied. Although the performance measurement of HEI should be aimed at promoting quality and continuous improvement; at the same time, it should also increase the accountability of HEIs to their stakeholders in terms of value (Barnabè and Riccaboni, 2007), but there is a lack of research that deals with the performance measurment through the value prism in HE. Therefore, the dissertation is based on the fact that the *performance measurement* derived from the business activities of business organizations *can be adapted to HEIs through main performance measurment functions: strategy-oriented planning, measurement of activities, budgeting and activitiy, based on decision-making*. Evaluating that the implementation of a HEI's, as an organization, strategy focuses on value creation for all stakeholders involved in the development of a common value creation.

Linking value management to performance measurement, has created a need to analyze whether the performance measurment of HEI helps to ensure value for the stakeholders in the common value creation, thus ensuring the satisfaction of the needs of the stakeholders, leading to a reduction of the perceived value for stakeholders gap and the compatibility of the performancce measurment of HEI in the respect with value, which promotes more effective organization activities. The problem, which is formulated as a question: *how the performance measurment of HEI ensures value for the stakeholders and its management in the common value creation?* is solved by an empirical study, which consists of three stages.

The analysis of scientific literature from the perspective of value management and performance measurement has allowed to formulate the generalized first theoretical assumption: *HEIs, as organizations, value in the common value creation, perceived as a multidimensional benefit to stakeholders and HEIs, expressed through financial, functional, social and emotional dimensions, is shaped by the context.* Empirical studies of value prove that value creation is the creation of various forms of value for different stakeholders, during which, according to Pinho et al. (2014), all stakeholders collaborate to create value for themselves and others by combining their available resources. Although much has been done in terms of the value of empirical research, they are fragmented in the specific context of HE. The manifestations of the value construct study can be seen in the works of such scholars as Ledden et al. (2007), Chapleo and Simms (2010). In the dissertation's first stage of the empirical research (as qualitative research) at the conceptual level it has been discussed in the scientific literature

identified the dimensions of the value (functional, financial, emotional and social) for stakeholders. Also, the sub-dimensions of the potentially significant value dimensions were identified (functional value - knowledge, skills, decision making; financial value - financial return, investment; emotional value - physical properties, ambitions, relationships; social value - network, influence) in the common value creation in HE. The value dimensions and subdimensions obtained in the qualitative study were included in the model of the study of the performance measurement based on the value for stakeholders in HE, in order to identify gaps in perceptions of the value of stakeholders.

The analysis of scientific literature from the perspective of value management and performance evaluation has been carried out and allowed to formulate a generalized second theoretical assumption: *value management in HEI is related to balancing the needs of its stakeholders with a view to creating a more precise value, as benefit, for all participants in the common value creation – both stakeholders and HEI.* Although the value for stakeholders has a large number of advisers, such analysis of value in a particular context also receive critical assessments. Some critics say that value in HE can not be identified, enabled, implemented, and measured. There is a profound scientific discussion on this issue, measuring the perception of value has always been a complicated matter due to the lack of clear criteria. Since there is no strictly defined criterion for value perceptions measurement, because the value can be depicted as a causal chain of many variables. It depends on the goals and values of the investigator. In this scientific work, the perceived values are evaluated in two categories of value: perceived gained value and perceived desired value (expectation). Measurement of value perception is complex, and because the results of value perception sometimes occur only after a certain time, this scientific work is limited to current performance.

The second stage of the empirical study determined the discrepancy of value (by analysing students, academic staff and social partners perception of value) in HE and shows that value management in HEIs is not balanced, which suggests that the performance measurement of HEI is not consistent with value management.

The analysis of scientific literature from the perspective of value management and evaluation of activity was conducted, which allowed to formulate a generalized third theoretical assumption: *value management through performance measurement allows to reduce the stakeholders' discrepancy of value perception and to achieve the compatibility of the performance measurement in terms of value management in HEI.* Empirical studies on performance measurment show that performance measurement in HE is often criticized for applying methods applied in business organizations to public sector organizations (Forrester, 2011; Kallio & Kallio, 2014; Zhivan, 2017) due to: focusing on power and control in performance measurement (Cullen et al., 2003),

its impact on quality, autonomy and motivation (Hicks, 2009; Kallio & Kallio, 2014) and relatively simple indicators use of activities to correctly measure outcomes in a complex environment like HE (Owlia, 1996; Australian Government, 2012). Additionally the significance of performance measurement as a tool of value management in HE is not empirically disclosed, since there are almost no reliable measurement instruments. Until now, it was not clear whether it would be possible to link the value (for stakeholders) management to the performance measurement of HEI in order to ensure a common value creation. In this aspect, the dissertation contributed to the scientific insights on the value for stakeholders and their implications for the performance measurement of HEI. In the dissertation, a study on the compatibility of the performance measurement with regard to stakeholders in HE (the third stage of the empirical research) justifies the link between the performnce measurement of HEI and the value management, and shows that value management, by means of performance measurement, allows to reduce the perceived value for stakeholders gap and achieve higher compatibility of the performance measurement with respect to the value.

Summing up, it can be argued that a multi-stage empirical study allows solving the main problem of scientific work (***how to measure the performance of HEI, taking into account the value for stakeholders?***) by arguing that HEI, in order to assess its activity by having regard to the value for stakeholders, first of all, should find out the value construct for its priority stakeholders (in order to find out what values for them are most important); secondly, HEI should assess whether its priority stakeholders perceives the gained value and the desired value in a different way (i.e., to assess the value-perception discrepancy); and thirdly by identifying discrepancy in value perception, HEI should assess whether HEI devotes attention / resource for value creation for stakeholders (i.e., the compatibility of HEI performance measurement with respect to the value for stakeholders).

As mentioned, performance measurement (in particular by applying certain business organizations' performance measurement methods or parts of its) in HE is often criticized. In this context, empirical studies of value for stakeholders explores not only the performance measurement but also the value management aspects in new ways. It is likely that the conclusions of this scientific work will draw attention to the efficiency and relevance of the performance measurement of HEI as a tool of managing the value for stakeholders, and will stimulate a deeper interest in the possibilities of application of the performance measurement.

CONCLUSIONS

The following conclusions are formulated based on the theoretical and empirical research results of the performance measurement based on the value for stakeholders in HE:

1. *The analysis of the scientific literature made it possible to formulate theoretical assumptions and to base the need for the framework formation of the performance measurement based on the value for stakeholders in HE:*
   - The results of the theoretical studies on value and its management in HE confirm the relevance and purposefulness of these studies, due to after analyzing the value concept, identifying its perception in value creation that leads to the conclusion that *value is personal, subjective, constantly changing and changing depending on the situation*. Therefore, *value is understood as the perceived multidimensional benefit for stakeholders and organizations, expressed through financial, functional, social and emotional dimensions*. The dissertation is based on the belief that value management is related to balancing the needs of the organization's stakeholders in order to create greater value as a benefit for all participants in the common value creation.
   - The theoretical analysis of the performance measurement characteristics in HE has actualized the need for performance measurement analysis in HE, since HEIs, as an object of performance measurement, is different from the business organization, i.e. the priorities of activities of public sector institutions differ from the priorities of the business sector organizations. On the other hand, it is argued that performance measurement developed in the business sector can be applied in the public sector. HEIs, like other organizations, have to meet the needs of productivity, growth, customer needs and quality, but then the performance measurement is required to be adapted to reflect differences in organizations. The analysis of scientific literature revealed that in HE, the *performance measurement* performs four important *functions – planning, which is strategy-oriented, performance measurement, budgeting and activity-based decision-making*. Therefore, the performance measurement in HEIs should be aimed at promoting quality and continuous improvement, but at the same time, it should also increase the accountability of HEIs to its stakeholders in terms of value, which ensures that the performance measurement of a HEI (and its functions) fit to HEI's value and its management.
   - The analysis of the study on the coherence of the performance measurement and the value management in HE confirms the need for the establishment of performance measurement based on the value for stakeholders in HE. An analysis of the performance measurement and value management interface in HE has made it clear that the *value of the stakeholders of HEIs is balanced when the stakeholders' perceived gained value corresponds to the perceived desired value (expectation), which means that the performance measurement*

of HEI is consistent. The unbalanced stakeholder value management in HE indicates that HEI's performance measurement is not consistent, therefore there is a need to review the performance measurement of HEIs, assessing whether the value and its creation is reflected in HEI's strategy, indicators system and resource allocation system (budgeting).

2. ***A created conceptual framework of the performance measurement based on the value for stakeholders in HE, grounded on access of the theoretical concepts of value management and performance measurement.*** This access assesses the compatibility of HEI's performance measurement in terms of value by disclosing how performance measurement functions address the stages of value management in order to meet HEIs, as organizations, stakeholders' expectations, to make decisions on HEI's activities and to develop the strategy chosen by the HEI.

