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PhD Thesis

The quality management in the order
and public safety system

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Cluj-Napoca

- 2011 -

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Quality Management in the Public Order and Safety System

Key terms: *public services, quality of public services, public order and safety, quality management system, the features of quality in education, implementing quality management in MAI schools, measures of quality, proposals to improve.*

Introduction

We started from the level of common perception, and also from the results of some studies and concluded that in Romania aggressiveness of some groups has drastically increased, the street safety has decreased, and the severity of events and accidents is alarming. Police officers (who, according to some opinions, have large effectives) are now better supplied with modern equipment. The institutions that have responsibilities in the order area have increased, yet they are not able to handle the crime phenomenon well enough. For all these reasons, but also for many others, public satisfaction with the quality of officials in the public order and safety system is at a very low rate.

What happens in the schools of this system is likely to offer an answer, and also to give a solution to this situation. A feature of this particular area and its schools is that, although their students officially and legally become officially and legally police officers and gendarmes after graduating the exam (when the distribution is made and after the contract is terminated), the candidates admitted to such a school, after two years of study have the certainty that, after two years of study, will be employed in the system. In other words, the selection of people for the profession is made at the admission phase. This fact and feature led us to focus our attention over the quality of the education system in the segment of public order and safety. The quality of a

public service depends on various factors, not only on human resources, but there is an order of priorities and an intensity of deficiencies.

In this system, the most serious problems, frequently reported by customers / citizens were those related to the quality of its component individuals, being a direct observation and also the result of previous research that motivated the own study which we believe provided us useful information. Helpful and effective because is normal to want a community satisfied with its police, a force with suitable people, with profile schools whose students enjoy what they do and passionate teachers that have the opportunity to prepare *committed students*.

Chapter 1. Organizations and public services

This paper was designed to analyze issues from a triple perspective: theoretical, conceptual and empirical, being an interdisciplinary approach to a actuality issue, aiming at quality management system impact on the organization.

The theoretical approach of the first chapter has resulted in a study of bibliography conducted on the following: presenting the concept and defining features of organizations, external environmental influences, hierarchical relations in public management as well as communication elements and information systems in public organizations. The influence of communication and information system constituted a perspective which identified factors that may explain the variation of some characteristics of processes in public organization management. Aspects of this influence are presented in section "comunicarea organizațională și managementul schimbării în organizațiile publice" concluded by mentioning some "perspective ale sistemului informațional și comunicării.

A brief presentation of historical evolution and the concept realizes the introduction in the subchapter regarding the typology of public services where public order and safety is given a normal attention considering the title, defining these structures, composition and presenting their major objectives.

According to the legislation, *public order* is represented by state of legality, balance and social peace, corresponding to a socially acceptable level of respect for the rule of law and civic behavior.

Public safety, according to the same regulatory framework, it represents „feeling of calmness and confidence that is provided by the police service (state institutions) for measures to maintain public order and safety, the degree of personal, communities' and property safety, as well as to achieve the partnership between civil society and the police in order to address community issues, defense of rights, freedoms and legal interests of citizens "

Romanian Police has the following organizational structure: General Inspectorate of Romanian Police - GIRP (Inspectoratul General al Poliției Române - IGPR); territorial units subordinated to the General Inspectorate of Romanian Police; General Directorate of Bucharest Police (Direcția Generală de Poliție a Municipiului București) and county police inspectorates; educational institutions for the formation and training of personnel; other units required to fulfill specific police duties established by law.

The public order and safety system represents all structures that can act aggregate or individual to provide and maintain the public order and safety but by law the police service gains a major dominance of the field.

The notion of service quality, presentation of the results of different approaches in specialized literature sometimes in comparative manner, in terms of importance and quality of service characteristics revealed the existence of determining relationships between service performance and the quality management system implementation

I completed the presentation of this topic by analyzing examples about "perceived quality of public order and safety" using data from various sources but mainly from four directions. Firstly, meaningful and stimulating seemed an example of implementing the quality management in the Swedish Police, development and use of a special quality index to which I added selected data from the National Institute of Criminology in a study of dimensions of violence in certain areas of Bucharest. However depictions of segments of the population from the rest of the country were needed so in this matter useful was the study of the territorial authority of the Public Order Cluj about attitudes and representations of the population towards Cluj County

police and in order to have a national panorama we have highlighted the most recent national data available from "National Strategy for 2010-2013 public order".

