



MANAGEMENT OF QUALITY IN HIGHER EDUCATION INSTITUTIONS: Analyzing scientific productions.

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ABSTRACT

The objective of this research is to carry out a bibliographical study on quality management in higher education institutions. This research is classified as a qualitative approach, which can be understood as exploratory-descriptive level. The data were analyzed through the content analysis proposed by Bardin. The identified result refers to the importance of having an action plan as a means of guiding the professional, as something that gives attributes to their work.

Keywords: Management; Quality; University.

INTRODUCTION

In order to understand the organization's performance, it is important to observe the level of product and service quality. It is necessary to establish an understanding of the word quality, according to the illustrious Gomes (2004), the term quality is difficult to define, in this line Reeves and Bednar (1994) point out that there is no universal definition, as different concepts of quality are born in varied scenarios, resulting in a complex understanding.

In this plumb line, in order to perceive quality, it is necessary to know that the systematic of the concept of quality is recent, given that the Quality Systems only constituted and were designed, improved and inserted in the 30s in the United States. And a little later, in the 1940s, Japan was more renowned on the subject.

The transformation of the modern world evidences several changes in the economic, social and, mainly, political-institutional field, in which Longo (1996) says that the search for structural transformations contextualizes the center of the role of education. In Brazil, like many others, education also followed trends already successfully implemented in other countries.

2. Theoretical Framework.

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In the industrial space, several methods are used to measure and improve the production process in a vertical way. As the Taylorist theory points out, management starts from the top to the factory floor. In the educational environment, little was seen of this type of control, which began to be practiced from the 1990s onwards, in Brazil, where educational actions are defined by the State, as pointed out by Araújo (2011).

Segatto and Abrucio (2017) report that the creation of the Ministry of Federal Administration and State Reform (Mare), in 1995, was a key point for the growth of the field of management for results in Brazil, which aimed to leverage the performance with regard to managerial model of management by results.

For Longo (1996), this revolutionary change aimed at the quality and competitiveness of new businesses, seeking innovation and organization of entrepreneurs for the challenges of social modernity. Although, still in a rustic way, quality management has become a fundamental weapon to improve methods and correct flaws in the current educational system in our country.

The elaboration of countless suggestions, around modernity, points to the improvement of educational management processes, in this sense, the focus of quality management development received diverse understandings in all aspects (OSBORNE; GAEBLER, 1994).

Vianna (2014) pays attention to the fact that, in order to deal with quality in the educational environment, it is necessary to remember that the evaluation process of this parameter of education cannot be reduced to just investigation of indices that point to school performance, it is also necessary to analyze the environment in which the students are inserted, that is, their classroom conditions, quality of these classes, the contents and the design of how they are treated.

Longo (1996) states that the evolution of the concept of quality was found in the manufacture of goods and services, which developed a system of managerial variability following the technological revolution.

For Stoner (1999), the organization for management started when the most complex situations of cultural phenomena emerged, thus inserting the act of planning through the management of the structures of life in society.

After the new dimensions of planning, Stoner (1999) considers that the technical variables of information enabled a system characterized by quality, which is why today's society is found.

Vianna (2014) points out that, for the results measurement process to be valid, it is necessary to validate the techniques, since the analysis is only considered satisfactory when the

desired goals are achieved.

The modernization program affects quality management, as it causes several barriers and a status model, forming a new way of seeing the interactions between people, in which one of the parties has superior satisfaction (XAVIER, 1994).

In a managerial dimension, the concept of teaching and quality of education produces training strategies emancipated by the new generation. Xavier (1995) states that the quality of education, from the point of view of new perspectives, is capable of not keeping up with the new political-pedagogical models and their totality, as the Brazilian educational system has not kept up with the current changes.

The success and failure of education in Brazil has a lack of identification that manifests itself with the worsening of the school reality and, mainly, with the management quality indexes. (ADORNO, 2006).