3. ***The empirical verification of conceptual framework of performance measurement based on the value for stakeholders in HE is based on the original research methodology, using the strategy of transformational procedures in mix-method research, determined by the complexity of the research object.*** The need for a multi-stage study, using a cohesive strategy for qualitative and quantitative research methods, is based on the relevance and complexity of the performance measurement based on the value for stakeholders in HE:

   - focus group discussions with different main stakeholders were organized using semi-structured interviews, which identify the values dimension in the common value creation in HE (in terms of stakeholders and HEI). The developed focus group discussion tool can be used to develop research in the context of HE.
   - An important methodological contribution to the analyzed object is revealed in the developed quantitative research instrument, the recognized scales found in the scientific literature and the new items formulated by the research author, obtained from the qualitative research. High indicators of methodological quality of constructed scales indicate that the created instrument is suitable for value identification in HE. A prepared quantitative survey instrument can be used to develop research in HE and to measure the perceived value of stakeholders.
   - The qualitative research carried out on the basis of the performance measurement based on the value for stakeholders in HEIs is based on the principle of data collection and analysis when data is collected and analyzed simultaneously. Data sources and methodological triangulation are disclosed in the qualitative research structure, which consists of two stages: an internal analysis (using a document analysis method) and an external analysis (using expert interviews) of the performance measurement compatibility with value.

4. **The dissertation research allows to justify the suitability of the conceptual framework prepared by analyzing the performance measurement based on the value for stakeholders in HE:**
   - *The disclosure of value construct in the common value creation in HE* research (first stage) results revealed that in the HE sector the main task of the HEI is to create value for HEIs stakeholders (especially for students, academic staff and social partners). Targeted value creation for stakeholders in HEIs ensures value creation for the HEI itself. It was determined that common value creation is understood as the process of value creation involving all those seeking value as the benefits of this process, and the goal of this process is to create greater value for both the HEI and stakeholders, which manifests itself in four dimensions: functional, financial, social and emotional value. *It is justified that in HEIs, as organizations, value in the common value creation perceived as a multidimensional benefit to stakeholders and HEIs, expressed through financial, functional, social and emotional dimensions, is shaped by the context.*
   - *Identification of the discrepancy of value perception of stakeholders in HE* research (second stage) results determined that discrepancy of value perception in HE exists by analyzing the stakeholders – students, academic staff and social partners perceived desired and perceived gained value. This indicates the need of value analysis during the value identification that also determines its balance. It has been determined that value in HE at the stage of value identification is balanced only by analyzing students' perceived desired and perceived gained value and by analyzing academic staff perceived gained value with academic staff created value to students. This means that students identify their perceived gained value with their perceived desired value. In all other cases, the value in HE in the value identification stage is unbalanced, which indicates the need for performance measurement analysis to ensure value management. It is confirmed that *value management in HEIs is related to balancing the needs of its stakeholders with a view to creating a more precise value, as benefit, for all participants in the common value creation – both stakeholders and HEI*. In HE, the main stakeholders' – students, academics and social partners – discrepancy of value perception shows that the value management in HEIs is not balanced, which suggests that HEIs' performance measurement is not harmonized in terms of value management. Therefore, a detailed analysis is needed to assess the compatibility of HEIs performance measurement.
   - *The determination of the compatibility of performance measurement based on the value for stakeholders in HE* research (third stage) results have shown that in assessing the analysis of documents of the selected HE; value empowerment, measurement and implementation is unbalanced, which indicates that the performance measurement of the HEI is harmonized, and

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therefore there is a need to adjust the performance measurement when it is reviewed. During expert interviews, it has been found that the interoperability of the parts of the performance measurement with respect to value is on average harmonized, and the compatibility of the parts of the performance measurement (with respect to value) with the budget articles is not harmonized. This means that value empowerment and value measurement are on average balanced, while value implementation is unbalanced, which may affect the inefficient value management in the HEI. It is confirmed that *value management through performance measurement allows to reduce the discrepancy of value perception and to achieve the compatibility of the performance measurement in terms of value management in HEIs*. The performance measurement based on the value for stakeholders in HE promotes the organization's performance in a way that builds value, not only for the HEIs' stakeholders and the HEI itself but also for the effective management of the value.

5. *Results of theoretical and empirical research of the performance measurement based on the value for stakeholders in HE, may also be useful to other researchers in order to analyze the performance measurement in relation to value in HE and to identify potential research areas. In view of the discussion aspects and the limitations of scientific work that may have led to the peculiarity of the results obtained, suggest implications for further research:*
   - In the dissertation was abstracted from the external and internal factors determining the different perceptions of the value of HEIs' stakeholders, but it would be useful to assess what factors influence the perception of the value.
   - The performance measurement based on the value for stakeholders in HE research was oriented towards the main stakeholders - students, academic staff, social partners (employers), but it would be advisable to conduct an analysis in the aspect of other stakeholders - management, society, etc.
   - The presented empirical study is limited to one type of HEI, i.e. only at universities. It allows to reveal the specifics of the object in question, highlighting the practical applicability of the results, but studies in other HEIs (scientific institutes, colleges, etc.) would allow to evaluate the performance measurement based on the value for stakeholders in HE, depending on the context of HE. In addition, it would be advisable to study the performance measurement of other Lithuanian HEIs in terms of value in order to compare Lithuanian HEIs with each other.
   - The presented empirical study is limited to one country's context. This allows to reveal the specifics of the object in question in Lithuania, highlighting the practical application of the results, but studies in other countries would make it possible to compare the performance measurement based on the value for stakeholders in HE, depending on the context of HE in the country.

- The perceived value of the study is evaluated through two categories of values: perceived gained value and perceived desired value (expectation) by analyzing the discrepancy of value perceptions. Measurement of value perception is complex, and because the results of value perception sometimes occur only after a certain time. This work is limited to the assessment at the time of the research, but it would be appropriate to repeat the study in the same HEI in order to assess changes in the performance measurement, based on the value of stakeholders. Hence, the performance measurement based on the value for stakeholders in HE can be used in a long-term perspective in order to compare the performance measurement of a HEI in terms of value in terms of time.

The results of the empirical research integrating the insights revealed in the mixed research confirms the relevance of the phenomenon under study and allows justifying the suitability of the prepared framework by analyzing the performance measurement based on the value for stakeholders in HE.

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REZIUMĖ

Temos aktualumas

Aukštojo mokslo institucija yra švietimo įstaiga, rengianti aukštųjų mokyklų absolventus, turinčius aukštąjį išsilavinimą ir suteikianti galimybes tolesniam mokymuisi. Šios institucijos teikia bakalauro, magistro ir doktorantūros studijas, taip pat mokymosi visą gyvenimą programas. Aukštojo mokslo institucijų pirminės funkcijos yra: studijos, moksliniai tyrimai bei paslaugos visuomenei. Būtina paminėti, kad aukštojo mokslo institucijos ir verslo įstaigos savo veiklą grindžia skirtingais principais – finansavimu, instituciniais apribojimais, valstybiniu reguliavimu ir pan. Esminis skirtumas tarp šių organizacijų yra veiklos tikslas: verslo įmonės yra orientuotos į pelno siekimą, o aukštojo mokslo institucijos – į mokslo ir žinių sklaidą. Viena vertus, tiek verslo įstaigos, tiek aukštojo mokslo institucijos yra organizacijos, kurios turi organizacijoms būdingų požymių, nes siekia kurti vertę savo suinteresuotoms šalims, tačiau priklausomai nuo veiklos tikslo, skiriasi tiek suinteresuotos šalys, tiek kuriamos vertės pobūdis. Antra vertus, visos organizacijos siekia vertinti savo veiklą, tačiau priklausomai nuo veiklos tikslo, skiriasi veiklos vertinimo proceso pobūdis.

Dėl dinamiško, įvairialypio, sudėtingo socialinio ir ekonominio gyvenimo, iš esmės pasikeitė aukštojo mokslo institucijų pobūdis, kuris lemia besikeičiančius aukštojo mokslo institucijų ir visuomenės santykius. Pasak Labanauskio ir Ginevičiaus (2017), nuo 2010 m., dėl neigiamų demografinių tendencijų, studentų skaičius Lietuvoje mažėja (mažesnis studentų, įstojusių į aukštąsias mokyklas, skaičius reiškia mažesnes pajamas iš studijų mokesčių, mokamų valstybės ar studentų; silpną mokslinį ir kūrybinį potencialą; nepopuliarius personalo valdymo sprendimus; infrastruktūros valdymo sunkumus ir klausimus, susijusius su investicijomis į mokslinius tyrimus ir studijas). Lyginant su gyventojų skaičiumi, Lietuvos aukštųjų mokyklų tinklas yra didelis (2015 m. Lietuvoje veikė 45 aukštojo mokslo institucijos). Akivaizdu, kad aukštojo mokslo institucijos susiduria su naujais ir nenumatytais reikalavimais, kurie yra sąlygojami nuolat mažėjančio aukštojo mokslo institucijų studentų skaičiaus, didėjančio nepasitenkinimo dėl studijų kokybės, atsakingumo ne tik už rinkos dalies išlaikymą ir pritraukimą, bet ir finansinių išteklių pritraukimą. Siekdamos reaguoti į tai, aukštojo mokslo institucijos turi būti pasiruošusios keistis. Jos, kaip organizacijos, pradeda suprasti, kad reikia strategiškai „prisitaikyti" prie rinkos (Holliday ir kt., 2002), ne tik vertinant finansinės vertės kūrimą, bet atsižvelgiant į kitų formų vertės kūrimą. Vertės kūrimas yra svarbus, nes per jį organizacija (tiek verslo, tiek aukštojo mokslo institucija) gali pasiekti savo išsikeltus tikslus ir užtikrinti ekonominį augimą (Hlupic ir Qureshi, 2003). Reikia paminėti, kad vertės kūrimas turi būti tvarus, orientuotas į paklausą bei patenkinantis dabartinius poreikius, nepakenkiant būsimų kartų sugebėjimui patenkinti savo poreikius. Pastebima, kad vertė nėra kuriama vien tik organizacijos viduje. Vertės kūrimas

