

Social Sustainability Model through Quality Management in Education

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Abstract

The development of the Romanian education system must be carried out according to the needs of the consumers of educational services through the development of modern policies and reforms, through partnership between stakeholders, through the use of quality management models in order to review management efficiency. The models, methods and tools that educational institutions use create the space for lifelong learning and the opportunity for flexible education. The focus on the development of sustainable quality management systems for educational institutions shows that there is a growing awareness for quality management in educational institutions, as they want to increase the competitiveness of institutions in the European market. It is necessary to create a culture of quality, which is an essential condition for the implementation of TQM principles in an educational institution.

Keywords: *development, leadership, quality management systems, competitiveness, culture of quality*

JEL Codes: I21, M10, Q56

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1. Introduction

Managerial staff are responsible for creating such a culture, so that they can achieve performance in terms of the quality of educational services; performance can be above and beyond similar services offered by competitors (Douglas, T. J, 2001). In education, the teaching/learning process should be considered the core

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mission of the institution, one that needs to be continuously improved (China, R., 2014).

Quantifying the need for quality in the Romanian education system through social sustainability models proposes the identification of a model of social sustainability through quality management in education, the model that manages, on the basis of current achievements in management, social innovation, labour market orientation and sustainable components of the educational offer, to improve the quality parameters in education management in a sustainable way in the medium term (Ciurea, S et al, 1997).

Romania's education system as part of the European education system is undergoing qualitative changes in order to meet the education strategy and especially in order to achieve the objectives of sustainable development and integration into the network of high-performance European education systems (Kitchen, H. et al., 2017). The impact of this necessary change is predicted through the systemic vulnerabilities identified by the questionnaire distributed (Alwan, K., 2013).



Figure 1. Systemic vulnerabilities identified by means of the distributed questionnaire

Source: processing authors

The proposed model of social sustainability through quality management in education succeeds on the basis of current achievements in management, social innovation, labour market orientation and sustainable components of the educational offer to improve the quality parameters in education management in a sustainable way in the medium term, so that in the perspective of 2030 Romania can identify with the values of the European education system in terms of sustainable development and create the necessary framework to significantly improve the quality of human resources in a global environment and with a confirmed expected welfare.

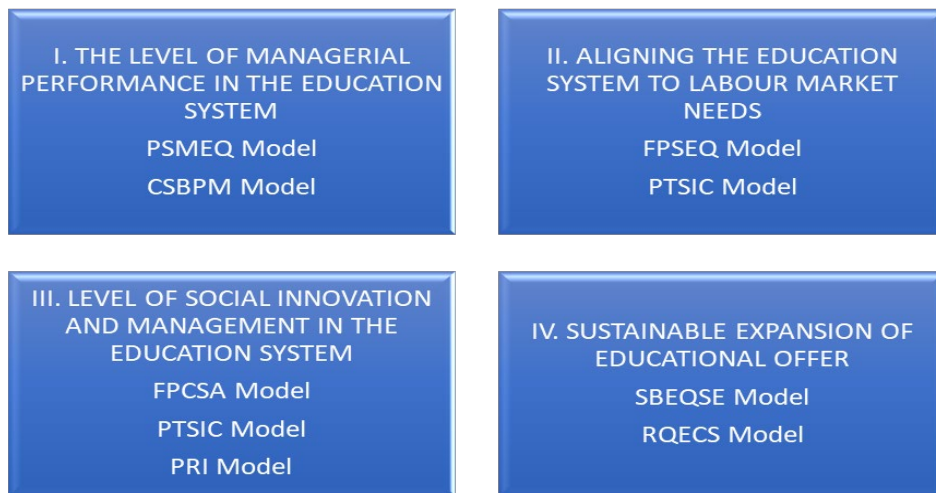


Figure 2. Dashboard of the Model of Social Sustainability through Quality Management in Education

Source: Drafted by the authors

The model of social sustainability through quality management in education is achieved with the help of 10 innovative clusters - a solution to combat the crisis, a tool for increased competitiveness and regional development. The overall performance index is calculated as the value of Pearson correlation coefficients of each indicator with the other indicators presented in the Pearson correlation table, the indicators in the 4 clusters - the level of managerial performance in the education system, the level of social innovation and management in the education system, the alignment of the education system with the needs of the labour market, the sustainable expansion of the educational offer.

