



UNIUNEA EUROPEANĂ



GUVERNUL ROMÂNIEI  
MINISTERUL MUNCII, FAMILIEI,  
PROTECȚIEI SOCIALE ȘI  
PERSOANELOR VĂRSTNICE  
AMPOSDRU



Fondul Social European  
POSDRU 2007-2013



Instrumente Structurale  
2007-2013



MINISTERUL  
EDUCAȚIEI  
NAȚIONALE

OIPOSDRU



Universitatea  
"Lucian Blaga"  
din Sibiu

## **„LUCIAN BLAGA” UNIVERSITY OF SIBIU FACULTY OF ECONOMICS**

# **"MANAGEMENT ROMANIAN PRE-UNIVERSITY EDUCATION IN THE CONTEXT OF EUROPEAN INTEGRATION"**

*Doctoral thesis abstract*

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**SIBIU  
2013**

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**Keywords:** management education, school education, european integration, comparative management, school manager, performance, evaluation.

Lately preuniversity management education has gained increasing importance, both in Romania and in European society, so the role of school management has become an important topic of debate at all levels. Priority area of social life, education, on which man depends prepared through studies should not have failures. Therefore, the management and efficiency of education requires a scientific foundation based on management science education.

The issue of management of school education has become significant in the current social, where all aspects of education begin with quality, efficiency systems and educational activities.

Problems in education management is largely due to multiple changes and educational actors inability to adapt and accept the changes. The urgency to address these issues are outlined in the light of Romania's European labor market and EU requirements that Romanian education to be integrated in the European standards imposed.

In the development of pre-university education at both national and European level the important question is the one on typology of the managerial framework that is appropriate in this area.

In the doctoral thesis "**Management Romanian pre-university education in the context of European integration**" it has been tried to find ways and techniques applicable to educational management that satisfy current requirements in relation to the European requirements in undergraduate education.

The theme is among CNCSIS priority areas as follows: Area 9 - *Socio-economic and humanistic*, Direction for research 9.2 *Quality Education research*, topic 9.2.2. *Quality management in education*.

The paper addresses both theoretical and practical educational management by analyzing *performance of the functions, relations management, analysis methods and techniques, design strategies and location of Romanian education management* in the European requirements.

By **structure of the paper**, it was intended to achieve a clearer vision on the management of university education in Romania compared to EU countries.

Research and specialized literature until now are fairly low in terms of quantity and the existing ones focusing more on the characteristics of the educational process and not on the conduct and management activity of the director.

**The work is justified** because it helps the school manager, providing him available theories, methods and techniques necessary to achieve the objectives, efficiency and ensure quality culture into the curriculum.

**The argument consists** of research conducted on the idea that school managers need to know the methods, specific management techniques in order to solve the problems facing the extensive and requires knowledge in the domain.

This research, through an interdisciplinary approach, may exceed the limit of argument to convince the decision makers that educational management based on the proper use of specific methods and techniques lead to progress and performance in education.

**Research objectives** aimed at understanding, analyzing, explaining and improving school management phenomenon and improving intervention techniques, increase quality and performance in the management process.

The objectives of the thesis are highlighted in each chapter in the table below:

<b>PART I</b>	
<b>CHAPTER 1</b>	<ul style="list-style-type: none"> <li>• definition of educational management and highlighting its specific features;</li> <li>• shaping educational management functions;</li> <li>• identify issues regarding the accuracy of the treatment definitions and concepts in the management education.</li> </ul>
<b>CHAPTER 2</b>	<ul style="list-style-type: none"> <li>• determining the current state of research in educational management;</li> <li>• presentation of research on managerial work and the educational process;</li> <li>• drawing conclusions about current research trends and issues unaddressed.</li> </ul>
<b>CHAPTER 3</b>	<ul style="list-style-type: none"> <li>• analyzing the current state of educational management and customization management relations in pre-school manager profile when submitting the necessary skills;</li> <li>• establishment of comparative size between effective management and mismanagement and presentation of performance factors of educational institutions with their measurement mode;</li> <li>• establishing institutional models applicable to the evaluation of educational institutions;</li> </ul>