Vianna (2014) shows that to arrive at a real indicator of the quality of education at the national level, it is necessary to observe the characteristics of the population, their cultural conceptions, the way in which the financial resources for education in that perimeter are applied, as well as the conformation of the schools that serve that population.

Silva (2009) states that the pedagogical practice in schools comes from the managing organizations of the institutions, evidencing the teaching-learning policy as an object of investigation for quality management.

Silva (2009) then realized that in recent decades the growth of the professionalizing sector has gained significant factors, in which higher education institutions have restructured.

According to Lyrio (2008), managing and organizing HEIs is increasingly difficult, as the demands of teaching quality and market competition directly affect the services that managers of these institutions are responsible for.

Mota and Silva (2011) relate the search for higher education entities with the search for quality knowledge, required by the labor market, as the current scenario is in professional demand.

In Brazil, the Ministry of Education (MEC) aims to apply a methodology to investigate the student assessment system and thus mediate the quality of the HEI. For Scremin (2009), this process that indicates the performance of educational entities works as an organization of education in Brazil.

Arroyo and Fernandes (1999) report that, in Brazil, it is believed that plans and goals drawn up by people without specialization in that area of intervention did not lead to positive

results. This feature limits external actions and hinders educational acts.

Bertolin (2009) points out that the country's growth process is linked to the demand for higher education, thus reducing social imbalances and promoting development. Within this context, the quality control of education highlights the cultural development of a society, and has become essential for institutions and for the government in future analyzes of individual growth. (SCREMIN, 2009). Stallivieri (2007) says that responsibility and intellectual experience causes care with the training and preparation of future professionals, due to the diversity of higher education structures, showing that in Brazil the objective of offering quality administration goes far beyond securing knowledge, but a panorama of effective social education.

errors.

According to the National Institute for Educational Research - Anísio Teixeira (INEP), in 2015 there were 8,027,297 students registered in HEIs across the country. Only 1,952,145 students were in public HEIs, while 6,075,152 in private ones. This shows that there is a hegemony of private HEIs, which are responsible for approximately 75% (sixty-five percent) of the vacancies occupied.

According to Fontes et al. (2011), nowadays, the higher education system, mainly in the private sphere, establishes strategies that enhance the teaching-learning way, and this ends up drawing attention in the external environment. Even with all that these private HEIs have grown and gained importance in the current scenario, public HEIs still have the role of being linked to the community, specifically the population of a certain neighborhood and attaching the quality of teaching-research-extension. Perfection, in any sphere, is impossible, but mechanisms that look at problems and see solutions as learning enhance any HEI.

According to Sampaio (2014), higher education institutions, both in the private and public domain, will have academic divisions regarding teaching, research and extension. As a result, learning takes on decisive roles in the progress of academic and community activities, which benefit individuals in the region and also aim at diversifying education.

Soares (2016) shows the participation of students in the evaluative characteristics resulting from the quality management of higher education. In order for them to quantify, these analyzes must be carried out with a plan, measured through strategies that point to the correct direction for quality education in the country's institutions. It is also worth mentioning that every teaching-learning methodology is beneficial to the student, and this process helps him to prepare, later, for his teaching career. Knowing that the challenges will be huge, this type of

process should be perpetuated, attaching the student to an educational range. The evaluative opinion highlighted by the student must have an important role, that is, it has to be respected and put into practice by the institution.

Longo (2010) describes the historical evaluative moment of higher education and this ends up governing the analysis of quality management. The mechanisms permeate quantitative data, developed through testing, also pointing to a faulty assessment, as in most cases they do not see the issues involved in this assessment, for example: the opportunities offered to teachers and students, whether in basic or higher education .

According to Xavier (2016), the functioning of distance education in Open Universities in Brazil is of great importance, as it brings perspectives for improving education in Brazil in different places, opportune to people with low economic status and is a continuation of teacher training, thus helping their insertion in higher education and postgraduate courses, so that they can build different knowledge in different contexts. He also quotes the importance of structure and quality management, the way it is planned and the practice of new characteristics that underlie teaching within an institution.

