

# INFLUENCING FACTORS QUALITY OF PRE-UNIVERSITY EDUCATION

**Ioana Camelia BOCEA (BORDEA)<sup>1</sup>**

*<sup>1</sup> Doctoral School of Engineering and Management, Faculty of Managerial and Technological Engineering, University of Oradea, University Street Number 1, Romania, ioana\_bocea@yahoo.com*

*\* Correspondence: ioana\_bocea@yahoo.com*

**Abstract:** The quality of education determines the quality of life and creates opportunities for realizing the capabilities of each citizen in full volume. Education is the passport to the future, for tomorrow to those who prepare for it today. We live in a society whose dominant note is change, the school will have to quickly adopt strategies of innovation and adjustment, the implementation of new digital technologies with speed and precision to successfully adapt to new trends. The quality of life, the quality of man, the quality of education are today in a close connection, because this is how we will learn, this is how we will live. Creating a flexible digitized, adaptable, quality education system capable of meeting the challenges and generating change. In conclusion education is the key that opens the golden gate to freedom.

**Keywords:** education, quality, sustainable development, reform, innovation, life long learning, skills, material and human resources, pandemic situation, digital technology, CRED, eTwinning, Google classroom, edtech companies.

## 1 INTRODUCTION

When we achieve a quality education, a quality product will also result. For most education systems in the world, the priority objectives are: equal opportunities for education and ensuring quality education. These objectives are also achieved in the Romanian education system. The two objectives are distinct but cannot be separated: an education system cannot be considered accessible only because it provides education at all levels, but also if all students have access to the same type of knowledge, the same amount and quality of education and conditions. the

development of the instructive-educational process are similar. Education is the basic factor in the transmission and creation of new cultural and general-human values, in the development of human capital, in the formation of national consciousness and identity, in the promotion aspirations for European integration and has a key role in creating the preconditions for sustainable human development and building a knowledge-based society (Crudu V., Patrascu D, 2007).

Current education creates the possibility of experimental research and application of the latest methods in the act of teaching-learning. The quality of life, the quality of man, the quality

of education are today in a close connection, because this is how we will learn, this is how we will live. The mission of the school is to ignite in each person, who matures, the face of creativity, to give an impetus to self-improvement, to open access to the multitude of choices, leaving to discover the predispositions and skills of each one. Teachers, administrators and Methodists are interested in the quality of the curriculum, educational technologies and society - the state of the school as a socialized institution with the instruction, level of training and education of its students. The period of radical changes in the educational system determines us to look for not only the new dimensions of success but also the factors that predict success. Human experience has shown that in order to find effective ways to achieve complex change, it is necessary to be aware of the role and place of man in these processes. It is important to have a clear vision, noble objectives, well-thought-out plans, efficient technologies to achieve them.

But much more constructive is to know how we will work with those who will give them life, they will implement them ([www.proeducation](http://www.proeducation)). Not everything that is old should be thrown away. There are things whose value increases over time.

In my opinion, we have to keep and make a brand from the elite production producer, taking over and developing mass education. We must take into account the demand and supply on the labor market. We don't have to learn at home, we have school, but we have to learn in order to be able to face the current requirements of society.

The school must be seen as an organization that carries out its education and training activity in a competitive market of the service offer. Its competitiveness consists in the capacity and speed of adaptation to the needs of the environment or economic-social. The products offered by it on the market are competent. The services provided by a school

can be considered quality only in so far as its products and processes meet the requirements and expectations of customers.

A determining factor in achieving and ensuring the quality of the educational process is the development and consolidation of the didactic material technical base, the re-equipment of biology and chemistry laboratories with tools, the software provided by the disciplinary curriculum, and of course the interactive methods harmoniously combined by the teacher. necessary throughout life. In order to increase the quality of education, a special role is played by the instructive-educational process, its organization, the pleasant atmosphere in the school, the good relations between school and family, the expectations of teachers and parents on student performance. A rather big responsibility for teachers is the management of the class of students and therefore they have the task of establishing rules, rules, what is allowed to students and what is forbidden, what are the rewards they will receive if they have positive behavior and how they are sanctioned if they behave inappropriately. Not only the use of modern teaching aids, modern teaching methods increase the quality of education, but also the involvement of students in creating materials.