	<ul style="list-style-type: none"> <li>• drawing conclusions on the theoretical foundations of the school management.</li> </ul>
<b>PART II</b>	
<b>CHAPTER 4</b>	<ul style="list-style-type: none"> <li>• specification of research methodology;</li> <li>• specification of comparative management components in school education;</li> <li>• presentation modality of choice for the manager and school management in European countries;</li> <li>• carrying out research on self-financing of European education and human resource management schools in Europe;</li> <li>• drawing conclusions on the management of school education compared to the EU countries and Romania.</li> </ul>
<b>CHAPTER 5</b>	<ul style="list-style-type: none"> <li>• specification of indicators on modernizing the Romanian education system and the requirements of an open education system, based on closed education;</li> <li>• specification of position of the Romanian pre-university management education in the European context;</li> <li>• establishing general and legislative aspects of quality, and the quality of European education;</li> <li>• drawing conclusions about trends of integration of the Romanian pre-university management in the European context.</li> </ul>
<b>PART III</b>	
<b>CHAPTER 6</b>	<ul style="list-style-type: none"> <li>• underlining the need for scientific research;</li> <li>• presentation of the research methodology;</li> <li>• setting goals and assumptions based on the problems identified;</li> <li>• identifying problems in the research carried out and correlation assumptions with the results of research;</li> <li>• drawing conclusions and making recommendations for school managers in pre-university education in order to enhance management performance at the European level.</li> </ul>

<b>CHAPTER 7</b>	<ul style="list-style-type: none"> <li>• identifying areas, advantages and risks of decentralization of pre-university education;</li> <li>• identifying development opportunities of the Romanian pre-university management through European projects;</li> <li>• drawing conclusions and making recommendations regarding the proposed recovery solutions.</li> </ul>
<b>PART IV</b>	
<b>CHAPTER 8</b>	<ul style="list-style-type: none"> <li>• highlighting the general indicator of evaluation the efficacy of the Romanian pre-university school units;</li> <li>• preparation of a personal appreciation concerning the assessment within school inspection carried out at the schools surveyed;</li> <li>• achieving a proper on the basis after the inspection of the school.</li> </ul>
<b>CHAPTER 9</b>	<ul style="list-style-type: none"> <li>• making recommendations on measures that can help increase performance in Romanian school management;</li> <li>• formulation of potential directions for future research.</li> </ul>

## Research Methodology

Based on the objectives, the research methodology was established as follows:

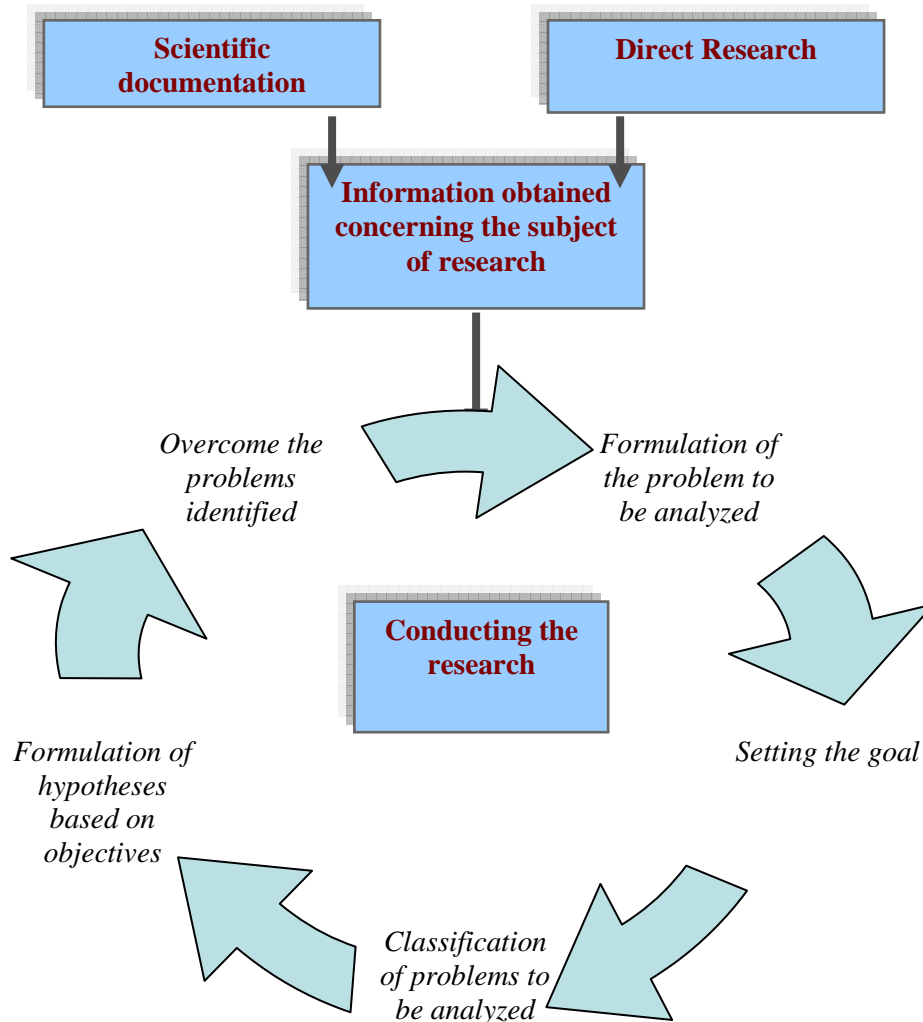
**In the first part**, through *bibliographical study were conducted* the two *phases of information and data collection*. The secondary research was based on work, studies, journals, doctoral theses in the field, and based on data retrieved and processed on specialized sites, both national and international.

