

Exploratory Research to Investigate the Perception of Teachers in Pre-University Education towards Quality Management of Education

Gabriela-Livia CURPĂNARU

"Gheorghe Asachi" Technical University of Iasi, Romania

gabriela-livia.curpanaru@student.tuiasi.ro

Abstract

The quality of education is becoming increasingly important both for all actors who are directly or indirectly involved and for those who use the services provided. Access to education, to quality education, must take into account rights and obligations alike. Quality management in education plays a vital role in achieving quality objectives through planning, monitoring, quality assurance, and improvement, by involving all staff at the system level. It ensures the quality of learning programs and promotes 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. Any pre-university education institution is called to reach the stage in which it has access to the means and information that are organized in three fields, considering the profile, the mission, and the objectives for which it has opted. The exploratory study developed for this contribution had as general objective the identification of the perception of the teachers from the pre-university didactic education towards different aspects of the quality management of the education. For most teachers, the word professionalism is closely linked to the quality management of education, as well as to reducing school dropouts. The main problem in the quality management of education is the limited material resources. The solution to the material problem would be the careful management of financial resources and the allocation of a higher percentage of financial resources. The main concept of education quality management has been operationalized in several characteristic elements. These define the perception of teachers in pre-university education towards the following aspects: words and expressions related to quality management of education, standards of quality assurance of education in pre-university education, advantages of implementing these standards, the role of teachers in quality management of education, problems encountered in quality management of education, causes of these problems, and solutions to problems.

Keywords

Quality management; education; quality assurance in education.

Introduction

The objective and hypotheses of the research

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 education quality management, education quality assurance standards, advantages of implementing standards, the role of teachers in education quality management, problems

encountered in the quality management of education, causes of these problems and their solutions.

Research hypotheses

General hypothesis 1. Education quality management is frequently associated by teachers with performance levels.

General hypothesis 2. Most teachers appreciate that standards of quality assurance in pre-university education are needed.

General hypothesis 3. In the perception of teachers, the advantages of implementing procedures to ensure the quality of education aim to increase the prestige of the school.

General hypothesis 4. The main role of teachers in pre-university education regarding the quality management of education is that of a leader.

General hypothesis 5. The problems that intervene in the management of the quality of education in the perception of teachers in pre-university education are of material nature.

General hypothesis 6. In the perception of teachers, the causes of the problems that intervene in the management of the quality of education are determined by the lack of resources.

General hypothesis 7. The proposed solutions for preventing and/or eliminating the problems that intervene in the quality management of education aim at the efficient management of resources.

Methodology

The in-depth approach to the research topic results from the study of more complex issues through the use of detailed interview guides, of great subtlety. The answers to the interview are more personal, deeper, and more useful in research aimed at personality, motivation, etc. The flexibility of the method indicates the multitude of forms that the interview presents. The method can be adjusted for various types of investigation, various purposes, and destinations. The high control of the situation refers to the fact that the interview method provides the operator with the control of the sequence of questions. The main advantages that support the use of this method for establishing E.V.P. are an in-depth approach to the research topic, flexibility of the method, high control of the situation, observation of non-verbal behaviors, high response rate (Sarantakos, 1998; Angers, 1996). The in-depth approach to the research topic results from the study of more complex issues through the use of detailed interview guides, of great subtlety. The answers to the interview are more personal, deeper, and more useful in research aimed at personality, motivation, etc. The flexibility of the method indicates the multitude of forms that the interview presents. The method can be adjusted for various types of investigation, various purposes, and destinations. The 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. Also, the interview can 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.

Literature review

By systematically analyzing the specialized literature, the studies for the period between 2013 and 2021 have been identified, based on the investigation of the characteristic aspects of education quality management. The results of this systematic analysis have led to the highlighting of two conclusions. The studies are based on the total quality management model. Depending on the research method used, it has been found that the predominant studies are quantitative, questionnaire-based. All the research results presented lead to conclusions in favor of a quality-focused organizational culture.