Teachers must always combine the traditional with the modern, in order to obtain an effective educational activity, and the students to be responsible in their own education through active involvement. If the learning contents are selected from the sphere of interests of the students, in accordance with the school curriculum, then the results of the instructive-educational process are of quality. Students are much more attentive and receptive to the information that comes from, about, and for the aspirations of their generation.

The quality of the educational act increases if the extracurricular activities are used as often as possible, as varied as possible and if their goals and objectives have been achieved.

Teachers, through the activities of the instructive-educational process, aimed at preventing students' crisis situations (personal, educational, and social), their personal development, cultivating positive self-image, increasing decision-making skills, accountability to society, trying to keep balance in situations of success or failure, increasing resistance to frustration, criticism, self-assessment of their potential, knowledge of personal qualities and weaknesses, building a solid foundation of values, optimism in fulfilling their dreams. Students prepare for life, to be able to manage on their own, to assert themselves independently or within the group to which they belong. Another need for increasing the quality of education is the school-family partnership. Within the school, only a part of the child's education is done, the other part being done outside it. The influence of the family has a great impact on students' school results and learning motivation and therefore must collaborate permanently with the school, participating in its various activities (meetings, lectures with parents, parenting activities, school celebrations). Among other tasks of the school is the identification of situations - problems in children's families and directing as much as possible educational strategies in favor of the student. Therefore, the collaboration between school and family involves not only information about everything the student does at school, in the instructional-educational process, but also informing parents of all the problems the student has. There are many acts of violence between students, teachers, and people outside the school, drug use, juvenile delinquency, situations that the school has to deal with. Thus, the educational activities of the family become effective if it regularly participates in the actions of the school, there is a permanent connection between the two, and the objectives pursued by them are subordinated to the educational ideal. It was found that the number of socially maladapted

children increased quite a bit due to the educational deficiencies of the family and measures were taken regarding the need to prepare children for life. There must be a close link between school and family relations for the benefit of children, ways must be found to communicate permanently with the family, because the safety and security of students, both in and out of school, is paramount. for both students and teachers.

Ensuring the quality of education expresses the ability to provide education programs, in accordance with current societal standards.

A quality education achieves a quality product, from real life to real-life (Cojocaru V., 2007).

The practice has shown that achieving these priorities, especially that of quality education depends on the interface of several factors such as teacher, students, learning space, teaching strategies, used, the sphere of interest, extracurricular activities, counseling and guidance, evaluation.

The role of the teacher in the teaching-learning process is essential. To be effective, teachers must use an impressive pool of talent and pedagogical skills, as well as specific human qualities. It has the task of facilitating and mediating learning, of being a learning partner, of helping students to understand and argue their own points of view, of choosing appropriate strategies to prepare students to face and it integrates optimally to society in an unprecedented dynamic.

The role of students is to be active. Active is the student who makes an effort of personal, inner, and abstract reflection who undertakes a mental action of searching for research and rediscovering the truths of the elaboration of new knowledge .

From my own experience, I noticed that the quality indicators for students are: behavior, discipline, knowledge, attitude, abilities, capacities, and skills.

The educational activity is completed with quality results if the environment, meets some strictly necessary conditions: Equipped with means and resources, aesthetic, functional, stimulating, pleasant, comfortable, specialized, modern. Considered as an important help in carrying out the teaching activity of the classroom, the teaching material and the means of education must be used as an incentive for students, to create an attractive way of learning, being a necessity. They must not only exist to decorate the classroom but lessons must be used in a concrete way. The involvement of students in creating materials arouses their interest and facilitates their understanding of the message we seek to convey. It is necessary that the materials and means used permanently combine the traditional with the modern, the useful with the pleasant, the theory with practice, in order to avoid monotony, but without falling into the other extreme .

Teachers have a central role in developing quality education. Student-centered learning, which involves a close knowledge of the student, his culture, abilities, and inclinations towards certain domains, is a current method that allows the teacher to meet the requirements and needs of the culture, as well as to evaluate it correctly (Draghicescu L., Petrescu A. M., Stanescu I, 2008).

