

PROCESS POLICIES AND STRATEGIES TO ENSURE STRONG SUSTAINABILITY OF QUALITY MANAGEMENT IN EDUCATION

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ABSTRACT

A globalized reform of quality management for the educational system in Romania is tolerated today. A careful analysis and critical evaluation of the literature suggests a big question as to how reasonable, honest and sustainable this system is. A series of studies show that the reality of education in Romania is facing the need for an innovative structure, considering an analysis of the gaps.

This study provides an overview of critical success factors from the study of strong and weak sustainability. Awareness of the need for continuous improvement in the context of policies to encourage quality culture aims to harmonize and strike a balance between the continuity of total quality management and the necessary changes to its sustainability. The authors used methodological activities such as the exploratory literature review, Deming and EFQM models in education, the Triple Bottom Line model, an analysis of the gaps.

Finally, the result of this research provides an overview of gaps and policy and strategy models to ensure a strong sustainability of quality management.

***Keywords:** strong sustainability; policies and procedural strategies; innovative structures*

INTRODUCTION

Optimizing a quality management structure for the educational system in Romania is still a top-level issue in areas of change management, inter-organizational relations development, global strategy implementation, exploration of innovative opportunities, in the context of reforms in excellence in management requires strong sustainability.

Excellence in educational management is based on a series of paradoxes. The reality of educational organizations must first be properly understood for honest management of the wider context outside them, since each institution acts within a broad organization or even interdependent organizations.

The economic crisis in recent years has affected many education providers in Romania, as the considerable decrease in the resources allocated to educational organizations and the reduction of the number of qualified staff by half, as the case may be, resulted in the transformation of quality education into a luxury. [1]

Implicitly, there have been major communication and management deficiencies in the systematic nature of feedback and feedforward mechanisms. Legislative instability and the lack of clear, sustainable and stereotypical guidance have deepened the lack or inadequacy of internal procedures and trust policies of quality management in education.

MATERIAL AND METHODOLOGY

It seems as though there has never been such rhetorical support in the need to rethink educational legislation and policies of quality and excellence for the development of a global economy based on knowledge and innovation, favorable to inclusion and integration in the labor market.

In Romania, the Law on National Education no. 1 of January 5, 2011, without any other amendments so far, aims to "promote a value-oriented, creative, knowledge, skills and abilities education." As an annotation, in connection with the difficulties of understanding the presented text, the authors agree with the support of some specialists to reformulate or eliminate some irrelevant paragraphs from a normative point of view. There are repetitions, pleonastic, incoherent and unglazed expressions, a clear re-evaluation and reformulation with quantifiable expressions, meaningful meaning and meaning. The first three paragraphs of Article 1 of the Act are quite difficult to analyze and synthesize. In paragraph 2, the concept of sustainability is introduced as follows: "the law's mission is the sustainable generation of a highly competitive national human resource capable of functioning effectively in today's and future society," in line with the new European requirements and in the context of globalization. Educational and legal professionals have said that a law cannot assume a mission, just as the concept of "ideals" cannot be regulated by it. [2]

Based on the realistic analysis of the educational legislation in force and barrier sources, the authors conducted an exploratory assessment of ARACIP's Strategy for the Recovery of Confidence in Education in Romania, as well as of the European Horizon 2020 "Strategy for Smart, Green and Inclusive Growth", (Figure No. 1) go to the awareness of the need for reliability and validity of policies to encourage quality culture. [3]

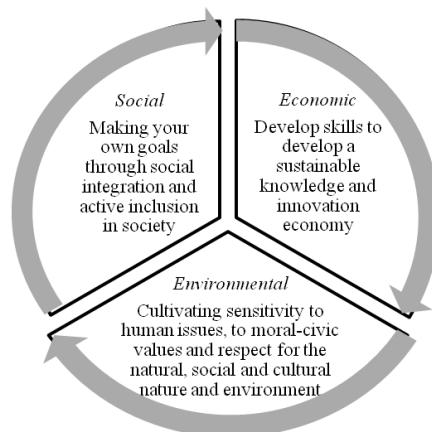


Figure No.1. Triple Bottom Line Model

Source: The authors' own concept about "Strategy for Smart, Green and Inclusive Growth" based on the Law of National Education

The merging of the three elements generates strong sustainability, which is a reference vector for sustainable management and can attribute which assures total quality in education.