The objectives envisaged for each cluster must be the result of collaboration between the MI; they can be different for each model, depending on their specificities, and aim at the development of the institution.

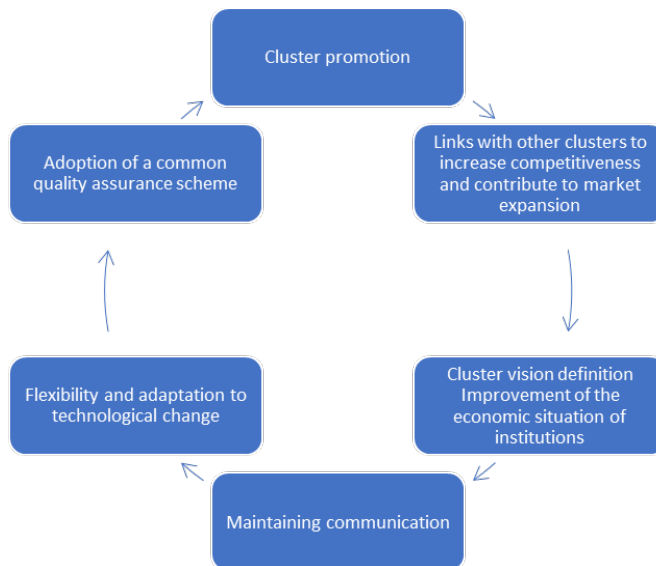


Figure 3. Objectives pursued by G1-G10 cluster linkages

Source: Drafted by the authors

For the design of the Model of Social Sustainability through Quality Management in Education we will critically assess in this study, framework III - analysis of the model of optimizing the training needs and priorities of teachers through the provision of grants, involves Facilitating the attendance of teachers, free of charge, to training courses in the specialty or specialty didactics - VR1, in relation to stimulating employee development and orientation towards innovation - VR2, through the development and implementation of transparent and equitable employee reward and motivation policies - VR3 for career guidance of teachers.

The regression model equation is of the form:

$$\begin{aligned} \text{^G3RequirementsTrainingGrants} = & + 0.464 * \text{G3FreeTraining} + \\ & 0.103 * \text{G1OrientationInnovation} + 0.115 * \text{G3PolicyRewards} + \\ & 0.192 * \text{G10Orientation} \\ n = 713, R\text{-squared} = 0.930 \end{aligned}$$

The regression equation shows that for VR1 - Facilitating the attendance of teachers, free of charge, to training courses in the specialty or specialty didactics, there is a correlation with VD - Teachers' training needs and priorities at school level and offering grants and Stimulating employee development and orientation towards innovation, as the education system offers the possibility of career guidance with the help of transparent and fair employee reward policies.

This aspect demonstrates (in Q1) vulnerabilities in terms of career guidance for teachers, based on policies that motivate employees only at the declarative level in line with the rest of the variables that have an aspect between

11-12%, contribute more consistently with over 45% to the sustainability of quality education, by providing grants and willingness of teachers to engage in innovation, while career guidance has a contribution of only 19%.

FPCSA model: OLS, using observations 1-713 Dependent variable: G3NeedSubsidies

The statistical tests designed on the basis of the consolidated data of the observations taken from the questionnaire study were designed with the GRETL software and according to these tests the model is validated by applying the one-sided critical probability which for all variables of the model generated values lower than the proposed significance threshold (0.05), which allowed the rejection of the null hypothesis and the validation of the alternative hypothesis in this way being assured the criterion of high (**) or very high (***) homogeneity. It can be seen from the table that for most of the regression variables except VR2a very high homogeneity is assured. The observational sample has 713 records and the DV of the model is G3NeedsTrainingGrants.

