

ELEMENTS OF THE ECONOMIC EDUCATIONAL MANAGEMENT SYSTEM

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Abstract

In the current conditions, the increase of the complexity of the problems faced by the educational activity in terms of institutional reform, of the economic-financial deficit, it is necessary to adopt a managerial manner appropriate to the permanent dynamics of the national socio-economic system. Therefore, a managerial process adaptive to the problems of the education sector must be adopted, which must solve both the multitude and diversity of activities to be carried out to achieve a competent educational product, in a framework correlated and harmonized with the difficulties required by the allocation of resources. The realization of the educational product is not the result of a spontaneous transformation of young pupils and students, but is the result of a wide and complex series of inhomogeneous actions, interrelated methodologically and organizationally, involving human, material, mechanical and financial resources. organized, planned, coordinated, controlled and evaluated in an efficient operational and implicitly managerial system. Nowadays, the school unit with economic profile is more and more approached and perceived as an organization, as a system, its main function being to transform the “inputs”, materialized through students, teachers, knowledge and cultural values, financial resources, etc., in the desirable “outputs”, respectively the results of school education: educated young people, having knowledge in the economic sector, with a social authority induced in this education, new information and knowledge, new values, new representations and cultural values.

Key words: educational management system, educational products, school unit with economic profile, educated students

The purpose of the paper is represented by the economic educational management system and its influence on economic growth in terms of business environment.

MATERIAL AND METHOD

The presentation of the methodologies in the form of guidelines offers considerable flexibility in their use and facilitates the increase of the analyst's chances to solve the analyzed problem properly.

The experience gained from theoretical research programs, as well as from solving problems in economic practice, has led to the shaping of new methodologies for analysis and design of systems, which come to the aid of analysts to obtain better results. The most representative current methodologies for analysis and design of systems are: analysis-diagnostic methodologies, informational-decision-making methodologies and conceptual methodologies. These methodologies are elaborated-unique and use concepts from the general theory of systems to reveal the predominantly informational-decisional aspects, but they differ in terminology and staging.

The researches were carried out in the period 2018-2021, using the secondary research with

information sources consisting in the literature in Romania and abroad, as well as the research from primary data obtained through interviews, respectively the interview of some people decision, key persons who are part of educational institutions and institutions with a decisive role in this sector (County School Inspectorate, County Agency for Employment, pre-university education, higher education), from Iași County.

To determine the stage of educational management in pre-university institutions, we used the literature in 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.

RESULTS AND DISCUSSIONS

The purpose of the paper is represented by the economic educational management system and its influence on economic growth in terms of business environment.

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

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institution in order to achieve its objectives in accordance with its mission, purposes and economic and social responsibilities. (Brezuleanu S., 2009)

The objectives of the paper are:

- Establishing the current stage of educational management in the pre-university education system in Romania
- The parallel approach of the concepts of educational management and professional training and the drafting of a conjunctural theory of the two terms.
- 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.

Educational management is the science of organization and leadership whose field of research is the study of management processes and relationships that operate within educational organizations, during the educational process to establish specific components and their interconditioning relationships, in order to develop methods and new, efficient techniques to ensure the efficiency of this process. (Thomas H., Thomas L., Wilson A., 2013)

The educational management system is manifested at the level of the school organization in the educational process that aims at a wide range of aspects, arising from the human creative process, in its attempt to integrate scientific, technical-economic, cultural, social, behavioral and communication knowledge. -a high-performance unitary unit - educational product formed, mainly from young pupils and students. (Reports on the state of quality of education)

The elements of the managerial system of the educational unit are the same as in any other unit, of

any profile, but of course with certain specific characteristics, as will be presented below:

1. The organizational element: it is constituted by the totality of the organizational elements that ensure the framework, the combination, the division and the functionality of the work processes in education, in order to achieve the envisaged objectives.

2. Information element: designates the set of data, information, information circuits, information flows, procedures and means of information processing that occur within the educational institution and which aim to provide the necessary information support for forecasting and meeting objectives.

3. The decisional element: it consists in the set of decisions adopted and applied within the educational institutions by the managers, so it is a real control system, active, regularizing of all the activities involved.

4. The element of management methods and techniques is a methodological system that brings together all the methods, techniques, tools and procedures used in educational management, so provides logistical support for the execution of all processes and management relationships in education.