**The second part** of the scientific approach has been achieved both through the study of *the secondary sources and the primary ones* and the statistical method used was *the comparative method*.

**The third part** the actual research was carried out based on primary sources and begins *to formulate problems analyzed, establishing the objective pursued and continuing with the classification problems, formulating hypotheses, recommendations and proposed solutions to address the problems identified invalidation or confirmation of the assumptions made*.



The research methodology is shown schematically in Figure 1.



**Figure no. 1.** Research Methodology

**Research methods** are combined, so we encounter both exploratory methods such as qualitative and quantitative methods. Depending on the variables analyzed, the data were processed statistically. The information contained in this thesis is based on information obtained as secondary sources (selective bibliography) and on primary sources (questionnaires, interviews).

Research based on primary sources is channeled in two directions, one direction using the questionnaire applied to teachers and school managers of educational institutions

selected from the eight development regions in Romania, comprising both questionnaire data on institutional analysis and performance management criteria definition or underperforming of these institutions and direction using the interview with school managers from EU on school autonomy, funding, human resources.

Data obtained from interviews were necessary to get a clearer comparison between EU countries and Romania.

Research on the use of management systems, strategies, methods and techniques by school management was motivated through hypotheses generated by the need to study the following:

- Methods and selection criteria for those who accede to the position of school manager and their responsibilities;
- Training of school managers in terms of school autonomy in relation to the European requirements;
- Evaluation of managerial and institutional assessment, management assessment compared to European education;

Starting from these issues this paper has been developed and organized in nine chapters, each chapter trying to contain clear elements of the analysis. The nine chapters of the work can be distinguished by the diversity of issues and by the treatment from the perspective of those directly involved in business management.

**Presentation of the thesis** includes *patterns to conduct the school unit, functional relationships in the school, training and human resources development and evaluation.*

**The first chapter** was needed for the scientific approach to clarify the concepts concerning pre-university management, the concepts being used in the following parts of the work.

Original contribution in this chapter was to identify the knowledge of the manager responsibilities in education and detecting the directions of the need to focus on the establishment of a culture of learning and sharing knowledge.

**In the second chapter** was analyzed the current state of pre-university education management, presenting problems unaddressed and unexplored until now.

**In the third chapter** by studying *the state of the Romanian educational management, the main theoretical concepts and performance factors, the school manager profile and institutional models applicable* it was built the application part support.