Table 1. Distribution of dependent variable/model prediction function

	Coefficient	Std. Error	t-ratio	p-value	
G3FreeTraining	0,463654	0,0272642	17,01	<0,0001	***
G1OrientationInnovation	0,102746	0,0397905	2,582	0,0100	**
G3PoliciesRewards	0,115209	0,0341502	3,374	0,0008	***
G10Orientation	0,191887	0,0411029	4,668	<0,0001	***

Source: drafted by the author in SPSS

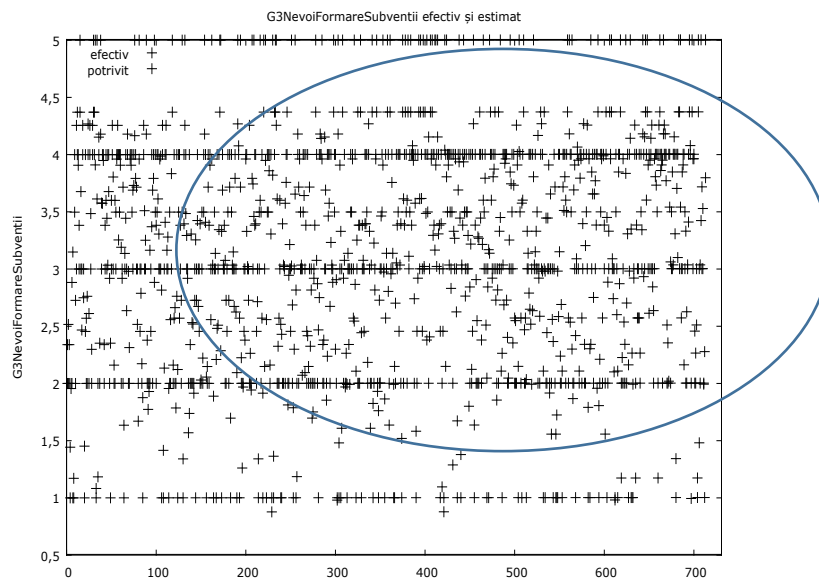


Figure 4. Distribution of the dependent variable/forecast function of the FPCSA model

Source: drafted by the authors in SPSS

From the distribution of the regression variable actual and estimated values, we observe a polarization of the distribution towards the range 2, 4 which means for the options Disagree - Agree, which means that in general teacher training needs and priorities at school level and the provision of grants - VD means facilitating teacher attendance, free of charge, to training courses in the speciality or speciality didactics, in order to stimulate staff development and orientation towards innovation and the implementation of transparent and fair staff reward and motivation policies so that teachers in the system are career oriented.

Table 2. Regression test coefficients for model

Mean dependent var	3,113604	S.D. dependent var	1,199132
Sum of squares of residuals	554,0850	Standard error of the regression	0,884026
Uncentered R-squared	0,930181	Centered R-squared	0,458795
F(4, 709)	2361,451	P-value(F)	0,000000
Log-likelihood	-921,8070	Akaike criterion	1851,614
Schwarz criterion	1869,892	Hannan-Quinn	1858,673

Source: drafted by the authors in SPSS

After piloting the model, statistical coefficients were obtained that outline the managerial profile as follows - The mean of the VD distribution is 3, which outlines the indifference of training policies and the provision of grants to teachers in order to meet the training needs for sustainable education promoted by educational institutions and the statistical representation of the model increases to 0,93, which means that the model is characterized up to 93.01% by the activity profiles on VR all 4, as there is a need for government or local policy involvement, for an improvement of teacher training and for a provision of training grants in order to achieve innovation and digitalization of the education system.

At the same time it is observed that the standard error of the VD has a subunit level, which shows significantly that the majority opinion is in agreement with the provision of information on training needs and the correlation function F values for 4 variables and 709 records maintained after normalization is of 1869 units and a significant degree of homogeneity (P value tends to zero).

