

## The Management of the Romanian Pre-university Education. A Current Scientific Assessment

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### Abstract

*In recent years, the management of pre-university education has gained notoriety in our country, thus the role of school management has become the subject of public debate at all levels. The theme is a priority in the NCSRHE (National Council of Scientific Research in Higher Education) fields approaching a clear vision of educational management, analyzing the fulfillment of the functions, the management relations, analyzing the methods and techniques, designing the strategies in the wider context of current requirements.*

*The purpose to research this theme is based on the idea that a school manager must know methods and techniques thoroughly which are specific to the management in order to properly solve the problems that he is facing.*

**Key words:** educational management, pre-university education, school manager, performance, education.

**J.E.L. classification:** I20

### 1. Introduction

Obtaining not very good results, by students, at various national competitions, presents a weak image of the current educational management exercised in the Romanian pre-university system. The reorganization and application of the management implies an intelligent and efficient solution for the development of the Romanian pre-university education system.

The inequities in education have deepened a lot lately, there are many problems that need solutions as urgent as possible, and the application of leadership strategies is more and more obvious. generation for the current and future society, the importance of the development and application of an educational management of quality, adapted to the changes produced in the whole world and in the entire Romanian pre-university education system, grows even more.

### 2. Theoretical background

Quality, positive answers, achieving objectives, modernizing Romanian pre-university education, adapting to the new, have generated the importance of developing educational management. A greater need for correct application of educational management is felt lately in almost all schools. Application of managerial activities: planning, organization, and not only, are increasingly necessary for Romanian pre-university education to prepare future generations that can easily adapt to changes and modernizations of society.

#### 2.1. Management practices in future organizations

The problems in educational management are the consequence of major changes and the impossibility of educational factors to adapt and accept these changes. The concrete nature of these

problems is interpreted in terms of Romania's entry into the labor market and through EU requirements for Romanian education to be integrated into European standards imposed. People who do not have information cannot act responsibly.

According to Ken's, formula Blanchard can be the interface of what we call the Organization of the Future, an innovative organization. In the old culture, there were teams in the informal organization, and in the innovative culture there are informal team organizations. Specialty literature states that in innovative cultures, the team is a pool of knowledge, support and catalyst effort, according to the principle no one is perfect, but a team can be. Management is the new technology that transforms the organization of the present into that of the future.

We must be able to perceive these transformations and make them possible at the level of the school organization. These are the opportunities of the present to build a future on the measure of our expectations. Otherwise, we may be outside those of serious concern and constant for the enrichment of management theory and practice and beyond those who obtain related success. (Druker, 1993)

Educational, visionary and sustainable management in the 21st century presents itself as an alternative to commonly practiced management. In the organizations of the future, an innovation is based on scientific research aimed at preserving and improving the quality of life through making a profit for the benefit of humanity.

The leaders of visionary and sustainable organizations are 360 degrees leaders. They are aware of their passion and potential so that they know how to conduct themselves and do not worry about their position, realizing the impact they have on the people around them. (Maxwell, 2003)

The 360 degrees leaders are by far, the school Euro-managers of tomorrow. Competence manifests itself through passive expertise - I know what to do and how to do it, and when I don't know I figure out myself what should be done, and through active expertise - the ability that transforms passive expertise in action and manifests itself in the form of processes and systems.

The topic can be a source of inspiration and reflection for unit managers of pre-university education in our country, and the expected effect is the optimization of the educational-instructive process by applying and practicing efficient management. Effective communication both inside and outside the school and staff participation in the vision of PDI is part of the modernity of the practices of the Organizations of the future.

PDI strategies must start from the tradition of each school and the ways to be chosen on the basis of the resources available to the school unit. (Tusa, 2012)

Education systems around the world will undergo major changes by 2030, being favored by the technological revolution. Over the next 15 years, the Internet will turn schools into interactive environments that will put aside traditional forms of education and change the way teachers, parents and students belong.