It is pointed out that institutions as important as those of law and order and public safety have serious problems in the manner in which they are perceived by their customers. Taxpaying citizens have an additional argument for implementing quality management system.

Se reliefează faptul că, instituții atât de importante ca și cele din domeniul ordinii și siguranței publice au probleme serioase în modul în care sunt percepute de către clienții lor, cetățenii contribuabili, un argument în plus pentru implementarea sistemului de management al calității.

Chapter 2. Quality management system

The quality management system is being dealt with in the second chapter, importance is given to the most relevant approaches such as systemic treatment and the eight classic principles of quality management.

Key aspects of the system are presented, management responsibility, resource management, the structure and documentation of the quality system with reference to the education and public order systems. The structure and documentation of the quality system is introduced in this chapter and the two components, the quality manual and quality management system procedures were detailed

It was pointed out that in some places, the quality manual in public services as well as several other documents regarding quality rise a number of issues. Accordingly, in Romania there is no serious experience in developing the quality manual. In the public services performed by public institutions, mostly, procedures and work instructions reflect more, and particularly relates to what should be done, to a greater extent than what is actual being done. Reason why we can say that the customer will benefit more from the Quality Manual than the service itself.

Among the key aspects of the system, human resources management was interesting due to its two major sides of organizational interest, personnel selection and training. Moreover, human resources were paid special attention throughout the paper.

SR EN ISO standards regarding quality that are in effect permanently constituted landmarks and the operative elements of the quality system: identifying the service need, the schematic process, the providing process, the analysis and the service result improvement were examined separately.

As mentioned above, human resource management issues in organizations belonging to public order and safety system received special attention due to the socio-economic conjuncture. The perception of human resources as dynamic, complex structures continuously adapting to the requirements organizational environment is a desideratum to improve the quality of these services. Methods of recruitment, human resources selection, the career and promotion of public officials and assessment practices are illustrated and argued along with examples of selection systems in several countries.

With the intention to avoid uncertainty and weak validity of a single evaluation and selection technique most European countries use combinations of techniques that are applied together as part of the selection events, generically known as assessment centers. These events may take between 1-3 days just for a test and candidates on a post or a place at a police school, can be tested through a variety of techniques such as exercises in perception, communication exercises, structured interviews, personality inventories, questionnaires on specific topics or thinking tests.

Table 1 The weight of selection exercises for police in the assessment centres

Interview with jury	Writing several papers	Group discussions	Problem solving	Simulation	Simulation of an interview with the media
77%	77%	62%	38%	23%	23%
Simulation of administrative procedures	Oral presentation	Physical testing	Individual interview with an examiner	Acting in different practical situations	General writing exercise
16%	16%	15%	8%	8%	8%

Attention to admission to such school should be high because in principle places are allocated in such a manner that all graduates theoretically can be employed in the system. In the world, every country, land, police structure and institution may have its own system of selection. Comparative analysis may reveal, however, that several general principles apply in broader sense to achieve the common goal of selection: *choosing the best, most suitable and well trained people for the profession of policeman.*

The exemplification does not claim a rigorous study but simple enumeration of some different kinds of admission and selection system and is more than interesting and can generate questions. Data that was used was obtained from partnerships and contacts that police schools in Romania have with foreign educational institutions. For example, only the agent school from Cluj has partnerships with schools in nine different European countries and over 40 other exchanges of experience with similar institutions in the world. Also, data was collected through attachés of "interior", Romanian police officers working in other countries, obtaining information about 21 such institutions, of which I have selected some that seemed more interesting, not necessarily contrasting with what happens in Romania. However, the contrast is simply a parallel between systems but steps are under way for such comparisons to be made at the institutional level within the ministry, because the differences are striking.

In Romania, the admission contest is constituted by the following stages: psychological examination, medical examination, physical fitness verification, checking the theoretical knowledge. The knowledge test takes place in the form of a multiple choice test – 2 hours, the following subjects: Romanian language; / History (Police Academy only) / foreign language. The sports exam has three tests: speed running- 50 m; throwing a medicine ball, resistance – 1000 m.

Especially now, because of cuts on the background of economic crisis a review of public sector staff is being made. Staff numbers has increased a few years ago, unjustified and, about this phenomenon, the subchapter "Challenges of reforming human resources management in public organizations" followed by "Current issues in human resources management in structures of public order and safety" may be of interest in current affairs.