Some studies were conducted nationwide (Iancu, 2013; Ivana, 2015; Popovici, 2019; Poruțiu, 2015), but most of them were carried out internationally (Asif, Awan, Khan, & Ahmad, 2013; Avila, 2018; Crissien-Borrero, Velásquez-Rodríguez, Neira-Rodado, & Turizo-Martínez, 2019; Díez, Iraurgi, & Villa, 2018; Díez, Villa, López, & Iraurgi, 2020; Ejionueme & Oyoyo, 2015; Elahi & Ilyas, 2019; Hasan, Islam, Shams, & Gupta, 2018; Karageorgos, Patsiaouras, Kokaridas, Kriemadis, & Travlos, 2017; Karahan & Mete, 2014; Kigozi, 2019; Kistiani & Permana, 2020; Martin & Parikh, 2017; Mashagba, 2014; Menezes, Martins, & Oliveira, 2018; Nasim, Sikander, & Tian, 2019; Olmos-Gómez, Luque Suárez, Ferrara, & Olmedo-Moreno, 2020; Seyfried & Pohlenz, 2018; Shahmohammadi, 2018; Sohel-Uz-Zaman & Anjalin, 2016; Taahyadin & Daud, 2018; Tight, 2020; Vykydal, Folta, & Nenadál, 2020).

Table 1. Studies carried out in the field of education quality management in the period between 2013 and 2021

Author(s)	Objectives	Research methods	Participants	Results
Asif, Awan, Khan, and Ahmad (2013)	To identify the success factors of the total quality management in Pakistani universities	questionnaire	Teaching staff	The success factors of total quality management are: leadership, vision, measurement and analysis, process control and evaluation, program design, resource granting
Iancu (2013)	To understand, analyze, explain and optimize the phenomenon in school management	Mixed	School teachers, school managers	Means through which quality in education and performance in management can be reached were proposed.
Karahan and Mete (2014)	To determine and evaluate the quality management in a higher education institution according to the students' feedback	Questionnaire	243 students	The aspects related to the content of education and training and the quality of technological resources were positively assessed by the students
Mashagba (2014)	To identify the impact of total quality management on the academic performance of universities	Questionnaire	120 members	The decisions of the board of administration impact the academic performance in the University of Jordan
Ejionueme and Oyoyo (2015)	To identify the way of implementing total quality management in the head staff of the Umuahia region middle / lower secondary schools	questionnaire	358 respondents, (53 principals, 53 vice-principals, 252 teachers)	There is a significant difference between the average evaluations of the principals, vice-principals, and teachers in accordance with the degree of total quality management implementation in the head staff of the Umuahia region lower secondary school.

Ivana (2015)	To analyze the positive aspects and quality improvement in the university study programs	Questionnaire	Graduates	There are differences of perception between the quality of the graduated study program and the development of specific and transversal competences
Poruțiu (2015)	To identify the performance indicators specific to quality in higher education	Questionnaire	Candidates	The zones in which quality management improvement is necessary were identified
Sohel-Uz-Zaman and Anjali (2016)	To evaluate the compatibility between total quality management and education	interview	Experts in education	Both the benefits of adopting total quality management and the potential difficulties were identified
Karageorgos, Patsiaouras, Kokaridas, Kriemadis, and Travlos (2017)	To build up and validate a questionnaire seeking to analyze the total quality management in Greek primary education	questionnaire	112 primary school teachers (55 male, 57 female)	The result of the research consisted in the drawing up of a valid questionnaire seeking to analyze the aspects characteristic to total quality management
Martin and Parikh (2017)	To comparatively analyze the internal quality assurance in international higher education	Case study	Decision-makers and managers in the field of quality	Information concerning means of improving the development and implementation of quality management in universities was given
Avila (2018)	To evaluate the total quality management practices of school administrators	Descriptive research	132 teachers, 37 school administrators	There is a correlation between the practices used in total quality management by school administrators and the student's academic performance
Diez, Iraurgi, and Villa (2018)	To analyze the EFQM excellence model and the integrated quality project in school organizations	Questionnaire	42 managers, 273 teachers	Both the EFQM excellence model and the integrated quality project model got high scores when it came to the teachers' and managers' perceptions about quality
Hasan, Islam, Shams, and Gupta (2018)	To improve the quality of the school environment to motivate primary school children to go to school	Focus group, interview	Parents, teachers, students, and administrators from 12 schools from the Khulna district	The solutions found were divided into three categories: amelioration of teaching quality by applying total quality management, reduction of school drop-out, improvement of classroom quality management
Menezes, Martins, and Oliveira (2018)	To analyze the dimensions of the education management efficacy in higher education	Questionnaire	Teaching staff, managers, administrative staff	Strategic planning and operational enterprise directly influence the efficiency of quality management
Seyfried and Pohlenz (2018)	To investigate the determining factors of efficacy to assure quality	Mixed	Higher education institution managers	Cooperation with other organizations is one of the conditions for the efficacy of quality assurance
Shahmoham madi (2018)	To explore the role of total quality management in educational programs for the First Grade	Questionnaire	324 teachers	The dimensions of total quality management influence the efficacy of the educational programs for the First Grade
Taahyadin and Daud (2018)	To determine the relationship between the quality management indicators	Questionnaire	375 secondary school teachers	There is a high correlation between all of the quality indicators within the school
Crissien-Borrero, Velásquez-Rodríguez, Neira-Rodado, and Turizo-Martínez (2019)	To analyze the education quality models from a managerial perspective	Systematic review of specialized literature	Studies from the last 20 years	The investigation of the education quality measurement models prevails in vocational education