The evolution of educational units as visionary and sustainable organizations, detonates myths in the world of management and shows that evolution is potentiated by people - disciplined, flexible and creative.

## **2.2. Adaptive change of education**

Due to its status as a strategic resource, the dominant nature of action in Education at this time is one focused on real leadership, later doubled by management-centered action. (Williams, 2005)

The 21<sup>st</sup> century has inherited the technology revolution from the recent past information and communication. These technologies have changed and will continue to change all areas, including education and school. There are two global challenges. On the one hand, schools transmit efficiently and on a large scale a growing volume of knowledge and information adapted to a civilization set in motion by knowledge.

On the other hand, find ways so that today's students - tomorrow's adults, are not overwhelmed by the flow of unimportant and ephemeral information, which invades the public and private domain and selects important information necessary for individual development.

Life, the experience of modern man, shows that learning to maintain simple reproduction of the values of the past, tradition, are not enough to "equip" the man of the society of the future.

The old type of learning, based on a "maintenance" learning can no longer satisfy today, when changes are so rapid and complex, causing real "shocks" to the contemporary human being.

Therefore, a different kind of education is needed, namely one that brings change, true and innovative learning. Innovative learning as an essential element of education for change is nothing more than a necessary means to prepare both individuals and societies to act together in new situations, especially in situations that have been and continue to be created by humanity itself.

Transformation through a process of adaptive change in pre-university education in Romanian language starts from the vision of articulating an authentic educational system, which cultivates values. The model of "Management-leadership, as a manifestation of the complexity-change duality" has become very popular.

If there is a long-term willingness to learn responsibly and irrevocably, we obtain the generation of adaptive change in education.

### **3. Research methodology**

To carry out this study, we used the method of descriptive research, observation, and reading using specialized bibliographic sources, methods that led to the follow-up of facts and reference to essential aspects of the proposed topic.

### **4. Findings**

The research in the Romanian space regarding the pre-university management, showed that Principals exercise the intuitive managerial act, not having a scientific basis, although in most cases they are interested in a specialized system which will ensure them an appropriate qualification. As a solution for relaunching pre-university education and, implicitly, decentralization of education is necessary, although in this case there would be risks, blockages or barriers.

The scientific approach of this paper, later developed in an extensive research, can be considered a set of necessary recommendations for implementation within the units of pre-university education of an efficient and qualitative management, comparable to those of European countries. The suggestions are addressed to school managers in educating Romanian pre-university students, as well as fellow teachers, actors in the educational process.

Above all, at the level of drawing up the Institutional Development Plan, effective communication is necessary both inside and outside the school, as well as team participation of staff. Strategic approaches to PDI should start from the tradition of each educational unit, taking into account the resources available to that school.

Suggestions on the development of human resources is imperative to go through specific training courses to solve problems that arise at the level of each school and not on purely theoretical aspects. The need for professional development must take into account the needs of the school, as well as the specialized needs of each person.

The development of the school - public institutions partnership, school - economic agents, school - institutions abroad, it is still an insufficiently explored segment. Students need to develop professional skills through internships performed at economic agents, whose field of activity corresponds to the interests of the school, and access to as many as possible European programs - Comenius or Leonardo type, which would bring useful experience in implementing sustainable partnerships.

By trying to compare with other European education systems, it can be concluded that the school manager model and managerial skills cannot be implemented adlitteram in our education system due to different social, political and economic conditions. The problems in educational management are largely due to the changes and the inability of educational factors to adapt and accept these changes.

### **5. Conclusions**

Change in education is already a profound learning algorithm collective on the scale of the whole society, based on trust, honesty, competence and courage. The synthesis of the research is based on

the idea that school managers must possess extensive knowledge of specific methods and management techniques.

As a result of an interdisciplinary approach, this paper can go beyond the scope of the argument to convince educational decision makers that a management based on the correct use of specific methods and techniques leads to progress and performance in education. Education is the number 1 priority public project in Romania in the coming years because, through education, society can change the mental infrastructure, and this change has not yet taken place in its entirety!

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