Quality is not just an action, but a necessity and a long-term project, implying a profound change in the consciousness and behavior of the actors of education and, first of all, of the teacher.

The key to the quality of pre-university education lies in the term adaptation: an adaptation to the age of students, to their learning styles, to the values of society, to the needs of students, to their future prospects.

Quality pre-university education involves the integration of democratic values and principles, the rights and obligations of partners, being designed in a spirit of transparency, accountability, and involvement,

both the school as a provider of education, as well as the family-student and parent - as a beneficiary of the educational service .

The quality of the teacher is expressed through his inner wealth. He does not ask for anything for himself, he is not ambitious and he does not want to exercise his power in any form.

Education for him is not a means of acquiring a situation of authority, he is free from these constraints. Such a teacher occupies an important place in civilization because the true culture is based in the end, not on technicians, but on educators. Or, what the teacher teaches is according to the image he has himself (Crudu V., Patrascu D,2007).

The problem of teacher quality is therefore crucial. Also, a no less important role in building the model of teacher quality is the exclusion of considering education only a means of earning an existing living, which means exploiting childhood for personal gain.

Quality in education is directly related to the efficiency and effectiveness of processes and standards applied to the system, with emphasis on teaching and learning, creating an optimal environmental and emotional environment for the educational activities focused on the wishes and possibilities of the student, oriented to the development of practical skills. , and less on acquiring dry baggage of knowledge.

Quality education is focused on customers' and beneficiaries' educational services. All organizations depend on their customers and, as such, must understand their current and future needs, it must meet their demands and exceed their expectations.

Quality education is provided by responsible institutions. Social responsibility becomes the foundation of management quality at the level of the school organization. All institutions of education, regardless of their legal status, will be responsible publicly, for the quality of the educational services offered, and

the state, through the institutions empowered by law, is the guarantor of quality education provided through the national education system. Quality education is results-oriented. The results understood in terms of added value and created value they are the ones that best define quality and excellence. based on institutional autonomy. Education at all levels and through all forms will pursue the development of individual autonomy, ability to make relevant decisions. Educational institutions will enjoy increased autonomy in developing an offer appropriate to individual and community needs, autonomy corresponding to the increase of the responsibility of these institutions for the quality of the educational offer. Quality education is promoted by educational leaders. Leaders are those who ensure the unity and continuity of goals and the development directions of the organization, they create and maintain an environment conducive to the participation of all those interested in the decision and to achieve organizational goals. Quality education ensures the participation of educational actors and valuing human resources. People are the essence of everything organizations. Their involvement and their professional development depend on how they use their skills to their advantage organization.

Quality education is achieved through dialogue and partnership with institutions, organizations, direct and indirect beneficiaries of education.

The quality assurance system is not just the prerogative of the whole educational community being involved in this trial. As a result, the dialogue with all educational actors will substantiate the development of education at the national and local levels. Quality education addresses the unitary educational process, in systemic mode. A desired result can only be achieved if the activities and resources required are addressed in a unitary manner, and the processes carried out are systemically

thought out and managed. At the same time, the quality educational decision is based on system-relevant, credible, and transparent indicators.

Quality education aims at continuous improvement of performance. Given the pace of social change, lifelong learning, innovation, and continuous development become fundamental principles of the functioning and development of institutions schools. Quality assurance will be seen as a learning process individual and institutional, it aims to identify areas development and personal and institutional development orientation to beneficial directions.

Quality education understands the interdependence between providers and beneficiaries involved in the education offer. An organization and its suppliers are interdependent, and mutual benefit strengthens institutional capacity to create value. The first step in ensuring quality is represented by the authorization, accreditation, and evaluation process institutional. Only after educational institutions meet the minimum operating conditions we can start talking to, with true, quality. In conclusion, we can say that Romania defines itself, in line with the other Member States of the European Union, their own position on a quality school.

