

## **Study on the need to develop a new mentality in the management of the school organizations**

Elena Pirvan (Oprescu),

*PhD Valahia University of Târgoviște, Doctoral School of Economic and Humanities,  
Târgoviște, Romania*

---

**Abstract:** The quality of education is an essential aspect of contemporary society and the guarantor of a successful economy. In order to achieve a quality education, an innovative management is needed to transform the school organization into an organized social framework. The management of the school organization is developed following the needs of the school organization and also those of the society. The improvement of quality management in school organizations is based on the formation of a new model of thinking and behavior, a new attitude towards work and the development of some values. The quantitative research was carried out on a sample of 350 teachers from the Dambovitza County, both in urban and rural areas. The results obtained highlight the prospects for improving quality management in school organizations.

**Keywords:** quality, education, quality management

**JEL Classification:** I21

---

### **1. Introduction**

A common problem in contemporary society is quality, it generates evolution and development. Quality is an objective both in social and professional life, but it is also reflected in personal life. The accession to the European Union accentuated even more the idea of quality in the Romanian society. At European level, educational policies have been launched which, adapted to the national context, are the directions for achieving quality education. The quality of education is also determined by the quality of the school organization, the characteristics of the product or service and the extent to which it meets expectations. Quality management in education aims to achieve an educational process that reaches the level set by the standards in the field and to obtain very good results. Improving quality management in school organizations is determined by the cultivation of European values, a development of a new mentality and openness.

### **2. Problem statement**

Education is a process of wide and conscious, systematic influence, oriented towards the development of the moral, intellectual, psychological, aesthetic and technological faculties of children (Calares, C., Goncear, E., 2009). The individual fulfills, within the society, simultaneously the role of educated, but also of educator, and thus realizes an act of education. From a philosophical perspective, education is a complex social act because it shapes and forms the human personality. The school organization must not only meet the needs of the beneficiaries, but also exceed their requirements. All this is determined by responsible institutions that bring added value and created value. The educational management is based on the formulation of an interdisciplinary strategy, focused on the investigation of the events that intervene in the organization process, the development of a pedagogical activity that includes the management of educational programs. Quality management in the educational system refers to the ability to capitalize on all resources to meet the requirements of the educated, to make a permanent assessment, to make the best decisions, to achieve and promote quality. Development strategy in the field of education promotes European ideas in the field of quality, but also the national specificity. It refers to cross-border mobility, lifelong learning, the development of social education, awareness of the common European identity. Improving quality management in school organizations starts from the development of principles related to European goals, including capitalizing on cultural identity, lifelong learning, cultivating values such as equity, trust, solidarity, effectiveness, autonomy.

### **3. The Methodological Framework of the Research**

The size of the sample: the sample consists of 350 teachers from secondary school units, both in rural and urban areas, in Dâmbovița County. For this research was used non-randomized sampling. The research was conducted through surveys and is quantitative, using face-to-face interview methods and using the internet, based on a questionnaire.

The questionnaire contains 5 main subjects, with 22 items, corresponding to the testing of the two working hypotheses. The questionnaire was built based on five-step semantic differential assessment scales and the Likert scale. Processing of the questionnaire was made in the database created in the SPSS.

### 3.1 Research objectives:

- Establishing perspectives the development of a new mentality in school organizations
- Identifying of essential attitudinal elements of in improving quality management in school organizations

### Research hypotheses:

- The transformation of the school into an institutional factor of education achieved in an organized social framework determines the increase of quality in education
- The implementation of the European directions in the field of quality and the capitalization of the national specificity determines the improvement of the quality management
- Implementing a new model of thinking and behavior through quality management ensures the quality of education in the current pandemic context and in future situations

### 3.2. The results

Regarding the appreciation of the cultivation of local, national and European values, the leading teachers consider in a large proportion of 85.3% that this aspect is very important, and 14.7% consider that it is important. The distribution of answers provided by teachers with executive positions is wider than those in management, but retains a high proportion of 78% appreciation as very important is the aspect of cultivating local, national and European values, which is the current approach to the concept of quality for the future in education. (table 1) The asymmetry of the histograms made according to the type of respondent highlights the distribution of the answers mainly for the variants of intense appreciation of this item. (figure 1)

