Educational Management by Implementation of Non-Living Tertiary Education as Necessity to National Economy

Sorinel MIHALCEA*1, Delia Iuliana BANICA2, Gabriela BOCA3

1 University Valahia of Targovişte, mihalcea_sorin@gmail.com
Corresponding author

2 University Valahia of Targovişte, banica_delia@yahoo.com

3 University Valahia of Targovişte, gabriela.boca@yahoo.com

Abstract: This paper meets the analysts’ forecasts of a new economic crisis that Romania will face in 2018. The competent and efficient management of education at both the system and the educational institution requires its scientific substantiation. The basis of this is the science of education management or educational management. The success of management in general and especially of education can be more importantly enhanced by the intelligent actions of managers and the achievement of more and better performance, with less, referring to time, material and financial resources, human resources, efforts etc., characteristics determined by the fact that we all manage our life and work, and some of us and others. It can be appreciated that the value and effectiveness of managerial activity depend to a great extent on its substantiation on the theory of management science and the elevated, multidimensional skills of the manager, qualities that have the force to mobilize all the resources (human, informational, financial, etc.) to successfully achieve the objectives of each domain and each social unit. Education managers, starting from the fact that education is the most important factor of human education and education and the most dynamic socio-human field, must ensure its change and adaptation to the information society requirements in order to train the young generation on the basis of language and technology so that every man prepared by the school knows how to work with the computer, both for his training and for solving professional problems after his graduation from school or faculty.

Keywords: Educational management; tertiary education; national economy; managers.

1. Introduction.

Management as a science has an important role in optimizing the process of implementing European and national educational policies and strategies in Romanian education.

Romanian education has undergone major changes since 1990, when socialist education was based on vocational training with a tendency towards trades, through a transition based on the theoretical fields.

This phenomenon was due to the fact that high schools changed their curriculum into high-school high schools, so all graduates turned to university education, being encouraged by the elimination of the competitive examination admission exam.

The national economy suffered a crisis of technical and service specialists.

The labour market has become atypical, based on unqualified personnel and licensed staff, lacking middle class, namely, qualified staff.

In 2014, the Romanian Government introduces non-tertiary tertiary education based on the framework methodology for the organization and functioning of tertiary education organized at the level of the colleges of the accredited higher education institutions approved by the Order of the Minister of National Education no. 4542/2014 [10].

The analysis of the complexity of the managerial activities in the context of the institutional reform of the Romanian education, where the school becomes the centre of weight of the decisions regarding the organizational development, the evidence of the good results in the managerial practice of the "project management" strategy, shows the efforts of the specialists to conceive a conceptual basis in the field education.

Education, as a priority area of social life, on which the formation of the most important factor of the nation - the one prepared through studies, labour and specialists depends - cannot and must not allow for failures. In this sense, he needs competent and efficient leadership. The competent and efficient management of education at both the system and the educational institution requires its scientific substantiation. The basis of this is the science of education management or educational management.
2. Definitions. Terms.

Management indicates a certain mentality, its own way, but also an art of conducting, training, human resources, elements, which corresponds to the consideration of education as art science [4].

Educational management is "the science and art of preparing human resources, of forming personalities, according to finesse accepted by individual and society or a certain community. It includes a set of principles and functions, norms and methods of leadership that ensure the achievement of the objectives of the educational system, to the highest standards of quality and efficiency"[3].

Tertiary education is post-secondary education organized at college level in higher education institutions accredited for high school graduates with or without a baccalaureate diploma of 1-3 years, depending on the complexity of the qualification.

The concept of national economy is a complex system based on interdependent economic and social activities, which are mutually supportive and take place within a country, being related to the general national-state interests.

The natural and accumulated resources, own and attracted, human resources, technological science, financial, social division of labour, production relations system, management and organization mechanisms (functioning), the system of distribution of goods and services, the environment (as an ecological problem) are the main elements of the national economy.

3. Educational management

Educational management requires an interdisciplinary approach, which studies the events that take place in the decision to organize a certain pedagogical activity and in the management of educational programs.

Managerial leadership also involves emphasis on ideas, on a systematic approach, on change, on strategy, on innovation.