Test for normality of residues -

Null hypothesis: the error is normally distributed

Statistical test: $H_i \text{ square}(2) = 3.50981$

with p-value = 0.172924

The test for normality of residuals shows that the null hypothesis is normally distributed, which confirms the validity of the model, rejecting the null hypothesis and maintaining the alternative hypothesis.

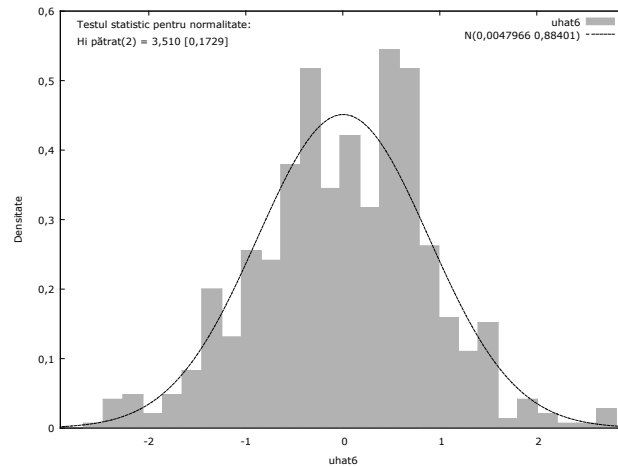


Figure 5. Normal distribution of VD
Source: drafted by the authors in SPSS

From the histogram distribution it appears that the dependent variables have a homogeneous distribution, below the GAUSS curve with accumulation at the maximum of the curve (median area) and a slight elongation to the right with the range of the residual value distribution.

Breusch-Pagan test for heteroskedasticity -

Null hypothesis: heteroskedasticity is not present

Statistical test: LM = 5.3301

with p-value = $P(\text{Hi square}(4) > 5.3301) = 0.255072$

The Breusch-Pagan test for heteroskedasticity showed the rejection of the null hypothesis as no heteroskedasticity was observed and the level of homogeneity generated by the Pvalue is significant, being less than the proposed level of 0.05.

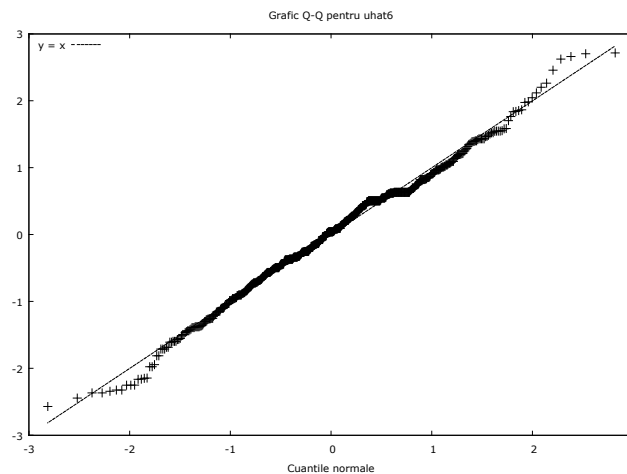


Figure 6. Normal distribution of VD on the forecast line
Source: drafted by the authors in SPSS

The normal distribution of the VD on the forecast line, represented in the Q-Q Plot, shows that, with small exceptions, the amount of error is controllable, the function values arguing for good dissemination for identifying training needs and providing grants, since there are aspects that need to be improved (employee reward and motivation policies and career guidance, not just at the declarative level) but also positive aspects (free teacher training to keep up with changes in the labour market).

2. The processes needed to transform schools through innovation and research (PTSIC) model

The analysis of the transforming schools into hubs optimization model involves well thought out local networks for all education beneficiaries - VR1, in relation to offering free programs for educators in order to integrate cybersecurity concepts in the classroom - VR2.

The regression model equation is of the form:

$$\hat{G10DigitalizationHub} = + 0.633 * G9Connectivity + 0.307 * G10FreePrograms$$

n = 713, R-squared = 0.961

The regression equation shows that for VR1 - Building a local, county, national and European network of partners to increase the degree of connectivity of the educational system in Romania, there is a correlation with VD - The manager of the institution wants to transform the school into hubs that offer children the best conditions for connectivity and access to relevant information in order to develop their educational potential to the fullest, offering free programs for educators to integrate cybersecurity concepts in the classroom.