Chapter 3. Characteristics of quality management in education

Obligativity of generating greater optimism in the capacity and performance of Romanian schools at European / global level and the need to "rebuild the confidence in education" (national strategy title), constitutes the auspices of the third chapter addressing the particularities of the system of quality management in education. Inserting some new elements that have entered the Romanian society after 2007(EU membership), by connecting the local dimension to the European education values, I explained the concept of education timeliness, using aspects of the diachronic evolution of the Romanian educational system.

The coordinates of contemporary national school in this chapter presents the evolution and some successful moments of the Romanian education which was made compatible as structure with the European one, through the implementation of the Bologna cycle studies. Having as a starting point the explicit wishes of European documents related to quality assurance, landmarks and important moments were identified in the introduction and materialization of the quality concept in education, at the level of educational systems of European countries and thus in Romania.

The flexibility, the ability of the organization to learn from others and to introduce change and innovation once the internal and external circumstances are encouraging are vital for improving the efficiency of public organizations in Romania motivating for detailing "model of excellence for quality in European education".

One element that may contribute to the implementation of quality management and subject to the following section is the decentralization with the characteristics, objectives and inevitable obstacles.

However, that as the process of the decentralization(EU rules by the way) is more developed, the requirement at a national level of viable uniform and consistent systems ,for quality assurance to avoid the potential negative effects of decentralization would be even greater .

However, that as the process of the decentralization (EU rules by the way) is more developed, so is the requirement at a national level of viable, unitary, coherent schemes for quality assurance in order to avoid potential negative effects of decentralization.

In the last part of the chapter the favoring processes and actions are registered, the implementation of quality management in the educational where the schools are positioned and thoroughly described in the educational landscape of this system.

The Police Academy "Alexandru Ioan Cuza" Bucharest is the higher education institution that is composed of all the faculties corresponding to public order and safety system, but most of employees, approx. 85%, come from specialized schools, colleges.

Post-secondary education in public order and safety system consists of two schools of police officers who are distinguished by capacity, staff numbers and resources.

The School of police agents "Vasile Lascar" Campina - the unit with the longest tradition and the highest tuition and accommodation capacity of over 3000 potential students *and the School of police agents "Septimius Muresan" Cluj-Napoca* the newest of the schools and the one that has remarked itself with the highest competition per place (7-10 some years)

M.A.I. specializations are completed with other four post-secondary schools

The School of Border guards "Avram Iancu" Oradea – but in most European countries, the Border Police is included in the national police, a phenomenon expected in our country.

Non-commissioned officers Gendarme School "Grigore Ghica" Drăgășani and *non-commissioned officers Gendarme School "Petru Rares" Fălticeni* – gendarmerie has tradition in Romania

Non-Commissioned Officers Firemen and Civil Protection School "Paul Zăgănescu" Boldești - the firefighter profession is the most respected in the system because by excellence firefighters save lives and penalize less.

