

A REVIEW: DEVELOPING A QUALITY MANAGEMENT STRUCTURE FOR THE EDUCATIONAL SYSTEM IN ORDER TO INCREASE THE INSTITUTIONAL PERFORMANCE BY APPLYING THE PRINCIPLES OF TOTAL QUALITY MANAGEMENT

Ramona-Cristina Ghiță Ph.D Student
University of Craiova
Faculty of Economics and Business Administration
Craiova, Romania

Abstract: The interest in managing educational change has grown in recent years. The reality of education at national level shows a significant number of gaps as against the international education systems. This requires the development of a sustainable, feasible and current quality management structure. Quality assurance, as a structure of quality management for the education system, means gaining confidence among the direct or indirect beneficiaries of education and creation added value. This study aims the application of Total Quality Management using a number of methodological activities such as literature view, problem identification, GAP analysis, deviation analysis, ideas formulation and conclusions generation. Finally, the result of this research is a conceptual model for improving Romanian education as compared to the complete success of the education process in other states of the world.

JEL classification: I21, I28, M14, M42, M48

Key words: Total Quality Management (TQM); Institutional performance; Service Quality Determination; Desired performance, Quality Strategies, „Documented procedures”

1. INTRODUCTION

The present education faces a delicate and unstable situation at the moment, but it is a very important occasion in developing a structure and an educational policy of harmonizing and ensuring at the national level a European space for permanent, active, energetic and entrepreneurial learning. Thus, the Lisbon Council (2000) regards education as a European policy, with changes in the evolution of the market economy, taking into account the professional and higher education levels (Potolea, 2008). The EU 2020 Strategy provides for strategic objectives for education to reduce early school leaving rates and increase the number of graduates.

This state of affairs is based on the danger of maintaining the current education system in some countries, including Romania, provided in various categories of resources, such as national and international reports and expertise, statistical data, European Commission documents and national experts on the quality of education and aims to broaden the perspectives in this area (Dietrich, 2003). The approach of

education at national level and the attitude up against education is not the one that is desirable, there are many aspects that are being asked to be changed, the acceptance of compromises being not an admissible solution. It's time to act, to take the lead in guiding the Romanian educational path to guaranteeing total quality at the level of education rather than partial acceptance of quality offer and assurance. It is as simple as possible to achieve by assuming responsibility and moral and civic duty to live a quality life, professional duty to undertake quality educational acts, in view of the role of a trainer professor to model souls.

The development of a quality management structure in order to increase the institutional performance is like an art, it is as simple and complex as it can be found in the very nature of the artist. This complexity is a very good synchronization between all the components of the educational system, like all other systems, whether natural or man-made. Any system involves a process and procedures that specify how this process is achieved (Ciolan, 2008).

The "SR EN ISO 9001 standard" requires the organization to carry out 6 "documented procedures" for the following processes: document control, registration control, internal audit, non-compliant product control, preventive actions, corrective actions. And in the field of education, as in all others, it is necessary to apply the principles of total quality management to gaining confidence among the direct or indirect beneficiaries of education and creating added value. The "documented procedures" are actively translated as elaborate and complex work that can be accomplished only with the correct and complete involvement and operation of all parts of the system to maximum and total quality standards.

