

MODERN APPROACHES IN THE PRE-UNIVERSITY EDUCATIONAL INSTITUTIONS

Cristina Floreta ISSA¹
Delia Mioara POPESCU²

ABSTRACT

Under Romania's actual development context, pre-university education and mainly the management field can and need to be an authentic source of the main development of our society. The paper is meant to be a theoretical analysis and a practical research on the contribution of the theory of improving the performance and the quality of the educational management in the pre-university educational institutions, from a systematic and interactive perspective involving the European and world standards. The results of the researchers aimed at understanding, analyzing, explaining and improving the management process in the pre-university institutions

KEYWORDS: *management, educational pre-university management, performance, innovative educational institution*

JEL CLASSIFICATION: *A22, A29, I20*

1. INTRODUCTION

In the current economy we find a fierce competition on the market of educational services providers (public and private education). They are obliged to take into account the needs and demands of society and the needs of consumers of education. We live in a society where technology developed enables us to quickly and easily get the information we need and young people are those who implement it daily becoming better informed. Thus, educational managers are required to provide an educational process designed to ensure quality training young scientific, moral and professional they need.

For this reason, the school benchmark should be the quality of education. To get quality education must involve the teachers, non-teaching staff (administrative) and staff, their responsibilities and competences through each job rein.

2. IMPORTANT

How to ensure quality in pre-university education? As a manager, you must develop a strategy for quality management education to be in line with national and European strategy. The quality of education means the readiness of young people to assert in life skills training and level of capacity for learning the dynamic and functional knowledge to be competitive in the labor market in accordance with the requirements of modern society. In this aspect, the quality of education is defined as: the quality of education, quality of service, quality of training and education of children.

¹ Valahia University of Targoviste, Romania, cristinaissa2006@yahoo.com

² Valahia University of Targoviste, Romania, depopescu@yahoo.com

Manager thus faces a difficult size to develop a strategy because educational service quality is perceived differently by people directly involved and directly depends on several factors: financial, material, human etc.

“We can say that educational quality management should focus on processes and not on the human factor, so the quality becomes an attitude, a mentality, a way of life in which professional supplier and recipient is involved, and responsible as Bârzea (1998) demonstrated”.

However, you must set rules, standards, quality indicators for different components of the education and counseling process, quality evaluation techniques, and methods to address the difficult situations that affect the quality of education.

The quality of education is found in:

- Quality school
- The quality of education offered services
- The educational quality process for students

3. INFORMATION

It is very important for a manager to motivate staff units involved, to fuel creativity and to provide conditions that are conducive to the development of the educational process.

The word “motivation” is widely used in our language to explain human behavior. Thus, motivation is a personal condition that causes us a certain behavior is the source of life that floods the mind.

Motivation is what determines human morale, employee morale concerns this attitude towards work, towards the organization to which it belongs, but also to his superiors.

Manager of educational institutions should take into account this aspect of teacher motivation to contribute to quality assurance.

3.1. Education is part of human social existence

"Quality in education is to provide each learner with the conditions for the complete / useful development, as Iosifescu (2003) demonstrated.

The concept of existence covers all material systems, social and ideal, all events that takes reality, starting and ending with the phenomena of the natural world of consciousness and its products. Socio-human feature occupies a distinct place, including all natural and spiritual processes that are in society as a system, through the work of its members and the interactions established between them. Education is a component of human social existence, is an ongoing process, a phenomenon that operates within the social system. "Education can be designed in a more widely as a meeting between the individual and society, and the whole social life may be marked by the continuous exchange”, as Ardelean (2011) demonstrated.

Should not be confused with the concept of social learning that, if socialization refers to all social influences on the individual manifests itself in interpersonal communication, education is an intentional activity started, in acquiring social values. Both individuals seek employment in a given social context, but each has its own mechanism. Measure education is its ability to satisfy the requirements of contemporary world development. In this regard, it is envisaged widening the scope and content of education and innovation in the design and conduct educational processes.

3. 2.Objectives of Education

“Education is the product of human action, can be explained and addressed by the intentions pursued and results achieved business done in order to achieve clear and precise finality as Joița (1995) demonstrated”. Aims of education is undertaken at the policy guidelines of education in pursuit of the training and development of human personality according to certain target values in system design and the learning process.”The human personality emerges and takes place in three

phases of finalities: the ideal educational purpose of education, educational objectives”, as Joița (2000) demonstrated.

