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The role of systemic pedagogical audit in the formation of reputational capital of family-oriented enterprises and organizations

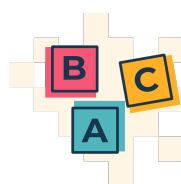
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Abstract. *The formation of reputational capital in family-oriented enterprises and organizations largely depends on the effectiveness of management and educational processes that develop employees' professional competencies. Systemic pedagogical audit serves as a tool for assessing the quality of training, staff development, and the functioning of internal management mechanisms. Evaluating the role of this instrument enhances organizational efficiency and integrates educational practices into corporate structures.* **Objective.** *To determine the impact of systemic pedagogical audit on personnel management effectiveness and the development of reputational capital in family-oriented enterprises and organizations, and to propose methodological recommendations for optimizing educational and managerial processes.* **Methods.** *A comprehensive approach was applied, including analyses of scientific and methodological literature, comparative studies of domestic and international practices, case studies of organizations with diverse profiles, and surveys of managers and employees.* **Results.** *The study showed that a pedagogical audit provides diagnostics of personnel competence, identifies weak links in the training and management system, increases the efficiency of*



*internal communications, and fosters trust among stakeholders. It was established that the implementation of audit results contributes to strengthening corporate culture, improving the organization's image, and increasing its competitiveness. It was found that optimizing the structure of educational activities based on the conclusions of the pedagogical audit provides a clear definition of the training sequence, the alternation of theoretical blocks with practical exercises, and the integration of digital platforms for distance learning and mentoring to deepen competencies. **Conclusions.** Systemic pedagogical audit is an effective tool for integrating educational and managerial practices, supporting the development of professional competencies, increasing transparency of processes, and enhancing reputational capital in family-oriented organizations. The results can be applied to internal training programs and personnel management strategies.*

Keywords: *pedagogical monitoring, corporate culture, staff competence, strategic management, internal communication, organizational competitiveness.*

Роль системного педагогічного аудиту у формуванні репутаційного капіталу сімейно-орієнтованих підприємств та організацій

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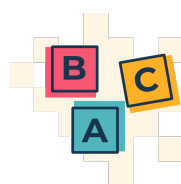
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Анотація. *Формування репутаційного капіталу сімейно-орієнтованих підприємств і організацій значною мірою залежить від ефективності управлінських та освітніх процесів, спрямованих на розвиток професійних компетенцій персоналу. Системний педагогічний аудит виступає інструментом оцінки якості навчання, підготовки кадрів та функціонування внутрішніх управлінських механізмів. Аналіз ролі цього інструменту дозволяє*



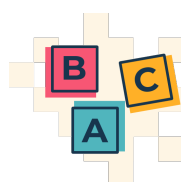
підвищити ефективність організаційної діяльності та забезпечити інтеграцію освітніх практик у корпоративну структуру. **Метою дослідження** є визначення впливу системного педагогічного аудиту на ефективність управління персоналом і розвиток репутаційного капіталу організацій, а також розробка методичних рекомендацій щодо вдосконалення освітньо-управлінських процесів. **Методи.** Використано комплексний підхід, що включає аналіз науково-методичної літератури, порівняльний аналіз українських та міжнародних практик, кейс-стаді організацій різного профілю та анкетування керівників і співробітників. **Результати.** Дослідження показало, що педагогічний аудит забезпечує діагностику рівня компетентності персоналу, виявлення слабких ланок у системі навчання та управління, підвищення ефективності внутрішніх комунікацій та формування довіри серед стейкхолдерів. Встановлено, що впровадження результатів аудиту сприяє зміцненню корпоративної культури, покращенню іміджу організації та підвищенню його конкурентоспроможності. Виявлено, що оптимізація структури навчальних заходів на основі висновків педагогічного аудиту передбачає визначення послідовності тренінгів, чергування теоретичних блоків із практичними вправами, інтеграцію цифрових платформ для дистанційного навчання та наставництво для поглиблення компетентностей. **Висновки.** Системний педагогічний аудит є ефективним інструментом інтеграції освітніх і управлінських практик, що сприяє розвитку професійних компетенцій персоналу, підвищенню прозорості управлінських процесів та зміцненню репутаційного капіталу сімейно-орієнтованих організацій. Результати дослідження можуть бути використані для розробки внутрішніх навчальних програм і стратегій управління персоналом.



