MANAGERIAL STRATEGIES REGARDING QUALITY ASSURANCE IN PRE-UNIVERSITY EDUCATION

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RESEARCH ARTICLE

Abstract
The reform of the education system in Romania, since the '90s, is in a permanent development process that has not yet materialized through a real positive transformation, especially when we talk about a school that is not only effective but also effective in terms of the development of individuals in a society that aims at the evolution of the community as a whole. As an organization, the school is in a permanent training process, focusing on strategic management, but the elaboration and implementation depend, first of all, on the resources of the organization, the mission of the school, the mission of school, second, and also the needs of the community. More and more often, in the Romanian educational space, we are talking not only about educational strategies, but, above all, about educational strategies, about the methods that are required to be put into practice to increase not only the quality but rather the effectiveness of the educational system, by involving the most important actors, pupils, and teachers, as well as beneficiaries, family, society - representatives of the local community.

INTRODUCTION

This paper aims to highlight the areas of utmost importance for the education system, namely the management of the educational unit, at the level of Romanian pre-university education. However, it is fundamental to adapt to the Romanian-specific models of success from other states, because translations do not make real literature, too, taking over literally does not have improvements in the current education system, but, on the contrary, would further upset the system that is already quite affected, less efficient. This research aims to determine not only the differences but also the expectations of the teachers, the activities being endorsed and coordinated by the manager of the educational unit that has the role of providing the necessary resources, and, at the same time, the, proposed strategy for their deployment. However, to identify these elements, which may constitute dimensions of modern strategies that represent an essential vector of differentiation in terms of achieving competitive advantage by the educational institution.

MATERIAL AND METHOD

The methods used in this study were different: the historical method, the comparative method, the sociological method, the logical method and the analytical one, their aim was the systematic analysis of the information selected from the sources studied in order to develop personal points of view and conclusions about the stated objectives.

RESULTS AND DISCUSSIONS

The strategy represents the cumulation of objectives for which the organization strives and the policies strive to achieve their goal, but strategic management is the mechanism through which the implementation of the strategy is materialized. The work of education is imperative to be continually improved to meet the challenges of modern society, which is in constant change.

The most democratic and effective form of leadership of an organization is highlighted in the literature as being represented by educational leadership. The process of increasing the quality of the educational system has a vast scope of application, given the

diversity of methods, practices, and tools used, as well as recorded results, and, these differ considerably from country to country, depending on the maturity of the organization involved. In the field of scientific management, transformational and transactional leadership are landmarks in the connection between employees and leaders, effective leadership being determined by decentralized systems, based on school-based management and self-management. Regarding the quality of services, we can mention some features of some conceptual models, such as reliability/the ability to provide correct services; the receptivity to provide prompt services; the empathy granted individually, as well as, each beneficiary, in part; the confidence to inspire guarantee, safety, and certainty; tangibility in communication.

If in some countries of the world, the most significant strategic management models pursue decentralization of the education system, decisions, and motivation of human resources, our country found: an increased interest in the mentoring program dedicated to school managers; managerial reform through decentralization and the creation of institutional autonomy; implementation of the strategic planning system; the strategic measures represent substantive forms and not forms without substance; the quality culture that involves strategic thinking and, of course, taking responsibility.

Therefore, there is a close connection between high-quality management and improved educational school results, the differentiated decision-making factor being the leadership exercised by the manager of the educational institution.

Among the types of managerial strategies encountered not only in certain countries of the world but also at the level of our country, we can mention strategies oriented to:

-the value system

– equity, justice, equal opportunity, performance, success

investment in human resources

– the teacher is the only variable that can compensate for student deficiencies;

use of resources and school administration

decision-making autonomy and decentralization

From this perspective, the quality of education represents a continuous process of the educational system, to achieve the optimal state in the personal, physical, social, and intellectual development of each child, beneficiary, in the form of a product, of a company. Therefore, it is a requirement of performance orientation and increased school competitiveness, quality being dependent on values such as equity, democracy, humanism, moral and intellectual autonomy, etc, community progress also depends on the quality of interpersonal relationships.

