

THE RELATIONSHIP ORGANISATIONAL CHANGE – QUALITY IN PRE-UNIVERSITY EDUCATION

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Abstract

The issue of change in education has been researched by many specialists in the field and their approaches are varied (from an organizational and individual perspective), but lead to the idea that the success of teachers is influenced by their receptivity to the needs of the external environment in a continuous dynamics. The change in the school organization is very important. This can be generated by the manager, department managers, teaching staff and auxiliary teaching staff. They all need to have communication skills to show to those around them the beneficial effects of diminishing resistance to the new and accepting change. An effective education system has to be characterized by a high level of quality, and the latter is the result of effective change. The hypothesis behind the realization of this article was that quality education is the result of changes made at school level and this is to be demonstrated in two parts of a theoretical and practical nature. The most important conclusions of this research, reveal that change is a premise for increasing the quality of education at pre-university level.

Key words: quality, education, change, teachers

JEL Classification: M15

1. Theoretical approach

Change is an integrated part of an organization's lifecycle (regardless of its subject matter). A person, but also an organization, goes through several changes consciously or unconsciously (Tyssen A, 2013).

Hemamalini S, in one of his papers, presents the concept of such change (Hemamalini S, 2001):

- 1. a direction;**
- 2. a passage;**
- 3. undertaking a transformation;**
- 4. changes;**
- 5. transformations.**

Change obviously implies a variety of forms of manifestation, and this highlights the fact that there are more types of change. The first of these, the unscheduled change is characterized by the unexpected occurrence, while the programmed change is induced. (Wanberg C, 2003).

When change is imposed by senior management, it is done without the need of obtaining the agreement of the members of the organization.

Participatory change has as its main features: collaboration, involvement and empowerment.

Poor quality is the result of resistance to change, and this leads to educational failure that is reflected in high costs for society. The lack of education, of those attending educational establishments limits the ability to produce, grow and innovate (VroeijenstijnT, 2011).

The quality of education is influenced by the following factors (Shah A, 2009):

1. **Teacher.** The multidimensional nature of competencies sought by the direct beneficiaries of the educational act requires a wide range of teaching skills, both in terms of the themes approached, and in the methods and organization of the learning process. In order to train these skills, relevant training opportunities should be offered to teachers as an investment in their regular development.

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Specific support and training are required in the case of (Stephens, 2003):

- cultural diversity;
- socio-economic;
- religious;
- sexual;
- gender.

2. **Content and results.** The content of education must be consistent with the goals, objectives and expected results.

3. **Process.** Any educational process must be pupil-centered and guided by the principles: participation / cooperation and parity / reciprocity in the teacher / student relationship.

2. The impact of organizational change on the quality of education

2.1. Methodological context of research

The aim of the research is to identify the perception of the teachers in Dambovita County (secondary education) on the increase of the quality of education as a result of the organizational change.

Research objectives:

- O1: Identifying respondents' response to organizational change;
- O2: Identification of factors that cause change;
- O3: Highlighting how change affects the quality of education.

Research hypotheses:

- H1: Most respondents accepted the change in their schools, and the main motivation was to increase the quality of the educational process at the level of the secondary education;
- H2: The teachers' education is not a condition of accepting change at school level;
- H3: The psycho-pedagogical skills teachers and managers influence the quality of education.

Collective research - high school teachers.

The sample consists of 30 persons having the capacity of teaching staff working in 5 high schools in Dambovita County.

The tool used was the questionnaire and the application period was April 10th - July 10th 2018.

2.2. The results obtained

Applying the questionnaires, collecting them and creating the database facilitated hypothesis testing, and for this purpose the SPSS program was used.

H1: Most respondents accepted the change in school units and the main motivation was the increase of the quality of the educational process at the level of the pre-university education.

For the purpose of testing this first hypothesis, the association was used (the following tables).

