

QUALITY OF THE EDUCATIONAL ACT IN PRE-UNIVERSITY EDUCATION

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REZUMAT: Trăim într-o societate dinamică, ce se află într-o continuă transformare, adaptare, mișcare. Schimbările majore din stilul nostru de viață și din obiceiurile noastre, induse de diferite influențe culturale, sociale, economice și tehnice, se reflectă și în educație. Mobilitatea crescândă a populației, a tehnicii și a tehnologiei, a simbolurilor și a informației schimbă sensul educației. Ca urmare, astăzi omul își construiește educația personală cu totul altfel decât mai demult. Pentru majoritatea indivizilor, educația este un mod „natural” și general acceptat de a-și construi identitatea, personalitatea „Învăță pentru a ști, învață pentru a crea/Inova, învață pentru a promova, învață pentru a te integra în comunitate”. Calitatea educației reprezintă ansamblul caracteristicilor unui furnizor și ale programului acestuia prin care sunt îndeplinite așteptările beneficiarilor și standardele de calitate. Din perspectiva Comisiei de Evaluare și Asigurare a Calității educației se poate considera faptul că, părerile și recomandările strânse de la elevi, părinți și profesori cu privire la activitățile școlare desfășurate în Școala Gimnazială „Colonel C. Langa”, constituie obiective/ținte strategice pentru anul școlar viitor.

Cuvinte cheie: standard de calitate, educație preuniversitară, misiune, educația personală, strategie didactică

ABSTRACT: We live in a dynamic society, which is in a continuous transformation, adaptation, movement. Major changes in our lifestyle and our habits, induced by different cultural, social, economic and technical influences, are also reflected in education. Increasing mobility of population, technology, symbols and information changes the meaning of education. As a result, today man builds his personal education altogether differently than before. For most individuals, education is a "natural" and generally accepted way to build their identity, personality "Learn to know, learn to create /Innovate, learn to promote, learn to integrate into the community." The quality of education represents the whole of the characteristics of a provider and of its program through which the expectations of the beneficiaries and the quality standards are met. From the perspective of the Commission for Evaluation and Quality Assurance of education it can be considered that the opinions and recommendations gathered from students, parents and teachers regarding the school activities carried out in the "Colonel C. Langa" School, are strategic goals /targets for the next school year.

Keywords: quality standard, pre-university education, mission, personal education, teaching strategy

1. INTRODUCTION

The school's mission is to educate young people in the spirit of democratic citizenship, while respecting equal opportunities in their preparation to be citizens of a united Europe. Our school has the mission to encourage students and teachers to fulfil their potential for knowledge and individual competences to adapt to a dynamic world [1].

The regulation of internal order was elaborated by consulting all the interested factors and by observing the norms of the Regulation of Organization and Functioning of the Pre-university Education Units [2]. The Internal Regulations summarize in content the rules on student work, teachers, support staff and non-teaching staff. Quality in education means a set of principles and practices that cross the entire educational environment in all its components, aimed

at obtaining superior results relative to standards and meeting the needs and expectations of beneficiaries of education.

In order to define a quality school we must go through everything, both the school climate and the physical environment-the curriculum, the relationships between teachers, students and the community [3, 4]. The concept of quality has been associated with some level or degree of excellence, value and merit, so with the explicit and implicit cultural values of a community or a nation. A proper concept of quality should be based on national culture, traditions and values, which we want to promote through sustainable social and economic development policies and strategies [5, 6].

Quality in education is ensured through the following processes: effective planning and realization of expected learning outcomes, monitoring

of results and internal evaluation of results, external evaluation of results and continuous improvement of results [7, 8]. Quality is dependent on the social values in which the respective education system operates [9].

2. EXPERIMENTAL PART

2.1. Materials and methods

Study on the quality of education was based on the responses from the survey conducted based on questionnaire.