Elahi and Ilyas (2019)	To explore the relationship between the process approach, customer-oriented approach, and school quality	Questionnaire	401 principals	The process approach has a significant impact on the functional quality and academic quality of the private school institutions
Kigozi (2019)	To identify the challenges, setting the grounds for the successful implementation of total quality management	Semi-structured interview	100 tutors	There are no significant differences between the private and public schools concerning the challenges that influence the implementation of total quality management
Nasim, Sikander, and Tian (2019)	To analyze the achievements and limits of research concerning the application of total quality management in higher education	Systematic review of specialized literature	Studies from the last 20 years	The studies focus on aspects targeting teaching and learning while neglecting the influence of other external factors. Moreover, most of the research refers to quality management aspects from the advanced countries' higher education.
Popovici (2019)	To draw up a managerial model to facilitate performance at the organizational level	Structured questionnaire	2697 teachers	The quality levels for the SERVQUAL dimensions recorded negative scores only.
Díez, Villa, López, and Iraurgi (2020)	To evaluate the impact of quality management systems on the performance of education institutions	Questionnaire	Principals of 15 schools	Education planning and communication were positively evaluated by the respondents
Kistian and Permana (2020)	To identify the way of implementing total quality management in higher education	Observation, interview, documentation	Experts in the field of education quality	The higher education institution can achieve the established perspective only by long-term planning and by developing and implementing annual quality plans
Olmos-Gómez, Luque Suárez, Ferrara, and Olmedo-Moreno (2020)	To measure the individual differences in the learners' satisfaction concerning the education quality with reference to sustainability	Questionnaire	1091 Italians (510 students, 121 teachers, 469 parents)	The student's parents and teachers were satisfied with the aspects regarding the quality management in higher education and didactic resources, as well as with the aspects referring to teaching management
Tight (2020)	To explore research in quality management in higher education	Systematic review of specialized literature	Studies	The problems which can interfere with the process of quality assurance and management were identified
Vykydal, Folta, and Nenadál (2020)	To evaluate quality in higher education in the context of sustainable development	Semi-structured interview	240 representatives of higher education institution management	The results show that there is a tight link between quality and sustainable development

The systematic review of specialized literature allows the identification of the representative topics of education quality management, of the models investigated in the last eight years, as well as the research methods used. Based on this analysis, the necessity of validating new education quality management models emerges in the case of primary and secondary education. All the results presented lead to conclusions in favor of a quality-focused organizational culture.

Research methodology

Research group

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%).

Operationalization of concepts and definition of variables

The main concept of education quality management has been operationalized in several characteristic elements. These define the perception of teachers in pre-university education towards the following aspects: words and expressions related to the quality management of education; standards for ensuring the quality of education in pre-university education; the advantages of implementing these standards; the role of teachers in the quality management of education; problems encountered in the quality management of 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).

Methods and techniques of psycho-pedagogical research

In the present exploratory study, the semi-structured or poorly conducted interview method is used, because 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 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 et al., 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 the unstructured interview (the clinical interview and the in-depth interview) and those of the 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 certain topic. However, a relatively high degree of non-directivity is maintained.

