

## EDUCATIONAL MANAGEMENT ASPECTS – FACTOR FOR THE ECONOMIC GROWTH OF BUSINESS ENVIRONMENT

Nicoleta Aura PINTILEI<sup>1</sup>, Stejărel Brezuleanu<sup>2</sup>

e-mail stejarel@uaiasi.ro

### Abstract

Educational management refers to the theory and practice of general management, applied to the education system and process, school organizations and student classes. However, given the aims of the education system, the complexity of the educational process, the variety and extent of resources involved and the specificity of the final product which is not concrete and tangible, educational management has a special specificity, highlighted mainly by what theorists call the human component of process and places it at the center and base of the educational company. It includes a set of principles and functions, rules and methods of management that ensure the achievement of the objectives of the education system (as a whole or at the level of components), at the highest possible standards of quality and efficiency. Promoting training programs, reintegrating adults into vocational education and training through "second chance" programs, as well as extending apprenticeships and other on-the-job training systems are measures that have the potential to bring about change. National strategic objectives in vocational education and training to provide counseling services for all students in the pre-university education system, to strengthen key competences, as well as to promote and reward excellence in initial vocational education and training make vocational and technical education to be considered a first choice.

**Key words:** educational management, professional development programs, economic environment, employability

The aim of the paper is to streamline educational management and vocational training, applying the principles of modern management, using a series of methods and tools to provide performance and efficiency.

### MATERIAL AND METHOD

The research methods used in the study were structured according to the completed stages, from the elaboration of the plan for performing the analysis to the formation of conclusions and the elaboration of the proposed solutions for this field of activity.

The research was conducted on the basis of case studies in representative pre-university education and training institutions in the North-East region of Romania in which the real state of the organizational climate was analyzed, identifying an innovative method and establishing the effective type of education as a determining factor in rural development.

Also, the research was conducted using the interview method for knowing the attitude and preference of the interviewees, as well as the method of parallel analysis on the value of the proposed recommendations.

To determine the stage of educational management in pre-university institutions, we turned to the specialized literature of the countries with a developed economy to identify the main features of this concept and the main problems identified in educational management based on case studies.

As a research method, we opted for the statistical survey based on in-depth interview due to the advantages of this method, advantages that were fit for purpose of this paper.

### RESULTS AND DISCUSSIONS

The aim of the paper is to streamline educational management and vocational training, applying the principles of modern management, using a series of methods and tools to provide performance and efficiency.

Management is a conscious process of leading and coordinating individual and group actions and activities, as well as mobilizing and allocating the resources of the educational institution in order to achieve its objectives in accordance with its mission, purposes and economic and social responsibilities (Brezuleanu S., 2009). Educational management consists in

<sup>1</sup> Economic Administrative College Iași, Romania

<sup>2</sup> "Ion Ionescu de la Brad" University of Life Sciences, Iași, Romania

studying the processes and relationships that occur in educational institutions, during the educational process, in order to discover the laws that generate it and to develop methods and techniques of management based on them, to ensure the efficiency of this trial. Education management represents the theory and practice, science and art of designing, organizing, coordinating, evaluating, regulating the elements of educational activity (not only resources), as an activity of free, integral, harmonious development of human individuality, permanently, for autonomous affirmation and creative of his personality, according to the ideal established at the level of educational policy (Banciu A., Stoica A.C., 2011).

The objectives of the paper are:

- Establishing the current stage of educational management in the pre-university education system in Romania.
- Conducting case studies on the educational level and social status of the population in urban and rural communities.
- The use of new methods of management of the instructive-educational process that would contribute to the promotion of a new vision of success, of a new style of democratic leadership that through the formulated policies will lead to a development of the educational institutions.
- Improving the partnership method between education and vocational training institutions and stakeholders.
- Analysis of ongoing strategies in terms of reducing early school leaving, tertiary education, lifelong learning strategy, education and training and others.

The pandemic has severely affected education and exacerbated social inequities in the region. Children from low-income families, children living in rural areas with poor infrastructure, children from ethnic and linguistic minorities, children with disabilities, migrant and refugee children, children in conflict with the law, children and young people who do not attend educational institutions, boys and girls living in difficult conditions or in abusive homes were already facing significant barriers to participation in education and learning and had lower education and social benefits than those of the same age.

Schools are not only a place for academic education, but also for learning social and emotional skills, interaction and social support. The closure of schools not only disrupted the children's education process, but also access to school meals, welfare support and referral to basic

medical and social services (Reports on the state of quality of education).