***Ключові слова:** педагогічний контроль, корпоративна культура, компетентність персоналу, стратегічне управління, внутрішні комунікації, конкурентоспроможність*

Problem statement. Family-oriented enterprises and organizations need effective mechanisms to increase competitiveness and strengthen stakeholder trust. The reputational capital of such structures, which determines their sustainability and long-term development, is formed by the professional competencies of personnel, the effectiveness of management decisions, and the quality of internal communications. At the same time, these factors do not always develop in a coordinated manner, making it difficult to maintain the integrity of the organizational environment. Educational and management processes, in many cases, operate in isolation, without an integrated system to assess their effectiveness and impact on corporate culture. The lack of clearly defined criteria, indicators and monitoring procedures creates a gap between the organization's declared values and their practical implementation. As a result, the quality of personnel training decreases, the formation of a unified professional environment becomes more difficult, and reputational risks increase, which, in turn, negatively affects stakeholder trust and hinders the development of reputational capital.

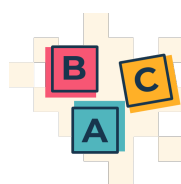
Under such conditions, the implementation of systemic tools for assessing and correcting internal processes becomes particularly important. Systemic pedagogical audit is an effective mechanism for analyzing and optimizing the company's educational and managerial activities, as it enables the determination of the level of development of personnel competencies, the identification of problem areas in training and management, and the integration of educational practices into the corporate structure. Limited use of such tools hinders the development of human resource potential and reduces the organization's ability to purposefully build a positive reputation.



The relevance of the study lies in the need to develop a holistic approach to auditing educational and managerial processes, which will ensure the improvement of personnel professional competence, transparency of internal procedures and the strengthening of the reputational capital of family-oriented enterprises and organizations.

Analysis of recent studies and publications. The issues of increasing the efficiency of educational and managerial processes and of the formation of reputational capital for family-oriented enterprises and organizations are the subject of active scientific research both in Ukraine and abroad. The significance of the synergy between digital tools and traditional pedagogical methods for the development of personnel's flexible skills is revealed in the study by O. Khoroshailo, R. Gakh, and I. Krasylnykova [1], which emphasizes the role of integrated learning methods in increasing competence. S. Nersisian [2] investigates the use of generative artificial intelligence for personalizing educational strategies in professional training, focusing on innovative tools for developing professional skills. Practical aspects of applying artificial intelligence to the training of specialists with a socio-economic profile are analyzed by I. Knysh, S. Chovriy, S. Vaculenko, A. Lytvynov, and O. Kuchai [3], which highlights the effectiveness of digital technologies in training.

International experience in monitoring the quality of higher education and systematic assessment of learning outcomes is documented in the work of S. Chovriy, L. Berezivska, T. Kochubei, O. Balalaieva, N. Sabat, and T. Kuchai [4], which emphasizes the importance of audit and control of educational processes. The role of institutional audit as a mechanism for ensuring transparency and efficiency of management in educational institutions of Ukraine was studied by O. Pastovenskyi and O. Vozniuk [5], which allows assessing the weak links of the education and management system. The features of assessing the activities of teaching staff in the context of institutional audit and their impact on the

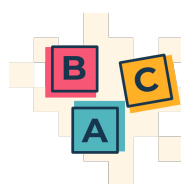


development of professional competence are analyzed by V. Dolid and O. Liutko [6]. The importance of institutional audit for improving the quality of education and management processes is highlighted in the study by L. Ilichuk [7]. The mechanisms of internal audit in general secondary education institutions and their impact on the effectiveness of educational activities are examined by T. Zorochkina and D. Zdir [8]. M. Gil, T. Uman, M. R. W. Hiebl, and S. Seifner [9] analyze audit in family businesses and its role in the formation of organizational reputational capital, identifying directions for increasing business competitiveness.

O. Koval [10] studies the impact of corporate reputation on the profitability and investment attractiveness of enterprises, emphasizing the importance of reputational capital in strategic management. The correlation between institutional audit and the self-assessment of an educational institution, as well as the need to coordinate these processes, is highlighted by T. O. Lukina [11]. The role of qualitative audit in education as a tool for increasing management efficiency is highlighted in the work of E. F. Kufi [12]. The impact of corporate reputation on the financial results and sustainability of industry enterprises is analyzed by L. Batrancea, A. Nichita and A.-D. Cocis [13].