QUALITY: (cf. CNCP) is the level of satisfaction offered by the effectiveness of the educational offer in the field of vocational education / training, a level established by reaching the required standards and with the excellent results required and to which not only the participants in the learning process contribute, but also other stakeholders.

QUALITY CONTROL includes the operational activities carried out to meet the quality requirements through the regulation of the performances and is a process of maintaining the standards, not of creating them.

QUALITY ASSURANCE - includes:

- the planned and systematic processes necessary to ensure an adequate degree of trust, so that the educational offer satisfies the necessary quality requirements;

- quality assurance activities, does not directly control the quality, usually involves the self-assessment of the organization based on predetermined standards.

- therefore, these activities set the organization's ability to provide professional qualifications to a certain standard.

Quality is related to the values and expectations of 3 main groups of users:

- the participants in the learning process;
- those who hire;
- society, in general.

QUALITY ASSURANCE OF EDUCATION

➤ is carried out through a series of actions to develop the institutional capacity for developing /planning/implementing study programs through which the confidence of the beneficiaries is formed that the education provider organization meets the quality standards;

➤ expresses the ability of a supplying organization to offer education programs in accordance with the required standards.

THE METHODOLOGY OF QUALITY ASSURANCE IN EDUCATION is based on the relationships established between the following

COMPONENTS: the criterion; standards and reference standards; performance indicators and qualifications.

PROCESSES through which quality in education is ensured are: effective planning and realization of expected learning outcomes; monitoring of results; internal evaluation of results; external evaluation of results and continuous improvement of education outcomes. The components and processes of quality assurance, as well as the relationships between them, differ according to:

- the level of education, and, if necessary, of training;

- the type of organization providing education;

- the type of study program.

QUALITY MANAGEMENT - ensures the quality of the learning programs and promotes continuous improvement.

In this paper, the investigation was conducted by administering three types of questionnaires for each category: for students, parents and teachers.

Interpretation of the answers from the questionnaires administered to the students, parents and teachers, at the end of the 2018-2019 school year, may constitute measures to improve not only the quality of the didactic or methodological-scientific activity, but also of the activity of the evaluation and quality assurance commission.

2.2. Results and discussions

1. Study on the degree of student satisfaction

The questionnaire was structured in 5 parts which include questions with references to:

- socio-demographic data;

- the attitude of the students towards the school in which they study;

- aspects related to the current activity in the school;

- teaching environment and conflict between teacher-student;

- measures to improve the evaluation activities.

The survey was carried out on a number of 232 students in the 5th, 6th, 7th and 8th grades from the "Colonel C. Langa" School, Miroslava, Iasi. The variables for identifying the socio-demographic data are: age and sex. The studied population was divided into 4 age groups, obtaining the following results: 11 years: 20.69%; 12 years: 23.28%; 13 years: 26.72%; 14 years: 29.31%. The distribution of the population studied according to the variable "sex" has the following form: 65.5% female and 34.5% male. To the question: **What is your attitude towards the "Colonel C. Langa" School?** Most students have a positive attitude towards the school in which they study (99.1%) and a very small number of students have a negative attitude (0.9%) On the question: **Do you like being a student at the "Colonel C.**

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Langa" School (Fig.2.1): it is noted that a large number of students are proud of the fact that they attend the Colonel C. Langa High School "(79%), some of them were more restrained, but they still like it (19%) and a very small number (2%) are indifferent.