This type of interview is based, with an indicative function, on the interview guide. The researcher uses the guide to guide the discussion poorly, draws inspiration from the guide, but formulates additional statements when he deems it appropriate. The order of the statements is of relative importance, but it is generally advisable to have a logic of their presentation so as not to confuse the subject. 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). The degree of formalization of the guide depends on several elements: the nature of the topic studied, the previous knowledge of the researcher about the topic, the type of survey, the type of interview expected, and the way of analyzing the data. T. Rotariu and P. Iluț (1999) specify that interview guides come in a wide variety of forms, from some that include only a few more general topics, to others with a long list of specific topics and statements. The form of the guide also depends on how familiar the problem is to the researcher and the population to be investigated. For the semi-directive form of the interview, the guide is composed of a larger number of topics and has an orienting role, oscillating between a fixed (rigid) and an evolutionary form, between a fixed number of statements and a free one.

Interviews are followed by their transcription, coding, analysis, and interpretation of data. The coding of the data obtained through 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 an in-depth approach to the research topic, flexibility of the method, high control of the situation, observation of non-verbal behaviors, high response rate (Sarantakos, 1998; Angers, 1996). The in-depth approach to the research topic results from the study of more complex issues through the use of detailed interview guides, of great subtlety. The answers to the interview are more personal, deeper, and more useful in research aimed at personality, motivation, etc. The flexibility of the method indicates the multitude of forms that the interview presents. The method can be adjusted for various types of investigation, various purposes, and destinations. The 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. In the interview situation, the researcher has the opportunity to observe the non-verbal behaviors of the subject, so that the quantity and quality of the information obtained can be increased. The high response rate is determined by the reduction in the rate of refusal to participate in research through direct contact.

Also, the interview can 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.

Research procedure

The application of the questionnaires was made between April and May 2020, on teachers from pre-university education, belonging to different school units in Neamt and Bacau counties. The interview was applied online through the Google Meet platform. The participants had a free answer to a number of 7 statements regarding various aspects related to ensuring the quality of education in pre-university 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. An attempt was also

made to eliminate the façade trend, by emphasizing that there are no wrong or correct answers, only personal ones.

Findings

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

General hypothesis 1. Education quality management is frequently associated by teachers with performance levels. For the interpretation of general hypothesis 1, the frequency for each category of answers was calculated and the percentages will be specified. According to the graphically represented data, it is observed that 33% of the teachers mentioned the word professionalism as relevant when we talk about the quality management of education. For the fewest teachers in the research group, the word responsibility is associated with quality management of education.

General hypothesis 2. Most teachers appreciate that standards of quality assurance in pre-university education are needed. To interpret general hypothesis 2, the frequency for each category of responses was calculated and the percentages will be specified. 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 had different answers. For the fewest teachers in the research group, the standards of quality assurance of education are listed as beneficial.

General hypothesis 3. In the perception of teachers, the advantages of implementing procedures to ensure the quality of education aim to increase the prestige of the school. The interpretation of general hypothesis 3 was made by calculating the frequency for each category of answers and the percentages are specified. 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.

General hypothesis 4. The main role of teachers in pre-university education regarding the quality management of education is that of a leader. The interpretation of the general hypothesis 4, was made by calculating the frequency for each category of answers, and the percentages are specified. According to the graphically represented data, it is observed that 50% of the interviewed teachers consider that their main role in the management of the quality of education is central, a leading one, 17% of the teachers having different answers. For the fewest teachers in the research group, their role in managing the quality of education is that of regulation and guidance.

General hypothesis 5. The problems that intervene in the management of the quality of education in the perception of teachers in pre-university education are of 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. According

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

General hypothesis 6. In the perception of teachers, the causes of the problems that intervene in the management of the quality of 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.

General hypothesis 7. The proposed solutions for preventing and/or eliminating the problems that intervene in the quality management of education aim at the efficient management of resources. The interpretation of the general hypothesis 7, was made by calculating the frequency for each category of answers, and the percentages are specified. According to the graphically represented data, it is observed that 43% of the interviewed teachers consider that the main solution in preventing/eliminating the problems that appeared in the quality management of education is the careful management of financial resources. For the fewest teachers in the research group, the solution to the problems in the quality management of education would be the existence of free training courses.

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 the teachers from the pre-university didactic education towards different aspects of the quality management of the education. For most teachers, the word professionalism is closely linked to the quality management of education. A percentage of 23% of the surveyed teachers consider that there are too many quality standards. A percentage of 50% of teachers consider that their role in quality management education is central. The main problem in the quality management of education is the 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.