yra sąlygojamas išorinės aplinkos, santykių su suinteresuotomis šalimis ir turimais įvairiais ištekliais (IIRC, 2013). Organizacijų (tiek verslo, tiek aukštojo mokslo institucijų) suinteresuotosios šalys, siekdamos patenkinti savo poreikius, yra priklausomos nuo organizacijos ir kitų suinteresuotųjų šalių. Suinteresuotųjų šalių poreikiai yra neatskiriamai susiję bendros vertės kūrime (vertės bendrakūroje), kuriame kiekviena suinteresuota šalis teikia išteklius mainais už tam tikrą materialų ir (arba) nematerialų turtą (Sachs ir Rühli, 2011). Clarkson'as (1995) apibrėžia pagrindines suinteresuotąsias šalis kaip tas, be kurių „nuolatinio dalyvavimo, organizacija negali išgyventi". Visos aukštojo mokslo institucijų suinteresuotosios šalys yra suinteresuotos gauti tam tikrą vertę, kaip naudą, iš dalyvavimo jos veikloje, tačiau pagrindinės suinteresuotosios šalys, kurios ne tik gauna didžiausią tiesioginę naudą, bet ir aktyviausiai dalyvauja kuriant bendrą vertę, yra trys – akademiniai darbuotojai, studentai ir socialiniai partneriai (Chapleo ir Simms, 2010; Tetřevová ir Sabolová, 2010). Šių suinteresuotų šalių išskyrimas pagrindinėmis yra grindžiamas aukštojo mokslo institucijos misijos įgyvendinimu bei tiesioginiu dalyvavimu kuriant bendrą vertę. Skirtingi suinteresuotųjų šalių interesai generuoja skirtingus tikslus bei skirtingą vertės kūrimą. Nustatyta, kad vertės bendrakūra (toliau tekste – bendrakūra) aukštojo mokslo sektoriuje yra sąlygojama skirtingų vertės kūrimų skirtingoms suinteresuotoms šalims. O siekiant užtikrinti aukštojo mokslo institucijos, kaip organizacijos, suinteresuotų šalių poreikių patenkinimą bendrakūroje, vertė turi būti valdoma. Vertės valdymas reiškia: 1) tikslų vertės suvokimo identifikavimą (angl. *value identification*), kai siekiama nustatyti ar aukštojo mokslo institucijos suinteresuotosios šalys bendrakūroje vienodai supranta suvokiamą gaunamą vertę (*toliau tekste – gaunama vertė*) ir suvokiamą norimą gauti vertę (*toliau tekste – norima gauti vertė*); 2) vertės įgalinimą (angl. *value empowerment*), kai siekiama nustatyti ar identifikuota vertė suinteresuotoms šalims yra pateikiama aukštojo mokslo institucijos strategijoje; 3) vertės matavimą (angl. *value measurement*), kai siekiama nustatyti ar identifikuota vertė suinteresuotoms šalims yra pateikiama aukštojo mokslo institucijos rodiklių sistemoje; 4) vertės įveiklinimą (angl. *value implementation*), kai siekiama nustatyti ar identifikuota vertė suinteresuotoms šalims yra pateikiama aukštojo mokslo institucijos biudžete. Pastaruoju metu būdai, kaip kurti ir valdyti vertę aukštojo mokslo sektoriuje, tampa aktualūs dėl aukštojo mokslo sektoriuje vykstančių pokyčių ir reformų.

Vertės valdymas aukštojo mokslo institucijoje gali būti užtikrinamas veiklos vertinimu, kuris gali būti apibrėžtas kaip suderintas, efektyvus organizacijos vadybos posistemis, apimantis nuolatinį, periodiškai atsinaujinantį organizacijos veiklos rezultatų vertinimą ir kontrolę bei teikiantis informaciją priimant sprendimus, kontroliuojant veiklą ir efektyviai skirstant lėšas. Veiklos vertinimu taip pat užtikrinamas veiklos efektyvumas įgyvendinant tikslus bei siekiant tikslesnio vertės kūrimo skirtingoms suinteresuotoms šalims. Remiantis neapibrėžtųjų atvejų teorija (angl. *contingency theory*), kurioje teigiama, kad nėra

universalaus veiklos vertinimo, vienodai tinkamo bet kurioje organizacijoje (Rejc, 2004; Ferreira ir Otley, 2005), galima teigti, kad organizacijos veiklos vertinimas priklauso nuo konteksto, kuriame organizacija plėtoja savo veiklą. Veiklos vertinimas bus naudingas aukštojo mokslo institucijai tik tada, kai jis bus suderintas vertės suinteresuotoms šalims atžvilgiu, t. y. patenkins suinteresuotų šalių poreikius (gaunama vertė atitiks norimą gauti vertę), o tai skatins vertės kūrimą pačiai aukštojo mokslo institucijai.

Keičiantis ir sudėtingėjant veiklos sąlygoms aukštajame moksle, išryškėjo aukštojo mokslo institucijų veiklos vertinimo svarba (Chen ir kt., 2009; Zhivan, 2017). Reikia paminėti, kad veiklos vertinimas aukštojo mokslo institucijose nėra plačiai analizuojamas. Siauruoju požiūriu veiklos vertinimas koncentruojasi į kokybinių ir kiekybinių rodiklių naudojimą, siekiant įvertinti aukštojo mokslo institucijos veiklą ir pasiekimus (Lewis, 2015; Zhivan, 2017) norint pagerinti biurokratinių viešojo sektoriaus organizacijų veiksmingumą ir efektyvumą (Forrester, 2011; McAdam ir kt., 2011), taip pat užtikrinti savo atskaitomybę (Poister ir Streib, 2005). O plačiuoju požiūriu – daugiausia dėmesio skiriama ne veiklai vertinti, bet veiklos vertinimo informacijos kontrolei ir valdymui (Bisbe ir Malagueno, 2012; Bititci ir kt., 2012). Barnabè'o ir Riccaboni'o (2007) teigimu, veiklos vertinimas aukštojo mokslo institucijose turėtų būti skirtas kokybės gerinimui ir nuolatiniam tobulėjimui. Tuo pačiu metu jis taip pat turėtų didinti aukštojo mokslo institucijų atskaitomybę savo suinteresuotosioms šalims. Tačiau veiklos vertinimo per vertės prizmę tyrimai aukštajame moksle yra fragmentiški ir mažai nagrinėti. Taticchi'is ir kt. (2012) teigia, kad veiklos vertinimui vis daugiau dėmesio skiria tiek verslo, tiek mokslo organizacijos, nes jos bando naudoti veiklos vertinimo ataskaitas, tačiau susiduria su veiklos vertinimo įgyvendinimo bei suderinamumo problemomis. Zangoueinezhad ir Moshabaki (2011) pateikia pagrindines veiklos vertinimo įgyvendinimo problemas, kurios yra susijusios: 1) ryšio su strategija trūkumu; 2) subalansuoto požiūrio trūkumu; 3) sisteminio mąstymo trūkumu. Pasak Harrison'o ir Wicks'o (2013), moksliniuose tyrimuose mažai yra skiriama dėmesio vertės suinteresuotoms šalims kūrimui. Gattringer ir kt. (2014) teigia, kad suinteresuotų šalių poreikių supratimas padeda atrasti veiklos tobulinimo būdų, kurie užtikrina organizacijos veiklos valdymą. Suinteresuotų šalių poreikių ir lūkesčių analizavimas ir įtraukimas vertinant veiklą gali būti svarbus informacijos šaltinis, siekiant nustatyti aukštojo mokslo institucijos veiklos vertinimo aspektus, nes atsižvelgus į suinteresuotų šalių nepatenkintus / neišpildytus lūkesčius, galima analizuoti, kokias aukštojo mokslo institucijos veiklas galima pagerinti, kad suinteresuotos šalys gautų didžiausią galimą vertę, kaip naudą, dalyvaudamos aukštojo mokslo institucijos veikloje. Aukštojo mokslo institucija turėtų atsižvelgti į suinteresuotų šalių poreikius kaip pagrindinį kriterijų planuojant, vykdant bei vertinant savo veiklą.