In accordance to Ribeiro, Timm and Zaro (2007), the discussion regarding distance learning is of great need for the interference of managers in the quality of teaching and the production of mechanisms that improve didactics, thus being able to implement strategies that differentiate the teaching model . The management within the teaching and learning process is evaluated by the way in which the entire faculty and students are being used and developed, so that distance learning gains more adherents and suits national workers.

Another discussion that allows analysis is that of the management process in Brazilian education with an international bias, that is, the basis of quality reflected in the way of managing - in the way Segatto and Abrucio (2017) put it - highlight that the debated reforms are of institutional planning, verification of potentials and existing problems within the Brazilian teaching mechanism in different states and regions. The differentiation is due to the way in which it appeases teaching in the context of didactic aspects, solving teaching problems and, later, covering solutions that will start a diversified and enriching scenario in quality teaching, making educational practice more pleasurable and effective. , in addition to reducing the negative effects that the lack of evaluative parameters brings to the educational process.

Considering Ferreira (2013), the manager is responsible for the quality of demonstrating the accounts faithfully to the institution, solving problems and investing in research, thus improving the amount of education. In addition, the author highlights the relevance of two

assessments made from research in the educational field, emphasizing the results obtained before the institution and the teacher's role in this result, so the professional will have to ensure an amendment of teaching and learning.

Ferreira (2013 apud Freitas et.al., 2009) corroborates that the adopted mechanisms should serve both, highlighting the prominence of evaluating the parts in a solid and objective way, not influencing the teacher's didactics, as well as its importance in the formation of the student, with that the student is evaluated in the educational sphere.

According with De Oliveira, Serpa and Kairala (2015), the teaching attribute is multifactorial, that is, there are numerous forms of interaction, being an exchange of knowledge to break paradigms, supporting technical and scientific education, thus offering quality.

For Santos, Pereira and Lopes (2016), education becomes massified, as a trade emerges. However, different forms of teaching emerge interacting with eagerness for knowledge. This massification, closely linked to competition, which in short individualizes the professional within the institution. This mechanism is connected to the way in which society sells teaching, and this ends up making technical-scientific learning more elite.

Faria and Baruchi (2009) highlight actions that a good manager of a higher education institution needs to have: leadership, training, resources, time, organization. As far as the science and research community is concerned, these organizational foundations and the factors highlighted here will be put into practice as integrative management, enjoying in multiple ways the value of the ways in which an educational establishment is managed.

For Raposo (2011), the requirements and limitations go hand in hand, as the institution lives from the quality of education, arising from quality, which will be well regarded in national and international rankings, differentiating itself from agglomeration, providing outreach practices to students. Since the fight for a place in a course at the institution will be highly competitive.

In general aspects of this study, Vianna (2014) states that there can be only one way to analyze and quantify education, just as this observation cannot be made based on objects of limited scope, since, contrary to what is known, , educational quality is not measured by values presented in grades obtained in activities, but by a set of factors that are greatly influenced outside the school or the didactic method.

When we talk about management, we are talking about organization, which it is of paramount importance for the constructivist development of any business. We cannot confine ourselves to analyzing only the development of the business sector, as there are different types of management. As an example, we have business, organizational, people and results

management, among others. These managements are applied in different environments, such as companies from small to large, and these are divided into different sectors, in agriculture, livestock and schools. All of them aim to organize and elaborate the best way to achieve development.

In education, the teacher has an important role in the student's development, but there are other influential factors, as André (2015) says. There is no doubt that the teacher has an admirable role in the success of learning, however, there are other very strong factors that compete for quality education, such as the solutions available in schools; the type of organization of school work, with a management team that provides physical, pedagogical and emotional support to professors; decent wages, with adequate kinds of work; a good career plan, with a set of categories that should be part of policies to support teachers. We can summarize this quote by André in just two words, qualified management.

