

THE EDUCATIONAL MANAGEMENT ROLE IN THE CURRENT SOCIAL - ECONOMIC CONTEXT

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ABSTRACT: *This paper aims to clarify the place that it occupies in the management of educational management as a science and the current social -economic context. The importance of integrating the educational management in the pedagogical concerns interdisciplinary consists of the meeting between the general area of social and human sciences at the economics and those of education. The paper summarizes the principles and functions of this field of science from the perspective of the main researchers in this field related to education issues specified in the law.*

KEY WORDS: *management, education management, school management, classroom management, education system efficiency.*

JEL CLASSIFICATION: *I21, M21.*

1. INTRODUCTION

The management activity, as a process, as application in practice of science with the same name, is "a set of processes through all the theoretical and methodological provided by management science are operationalized in social practice", or, as other authors, "is the formal leadership of an organization/ institution or a portion of it by coordinating the work of individuals and groups for human achievement. "In the same terms, E. Joița specifies that it may be the work of a person that determines and directs the work of others by tracking the achievement of actions in the best conditions, by raising awareness and taking responsibility on the achievements and failures. Or it can be about the process of guiding a group toward the achievement of organizational objectives, techniques, namely through the use and coordination of activities through a set of decisions by using the resources.

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The comparative analysis of these meanings to the following considerations, as a characteristic note:

- the aims of highly specified in terms of rationality;
- the activity can be individual or group/ team;
- a relative synonymous with the act of coordination (we will return to this issue later);
- focus on people management and not on managing things (even if this size is mainstay);
- the authority duties, the right manager take the best decisions and ask the subordinates in bringing them to fruition;
- it must show responsibility, which is the internal sense of duty towards the organization and improve all the received tasks / made.

Following these remarks carefully, you can not disagree that, ultimately, "management is the process in which the manager operates on three fundamental elements - ideas, things and people, achieving the objective by others".

2. THE EDUCATIONAL MANAGEMENT - A NEW FIELD OF KNOWLEDGE

The education management is a part of the interdisciplinary pedagogical concerns, constituted at the meeting of the general area of social and human sciences at the economics and those of education. It is responsible, on the one hand, explaining the organization and management system and the educational process in terms of efficiency scientific projects, from the perspective of the cultural model of post-industrial society, computerized and, on the other hand, a write whole transfers conceptual and methodological parent between the two areas, with the full range of effects driven by them. As such, it presents itself as the science teacher, developed through interdisciplinary strategy, committed to "study the events which the decision to organize a determined educational activities and educational programs in management".

Returning to the inherent difficulties in setting up a new field of knowledge, S. Cristea systematize and analyze them on four areas: roots, cultural tradition, school practice and bureaucratic mentality. Interesting and topical considerations seem him about the last three issues, which we present in the next summary:

a) The tradition of cultural management is not their own reality Europe or Latin culture, especially, but comes from the culture of Anglo-Saxon and American civilization, which triggers a difficult process of adapting to a leadership style with strong reflexes administrative-bureaucratic;

b) Practice School, teaching is seen placed in a position to operate a variety of analogical reasoning to adapt their concepts to reality education management, which involves:

- transfer functional economy, in capitalization pedagogical concept of efficiency;
- functional transfer of sociology, in the pedagogical exploitation of the concept and methodology of global relations microclustered;
- functional transfer of political science, in pedagogical concept of harnessing science and art of management;

- transfer functional psychology, respectively, valuing the concept of driving human behavior in different contexts interindividual.

c) bureaucratic mentality produces at least two drawbacks: distorts the functional relationships between managerial leadership, design, and the administrative execution; blocks the emergence of leaders with social relevance.

Trying to put aside the novelty analysis and myriad dilemmas epistemic and praxeological appreciate the views offered by the opening of I. Jinga in understanding its essence, then "education management is the science and art of preparing human resources to form personalities, according to finally accepted individual and society. "In line with E. Joița opt for a descriptive definition offered by the same author "the education management theory and practice is, science and art design, organization, coordination, evaluation, adjustment elements educational activity, development activity is free, integral and harmonious human individuality permanently, to assert his personality and creative, according to the ideal set in education policy ".

Education management peculiarities come from specifics school as organization and management of psychological characteristics which includes management education:

- the moral axiological issue determined the specificity of training and educating students on the basis of a table of values foreshadowed the finalities of education;
- the human masses of school involve, harnessing human potential through the use of active-participative strategies and the type of communication.

These two features distinguish the education management of industrial and economic organizations. In other words, "the main objective of management is to valuing education and valuing individual potential, the availability and aspirations of human skills and talents."

However, the characteristics to which we referred situated education management between the size of organizational and pedagogical generated by the principle of subordination, namely the principle of responsibility, that of reason, of affectivity, logic selfish opposite logic altruistic principle of centralization in opposition to that of decentralization actions and motivation of teachers, namely, self-motivation actions of teachers.