Mokslinė problema ir jos ištyrimo lygis

„Vertės" termino vartojimas skirtingose srityse atspindi vertės daugiareikšmiškumą, daugiaaspektiškumą ir kompleksiškumą ((Petrick, 2002; Gallarza ir kt., 2011; Prebensen ir kt., 2012; Adams, 2013), tačiau kartu komplikuoja vertės, kaip koncepto, supratimą ir suvokimą (Sweeney ir Soutar, 2001; Al-Sabbahy ir kt., 2004; Lee ir kt., 2007; Sparks ir kt., 2008; Brennan ir Henneberg, 2008; Gallarza ir kt., 2011). Pastaruoju metu vertė yra nagrinėjama orientuojantis į penkias pagrindines vertės apibrėžtis: vertė kaip tikėjimo sistema (vertybės), vertė kaip reikšmė, vertė kaip mainų objektas, vertė kaip nauda ir vertė kaip patirtis. Tačiau Magalhaes'as (2014), Harrison'as ir Wicks'as (2013) iškėlė vertės, kaip naudos, tyrimų poreikį teigdami, kad vertė, kaip nauda, yra viskas, kas gali būti naudinga suinteresuotosioms šalims. Vertės kūrimo svarbą, kuri tenkintų visas suinteresuotąsias šalis ir lemtų tarpusavio santykių plėtrą, akcentavo Christopher'is ir kt. (2002), Ballantyne'as ir kt. (2003), Payne'as ir Frow (2013). Vertės kūrimas skirtingoms suinteresuotosioms šalims lemia vertės multidimensiškumą, nes skirtingos suinteresuotosios šalys siekia patenkinti skirtingus savo poreikius bendrakūroje. Vertės suvokimą kaip multidimensinį konceptą, apjungiantį keletą skirtingų aspektų akcentavo tokie mokslininkai: Woodruff'as ir Gardial (1996) bei Babin'as ir Attaway (2000). Mokslininkai išskiria dominuojančias vertės dimensijas, tokias kaip funkcinė vertė, socialinė vertė, emocinė vertė ir finansinė vertė organizacijos (taip pat ir aukštojo mokslo institucijos) suinteresuotų šalių atžvilgiu (Sweeney ir Soutar, 2001; Prebensen ir kt., 2012; Wang ir kt., 2013) bei pačios organizacijos atžvilgiu (Ramaswamy, 2008; Lambert ir Enz, 2012; Kumar ir kt., 2013; Lariviere ir kt., 2013). Vertės kūrimas aukštajame moksle yra įvairių vertės formų kūrimas skirtingoms suinteresuotosioms šalims, kurio metu, pasak Pinho'o ir kt. (2014), visi veikėjai bendradarbiauja, kad sukurtų vertę sau ir kitiems, apjungdami savo turimus išteklius. Todėl kyla klausimas: *„Kokia vertė yra kuriama skirtingoms suinteresuotosioms šalims aukštajame moksle?"*

Reikia paminėti, kad aukštojo mokslo institucijos, norėdamos būti sėkmingos, yra atsakingos už didesnį išteklių ir rinkos pritraukimą, o tai sąlygoja atskaitingumą suinteresuotosioms šalims kuriant vertę. Visa tai aukštojo mokslo institucijoje yra užtikrinama gaunama / kaupiama informacija, kuri lemia sprendimų priėmimą laiku ir tinkamą veiklos vertinimą. Veiklos vertinimas yra priemonė, kuri padeda sistemingai kelti tikslus, pastangas nukreipti norima linkme, stebėti pažangą ir laiku imtis būtinų veiksmų sėkmingiems organizacijos tikslams pasiekti. Aukštojo mokslo institucijų veiklos vertinimas nėra plačiai nagrinėjamas, tačiau tyrimų šia tema daugėja. Moksliniai tyrimai organizacijų (taip pat ir aukštojo mokslo institucijų) veiklos vertinimo tema tradiciškai atliekami keliomis skirtingomis kryptimis. Tyrimai yra skirti naujoms veiklos vertinimo sistemoms bei modeliams sukurti. Paminėtina ir tai, kad kiti tyrimai yra daugiau nukreipti į jau esamų, tam tikrų sistemų taikymą skirtingose aplinkose.

Šioje disertacijoje atliekami tyrimai yra susiję su aukštuoju mokslu. Veiklos vertinimas aukštajame moksle analizuotas mokslininkų: Haldma, Ploom'o ir Lorenz'o (2016), Sahney ir Thakkar (2016), Tee'o (2016), Karuhanga (2015), Woelert'o ir Yates (2014), Secundo ir Elia'o (2014). Aukštojo mokslo institucija, kaip veiklos vertinimo objektas, labai skiriasi nuo verslo organizacijos, nes aukštojo mokslo institucijos yra apibūdinamos kaip sudėtingos ir savarankiškos viešojo sektoriaus organizacijos, kurių veiklą lemia specifiniai iššūkiai, kurių nėra verslo sektoriaus įmonėse. Kitų autorių teigimu, viešojo sektoriaus institucijų veiklos prioritetai skiriasi nuo verslo sektoriaus prioritetų, todėl pageidaujama, kad veiklos vertinimas būtų pritaikytas taip, kad atspindėtų organizacijų skirtumus (Kaplan, 2001). Kaip teigia Beer ir Micheli'is (2017), keliuose tyrimuose buvo padaryta išvada, kad verslo sektoriuje sukurtas veiklos vertinimas gali būti taikomas ir viešajame sektoriuje, nes aukštojo mokslo institucijos turi atitikti našumo, augimo, klientų poreikių ir kokybės elementus (Moxham, 2009). Broad'as ir Goddard'as (2010) teigia, kad viešajame sektoriuje, ypač aukštojo mokslo institucijose, nepakankamai aiškinama apie veiklos vertinimo taikymą ir supratimą. Antra vertus, aukštojo mokslo institucijų veiklos vertinimas dažnai yra kritikuojamas, nes veiklos vertinimui naudojami verslo organizacijose taikomi metodai (Forrester, 2011; Kallio ir Kallio, 2014; Zhivan, 2017) dėl dėmesio sutelkimo į galios ir kontrolės klausimus vertinant veiklą (Cullen ir kt., 2003), dėl poveikio kokybei, savarankiškumui ir motyvacijai (Hicks, 2009; Kallio ir Kallio, 2014) bei dėl gana paprastų veiklos rodiklių taikymo siekiant tinkamai įvertinti aukštojo mokslo rezultatus (Owlia, 1996; Australijos vyriausybė (Australian Government, 2012). Taigi aukštojo mokslo institucijų veiklos vertinimas yra orientuotas į keturias pagrindines funkcijas – planavimą, veiklos matavimą, išteklių paskirstymą bei veikla grįstą sprendimų priėmimą – kuriomis siekiama užtikrinti aukštojo mokslo institucijos strategijos įgyvendinimą, kuris yra orientuotas į vertės kūrimą visiems vertės bendrakūroje dalyvaujantiems dalyviams. Todėl kyla klausimas: *„Kaip vertinti aukštojo mokslo institucijos veiklą siekiant, kad vertės kūrimas aukštojo mokslo institucijoje atitiktų visų suinteresuotųjų šalių lūkesčius?“*

Analizuojant Lietuvos autorių mokslinius darbus apie vertės kūrimą suinteresuotosioms šalims bei veiklos vertinimą aukštajame moksle galima teigti, kad ši tema nėra labai plačiai analizuota. Konceptualūs ir empiriniai tyrimai atlikti Labanauskio ir Ginevičiaus (2017), Stankevičienės ir kt. (2017), Mikulskienės ir Švaikauskienės (2017), Greblikaitės ir kt. (2014), Stankevičienės ir Vaiciukevičiūtės (2016; 2014) ir kt. Tad akivaizdu, kad nagrinėjama tema yra aktuali ir Lietuvos aukštajam mokslui. Apibendrinant problemos ištyrimo lygį galima teigti, kad atlikti moksliniai tyrimai, kuriuose nagrinėjamas vertės, kaip naudos, suinteresuotoms šalims (per lūkesčių ir poreikių nagrinėjimą), integravimas į aukštojo mokslo institucijos veiklos vertinimą, yra fragmentiški. Analizuojant tiek užsienio, tiek Lietuvos mokslinius darbus nagrinėjama tema

pastebima, kad spartus technologijų tobulėjimas ir jų poveikis organizacijų veiklai sąlygoja drastiškus pokyčius aukštajame moksle. Inovacijos ir jų atsiradimo greitis, naujos technologijos, kintantis visuomenės mentalitetas keičia ne tik dominuojančius verslo modelius, bet ir formuoja poreikį kitokioms darbuotojų kompetencijoms. Visa tai lemia aukštojo mokslo sistemos pokyčius, taip pat ir aukštojo mokslo institucijų veiklos vertinimo pokyčius. Aukštojo mokslo veiklos vertinimo formavimas, atsižvelgiant į vertę suinteresuotoms šalims, yra aktuali problema tiek teoriniu, tiek praktiniu požiūriu. Atsiranda poreikis išsiaiškinti, ar aukštojo mokslo institucijos veiklos vertinimas padeda užtikrinti vertę suinteresuotoms šalims bendrakūroje, taip užtikrindamas suinteresuotų šalių poreikių patenkinimą, lemiantį mažėjantį vertės suvokimo atotrūkį. Visa tai lemia aukštojo mokslo institucijos veiklos vertinimo suderinamumą vertės suinteresuotoms šalims atžvilgiu, kuris skatina efektyvesnę organizacijos veiklą. Todėl **mokslinio darbo problema** yra formuluojama klausimu: *„Kaip vertinti aukštojo mokslo institucijos veiklą, atsižvelgiant į jos kuriamą vertę suinteresuotosioms šalims?“*

Mokslinio darbo objektas – aukštojo mokslo institucijos veiklos vertinimas vertės suinteresuotoms šalims atžvilgiu.

Mokslinio darbo tikslas – pagrįsti verte suinteresuotoms šalims grįstą veiklos vertinimą aukštajame moksle.