Management by results, in its beginnings, sought to bring about techniques adapted from private to public administration (GRAY; JENKINS, 1995). Today, it has the function of following goals, not caring about the time needed for this, but about the final objective. Management by results reached the educational area and its actions were not carried out in the same way everywhere.

In the case of the United States, there was both the introduction of incentives through pay for performance for principals and teachers, for example, the creation of Charter Schools, in which greater autonomy and flexibility of schools with contractual results were articulated (WANG; BECKETT; BROWN, 2006; GALL; GUEDES, 2009). Some countries were supporters of American ideas, but others were included only some aspects of this mode of management. As Segatto and Abrucio (2017) said, in all cases, they mean national or subnational governments, the changes encompassed the adoption and growth of evaluations and the use of indicators to, on the one hand, measure educational performance and, on the other, add advertising and generally structure social control. With that, through an indirect way,

In order for result-based management to be implemented in Brazilian public education, it had to be encouraged by some institutions, both national and international. In the Brazilian case, some international organizations and development agencies - such as the World Bank, the United Nations Educational, Scientific, and Cultural Organization (Unesco) and the Program for the Promotion of Educational Reform in Latin America and the Caribbean (Preal) - influenced this process is based on the linking of the use of evaluations and goals to obtain funding (FARIA; FILGUEIRAS, 2007; SEGATTO; ABRUCIO, 2017).

The result of this reform has two crucial points, being the strategic and the operational dimension. As Segatto and Abrucio (2017) say, in a strategic dimension, evaluations, goals and indicators began to guide the government's program, in this case the Ministry of Education and the state education secretariats. And, in an operational dimension, the direction of policy implementation changed, as the actions of all stakeholders, including schools, began to focus on student learning. Segatto and Abrucio (2017) still show us the general position of the works written on the subject, when they say that what is observed in the literature on the reforms is that, despite being based on common ideas, of control by results, each design of reform produces a kind of result in public policies. Control by results is not, therefore, a constant instrument. on the contrary, he was

result of the constitution celebrated and increased among the social and political interpreters and the bureaucracy. As a result, it offered different designs in the countries that followed it as presented, some countries made progress in the construction of assessment apparatus and others in the design of targets, indicators, contracting mechanisms and compensation for performance. Its role in increasing transparency and publicizing educational results, strengthening spaces for dialogue and negotiation, and empowering civil society was also different.

Quality management is essential importance for society, because through it one can control a certain service, as it is not restricted to one situation, but to various spheres of society that vary from companies, schools, human resources, among others. Starting in World War II, to adjust war errors of the great nations involved, so that there would be no waste or poor quality products. Today, the idea of quality management remains the same, now there are bodies responsible for overseeing such products or services, such as the National Consumer Defense Information System (SINDEC), PROCON, among others.

Feigenbaum (1994) defines total quality control as an active aggregation of efforts for the evolution, preservation and improvement of the Quality of the different groups in a systematization, to prepare the compliant sectors for the elaboration of a good/service to respond absolutely the essentials of the customers of the most economical attitude.

Feigenbaum(1994) states that starting from this idea, there are 04 rules for quality control: control of new projects, influence of receiving materials, control of products and studies of the manufacturing process. Juran (1992) stipulates three basic methods that have been named quality trilogy: quality idealization, quality control and also quality improvement. The first, as the name suggests, is a fundamental part of preparing a certain product for a certain group, the second would be product inspection and if there was satisfaction with the product, then

approaching the third point, and who knows what else admirable, if there is rejection or failures in the procedure, as well as if attitudes should be taken so that the product in the future is improved or adapted to the market.