The international experience of school self-assessment and its impact on the quality of educational processes was studied by M. Brown, S. Gardezi, L. del Castillo Blanco, R. Simeonova, Y. Parvanova, G. McNamara, J. O'Hara, and Z. Kechri [14]. The impact of corporate reputation on investment decisions in the tourism industry is examined by E. X. Ismail, Y. T. Halim, and M. S. Eldeeb [15], which demonstrates the importance of reputational capital in managerial decision-making.

The presented scientific works cover a wide range of issues related to the digitalization of education, the development of professional competencies, the implementation of institutional audit and the formation of corporate reputation. At the same time, their generalization indicates the feasibility of further conceptual



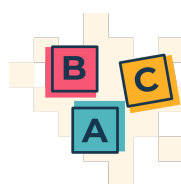
combination of pedagogical audit tools with mechanisms for integrating educational practices into the management systems of family-oriented organizations, making this area promising for deepening scientific analysis.

Identification of previously unresolved parts of the general problem.

Despite available research, the impact of a systemic pedagogical audit on the integration of educational practices into the activities of family-oriented organizations and on the formation of their reputational capital has not been sufficiently studied. The issues of the relationship between audit results and the development of personnel's professional competencies, mechanisms for implementing audit into internal management processes, adaptation of international experience to Ukrainian conditions, as well as the assessment of the impact of audit on corporate culture, transparency of business processes and stakeholder trust remain unresolved.

The insufficient study of these aspects is explained by the interdisciplinary nature of the issue, which combines pedagogical, managerial and organizational components, as well as limited access to empirical data on internal educational and management processes in family-oriented organizations. A significant part of scientific work focuses on theoretical models of audit or regulatory analysis, which do not allow for a comprehensive assessment of the practical effects of their implementation and their interactions with corporate strategies and enterprise culture.

Unresolved issues are of key importance for a full understanding of the problem, since they determine the effectiveness of the systemic pedagogical audit in increasing personnel's professional competence, optimizing internal procedures and strengthening organizations reputational capital. The lack of a deep analysis of mechanisms for integrating educational practices into enterprises' daily activities limits the development of recommendations to increase the coherence of educational



and management processes and ensure transparency and trust in the organizational environment.

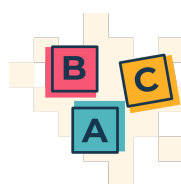
Unlike existing studies that focus on educational audit within institutional contexts, this study expands the application of pedagogical audit into business environments, emphasizing its role in strategic management and reputational capital formation.

Formulation of the article objectives (task statement). The purpose of the study is to determine the impact of systemic pedagogical audit on the development of professional competencies of personnel and the formation of reputational capital of family-oriented organizations.

To achieve the goal, the following tasks have been set:

1. To determine the role of systemic pedagogical audit in the development of personnel competencies and the integration of educational practices into the activities of family-oriented organizations.
2. To identify key problems and difficulties in implementing pedagogical audit into internal management processes and the corporate culture of organizations.
3. Develop methodological recommendations for the use of systemic pedagogical audit to improve the professional competence of personnel and strengthen the reputational capital of organizations.

Presentation of the main research material. The development of professional capacity among employees determines the effectiveness of family-oriented organizations, as their qualifications directly affect decision-making, the organization of work processes, and interaction with stakeholders. In this context, a systemic pedagogical audit serves as a tool for comprehensive assessment of educational and management practices, enabling comparison of personnel's existing knowledge and skills with the organization's strategic development goals.



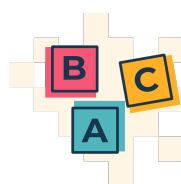
In this study, the author proposes a systemic framework for pedagogical audit as a mechanism for integrating educational processes into business environments and forming reputational capital in family-oriented organizations.

Audit procedures cover training activities within the organization, including advanced training programs, internal training, mentoring and integration of digital platforms for the development of professional competencies. The assessment covers not only specialized knowledge, but also the development of communicative, managerial and analytical skills that directly affect the performance of official duties. The results obtained form the basis for adjusting curricula, improving the personnel training system and integrating educational practices into the daily activities of the organization [5, p. 37].