The values on which quality is built in education are based on the principle that school not only promotes culture but aims to meet the needs and interests of educators, responding to social and community needs. However, the areas of quality assurance are institutional capacity, educational effectiveness, and, above all, quality management. The main directions are to support a modern education by: providing an exceptional material base; continuous professional training of teachers to be able to offer a modern, responsive approach in teaching methods; providing an optional curriculum designed by the needs and expectations of the beneficiaries; participation in European programs but also educational projects both at local/county level and at national/level/international in cooperation with educational and social partners.

Starting from the measures set out in the national reform program of Romanian education, on the implementation of priorities in the education system, the strategy developed in Romania aims to ensure equal access to education and training of young people, especially for groups with particular risks. Quality assurance work involves not only the application of procedures but also standards on how the work should be carried out, such as the pedagogical approach of an educational institution. To implement fundamental concepts of excellence, it is essential to create value for the beneficiaries by understanding, anticipating, and meeting their needs, which are the largest group of a school. In an educational institution, it is natural to establish a system that will develop quality and not just ensure it.

Moreover, the quality assurance process is conditioned by the supportive attitude towards it, by the strategies that ensure and promote quality as a process, product, result. There is still a reservation regarding the evaluative dimension of quality, the evaluation itself being taken into account, rather as a context of applying sanctions and corrective measures. The essence of the evaluation is to refer to issues, which require intervention in the

sense of improvement, and identification of development measures, and, not to have as exclusive purpose (as it appears in the perception of the members of the organization) coercive interventions.

It is legitimate the interest of managers to identify quality assurance methods and tools agreed upon at the national level and with the possibility of configuring their quality system at the organizational level, namely the elaboration and implementation of a methodological apparatus and the instruments adapted to the organizational specific.

In the field of quality, the participatory approach has gained ground, so the active involvement and representativeness of the staff are increasingly supported. The mixed teams involved in quality assurance and monitoring are increasingly found in organizations open to modern organizational management. There is also a need for organizational models to ensure the achievement of national and own quality standards, so that, schools are increasingly implementing the models (or elements of them) of the knowledge-based school organization, the learning organization, and the community school. Of course, these models imply a new organizational design, a certain type of organizational culture, and an axiological register, which preserves their values and ensures their openness to evolution and development.

Comprehensive quality assurance policies support quality management as an important dimension of organizational management and provide a framework for quality assurance throughout the organization and in each area.

Quality policies at the level of organizations are configured with the active involvement of staff at various stages: consultation, advice, decision, execution, monitoring, and evaluation.

Even if there is an attempt to harmonize the policies at the national and European level, the freedom of choice of states for the elaboration of their quality systems remains.

In the Romanian space, the educational system and the quality system are centralized; the principle of decentralization is, in the perception of the actors in the school communities, an element that must be included in the agenda of the decision-makers.

The research carried out aimed, as a general objective, to analyze the trends of the evolution of quality policies and quality management systems in pre-university education units. Regarding the specific objectives, they were focused on: presenting models for the implementation of quality systems in education, in the European and national space; identifying the perception of managers and teachers on quality management in pre-university education in Bihor county; developing a guide for implementing the quality system in pre-university education.

CONCLUSIONS

Therefore, education is the essential pillar in the formation of a lasting, innovative, and democratic society, reaffirming the importance and role of the quality of education, as well as the idea that through education, education and, its beneficiaries build their value system through the knowledge assimilated daily, contribute to reducing discrimination, promoting equal opportunities and focusing on developing the necessary skills of the beneficiaries of education, education, so that they develop their full potential and meet the demands of a constantly changing future. At the level of the learning system, an indicative support structure is needed, a model, not just to ensure and bring the quality of the European education sector into line, but above all, to uniform quality policies and legislation in education to achieve results and performance in this sector which is of paramount importance to present and future society.

A good quality education gives all students and students the skills they need to become economically productive, integrate easily into society, contribute to the creation of a democratic society, but also to enhance individual well-being. Developing the capacity to provide quality educational services is crucial throughout this process.

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