This aspect demonstrates (within Q1) vulnerabilities in terms of digitization hubs, based on free software have an aspect between 30%, contribute by a more consistent percentage of over 63% to connectivity.

PTSIC model: OLS, using observations 1-713 Dependent variable:
G10DigitalizationHub

The statistical tests designed on the basis of the consolidated data of the observations from the questionnaire study were designed with the GRETTL software and according to these tests the model is validated by applying the one-sided critical probability which for all variables of the model generated values lower than the proposed significance threshold (0.05), which allowed the rejection of the null hypothesis and the validation of the alternative hypothesis, the criterion of very high homogeneity being assured in this way (***). It can be seen from the table that most of the regression variables are assured very high homogeneity except VR2. The observational sample 713 records and the VD of the model is the digitalization of the learning process.

Table 3. Distribution of dependent variable/ prediction function of the model

	Coefficient	Std. Error	t-ratio	p-value	
G9Connectivity	0,633464	0,0399414	15,86	<0,0001	***
G10ProgramsFree	0,306763	0,0383061	8,008	<0,0001	***

Source: developed by the authors in SPSS

From the distribution of the regression variable actual and estimated values, we observe a polarization of the distribution towards the range 3, 4 which means for the Disagree - Agree options, which means that in general the training needs and priorities of teachers at school level and turning schools into hubs that provide children with the best conditions regarding connectivity and access to relevant information to develop their educational potential to the fullest - VD means facilitating the presence of teachers, free of charge, to training courses in the specialty or specialty didactics in order to stimulate staff development and innovation orientation and free courses to integrate cyber security concepts into the classroom.

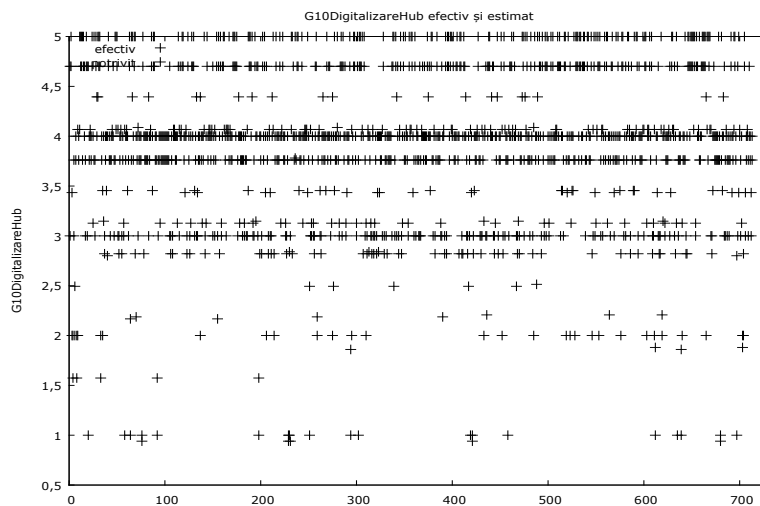


Figure 7. Distribution of the dependent variable/forecast function of the model

Source: drafted by the authors in SPSS

After piloting the model, statistical coefficients that outline the managerial profile as follows were obtained:

The mean VD distribution is above 3.8 which outlines the transformation of schools into hubs that offer children the best conditions regarding connectivity and access to relevant information in order to develop their educational potential to the fullest and the statistical representation of the model increases by 0.96, which means that the model is characterized by up to 96.12% by the activity profiles on VR all 2, requiring a well-designed network where the Internet becomes a resource

available to all students and teachers, with unlimited access in a constructive way, without jeopardizing children's health and safety.

At the same time it is observed that the standard error of the VD has a subunit level, which shows significantly that the opinion is majority in agreement with providing information on training needs and the correlation function F values for 2 variables and 711 records maintained after normalization is of 1697 units and a significant degree of homogeneity (P value tends to zero).