The decision is the choice of objectives, goals or objectives of an action as well as the ways to follow to achieve them. Trying to adapt the way of "decision-making by consensus", the decision-making process is triggered by those directly involved in the respective field of activity, being therefore of the bottom-up type. The managerial decision by consensus has four main phases, presented in *figure 1*, and ensures a high degree of involvement in management, on the part of the staff, which leads to the acceleration of the educational decision application process.

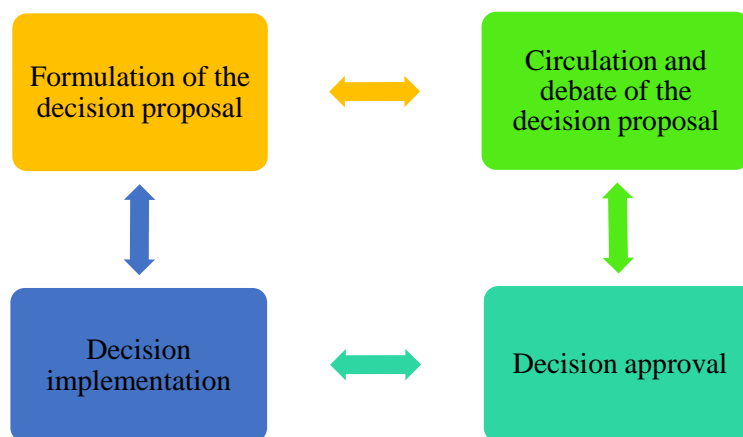


Figure 1 Phases of managerial decision by consensus

The method demonstrates the importance of correctly defining the options involved in making the decision to solve a complex issue but also the role of staff involved in educational processes, management of institutions, in analyzing the situation, possible alternatives, criteria used to it reaches, through a variant of decision considered optimal, the achievement of the proposed objective.

In the current context of managerial systems, within the pre-university and higher education units it is necessary, at the level of the educational system, to develop the introduction of technical progress, methodical innovation, computerization of teaching processes, a teaching management system, and of an efficient methodological-methodological management system that would

guarantee the increase of the efficiency of the educational act.

The school unit with economic profile is more and more approached and perceived as an organization, as a system, its main function being to transform the “entrances”, materialized through students, teachers, knowledge and cultural values, financial resources, etc., in Desirable “outputs”, respectively the results of school education: educated young people, having knowledge in the economic sector, with a social authority induced in this education, new information and knowledge, new values, new representations and cultural values, etc. These considerations are also presented in *figure 2*:

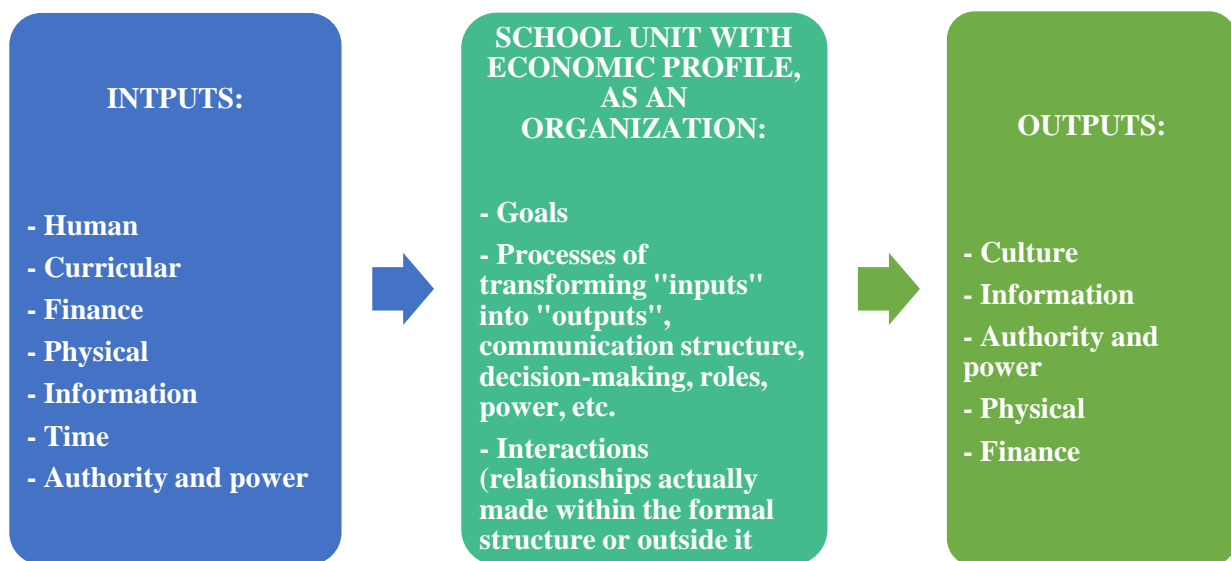


Figure 2 The school unit with economic profile, seen as an organization

Having the characteristics of a system, of an organization, we can speak of an educational management, the term management designating the science, art and techniques of planning, leading, organizing, controlling the elements of a system, of a specific field of activity, in case present school organization (*European Semester documents for Romania*).

Within the pre-university school units with economic profile there are also a series of interdisciplinary relations. Thus, the notion of educational management comes from the socio-human sciences related to pedagogy, but individualized by their object of study, materialized mainly by economics but also including spheres such as sociology, psychology, political science, as detailed below:

➤ The relationship between educational management and economics: economics provides data on the economic mechanism, on processes,

phenomena, relationships, characteristics of economic activities, to obtain more efficient results by better capitalization of resources, by optimizing work, obtaining better results in the field in the conditions of competition, by improving the processes and economic relations of coordination.

➤ The relationship between educational management and sociology: the concept of management, developed at the level of sociology, appears as a science of organization and management of social life, through the concepts of system, structure, institution, change, reform, leadership style.

➤ The relationship between educational management and political science: seen from a political perspective, management is the science and art of leadership. The political decision process offers the management an efficient action scheme: identifying the problem, preparing the optimal solution, applying the solution on a social scale,

evaluating the results, the operational evaluation that determines a new decision.

The functions of the educational management in the pre-university educational units with economic profile are concretized similarly to the functions of the general management, respectively through planning, organization, coordination, training, control and evaluation.

At a particular level, within the units in the pre-university sector with economic profile, these functions are fulfilled taking into account the particularities of the level of education (in this case - high school) and the capitalization of all pedagogical resources:

- Human: teachers, administrative staff, non-teaching staff, students, educational partners;
- Materials: space, didactic-material base, time;
- Financial: central budget, local budget, community contributions;
- Values: plans, curricula, curricular materials;
- Temporal: period and curriculum of the school year, semesters, quarters.

Educational management is at a turning point and is entering a new era of innovation, transformation and global growth in which we need to discover new ways of doing things in exchange for identifying ways to achieve greater efficiency. Educational management must focus on the critical critical points for development, entrepreneurship, innovation, institutional cooperation as well as development through free trade and globalization.

3 major trends in the business environment were identified: increasing and intensifying global competitiveness, increasing the pace of change, increasing pressure on stakeholders vis-à-vis organizations. At the same time, a rapid learning capacity will be needed, as the duration of the master's programs will be considerably reduced. Managerial careers will be less predictable and managers much more changeable. Emphasis will be placed on educational management, executive education in particular, lifelong learning and topics such as leadership, problem identification skills and corporate vision, emotional intelligence skills.

Europe and European management should be a source of inspiration for the whole world. It is much more diversified, richer, currently has more experience than others can offer, including the United States. Business schools / faculties must take advantage of all these aspects and take the initiative in offering everything to the whole world.

CONCLUSIONS

Determining the stage of educational management in pre-university education institutions is a difficult topic to address, because this concept is not well enough presented and understood. For this we will call on the literature from 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.

Although the process of job polarization is not as pronounced as in industrialized countries, the first signs of a reduction in employment in certain areas, especially for jobs in the middle of the distribution in terms of wages and employment growth in the case of those who request both high qualifications and low qualifications can be noticed in recent years in Romania.

Given the fact that most of the knowledge, skills, qualifications are acquired in school, through the instructive-educational process, education has been recognized the decisive role it has in the accumulation and development of human capital and, consequently, in the economic development of a country.

This internal need for development and reform is aware of the whole society, being formulated in numerous strategic and diagnostic documents developed in recent years by the Ministry of National Education, the Romanian Agency for Quality Assurance in Pre-University Education (ARACIP), school inspectorates and others. institutions.

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