Quality Management and Leadership in Education

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Abstract: *Increasingly, the notion of manager is confronted with that of leader. The literature written on this subject is considerable (John P. Kotter and Abraham Zaleznik being only two of the sound names that can be mentioned in this endeavor). Zaleznik proposed that managers were results driven and leaders were creative artists. Kotter proposed that leaders navigated change and managers navigated complexity. John P. Kotter says that today's managers need to know how to lead, be managers and leaders. The differences are: 1. Management is more formal and scientific than leadership. Management is an explicit set of tools and techniques, based on reason and testing, that can be used in a variety of situations; 2. Leadership involves having a vision of where the organization should go; 3. Leadership demands cooperation, teamwork. Researcher Warren Bennis said, "Managers are people who do things right, and leaders are people who do right things." Organizations need both. So what does leader mean, what does manager mean? Why are these concepts being put so often face to face? A management specialist, P. Drucker (1954) draws a first distinction: management means doing the right thing, and leadership means doing the right thing. Such an opinion is continued by S. R. Covey (1990): "management is efficient in ascending on the scale of success, and management determines whether the ladder is placed on the right wall". In other words, the manager manages, organizes, the leader has a vision. Such a direction of analysis is illustratively supported by the metaphor of the road through the jungle: in organizing and conducting this expedition - often similar to the activity of organizations to achieve the proposed objectives - the manager prepares the tools, distributes them to the participants, writes and debates procedural manuals, in time what the driver looks for the direction, the path, has a certain sense for finding the best way. Thus, while the manager generates orders, organization, the leader creates and causes change, draws directions not only objectives, sets directions not only agendas, seeks new resources does not rationally allocate only existing ones. Assuring quality management inevitably brings multiple changes of substance and size in terms of philosophy and management practice at the level of the Romanian school. The concept of quality management necessarily includes the notion of leadership. The multiple researches carried out over time on quality management in education have consistently nominated among the factors that generate and feed this efficiency, the idea of leadership. Thus, the quality of leader of the manager is considered fundamental for ensuring quality management in the school, and the school is considered effective.*

Keywords: *management, leader, leadership, quality management, education*

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1. Introduction

The main goal of management and leadership is to provide direction, facilitate change and achieve results through the efficient, creative and responsible use of resources.

Quality management and leadership in education play a vital role in achieving quality objectives through planning, monitoring, quality assurance and improvement, by involving all staff at the system level.

Quality management can be defined as the science and art of mobilizing available resources to ensure the set of expressed or implicit properties and characteristics of products or services.

Leadership is one of the most important attributes of an effective manager, but it is also the most common flaw among managers.

Normally institutions promote the most talented in managerial positions, but effective leadership is a skill that is developed through training, instruction and experience.

One of the most important factors in building the organizational culture is due to the particularities of the interactions between the employees, the leadership and the quality of the organizational communication.

Quality management and leadership in education ensure the quality of learning programs and promote continuous improvement, the two coordinates of a culture of excellence.

Management develops the institution's mission, vision, values, policies and strategies and is responsible for ongoing monitoring of systems and processes.

Quality management and leadership are concepts more than ever today, being ultimately performance, both as excellent and purpose in itself, and as a responsibility to some basic rules, but especially of some needs and expectations.

Quality management and leadership have as main purpose the performance orientation of the institution on all dimensions of its activity.

Educational leadership is highlighted in the literature as the most democratic and effective form of leadership of an organization. A history of the evolution of the concept, made by management theorists (Early, 2011) showed the close, stimulating link between employees and leaders of

organizations, this fact leading some to become leaders, while leaders are held accountable by assigning moral principles to complement their leadership status.

The managers of the school organizations stand out as factors of change, in the hypostasis of those transformational leaders, able to mobilize the entire team to ensure the quality of educational services.

Below are presented studies based on the investigation of the perception of the quality of education, conducted in the period 2015-2020. The mentioned works are relevant for investigating the perception on the quality of education, their authors being from different parts of the world, on different educational levels: primary, secondary, high school, university; research topics and approaches are original and adapted to current educational policies; research tools and methods are designed and developed in accordance with the purpose and objectives of the research; participants belong to different categories: teachers, pupils, students, parents, other people, come from different backgrounds, have different ages; and the results lead to conclusions in favour of a quality-focused organizational culture and will allow for additional multidimensional analysis for future research.