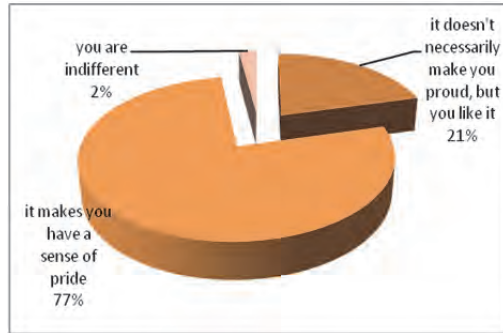


Fig. 2.1. The distribution of the students according to their satisfaction regarding the "Colonel C. Langa" School

Regarding the question: **Which of the following situations gives you a sense of pride towards the "Colonel C. Langa" High?** (Fig. 2.2) it is found that the reputation / tradition and the uniform are on the first place (26 answers), on the second place the teachers and the arrangement of classrooms (25 answers), on the third place a good preparation for the future (20 answers), the following opinions are tied (18 responses) regarding the existence of extracurricular activities and involvement in projects "your school" and participation in competitions and contests.

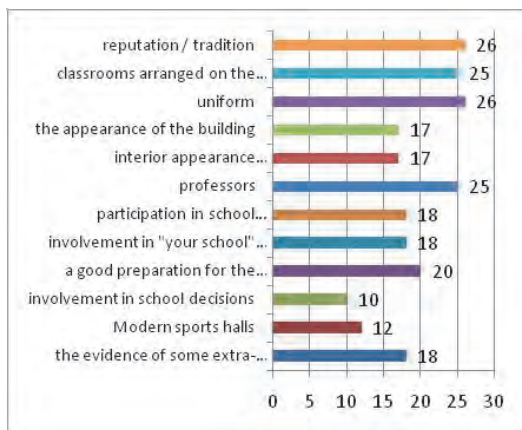


Fig. 2.2. Distribution of students according to their feelings regarding the "Colonel C. Langa" School.

There are also students who are not satisfied with the fact that they are not always involved in school decisions (10 answers) and the acquisition of modern gym equipment (12 answers). To the question: **What do you appreciate at your school?** it is also appreciated the teaching-learning activities and the preparation for life (48 answers), the necessary training for admission to the high school

(47 answers), the relation with the teachers (46 answers), proof that the didactic activity in general is appreciated in its various forms.

On the question: **What makes you unhappy at your school?** (Fig. 2.3) it was found that the students are dissatisfied with their participation in decision making (12%), by not being involved in projects (11%), by the internal regulation (9%), by the quality of the teaching and by the disagreements with the colleagues (5%).At other options, a large number of students (52%) stated that they were not satisfied, but there were also some answers in which the students were dissatisfied with not being involved in the "Week otherwise".

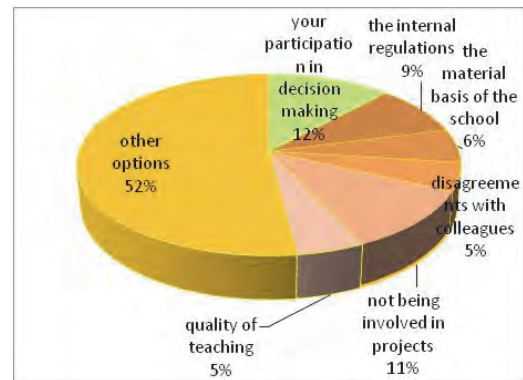


Fig. 2.3. School-related grievances.

To the question: **What do you think is essential to provide your school for a good preparation in the future?** (Fig.2.4.), the students appreciated the teacher training (23%), the textbooks (21%), the modern material base (19%), projects (14%), competitions and school competitions (12%) and security in school (11%).

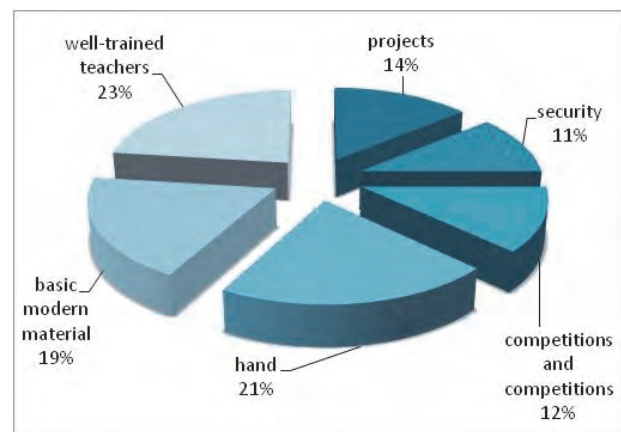


Fig. 2.4. Distribution of answers to the question What do you consider that it is essential to give you a good training school for the future?