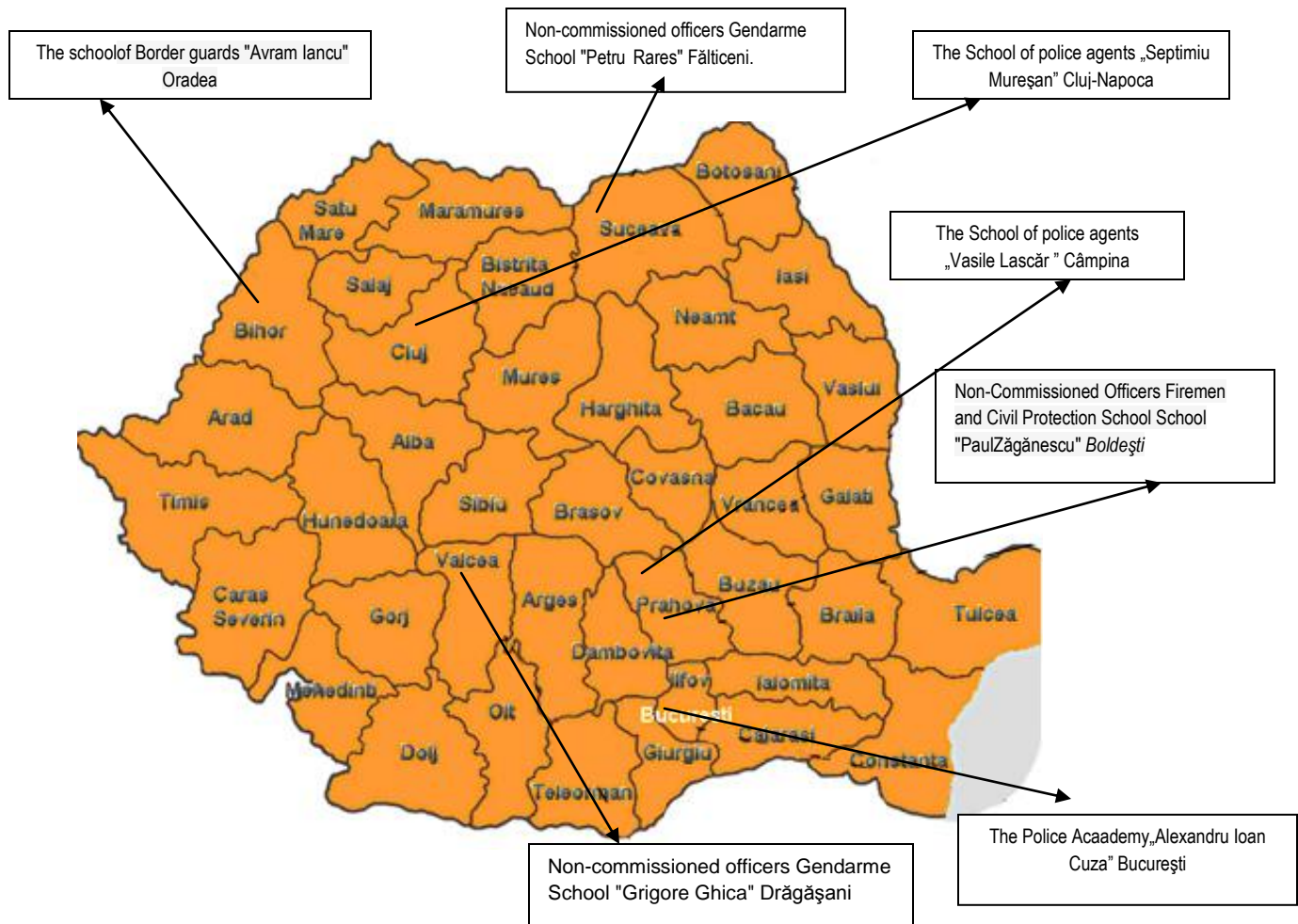


Fig.1. Schools of Public Order and Safety System

The process of learning in MAI schools described in this chapter incorporates the unification and standardization effort, which has in its structure units of competence - key, general, specialized and constitutes a serious premise for quality management, being compatible with the European norms.

One of the great challenges of the educational system of public order and safety is the euromodular transition of 2008, which provides greater labor market adaptability. In this way are acknowledged a set of competencies (general or key) as levels of training in many professions and functions.

For example, proficiencies that include notions of law, firing instruction and physical training instruction, in the case of social retraining could be recognized in several areas of the police, gendarmerie, army, border police, emergency structures, prison administration, etc..

The main directions of reforms in European curriculum of these schools of the public order and safety system are: education for all, relevance of curriculum for the individual and society, development of desirable attitudes and values, development of abilities, critical thinking, concern for appropriateness of training to the needs of each individual, maximizing individual potential, learner-centered teaching and learning, holistic assessment of performance

Chapter 4. The national system educational management and quality assurance

Theoretical research has polarized the attention in the fourth chapter that reviews the basic legal acts concerning *quality assurance* in education followed by an analysis of its national implementation stage.

The connection to European values and internal needs, impose the creation of t"national quality management system in the Romanian education", which is ruled by the "Emergency Ordinance no. 75/12.07.2005 "on" Ensuring quality education ", which will be approved with next year additions and modifications by" Law no. 87/13.04.2006 "for" approving the Emergency Ordinance 75/2005 on quality assurance education". In this way it was set up the required legislative implementation of quality management system throughout the Romanian educational system.

This chapter, shows how the post-secondary schools are complying with the requirements of quality management of MAI, the actual organization of quality management system from the end of the chapter makes the jump to the empirical study, but also achieves some conceptual clarifications.

Thus, public services, more so in the public order and safety, and especially the police and specialized education system, should focus their attention on customers. Who are the customers?

Like in any other systems to better clarify the elements, even in the educational system of public order and safety we can talk about "stakeholders" – groups of interest.