Second Crosby (1999), the quality of a company cannot be evaluated only by the final result of its products. Quality is the sum of the qualities generated in the various production stations. The procedures that help towards the final quality are not directly related, however, you can define performance standards for each of them. If we define quality as similarity to standards, all actions will be contained in the same type of control. Crosby also states that the quality of such a product can be subjective, varying from person to person, but that even so there must be a standard constituted by rules to be based and compared, so that the final product meets the minimum requirements. The phases that Crosby divides his studies are: definition of quality, preventive quality system, performance standard and quality measures related to it. By linking with the school area, we know how much quality management can interfere in the development of a student, for better or worse, ranging from teachers, coordinators, pedagogues and important members of school services, to sanitation, food, safety, materials and structure. In this idea,

Sant'Anna and Souza-Silva (2014) sought to clarify which behaviors are observable within the school system, the important attributes that are imposed and the most common attitudes, thus contributing to building the idea of organizational climate. It also identifies the importance of decisions being taken in groups, in this way, all individuals included in the process would have a voice and would be heard, for a better conciliation of all parties. It is notorious that many times, in different schools and school environments, there is an imbalance of order and decisions, in which groups place themselves in superiority of others and feel that they have the right to make decisions without consulting them.

According to Campos (1992), satisfaction or not with the products offered is linked to the following requirements: perfect project, without defects, with low cost, customer protection, receipt of the given deadline and inexistence of order failures.

Mezomo (1997) comes to ask: 'until what point will the school manage to have poor quality results? Reduced productivity? Indefinite mission? Workforce acting alone? Ignorance of your customers and their needs? High costs? The respect of society in terms of the answers it offers?' These are situations present in the daily life of all schools, especially public ones, where a good part of the money destined is already diverted, and what is not ends up being poorly invested. These are questions that are relevant to everyone in the middle, for questioning

and reflection.

Finally, we see that it is a theme that covers everyone's life and interferes in the day-to-day, it is up to everyone involved to search for a better understanding of quality management, and through the literature to guide their attitudes, so that the environment always have the best possible use and that it bears fruit, mainly.

For Scremin (2009), quality is a necessary foundation for higher education to achieve its objective with the social and economic development of the country. Analysis on the

quality of higher education come to the understanding that there are different and different understandings of the concept of quality, as institutions work differently and defend that the service developed is something of quality.

Currently, the competitive market is making consumers more and more demanding, this competitive market has also generated some competition between educational institutions, with this increasingly IES have undertaken, seeking to keep up with this advance. Being among the best has been the focus of higher education institutions in recent years.

Universities have been concerned about participating in the assessments. According to Rodríguez and Ayesta (2003), for an institution to function in a decent way, it is necessary for them to provide essential resources for the development of their practices, which often does not happen.

The assessment of institutions, at first, was done through the self-assessment, which served to create a basis for the quality of the institutions. Quality comes from the Latin *qualitas* which means quality, custom of being and characteristic of things. After WWII it adopted the so-called total quality management (TQM), which is a new approach to having quality control.

Pires (2000) says that there are several myths related to quality, such as, for example, that quality is a disorder of the service provision process; and that the best institution will cost more. Since companies discovered the function of quality, much has been asked about its true value.

Machado (2004) showed how difficult it is to implement parameters in order to measure institutional results. Profits, when evaluating the progress of public institutions, overcome all limitations. Some of these advantages are the impasses that plague the organization. Another object is to know and identify the results, to analyze them based on others, already established, making it easier to learn terms such as effectiveness and economy, an improvement in accountability.

Pires (2000) states that there is no measure to compare goods or people themselves. However, measuring quality or even quality assurance is difficult, as it needs to be objective about quality. The knowledge about the importance of quality in university management led to a process of decentralization within higher education institutions, which feeds the entrepreneurial capacities of universities due to their internal organization.

On the other hand, due to the structural reforms brought about by the new challenges, which range from the environment to the globalization of the economy, from the new forms of work and modes of employment in markets without borders.

According to Saraiva et al. (2000), it is increasingly difficult to fit the theme of quality into society, in which education occupies a prominent position as it is a source of competitive advantages for a country. In recent years, there has been an excessive advance in education, which has not always been the same, in view of the transfer of public resources destined for education. Moment in which institutions sought to obtain more and better forms of quality with less expense, through efficient forms of management. Therefore, the assessment method in universities acts as an instrument of self-knowledge, responsibility when making decisions and constant improvement.