Quality assurance and quality management in initial education and training is an area of intervention that requires mainly the development and implementation of internal systems and procedures for evaluation, management, and quality assurance of initial and continuing education and training activities, as well as the professionalization of managerial activities, the level of education providers. The activity of institutions and providers of education and training in the formal education system is mainly considered. The main actions considered are the creation and development of quality assurance and management systems in education and training. The development of

professional training programs in the field of educational management and quality management; the development of mechanisms for monitoring the insertion of graduates on the labor market in order to adjust the educational offer in accordance with the evolutions on the labor market; are creating and developing quality assurance mechanisms and management in education in non-formal and informal learning contexts.

The quality of education in the Romanian school aims at finalities anchored in the European context, opening the way to the opportunities offered by the European knowledge society. Pupils, students, and trainers need to be aware of the need for appropriate studies that can be used effectively throughout Europe. Starting from the premise that quality education implies the continuous improvement of performances and taking into account the pace of social change, educational institutions must aim at the continuous development of human resources. Thus, in the future, in higher education competitiveness and excellence must be balanced with social cohesion and freedom of access, and through joint action, European higher education - which now comprises more than half of the European population - can improve the lives of the whole continent.

## 2 THE QUALITY OF EDUCATION

March 11, 2020, will go down in history as the date when the Ministry of Education and Research decides to suspend face-to-face courses, due to the pandemic situation at that time; thus the education system is reoriented towards new communication and cooperation practices through which to ensure the continuity of learning and organizational functioning. The measures instituted by the state of emergency reveal different, sometimes unique, ways of being and acting. Adults and children alike are in a position to discover new

ways of connecting socially and continuing their professional, social, cultural, and leisure activities; In this sense, the use of new technologies took on an unimaginable magnitude a few months ago.

Due to the fact that everything happened suddenly "overnight", the society was faced with a challenge never encountered before. The element that led to a major pressure on the education system and society as a whole was the exclusive use of distance media for education. We have not been prepared and we must acknowledge this; this pandemic literally brought the Romanian educational system to its knees, which, even as it was, was not in a favorable position at all.

All this picture highlighted above provides an x-ray of the current situation of the education system, namely: (Online School, Elements for educational innovation, Bucharest Evaluation Research Report, May 2020)

- the education system is only partially prepared, some teachers do not currently have enough information and skills specific to computer-assisted training;
- the curriculum allows in a variable / sequential / revised measure the transposition into distance activities;
- edtech companies were not stimulated to build interoperable solutions, tailored to the system needs of education.

Online activity negatively interrupts the teacher-student relationship, negative impact on effective learning, as an important side of face-to-face teaching cannot be done virtually.

Traditional education provided clear support to students with special needs or learning difficulties; so this is very difficult to offer online due to technology. In reality, in the online environment, each student can represent for the teacher a possible situation of learning difficulty, thus making it difficult to identify those with real problems.

As a result of a research carried out at the level of our school unit, we noticed certain difficulties that teachers had in carrying out the online teaching activity:

- lack of efficient classroom management
- feedback and non-performing evaluation
- technical difficulties
- lack of appropriate tools for teaching-learning-assessment
- lack of digital resources
- lack of endowment with high-performance IT equipment
- lack of time to understand and properly use digital tools and resources.

Thus we identify problems of a professional nature, more precisely deficiencies or even the lack of skills to use online platforms, curriculum design skills for the online environment, inefficient management of time dedicated to the preparation and implementation of online teaching activities. The pandemic situation has put us in an unprecedented situation so that this research wants to be a starting point for a possible updating and a necessary reform of teacher training (LIFE LONG LEARNING).

Teachers and students use several specific means to support distance learning activities, of which the most frequently used by our school unit:

- simple / already known applications for asynchronous group communication, such as Whatsapp, Facebook, Messenger
- telephone calls / SMS / communication channel with each student
- specialized elearning platforms - Moodle, Google classroom, Edmodo etc
- applications for synchronous group communication via video / video conferencing such as Zoom, Meet, Teams, Skype.

Fred D. Davis' theory of acceptance of technology says that the criterion for choosing a technological solution is its ease of use, as

perceived by those who intend to use it, rather than its usefulness (Davis, F.D.). Perceived usefulness, perceived ease of use, and user acceptance of information technology). Unlike other platforms, Google Classroom was the most used, teachers and educational institutions were helped to create accounts by the team of eLearning experts from the CRED project; as well as free courses held for teachers to better deepen this platform.