Educational ideal is a dynamic personality defined and required by society, that education must train him in its development process. He is the most general educational aims guiding and directing the training and education of a historical period. Educational goal set intentions, aspirations medium with a medium degree of generality resulting in actions, anticipating stages and operations, balancing formative aspects - informative - educational learning process and finally printing a precise direction of educational activities throughout.

“Educational objectives expected changes to occur in a process of teaching - learning - assessment, provide orientation activities at educational process and designate the type of changes to be made, as Caisin et al.(2004) demonstrated. When moving from ideal and aims at fixing of education must take into account the educational profile expected at the end of the curriculum. In fixing the education specifies the knowledge, skills, abilities and behaviors concrete will be achieved practically, how and in what way.

3.3. Educational Policies in the pre-university educational institutions

Quality Assurance actors can contribute as follows:

- Teachers can be trained continuously to acquire new skills education, to develop a student-centered education act and its formation, to determine and meet the needs of students and the community and developer stimulates their personality in the context of reality called common
- Students should be aware that the act of education is a must and it involves active and responsible involvement in their education by participating in projects and educational programs in schools and especially the knowledge quality standards of education.
- School manager must ensure that human, financial and material of a quality education to coordinate institutional development processes and provide a suitable climate for the educational process
- Evaluation and quality assurance committee must establish implementation strategies and evaluation of educational quality management, to develop internal evaluation based on performance standards and quality of education.

Quality of education in primary and secondary education can be achieved following specific steps:

1. Plan and deliver the results you expect from the educational
2. Monitoring results
3. Internal institutional evaluation
4. Institutional external evaluation
5. Optimization of results in education

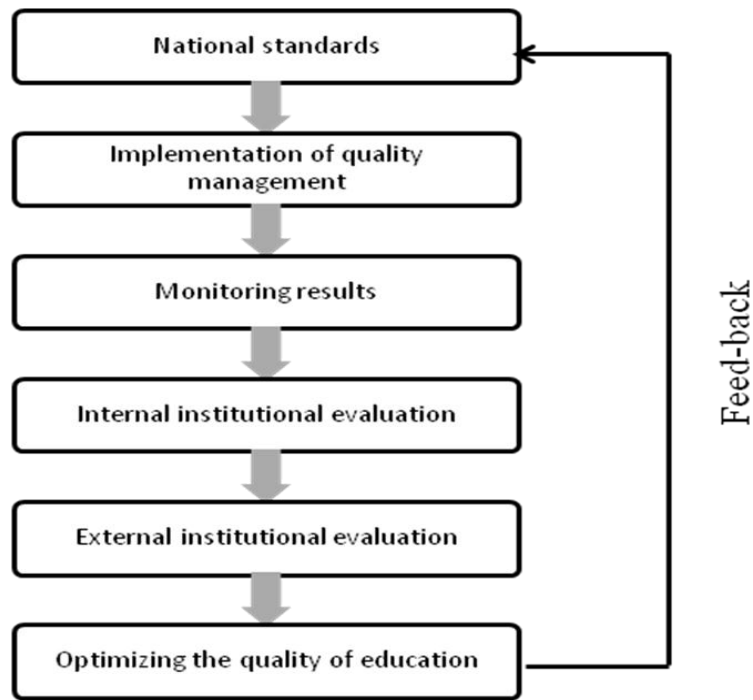


Figure 1. The quality of education in a school-university

Source: adapted from Țoca (2008, p.175)

Thus, the quality of an educational institution is determined by the quality of the processes and the quality of educational services.

It is important to note that the process of education, the quality is not produced and defined solely by the provider of educational services school but beneficiaries and education customers. They must always see and their satisfaction is always reason for concern for educational institutions so as to generate a competitive system.