Experience shows that indeed, the school operates with values such as altruism, self-motivation, and responsibility. We can not conclude these brief considerations without putting out reports in which the two management education with other concepts.

It's about school management and classroom management. If management education is established as a genre, started in education policy, given the theory and practice of governance entire educational activity, including in the sphere of non-formality that the acquisition / recovery the informal positively, reducing the informal negative, the school management or management school organization as a species derived therefrom "is localized mainly at the level of formal education." Inside it, the status of species to species, are in the process of self-structuring classroom management, defined by R. Iucu with real authentic meanings, as "an area of research in science education, studying both perspectives approach of classroom and

dimensional structures thereof (ergonomic, psychological, psychosocial, regulatory, relational, operational and creative) in order to facilitate interventions teachers crisis "micro-educational" (indiscipline, violence non-involvement) and avoiding negative consequences through micro-year educational decisions. " In the same vein becomes operable distinction between the management of the education system and the educational process.

3. PRINCIPLES AND FUNCTIONS OF THE EDUCATIONAL MANAGEMENT

No science that manifests itself in relation to the requirement can not exist without a system of principles with axiologically role. Regarding the analysis, we take the principles of nature arises aria, whether this should be economic or pedagogical. The solution is as usual, halfway into a package "of lines necessary for efficient initial normative social work training and development permanent personality at all hierarchical levels, vertical and horizontal system and the educational process.

To clarify the issue, I. Jinga makes a brief foray into the debate on the general problem of management principles, noting bitterly that "although such principles are even in the works" parents "of management. Fr. and H. Fayol Tsytor not even nowadays reached a consensus in terms of their number and their content.

From the viewpoints presented, we attracted our attention and we retained some principles about whose applicability and suitability for education can discuss: a carefully select workers with skills for the work; a carefully prepare workers to exercise their work; the autonomy principle, responsibility and authority; the discipline principle; the unity principle of action; the general subordination principle of private interests; the cooperation principle with execution management; the order principle , fairness; the initiative principle; a permanent teaching; an inovation in management; the unit leadership principle and responsibility; the professional competence principle and motivation of employees; the flexibility principle; the participative manager principle (or the principle of impersonality); the age principle (criterion for promotion); the competition principle (impersonal rule for entry to higher levels); the "human right take place" principle ; the expertise principle; the competence principle; the hierarchy principle; the principle that written documents as a way to communicate inside / outside; the specific training job principle; the impersonality principle.

In the final analysis could not deduct beyond the number and diversity principles than the conclusion that in terms of management education, as in any other particular area of study, can be no question of two categories of principles:

- 1) some that have general validity in any field (such as the principle of order, unity of decision and action practice, promoting staff based on competence or resources correlation principle objectives);
- 2) some that are specific to a particular area (didactic principles for the management of the educational process, the principle of non-discriminatory access to public school education for the school system, the principle of unity of command).

Going beyond this distinction, S. Cristea analyzes and suggests the following principles of management education:

- 1) the principle of global leadership, optimal and strategic system and the educational process - this ensures subordination, functional and structural imperatives administrativo, reproductive, executive, which only addresses current issues or individual opportunistic adaptive system and the educational process;
- 2) the principle of effective management of the system and the process of education through information-communication-management assessment, aimed at continuous improvement of educational policies at global, regional and local. On this basis it provides both achieving educational system and process diagnostics (information and evaluation) and their projection support (through communication management);
- 3) the senior management principle and system of the educational process aimed interdependence of functions and structures undertaken at the social level. Ensure compliance to both the design of the structures - institutional and correct selection of managers (inspectors, directors of schools, teachers methodologists, teachers counselors, teachers, researchers);
- 4) the principle of complex system management and education process aimed interdependence of functions and structures undertaken at social management. He expressed the unitary character of managerial leadership that stimulates permanent relationships of interdependence and complementarity of teaching:
 - the functions and the management structures planning, organization, guidance-guidance regiare-tuning the system and teaching;
 - the managerial information-communication-evaluation actions of the decision, with the state education system and process;
 - the managerial diagnosis and prognosis system operations and the educational process.

Depiction of the mentioned the author proposes the analysis and interpretation of education management principles is one that involves a new paradigm to address the general pedagogy, culture own postindustrial society type computerized. Therefore, we appreciate the very idea that "education management is a methodological step necessary to achieve accurate, efficient social activity training and development of human personality, the education system in the perspective of XXI century".

In their lines guiding principles found in the Education Act in Part I, the General Provisions. From our point of view, the appearance of order essentially is that, as the teaching process was based / D on principles, norms and rules so the act of school management must find a foundation not only praxiological, economic, legal but in primulrând, axiological. From the many suggestions, we have identified seven axiomatic principles to guide the difficult process of "keeping the brakes" in the education system or a subsystem thereof (from the micro to the macro).