To the question: **What do you think are the essential attributes of a good teacher?** The students made a ranking presented in Fig.2.5.

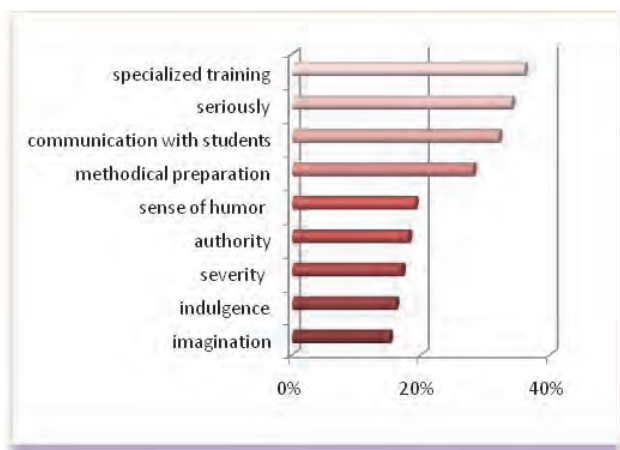


Fig. 2.5. Distribution of students according to the essential attributes of a good teacher.

To the question: **Do you consider that you have access to all the educational spaces in the school?** a large number of the students questioned (84%) replied that they had no problem reaching all the educational spaces of the school, (16%) of them considering that their access was restricted on certain occasions, they misinterpreted the access to the administrative and the teachers room space as educational spaces.

On the question: **From whom can you inform about school and extracurricular activity?** the overwhelming majority (220 students) of the respondents replied that the headteacher is the one from which they are most informed about the school and extracurricular activities. Other options were appreciated being the Student Council, the Director, the Secretary-room, the teachers room and the Noticeboard.

To the question: **What do you think is the cause of the student-teacher conflict?** (Fig.2.6.) half of the respondents considered the state of indiscipline as the main cause of the conflict between students and teachers but it cannot be neglected that 38 of the respondents (16%) stated that a cause of the conflicts between the teachers and students can be how the teacher communicates. Other causes that can lead to a dispute between students and teachers can be the dislike of the object of study (13% of the questioned) or of teachers (12%).

On the question: **What is the way of resolving these conflicts?** The answers were:

1. The student is punished (sanctioned) - 32
 2. Through teacher-student communication - 118
 3. Presentation of the situation in the teachers' council - 32
 4. Calling parents to school - 38
 5. Another option "whatever it is, the student suffers" (6), "the small marks put by the teacher" (6)
- More than half of the students surveyed (118) appreciated correctly that most conflicts are solved

by teacher-student communication, the other answers referring to the sanctioning of the student in case of a dispute (32), the presentation of the situation in the Council of Class Teachers (32) or the parents' call to school (38), probably due to personal examples. There are a multitude of factors that can constitute communication barriers.

All these barriers must be overcome through a communication education that involves:

- fostering self-knowledge through communication resources;
- familiarization with all forms of the communication process;
- discovering the communication resources of others;
- activation of communication skills;
- discovery of latent personal availability,
- optimal use of multiple channels for didactic transmission and reception;
- valorization of the integral communication.