According to Freire, Crisóstemo and Castro (2007), performance instruments are of paramount importance for control, to help those responsible for making decisions in order to more efficiently manage resources to improve activities.

Due to this situation, everything is indicated so that the quality management of teaching quality, finally, can be getting right. Evidence of this is the elaboration of the European Quality Charter (1990), which deals with the elevation of a generic approach to the quality of companies and public entities, as well as the advancement of quality education at all levels of education systems, ranging from basic education to universities.

Some impositions are made in relation to the implementation of quality systems within institutions, such as, for example, the decentralization of professors, the diversity of clients and individualism. Furthermore, it has other characteristics to be observed about different types of clients, the exchange of practices and information with other universities, and not just the improvement of efforts. But, yes, combining a variety of experiences and knowledge. Saraiva et al. (2000) mentions that the identification of performance evaluation indicators, as well as ways of managing human resources related to the contribution of each individual, efficient means of communication and obtaining management knowledge, is considered administration focused on a participatory approach.

There is a very small possibility of obtaining in universities all the characteristics mentioned above. DL n° 166-A/99, of May 12th, says that quality in public services is a management idea, in which we can obtain better efficiency in services, with the facilitation of processes for people. There is the philosophy that to obtain quality, freedom and a participatory form of public authorities are needed.

Bertolin (2009) says that without taking into account the level at which teaching is analyzed, the compression of quality in higher education changes for some people, as quality is what drives education. And for others, it may be having no effect. Finally, the quality of education can have a different meaning for each group of people. Therefore, the concept of quality is very subjective, as it depends a lot on the conceptions of the individuals who operate it.

Mello (2006) states that the objective of an institution to maintain a quality standard is to differentiate quality in relation to other educational institutions, to ensure its maintenance in the educational market. The responsible person needs mechanisms that help him in the school administration.

As time went by, changes took place in the world, in all aspects and means of society. These transformations, specifically dealing with the higher education environment, occurred gradually and were very significant, since there was a change in the teaching process, including the emergence of new methodologies, new teaching and class plan, new didactics for the easy understanding of knowledge, emergence of new technologies that most often benefit education. (SILVA, 2009). Resulting in a new organizational form of the educational process and a reformulation of teaching praxis.

Mota and Silva (2011) emphasize the great evolution of demand in search of higher education, given that the evolutionary process, after the process of revolutions such as, for example, the industrial, followed the improvement in the labor market. In other words, this process has become more and more demanding and requiring more from those who want a place in the market. This capacity for improvement depends exclusively on the process of education and professional training of that citizen, in all political, social and economic issues, contributing to get into a job. Mello (2006) has been contributing by stating that because education has a high level of relocation to society, there must be constant assistance so that education moves along with the globalized world, being uninterrupted.

In this sense, Chiavenato (2003) emphasizes the evolutionary process at the point of improvement in the organizational quality of the administration of any educational institution, that is, quality management that is effective in terms of society's growth. of course to

for there to be efficiency, it is necessary to join personalities, as to the person who will take the administrative front, who has a balance, especially in more humanistic ways, and who knows how to lead any problems, managing to solve them at the same pace. Also according to the aforementioned authors, the fact of institutional status should be addressed, in which perhaps an educational institution has more notoriety than the others - which is recognized for having teaching with better qualifications, preparations for the citizen in the work environment and that it achieves the desired goals - it is prestigious, gaining a certain particularity, to which its development is of fundamental importance. It is important to stress that beneficial relevance to educational establishments is of great value,

In this way, for the concrete establishment of the situations presented, Drucker (2012) helps to understand the conceptualization of managers, highlighting a manager as someone who acts in favor of knowledge, that all their skills must exclusively lead the administrative process in the best possible way. , always contesting its effectiveness in different situations.