In an exploratory evaluation of EU quality assurance policies, several principles that are guided and correlated with the principles of quality management belonging to the International Organization for Standardization (ISO), principles of excellence supported by the European Foundation for Quality Management (EFQM), the principles of quality education provided by the Spanish Quality Assurance Act. [1], [4]

Through a series of research activities, their deepening and interpretation in the direction of pedagogical and practical managerial development, taking into account both the applicable and transferable policy in the field of education, provided for in the framework legislation on quality assurance of education (Law no.87/2006, with changes in 2018), but also Deming's contribution, by the quantitative method of measuring the variability of the qualitative processes. Deming's philosophies, including that on quality through the 14 points, are somewhat reorganizing the traditional notions of quality. Although it is increasingly used to improve quality by organizing change, it is not so easy to tolerate many managers, it shows that for the most part quality deficiencies start from poor management with poor organization and only to a small extent is due to errors in the operating profit process. Sales models combine an excellent design with efficient production through planning, execution, verification, action (PDCA), providing a quality-enhancing environment. All these, plus the principles of the European model of EFQM excellence in education, can be found in the following graphical representation. (Figure No.2)

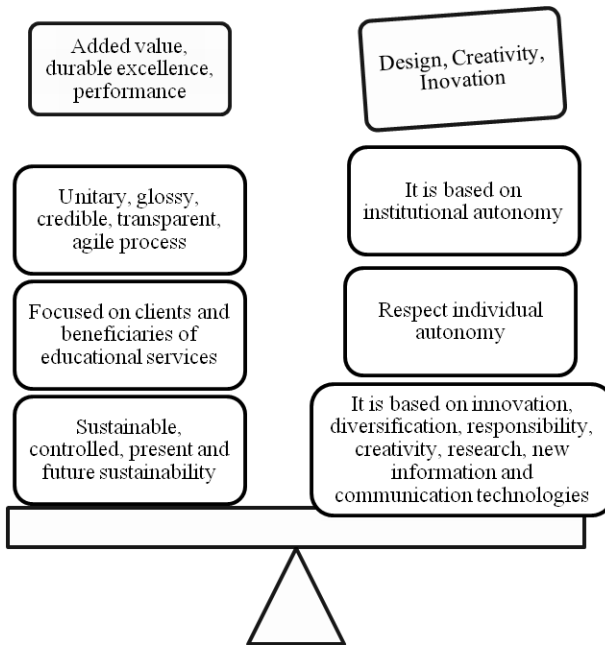


Figure No.2. The Variation of Sustainable Quality Management

Source: The authors' own concept about the balance of sustainable quality management based on Deming's model and EFQM adapted to education

Criticisms of traditional quality management theories are guided by a rationality built on the logic of competitive strategy transposed into the practice of today's organizations that face many gaps in moving the focus to local financial management in moving from multinational organizations to multilocal organizations, a coordinated system of institutional values. This local competition is increasingly felt at the level of education-providing organizations, given that strategic management is focused on the institution. [5], [6]

THEORY

The study uses ideas, approaches to different approaches, and models to which they have become reference authors, and obvious critical intentions have the role of analyzing dilemmas, current problems of present learning, and providing an overview of gaps to motivate as much as possible of many managerial actors and their instigation in quality in education and in noble real life.

Keeping the direction of this study, the authors followed the path of modern approaches to quality management theory with the desire to look for clear and safe indications that can not lead to a wrong path in education or to reach conceptual bottlenecks. Thus, Taylor used new methods by renouncing the linear organization, constituting specialized, functional compartments to remove the gap of time. Georg

Barth's disciple, Henry L. Gantt, promotes "harmonious co-operation" within the organization in order to increase productivity and return on services. [7]

Henry Fayol's policy has provided reference details of modern management, including self-improvement, discipline and order. However, due to the growing need to achieve high standards through the diversification of quality services, it has been observed that the above-mentioned indications neglected the organization's relations with the external environment.

