

QUALITY MANAGEMENT IN PRE-UNIVERSITARY EDUCATION

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Abstract

In substantiating and developing the science of quality, we consider it necessary to highlight some aspects regarding the origin of quality. In order to have and form a satisfactory image, regarding this subject, we must approach the quality, from the point of view of its origin. In this context, from the study of the specialized literature, we notice that most of the times, the quality was a major concern, especially due to the competition.

The philosophy of quality assurance, regardless of the field of reference, respectively development policies, are based on its status, as a promoter of development.

Key-words: Management, quality of pre-university education

INTRODUCTION

Any quality management system that is intended to be successful can provide many benefits to the organization it serves. A manager can put a lot of effort into analyzing a successful system, but it could still lead to very poor results. To do this, the manager must always review and examine the organization's system, to see if the benefits have appeared or not, in order to intervene, to apply program changes, but also to build new components.

MATERIAL AND METHOD

We consider it important to refer to organizational models that support the quality policy, with applicability for different fields of activity, all models of classical organizations promoting the principle of hierarchical relations from superior to subordinate, to different structures that are formed and function within the organization. , and supporting centralized decision-making.

An important aspect revealed by the managerial practice is given by the perspective in which the significant decisions for the organization are

taken only at the top of the hierarchy, generating a decrease of creativity at other levels and structures of the organization.

RESULTS AND DISCUSSION

A concern focused on maximizing managerial success, an organizational phenomenon analyzed from formal perspectives, is formulated based on principles of scientific management that have guided managerial practice (*Principles of Scientific Management, 1911*):

- *promoting an authentic work science;*
- *progressive improvement of employees;*
- *scientific selection of employees;*
- *concomitant application of labor science and scientific personnel selection;*
- *promoting the cooperative relations of the managers with the members of the organization, beyond the status and the roles assigned or assumed within the organizational framework;*

Thus, the principles of scientific management have substantiated two ways of managing organizational structures by:

Functional management - the complex activity is decomposed into simple actions, they can be solved or unresolved, according to the level of expertise;

Exceptional management - the managerial decision is scientifically grounded, starting from the managers' reports, which retain the effects generated by the deviation from the organizationally agreed norms and principles; In this way, the decision will be accepted by decision makers and executors alike, with the aim of ensuring organizational performance and success.

The quality of a school can be analyzed from multiple perspectives and by referring to different elements:

- the **quality of the processes** that take place in the school unit. In order to align the processes in the school organization with quality standards, this concern must be registered at the level of information management, evaluation and classification tools, at the level of process organization and resource management;

- the **quality of educational services** and the degree of adequacy to the requirements of direct, indirect and community beneficiaries;

- the **quality of the organization**, with everything that defines it: organizational culture, managerial culture, culture of strategies, structure and resources.

Accepting the idea that these three components are essential for quality assurance in schools, we will emphasize the importance of managerial skills that management must prove.

We support this because a manager who pursues *innovative* organizational development will have a high success factor, compared to a manager who agrees with a *conservative* model. ***We thus identify a trend in the evolution of systems: the reconfiguration of managerial systems, so as to result in a quality-oriented strategy, in a formal framework of quality policies.***

Quality in education refers to a complex of factors, elements of reference on a theoretical, principled and practical level, given the performance and targeted results.

The analysis of the quality of education must be done by reference to:

- ***the values promoted in society and at the level of the school organization;***
- ***existing educational policies and strategies at national, regional and local levels;***
- ***the existing situation , defined by contextual factors, culture and traditions, etc .;***

- ***the evolution of the concept of "quality".***

Analyzing the functions that the school fulfills as an organization, we will be able to observe some of the trends and priorities in the field of quality management in education:

- ***the educational function - beyond the classical approach, in which the school is the main actor with a role in the education of children and young people, there is a growing concern for "lifelong learning" and "learning in all situations and in all areas of life "(" life wide learning ");***

- ***social function - contributes significantly to the promotion of interpersonal relationships, manifested at the level of individuals, group, society and community;***

- **economic function** - aims at forming the economic and technical skills necessary for insertion on the labor market at national and international level;
- **cultural function** - the emphasis in the field of manifestation of this function falls on the cultivation and respect for cultural diversity, an essential condition for contemporary society;
- **political function** - refers both to the formation of social and civic competences and the feeling of belonging to the community, and to the formation of active citizenship.

The processes with which the quality in education is ensured are the following:

- planning and effective achievement of expected learning outcomes;
- monitoring the results;
- internal evaluation and/ or the process of self-evaluation of the results;

CONCLUSIONS

The profile of a quality school is achieved through concrete levers such as:

harmonization of quality policies with those implemented in other areas; promoting the culture of quality in pre-university education units; the ability of a school to produce quality results is associated with, of course, the quality of organizational culture. If the organizational culture is one connected to the requirements of society, of the beneficiaries, it is not an anachronistic one, the chances for the school organization to be the promoter of a culture of quality are significant; maintaining a correct perception of quality, of the quality management system, with emphasis on constructive aspects.

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