Based on this aspect, still in Drucker (2012), the manager must be based on making an action plan, however the author clarifies the plan as a means of guiding the professional, as something that gives attributes to their work, and not as something stagnant. Given all the variation in the current globalized world, it is essential that there is flexibility so that management results in effective productivity.

Based on these assumptions, Crosby (1999) emphasizes the result of the effective arrival of management, through the meaning of quality. Everything that has a positive result, that brings improvements for growth, that occurs without any kind of problem, without any deficiencies or failures, is considered something of quality, which was successful.

Contributing in this sense, the economic model we use (capitalism) contributed to the due importance of the term quality, which, added to the fact that it emerged a long time ago, became one of the great influences for the beginning of competitions about what is best . Any product that is sold with quality, that is, it will last for a long time and will remain in good condition for a while, is made with quality. Similarly with the educational process, quality management in the teaching process has a high relevance, due to constant succession of facts.

According to Velasques (2006), the management and prioritization of teaching quality are no longer a privileged condition in the market for Higher Education Institutions (HEIs), but

yes, fixation, because from the moment these HEIs do not have a qualitative commitment in their management, the risk of being out of the market in a short time is very high, when it comes to private institutions.

Looking at it from another angle, public institutions have a perceptual disadvantage in relation to this situation, due to the inattention to this type of perspective. Little by little, public HEIs have been awakening their interest in management quality, to improve their efficiency.

Still on the ideas of the aforementioned author, there is a question about the effectiveness of adopting the systematization of the private institution within the public institution or vice versa, as a standardization, that is, a parameter that generates the improvement in educational performance, or either, in quality.

It is of significant importance to highlight the ideas of Oliveira (2006), as he completes and corroborates the issue discussed above, as he distinguishes the quality of HEIs in the public and private sectors, the latter being further divided into initial, medium and advanced sectors, respectively. .

Therefore, the advanced sector is understood as the public administration and the citizen in their sociopolitical and convivial situations. Still in this view, it considers the median sector as the service relationship established between the consumer and the user, in this case, understood as the symmetry of the will of the parties.

Also in this bias, we see the initial sector of quality of public HEIs, understood as the internalization of the very consensus of the parties involved, that is, the physical environment, per se, of the institution. In this context, the concern with individuals and the dignity of the human person in the teaching environment is of fundamental importance, since gestational quality is directly linked to the principles of productivity, competence, logistics, systematization and discipline, as well as the dependence on the relationship established within that context.

Thus, Parro (2016) understands that the situation established within educational management should not be restricted to relationships within the intimate sphere of institutions, but should be debated as part of its public appreciation. Thus, it considers that the management recognized as effective and efficient raises the level of quality in the situation in which it produces for the institution and for the community. Based on these concepts, it is good to say that HEIs need to know and be part of the student's vision process in relation to teaching, the way of learning and its externalization to the social environment.

Also according to the previous author, the ideology of independence of institutions in relation to state intervention can be highlighted, that is, there needs to be a chain of views between the advanced and initial divisions, considering that there is a direct link between the State and HEI .

Fagundes (2009) states that, in Brazil, HEIs are part of a sector that undergoes changes and faces notable challenges in terms of quality in management. Such challenges effectively correspond to the demands and aspirations that the labor market has in relation to the individuals who will make up the labor society, so that these workers come forward to meet the current needs, obeying a logic of quality in the service provided. The search for this quality is crucial to providing the strategic restructuring of HEIs, in order to satisfy the demands of sectors that have been increasingly demanding. In this sense, the author makes a correlation between the search for quality and the growing need that human beings have to gradually improve their condition of survival,

As for the quality of management that implies the quality of Education, Oliveira (2016) emphasizes the idea that professionals working in the educational sector must play their role, always considering the quality of their activities as a basic requirement for their service provision and that it be in a responsible way, as it will directly and noticeably influence the training of students, and will reflect on the structuring of the labor community. Therefore, it is necessary that the administration of the institution in which the professional works is committed to seeking ways to improve training and evaluate professional performance, as a means of exercising quality control.