Adapted to this system we can take the analysis of several groups:

- providers - colleges that provide for public order and safety schools with high school graduates who are potential candidates representing quality value added for them;
- product-users (students and prospective students from the schools of police, gendarmes, etc.), for those that quality means excellent - they seek to benefit from quality educational services, so that graduates are provided with better opportunities for their career and being able to graduate at a prestigious level;
- recipients (operative structures for public order and safety, particularly the county inspectorates branch, state and society as a whole) who are interested in quality in terms of suitability for a purpose, being interested in training for specific skills functions;
- Employees of the education system MAI – the didactic and administrative staff, they interpret the quality of observing a set of clear rules of conduct, under the auspices of ethical principles.

The costumers of the educational scheme in public order and safety system.

A systematization of categories of customers can be done.

- Primary customers: those who directly benefit from educational services ,the students for schools under consideration;
- Secondary customers: parents, county inspectorates gendarmes, police, emergency management systems, other operational and administrative structures that have an interest about the competence of individuals;
- Tertiary Customers: with an interest less direct but very important that builds public order and safety system, such as communities, society as a whole but as individual entities and citizens, the system of government.

Chapter 5. Case study: The impact of quality management in post-secondary learning system of public order and safety

The case study in this chapter was developed through quantitative empirical research and reveals that successful organizations use needs and expectations as a starting point, create proposals based on customer needs and expectations, also respecting other corporate needs. Measuring satisfaction is a key approach to the management of the overall satisfaction.

I considered that an objective assessment about the quality of the institutions is that of the graduates, therefore students were questioned about current curriculum and about what urged to choose a certain institution from the range of educational offerings

The study as explained above is about the perception of students, graduates, employers and domestic public with respect to such schools was mostly centered on the most representative post-secondary education institutions in MAI, after the number of students, employees and funds allocated to schools, respectively police agents schools "Vasile Lascar"- Campina and "Septimius Muresan"- Cluj Napoca was conducted during 2009 – 2011.

To complete the survey I have used a more comprehensive research on "Assessment of learning by graduates of police agents schools " and a survey on "Perception of students on the present school curriculum" both performed by specialized structures of human resources in the ministry. Specific to institutions of this kind is that schooling is free of charge. The reverse side of his feature is the fact that some students initially uninformed or manipulated and even later graduates / policemen may found that they chose the wrong profession and it is much harder for them to find other jobs or pay the tuition fee in case of an abandon.

From this point of view and especially from the positive effects that right educational offer may have in order to attract suitable candidates, as is illustrated in "Report on student motivation for the profession of policeman 2011 promotion". It is an approach that can support the implementation of the principles of quality management system, a mutually beneficial relationship with "suppliers" aimed at post- secondary school that provide customers respectively high schools that prepare future students.

Personally I have continued the research in the whole range of public order and safety post-secondary schools, making an "Empirical study: the dimensions of quality from a customer perspective".

The sample of this survey was of 284 graduates of the School "Vasile Lascar" –Campina and 116 graduates of the School "Septimius Muresan" – Cluj Napoca; the survey type is probabilistic and representative for each school, with an error margin of 3.1%.

Because the primary clients are schools pupils (both external customers as well as internal customers), the study continues with a questionnaire about students' perceptions of current school curriculum applied in Cluj last year.

The working method used is the questionnaire containing both closed and open questions with collective application in each class, the number students answering the questionnaire was of 135 out of 153 which was the total number.

Who are they, what are they hoping and why young people go towards such schools? Aspects regarding answers to these questions appear in a diagnostic report on student motivation of 2011 promotion for the profession of policeman (initial vocational assessment)

The study was conducted in Cluj school in the first six months of 2011 on a representative sample of 250 participating students, using as a tool for data collection standardized questionnaires with open answers.

After analyzing these classes in terms of psychological mechanisms that determined the answers we can conclude that they can be grouped in three categories.

Extrinsic motivation	193
Intrinsic motivation	88
unclassified	21

Table 2. The motivation of students for the profession of police officer (E-extrinsic, I - intrinsic)

E – Job/financial security	122
E - respect/recognition/status	45
I - pleasure/passion	29
Unclassified extrinsic or intrinsic (NCIE)/ other reasons	21
E – career opportunities	19
I – childhood dream	17
I – desire for order and discipline	12
I - civic sense	10
I – personal characteristics	9
I - interact. with people	6
I – sense of justice	5
E – family tradition	4
E – lack of jobs	3

In the last part of the research intending a more complete approach I opted for an analysis of customers' perspective on the defining elements of school quality -*An empirical study: the dimensions of quality from a customer perspective*. Because there are several categories of customers / stakeholders for this study were chosen as delimitation four of the most important insights of the following groups:

- structures (county inspectorates) operations/employees;
- teaching staff;
- students;
- graduates.

