

## ASPECTS REGARDING THE CHANGE OF THE QUALITY MANAGEMENT PARADIGM IN SCHOOL ORGANIZATIONS

**Elena Teodorescu (Manescu)**, PhD student

IOSUD-SDSEValahia University of Targoviste, Romania, madalinaelena\_teo@yahoo.com

**Elena - Raluca Prodan (Vasile)**

Primary school teacher at Highschool Cojasca, prodan\_raluca09@yahoo.com

**ABSTRACT:** *Quality management is the extremely important pillar in supporting the quality of a school organization in both Romanian and global education. Continuous innovation of this pillar is needed to support the evolution of highly innovative and dynamic contemporary society. The change in the quality management paradigm in school organizations is based on the specialist referential, proposing a model that needs to be measured permanently, being analyzed as a continuous process. The best quality management is achieved through systematic, constant attention in order to improve it and include quality in an organised quality assurance system. Quality and quality assessment in education should be analysed in parallel with the implementation of new paradigms based on the integrated dimension of education, professionalization of teaching careers, innovative evaluation, aimed at increasing 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 effective.*

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

**JEL Code:** I21, I14, M410

### 1. INTRODUCTION

Through the theoretical research carried out, this scientific approach illustrates the concern to improve the paradigm of quality management in school organizations, trying to identify the essential aspects that can develop, but also to improve the aspects with negative impact on quality management. In an innovative society, changing and adapting to new trends can be a solution to improve quality. In this approach it was aimed at formulating directions that can generate the paradigm of quality management.

### 2. CONCEPTUAL ANALYSIS OF THE MAIN TERMS ON QUALITY MANAGEMENT

The reforms carried out in the educational system also brought into discussion the change of the quality management paradigm, especially in the current socio-economic context. The change of the paradigm must be based on the specifics of the Romanian educational system, on the national and European economic context, on the ethnic specifics of the Romanian people, but also on the establishment of a national educational objective. Improvement from an innovative perspective is needed to improve quality management. Quality management at the level of the school organization refers to the totality of the work processes carried out according to existing methods, techniques and procedures at the school level, as a basic unit of the pre-university education

system. (Man M., 2006) The consideration of education as a process and not a phenomenon determined the thinking and design of the student-centered didactic act. Thus, an integrated education is achieved to ensure the graduate the development of the key competencies necessary for integration into the labor market. By forming the European profile of the graduate, the product of the educational process, the graduate, is able to successfully adapt to any national or European socio-economic context.

Another element that can underlie the change of the quality management paradigm is the professionalization of the teaching career. The teacher has an essential role in obtaining quality in school organizations. It is also the determining factor in achieving the quality of the educational product. The scientific approach does not analyze the aspect only related to the educational product but follows the educational process and the attitude towards education throughout life, the so-called continuous education. The analysis on the professionalization of the teaching career can lead to the identification of some essential elements in changing the paradigm of quality management in school organizations. Teachers are important stakeholders who determine the quality of education. Researching their behavior in terms of skills development anticipates the need for continuing vocational training. This ensures the sustainability of the quality of the educational process. Teachers must show innovative potential, productivity of information in carrying out the teaching act. The role of the teacher has changed radically in recent years, evolving from information transmission to mentoring and coaching.

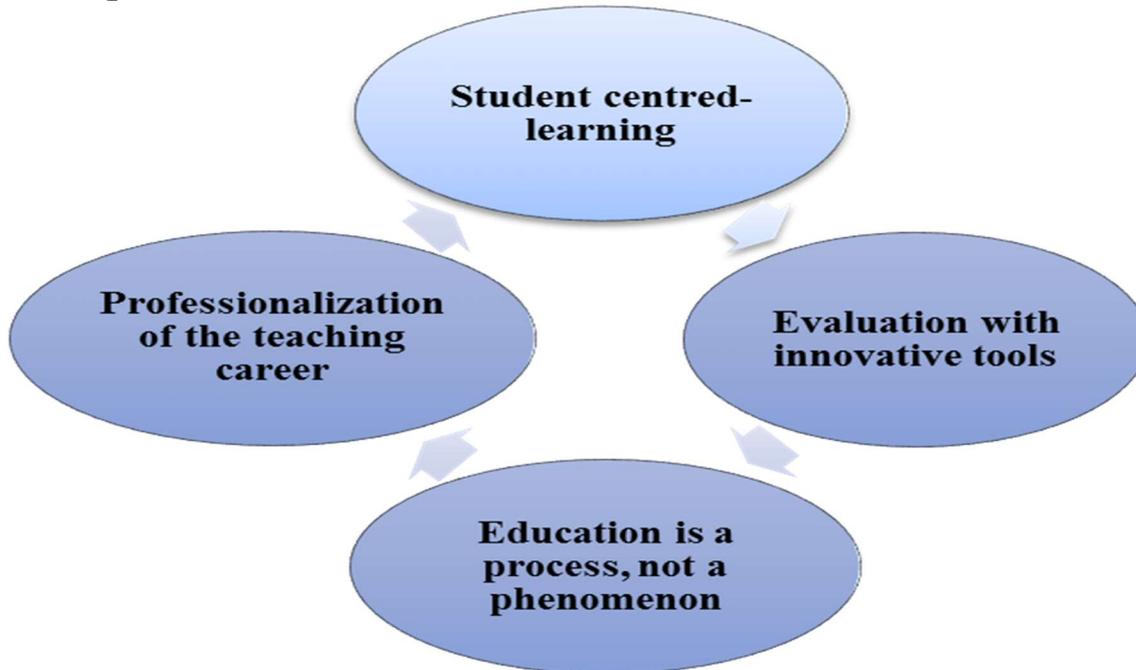
Maican, D. (2001) considers people an important source, the most valuable asset, and Popa, I. and Filip, R. (2001) say that organizations live through people, they develop them, keep them on the market, close them for to adapt to the new requirements of society. The teacher must have pedagogical skills, specialized skills, psychosocial skills, managerial skills. In order to train these competencies, it is necessary to rethink the current initial training offered by the university system and continuous improvement. The directions of action for increasing the quality of teachers are: attracting valuable candidates to the teaching profession, solid and quality initial training, motivation and morale of teachers.