Table 4. Regression test coefficients for the model

Mean dependent var	3,896213	S.D. dependent var	0,931894
Sum of squares of residuals	443,2526	Standard error of the regression	0,789570
Uncentered R-squared	0,961261	Centered R-squared	0,283134
F(2, 711)	8821,279	P-value(F)	0,000000
Log-likelihood	-842,2439	Akaike criterion	1688,488
Schwarz criterion	1697,627	Hannan-Quinn	1692,018

Source: developed by the authors in SPSS

Test for normality of residues -

Null hypothesis: the error is normally distributed

Statistical test: Hi square(2) = 101,323

with p-value = 9.95137e-023

The test for normality of residuals shows that the null hypothesis is normally distributed, which confirms the validity of the model, rejecting the null hypothesis and retaining the alternative hypothesis.

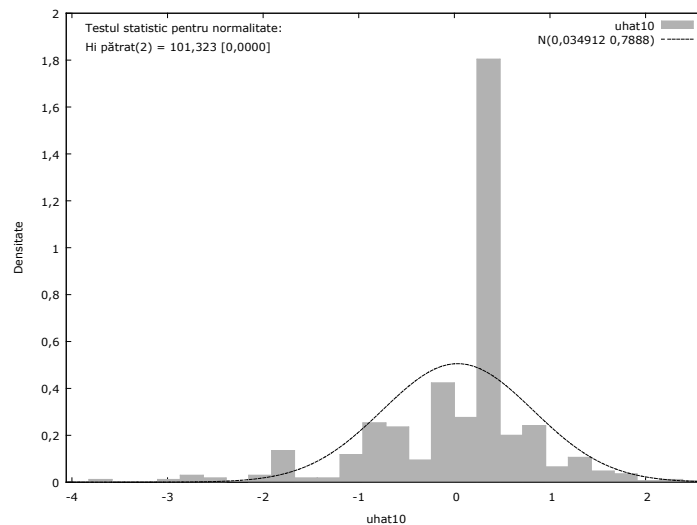


Figure 8. Normal distribution of VD

Source: drafted by the authors in SPSS

From the histogram distribution it appears that the dependent variables have a homogeneous distribution, below the GAUSS curve with accumulation at the maximum of the curve (median area) and a slight elongation to the left with the range of the residual value distribution.

Breusch-Pagan test for heteroskedasticity -

Null hypothesis: heteroskedasticity is not present

Statistical test: LM = 0.124315

with p-value = $P(\text{Hi square}(2) > 0.124315) = 0.939735$

The Breusch-Pagan test for heteroskedasticity showed the rejection of the null hypothesis as no heteroskedasticity was observed and the level of homogeneity generated by the Pvalue is significant, being less than the proposed level of 0.05.

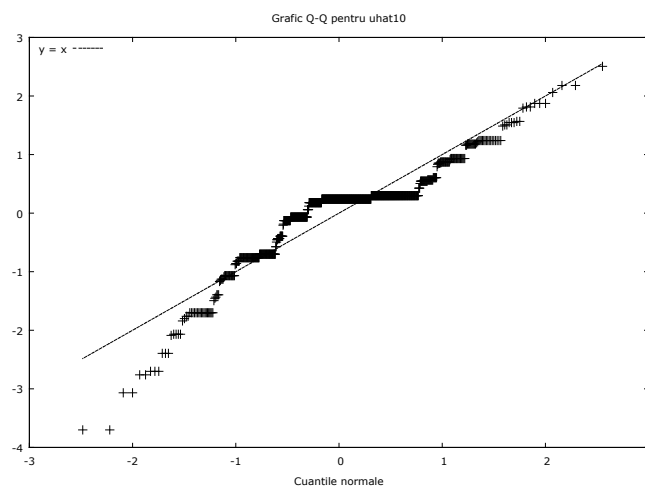


Figure 9. Normal distribution of VD on the forecast line

Source: developed by the authors in SPSS

The normal distribution of the VD on the forecast line, represented in the Q-Q Plot, shows that, with small exceptions, the sum of the errors is controllable, with the function values advocating for a good dissemination between schools, partners, but also parents, employers, local institutions, communication firms, all of which have the role of increasing young people's access to education, in all conditions, teachers' involvement and will for improvement in order to teach students how to use constructively the information they discover and to make the new knowledge determine students to make connections between subjects.