2. OBJECTIVES

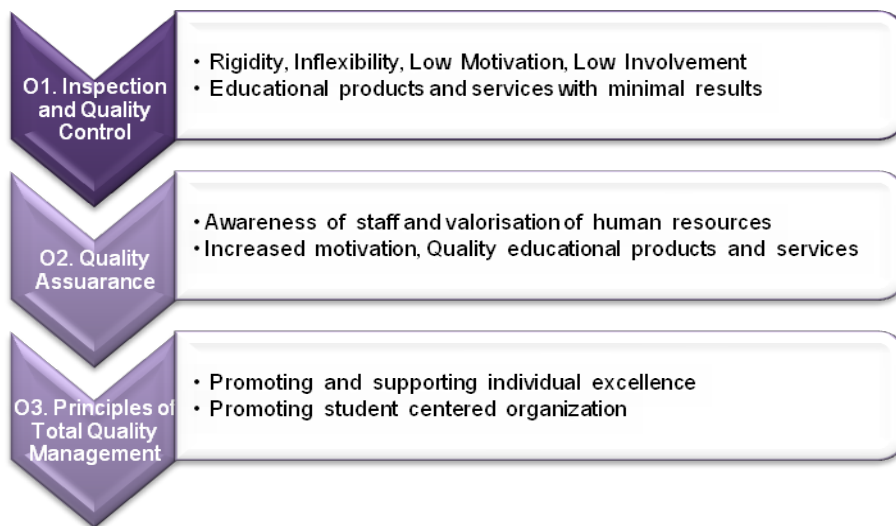
The evolution of quality concerns in the field of education has described a rather difficult path that has been made in several steps and has as initial objectives the inspection and quality control, so that later, through certain stages of development and improvement, to achieve quality assurance and total quality (Sallis, 2002).

In a first phase, there were clearly defined procedures for the provision of educational services to those who design and develop curricula on the one hand, and on the other (hand) to those who check, inspect and control. Last but not least, the procedures of those who act, execute and fulfill the decisions already taken. This stage has not proven to be effective as long as the results can not be anticipated and too many changes can not be made in for a long term. Also, the main objective is to raise awareness and educate human resources in order to adapt and take preventive gaps in order to be able to be eliminated before it produces effects in the spirit of conducting high quality activities rather than accentuating the finding and correction after the effects, they produced. This awareness could ideally have precisely the lack of control, no need for it, and as the objective to be achieved is the statistical control that correlates the demand with the offer. Teachers encountered a number of difficulties and shortcomings in implementing the imposed programs, unable to manifest their original and creative spirit, and to adapt the existing content to the needs and desires of the beneficiaries of education.

A second phase aims to ensure quality by motivating and involving educational subjects. Emphasis is placed on the awareness of human resources, the provision of quality services and products, the well-done work from the beginning, the valorisation

of material, temporal and financial resources (Chină, 2015). It reduces the costs of process control and increases accountability

The third phase and the one best suited to the reality of global education are focused on innovative and integrative quality assurance concepts: Total Quality (TQ), Total Quality Management (TQM) as an integrated part of organizational management (Rowe,2007). As objectives, effective and quality relationships are established, each educational actor being aware of his / her own responsibility and personal contribution in the successful achievement of organizational results and performance as an essential and especially important part of the whole system, quality becoming a style of development activity (Figure no.1).



Source: The author's own adaptation according to the principles of Taylor, Crosby, Deming, Juran, Feigenbaum, Ishikawa

Figure no. 1 Objectives of quality assurance over time

3. METHODOLOGY

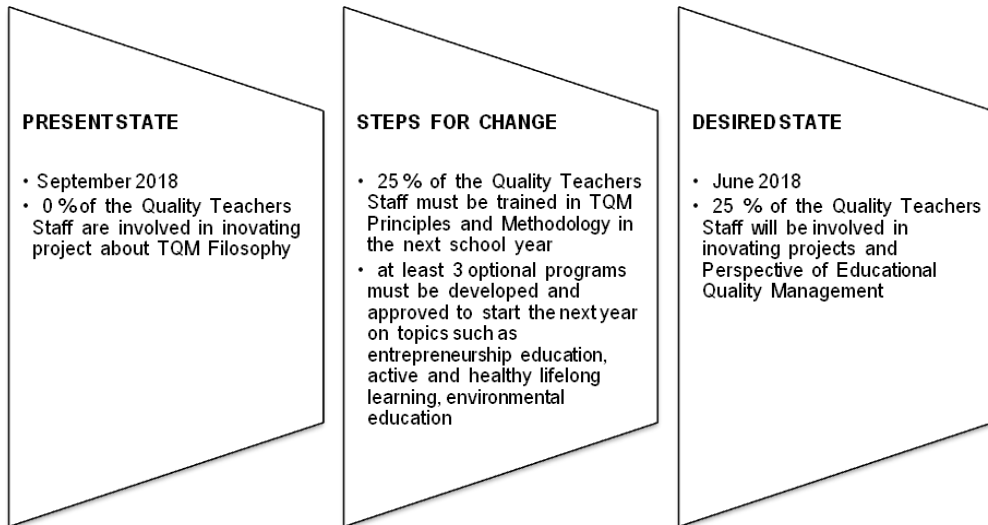
The present study is based on literature review and pedagogical experience and practice as a coordinator of the evaluation and quality assurance committee in pre-university education in the public and private education system, thus making a comparison in this respect.