Educational management knows, integrates and adapts data offered by socio-human sciences: economics (organizing and efficient use of educational resources in relation to objectives), sociology (management of organizations, groups, relationships, social phenomena generated in educational contexts), psychosociology manager's personality in the role), political science (decision-making, organization, leadership of groups according to objectives).
Specific features of educational management

Among the characteristics of the educational management are:
- the complex character of the actions that ensure the optimal functioning of the educational system (planning, decision, coordination, control, educational strategies and methodologies) and the interdisciplinary dimension involved in the educational;
- participatory character generated by the active involvement of all actors (students, teachers, parents, etc.);
- structuring the educational issue, the process and the educational factors according to the peculiarities of the collectively;
- achievement at the macro pedagogical level (management of the education system), intermediate (management of school institutions) and at the micro-pedagogical level (class management);
- specifies specific rules, conditions and principles that guide the development of educational management programs;
- is dynamic both in terms of theoretical bases and applications in the field, it is also open to other fields;
- it is systemic and is integrative as it synthesizes specific data from related domains;
- it is prospective because it anticipates on the evolution trends of the system;
- it is indicative-instrumental in order to show how objectives should be met, met principles, applied methodologies;
- is multifunctional by describing, using and applying several roles, tasks, operations;

Educational management relationships with other disciplines;

Educational-sociology management relationship.

The concept of management, developed at the level of sociology, appears as a science of organizing and managing social life, through system concepts, structure, institution, bureaucracy, change, reform, leadership style.

Sociology analyses management from two significant points of view for the correct design of the pedagogical activity of leading the educational system
- organizing the global social system and its main partial subsystems on priority operational criteria,
- knowledge of the methodology of capitalizing the existing relationships within the social micro-groups, on the functional priority criteria.
Educational-Political Management Relations.

Political management is highlighted by its ability to simultaneously reflect science and the art of leadership.

The policy decision process provides management with an effective action plan:
- Identifying the problem
- preparing the optimal solution
- applying the solution on a social scale
- evaluation of the results
- the operational assessment leading to a new decision

Educational-psychological management relationship.

Management at the level of psychology and social psychology reflects the internal mechanisms of human activity, at the intersection of individual motivations and social ends. Behavioural management orients the attitudinal and aptitude resources of the personality and their full valorisation within the open inter-individual relationships.

From the very definition of education as an activity, a system of training actions, personality development, conscious influence, oriented and regulated to certain goals, it is necessary to have an explicit approach to conception, organization, coordination, evaluation, continuous optimization of the elements of the process educational, which is even the field of study of educational management.

The need for management is the achievement of efficiency gains, the effectiveness of achieving the ends of education, not only to provide resources and to effectively direct the activities themselves.

In conclusion, the educational management intersects with a large number of disciplines - logic, philosophy, mathematics, informatics technology, international relations, linguistics and culture.

To be well-trained, a future manager needs a rich bag of knowledge from varied fields and skills that will enable him to perform a number of functions and improve his decisions and skills from a qualitative point of view[1].

From research conducted in the field (for example, those of Mintzberg Henry, 1980 [5], it was noted that managers spend much of their time communicating - meetings, telephone conversations, mailing-up etc.[9]) and that they have certain responsibilities (within or outside the organization) that do not fully fall into the category of managerial functions. The conclusion of these studies was that the activities of a manager define three categories of roles:
Motivation:
- considers matching the needs with the objectives of the organization;
- it is not done in a layout but differentiated according to the characteristics of each employee;
- Alternately combines the moral and spiritual incentives with the material, depending on the concrete situation.

The control / the evaluation aims at the rhythmic verification of the tasks, the operative correction of the dysfunctions and the promotion of the positive experience.

Control is done through appropriate tools consistently applied, guided and improved, and is routinely performed regularly.

Educational management is manifested at different levels:
• macro - management of the educational system and the educational process, by country and by level: European, national, local;
• intermediary - the management of school organizations, which refers to the coordination of educational structures by top managers in education, from the minister to the school principal;
• micro-management of student classes that analyse the way in which lessons and classes are organized by operational managers in education (teachers).

The issue of educational management has a special significance in the context of modern society, consisting of a set of organizations that regulate or facilitate almost all aspects of human existence.

In the educational environment, the success of the managerial approach is conditioned by the following categories of competences held by the teachers:

1. Communication and communication skills: which consists in selecting the appropriate ways and means of communication in order to make the management approach more efficient, to adapt to unpredictable situations in order to solve problems in an operative manner, to solve the conflicts, after the investigation, through mediation and negotiation, in the to ensure a climate of trust and responsibility.

2. Psychosocial competences consist in valorising the individual and group competencies of the interlocutors with the purpose of establishing effective communication; o adopting an appropriate behavior in relations with interlocutors to achieve a collaborative climate.
Information Technology Use Skills: it consists in synthesizing the information for creating a database useful to the managerial act, in capitalizing the information in the database in order to make decisions in accordance with the specificities of the educational environment for the efficiency of the activity and its quality assurance.