3. Partnerships and resources needed for innovation (PRI) model

The analysis of the optimization model Stimulating employees' improvement and orientation towards innovation - the management's wish, implies Employees' reluctance to novelty, are persistent in promoting and implementing changes that could bring added value to the institution. Promotional materials

associated with educational services are attractive, in relation to Orientation towards identifying solutions and adopting flexible decisions, adapted to the evolution of the market of the services that the institution offers, with loyalty to the mission and goals of the institution in which they work, as managers put its interests above their own for the Orientation of the institution by managers towards a vision and trust granted to employees.

PRI model: OLS, using observations 1-713 Dependent variable:
G1OrientationInnovation

The statistical tests designed on the basis of the consolidated data of the observations from the questionnaire study were designed with the GRETLL software and according to these tests the model is validated by applying the one-sided critical probability which for all variables of the model generated values lower than the proposed significance threshold (0.05), which allowed the rejection of the null hypothesis and the validation of the alternative hypothesis, the criterion of very high homogeneity being assured in this way (***). It can be seen from the table that for most of the regression variables except VR1 a very high homogeneity is assured. The observational sample 713 records and the VD of the model innovation orientation.

From the distribution of the regression variable actual and estimated values, we observe a polarization of the distribution towards the range 3, 4 which means for the options Disagree - Agree, which means in general Employees' reluctance to novelty, are persistent in promoting and implementing changes that could add value to the institution. Promotional materials associated with educational services are attractive can be corrected by Orientation towards identifying solutions and adopting flexible decisions, adapted to the evolution of the market of the services that the institution offers and by Loyalty to the mission and goals of the institution where they work, managers putting its interests above their own and last but not least Orientation towards a vision and trust given to employees.

Table 5. Distribution of dependent variable/forecast function of PRI model

	Coefficient	Std. Error	t-ratio	p-value	
G4ReluctanceNew	0,137124	0,0250597	5,472	<0,0001	***
G6Managerial DecisionsFlexible	0,205783	0,0322119	6,388	<0,0001	***
G8Loyalty	0,273059	0,0355300	7,685	<0,0001	***
G8ConfidenceEmployee	0,362189	0,0433820	8,349	<0,0001	***

Source: drafted by the authors in SPSS

At the same time it is observed that the standard error of the VD has a subunit level, which shows significantly that the opinion is mostly in agreement with providing information on training needs and the correlation function F values

for 4 variables and 709 records maintained after normalization is of 1697 units and a significant degree of homogeneity (P value tends to zero).

Table 6. Regression test coefficients for model

Mean dependent var	4,053296	S.D. dependent var	0,905643
Sum of squares of residuals	213,8230	Standard error of the regression	0,549167
Uncentered R-squared	0,982613	Centered R-squared	0,633849
F(4, 709)	10017,26	P-value(F)	0,000000
Log-likelihood	-582,3586	Akaike criterion	1172,717
Schwarz criterion	1190,995	Hannan-Quinn	1179,777

Source: developed by the authors in SPSS

Test for normality of residues -

Null hypothesis: the error is normally distributed

Statistical test: $H_i \text{ square}(2) = 114,083$

with p-value = $1.68732e-025$

The test for normality of residuals shows that the null hypothesis is normally distributed, which confirms the validity of the model, the rejection of the null hypothesis and the maintenance of the alternative hypothesis.

Breusch-Pagan test for heteroskedasticity -

Null hypothesis: heteroskedasticity is not present

Statistical test: $LM = 38.8878$

with p-value = $P(H_i \text{ square}(4) > 38.8878) = 7.34831e-008$

The Breusch-Pagan test for heteroskedasticity showed the rejection of the null hypothesis as no heteroskedasticity was observed and the level of homogeneity generated by the Pvalue is significant, being less than the proposed level of 0.05.