From the analysis of the curricular documents at the level of the Romanian education and of the legislation in force, changes are observed in the finalities, the intended curriculum, but in terms of their approach and implementation, the content and the actual activities, their realization and the evaluation, the meanings constructivist dimensions of the European dimension at the level of educational policies are less or less lacking.

Educational actors believe that the European dimension is best done in the formal education structures and policies, but it is not harmoniously correlated and systematic with informal and non-formal education, not internalized and translated into permanent and conscious behaviors and availability. Regarding the implemented

curriculum and the achievement of the finalities, to be noticed in the analyzed analyzes are a series of blockages related to the differences of perception, misunderstood and decoded approaches, the lack of effective organizational and structural alternatives, the mistrust in change and its effects, poor training in reporting at the practical level.

In this regard, the author proposes a GAP analysis model (Figure no. 2) that can prove very useful in developing a structure of the Quality Management structure for the Educational System in order to increase the institutional performance by applying the principles of Total Quality Management. This proposal follows the observation of the shortcomings in the public educational system in the Romanian schools and can be developed and completed with a plan of measures.



Source: The author's own ideas based on the definition of this concept

Figure no. 2 GAP Analysis Model

4. ANALYSES

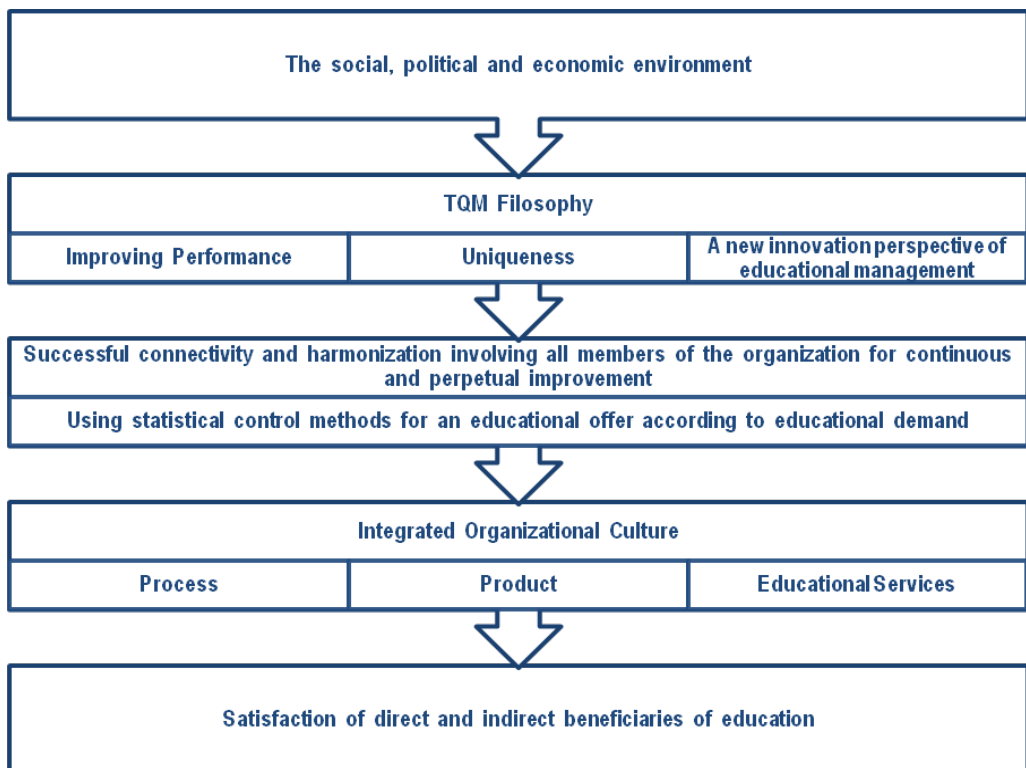
By analyzing the present Romanian education in the European dimension from the point of view of practical, applicative aspect, it was found that the current system is of poor quality, being inefficient, irrelevant and unfair. The research method was based on the direct observation carried out in Romanian schools throughout the professional career, compared to the activity carried out in schools with international programs, the British school, the American programme school, the educational system in Portugal. From the perspective of documentation, curriculum and finality, attention was paid to changes and changes at the legislative level and the three important elements of the new curriculum based on competencies, values, knowledge and skills were identified, namely, finality, content, curriculum activities intentionally, implemented and achieved.