Frequency of responses for assessing the cultivation of local, national and European values

			Cultivating local, national and European values				Total
			Unimportant	A little bit important	Important	Very important	
Respondent type	Managing position	Count	0	0	5	29	34
		% within tip respondent	0.0%	0.0%	14.7%	85.3%	100.0%
	Execution function	Count	1	18	44	223	286
		% within tip respondent	0.3%	6.3%	15.4%	78.0%	100.0%
Total		Count	1	18	49	252	320
		% within tip respondent	0.3%	5.6%	15.3%	78.8%	100.0%

Regarding the item on the appreciation of education as a process and a phenomenon, the options offered by the respondents are:

- very important, by 76.5% of those with management functions and 83.6% of those with executive functions
- importantly, by 23.5% of those with management positions and 14% of those with executive positions
- not very important by the personnel with executive functions, in very small proportions of 2.1%. (Table 4.61)

The histograms of the answers for the appreciation of education as a process and a phenomenon, demonstrate the tendency of asymmetry towards the variants of intense appreciation. (figure 2)

Frequency of responses for the appreciation of education as a process and a phenomenon

			Education is a process and a phenomenon				Total
			Unimportant	A little bit important	Important	Very important	
Respondent Type	Managing function	Count	0	0	8	26	34
		% within tip respondent	0.0%	0.0%	23.5%	76.5%	100.0%
	Execution function	Count	1	6	40	239	286
		% within tip respondent	0.3%	2.1%	14.0%	83.6%	100.0%
Total		Count	1	6	48	265	320
		% within tip respondent	0.3%	1.9%	15.0%		

Regarding the item “appreciation of management focused on objectives, communication, creative involvement, realistic decisions”, the registered answers demonstrate the intense appreciation, through the very important variant, chosen by 88.2% of the staff with management positions and 72.4% of the staff with positions of execution, 11.8% of those with management positions consider it important, while of the total number of executives with executive function 25.9% consider it important and 1.7% consider it to be unimportant. (Table 4.69). The graphic distribution of the answers for the appreciation of the management focused on objectives, on communication, creative involvement, realistic decisions, highlights peaks in the distribution curve, corresponding to the variants of maximum appreciation of the statement, from the responding teachers. (figure 4.69) Frequency of responses for the assessment of management focused on objectives, communication, creative involvement, realistic decisions

			Goal-oriented management, communication, creative involvement, realistic decisions			Total
			A little bit important	Important	Very important	
Respondent type	Managing function	Count	0	4	30	34
		% within tip respondent	0.0%	11.8%	88.2%	100.0%
	Execution function	Count	5	74	207	286
		% within tip	1.7%	25.9%	72.4%	100.0%

	respondent				
Total	Count	5	78	237	320
	% within tip respondent	1.6%	24.4%	74.1%	100.0%

Regarding the item on the appreciation of creative involvement in educational management, as a basic element of quality management, the options offered by respondents are:

- very important, by 94.1% of those with management positions and 83.9% of those with executive positions
- importantly, by 5.9% of those with management positions and 14% of those with executive positions
- not very important by the personnel with executive functions, in very small proportions of 1.7%, respectively 0.3% consider this aspect very little important. (Table 4.74)

Frequency of responses for assessing creative involvement in educational management

			Creative involvement				Total
			Unimportant	A little bit important	Important	Very important	
Respondent Type	Managing function	Count	0	0	2	32	34
		% within tip respondent	0.0%	0.0%	5.9%	94.1%	100.0%
	Execution function	Count	1	5	40	240	286
		% within tip respondent	0.3%	1.7%	14.0%	83.9%	100.0%
Total		Count	1	5	42	272	320
		% within tip respondent	0.3%	1.6%	13.1%	85.0%	100.0%

Source: made by the author

The histograms of the answers for the appreciation of the creative involvement in the educational management, as a basic element of the quality management, depending on the criterion of the position occupied in the educational unit, show the tendency of asymmetry towards the variants of intense appreciation.