Table 1. Studies based on the investigation of perception on the quality of education

No.	Author	Year	Research	Instrument	Participants	Conclusions
1	L. K. Ejionueme	2015	Application of Total Quality Management (TQM) in Secondary School Administration in Umuahia Education Zone	“Questionnaire on Application of Total Quality Management in secondary School Administration (QATQMSSA)”	358 principals, deputy principals, teachers	Significant difference between the average ratings of principals, deputy principals and teachers
2	N. Ravindran & R. Karpaga Kamaravel	2016	Total quality management in education: prospects, issues and challenges	Theoretical research		

3	E. Kolanowska et al.	2016	EIQAS Enhancing internal quality assurance systems ERASMUS + PROJECT 2014-2016	QUESTIONNAIRE survey on Part 1 of the european standards and guidelines for quality Assurance and internal quality assurance systems		
4	C. Karageorgos, et al.	2017	Validity and Reliability of Total Quality Management Questionnaire in Greek Primary Education Settings	55 items questionnaire	112 teachers - 55 men - 57 women	construction of a reliable questionnaire focused exclusively on TQM
5	F. Taahyadin et al.	2018	Total Quality Management in School	Cross-poll based on a Questionnaire with 15 items	375 teachers	the quality level of traditional daily schools in Kedah is average
6	K. Nasim et al.	2019	Twenty years of research on total quality management in Higher Education: A systematic literature review	search terms; study selection and data extraction.		Research topics, unit of analysis, research methodology, country of origin and disciplinary affiliation of the author.
7	K. R. Murtadlo, Khofidotur	2019	Total Quality Management: Developing Schools Qualities	Theoretical research		
8	M. del Carmen Olmos-Gómez et al.	2020	Quality of Higher Education through the Pursuit of Satisfaction with a Focus on Sustainability	Questionnaire	1091 121 teachers 510 students 469 people	The results of this study will allow additional multidimensional analysis for future research.

Source: Author's own contribution

2. Exploratory research to investigate the perception of teachers in pre-university education towards quality management and leadership in education

The general objective of the research is to identify the perception of teachers in pre-university education towards various aspects of quality management education.

This general objective corresponds to a series of specific objectives, which are derived from it, as follows: exploring the perception of specific concepts of quality management and leadership in education, standards of education quality assurance, advantages of implementing standards, the role of teachers in management quality of education, problems encountered in quality management and leadership in education, causes of these problems and their solutions.

Research hypotheses

1. Quality management and leadership in education is frequently associated by teachers with the level of performance.
2. Most teachers appreciate that standards for ensuring the quality of education in pre-university education are needed.
3. In the perception of teachers, the advantages of implementing quality assurance procedures aim to increase the prestige of the school.
4. The main role of teachers in pre-university education regarding the quality management of education is that of leader.
5. The problems that intervene in the quality management and leadership in education in the perception of teachers in pre-university education are of a material nature.
6. In the perception of teachers, the causes of the problems involved in quality management and leadership in education are determined by the lack of resources.
7. The proposed solutions for preventing and / or eliminating the problems involved in quality management and leadership in education aim at efficient resource management.

3. Research method

3.1. Participants

In order to carry out the research, the aim was to investigate the perception of 30 teachers in pre-university education towards quality management of education. Depending on the independent variables, the sample is divided into different categories. According to the residential environment variable, 14 teachers are from urban areas (80%) and 16 teachers are from rural areas (20%).

3.2. Materials and instruments

The main concept of quality management and leadership in education has been operationalized in several characteristic elements. These define the perception of teachers in pre-university education towards the following aspects: • words and phrases related to quality management and leadership in education; • standards for ensuring the quality of education in pre-university education; • the advantages of implementing these standards; • the role of teachers in quality management and leadership in education; • problems encountered in quality management and leadership in education; • causes of these problems; • solutions to solve problems. The dependent variables are represented by the problematic aspects encountered in the management of the quality of education. The independent variables are the following: environment of residence (urban, rural), professional experience (0-5 years, 5-10 years, 10-30 + years), courses in the field (yes, no), membership in the quality assurance commission Yes No).

In the present exploratory study, the method of semi-structured or poorly conducted interview is used, due to the fact that it offers freedom to present the topic and objectives (Gugiuman et al., 1993). According to M. Angers (1996), the semi-structured interview (semi-directive) is a technique of scientific investigation, used either for an isolated individual or for a group of individuals, which allows a semi-directive interrogation in order to obtain some in-depth data they have.