Mokslinio darbo uždaviniai:
1. konceptualizavus vertės sampratą ir atskleidus teorines veiklos vertinimo ypatybes aukštajame moksle, suformuluoti verte suinteresuotosioms šalims grįsto veiklos vertinimo aukštajame moksle tyrimo teorines prielaidas;
2. sudaryti verte suinteresuotoms šalims grįsto veiklos vertinimo aukštajame moksle konceptualią prieigą, atskleidžiančią vertės valdymo sąsają su aukštojo mokslo institucijos veiklos vertinimu;
3. parengti verte suinteresuotosioms šalims grįsto veiklos vertinimo aukštajame moksle tyrimo metodologiją;
4. atlikti verte suinteresuotosioms šalims grįsto veiklos vertinimo aukštajame moksle tyrimą, patikrinant parengtą konceptualią prieigą;
5. apibendrinti verte suinteresuotosioms šalims grįsto veiklos vertinimo aukštajame moksle tyrimo rezultatus, identifikuojant tolimesnių tyrimų kryptis.

Mokslinio darbo metodai

Disertacinis darbas atliktas trimis etapais. Pirmajame etape, tiriant vertės sampratą, atskleidžiant bendrakūros ir vertės valdymo aspektus aukštajame moksle, taip pat nagrinėjant teorines veiklos vertinimo ypatybes aukštajame moksle bei pagrindžiant verte suinteresuotosioms šalims grįstą veiklos vertinimą aukštajame moksle, taikyti mokslinių šaltinių analizės, lyginamosios ir sisteminės

analizės tyrimo metodai. Pagrindinis mokslinės analizės rezultatas yra parengta verte suinteresuotoms šalims grįsto veiklos vertinimo aukštajame moksle konceptualioji prieiga bei suformuluotos verte suinteresuotoms šalims grįsto veiklos vertinimo aukštajame moksle tyrimo teorinės prielaidos. Antrajame etape, remiantis mokslinių šaltinių analizės ir sisteminės analizės tyrimo metodais parengta ir pagrįsta verte suinteresuotoms šalims grįsto veiklos vertinimo aukštajame moksle, tyrimo metodologija. Trečiajame etape atliekant empirinį tyrimą taikyti šie tyrimo metodai: 1) tikslinės grupės diskusija (empirinio tyrimo pirmasis etapas), naudojant pusiau struktūrizuotą interviu, 2) apklausa, naudojant klausimyną ir 3) atvejo analizė, analizuojant dokumentus bei atliekant ekspertų interviu. Tikslinės grupės diskusija, naudojant pusiau struktūrizuotą interviu taikyta siekiant atskleisti vertės konstruktą bendrakūroje, t. y. identifikuoti vertės dimensijas, kurios yra svarbios aukštojo mokslo institucijos suinteresuotoms šalims. Įvertinus mokslinės literatūros analizės ir tikslinės grupės diskusijos rezultatus parengtas klausimynas suinteresuotų šalių vertės suvokimo atotrūkio nustatymo aukštajame moksle tyrimui. Apklausa (empirinio tyrimo antrasis etapas) skirta surinkti kiekybinę informaciją, kuria remiantis būtų pagrindžiamas suinteresuotų šalių vertės suvokimo atotrūkis bendrakūroje (tarp gaunamos ir norimos gauti vertės suinteresuotoms šalims). Įvertinus apklausos metu gautus rezultatus ir nustačius, kad egzistuoja vertės suinteresuotosioms šalims suvokimo atotrūkiai kuriant bendrąją vertę aukštajame moksle bei vertinant suinteresuotųjų šalių suvokiamą vertę (per vertės dimensijas), rezultatai yra integruojami į atvejo analizę (empirinio tyrimas trečiasis etapas). Atvejo analizė taikoma siekiant nustatyti pasirinktos aukštojo mokslo institucijos veiklos vertinimo suderinamumą vertės suinteresuotosioms šalims atžvilgiu. Gautų rezultatų integravimas į kitą empirinio tyrimo etapą praturtina tą etapą naudinga informacija ir pagrindžia mišrių metodų taikymo reikmę empiriniame tyrime.

Mokslinio darbo loginė struktūra

Mokslinį darbą sudaro darbe pateiktų lentelių ir paveikslų sąrašai, įvadas, 3 dalys, išvados, naudotos literatūros sąrašas ir priedai. Darbo apimtis – 169 puslapiai (be priedų). Darbe pateikta 20 lentelių, 46 paveikslai ir 22 priedai. Darbe panaudoti 398 mokslinės literatūros šaltiniai.

Loginė mokslinio darbo struktūros schema parengta pagal iškeltą mokslinio darbo tikslą ir nuosekliai apima mokslinio darbo tikslui pasiekti išsikeltus uždavinius. Darbo įvade atskleidžiamas disertacijos tyrimo temos aktualumas, pristatoma darbo problema ir jos ištyrimo lygis, pateikiamas darbo tikslas, uždaviniai. Disertacijos įvade taip pat pristatomas mokslinis naujumas ir teorinis bei praktinis reikšmingumas.

Pirmoji mokslinio darbo dalis yra skirta pagrindiniams teoriniams konstruktams – vertei ir veiklos vertinimui konceptualizuoti. Šiame skyriuje pateikiama vertės koncepcijos analizė pristatant vertės kūrimo nuostatas, išskiriant

vertės dimensijas, identifikuojant vertės suvokimą bendrakūroje bei atskleidžiant vertės valdymo aspektus suinteresuotų šalių atžvilgiu aukštajame moksle. Taip pat yra atskleidžiamos veiklos vertinimo ypatybės aukštajame moksle. Skyrius baigiamas argumentuojant verte suinteresuotosioms šalims grįsto veiklos vertinimo aukštajame moksle, konceptualios prieigos sudarymo būtinumą bei pateikiant teorines prielaidas šiai prieigai sudaryti (1 uždavinys). Šioje dalyje taip pat pateikiama verte suinteresuotoms šalims grįsto veiklos vertinimo aukštajame moksle konceptualios prieigos detalizacija, kuri parodo vertės valdymo sąsają su aukštojo mokslo institucijos veiklos vertinimu. Pateikiama prieiga integruoja pagrindinius vertės valdymo etapus (vertės identifikavimo, įveiklinimo, matavimo ir įgalinimo) į aukštojo mokslo institucijos veiklos vertinimo dalis (planavimą, orientuotą į strategiją, veiklos matavimą, išteklių paskirstymą bei veikla grįstą sprendimų priėmimą) (2 uždavinys).

Antrojoje mokslinio darbo dalyje pateikiama empirinio tyrimo metodologija, kurioje apibrėžiamos metodologinės tyrimo prieigos, kuriomis remiantis atliekamas empirinis tyrimas, pagrindžiama mišrių – kokybinių ir kiekybinių – tyrimo metodų taikymo reikmė atliekant empirinį tyrimą, bei pristatoma tyrimo loginė eiga (3 uždavinys). Empirinio tyrimo metodologiją sudaro trys etapai. Pirmajame etape, tiriant vertės konstrukto atskleidimą bendrakūroje aukštajame moksle, pateikiami kokybinio tyrimo metodologiniai aspektai, kurie grindžiami tikslinės grupės interviu, tam panaudojant pusiau struktūrizuotą interviu duomenims rinkti, o gauti rezultatai analizuojami / aptariami turinio analizės metodu. Antrajame etape, tiriant suinteresuotų šalių vertės suvokimo atotrūkio nustatymą aukštajame moksle, mokslinės literatūros analizės ir empirinio tyrimo pirmojo etapo rezultatų pagrindu yra numatyta tolesnio kiekybinio tyrimo eiga ir instrumentas parenkant tinkamus analizės aspektus. Suinteresuotų šalių vertės suvokimo atotrūkio nustatymo aukštajame moksle tyrimas atliktas taikant anketinės apklausos metodą. Trečiajame etape, veiklos vertinimo suderinamumo nustatymo vertės suinteresuotoms šalims atžvilgiu aukštajame moksle tyrimas (atvejo analizė) atliktas dokumentų (turinio) analizės metodu ir ekspertų apklausos metodu. Gauti rezultatai analizuojami turinio analizės metodu.

Trečiojoje mokslinio darbo dalyje pristatomi empirinio tyrimo rezultatai. Pateikiama empirinio tyrimo pirmojo etapo (tikslinės grupės diskusijos) rezultatų analizė, atskleidžianti vertės bendrakūros konstruktą aukštajame moksle. Šio etapo tyrimo rezultatų analizė atskleidė, kad vertė aukštajame moksle tiek suinteresuotų šalių atžvilgiu, tiek aukštojo mokslo institucijos atžvilgiu yra išreiškiama keturiomis dimensijomis – funkcine, finansine, emocine ir socialine verte. Taip pat pateikiama empirinio tyrimo antrojo etapo rezultatų analizė, atskleidžiant Lietuvos aukštojo mokslo institucijų (universitetų) pagrindinių suinteresuotų šalių – studentų, akademinių darbuotojų ir socialinių partnerių – vertės suvokimą, vertinant gaunamą ir norimą gauti (lūkestis) bei kuriamą kitoms

suinteresuotosioms šalims vertę. Pasirinktu aukštojo mokslo institucijos pavyzdžiu pateikiama empirinio tyrimo trečiojo etapo rezultatų analizė, atskleidžiant vertės valdymo sąsają su aukštojo mokslo institucijos veiklos vertinimu (4 uždavinys). Taip pat šioje dalyje pateikiami apibendrinti empirinio tyrimo rezultatai ir galimi pasiūlymai (5 uždavinys).