The research instrument was distributed by groups of post-secondary schools students, by graduates, by teachers and county inspectorates this study was aimed at managers or officers of HR management structures

As a result of distributing 284 questionnaires were obtained responses, of which:

- 55 responses from the operational units;
- 51 responses from teaching staff
- 97 responses from students;
- 81 responses from graduates.

The average age of student respondents is of 19.8 years , the average of graduates age is 23 years, the teachers average age is of 38.6 years and the average age of employers respondents is of 41 years old

I must emphasize that this is an exploratory empirical study with an illustrative purposes and not to generalize the findings at the population level

Several objectives were designed in different stages through the entire study,

- Selection of opinions from graduates of the two police schools on the topic of organization and conduct of the educational process
- Collection and selection of proposed measures to improve didactic activity;
- Appreciation by students of the curriculum and identifying suggestions for improving it

In terms of quality dimensions the following objectives were proposed:

- Identifying the significant elements for qualities of a school - in this case the quality of educational outcomes in the opinion of the categories involved
- Comparative analysis to identify common points in the opinions expressed and those of differentiation.

In the last questionnaire the subjects were asked to rate on a Likert-type scale in five steps the elements and defining characteristics for post-secondary quality school. The developed instrument was condensed in a set of 19 statements that define a prime school, in order to

encourage subjects to respond and remove some unexpected reticence and communication barriers. Because the assessment tool was applied to four different categories of customers, questions that have different or inappropriate meaning to one of the categories were not included. Research instruments for this study's questionnaires were adapted and developed in close collaboration with sociologists, psychologists and specialists in HRM.

Study on quality dimensions enjoyed special attention and alongside what has been said notable was teachers' orientation towards non- cognitive skills, moral character of graduates, honesty.

Table 3. Avrage representative dimensions for a quality post secondary school din sistemul de ordine și siguranță publică

Quality for a M.A.I. school means	Medium score			
	Employees	Teaching Staff	Students	Graduates
1) Secured employment after graduation	2,39	4,02	4,88	4,81
2) Demanding entrance examinatin	3,78	4,51	4,15	4,05
3) Courses adapted to the operational situations	4,82	4,22	3,64	3,96
4) Ensure good materials (buildings, dormitories, laboratories)	3,51	4,53	3,52	3,78
5) Partnerships and experience exchanges with similar European schools	2,35	4,32	2,15	2,82
6) Professional teaching personnel	4,78	4,57	3,77	3,47
7) Easy obtainable passing marks	1,10	1,58	3,15	2,09
8) Only very good students get a diploma	4,81	4,45	2,46	2,50
9) A school with tradition	4,22	3,54	3,39	3,74
10) A public school fully free of charge (accommodation, equipment, food , training)	2,51	2,83	4,71	4,71

11) A M.A.I. school but accredited by other specialized institutions - ARACIP	2,28	4,06	3,43	3,38
12) Provides a modular education with general and special skills, more adaptable to the labor market	2,04	4,20	3,64	3,21
13) Prepares good professionals	4,85	4,67	4,02	4,86
14) Forms hones professionals	4,85	4,06	4,26	4,26
15) Students are well prepared theoretically	4,55	4,61	3,38	3,42
16) Students are well prepared in practice	4,60	4,59	4,79	4,79
17) The existence of specialization and optional subjects	2,60	3,72	3,16	3,15
18) Regular contact with operational units and practical situation	4,03	4,58	4,43	4,41
19) Ability to follow parallel faculty courses	2,21	1,62	3,56	3,27

Interpretation of the results requires the presentation for each of the four categories of respondents / stakeholders of the most pronounced and the least important perspective and a comparative analysis between the common points and points of differentiation.

In the view of the operative units / employer a good school is an institution that:

Forms hones professional – average 4,87

- Prepares good professional - average 4,85;
- have courses tailored to the operational situation - average 4,82;
- only very good students get a diploma - average 4.81;
- skilled teachers - average 4.78;
- students are well prepared in practice - average 4.60;
- students are well prepared in theory – average 4.55;
- permanent liaison with operating units and state practice - 4.03 average.