Quality control of educational processes ensures consistency between learning outcomes and the organization strategic priorities. Analytical conclusions from the pedagogical audit are used to adjust curricula and training methods, thereby eliminating identified gaps in personnel's knowledge and skills. Improving the professional training of employees increases the efficiency of team interaction, optimizes work procedures and fosters a single standard of competencies, strengthening corporate culture and directly affecting the development of the enterprise reputational capital [6, p. 19].

The results of the audit allow management to make informed decisions on allocating resources to educational programs and determining priority areas for professional development. Information on the level of competencies of specific employees allows for the adaptation of individual and group training trajectories, thereby increasing their practical significance and compliance with the requirements of the organizational strategy, thereby ensuring a direct connection between personnel training and the effectiveness of performing official duties [7, p. 13].

Monitoring the effectiveness of integrating educational practices into the enterprise's daily processes enables identifying inconsistencies between educational



outcomes and work functions, increasing the productivity of interdepartmental interactions, and coordinating training activities with business needs. Supporting a single set of competencies creates conditions for consistent personnel development and the establishment of sustainable mechanisms to sustain the organization reputational capital.

The practical implementation of assessing personnel's professional development requires a clear definition of the tools that ensure objectivity, comparability and the measurability of results. The use of a system of criteria, indicators and methods allows for the structuring of the assessment of competencies, the identification of problem areas and the formulation of sound management decisions to increase the effectiveness of the organization (table 1).

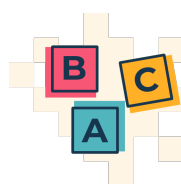
Table 1

Toolkit for assessing personnel competencies within the framework of pedagogical audit

Assessment category	Criteria	Indicators	Assessment methods	Examples of application
Professional skills	Level of specialized knowledge	Number of mastered programs, certificates	Tests, practical tasks	Verification of professional tasks
Communication skills	Ability to interact effectively	Assessment of the quality of communication with clients and colleagues	Observation, questionnaires	Teamwork, presentations
Management competencies	Planning and organizing work processes	Completing assigned tasks on time	Cases, analysis of performance results	Project coordination, resource management
Analytical skills	Ability to analyze and make decisions	Accuracy of situation assessment and validity of decisions	Tests, situation modeling	Development of recommendations for improvement processes

Source: compiled by the author based on [8]

The data obtained from the audit allows management to systematically assess personnel's preparedness and identify areas for improving educational activities. Integration of assessment results into the organization's internal processes, in turn,

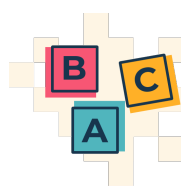


increases the coherence of training and practical activities, strengthens corporate culture, and supports the strategic goals of family-oriented enterprises.

Determining the level of professional competencies of personnel allows identifying the strengths and weaknesses of specialists and plan appropriate educational activities, including internal training in project management, communication and team interaction; advanced training courses; practical case simulations; modeling of work situations; and mentoring. Educational course programs are developed based on analyses of current work processes, job performance requirements and the organization's strategic priorities. Thus, the combination of theoretical knowledge with practical tasks ensures a direct connection between training and work activities, increases the effectiveness of performing official duties, and contributes to the formation of a culture of professional growth and continuous learning [9, p. 3152].

Coordination of training programs with specific work tasks for employees is carried out through planning training and case simulations in accordance with departmental needs and the analysis of project implementation and daily operational processes. Project management skills are developed through control of deadlines and resources, communication skills through interaction with clients or interdepartmental coordination, and analytical competencies through analysis of work cases and decision-making.

Optimizing the structure of training activities also involves determining the training sequence, alternating theoretical blocks with practical exercises, and integrating digital platforms for distance learning and mentoring to deepen competencies. Modern forms of personnel training include online courses, interactive webinars, simulation projects, micro-learning modules and joint case processing, which increase the accuracy of performing official duties, the effectiveness of teamwork and the speed of decision-making.



The practical implementation of assessment reveals specific difficulties that may complicate the integration of pedagogical audit into internal management processes. Among the key problems is the mismatch between the topics of training activities and the real needs of work functions: some training or courses may cover general knowledge that is not used daily in performing tasks. Also, the company's management may encounter resistance from the team, which manifests as reluctance to change established practices, to implement familiar procedures for completing training modules, or to apply new skills. The lack of standardized mechanisms for integrating assessment results into the management system means that data on individual employees' competencies often go unnoticed by management or are used only fragmentarily, reducing the effectiveness of decision-making on resource allocation for training programs. Difficulties also arise from varying levels of personnel preparedness for digital platforms, which limit the possibilities for distance or interactive learning, and from the lack of time to combine training with operational activities [10, p. 457]. Understanding these factors allows for the development of more precise methods for adapting educational practices to the specific needs of the organization and ensures the comprehensive development of professional competencies.