3. Managing/coordinating and organizing competencies were: designing activities to achieve a quality educational approach, organizing activities to achieve the objectives of the managerial plan, coordinating the instructional-educational process for achieving school progress, managing of decision making by assuming responsibility or delegating responsibilities within working groups.

4. The evaluation competencies consist of: setting objectives and evaluation criteria in accordance with the principles of total quality in the use of techniques and tools assessment of the educational process, evaluation of the educational approach in order to identify the training needs of the staff.

5. The resources for managing and managing resources consist of: Managing the material and financial resources according to the priorities of the managerial plan in compliance with the general and specific legislation; managing decision-making by assuming responsibility or delegating responsibilities within working groups; a selection of human resources according to the unit's specificity.

6. Skills for Institutional Development consist of analysing the educational context in which the institution operates in order to design an appropriate institutional development strategy in the design of the institutional development strategy, the promotion of national and European values in education through programs and partnerships.

7. The competences that concern the management of one's own person consist in the evaluation of their own activity in order to increase the quality of the managerial act; selecting the training path for career development in line with personal aspirations and institution specificities.

In this context, it is increasingly accepted that the school should be considered as a complex type of organization, a system with a set of own objectives, with a certain distribution of power and authorities, with specific functions and responsibilities, consisting of the necessary integrated parts which allow them to function in an attempt to achieve their goals.

The Government of Romania appreciated that tertiary education will constitute, in the medium and long term, the engine of economic growth, will contribute to increasing productivity and will promote social cohesion, thus laying the foundations of a knowledge-based economy approved by the National Strategy for Tertiary Education 2015-2020.
The National Strategy for Tertiary Education 2015-2020 targets two target groups, namely the main beneficiaries of tertiary education - students and pupils, including groups.

The strategy aims to increase the number of people aged 30 to 34, tertiary education graduates, from 23.8% (in the third quarter of 2014) to 26.7% (in 2020), with direct impact on employment and creation a highly skilled workforce. "The financing required to carry out the measures provided for in this strategy shall be carried out by each institution or public authority concerned, by the absorption of European non-reimbursable funds and by providing the necessary financial resources for their co-financing and within the limits of the funds approved annually in the budgets of the public institutions concerned"[8].

The strategy envisages a gradual shift towards a knowledge-based economy as well as meeting the high demand for highly skilled jobs by preparing specialists who can develop a competitive society in a global economy.

The development of tertiary education in Romania over the next five years will be supported by several short, medium and long-term measures and initiatives, focusing on four main areas of action: strengthening governance, funding, monitoring and evaluation of tertiary education "Support conditions"); encouraging and supporting wider participation in tertiary education, especially for disadvantaged and under-represented groups; improving the quality and relevance of tertiary education and developing commitments to the economy, in particular the link to the labour market and innovation / entrepreneurship[8].

Tertiary education based on a high-quality educational management also includes a social aspect that focuses on family cohesion, thus trying to ensure that the workforce, especially the youth, finds employment in Romania and not in other countries.

Framework methodology on the organization and functioning of non-university tertiary education, organized at the level of the colleges in the higher education institutions accredited from 25.06.2015, approved by the MECS Order no. 4342/2015 [6] and Article 23 of Law no. 1/2011[7].

In recent years, in the context of free movement within the EU, automotive brands such as Mercedes Benz or Audi have chosen Romania to manufacture electrical wiring, electronic components and various technical devices.

In this context, staff working in factories and workshops open to international concerts need to be prepared to their standards and requirements, this allowing "higher education institutions to be more
responsive to the needs of employers and employees, to better understand future education"[2].

4. Conclusions

According to the strategy published on edu.ro, in 2020, tertiary education applied at a high level will be the engine of economic growth, will contribute to increasing productivity and promote social cohesion, thus laying the foundations of a knowledge-based economy.

Higher education will have to prepare specialists who can develop a competitive society in a global economy, and universities have the role of catalysing creativity and innovation in society and, in particular, supporting the economy in developing products and services.

These are the reasons why Romania needs to develop a very good tertiary education system, according to the strategy aimed at achieving the objectives (https://edu.ro/tertiar-nonuniversitar)

Tertiary education is bound to be governed by an efficient educational management in order to be able to carry out the strategy approved by the Romanian Government.

References


[7]. Law no. 1/2011. Published in the Official Gazette Part I no. 18 of 10 January 2011.


[10]. Order no. 4542/2014 for the approval of the Framework Methodology regarding the organization and functioning of non-tertiary tertiary education, organized at the level of colleges within the accredited higher education institutions, in the 2014-2015 school year. Published in the Official Gazette of September 09, 2014.