Darbas baigiamas diskusija, išvadomis ir pasiūlymais tolesniems šios srities tyrimams.

Mokslinis darbo naujumas ir teorinis reikšmingumas:

1) Atliktos išsamios mokslinės literatūros analizės pagrindu sukurta verte suinteresuotoms šalims grįsta veiklos vertinimo aukštajame moksle konceptuali prieiga, paaiškinanti vertės įtraukimą į aukštojo mokslo institucijos veiklos vertinimą siekiant užtikrinti suderintą aukštojo mokslo institucijos veiklos vertinimą vertės atžvilgiu. Šiuo atveju vertė suvokiama kaip daugiadimensė nauda suinteresuotosioms šalims ir aukštojo mokslo institucijai, kuri yra suasmeninta, subjektyvi, nuolat kintanti bei besikeičianti, priklausomai nuo situacijos ir susidariusių aplinkybių, bei išreikšta per finansinę, funkcinę, socialinę ir emocinę dimensijas.

2) Metodologinis mokslinio darbo naujumas siejamas su parengta mišrių metodų prieiga, grįsta originalia empirinio tyrimo metodologija, leidžiančia įvertinti, ar aukštojo mokslo institucijos veiklos vertinimas užtikrina vertę suinteresuotosioms šalims ir jos valdymą vertės bendrakūroje.

3) Atliktas empirinis tyrimas prisideda prie verte suinteresuotoms šalims grįsto veiklos vertinimo aukštajame moksle pagrindimo:
   - atliktas vertės konstrukto atskleidimo kokybinis tyrimas (pirmasis empirinio tyrimo etapas) prisideda prie *suinteresuotų šalių teorijos plėtotės*, suteikdamas žinių apie suinteresuotų šalių išskiriamas pagrindines gaunamas bei kuriamas vertės dimensijas aukštajame moksle;
   - atliktas suinteresuotų šalių vertės suvokimo atotrūkio nustatymo kiekybinis tyrimas (antrasis empirinio tyrimo etapas) pagrindžia skirtingą vertės suinteresuotoms šalims suvokimą (gaunamos ir norimos gauti vertės atžvilgiu) aukštojo mokslo kontekste ir prisideda prie *subjektyviosios vertės teorijos plėtotės*, nes empiriškai patvirtintas mokslinėje literatūroje iki šiol netirtas suinteresuotų šalių vertės suvokimo atotrūkio nustatymo panaudojimas.
   - atliktas veiklos vertinimo suderinamumo nustatymo vertės atžvilgiu kokybinis tyrimas (trečiasis empirinio tyrimo etapas) prisideda prie *valdymo apskaitos tyrimų lauko plėtotės* bei prie *neapibrėžtųjų atvejų teorijos plėtotės,* suteikdamas žinių apie aukštojo mokslo institucijos galimybę priimti veiklos tobulinimo / strateginius sprendimus, grįstus veiklos vertinimo, vertės atžvilgiu, rezultatais siekiant užtikrinti vertės, kaip naudos,

kūrimą visiems vertės bendrakūros dalyviams – tiek suinteresuotosioms šalims, tiek organizacijai.

Praktinį mokslinio darbo reikšmingumą nusako gauti rezultatai:

1) Sudaryta verte suinteresuotosioms šalims grįsta veiklos vertinimo konceptuali prieiga aukštajame moksle leidžia:
   - identifikuoti ir palyginti tarpusavyje suinteresuotų šalių vertės suvokimo atotrūkį skirtingais pjūviais, tokiu būdu nustatant suinteresuotų šalių prioritetus vertės atžvilgiu, kuriant bendrą vertę aukštojo mokslo institucijoje, nes tai leidžia formuoti strateginius aukštojo mokslo institucijos valdymo sprendimus;
   - įvertinti vertės įgalinimo aspektus nustatant, ar vertė atskleidžiama aukštojo mokslo institucijos strategijoje, nes tai leidžia numatyti veiksmus dėl identifikuotų verčių įtraukimo į aukštojo mokslo institucijos strategiją;
   - įvertinti vertės matavimo aspektus nustatant, ar vertė atskleidžiama aukštojo mokslo institucijos rodiklių sistemoje, nes tai leidžia numatyti veiksmus dėl identifikuotų verčių matavimo rodiklių įtraukimo į aukštojo mokslo institucijos rodiklių sistemą;
   - įvertinti vertės įveiklinimo aspektus nustatant, ar vertė atskleidžiama aukštojo mokslo institucijos išteklių paskirstymo sistemoje (biudžete), nes tai leidžia numatyti veiksmus dėl identifikuotų verčių įveiklinimo priemonių įtraukimo į aukštojo mokslo institucijos išteklių paskirstymo sistemą;
   - suderinti vertės valdymą aukštojo mokslo institucijoje, kad identifikuota vertė suinteresuotoms šalims būtų kuriama užtikrinant jos įgalinimą (t. y. numatant, kad ji bus pateikta aukštojo mokslo institucijos strategijoje), matavimą (t. y. numatant, kad ji bus pateikta ir vertinama aukštojo mokslo institucijos tikslų ir rodiklių sistemoje) bei įveiklinimą (t. y. numatant, kad jai bus skirta lėšų aukštojo mokslo institucijos biudžete).

2) Sukurta verte suinteresuotoms šalims grįsto veiklos vertinimo tyrimo metodologija gali būti naudinga atliekant praktinius tyrimus, siekiant nuosekliau pažinti reiškinius ir pagrįsti praktinius sprendimus, diegiamus aukštojo mokslo institucijose. Todėl galimos mokslinio darbo rezultatų praktinio taikymo kryptys yra:
   - parengta metodologija gali būti pritaikyta (aukštojo mokslo institucijos vadovybei) siekiant:
     - įsivertinti savo, kaip organizacijos, veiklos būklę;
     - argumentuoti veiklos vykdymo sprendimus siekiant tikslų įgyvendinimo ir veiklos našumo užtikrinimo;
   - parengta metodologija gali būti pritaikyta (aukštojo mokslo institucijoms) siekiant palyginti aukštojo mokslo institucijas:
     - skirtingais aspektais (geografiniu, teisiniu, politiniu, kultūriniu ir kt.);

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- skirtingo tipo aukštąsias mokslo institucijas (universitetai, kolegijos, mokslo institutai ir kt.);
- longitudiniu aspektu.
  - parengta (adaptuota) metodologija gali būti naudojama kaip analizės priemonė (MOSTA ir pan. organizacijoms), padedanti įvertinti ir palyginti šalyje aukštojo mokslo institucijų veiklos vertinimo darnumą verte suinteresuotoms šalims.
  - parengta (adaptuota) metodologija gali būti naudojama (LR Švietimo ir mokslo ministerijos ir pan. institucijų) kaip instrumentas siekiant priimti sprendimus:
    - aukštojo mokslo politikos formavimo atžvilgiu;
    - institucinio vertinimo tarptautiniu mastu atžvilgiu;
    - aukštojo mokslo tęstinumo užtikrinimo atžvilgiu.

Mokslinio darbo apribojimai

- *subjektyvus žinojimas.* Verte suinteresuotosioms šalims grįstas veiklos vertinimas aukštajame moksle formuojamas remiantis nuostata, kuri yra nukreipta į teorinių ir praktinių žinių sintezę. Tai lemia aukštojo mokslo institucijos veiklos vertinimo vertinimą *subjektyviu žinojimu*, kurį sąlygoja kognityviniai (mąstymo, intelektiniai) ribotumai;
- s*elektyvus informacijos apdorojimas,* kuris lemia skirtingą požiūrį į analizuojamą objektą, t. y. skirtingi tyrėjai nagrinėjamą objektą gali interpretuoti skirtingai;
- *abstrahacija nuo išorinės* aukštojo mokslo *situacijos* Lietuvoje;
- *abstrahacija nuo išorinių ir vidinių veiksnių*, lemiančių skirtingą vertės suinteresuotosioms šalims suvokimą;
- *empirinio tyrimo rezultatų generalizacija:* 1) Empirinis tyrimas buvo vykdomas tik vieno tipo aukštojo mokslo institucijose – universitetuose, todėl negalima daryti apibendrinančių išvadų apie visas Lietuvos aukštojo mokslo institucijas. Imtis apima tik Lietuvos universitetų studentus, akademinius darbuotojus ir socialinius partnerius, todėl didesnis aukštojo mokslo institucijų spektras galėtų papildyti gautus tyrimo rezultatus. 2) Empirinis tyrimas buvo vykdomas tik Lietuvoje, negalima tyrimo rezultatų palyginti su kitose šalyse atliktais tyrimais, todėl tyrimo išvadų nėra galimybės vertinti tarptautiniu mastu.
- vertės suinteresuotosioms šalims suvokimo vertinimas visada buvo sudėtingas dalykas dėl aiškių kriterijų nebuvimo. Kadangi nėra griežtai nustatytų vertės suvokimo vertinimo kriterijų, vertės rezultatas gali būti pavaizduojamas kaip priežastinė daugelio kintamųjų grandinė. Tai priklauso nuo tyrėjo tikslų ir vertybių. Šiame darbe vertės suinteresuotosioms šalims suvokimo rezultatai vertinami per dvi vertės kategorijas: gaunama vertė ir norima gauti vertė (lūkestis). Vertės suvokimo vertinimas yra sudėtingas dar

ir dėl tos priežasties, kad vertės suinteresuotosioms šalims suvokimo rezultatai kartais paaiškėja tik po tam tikro laiko. Šiame darbe apsiribojama *vertinimu tiriamuoju momentu*.