To eliminate the identified barriers, it is necessary to implement management practices that allow combining training with employees' daily activities. For example, conducting internal micro-training during working hours allows for immediate application of new skills to practical tasks, and integrating mentoring provides support from experienced employees during project implementation, thereby increasing the effectiveness of mastering management and communication competencies.

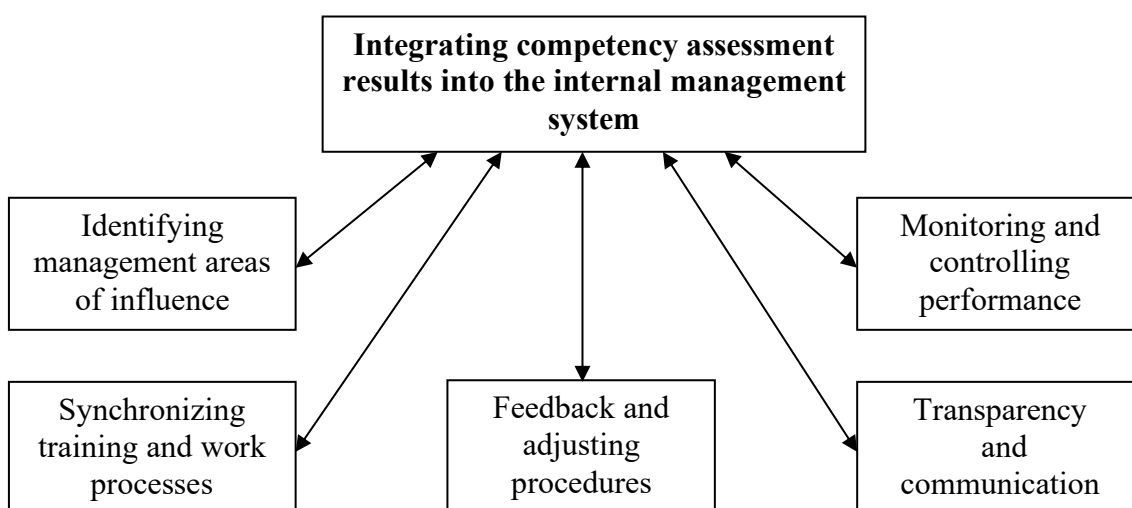
The use of modular online courses with practical cases ensures the adaptation of training to different levels of personnel training and specific work situations. In addition, regular analytical sessions can be held, where the assessment results are

compared with the indicators of task performance in departments, which allows adjusting the content of training, priorities for advanced training and redistribution of resources to achieve maximum impact on productivity and corporate culture, which are key to further improving organizational practices [11, p. 68].

Fig. 1 shows the key ways to implement the results of personnel competency assessment into the internal management system of family-oriented enterprises and organizations. Within the proposed framework, the author identifies key structural components of systemic pedagogical audit implementation, including integration mechanisms, management influence areas, and feedback loops.

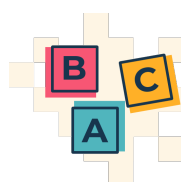
Figure 1

Author's model of systemic pedagogical audit integration into business processes



Source: author's development

Thus, fig. 1 demonstrates how integrating competency assessment into the organization's internal processes increases the coherence of management decisions and training activities. Determining priority areas of influence enables tracking key processes and promptly adjusting them to meet staff needs. Synchronization of training and work processes ensures the effective application of new skills in practice and promotes the development of professional skills. Analysis of assessment results helps to optimize training programs and internal regulations, eliminating identified



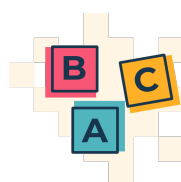
gaps in employee competencies. In turn, transparent information about assessment criteria and expected results stimulates staff involvement and increases motivation for professional growth, and systematic monitoring of the effectiveness of integrated processes allows for adjusting management decisions, increasing the overall efficiency of the organization's business processes.