It is noteworthy the characteristic focus on "form honest professionals" with the highest average for this study which can be explained by a certain archetype built during time that these public servants with 'special status'. It should be noted that this idea is preconceived because honesty and character traits can not be formed during the short two years of a post-secondary school. The problem should be solved is the selection mode ad admission to this schools but the phenomenon requires further consideration and study.

It is important the employees' orientation towards specialized training so students can become good professionals through courses adapted to the operational situations and theoretically well-trained units who keep regular contact with operational and practical situation. One thing is often discussed by employers the fact that only very good students should obtain a diploma, currently virtually all students become graduates.

In contrast de less pronounced features of the study are considered to be:

- easy to get pass marks in subjects and exams – average 1.10;
- provide a modular education with general and special skills, more adaptable to the labor market– average 2.04;
- can follow parallel courses of a faculty - average2.21;- assured job after graduation - 2.39 average.

Unanimously, employers are against excessive indulgence in students scoring (1.1average!) in subjects and exams and more adaptable learning for labor markets is preferred in the detriment of professionalisation.

The teaching staff perceives the quality of the post-secondary institutions of public order and safety system in a way closer to employers. Thus, in the vision of teachers quality education institutions are distinguished by:

- prepare good professionals - average 4.67;
- students are well prepared in theory – mean 4.61;
- teachers are well prepared - average 4.57;

- demanding entrance examination – average 4.51;
- very good material insurance (buildings, dormitories, laboratories) - average 4.53;
- -students are well prepared in practice – average 4.59;
- regular contact with operational units and practical situations – average 4.58.

As a customization because this is a group of internal customers occurs the need for an entrance examination and good material support

. Is firmly rejected the criterion of "easy passing obtained in subjects and exams"-1.58 average. It is also considered that without the above statement would be true the completeness of free schooling would not be beneficial for the quality of the institution.

The most important aspects that characterize a quality school in terms of students are:

- assured job after graduation - average 4.88;
- prepare good professionals - average 4.81;
- State school fully free (accommodation, equipment, food, training) -average 4.71;
- students are well prepared in practice - average 4.79
- form honest professionals - average 4.26;
- demanding entrance examination - 4.15 average.

It is noted that, in this particular socio-economic circumstances the job security is the most appreciated quality of these schools by students who also want a school that prepares well-trained professionals and offers best practice opportunities. Young people that have opted for this profession desire honest persons admitted through a demanding entrance.

The least represented characteristics are:

- partnerships and experience exchanges with similar European schools -average 2.15;
- only very good students should get a diploma - average 2.46;

- existence of specialization and optional subjects - 3.16 average.

Partnerships and optional subject are not very popular among students who although want a strict entrance contest once they are admitted they do not desire a severe graduation exam.

Similarly is case with the graduates this study shows that their options were directed utmost to the features:

- prepare good professionals - average 4.86;
- assured job after graduation - average 4.81;
- students are well prepared in practice - average 4.79;
- public schools fully free (accommodation, equipment, food, training) -average 4.71
- demanding entrance examination - average 4.05;
- courses tailored to the operational situation - 3.96 average.

Situation largely coincides with the vision of students, appearing only among the first items, the extra requirement is tailored courses operative situation

By analyzing the results obtained I could select the biggest differences between different categories in order to study and control the phenomenon, not for an uniformization because it is normal for different groups to have different options.

To begin with the entity that is in the centre of the educational process: the student, it is normal to have differences between groups the characteristic “easy at get passing grades in subjects and exams” do not surprise anyone that is a common student answer in the survey.

Between employers on one hand and students and graduates on the other differences appear on:

- public schools fully free (accommodation, equipment, food, training)
- assured job after graduation

The differences are explained by stronger economic conditionality for the young while the primary concern for the employer is professionalism. Teachers and employers consider

theoretical knowledge extremely important while students and graduates do not see it as a proprietary choice.

Differences arise between employers and teachers that show a lack of information and institutional divergence of interests :

M.A.I. schools accredited by other specialized institutions - ARACIP

- Provides a modular education with general and special skills, more adaptable to the labor - market
- Partnerships and experience exchanges with similar European schools

Thus for this study remarks that the trend that categories of customers are oriented to in great majority:

- degree of training, practice of graduates;
- -school orientation to working with operational units;
 - the quality of teaching staff,
 - fulfillment of standards of quality of the accreditation system .
 - offering courses in accordance with the requirements of the operational work.