The situation we are in must raise an alarm to the Ministry of Education, so as to invest enough in online platforms appropriate to the current needs of the market. It is necessary that in the next period there be a constant concern, supported by educational policies, to acquire and / or equip schools with such tools, overcoming and encompassing the actions carried out through projects, some of real success. such as eTwinning or the EDU Network.

The current period reveals problematic aspects of education systems, in which equitable access to (quality) education seems to prevail as a priority direction for improvement (Schleicher, 2020 How can teachers and school systems respond to the COVID-19 pandemic?).

### 3 CONCLUSIONS

The quality of education has been put to the test, so certain long-term strategies need to be adopted at the ministry level to bring education out of the crisis. Issues that need to be improved:

- Adapting the curriculum to the new national order;
- Massive investments in endowment with digital resources;
- Increasing the quality of education by conducting free trainings / advanced courses in the IT field;
- Development of an infrastructure for online teaching.

If we really want a quality educational process, we must adapt to the ever-changing

times; to adopt a proactive attitude; to create quality in everything and everything.

Unfortunately, even the most sophisticated and high-performance online educational platforms are not ideal, so as to provide conditions similar to a real classroom. Virtual classes will never be able to replace the real class, they can at most complete it.

Elaboration of a set of educational policies debated publicly and assumed for the implementation in the medium and long term of the measures of real computerization of education, providing quality services to all categories of students, including homogeneously all components of the education system: initial and continuing training, evaluation institutions and teachers, curriculum, education process, management of the network of school institutions, Internet access, educational content in digital format, interoperability (relations with NGOs and edtech companies).

As American professor George Washington Carver puts it: Education is the key that opens the golden gate to freedom.

Kant emphasizes the need to start the modernization process with the teacher: man becomes man only through education. He is just what she does to him. It should be noted that man can receive this education only from other people, who have also received it.

Therefore, the lack of discipline and instruction, in some people, make them bad teachers for their students.

Berge summarizes the requirements and needs that the education process must meet: to educate means at the same time to communicate a teaching, to form sensitivity and judgment, to awaken the creative imagination. To arm man well to allow him to live in an accelerating universe means to give him, along with the indispensable knowledge, enthusiasm, lucidity and courage.

## BIBLIOGRAPHY

- Botnariuc, Cucoș, Iancu, Ilie, Istrate, Labăr, Pânișoară, Ștefănescu, Velea, (2020). *Școala online, elemente pentru inovarea educației, Raport de cercetare evaluativă*, București, Ed. Universității din București
- Bush, T., (2015). *Leadership și management educațional: teorii și practici actuale* (Ed. Prima ediție în limba română). Iași: Polirom
- Cojocaru V. Gh, *Quality in Education. Management of Quality*: Tipografia Centrala, 2007
- Crudu, V., Patrascu. D, *Quality of preuniversity education*, Chisinau, Gunivas Publishing house, 2007.
- Cristea, S., (1995). *Pedagogie generală. Managementul Educației*. București: Editura Didactică și Pedagogică R.A.
- Cucos, C., *Pedagogy*, Iasi: Polirom Publishing house, 2006.
- Davis, F.D. *Perceived usefulness, perceived ease of use, and user acceptance of information technology*. In: *MIS Quarterly*, Vol. 13, No. 3
- Draghicescu L., Petrescu A. M., Stanescu I, *The role of interactive teaching strategies in improving the quality of learning*, Publishing house Universitatii „Petru Maior”, 2008
- Enăchescu, V.A., (2012). *Descentralizare și comunitate. Abordarea dimensională și criterială a descentralizării sistemului educațional românesc*, Universitatea București.
- Iosifescu, Ș., et al. (2012). *Raport privind starea calității în sistemul de învățământ preuniversitar din România*. București
- Jinga, I., (1993). *Conducerea învățământului. Manual de management instrucțional*. București: Editura Didactică și Pedagogică
- Schleicher (2020), *How can teachers and school systems respond to the COVID-19 pandemic?*