References

- Angers, M. (1996). *Initiation pratique à la méthodologie des sciences humaines*. Les Editions CEC.
- Asif, M., Awan, M. U., Khan, M. K., & Ahmad, N. (2013). A model for total quality management in higher education. *Qual Quant*, 47, 1883–1904. <https://doi.org/10.1007/s11135-011-9632-9>
- ASQ – American Society for Quality. <http://asq.org/learn-about-quality/total-quality-management>
- Avila, L. B. (2018). Total Quality Management (TQM) Practices of School Administrators in Relation to School Performance among Teacher Education Institutions in the Province of Quezon. *KnE Social Sciences*, 3(6), 879–890. <https://doi.org/10.18502/kss.v3i6.242>
- Boca, G. D. (2013). *Basics of quality management in business*, Risoprint.

- Bogdan, R. C., & Biklen, S. K. (2016). *Qualitative research for education: An introduction to theories and methods*. Uttar Pradesh. Pearson India Education Services Pvt. Ltd, CIN.
- Cline, L. S. (2015). *3D Printing with Autodesk 123D, Tinkercad, and MakerBot*. McGraw-Hill Education.
- Crissien-Borrero, T. J., Velásquez-Rodríguez, J., Neira-Rodado, D., & Turizo-Martínez, L. G. (2019). Measuring the quality of management in education. Review article. *Profesional de la Información*, 28(6). e280604.
- Curelaru, M. (2007). Research methods in psychology. In *Psychology* (pp. 157-260). Al. I. Cuza University Press.
- Díez, F., Iraurgi, I., & Villa, A. (2018). Quality management in schools: Analysis of mediating factors. *South African Journal of Education*, 38(2).
<https://doi.org/10.15700/saje.v38n2a1388>
- Díez, F., Villa, A., López, L., & Iraurgi, I. (2020). Impact of quality management systems in the performance of educational centers: educational policies and management processes. *Heliyon*, 6(4).
- Dyson, A. (2004). Inclusive education: a global agenda?. *The Japanese Journal of Special Education*, 41(6), 613-625.
- Ejionueme, L. K., & Oyoyo, A. O. (2015). Application of Total Quality Management (TQM) in Secondary School Administration in Umuahia Education Zone. *Journal of Education and Practice*, 6(27), 102-111. <https://files.eric.ed.gov/fulltext/EJ1077380.pdf>
- Elahi, F., & Ilyas, M. (2019). Quality management principles and school quality: Testing moderation of professional certification of school principal in private schools of Pakistan. *The TQM Journal*, 31(4), 578-599. <https://doi.org/10.1108/TQM-11-2018-0173>
- Gugiuman, A., Zetu, E., & Codreanca, L. (1993). *Introduction to pedagogical research*. Technical Publishing House.
- Hasan, K., Islam, Md. S., Shams, A. T., & Gupta, H. (2018). Total Quality Management (TQM): Implementation in Primary Education System of Bangladesh. *International Journal of Research in Industrial Engineering*, 7(3), 370-380.
- Iancu, A. (2013). *Management of Romanian pre-university education in the context of European integration*. Ph.D. Thesis Summary. "Lucian Blaga" University of Sibiu.
- Ivana, D. (2015). *Study on quality management in higher education institutions*. Cluj University Press.
- Karageorgos, C., Patsiaouras, A., Kokaridas, D., Kriemadis, A., & Travlos, A. A. (2017). Validity and Reliability of Total Quality Management Questionnaire in Greek Primary Education Settings. *The Journal of Business Economics and Environmental Studies*, 7(1), 31-36.
<https://doi.org/10.13106/EAJBM.2017.VOL7.NO1.31>
- Karahan, M., & Mete, M. (2014). Examination of total quality management practices in higher education in the context of quality sufficiency. *Procedia - Social and Behavioral Sciences*, 109, 1292 - 1297.
- Kigozi, E. (2019). Challenges to Successful Implementation of Total Quality Management (TQM) in Education Institutions: A Case of Selected Primary Teacher Training Colleges (PTTCs) in Uganda. *International Journal of Innovation and Research in Educational Sciences*, 6(3), 425-435.
- Kistiani, D. P., & Permana, J. (2020). The Importance of Application Total Quality Management at Higher Education. *Advances in Social Science, Education and Humanities Research*, 400, 177-180.
- Martin, M., & Parikh, S. (2017). *Quality management in higher education: Developments and drivers. Results from an international survey*. International Institute for Educational Planning.
- Mashagba, I.A.S. (2014). The Impact of Total Quality Management (TQM) on the Efficiency of Academic Performance - Empirical Study - The Higher Education Sector - The University of Jordan. *International Journal of Scientific & Technology Research*, 3(4), 358-364.