**Chapter four of the thesis** includes a *comparison between Romanian pre-university management education schools and the one of European units.* This was necessary to conduct

a qualitative research regarding *the school autonomy in EU countries, financing of education, human resource management and school manager, drivers of the overall school management.*

Through research conducted it was attempted to outline the way in which managers can streamline school management. Starting from the premise that education is very important for the way in which decisions are considered necessary to analyze the responsibilities of school managers and treatment elements of financial management applicable to European pre-university education.

Another issue considered was the qualification and training of teachers compared to what happens in EU countries.

*The issue of quality in Romanian pre-university education quality* was another direction analyzed in this paper, namely in **chapter five**.

Based on the European provisions of the Bologna Declaration *were analyzed general aspects and the European quality of education, performance descriptors to promote a European dimension in quality.*

Aspects of quality in Romanian pre-university management assessment and in EU countries were analyzed in **chapter six - applied research**.

When assessing the quality of education was considered the human resource and its training the school evaluation both internal and external. For institutional analysis were analyzed a series of performance indicators. Compared with what is happening in the pre-university management in European countries it was considered necessary to present methods, the similarities and differences in the assessment.

Based on the results in the presentation of applied research it was attempted to present some recovery solutions and development of Romanian school management, embodied in the idea of decentralizing management and institutional development projects and programs by accessing the solutions presented in **chapter seven** of this thesis.

The results of evaluation of the pre-university management have been presented in the last part respectively **chapter eight**.

**In chapter nine** were presented *the final conclusions, the main personal contributions, solutions and recommendations and research perspectives in the field.*

Trying a comparison with other European educational systems was concluded that the school manager and managerial skills cannot be implemented literally in our education, because of the social, political and economic characteristics.

Analyzing the school manager in Romania revealed that the greatest critical moment brought to the school manager is that management activity is carried out by directors who

have no knowledge of the science of management, which is obviously visible in poor management and low quality of the educational process.

Making a foray into European school management to try to find points of intersection with Romanian school management for possible takeover of the school management suitable ideas. In this sense, an extensive research was undertaken aimed at more sides of the management process, from recruiting staff dealing with managers, showing how the studies required for a school manager, professional experience and responsibilities.

Research on Romanian school management showed that directors exercise managerial act intuitively, without scientific basis, although they are interested in a specialist to ensure proper qualification.

Regarding resource management, managers recognize that there are major problems relating these majority of respondents saying their absence and inability to choose the team, due to lack of managerial autonomy.

As a solution to revive the education and thus the decentralization of education management activity is required even if in this case there will be risks, blockages and barriers to successful implementation.

The approach in this paper quality in school management is motivated by the desire to find ways to be able to reach quality education and performance management. Between these two parts are closely connected, as an effective management of the school inevitably leads to a good education of the students of that school.

Addressing the assessment process was very important to analyze the way in which to measure the quality of a school unit. Based on this analysis have been proposed areas to assess schools and according to the data obtained from self assessment was established the level of performance of the analyzed school.

Subjects interviewed and surveyed belong to the decision makers in the issue studied and with the results obtained from the research it can be assessed the impact on the management of school units defining the scientific value of the work.

From the results presented in this paper stand out the ones with the original character:

- Making an introductory presentation concerning knowledge of management in pre-university education and the main issues raised in the educational society which have formed the basis of this research;
- Making an analysis of the current state of knowledge in the management of Romanian pre-university education based on research work developed both of specialists in Romanian literature as well as from foreign literature;

- Identifying Knowledge of the manager responsibilities in the educational environment;
- Detecting directions towards the school manager should focus on the establishment of a culture of learning and sharing of Knowledge;
- Grading professional and decisional skills concerning the manager from the successful educational field;
- Highlighting the importance of management relations in pre-university and presentation of variables that influence these relationships;
- Making a picture of the requirements of efficient management activities and achieve a size comparison between effective school management and ineffective school management;
- Highlighting specific management elements compared to the pre-university education units level;
- Develop a research with the target group school managers from European Union countries, with the specific objective of highlighting how choice functions and responsibilities they have in exercising the functions;
- Identifying the degree of managerial autonomy and especially on human resource management in European schools;
- Highlighting the importance of the responsibility of schools regarding the funding decision and a comparison on centralisation or decentralization of financial management at the level of European Schools;
- Developing a Framework concerning the requirements that the school manager in our country must fulfill according to the activities they carry out;
- Identifying differences and correlations on the degree of achievement of performance indicators after comparing the results of the external evaluation and internal evaluation;
- Detection shortcomings found after school inspection on the management of human resources and findings arising from audits;
- Identifying the responsible authorities for the assessment of the school unit in the context of autonomy of The European Schools;
- Synthesizing the work on emphasizing results and recommendations made towards the development and Romanian school management performance.