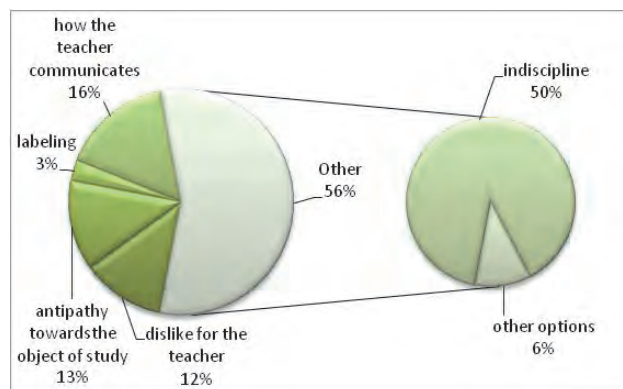


Fig. 2.6. Distribution of students according to the cause of the student-teacher conflict

The questions in the last part of the questionnaire referred to the activity, role and composition of the commission for evaluation and quality assurance of education. A negative aspect is the fact that although there were spoken on various occasions about the Commission for Evaluation and Quality Assurance, only 150 of the respondents heard about the existence of this commission and were able to provide answers regarding the role, the responsible person and the composition of this commission. , which will lead to a measure to correct this deficiency for the next school year. Among the aspects that require improvement, regarding the current activity and the quality of education in our school, the students interviewed specified:

- Discipline (stricter rules);
- Internal Order Regulations;
- Stronger involvement of students at school, extracurricular activities involving a greater number of students;

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- Increasing the material basis of the school (improvement of laboratories, differentiated arrangement of classrooms according to specific disciplines);

- Accentuated professionalism (well-trained teachers, moderate demands, better communication between teacher and student, additional training of students at school, differentiated training, activities by groups of students, extracurricular activities to develop students' creativity, practical lessons more often in laboratories);

- New manuals;

- Endowment with teaching materials;

- Teaching methods;

- Adequacy of these methods to the needs of the students.

2.3. Study on the degree of satisfaction of parents

The questionnaire addressed to parents is presented in Annex 2.

For the questionnaire addressed to the parents, 18 questions were administered (of which 3 had multiple answers in the form of a table), regarding the endowment of the school, the evaluation of the activity of the teachers (methodical and scientific training, teaching, evaluation) and the assessment of the management. In the final part of the questionnaire were administered questions regarding the activity of CEAC (the role and appreciation of its activity as well as recommendations regarding the activity of quality assurance of education).

✓ **The questionnaire addressed to the parents was structured in 4 parts comprising questions with references to:**

✓ **Socio-demographic data;**

✓ **Parents' motivation in choosing the school for their children;**

✓ **Parents' attitude towards the school where their children study.**

Measures to improve school management and assessment activities.

The survey was conducted on a total of 80 parents of students from Secondary School "Colonel C. Laga" Miroslava. The variables for identifying the socio-demographic data are: age, training/studies, sex and occupation

Regarding the question **To what extent do you appreciate the management of the school?**, it is clear from the answers provided that, in general, the management of the school is appreciated at a good and very good level.

Parents believe that greater efforts should be made towards greater involvement of local community representatives in school life, 31 of respondents finding satisfactory the level of community involvement in school life.

In general, parents have a positive opinion about the school management and the current activity in the school. The parents' arguments were varied and they referred to the level of teacher preparation and their high involvement in the education process, to the fact that "education is made", to the fact that education is the elementary basis and without education, it cannot be progressed in life.

Regarding the existence, role and activity of C.E.A.C., it is noted that a number of 12 parents have not heard of the existence of this commission, and 30 parents partially know the role and aspects of the activity of this commission. Parents' recommendations for improving educational services mainly referred to:

➤ strict compliance with the Internal Order Regulations (more discipline);

➤ the way of teaching more explicitly, the practical application of the theoretical knowledge;

➤ equipping the sports hall with modern equipment;

➤ equipping with computers at the level of all classes;

➤ improving hygiene conditions;

➤ greater involvement of teachers in students' lives;

➤ a higher demand for the involvement of parents in school life.

2.4. Study regarding the satisfaction of the teachers.

The questionnaire addressed to the teachers had a number of 16 questions that covered a wide range of aspects regarding the current activity in the school, the attitude towards students, towards management, towards the community, the actual didactic activity, the professional training, the opinions regarding the quality of education, recommendations, etc.