The challenge facing teachers, school principals, education system officials and local and national decision-makers is significant. If this challenge is not met, the impact on children, young people, families, communities and societies on a larger scale will be felt throughout life, both socially and economically. Therefore, improving the resilience of the education system, by planning a quality inclusive education for the most marginalized children, should be a top priority for the coming months and years and should be the basic principle of rebuilding a better education and better schools. (*PISA*). The current management capitalizes on the essential ideas of the other schools and historical orientations, being a type of systemic management, but also situational and contextual. The best managerial decisions are made depending on the concrete situation, related to the respective context but also to the wider system of which it is part. The educational decisions at the level of the students' class depend on:

- the concrete, descriptive situation;
- the actors involved: teachers, students, parents;
- the educational system as a whole.

The efficiency of the educational management depends on the systemic - contextual vision on the design, organization, coordination, counseling, management, evaluation of the didactic and educational activity. (Ghoshal, S., 2005) Classroom management cannot be separated from educational management although it relates to the human, material and financial resources of the class of students. The management of the students' class is efficient through its activism, through the real decentralization, through the placement of the student in the center of the educational activity, through the adequate motivation of the teachers and students, by combining the teacher's roles with his managerial functions. (Thomas H., Thomas L., Wilson A., 2013)

The educational system is undergoing changes, mainly resulting from the overlapping of resources not adapted to the profile of today's young people and the way they and parents / legal guardians interact with schools at the level of involvement, responsibility and awareness of absenteeism and dropout (Education and Training Monitor, 2019).

In this context, the implementation of mechanisms such as the Electronic Catalog in the pre-university educational environment is a tool that goes beyond the action of correcting sensitive points, having the ability to help in all aspects

proposed by current educational reforms towards a high-performance, modern and compliant education system and European standards.



Figure 1 School management information system

Statistical data highlight the small share of investments made by Romanian companies for continuing vocational training out of total labor costs, noting the absence of training activities sponsored by companies for 41% of employees over 40 years and with low level skills, this rate increasing to 50% for people aged 18 to 24 and with a low level of education and skills.

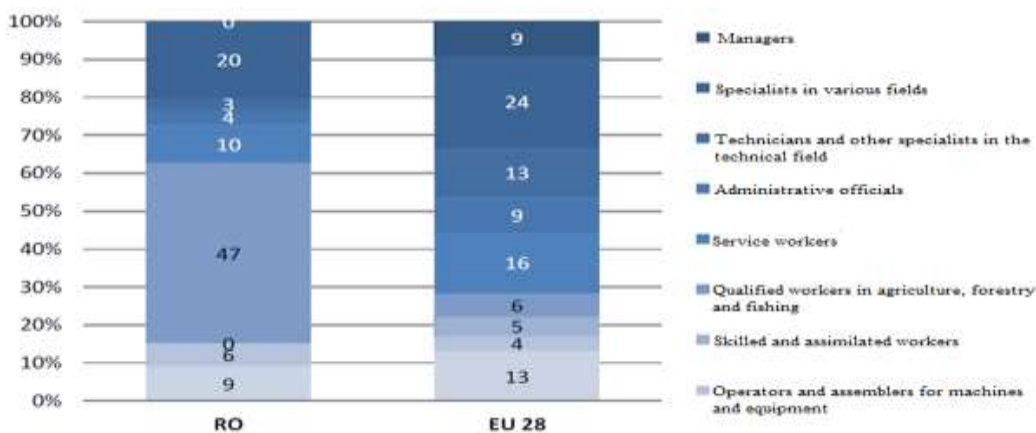
Within the Vocational Education and Training Strategy for the period 2016-2020, there are also a series of forecasts regarding the demand and supply of labor force for the horizon of 2025.

In this regard, there is a forecast study conducted by the CEDEFOP Agency, a decentralized body of the European Union (CEDEFOP - The European Center for the Development of Vocational Training) which

highlights the following trends applicable until 2025 including (*Education and Training Newsletter 2020*)

1. Employment is expected to increase slightly, but will remain below the pre-crisis level of 2008;
2. The largest increases in employment will be in the distribution and transport sector;
3. Most employment opportunities, around 47%, will be for workers in agriculture, forestry and fishing;
4. The highly skilled workforce will reach 39%, compared to 26.6% in 2013;
5. The increase in the number of jobs in Romania by 2025 is estimated to be in the same sectors that increased in the period 2008-2013 - services, distribution and transport and non-commercial services - the majority state sector, but in a slower than in the immediate aftermath of the economic crisis. In Romania, as a result of the high demand for replacements, most employment opportunities, around 47%, will be for qualifications in agriculture, forestry and fishing, almost eight times higher than the forecast of 6% for these occupations. for the European Union as a whole. In contrast, employment opportunities for skilled and assimilated workers in Romania, around 0%, is significantly below the 5% forecast for the European Union as a whole, as shown in Figure 2.