- Mayer, R., et al. (2000). *Méthodes de recherche et intervention sociale*. Gaetan Morin Editeur.
- Menezes, P. H. B., Martins, H. C., & Oliveira, R. R. (2018). The Excellence Baldrige Criteria in The Effectiveness of Higher Education Institutions Management. *Brazilian Business Review*, 15(1), 47-67. <https://dx.doi.org/10.15728/bbr.2018.15.1.4>.
- Nasim, K., Sikander, A., & Tian, X. (2019). Twenty years of research on total quality management in Higher Education: A systematic literature review. *Higher Education Quarterly*, 74(1), 75-97. <https://doi.org/10.1111/hequ.12227>
- Nica, P. (2001). Awards for quality in higher education. A possible system of hierarchy of Romanian universities. In *Quality management in higher education* (pp. 207-209), Vasile Goldiș Publishing House University Press.
- OECD (2013, June). Education Policy Outlook Australia.
- Olmos-Gómez, M. D. C., Luque Suarez, M., Ferrara, C., & Olmedo-Moreno, E. M. (2020). Quality of Higher Education through the Pursuit of Satisfaction with a Focus on Sustainability. *Sustainability*, 12(6), 2366. <https://doi.org/10.3390/su12062366>
- Popa, N. L. (2009). Research methods, techniques and tools". In L. Antonesei (Ed.), *Guide for educational research*. Polirom Publishing House.
- Popovici (Pintilie) L.-M. (2019). *Managerial strategies for quality assurance in pre-university education in Romania*. Ph.D. Thesis Summary. Al. I. Cuza University from Iași.
- Poruțiu, V. V. (2015). *Studies and research on promoting quality management in the agronomic university environment*. Thesis. University of Agricultural Sciences and Veterinary Medicine Cluj-Napoca.
- Ravindran, N., & Karpaga Kamaravel, R. (2016). Total quality management in education: Prospects, issues and challenges. *Shanlax International Journal of Education*, 2(4), 58-65.
- Ross, J. E. (2017). *Total quality management: Text, cases, and readings*. Routledge.
- Rotariu, T., & Iluț, P. (1999). *Sociological survey and opinion poll*. Polirom Publishing House.
- Sallis, E. (2014). *Total quality management in education*. Routledge.
- Sarantakos, S. (1998). *Social research*. MacMillan Press.
- Seyfried, M., & Pohlenz, P. (2018). Assessing quality assurance in higher education: quality managers' perceptions of effectiveness. *European Journal of Higher Education*, 8(3), 258-271. <https://doi.org/10.1080/21568235.2018.1474777>
- Shahmohammadi, N. (2018). The Impact of Total Quality Management on the Effectiveness of Educational Programs of Karaj First Grade High Schools. *Engineering, Technology & Applied Science Research*, 8(1), 2433-2437.
- Sohel-Uz-Zaman, A., & Anjalın, U. (2016). Implementing Total Quality Management in Education: Compatibility and Challenges. *Open Journal of Social Sciences*, 4, 207-217. <https://doi.org/10.4236/jss.2016.411017>
- Taahyadin, F., & Daud, Y. (2018). Total Quality Management in School. *Journal of Business and Management*, 20(6), 7-13.
- Taque, N. R. (2011). Quality Instruments, (Quality Toolbox, 2011, second edition), ASQ, Quality Press, Published in Romania by MSC Solutions, Sibiu, p.12.
- Tight, M. (2020). Research into Quality Assurance and Quality Management in Higher Education. In J. Huisman, & M. Tight (Eds.), *Theory and Method in Higher Education Research* (Vol. 6, pp. 185-202). Emerald Publishing Limited. <https://doi.org/10.1108/S2056-375220200000006012>
- Tranfield, D., Denyer, D., & Smart, P. (2003). Towards a methodology for developing evidence-informed management knowledge by means of systematic review. *British Journal of Management*, 14(3), 207-222. <https://doi.org/10.1111/1467-8551.00375>
- Vykydal, D., Folta, M., & Nenadál, J. (2020). A Study of Quality Assessment in Higher Education within the Context of Sustainable Development: A Case Study from the Czech Republic. *Sustainability*, 12(11), 4769. <https://doi.org/10.3390/su12114769>