Another extremely important element in changing the paradigm of quality management in the education system is evaluation. This is represented by actions based on techniques and tools that facilitate a decision (Cerghit, I, 2009). Evaluation is based on the process of verification, measurement and grading. A new paradigm of assessment refers to the verification of competencies, individualization of learning, measurement of results by using modern tools existing in the educational portfolio, and grading. The traditional assessment must be replaced by the cumulative and periodic verification of the level of competences acquired by the student at the end of a study period.

### **3. A CONCEPTUAL MODEL FOR CHANGING THE QUALITY MANAGEMENT PARADIGM**

Quality management in education is represented by planning, control and quality improvement activities. In order to improve it, a number of aspects must be considered: increasing the education of beneficiaries, increasing the credibility of school organisations through the quality of teaching staff, developing the specifics of the school organization, achieving the satisfaction of society through the integration of graduates into the labour market. Education aims at developing skills, values, attitudes and knowledge, which ensure the economic and social development of a country, which is very important in the current global context. A quality management model in

school organisations should be measured at all times, with directions of action followed, as shown in the figure below:



**Figure 1: Directions of action to increase quality**  
Source: By author

In changing the paradigm of quality management in school organisations, the manager plays an essential role. It manages knowledge productivity, quality of work, innovation and educational performance. It must have a number of competences: communication, networking, use of technology, monitoring, evaluation, management, administration, knowledge and law enforcement, strategic vision. Added to this are a number of abilities: cognitive, affective, motivational, managerial. The manager thinks strategists, implements them, evaluates them to achieve quality standards. It ensures the success of educational reform through quick and effective decisions. The educational leader-manager forms a professional community that aims to achieve quality, ensures the involvement of all actors in decision-making and professional affirmation. For this he develops within the organisation a favourable environment, finds the right tools for development, creates opportunities to develop the organization.

The development directions of quality management in school organisations in our country must be correlated with European trends. This is what it is all about: the efficient use of the organisation's resources, the development of a new mentality regarding education, digitalisation, social inclusion, lifelong vocational training, a common European basis of best practice and cross-border collaboration. At the national level, the change in the quality management paradigm aims at developing autonomy, creativity, entrepreneurship and continuous improvement. The objectives are: strategic learning experiences, guaranteeing equal opportunities, collaboration and collaboration between the school organization, the economic sector and the community. In the context of concerns to improve quality management in school organizations, quality is the responsibility of each employee, generating a way of behaviour, a mental attitude and an organizational culture dedicated to continuous improvement.

#### 4. CONCLUSIONS

The issue of management of school organisations has become significant in today's social environment, where all aspects and debates on education take into account the quality, efficiency of educational systems and activities. Deficiencies in change management 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 in educational management. The implementation of the quality management system in the school organizations in Romania represents an objective condition and necessity, in order to ensure the compatibility with the education tendencies from the developed European countries. This creates the basis for cooperation, collaboration and compatibility of knowledge in the field of science education and research. The deepening and particularization of the principles in the educational field, lead to the increase of the quality of the educational system. The implementation of modern concepts generates the development of the quality assurance mechanism in education. Knowing the factors that influence performance ensures the system's competitiveness and correlation with international standards in the field. Approaching a new paradigm of quality assessment in educational management is an essential element in identifying directions for the development of quality management in school organizations. The need to change the paradigm of quality management in secondary school organizations in our country is growing and is based on the approach of educational management from the perspective of its professionalization and teaching career.

#### REFERENCES:

1. China, R., (2015), Quality management in pre-university education. References, models, techniques, tools, Bucharest, University Publishing House
2. Maican, D., (2001) Human resources management, Casa Corpului Didactic Publishing House, Slatina - Olt,
3. Manolescu, A., (2009) Human resources management, Economic Publishing House,
4. Man, M., (coord), (2006), The efficiency of managerial activity in pre-university education, Arves Publishing House
5. Popa I., Filip R., (2001) International Management, Economic Publishing House,
6. Stegăroiu I., Niculescu C., (2000), Excellence in management, Bucharest: Niculescu Publishing House
7. Țoca, I., (2007), Educational management, Didactic and pedagogical publishing house, R.A., Bucharest