

Management and School Education

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Abstract

Educational management represents the complex process of managing the educational act at the level of the education system in its entirety, or at its structural levels. Education is the complex work done in cooperation, by the teacher and the student for assisted training and self-help, with the aim of developing personality, but also of creating a positive-constructivist mentality.

Being a teacher does not mean doing a job, that is, fulfilling a profession. The teacher's involvement in various cultural-educational and political-ideological activities is a proof of the superior understanding of his social role, acting as an agent of social transformation.

The purpose of this article is to analyze the importance of the educational process and of the school management in the formation of the pupil's personality and the labor force according to the requirements of the society.

Key words: Educational management, school education, school manager.

J.E.L. classification: I21, M12, M54.

1. Introduction

Educational management represents a theoretical and methodological ensemble of strategic, global approach to education and learning as subsystems of the entire social system.

It has as its primary mission to ensure the cultivation and valorisation of the human resources available to each society in full accord with the social ideal that inspires it and on which its principles, values, norms and modalities are founded, so that the human ideal derived from them corresponds with the educational ideal being in relations of mutual interdependence.

The teacher occupies an important place in the educational activity because it contributes to the formation of pupils' personalities, to their conduct in society, to their formation as individuals and citizens. As a result, education indicates the level of instruction, culture, and outline of the different components of the personality following educational influences.

2. Theoretical background

Educational management encompasses the study of all processes and relationships that take place within educational institutions on the course of the educational process, aiming to optimize the efficiency of this process by using the most appropriate methods, techniques and management techniques. (Andronicescu, 1998)

Due to the social, economic, political and educational complexity of the educational ideal and because of the finality of each school cycle, the educational management in relation to the educational ideal that is being pursued year after year, generation by generation, has a complex character of social, educational, economic, systematic and multidisciplinary nature, so:

- Social - as a result of the object of the activity;
- Educational - the importance of the school in the dynamics of the current evolution;
- Economic - the purpose of education is to form the workforce as society demands, permanently targeting the efficiency of the labor market;
- System-wide circuit is a system due to connections with other components;

- Multidisciplinary - due to interconnection, connections with different disciplines such as: sociology, psychology, pedagogy, law, economy etc. (Ghergut, 2007)

Education is, in fact, the totality of actions - deliberate or not, explicit or implicit, systematic or unsystematic - with the role of creating and shaping man in dependence on the existing socio-economic-historical-cultural landmarks. Education has a leading role in sustainable economic and social development in the long run and should be given due attention.

Education proves us at every stage and in any field of social and personal life, how important it may be and the fact that it makes a difference. Thus, the destiny of each individual, group, and each society as a whole depends on the quality of education. (Stan, 2010)

Education is an important element of the socialization process that allows people to learn specific behaviors that are useful for actively participating in social life. (Chirica, 2003)

It can be seen that education represents the complex activity that is realized through the cooperation between the teacher and the student with the purpose of assisted training and self-training, in order to develop the personality and the implementation of a positive-constructivist mentality. In essence, education essentially aims at removing the individual from the initial, biological, primary, and leadership to the spiritual, cultural status. (Cristea, 1996)

From the point of view of the process, education encompasses all the actions undertaken in order to achieve the transmission of knowledge and the systematic and organized influences aiming at the formation of the human personality.

To educate is to train, shape, develop. Etymologically, the term derives from either the Latin "education" which means to care for, to grow, either from "educate - education" that translates to lead, lead, to guide. It seems that both etymological elements are correct, leading to the recent meaning of the term.

The importance of education is essential to the development of the individual in a social context and, implicitly, to the development of a society.

Starting from the idea of action-interaction, education is manifested in three different ways: formal education, non-formal and informal education. (Ungureanu, 1999)

Formal education is carried out within educational institutions and aims to introduce pupils progressively into the knowledge paradigms and to transmit useful techniques that will help them to provide their own educational autonomy. This type of education needs a group of trained people who manage the way the information is transferred.

Through formal education, assimilation of knowledge and facilitating the improvement and development of the capacities, attitudes and skills necessary for the individual to be introduced into society is ensured. This kind of education is influenced by the social and political context. The importance of formal education is given by the transmission to each generation of historical and cultural heritage in order to provide professional training. (Foriș, 1999)

Formal education is done through the intermediary of the school and the teaching staff. The teacher has the freedom to use the methods and techniques that he / she considers most appropriate for educating new generations. The role of formal education is to transfer to students the social identity, the historical and cultural location, the acquisition of knowledge necessary for personal and professional development, to achieve as individuals and to integrate socially.