Thus, we can plot:

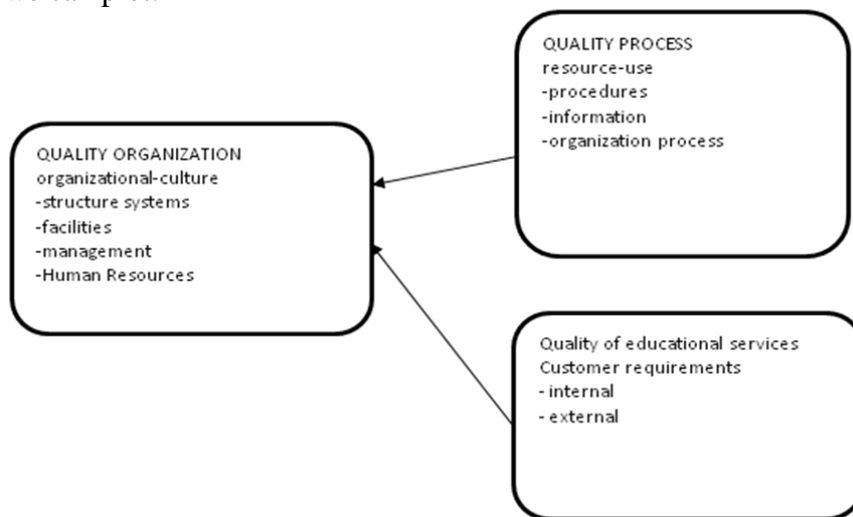


Figure 2. The quality organization

Source: adapted from Baciu S. (2007, pag. 102)

The above mentioned objectives are achieved through teaching, educational activities and a variety of services specific schools. Quality of education depends on the quality of these three components. Managerial competence of executives is defining.

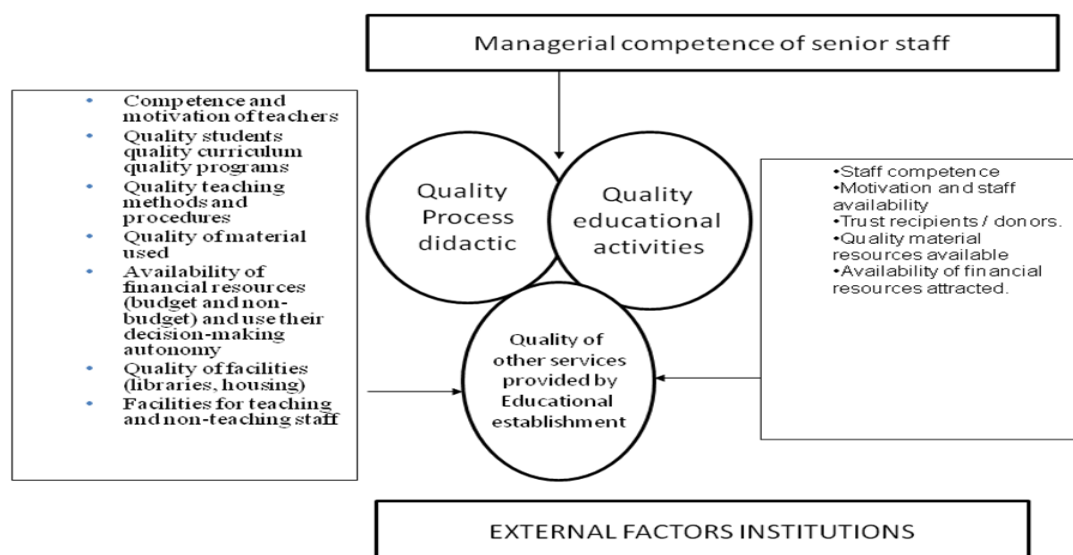


Figure 3. - Managerial skills of executives

Source: authors

There are two types of reasoning in the orientation of school managers to organizational quality. They can generate an educational institution rather conservative or innovative one. The difference is in how they perceive the quality of school: school only through the results of teaching the students in terms of knowledge gained and the ease of obtaining diplomas or living conditions and financial organizations spending on resources available or that there is a process in which constantly adapt to the new institution is concerned with improving the processes they carry and the services we offer.