The frequency of responses to assess the importance of increasing access to education through social education and equal opportunities policies demonstrates, according to Table 4.77, the following:

- 82.4% of the total respondents with management positions and 90.9% of the total respondents occupying executive positions appreciate this item as very important,
- 17.6% of the total respondents occupying management positions and 8.4% of the total respondents occupying executive positions appreciate this item as important,
- a subunit percentage of the total respondents occupying executive positions considers this item to be unimportant.

The graphic representation of the answers for the appreciation of the importance of increasing the access to education through social education and equal opportunities policies, highlights peaks in the distribution curve, with preponderance to the variants of maximum appreciation of the statement. (figure 4.77)

Table 4.77. Frequency of responses to assess the importance of increasing access to education through social education and equal opportunities policies

			You consider it important to increase access to education through social education and equal opportunities policies			Total
			A little bit important	Important	Very important	
Respondent type	Managing function	Count	0	6	28	34
		% within tip respondent	0.0%	17.6%	82.4%	100.0%
	Execution function	Count	2	24	260	286
		% within tip respondent	0.7%	8.4%	90.9%	100.0%
Total		Count	2	30	288	320
		% within tip respondent	0.6%	9.4%	90.0%	

The frequency of responses to assess the importance of collaboration between the school organization, the economic sector and society / community, highlights the following options offered by survey participants:

- very important, by 88.2% of those with management positions and 86.7% of those with executive positions
- important, by 11.8% of those with management positions and 11.9% of those with executive positions
- not very important, by the personnel with executive functions, in very small proportions of 1%, respectively 0.3% consider this aspect very little important. (Table 4.87)

Histograms of responses to assess the importance of collaboration between the school organization, the economic sector and society / community, depending on the criterion of the position held in school, shows the tendency of asymmetry towards the variants of intense appreciation of this approach. (figure 4.87)

Frequency of responses to assess the importance of collaboration between the school organization, the economic sector and society / community

			How do you appreciate the importance of collaboration between the school organization, the economic sector and society or the community				Total
			Unimportant	A little bit important	Important	Very important	
Respondent type	Managing function	Count	0	0	4	30	34
		% within tip respondent	0.0%	0.0%	11.8%	88.2%	100.0%
	Execution function	Count	1	3	34	248	286
		% within tip respondent	0.3%	1.0%	11.9%	86.7%	100.0%

Total	Count	1	3	38	278	320
	% within tip respondent	0.3%	0.9%	11.9%	86.9%	100.0%

Regarding the item referring to the appreciation of the importance of the development of the European education area, 82.4% of the respondents with leadership position consider this aspect very important, and 17.6% consider it important. Execution respondents consider this item to be very important, of 89.2%, very important, while 8.4% consider it important, and a percentage of 2.1% consider the professionalization of the teaching career in the context of changing the quality management paradigm, in while 0.3% state that this approach is very unimportant. (Table 4.91)

			Assess the importance of developing the European area of education				Total
			Unimportant	A little bit important	Important	Very important	
Respondent type	Managing type	Count	0	0	6	28	34
		% within tip respondent	0.0%	0.0%	17.6%	82.4%	100.0%
	Execution function	Count	1	6	24	255	286
		% within tip respondent	0.3%	2.1%	8.4%	89.2%	100.0%
Total		Count	1	6	30	283	320
		% within tip respondent	0.3%	1.9%	9.4%	88.4%	100.0%

The frequency of responses to assess the relevance of the European cooperation framework for improving quality management demonstrates a massive appreciation of the “very important” response option, in majority percentages, both among those with management positions, 82.4% and among those with functions of execution, 72.4%. Also, 17.6% of the management staff and 23.8% of the execution staff consider this item important, and 3.8% of the execution staff consider the extent to which the quality in the organization increases through a European framework of adequate cooperation (Table 4.94)