By 2025, the share of the highly qualified Romanian workforce should increase to 39.4%, compared to 26.6% in 2013 and 17.3% in 2005. People with medium qualifications in 2025 will represent 37.8% of the workforce, compared to 51.5% in 2013.



(source: study conducted by the CEDEFOP Agency – The European Centre for the Development of Vocational Training)

Figure 2 Distribution of potential, total jobs, by occupations, in the period 2013 - 2025, in Romania and the European Union

Most of the EU's objectives focus on improving the education sector due to its influence

on growth through employment, the development of relevant skills, personal development. Table 1

presents four objectives on education in the EU by the end of 2020, Romania's objectives and its

progress until 2013/2014.

Table 1

### Strategic objectives according to Europe 2020

Europe 2020 Objectives	The situation in Romania over the years 2013 – 2014	Proposed objectives for Romania by the end of 2020
1. 75% of the population aged between 20 and 64 to be employed	65,4% (trim. IV 2014)	70%
2. The percentage of those who leave school early should be below 10%	18,5% (trim. III 2014)	11,3%
3. At least 40% of persons aged between 30 and 34 to have completed tertiary education	23,8% (trim. III 2014)	26,7%
4. At least 15% of people between the ages of 25 and 64 to participate in lifelong learning	1,8% (2013)	10%

(source: National Strategy for Tertiary Education 2015 – 2020)

The targets set by the European Commission under the Europe 2020 strategy are based on several findings for each Member State. Regarding Romania, it is found that inequality of opportunity is considerable, which means that the socio-economic situation of children affects their school results. Increasing access to pre-school education and improving teaching methods in rural schools could partially reduce this gap.

### CONCLUSIONS

Education and training are at the heart of the goals of the Lisbon agenda for growth and jobs and are key elements for further implementation in the run-up to 2020. Creating a knowledge triangle of education, research and innovation that works well and helps all citizens to improve their skills is essential for growth and jobs, as well as equity and inclusion. social. Therefore, education and training systems should become more open and relevant to the needs of citizens, to labor market demand and to the needs of society at large.

Due to the fact that today the whole of Europe and beyond, is going through a period of the digital age, which can be compared to the period of the Industrial Revolution, a new reform and another vision is required, adapted to the existing socio-economic and technological realities. Also, the increasing preoccupation of people for quality, imposed as necessary the generation of society's confidence in the performance and capacity of vocational and technical education. At European level, in order to recognize diplomas and qualifications and to promote the free movement of the population in the European space, it was necessary to harmonize the standards, all procedures and practices of pre-university education institutions in Romania with

those existing in the Member States of the European Union.

Romania, like every EU member state, is responsible for its own system of education and training, the policy of the European Union being nothing more than a support for the measures that it designs, implements and evaluates them according to its own needs, as well as a support for solving all common problems and challenges (aging population, technological evolution, etc.).

### REFERENCES

- Banciu A., Stoica A.C., 2011** - *Politici europene în domeniul educației și formării profesionale*, Editura Academia Oamenilor de Știință din România, București, p. 11-15.
- Brezuleanu S., 2009** - *Management*, Editura Tehnopress, Iași.
- Ghoshal, S., 2005** - *Bad management theories are destroying good management practices*. Academy of Management Learning and Education, 4(1), 75-91.
- Thomas H., Thomas L., Wilson A., 2013** - *Promises fulfilled and Unfulfilled in Management Education*, U.K: Emerald Publications.
- \*\*\* *European employment strategy* (<http://ec.europa.eu/social/main.jsp?langId=ro&catId=101> accessed on 13 July 2021).
- \*\*\* *Reports on the state of quality of education* (<http://beta.aracip.eu/Resurse/Rapoarte%20despre%20starea%20calitatii%20educatiei> accessed on 26 July 2021)
- \*\*\* accessed on 25 June 2021).
- \*\*\* *PISA* (<http://www.oecd.org/pisa/> accessed on 25 June 2021).
- \*\*\* *Education and Training Monitor, 2019*, European Commission, Directorate-General for Education and Culture, Romania.
- \*\*\* *Education and Training Newsletter 2020* (<http://ec.europa.eu/assets/eac/et2020/201611-newsletter-et2020.html> accessed on 25 June 2021).