Non-formal education takes place outside the classroom through extra-peer-to-peer activities and optional activities. Nonformal means less formalized or unformalized, but includes formative effects. Non-formal education is important because it meets the different individual interests of students and has a high degree of flexibility.

This type of education has great pluses as it offers the opportunity to discover the most diverse tendencies and concerns, supports those who have artistic inclinations or other professional calling and want to develop particular sectors of activity, helps exploiting personal and local resources, supporting literacy, professionally perfecting and supporting the idea of health education.

This type of education can also be applied to isolated people, geographically reluctant people, drifting young people with different behavioral and adaptation problems, people with special needs, and people with a lower chance of attending a normal school.

For the results of this type of education to give the expected results, it should be applied in combination with the institutionalized system.

Informal education is the education the individual enjoys willingly or not, with whom the individual comes into contact in everyday life. This includes all information that comes in an unselected, unorganized and pedagogically unprocessed way. This type of education brings data that are unconsciously introduced into the thinking and behavior of individuals in spontaneous circumstances. Society can be influenced through the media in both good and bad ways.

The contemporary world has led to the formation of new trends and ideas, generating new types of education such as peace education, education for human rights, demographic education, ecological education, economic education, communication education, nutrition education, education for health, leisure time education. All these annexed branches have the role of supporting the main goals of education and leading to the formation of free, open, positive, trained and evolved people. (Vlăsceanu, 2002)

3. Research methodology

The research starts from the following issue: "The importance of management in school education". It is necessary to know the provenance and usefulness of the management concept, the leader in the educational process and the school organization, in order to understand how to select the strategies that can be adopted, adapted and developed in order to provide the students with a quality education.

The research is a deductive one and starts from the generalities related to the concepts of school management and education, and in the course of time this knowledge will be reduced to the field of analysis of the educational field, finalizing with the importance of education in forming the personality of individuals and preparing them for social life.

4. Findings

School is the place where young people spend a lot of their time, so the school environment must provide a stimulating learning and training environment to continually provoke the interest in their knowledge. (Moscovici, 1998)

Educational activities within the school, at or outside the classroom, lead to the development of an individual character of the young, planned and well-programmed, school being the launching platform for continuous and systematic education.

Education is a duty to us, to everyone, first of all to ourselves, second to the others, to the entire community, to the society as a whole.

Education must be open to all, and can provide the opportunity for training and reformation, always willing to help create and form a personality, develop skills, enrich knowledge, familiarize with new directions, focus on new horizons, to areas of interest. (Mihalcea, 2000)

The learning methods are chosen by the teachers, depending on the intellectual contingent of the individuals with whom the teacher interacts. In selecting these methods, the teacher takes into account both the psychological factors of educators and pedagogues. (Nicola, 2003)

In terms of educational activities, these are structured according to didactic principles, the teacher uses teaching and learning methods that he adapts to the class with which he works, to the pupils in that class and to the working conditions. The teacher, in terms of his role and function, besides the specialized knowledge that he / she must know, master and develop, also needs to know psychology, teaching methodology, pedagogy in order to be trained and able to do the face of any situation that may occur at the level of the student class she is leading.

Education should last throughout life with the aim of developing responsibility and independence. By educating individuals, they develop self-esteem; they can capitalize on and meet the expectations and demands of society.

5. Conclusions

Educational management refers to the contributions made by management to the school organization in order to achieve the objectives of the education system. Functions engage all management actions: information, communication, evaluation, and all control operations required

to measure and qualitatively and qualitatively assess the educational system in terms of diagnosis and prognosis, finalized in the pedagogical decision.

Education is of great importance for our society. A cultured, educated, trained generation that has been transmitted to it and has absorbed its cultural, historical and moral values can further transmit the inheritance it gives, giving the chance for a better future. An educated society can not be easily influenced and can discern between good and evil.

Education is essential for the harmonious development of the individual in a social context, and for the development of society as a whole.

An educated individual will be able to respond to new and complex needs and situations will be aware of personal and collective needs, will be able to cope with some bottlenecks and will be able to overcome them by finding the best solutions.

An educated individual will make the necessary efforts to sustain education, will make a common front to support the fight against ignorance, vulgarity, indifference and cultivation of the lack of values, and will support continuous education and personal fulfillment, but also a better life in a responsible society to the needs of others.

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