The foundation of these principles is that of respect. Without a genuine appreciation of the child, student, teacher, the letter and spirit of the law of value "jobs" managers at the superordinate or subordinate can not design and complete an act of successful management. The other six principles, although systematized in an apparent contradiction, is a perfect completeness, comprehensiveness makes them work

systemically, real and opposite to how to achieve leadership in our school system until 1990. the principle of managerial autonomy, the relative independence in decision making and implementation combine useful with the principle of unity of management, the placement of each of leadership from the perspective of democratic rule, a macrostructure we include, and which we must consider. the principle of responsibility makes the shoulders of each teacher depending manager with implications hard to hang his acts and decisions aimed at people, budding children, colleagues, jobs, a better future or less good.

This fact can not complete it that of decentralization, under which, depending on the conditions, we can take a decision on the spot, without permission and without waiting for intervention from other policy makers, within the law. It is that which, together with a genuine moral profile, ensure the principle of authority. Students and adults, children and parents and teachers collaborate successfully makers when it respects and values are recognized as autonomous, capable of dialogue and understanding. In this way communicate needs and decisions, contributing to his feedback. New projects are born, respecting the principle of optimizing the management process initiative.

This analysis should be completed in a manner that I absolutely necessary education management functions. Romanian pedagogical literature study indicates that the approach functions in two distinct ways are: one of them is closer to traditional pedagogy manner in which functions were properly designed industrial development model. In this sense can follow the provision representing functions, decision organization, coordination, training, supervision and evaluation. The other approach is more intensely connected to the specific post-industrial society, develop the following functions: planning, organizing education system, guidance-methodological guidance of the educational process, self-regulating system and the educational process.

We present below, in summary, the both views of Jinga I. and E. Istrate and the main management functions that give the following meaning:

1. The provision is the activity through which managers seek to assess the future, trying to track trends, the probable conjectures will act factors influence (positively or negatively, stimulating or restrictive) on the organization. In the time period that is done, there are three types of activity forecast: forecast, planning and programming;
2. Decision, as key moment in the choice of modes of action of several possible. It has a procedural character assuming: preparation, decision, implementation of the decision and control its fulfillment;
3. Organization includes "all activities through, which are established work processes and limited physical and mental components, achieving grouping them into compartments, working parties". It provides rational and harmonious combination of all elements of the educational system and process. It is estimated that it covers two distinct aspects: organization structure (configuration compartments, relations between them, tasks) and organizing staff and resources;
4. Coordination ensure cooperation between departments and people of the managers are on different levels of government to harmonize all categories of resources;

5. Involve managers consists of all the activities that they determine his subordinates to participate actively, responsibly and creatively to fulfill their tasks under optimal conditions;
6. The control refers to the surveillance operation led system, within the limits considered normal, and compares outcomes with objectives. It can be preventive or corrective;
7. The assessment is the process of obtaining information's on the activity analyzed, comparing them with specific goals or standards, adopting decisions on improving the work evaluated.

Cristea education for management functions are as subject to extensive and solid analysis with extensive and useful references to various areas of school space.

1. The function of planning, organizing involves correlating all the categories of resources from the human and ending with the material, temporal or financial. It entails two subsystems: the planning activity with prospective and ameliorative purpose and organization of the work by creating structures and decision-making tools;
2. The guidance function-orientated education process refers to the operational dimension of the education system, designed and conducted in the teaching activity. It aims at assessing the quality of training-education. Starts with setting concrete objectives of the assessment and ends with control (technical, participatory, open on one area of risk, inverse connection type). Among the tools that perform this function is remember the lesson observation sheet and statement analysis-synthesis used by every other meaning for the educational process and the educational;
3. The function of self-regulating system and the educational process related to two coordinates:
 - the teacher training in education (through periodical - specialized courses and seminars and psycho teaching degrees, trainings, conferences, symposium and thematic or pedagogical research permanent - or permanently - individual study, open lectures, inter-debates thematic, methodical instructions);
 - to promote pedagogical research - innovative projects can be a wide system or an important process.

This function involves conducting both vertically education system and horizontally school inspection that can be: general and specialist.

4. CONCLUSIONS

Education, as a priority area of social life, as the long-term "enterprise" on which the formation of the most important factor of the nation - the man trained by studies, the workforce and the specialists depends - can not and must not afford to have failures. In this sense, it needs competent and efficient leadership. The competent and efficient management of education at both the system and the educational institution requires its scientific substantiation. The basis of this is the science of education management or educational management.

Educational management, as a scientific branch of management in general, studies all the principles of functions and strategies (means, methods, forms, etc.) of targeting, organizing, managing and evaluating institutions providing education, of education in its entirety.

In order to ensure education a high performance, it is necessary to know and apply the science of educational management. The function of the school manager is a profession and, as any profession in part, should be taught. For leadership with optimal learning outcomes, any education manager should know the principles, levels and functions of educational management science, in close connection with the use of a methodological and practical tool based on computer science, on soft programmes, on use of personal computer networks, on a modern logistic basis.

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