Interpretation of the results confirms that it is natural that the views to be unlike because for every category of stakeholders (stakeholders) their opinions are influenced by their own interests, specific to each group. For many students, free schooling, high study job security and easy exam promotion is an advantage. For the tutors a greater importance put good professional training , theoretical knowledge and material conditions while for employers the main issues is relevant that the graduates are prepared in accordance with the operational needs. Knowing the real size of this phenomena proposals can be made in order to permanently improve the quality of the post-secondary educational system

Chapter 6. Conclusions, implications and suggestions

In the last chapter are included conclusions and proposals made, the limits and directions for future actions. Research conducted shows that implementing a management system and quality assurance in MAI post-secondary schools can be achieved if series of proposed outcomes are identified and implemented, which could be a practice manual for those involved in the implementation of education.

For these proposals and for continuous improvement of the educational process of the post-secondary educational public order and safety system, following survey, we selected and recorded some material.

- increased share of practical activities during school, involving and stimulating to all students;
- Increased teacher-student interactivity in the act of teaching and a greater use of active-participatory methods. The example proposed by us was that after exposure of certain aspects of the topics, the teacher would show students some concrete cases enabling them to express how they would solve the case, then correcting their mistakes. In this respect, the school "Septimius Muresan" (later the idea was taken up by others) was initiated to develop a "cazoteci" actually a systematic collection of a large number of significant cases throughout country and a simulation center where predominant use "role play" in the learning process.
- as an element of organizational culture, it was argued to promote cooperative learning, encouraging partnerships in learning would have two beneficial effects. Firstly, directly, would be improved assimilation and the multitude of items required for operation of the study, and secondly, indirectly, but importantly, develop the ability and habit of cooperation, of doing things collectively.

The set of proposals on the admission paper argued that the European Schools system includes adjustments to gender. We argued that the evidence examination must include more subjects, and they are among those studied in high school. It should contain mandatory elements of mathematics (mathematical logic elements and geometry), psychology, history, philosophy. Candidates need to have volunteering placements in hospitals, orphanages, fire, police, etc.

demonstrating to the community and staff to check if they are attracted to support the public, to protect people and only then be willing to work in the structure of police, gendarmes, firemen!

Courses of action. This study is a great insight into issues of quality management in public order and safety system and does not have a comprehensive approach in areas that would not be possible or desirable, given the mobile and complex subject and the natural limitations imposed on the volume, such a development methodology works. We believe in the importance of the subject and the particular segment, and the study is intended to be a specialist on subjects of acute interest to the community. In this idea, this paper is justified by the rarity of such steps and at the same time the continued importance of the field. In fact, originality is not in research methods, as problems in the area which aims to give answers based on data.

In terms of creativity and originality, the work is based on theoretical analysis of managerial issues from the perspective of the realities existing in the system of public order and safety, namely the post-secondary educational system. The originality of the work consists primarily in addressing these issues through a national survey that captures aspects of perceived quality and customer satisfaction to the system, and corroborating with national studies involving industry (schools police) or research dissecting a particular subject area (work motivation).

Although it makes proposals as an effect of selected results, we believe that a number of areas require further action. Schools have certainly a substantial effect on students, especially in terms of formal education, but what happens with the other components of education - non-formal and informal, set here and how they compete in the final product - the official view of the community? It's good for all students to become graduates ? Once there was one police school and now there are two, as a result of decentralization of the educational system, but decentralizing it could reach other areas, competition without doing evil anyone, and models from other countries refer to schools and small classes that can be trained more carefully.

The Government Program 2009-2012, Chapter 20, public order and safety, provides "implementation of a quality management system in institutions of public order and safety", but these good intentions, even programmatic, must be supported by many studies and results. As we have seen and we all know customer satisfaction materialize in no hurry. Therefore, in this paper

exists a study of interdisciplinary in the crossroads of management, administrative law, sociology and statistical analysis.

Through research we have identified ways, means and perfect tools with application to implement quality management systems in post-secondary education in public order and safety system, but also the possibilities of extrapolation to the whole system. Structure tended to capitalize bibliography, exceeding some standard approaches to validate the assumptions made, can be theoretical but also practical, support for those involved in the management organizations of public order and safety system, especially in education sector institutions of this system.

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