It requires careful teamwork, earnestness, consistency, a follow-up plan and continuous improvement, to be developed on practical, effective considerations, based on the contribution of each member viewed as an entity, and as part of a component without which the whole would suffer as an incomplete system to which something would be lacking. In the research conducted in the field of human resources regarding the motivation and appreciation of teachers, the main findings indicate that in the

international education organizations in the country and abroad the teachers were recognized as the most important factors along with the beneficiaries of the education, without which the quality can not be ensured and the total quality management can not be missed. These organizations invest in teacher training, pay special attention to the different needs of training and improvement, rigorous selection of training and development programs to which they also participate and the differentiated appreciation of the results obtained by them.

It can be said that at the level of the national public organizations there are also teachers with high performance, but more attention should be paid to the diversification of personal and professional training programs, programs that meet the world's educational requirements, comply with and be able to keep pace with economic globalization, interculturality and information explosion, information and communication technology. The negligence of these aspects as well as the financial factor in the development of sustainable structures of total quality management can not lead to the realization of the educational ideal.

Finally, the result of this research is a conceptual model for improving Romanian education (Figure no.3) as compared to the complete success of the education process in other states of the world.



Source: The author's own ideas based on the definition of this concept
Figure no. 3 Conceptual model for improving education system

Developing a Quality Management structure for the Educational System in order to increase the institutional performance by applying the principles of Total

Quality Management, as provided by the National Education Law, is still difficult to apply in practice. Improvements are needed in the principles governing pre-university and higher education, as well as lifelong learning in Romania, as provided by Art. 3 and Article 2, paragraphs 1-7, on the vision, mission and educational ideal of education as a national priority. Thus, quality must be at the forefront of pursuing the strategy of continuous improvement combined with the strategy of innovation and uniqueness, value added, by considering the organizational realities of the quality of higher management quality policy by promoting participatory, responsible, efficient and cost-effective management and leadership, a good procedural coordination in the spirit of TQM principles.

5. CONCLUSIONS

Acceptance barriers, discordance between what is desired, the path chosen and the reduced possibilities of training and exercise, lack of motivation and stimulation, authoritarian methodologies, weak emotional and affective control, plus the relational constraints within a management structure quality must be removed urgently and replaced by policies and structures of the European scale.

For a more accurate detection of the problems, an organized feedback in order to capitalize and diversify the hypothesis endeavor and the conclusions in order to generalize appropriate solutions through the complete scrutiny of the decision stages, the strategies and techniques of guaranteeing management can be taken as a reference total quality in education.

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