

ISSUES CONCERNING THE EVALUATION OF THE QUALITY MANAGEMENT MODEL APPROACHED AT THE LEVEL OF PRE-UNIVERSITY EDUCATION INSTITUTIONS

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Abstract: *Quality and efficiency are two very important pillars of educational reforms around the world, which must be considered when building national management and quality assurance systems even at the level of the Romanian pre-university education system. Among the recommendations of this paper is a model of quality management in pre-university education, based on specialized reference, a model that must be measured permanently, being analyzed as a continuous process. The best way to ensure quality is systematic, ongoing attention to improving it and including quality in an organized quality assurance system. Quality and performance evaluation must be analyzed in parallel with the implementation of evaluation methods, to increase institutional autonomy, but also highlighting responsibilities. The introduction of systematic evaluation, with the main reason for better use of resources, makes the objectives set in the strategic management policy be achieved effectively.*

Keywords: *quality, quality management, performance evaluation.*

JEL Classification: *I21.*

1. Introduction

Through theoretical research formulated and conducted, this scientific approach is in the field of national concerns and not only to increase the quality of education, trying to identify those positive aspects, accumulations, and examples of good practice, which must be exploited by schools, but also weak identified in shortcomings, deficiencies, negative aspects and which need to be eliminated from the practice of organizations providing educational services, from the pre-university level in Romania, respectively the gymnasium school units. This area is recognized as a priority in the context of globalization and the full manifestation of society based on knowledge and innovation.

2. Conceptual Analysis of the Main Terms on Quality Management

In Romania, education has undergone many changes over the years due to various reforms, which aimed, in principle, only the formal definition of the education system in the new socio-economic context and did not aim at a reform or a structural change, respectively of the content or the extent to which the change of content was made was too small concerning the needs of the system. These qualitative changes should take into account the current situation of the education system, the country's economic perspective in the context of market economy, European integration and globalization, the genetic availability of the Romanian nation, the positive element of the old system, the Romanian educational tradition, as well as the educational ideal desired at the level of the whole society, an ideal to be adopted by all institutions and to ensure the socio-economic evolution of Romania.

The concept of quality is also understood through competitiveness and the ability to excel. Quality is the basis of the positioning of organizations, institutions, attracting the degree of interest shown to them. Quality refers to the number or quantity of resources consumed to meet standards and meet requirements. Over time, the perception of the concept has evolved according to the social, economic, and industrial evolution of humankind, reaching today to go through three stages to achieve quality: top management, quality departments, and executors. The school organization is given by the characteristics of the product or service and the extent to which it meets expectations. Quality is not to be

confused with excellence. In the literature, this concept has a wide range of definitions and explanations.

In this context, (Toca, 2007) educational management has key role, human training of future specialists and managers, to put into practice the social desideratum of society, and when reforms are made, they must have based on an in-depth study of what is good and outdated in the old system and what is to be achieved in the future. Therefore, the school management has an enormous responsibility because he is the person who exercises duties, roles, and competencies within the basic school organization of the education system.

According to Rothwell W. (2004), managers must use the knowledge of their predecessors to substantiate and implement a quality strategy at the school organization level, a strategy that has a complex structure that combines both classical components and uncertain elements and is difficult to control. Quality management at the level of the school organization refers to the totality of the work processes conducted according to some methods, techniques, and procedures through which the management of the educational process at the school level is conducted, as a basic unit of the pre-university education system. (Man, 2006)

The school faces difficulties in the socio-professional orientation of its students, due to economic fluctuations and demographic phenomena such as declining birth rates, labor migration, etc., but also since society does not have established long-term development directions. medium and long. Efficient quality management can also be translated by the correct orientation of the young people, depending on the skills, talent, needs, and intellectual abilities of each one. Although it is a difficult desideratum due to the nature of the diversity of variables at macroeconomic level (European, national), but also microeconomic (regional, local) and which must result in an accumulation of evolutionary steps, activities, and professional positions, it is a direct result of efficient quality management at the level of the school organization. The correct orientation of young people generates satisfaction and professional performances both at the personal level and at the level of the employing organizations.

Quality and efficiency are two particularly important pillars of educational reforms around the world, which must be considered when building national management and quality assurance systems and at the level of the Romanian pre-university education system. This alignment is necessary to ensure a real and functional integration, from an educational point of view, of Romania in the European Union. The need to be compatible with the education systems in the European Union offers only a part of the arguments for the development of management systems and quality assurance of education in Romania because the implementation of the quality management system will lead to the creation of new models of thinking and behavior. to the continuous improvement of all educational processes in schools. Romanian initiatives in the field to be equitable (theoretically and methodologically) with what is happening at the macroeconomic level.

3. A Conceptual Model of the Quality Management Evaluation

The school organization must satisfy the needs of the beneficiaries, to exceed their requirements. All this is generated by responsible institutions that bring added value and created value. The autonomy of school organizations and the existence of an educational leader are the basis of institutional development, they generate innovative directions and develop partnerships that lead to continuous quality improvement. Quality is also correlated with the act of communication that involves introspection, analysis, and knowledge.