Table 1. Different managerial perceptions

	Conservative School	Innovative educational institution
1	Manager refuses to introduce a quality system.	Manager promoting the introduction of quality systems and in comparison with other institutions identify ways to improve performance.
2	Educational institution is insensitive to social changes in market demands	Institution is innovative, responsive to changes in society and market requirements.
3	Institution is innovative, responsive to changes in society and market requirements.	Teaching procedures and techniques are developed in relation to international institutions and performance experiences through training.
4	Lack of motivation of the teacher	Motivating staff based on individual and organizational performance.
5	Management staff is oriented to give advices and make decisions	Management staff is receptive to the proposals of others.
6	Poor communication, opacity decision to rely on hearsay and not on information from the leading institution started	Effective communication systems, transparent decision-making.
7	Focusing solely on funds from the budget	Training and attracting extra-budgetary funding sources and consider this aspect as a critical responsibility of the entire staff
8	Resistance to change	Procedures to stimulate creativity
9	Incompetent management staff, convenient, disinterested	Management staff competent and open to experience.

Also an important element approach is client management product that is the recipient of material provided by the supplier.

Table 2. Customers in the pre-university institutions

	Types of customers	Categories of customers
1	External	Taxpayers Organizations and companies that commit graduates Organizations and companies that benefit from the services of school (micro, community education services Students Parents
2	Internal	Head master (Principal) Teachers Auxiliary teaching and administrative staff. Students

Policy "customer orientation" is absolutely necessary to establish specific procedures of consultation / participation of students and parents in developing strategic goals, programmes and specific actions in the practical operation of the school in making decisions on assessment etc.

4. CONCLUSION

Training schools for quality education must be a key objective of the training process. Here the student learns about the environment in which we live, about the limited resources for life. Alternative methods of production and use of energy necessary for life are elements of the quality of individual and group life. Consequently, the need to discover methods of converting human energy and resource efficiency are elements which students acquire knowledge from school. In the absence of a link quality between all these related areas, the results would not be on the investments and human expectations. Quality attracts quality and force.

Systems and procedures for quality assurance refers usually to:

-design and development planning of the school: how to set strategic goals and development strategies that are responsibilities, mechanisms and decision-making procedures who participate in decisions such as decisions made aware that it is created community and consensus around these targets strategic and so on.

Implementing programs and actions set and monitor performance of the unit who is responsible and who participates, the methods and tools for monitoring and feedback, as it ensures the participation "of stakeholders' monitoring, such as feed-back over their and so on

Assess how the school operates and develops, review projects, programs and optimize ongoing operations: the methods, tools and assessment procedures, who participates in the evaluation and how, what are the procedures for review of programmatic documents and who participating in them, which are early warning mechanisms.

It is obvious that the system of quality assessment should be designed differently than we used to. First, it should ensure the main functions of assessment, namely: Improving current activity - assessment must be appropriate, would prevent major malfunctions while showing very clearly what went and what not past activities;

Providing feedback for significant groups of interest - results of actions should be known by students, parents, teachers, managers, community as a whole, because all these interests can judge whether "investment" made (not only the financial) led or not and if desired impact or not worth pursuing;

Review and improve policies and educational strategies at the school level so that they can better serve the mission undertaken. In recent years, Romania and the European Union need a culture of self is more strongly affirmed and encouraged by educational policies.

Self is considered as a fundamental dimension of 'learning organization' external evaluation is often inefficient and late in a society where change is extremely fast and unpredictable but not unimportant.

REFERENCES

- Ardelean, D. M. (2011). Management education in Romania today. *Studia Universitatis "Vasile Goldiș" Arad - Economic Sciences*, 1(2), 234-247.
- Baciu, S. (2007). Managementul instituției școlare. Ghid de formare profesională a cadrelor didactice. Chișinău: Editura Știința.
- Bârzea, C. (1998). *Arta și știința educației*. Bucharest: E.D.P.
- Caisîn, S., Bucun, N., & Platon, C. (2004). *Managementul evaluării calității în învățământ*. Chișinău: Editura Știința.
- Iosifescu, Ș. (2003). *Calitatea în educație. Instrumente de autoevaluare*. București: Editura Humanitas Educațional.
- Joița, E. (1995). *Management școlar*. Craiova: Editura Polirom.
- Joița, E. (2000). *Management educațional. Profesorul-manager: roluri și metodologie*. Craiova: Editura Polirom.
- Joița, E. (2000). *Management educațional*. Iași: Editura Polirom.
- Țoca, I. (2008). *Management educațional*. Bucharest: Editura Didactică și pedagogică, R.A.