The survey was administered to 51 teachers who work in our school.

From the answers of the questioned teachers, regarding the human relations, of collaboration and mutual support, it is found that the dissensions at the level of the teaching staff or at the level of the auxiliary staff are rare and of small magnitude, generally finding a good level of cooperation and support reciprocally, the teachers offering their support in solving the different tasks, the working environment being a cooperative one.

From Fig. 2.7. it is found that, for the most part, the school's relations with other state or community bodies are cooperation and partnership relationships.

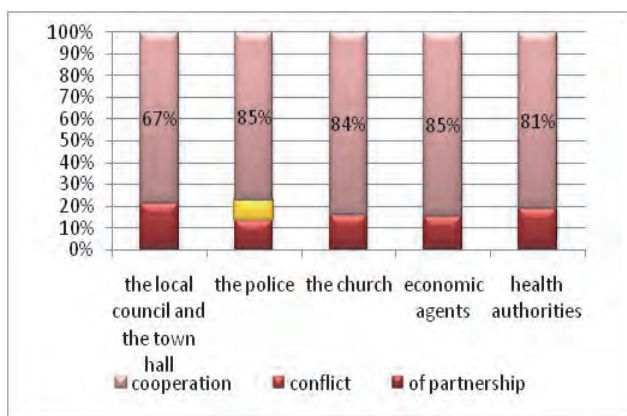


Fig.2.7. The answers of the teachers according to the relations with other institutions

At the question, "How does your direction support you in the extra activities you carry out in school?" (Justify by 3 examples) most teachers were limited to offering less than 3 examples, but from the answers offered it appears that the management support consists in providing space, logistics, through the direct presence, through direct participation sometimes, by ensuring communication with the external factors involved in the different projects. and partnerships.

Do you list the training and scientific and didactic training courses you attended in the last year?

a) From completing the 51 questionnaires, it appears that most of the teachers who responded to them have followed in the last school year a series of training and improvement courses in different disciplines: chemistry, philosophy, religion, foreign languages, physics, pedagogical sciences, classroom management, etc., which indicates an increased interest of teachers for professional development. It should be mentioned that some of them did not complete this section at all.

b) Of the desired training courses, we can highlight those related to educational management, information technologies and laboratory techniques.

The following are listed as recommendations in ensuring optimal conditions for the development of the quality of education:

- Involving all teachers in the evaluation and quality assurance of education;
- Compliance unanimously and fully the rules and school regulations;
- Ensuring a larger space for extra-curricular, practical or performance-training activities;
- Participation in a larger number of students in more varied, competitive extracurricular activities.

3. CONCLUSIONS

Regarding the activity of the teachers, the students consider it to be adequate and appropriate to their interests. Compared to the current activity and the didactic activities, there is a moderate state of satisfaction expressed by the students. The aspects of dissatisfaction are related to the material basis of the school, which requires improvement and the state of discipline that it claims to be deficient. Also, it can be appreciated that some of the students are not very involved in the activities related to the school, not participating in any extracurricular activities carried out in a quite large number in the previous school year. On the other hand, it is very clear that part of their educational needs or related to the school activity are neglected by the school what CEAC will consider in the operational plan for the following school year.

Positive assessment of parents regarding the conditions offered by the school, both in terms of the level of preparation of the teachers and their involvement in the level of preparation of the students and the quality of the management.

The aspects that should be improved are considered to be both the level of community involvement in the life of the school, as well as the authorities, but also the level of communication and understanding between teachers and students. It is very clear that measures must be taken in this direction, as well as greater involvement of parents in solving school problems or promoting the school. The quality of education is given by the quality of the communication act.

There is another requirement: preparing the future trainers/perfecting the current educators in one specialized framework, in an educational communication laboratory.

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