Implementing competency assessment into the internal processes of family-oriented organizations poses several challenges. In small enterprises, the lack of clearly defined areas of responsibility complicates regular monitoring of staff effectiveness. At the same time, in large organizations, coordinating training programs with employees' daily activities requires additional time and resources, slowing the implementation of new skills in practice.

Insufficient transparency in assessment procedures reduces personnel motivation and hinders the formation of a corporate culture of development. When assessment results are not integrated into management decisions and training programs, it becomes difficult to create an environment for continuous professional development and the development of professional competencies [12, p. 74].

Positive results are demonstrated by regularly analyzing competencies through feedback in team projects, which enables the identification of weak areas and the prompt correction of work processes. The use of adapted training modules that take into account the specifics of the units contribute to the effective use of resources, enhances internal processes and strengthens the corporate culture and professional capacity of personnel [13].

The experience of international organizations demonstrates the practical effectiveness of structured approaches to assessing and developing personnel competencies. For example, in German family-oriented companies, the 360-degree feedback method is widely used, allowing a comprehensive assessment of professional, communication and leadership skills from the perspectives of managers, colleagues and subordinates. In Swiss companies, modular training



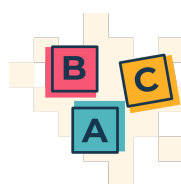
programs are widely used, with training blocks integrated directly into work processes to ensure practical knowledge consolidation. In the USA, family companies are implementing digital platforms for monitoring the development of competencies, which automate data collection, analyze gaps and form personalized development plans [14].

Adapting such practices for Ukrainian organizations may include implementing feedback systems at all levels, developing integrated training modules with practical case studies, and using digital tools to monitor progress. This will increase personnel's professional capacity, optimize internal processes and strengthen the reputational capital of family-oriented enterprises, while ensuring compliance with modern international standards for competence management.

Based on the above data, it is proposed to introduce a set of measures to enhance personnel's professional competence and strengthen enterprises' reputational capital. Among them is the development of modular training programs that combine practical cases, management and communication training and individual development plans for employees at different levels.

It is recommended to implement regular internal assessments to monitor personnel's progress and adapt educational activities in accordance with identified needs. It is important to ensure the integration of competency assessment with the motivation system, including bonuses and non-material incentives for achieved results.

It is also advisable to establish mechanisms for knowledge exchange between departments, particularly through joint projects and internal master classes, which will foster a culture of continuous learning and strengthen trust within the team. The introduction of these measures will increase the effectiveness of management decisions, ensure consistency in training and practical activities, and contribute to the development of a positive image of the organization in the market.

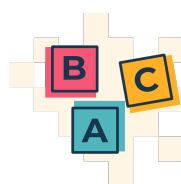


The proposed framework demonstrates that pedagogical audit functions not only as a diagnostic and educational tool, but also as a strategic mechanism for increasing long-term business value through the formation of reputational capital.

The author's contribution lies in conceptualizing pedagogical audit as an interdisciplinary tool that connects educational processes with business strategy and organizational reputation

Conclusions. The study established that the systematic assessment of personnel competencies significantly affects the effectiveness of educational and work processes in family-oriented organizations. The author's data analysis showed that integrating assessment results into internal management processes enhances the coherence of activities, develops employees' professional skills, and strengthens corporate culture.

Key problems in implementing systemic procedures were identified, including insufficient coordination between training activities and organizations' daily operations, a lack of regular feedback, and limited transparency in assessment processes. Author proposals for improving the organization of educational activities and management practices include developing modular training programs, establishing individual development plans, implementing mechanisms for knowledge exchange between departments, and integrating competency assessment with the motivation system. As a result of the tasks set, it was determined that a systemic pedagogical audit provides a comprehensive analysis of personnel readiness and serves as a tool for improving employees' professional capacity. At the same time, questions remain open regarding the optimization of methods for integrating assessment into internal processes, the adaptation of international experience to the specifics of Ukrainian organizations, and the impact of procedures on enterprises' long-term reputations. Further research in these areas will clarify the role of assessment in building a competent, highly effective team.



This approach aligns with broader human-centered frameworks for integrating developmental and educational processes into business environments, where organizational systems are designed to support both operational efficiency and long-term stakeholder trust.

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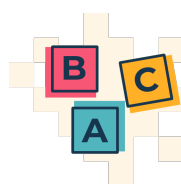
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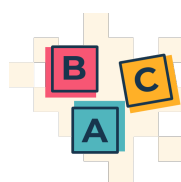
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