Frequency of responses to assess the relevance of the European cooperation framework for improving quality management

			European cooperation framework			Total
			Unimportant	Important	Very important	
Respondent type	Managing function	Count	0	6	28	34
		% within tip respondent	0.0%	17.6%	82.4%	100.0%
	Execution function	Count	11	68	207	286
		% within tip respondent	3.8%	23.8%	72.4%	100.0%
Total		Count	11	74	235	320
		% within tip	3.4%	23.1%	73.4%	100.0%

	respondent				
--	------------	--	--	--	--

The response graph confirms the frequency of the most appreciated variants, offered by the management and execution staff, in assessing the relevance of the European cooperation framework for improving quality management.

Regarding the item “efficiency of a common European base of educational practices for quality management innovation”, the registered answers highlight the intense appreciation, through the very important variant, chosen by 88.2% of the personnel with management functions and 86.7% of the personnel with executive functions. A percentage of 11.8% of the leading teachers consider this aspect important, while out of the total number of executives with an executive function, 11.2% consider it important, 1.7% consider it to be unimportant and 0.3% very unimportant. (Table 4.96)

Table 4.96. Frequency of responses to assess the effectiveness of a common European basis of educational practices for quality management innovation

			Evaluate the effectiveness of a common European base of educational practices for quality management innovation				Total
			Unimportant	A little bit important	Important	Very important	
Respondent type	Managing function	Count	0	0	4	30	34
		% within tip respondent	0.0%	0.0%	11.8%	88.2%	100.0%
	Execution function	Count	1	5	32	248	286
		% within tip respondent	0.3%	1.7%	11.2%	86.7%	100.0%
Total		Count	1	5	36	278	320
		% within tip respondent	0.3%	1.6%	11.2%	86.9%	100.0%

The histograms of the answers for assessing the efficiency of a common European base of educational practices for quality management innovation, keep the tendency of asymmetry towards the variants of intense appreciation.

Correlation coefficients were mainly used to test the research hypotheses, which determine, depending on the values obtained, the degree of association or connection, or if there is a linear relationship between two or more variables. There are several types of correlation coefficients. useful in testing the hypotheses, among those used in the present scientific approach are: Pearson's coefficient, Spearman's coefficient and Kendall's coefficient<sup>1</sup>.

The analysis of the scores obtained for each statement, in relation to the total score, validates the study hypotheses.

#### 4. Conclusions

Quality management at the level of school organizations needs to develop a new approach that will provide training services related to the needs of society. For this, the school organization must cultivate a set of values, be open, continuously adapt to the external environment, implement projects developed by capitalizing on the national specificity adapted to European trends. It is necessary to rethink the management of the school organization through innovation in all departments, thus becoming able to adapt to new learning situations and contexts. The current situation highlights old problems of the system, in particular equity and equal access to education. Solving them involves thinking of a long-term strategy for implementing innovative learning. The educational ecosystem needs strategic partnerships to support the management of the school organization. These determine actions that target both the managerial process and the educational process as a whole. The foundation of an efficient quality management is obtained through complex measures and actions both at the level of the system and of the organization.

**Bibliography:**

- [1]. Cățoiu, I., coord., (2009), Marketing-research- treaty , Uranus Publishing House, Bucharest
- [2]. Enătescu, A.M and Enătescu, M., (2000), Quality. Commented terminology, Technical Publishing House, Bucharest
- [3]. Istrate G., (2012), Educational Management between Tradition and Innovation, Bibliotheca, Târgoviște
- [4]. Maican, D., (2001), Human Resources Management, Teaching Staff- Resource Center Publishing House, Slatina – Olt
- [5]. Ristea A.L., Ioan-Franc V., Popescu C., (2017), Methodology and scientific research, Expert Publishing House
- [6]. Stegăroiu I., Niculescu C., (2000), Excellence in management, Bucharest: Editura Niculescu