A quality management model in pre-university education must be permanently measured, being analyzed as a continuous process, according to the figure below:

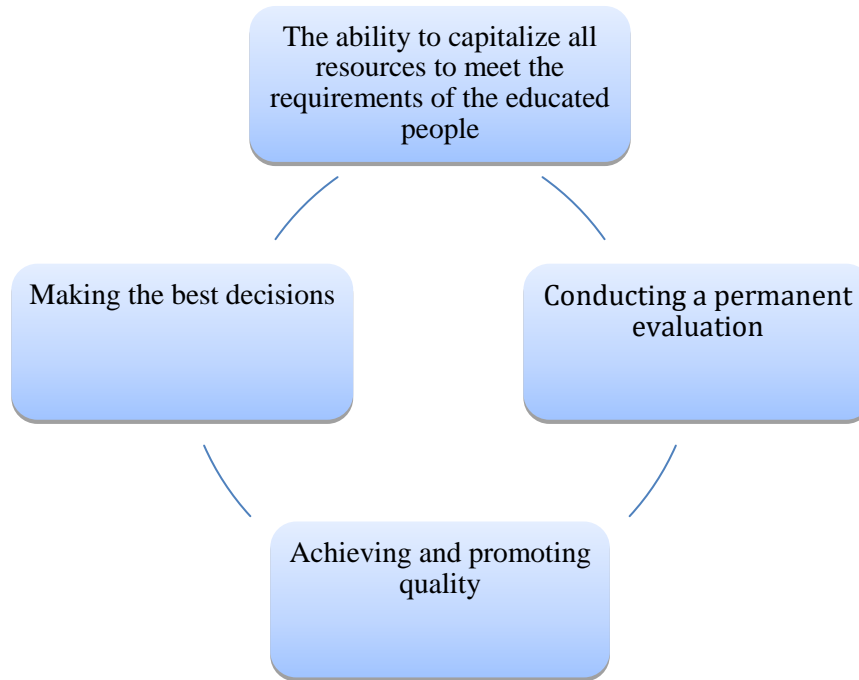


Figure 1: The Conceptual Framework of the Quality Management Evaluation

Source: In the author's vision

To achieve quality education, performance, to continue the tradition of the Romanian school, each school organization must propose values and principles in the field of quality education, such as:

- training graduates able to use scientific, technical, and cultural-humanistic knowledge with real chances of success in the labor market and to provide them with a long-term education.
- training of cognitive abilities and professional skills, assimilation and consistent practice of moral, aesthetic, and civic values that contribute to the development of student's personality.
- ensuring a work climate based on responsibility and mutual respect, so that each participant in the educational process to make the most of their professional and intellectual potential.
- encouraging the involvement of all the staff of the educational unit and the students in the knowledge, understanding, and improvement of the entire educational process in the unit.
- ensuring the increase of the performances of the educational process through a scientific research activity following the needs and expectations of the students, parents, and the local community by involving both the teaching staff and the students.
- the use of information and communication technology, as a support for the continuous improvement of the quality of the educational process, by the entire staff and at all levels of the managerial organization.

Quality management approached through the prism of the three dimensions, quality control, quality assurance, and quality development are a complete task and requires a re-examination of all the tasks of the institution. Quality management is impossible without:

- management of the leading school organization, evaluation/motivation meetings.
- quality training and continuous training for all staff.

- a quality framework – logistics, infrastructure, decision-making autonomy.
- public relations through effective communication with beneficiaries (students, parents) and other actors involved.

The reasons for using the continuous measurement procedure are that it strengthens the concept of quality and at the same time improvements are possible regarding assurances that the requirements of the beneficiaries have been met, the ability to set a set of objectives, and pursue their achievement, setting comparative standards for continuous process improvement, imposing transparency and establishing a grid for monitoring individual performance levels, identifying certain shortcomings in quality standards and setting priorities for eliminating these shortcomings, justifying resource use, obtaining feedback in efforts to identify weaknesses and eliminate them.

4. Conclusions

What is difficult to analyze in the management system of an educational institution refers to the multitude of factors, functions, components, and management structures that must be considered in the analysis, defining elements for the proper functioning of the system. To achieve a profile of the educational unit, its overall performance must be seen as a function of the correlation between its organizational capabilities, the overall motivation of the institution, and the external environment. Besides, the functioning of the organization must be considered, as a factor in achieving the productivity of its members. The quantity and quality of the analysis performed are decisive for the accomplishment of the institution's mission. The best way to ensure quality is systematic, ongoing attention to improving it and including quality in an organized quality assurance system.

The multiple changes, the deficiencies in the management of change in education, and the inability of educational actors and stakeholders to adapt, even more, to accept these changes, as well as to want change in the context of better-quality management have generated problems. from educational management. The implementation of the quality management system in pre-university secondary education and not only, in Romania is an objective condition and necessity, to ensure compatibility with the trends of pre-university secondary education and not only in European developed countries. This creates the basis for cooperation, collaboration, and compatibility of knowledge in the field of science education and research.

Quality and performance evaluation must be analyzed in parallel with the implementation of evaluation methods, to increase institutional autonomy, but also highlighting responsibilities. The introduction of systematic evaluation, with the main reason for better use of resources, makes the objectives set in the strategic management policy be achieved effectively.

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