For Costa (2009), Education follows a trajectory of continuous changes towards the search for new knowledge, which ends up reflecting the changes observed in the teaching process. This process strives for a quality as substantial as necessary, in order to satisfy the technological and scientific advances that determine an important part of the learning offered by any HEI. However, for the educational system to actually present quality education, the organizational effort of such institutions, the adoption of strategic tools and more modern planning, which can support quality management and make it a model, is essential. distinct and effective management, with the aim of disseminating learning methods that are attractive, innovative and qualitative.

articulated and committed to the concepts of quality and excellence, so that such management will stand out within the current criteria that are required for quality management and that it is really effective.

According to Soares (2016), the questioning of administrative organizations regarding the success of their activities should be the focus that guide the strategies applied for the development of management plans and more efficient models that effect innovative changes in the quality of services and construction of teaching. It is also necessary to understand that such aspirations and perspectives for improvement must be envisioned not only by private higher education institutions that depend on the financial investments of academics, but these must also be the perspective of public higher education institutions, given the need to dedicate a quality training service for academics.

Hamel (2000 apud SOARES, 2016) states that it is not only the duty of private HEIs to develop organizational plans that are attractive to individuals who buy their products and services. It is essential that public HEIs are willing to rethink and modify their planning and activities, if necessary, to comply with an academic model adjusted to a certain standard of quality. It is possible to determine the changes to be made according to the needs that they themselves are able to detect within the education system, as well as through what is currently being verified.

According to Riscarolli (2007 apud SOARES, 2016), innovations in quality management depend on a strategic direction, in which management organizers seek very relevant means to improve their administrative and pedagogical didactic concepts. For the author, it is crucial to identify in the managerial teaching processes the ability to investigate educational proposals in a clear and challenging way, and that when applied, they will have compensatory effects, both for the community that benefits from the services offered and the affirmation of the institution as a provider of a quality service.

Santos (2003) believes that the elaboration of a quality manual containing organizational guidelines is undeniably necessary, considering the formalization of standardized documentation as a way to govern the procedures that should be adopted in the search for quality management, as well as serving to outline the educational policy to be implemented, becoming a decisive requirement for the configuration of a qualitative control. For the author, this manual is a means through which the process of building intervention and change plans is facilitated, which can be applied

through the needs verified by the management, also serving as a way to implement different visions and goals to be achieved.

Pinheiro (2008 apud SANTOS, 2003) describes the quality manual as a fundamentally important tool so that it is possible to promote the motivation factor within the management, in addition to keeping employees informed about what needs to be done, how they should do it and the why do it, aiming to encourage them to carry out the planning with more interest.

Ribeiro, Costa Neto and Oliveira (2008) mention that the Political Pedagogical Project and the Quality Management Committee are part, among others, of the management of the educational system and have the purpose of trying to consolidate a teaching of excellence according to the glimpse of paradigms that they are flexible and possible to re-elaborate, so that they can respond in an adapted way to the current reality and, in turn, provide innovative and effective responses to society. According to the authors, in order to fulfill the purpose of excellence in Management, it is necessary for HEIs to be subject to the new realities, to prepare Pedagogical Political Projects and for collaborators to take ownership in an engaged manner of coordinated concepts and actions in the activities targeted, identifying,

CONCLUSION

one can then understand that it is not possible to sustain Quality Management without the commitment and articulated organization of the participants in the management system. In addition to the visionary commitment of each employee to overcome difficulties that may arise, HEIs must show themselves reasonable and flexible to changes in paradigms, so that they can have perspectives of Quality Management par excellence.

Another important aspect is that there is a need for definitions of criteria that can be considered as quality parameters. The literature is imperative to mention that there is a need for organizational maturity to occur, as employees need to understand how the organization's mission should be materialized, in line with the strategic planning.

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