As a variant of the semi-structured interview, the guided or free-answer interview is used (Mayer, 2000). It offers a lower degree of freedom than an unstructured interview, as its conduct is based on a series of pre-prepared topics or statements. Unlike the forms of unstructured interview

(clinical interview and in-depth interview) and those of structured interview (with open statements, with closed statements), the interest for the person tends to decrease even more in favor of the one for a specific topic.

The interview guide is an organized set of themes and / or statements that structure the activity of listening and intervention of the interviewer (Curelaru, 2007, p. 199). Rotariu and Iluț (1999) specify that interview guides know a wide variety of forms, starting from some that include only a few more general topics, to others with a long list of specific topics and statements.

Interviews are followed by their transcription, coding, analysis and interpretation of data. The coding of the data obtained through the interviews is performed in accordance with the analysis method chosen (Popa, 2009).

The main advantages that support the use of this method for establishing E.V.P. are: in-depth approach to the research topic, flexibility of the method, high control of the situation, observation of non-verbal behaviors, high response rate (Angers, 1996; Sarantakos, 1998).

The method can be adjusted for various types of investigation, various purposes and destinations. High control of the situation refers to the fact that the interview method provides the operator with the control of the sequence of statements, their adaptation to the subject, the possibility of correcting the answers, etc. Through the interview it is possible to ensure the formulation of the answers to all the statements, which allows the accumulation of all the data necessary to verify the research hypotheses. On the contrary, the non-response rate is very high in the case of the questionnaire.

3.3. Procedure

The application of the questionnaires was made between April and May 2020, on teachers from pre-university education, belonging to different schools in Neamț and Bacău counties. The interview was applied online through the Google Meet Platform. Participants had a free answer to a number of 7 statements on various issues related to quality management and leadership in education. The effective application of the questionnaires consisted in completing the fields of the questionnaire. Participants were

given the necessary time to complete the questionnaires in full, as a result of the detailed analysis involved. It was also tried to eliminate the facade trend, by emphasizing that there are no wrong or correct answers, but only personal ones.

4. Results

The results obtained in the exploratory research are interpreted and analyzed in accordance with the perception of teachers in pre-university education towards quality management and leadership in education, corresponding to the general hypotheses.

H1. Quality management and leadership in education is frequently associated by teachers with the level of performance.

For the interpretation of general hypothesis 1, the frequency for each category of answers was calculated and the percentages will be specified.

Table 1. The results obtained in terms of teachers' perception of the association of words and expressions related to quality management and leadership in education.

Nr.	Categories	Frequency	Percentages
1.	Professionalism	10	33%
2.	Performance	6	20%
3.	Equal opportunities	5	17%
4.	Involvement	4	13%
5.	Standards, quality descriptors	3	10%
6.	Responsibility	2	7%

According to the graphically represented data, it is observed that 33% of the teachers mentioned the word professionalism as relevant when we talk about quality management and leadership in education. For the fewest teachers in the research group, the word responsibility is associated with quality management and leadership in education.

H2. Most teachers appreciate that standards for ensuring the quality of education in pre-university education are needed.

In order to interpret the general hypothesis 2, the frequency for each category of answers was calculated and the percentages will be specified.

Table 2. The results obtained regarding the teachers' perception towards the standards of quality assurance of education at the level of pre-university education.

Nr.	Categories	Frequency	Percentages
1.	Too many standards	7	23%
2.	Rigid	5	17%
3.	Unrealistic	4	13%
4.	They are beneficial	3	10%
5.	Necessary	11	37%

According to the graphically represented data, it is observed that 23% of the teachers stated that there are too many standards, 37% of the teachers having different answers.

H3. In the perception of teachers, the advantages of implementing quality assurance procedures aim to increase the prestige of the school.

The interpretation of the general hypothesis 3 was made by calculating the frequency for each category of answers and the percentages are specified.

Table 3. The results obtained in terms of teachers' perception of the advantages of implementing standards for ensuring the quality of education in pre-university education.