Different from other specialists, Peter Drucker considered that the task of quality management to indicate a "growing, viable organism" to pursue greatness, to be emphasized here would be also the "conceptual extension" for understanding quality in education, as there was no unitary concept for something so complex that can be assimilated to the evolution of life itself.

Going all the way to Taylor, Elton W. Mayo added new notions to new concepts such as cohesion, self-esteem, arguing that "the human instinct of association is more important than the individual interest and logic of the rationale behind false management principles". [1], [7]

German Theodore Levitt continued the conceptual development in the direction of quality management sustainability through work at the Harvard Business School. "Marketing Myopia" has attracted attention on marketing and highlighted its importance in respecting the principles of competitive success through a management policy geared towards meeting the needs of the goods and services benefiting, with a "global notoriety".

RESULTS AND DISCUSSION

The issue of the sustainability of quality management in education has been developed on other occasions by supporting a conceptual model for improving the Romanian education in comparison to the complete success of the educational process in other states of the world.

At the same time, following Theodore Levitt's policy and conceptual model of "Perpetual Educational Marketing", it provides an overview of the marketing strategy correlated with the principles of quality management. It is based on the requirements of changing the field of education with a social impact on the consolidation of a collaborative organizational culture and is in line with the eight principles of quality management. [8], [9]

By correlating sustainable quality management policies with educational marketing, the vision of this research has strengthened the new conceptual approaches to this end presented in the study "Correlation between Educational Marketing and Quality Management Principles Associated with Education", like "reliability", "lordship" and all that.

Table No.1. Model of Policy Analysis and Educational Strategies

Source: The authors' own concept about evaluation and self-assessment criteria based on Michael Porter's Model

Force 1	Force 2	Force 3	Force 4
Uni-Superior Lordship	Customer Field	Pure Competition	Community
Vision, Mission, Clear Targets, Own Culture, Unique, Flexibility, Relative Stability, Climate of Excellence, Institutional Research, Value Creators, New Technologies	Benefit, Giving, Anticipation of needs, Satisfaction of beneficiaries' needs, Unique offer, High quality services, Diverse resources	Charisma, Grace, Rational Authority, Conservation of Authenticity and Traditions, Discovering Competitive Advantage, Collaboration	Programs, Projects, Grants, Fundraising, Entering the National and International Market, Entrepreneurship, Think Green

After a critical scan and reconnoiter of gaps such as negative experiences, attitudes, inaccessible language and insufficient quality management, several studies show that a smart growth strategy is needed to develop a knowledge and innovation system. Concentricity of quality in education needs a fusion code for the following elements such as creativity in taking over and developing existing and functional field lines at the level of the Romanian educational policy as a vortex with a compensatory technique in which the reference is sustainable excellence, authenticity. (Figure No. 3)

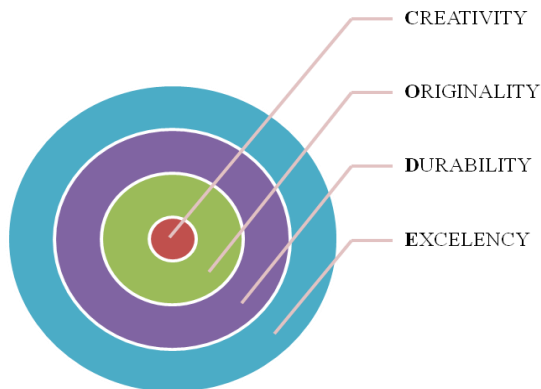


Figure No.3. The CODE of Sustainable Quality Management

Source: The authors' own concept about sustainable excellence

CONCLUSION

The rebuilding of trust in Romanian education is a difficult and lasting process, as it is a comprehensive policy-making structure of education with a strategic orientation to ensure the consistency between the goals of total quality management

and the necessary changes in national and international sustainability, in the context of globalization.

Quality education in education aims to improve the educational system, reflectivity, teamwork, ability to develop common visions, experimental research to make it easy to move from cognition to metacognition, to successfully implement procedural policies and strategies to achieve a strong, profound and sustainable sustainability.

Being a demanding and changing theme, research will continue in this direction and new process, theoretical and practical intersections will be sought for the development of diagnostic maps and managerial prognosis in the field of education.

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