4. Conclusions

The model of social sustainability through quality management in education shows us: the obligation to modernise our education systems, according to demographic and labour market conditions; when we want to invest in schools, we should use the best resources, with the involvement of the authorities; environmental protection should be a normal condition, not a desideratum; we should identify any financial resources that can help the school or each student; knowledge of changes in the labour market, in the economy, through partnerships between economic agents - school - authorities.

It is highlighted that by the models subsumed in this model of social sustainability all actors present in the education system intend to ensure intergenerational equity, maintenance and improvement of education systems, opportunity for social self-determination, social welfare: standard of living, social dialogue and delegation of responsibilities, for local authorities to develop, implement and maintain economic, social and environmental infrastructure, to

monitor the planning process, establish local policies and regulations and assist in the implementation of national and sub-national educational policies, decentralisation and reduction of the role of central government, to ensure conditions for meeting essential labour needs but also orienting economic growth processes towards new quality and restructuring technologies – digitisation (Al-Samurai, B., 2012).

Integration is defined as the process of welding together and coordinating various policies both horizontally (between sectors/policies) and vertically (between different levels of government), modifying them where necessary to create a system of interdependent, hierarchical, multi-level policies that work harmoniously in unity without social exclusion.

A sustained development of Romania in the EU through an efficient education system cannot be achieved without an increase in the performance of all the factors involved, which is necessary by reducing the dropout rate of young people (Horga, I. et al. 2018), motivating both students and teachers, using all the resources as efficiently as possible, by educational policies sustainable in the long term. The overall performance of the management index can increase if educational institutions are strongly anchored in the development of the labour force, if economic agents investing in the training of workers and in innovative capital and processes form a global network with the present and future labour force at its centre.

First, strategic visions are needed at the level of the education system. The MoE, through the public policies initiated, takes as its starting point the achievement of performance through the design of an appropriate educational strategy (Munteanu, A. I. et al, 2020), uses methods and techniques, discovers a viable model and requires the development of a management of these processes based on a globally recognised and validated philosophy, such as TQM. Each educational institution must have a systemic vision of quality, as they are interdependent and closely linked, an institution should establish a series of measures and policies with the aim of promoting an internal culture within the institution that recognises the importance of the concept of "quality" at institutional level, these aspects falling within the competence of the management of the educational institution (Cristache N. et al, 2019).

With regard to the existence of ethics requirements, ISO 9001 specifies that the institution should establish a set of policies and procedures to ensure compliance with the relevant ethics requirements that are binding on all its employees (Hellsten, U., Klefsjo, Bengt, 2000). Human resources, an organisation's most important resource, are also central. In this respect, the standard states that an institution must ensure that it has the human resources necessary to carry out its work in accordance with quality standards and other relevant legal requirements and, at the same time, that these human resources enable it to produce adequate quality reports.

Therefore, the approach of a specific quality management strategy at the level of the educational system becomes a sure way to evolve on a stable trajectory,

generating the necessary conditions for the educational entities in the system to achieve the performance and standards required by contemporary society (Asif, M et al., 2013).

The transition to the new paradigm will force the school to make decisions based on quality management, which is extremely serious and anchored in contemporary realities marked by several extremely important factors: the environment/community in which it operates, the labour market in which it evolves, the requirements of its customers and of the stakeholders involved in the evolution of the organisation in question, etc. These aspects lead to an (inherent) approach to quality management in the school organisation based on at least two fundamental elements, mentioned above: systemic and processual (Ionescu, Romeo Victor, et al. 2022). In addition, the regulatory-legislative framework, with an exaggerated dynamic of change, obliges the school to assess more and more "rationally" and appropriately the resources available. For these reasons, much more is undoubtedly needed than the rigorous application of institutionally imposed rules. What is needed is a quality management implemented at organisational level operating coherently, efficiently and effectively.

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