Nr.	Categories	Frequency	Percentages
1.	Reducing school dropout	12	40%
2.	Qualified human resources	7	23%
3.	The prestige of the school institution	5	17%
4.	Secure school environment	3	10%
5.	Other	3	10%

Starting from the graphically represented data, it is observed that 40% of the interviewed teachers put as a first advantage the reduction of school dropout, 10% of the teachers having different answers. For the

fewest teachers in the research group, the advantage of implementing the standards of quality assurance of education are listed as the safe school environment.

H4. The main role of teachers in pre-university education regarding the quality management of education is that of leader.

The interpretation of the general hypothesis 4 was made by calculating the frequency for each category of answers and the percentages are specified.

Table 4. The results obtained in terms of teachers' perception of the role they play in achieving quality management and leadership in education.

Nr.	Categories	Frequency	Percentages
1.	Central role of leader	15	50%
2.	Relationship and communication	7	23%
3.	Adjustment and orientation	3	10%
4.	Other	5	17%

According to the graphically represented data, it is observed that 50% of the interviewed teachers consider that their main role in quality management and leadership in education is a central one, leadership, 17% of teachers having different answers. For the fewest teachers in the research group, their role in quality management and leadership in education is that of regulation and guidance.

H5. The problems that intervene in the quality management and leadership in education in the perception of teachers in pre-university education are of a material nature.

The interpretation of the general hypothesis 5 was made by calculating the frequency for each category of answers and the percentages are specified.

Table 5. The results obtained in terms of teachers' perception of the problems they found in quality management and leadership in education.

Nr.	Categories	Frequency	Percentages
1.	Material order	14	47%
2.	Bureaucracy	7	23%

3.	Non-involvement of the family	6	20%
4.	Lack of qualified teachers	3	10%

According to the graphically represented data, it is observed that 47% of the interviewed teachers consider that the main problem in quality management and leadership in education is material. For the fewest teachers in the research group, a special problem in quality management and leadership in education is that there are no qualified teachers.

H6 .In the perception of teachers, the causes of the problems involved in quality management and leadership in education are determined by the lack of resources.

The interpretation of the general hypothesis 6 was made by calculating the frequency for each category of answers and the percentages are specified.

Table 6. The results obtained in terms of teachers' perception of the causes of the problems they found in the management of quality education and leadership in education.

Nr.	Categories	Frequency	Percentages
1.	Limited financial resources	14	47%
2.	Unmotivated salary	7	23%
3.	Lack of education	6	20%
4.	High cost of training courses	3	10%

H7. The proposed solutions for preventing and / or eliminating the problems involved in quality management and leadership in education aim at efficient resource management.

The interpretation of the general hypothesis 7, was made by calculating the frequency for each category of answers and the percentages are specified.

Table 7. The results obtained in terms of teachers' perception of the proposed solutions for preventing/eliminating problems in quality management and leadership in education.

Nr.	Categories	Frequency	Percentages
1.	Careful management of financial resources	13	43%
2.	Incentives for teachers	7	23%
3.	Parents' school	5	17%
4.	More free training courses	3	10%
5.	Other	2	7%

According to the graphically represented data, it is observed that 43% of the interviewed teachers consider that the main solution in preventing / eliminating problems in quality management and leadership in education is the careful management of financial resources.

For the fewest teachers in the research group, the solution to the problems in quality management and leadership in education would be the existence of free training courses.

5. Discussions

Quality Management and Leadership in Education means strong managers with leadership skills who: imprints the vision and mission of the school to all stakeholders at the level school and community; set goals for the school together with the school staff and articulate these goals with clarity, responsibility, conviction; encourages teamwork at all levels of the school; they consider the professionalization and continuous improvement of the staff; motivates staff and systematically cultivates forms of recognition and celebration of success; promotes the efficient use of school resources.

6. Conclusions

The conclusions that emerge from the applicative part are systematized by reference to the research hypotheses. The exploratory study had as general objective the identification of the perception of teachers in pre-university education towards different aspects of quality management and leadership in education:

- For most teachers, the word professionalism is closely related to quality management and leadership in education;
- 23% of the surveyed teachers consider that there are too many quality standards;
- Identification as the first advantage of quality management and leadership in education - reducing school dropout;
- 50% of teachers consider that their role in quality management and leadership in education is central, leading;
- The main problem in quality management and leadership in education is limited material resources;
- The main cause of the above-mentioned problem is the allocation of insufficient funds;
- The solution to the material problem would be the careful management of financial resources and the allocation of a higher percentage of financial resources.

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