IŠVADOS

Darbe atlikto teorinio ir empirinio veiklos vertinimo, grįsto verte suinteresuotoms šalims aukštajame moksle, tyrimo rezultatų pagrindu formuluojamos tokios išvados:

1. *Atlikta mokslinės literatūros analizė leido suformuluoti teorinės prielaidas ir pagrįsti verte suinteresuotoms šalims grįsto veiklos vertinimo aukštajame moksle konceptualios prieigos sudarymo poreikį*:

    - kritinė teorinių požiūrių į vertę analizė atskleidžia, kad vertės koncepcijai ir dimensiškumui pažinti skiriamas ypatingas dėmesys, tačiau vertės sampratos apibrėžtis laikytina mokslinių diskusijų objektu. Vertės ir jos valdymo aukštajame moksle teorinių studijų gauti rezultatai leido patvirtinti šių studijų aktualumą ir tikslingumą, nes atlikus vertės koncepto analizę, identifikuojant jos suvokimą vertės bendrakūroje daroma išvada, kad analizuojant vertę *būtina įvertinti kontekstą, nes vertė yra suasmeninta, subjektyvi, nuolat kintanti bei besikeičianti priklausomai nuo situacijos ir susidariusių aplinkybių, todėl ją būtina nuolat identifikuoti.* Be to, *vertė yra suprantama kaip daugiadimensė nauda suinteresuotoms šalims ir organizacijai, išreikšta per finansinę, funkcinę, socialinę ir emocinę dimensijas.* Atliktos mokslinės analizės pagrindu galima teigti, kad *vertės valdymas yra susijęs su organizacijos suinteresuotųjų šalių poreikių subalansavimu* siekiant didesnės vertės, kaip naudos, kūrimo visiems vertės bendrakūros dalyviams – tiek suinteresuotoms šalims, tiek aukštojo mokslo institucijai;

    - viena vertus, veiklos vertinimo teorinių ypatybių aukštajame moksle analizė leido aktualizuoti veiklos vertinimo analizės poreikį aukštajame moksle, nes aukštojo mokslo institucija, kaip veiklos vertinimo objektas, skiriasi nuo verslo organizacijos, t. y. skiriasi viešojo sektoriaus institucijų veiklos prioritetai nuo verslo sektoriaus veiklos prioritetų. Antra vertus, verslo sektoriuje sukurtas veiklos vertinimas gali būti taikomas viešajame sektoriuje, nes aukštojo mokslo institucijos, kaip ir kitos organizacijos, turi atitikti našumo, augimo, klientų poreikių ir kokybės elementus, tačiau tada yra reikalaujama, kad veiklos vertinimas būtų adaptuotas taip, kad atspindėtų organizacijų skirtumus. Mokslinės literatūros analizė atskleidė, kad aukštajame moksle, organizacijų *veiklos vertinimas atlieka keturias svarbias funkcijas – planavimą, orientuotą į strategiją, veiklos matavimą, išteklių paskirstymą (per biudžetą) bei veikla grįstą sprendimų priėmimą.* Todėl veiklos vertinimas aukštojo mokslo institucijose turėtų būti skirtas kokybės gerinimui ir nuolatiniam tobulėjimui, tačiau tuo pačiu metu jis taip pat turėtų padidinti aukštojo mokslo institucijų atskaitomybę savo suinteresuotosioms

šalims vertės atžvilgiu. Tai užtikrintų aukštojo mokslo institucijos veiklos vertinimo (ir jo funkcijų) darną su verte ir jos valdymu;

- atlikta veiklos vertinimo ir vertės valdymo darnos aukštajame moksle studijų analizė leidžia patvirtinti, kad vis dar stinga tyrimų, pagrindžiančių vertės suinteresuotoms šalims įtraukimą į veiklos vertinimą norint užtikrinti aukštojo mokslo veiklos efektyvumą. Todėl paminėtinas veiklos vertinimo, grįsto verte suinteresuotoms šalims, aukštajame moksle sudarymo poreikis. Veiklos vertinimo ir vertės valdymo sąsajos analizė aukštajame moksle leidžia padaryti įžvalgas, kad *vertės valdymas gali būti užtikrinamas ir realizuojamas per veiklos vertinimo funkcijas aukštajame moksle*. Todėl galima teigti, kad *aukštojo mokslo institucijos vertė suinteresuotoms šalims yra subalansuota, kai suinteresuotos šalies gaunama vertė atitinka (yra artima) norimą gauti vertę (lūkestį),* vadinasi, kad *aukštojo mokslo institucijos veiklos vertinimas yra suderintas, t. y. jis veikia taip, kad būtų užtikrinamas suinteresuotų šalių poreikių patenkinimas*. Nesubalansuotas vertės suinteresuotoms šalims valdymas aukštajame moksle rodo, kad aukštojo mokslo institucijos veiklos vertinimas yra nesuderintas, t. y. jis neveikia taip, kad būtų užtikrinamas suinteresuotų šalių poreikių patenkinimas, todėl atsiranda poreikis peržiūrėti / koreguoti aukštojo mokslo institucijos veiklos vertinimą, įvertinant ar vertė ir jos kūrimas yra pateikiamas aukštojo mokslo institucijos strategijoje, rodiklių sistemoje bei išteklių skirstymo sistemoje (biudžete).

2. *Apibendrinant teorinių studijų rezultatus sudaryta verte suinteresuotoms šalims grįsto veiklos vertinimo aukštajame moksle konceptuali prieiga, grindžiama vertės valdymo ir veiklos vertinimo teorinių nuostatų sinergija.* Ši sinergija įvertina aukštojo mokslo institucijos veiklos vertinimo suderinamumą vertės atžvilgiu atskleisdama, kaip aukštojo mokslo institucijos veiklos vertinimo funkcijose (planavime, orientuotame į strategiją; veiklos matavime; išteklių paskirstyme (per biudžetą); veikla grįstame sprendimų priėmime) yra atliepiami aukštojo mokslo institucijos vertės valdymo etapai (vertės identifikavimas; vertės įgalinimas; vertės matavimas; vertės įveiklinimas) siekiant patenkinti aukštojo mokslo institucijos, kaip organizacijos, suinteresuotų šalių lūkesčius priimant organizacijos veiklos vykdymo sprendimus bei plėtojant organizacijos pasirinktą strategiją.

3. *Verte suinteresuotoms šalims grįsto veiklos vertinimo aukštajame moksle konceptualios prieigos empirinis tikrinimas grindžiamas originalia tyrimo metodologija, taikant transformuojančių procedūrų kokybinių ir kiekybinių tyrimų sanglaudos strategiją, kurią lemia tyrimo objekto*

kompleksiškumas. Daugiaetapio tyrimo reikmė, taikant kokybinių ir kiekybinių tyrimų sanglaudos strategiją, grindžiama verte suinteresuotoms šalims grįsto veiklos vertinimo aukštajame moksle aktualumu ir kompleksiškumu:

- tikslinės grupės diskusijos su skirtingomis pagrindinėmis suinteresuotomis šalimis organizuotos taikant pusiau struktūrizuotus interviu, kurių metu identifikuotos vertės dimensijos vertės bendrakūroje (vertinant vertės bendrakūros dalyvių – suinteresuotų šalių ir aukštojo mokslo institucijos – požiūriu). Parengtas empirinio tyrimo pirmojo etapo instrumentas gali būti naudojamas plėtojant tyrimus aukštajame moksle siekiant atskleisti vertės konstruktą;

- svarbus metodologinis indėlis į analizuojamą objektą atsiskleidžia parengtame empirinio tyrimo antrojo etapo instrumente, integruojančiame mokslinėje literatūroje pateikiamas pripažintas skales bei tyrimo autorės suformuluotas naujas subdimensijas, gautas iš empirinio tyrimo pirmojo etapo, atlikus kokybinį tyrimą. Aukšti sudarytų skalių metodologinės kokybės rodikliai rodo, kad sudarytas instrumentas yra tinkamas vertės suinteresuotosioms šalims suvokimo identifikavimo tyrimams aukštajame moksle, nes leidžia nuosekliau pažinti nagrinėjamą reiškinį. Parengtas kiekybinės apklausos instrumentas gali būti naudojamas plėtojant tyrimus aukštajame moksle bei siekiant nustatyti vertės suinteresuotoms šalims suvokimą ir suvokimo atotrūkį;

- taip pat svarbus metodologinis indėlis į analizuojamą objektą atsiskleidžia parengtame tyrimo trečiojo etapo instrumente, kuris yra tinkamas veiklos vertinimo suderinamumo nustatymo tyrimams aukštajame moksle, nes leidžia įvertinti vertės suinteresuotoms šalims būklę subalansuotumo atžvilgiu aukštojo mokslo institucijos veiklos vertinime.