The work can be considered as a set of recommendations that need to be made for implementing in Romanian pre-university school units of a performant and qualitative management just as the one of the European countries.

The topic discussed may be subject to reflection managers schools in Romania and the desired impact is to optimize the educational process through the application and practice of management.

Recommendations took into account the results obtained from the scientific approach to clarify and address both to school managers in pre-university education and other categories of actors in the educational process.

### **Recommendation on the establishment of the Institutional Development Plan**

Effective communication both inside and outside of the school unit and participation in team of the personnel in the preparation of the IDP. IDP strategic approaches start from the tradition of each school and the means of action to be chosen based on the resources available to the school unit.

### **Recommendation on human resource management**

- Due to rapid and permanent changes in Romanian society it is necessary optimum use of existing staff in each unit, formation and development of coherent and establish collaborative relationships and promote educational experiences.
- The practice of scientific management, based on a correct and complete set long-term objectives and rewards based on continuous assessment and performance indicators.
- Compliance with legislation regarding the preparation of job descriptions, performance evaluation sheets of the staff.

### **Human Resources Development Recommendation**

- The need for professional development must take into account both the needs of the school and the need in the art within each person.
- The continuing education requires completion of specific training sessions to solve problems arising within each school and not on the purely theoretical aspects.

### **Recommendation on the financial resources of the school**

- Upgrading educational activity is directly influenced by the existence of an incentive allocation of funds for distribution in schools and levels that are carried out according to the specific training of students in each school. Allocation of funds in this way would lead to autonomy and responsibility of each school particularly efficient use of funds received.

- Compliance methodology budgeting income and expenditures, and compliance with all phases of the budget process leads to an efficient use of funds available to the school.

### **Recommendation on the development of partnership-school institutions, schools - economic agents**

- Increased stakeholder involvement at the local or regional level of school activities and adapting curriculum to community needs. Developing professional skills of students through internships conducted in economic activity whose area corresponds to the interests of the school and identifying sources of funding by European funds, so after accessing grants to benefit both students and businesses.

### **Recommendation on Partnership School - foreign institutions**

- Access of as many European programs Comenius, Leonardo, CBC programs financed by the ESF

### **Recommendation on internal evaluation**

- Self Assessment is the core component of management culture and schools should offer to identify strengths and weaknesses by comparing performance year after year. Internal assessment is based on the interpretation of evidence and not on the views of those involved in the educational process.

### **Recommendation on the external evaluation**

- In the external evaluation the starting point is represented by findings and data obtained from internal evaluation. If self-assessment is performed incorrectly and external assessment results as inaccurate. Therefore the recommendation is as for the external evaluation to start from real situation, not the reality perceived by the schools so that weaknesses can be identified and thus take measures to improve them.

### **Recommendation on internal managerial control at school level**

- Creating their own textbooks formalized operational procedures, approved by management systems of the units and the creation of risk registers at each school.
- Creating and developing their systems of internal control / management and development of their development programs, according to the 25 management standards approved by the OMPF No. 946/2005 amended and supplemented through O.M.F.P. No. 1649/2011.
- Participation of employees involved in the creation and development of internal control / management, forms of training in this field.

### **Recommendation on pre-university decentralization**

Decentralization aims to create an education system organized, managed and financed by the European requirements, so the power of decision must be distributed clearly, balanced and well defined between the institutions of local communities and the Ministry of Education.

Future research will focus on the impact of EU funds on the financing of Romanian pre-university education funding as the changes the education system needs must come from the 'energy' to support school and community pillar that represents one of the basic institutions for the development of the society.



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