Table 1. **Valid cases**

| | Case | | | | | |
|---|-------|------|---------|---|-------|------|
| | Valid | | Missing | | Total | |
| | N | % | N | % | N | % |
| Accepting change * increasing the quality of education | 30 | 100% | 0 | 0 | 30 | 100% |

The above table highlights that all respondents' answers are valid.

Table 2. Accepting change* motivation

| | | Motivation | | |
|------------------|-----------|--------------------------|--|--|
| | | I am a peron open to new | I am reticent but, if the situation asks for change, I accept it | I am aware that change is important for increasing the quality of education. |
| Accepting change | Yes | 10 | | 20 |
| | No | | 0 | 0 |
| | No answer | 0 | 0 | 0 |

The persons who participated in this research, who stated that they accepted the organizational change, presented the following reasons:

- 10 respondents consider themselves open to new things;
- 20 respondents are aware of the impact of change on the quality of education.

The first hypothesis of research is verified.

H2: Studies gratuated by teachers are not a condition of accepting change at school level
The following tables outline hypothesis testing.

Table 3. Valid Cases

| | Cases | | | | | |
|---------------------------|---------|---------|----------|---------|-------|---------|
| | Incuded | | Excluded | | Total | |
| | N | Procent | N | Procent | N | Procent |
| Accepting change* studies | 30 | 100% | 0 | 0% | 30 | 100% |

All respondents' answers are valid.

Table 4. Accepting change according to completed studies

| | | | Square amount | df | Square average | F | Sig. |
|---|----------------|---------------|---------------|----|----------------|-------|-------|
| Accepting change according to completed studies | Between groups | Combinati ons | 3.283 | 1 | 3.283 | 7.195 | 0.008 |
| | Outside groups | | 161.512 | 30 | 0.456 | | |
| | Total | | 164.795 | 30 | | | |

Table 5. Anova Model

| | | | Square amount | df | Square average | F | Sig. |
|---|----------------|---------------|---------------|----|----------------|-------|-------|
| Accepting change according to completed studies | Between groups | Combinati ons | 3.283 | 1 | 3.283 | 7.195 | 0.008 |
| | Outside groups | | 161.512 | 30 | 0.456 | | |
| | Total | | 164.795 | 30 | | | |

The studies completed by respondents contribute with 0.03% to the differences.

Table 4.6. Association measure

| | Eta | Square Eta |
|---|-------|------------|
| Accepting change according to completed studies | 0.141 | 0.020 |

The Eta value of 0.140 points out that there are no significant differences. The hypothesis number two is verified.

H3: Psycho-pedagogical skills of school and teacher managers influence the quality of education

Table 4.7 Correlation

| | | Abilities of teachers and managers | Quality of education | |
|--|------------------------------------|------------------------------------|----------------------|-------|
| Pearson | Abilities of teachers and managers | Correlation coefficient | 1.000 | |
| | | Sig. (2-tailed) | 0.80* | |
| | | N | 0.035 | |
| | Quality of education | Correlation coefficient | 0.80* | 1.000 |
| | | Sig. (2-tailed) | 0.035 | |
| | | N | 30 | 30 |
| *. The correlation is significant for level 0.05 (2-tailed). | | | | |

In the presented situation, the coefficient = 0.80, there is a direct correlation between the two analysed variables, the result shows a strong bond. The last hypothesis is verified.

Conclusions

Education influences not only the person concerned (pupil, student) but also the whole community. A state becomes more prosperous when it has effective schools and teachers, but also individuals who want to participate in the educational process.

Quality is a mirror of performance in learning institutions within a knowledge-based society that is directly influenced by how they manage to adapt to the changing environment, respond to the present needs of students and anticipate the future in order to satisfy them.

Schools are an important component of the educational system to educate and train the personality of the beneficiaries, but to ensure economic progress and community development. The evolution and change of the community are mainly related to education and social environments.

The hypotheses formulated in the research methodology were verified through the SPSS statistical analysis program.

In conclusion, all those presented in the theoretical and the case study, highlights the fact that the organizational change is a premise for the increase of the quality in the pre-university education.

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