4. ***Atliktas disertacinis tyrimas leidžia pagrįsti parengtos konceptualios prieigos tinkamumą analizuojant verte suinteresuotoms šalims grįstą veiklos vertinimą aukštajame moksle.***

- ***Vertės konstrukto atskleidimo vertės bendrakūroje,*** kaip empirinio tyrimo pirmojo etapo, rezultatai atskleidė, kad aukštojo mokslo sektoriuje, dėl aukštojo mokslo institucijos veiklos pobūdžio, svarbiausia yra kurti vertę aukštojo mokslo institucijos suinteresuotoms šalims (ypač pagrindinėms – studentams, akademiniams darbuotojams ir socialiniams partneriams). Kryptingas vertės kūrimas aukštojo mokslo institucijos suinteresuotoms šalims užtikrina vertės kūrimą pačiai aukštojo mokslo institucijai kaip organizacijai. Nustatyta, kad vertės bendrakūra suprantama kaip bendros vertės kūrimas, kurio procese dalyvauja visi, kurie siekia gauti vertę iš šio

proceso kaip naudą (pasireiškiančią keturiomis dimensijomis: funkcine, finansine, socialine ir emocine vertėmis). O šio proceso tikslas yra didesnės vertės kūrimas tiek aukštojo mokslo institucijai, tiek suinteresuotoms šalims. Atliktas kokybinis tyrimas leido patvirtinti teorinę prielaidą, kurioje teigiama, *kad aukštojo mokslo institucijos kaip organizacijos vertės suvokimą, kaip daugiadimensę naudą suinteresuotoms šalims ir organizacijai, išreikštą per finansinę, funkcinę, socialinę ir emocinę dimensijas, vertės bendrakūroje formuoja nagrinėjamas kontekstas.*

- *Vertės suinteresuotosioms šalims suvokimo atotrūkio nustatymo aukštajame moksle,* kaip empirinio tyrimo antrojo etapo, rezultatai atskleidė, kad egzistuoja vertės suinteresuotosioms šalims suvokimo atotrūkis vertės bendrakūroje nagrinėjant suinteresuotų šalių – studentų, akademinių darbuotojų ir socialinių partnerių gaunamą ir norimą gauti vertę. Taip atsiranda poreikis atlikti vertės analizę vertės identifikavimo etape, kad būtų nustatytas jos subalansuotumas. Nustatyta, kad vertė, vertės identifikavimo etape yra subalansuota tik studentų gaunamos ir norimos gauti vertės bei akademinių darbuotojų gaunamos vertės bei kuriamos vertės studentams atveju. Taigi studentai savo gaunamą vertę iš vertės bendrakūros tapatina su savo norima gauti verte. Visais kitais atvejais vertė yra nesubalansuota vertės identifikavimo etape. Atliktas kiekybinis tyrimas leido patvirtinti teorinę prielaidą, kurioje teigiama, kad *aukštojo mokslo institucijos vertės valdymas yra susijęs su jos suinteresuotų šalių poreikių subalansavimu siekiant tikslesnės vertės, kaip naudos, kūrimo visiems vertės bendrakūros dalyviams – tiek suinteresuotoms šalims, tiek aukštojo mokslo institucijai.* Aukštajame moksle suinteresuotų šalių – studentų, akademinių darbuotojų ir socialinių partnerių vertės suvokimo atotrūkiai parodo, kad vertės valdymas institucijose nėra subalansuotas, o tai leidžia teigti, kad aukštojo mokslo institucijų veiklos vertinimas nėra suderintas vertės valdymo atžvilgiu.

- *Veiklos vertinimo suderinamumo nustatymo vertės suinteresuotoms šalims atžvilgiu aukštajame moksle,* kaip empirinio tyrimo trečiojo etapo, rezultatai parodė, kad vertinant nagrinėjamos aukštojo mokslo institucijos dokumentų analizę, vertės įgalinimas, matavimas ir įveiklinimas yra nesubalansuotas, o tai rodo, kad aukštojo mokslo institucijos veiklos vertinimas yra nesuderintas, t. y. jis neveikia taip, kad būtų užtikrintas vertės valdymas aukštojo mokslo institucijoje, todėl atsiranda poreikis koreguoti veiklos vertinimą jį peržiūrint. Ekspertų interviu metu nustatyta, kad veiklos vertinimo dalių tarpusavio suderinamumas vertės atžvilgiu yra vidutiniškai suderintas, o suderinamumas su biudžetu yra nesuderintas.

Taigi vertės valdymo atžvilgiu, vertės įgalinimas ir matavimas yra vidutiniškai subalansuotas, o vertės įveiklinimas yra nesubalansuotas. Tai gali lemti neefektyvų vertės valdymą nagrinėjamoje aukštojo mokslo institucijoje. Atliktas tyrimas leido patvirtinti teorinę prielaidą, kurioje teigiama, kad *vertės valdymas, taikant veiklos vertinimą leidžia sumažinti vertės suinteresuotoms šalims suvokimo atotrūkį ir pasiekti aukštojo mokslo institucijos veiklos vertinimo suderinamumą vertės atžvilgiu.* Veiklos vertinimas aukštajame moksle skatina veiklą aukštojo mokslo institucijoje vykdyti taip, kad būtų kuriama vertė ne tik aukštojo mokslo institucijos suinteresuotoms šalims ir pačiai aukštojo mokslo institucijai, bet taip pat, kad ta vertė būtų efektyviai valdoma.

5. *Atlikta teorinė ir empirinė verte suinteresuotoms šalims grįsto veiklos vertinimo aukštajame moksle analizė gali taip pat būti naudinga kitiems tyrėjams, siekiantiems analizuoti veiklos vertinimą vertės atžvilgiu aukštajame moksle. Atliktas tyrimas leidžia identifikuoti* **potencialias mokslinių tyrimų kryptis**. *Atsižvelgiant į diskusinius aspektus bei mokslinio darbo apribojimus, kurie galėjo lemti gautų rezultatų savitumą, tolimesniems moksliniams tyrimas šioje srityje rekomenduojama:*

- disertacijoje buvo abstrahuojamasi nuo išorinių ir vidinių veiksnių, lemiančių skirtingą vertės suinteresuotoms šalims suvokimą, tačiau būtų tikslinga įvertinti, kokie *veiksniai lemia vertės suvokimą*;
- nors disertacijoje verte suinteresuotoms šalims grįsto veiklos vertinimo aukštajame moksle orientacija buvo nukreipta į pagrindines suinteresuotas šalis – studentus, akademinius darbuotojus, socialinius parnerius, tačiau būtų tikslinga atlikti vertės valdymo *analizę kitų suinteresuotų šalių atveju* – vadovybės, visuomenės ir pan.;
- pateikiamas empirinis tyrimas yra apribotas vieno tipo aukštojo mokslo institucijų, t. y. vykdytas tik universitetuose. Tai leidžia atskleisti nagrinėjamo objekto specifiką, išryškinant praktinį rezultatų pritaikomumą. Tačiau tyrimai *kitose aukštojo mokslo institucijose* (mokslo institutuose, kolegijose ir pan.) leistų įvertinti verte suinteresuotoms šalims grįsto veiklos vertinimo aukštajame moksle pritaikomumą, priklausomai nuo aukštojo mokslo institucijų veiklos pobūdžio. Be to, būtų tikslinga tirti kitų Lietuvos aukštojo mokslo institucijų veiklos vertinimą vertės atžvilgiu *siekiant palyginti* Lietuvos aukštojo mokslo institucijas tarpusavyje;
- pateikiamas empirinis tyrimas yra apribotas vienos šalies aplinkos. Tai leidžia atskleisti nagrinėjamo objekto specifiką Lietuvoje, išryškinant praktinį rezultatų pritaikomumą, tačiau *tyrimai kitose šalyse* leistų įvertinti

verte suinteresuotoms šalims grįsto veiklos vertinimo aukštajame moksle pritaikomumą, priklausomai nuo šalies aukštojo mokslo;

- vertės suvokimo vertinimas yra sudėtingas ir dėl tos priežasties, kad vertės suinteresuotoms šalims suvokimo rezultatai kartais pasireiškia tik po tam tikro laiko. Šiame darbe apsiribojama vertinimu tyrimo momentu, tačiau būtų tikslinga atliktą tyrimą *tose pačiose aukštojo mokslo institucijose pakartotinai*, siekiant įvertinti verte suinteresuotoms šalims grįsto veiklos vertinimo pasikeitimus. Taigi, verte suinteresuotoms šalims grįstas veiklos vertinimas aukštajame moksle gali būti naudojamas *longitudiniu aspektu siekiant palyginti* aukštojo mokslo institucijos veiklos vertinimą vertės atžvilgiu per tam tikrą laiko tarpą.

Verte suinteresuotoms šalims grįsto veiklos vertinimo aukštajame moksle tyrimų rezultatai, integruojantys teorinių studijų rezultatus, mišraus tyrimo metu atsiskleidusias įžvalgas, patvirtina nagrinėjamo reiškinio aktualumą ir tikslingumą ir leidžia pagrįsti parengtos konceptualios prieigos tinkamumą, analizuojant verte suinteresuotoms šalims grįstą veiklos vertinimą aukštajame moksle.

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