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I.O.S.U.D. (Institution Organising PhD Studies)

FIELD: MANAGEMENT

**MANAGEMENT OF INSTRUCTIONAL-
EDUCATIONAL ACTIVITY IN
UNDERGRADUATE EDUCATION
(HUNEDOARA COUNTY AS EXAMPLE)**

**PhD THESIS
- ABSTRACT -**

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RESEARCH REQUIREMENTS AND METHODOLOGY

Romanian education is well known for its educational and formation performances, although the results of the past few years have been much lower than the general expectations. Therefore the people responsible for the education are criticised leading to the deterioration of the instructive-educational process of the Romanian educational system. In order to eliminate this negative situation and reach a normal state the following questions require an exact answer: What does the educational institution mean? To whom does the institution belong? The subordinate of who is the institution? Therefore, the educational institution is an organisation providing services for those interested to acquire knowledge corresponding to system of behaviour rules existing in both the Romanian and the European society, allowing them to be professionally prepared for the labour market. The institution belongs to the community and needs to be subordinated de facto and de jure to the community and to a series of external factors.

Therefore, the objectives of the present scientific research are: both the conceptual and practical management approach of the instructive-educational activity in pre-university education; the identification and assessment of the characteristics of the educational activity in the pre-university education as a component of the third sector of national economy; the treatment of the evolutions and tendencies in the pre-university education activities manifested in a macro, medium and micro-economical profile; facilitating the purpose of understanding the pre-university education instructive-educational activity; understanding the management systems, methods, and techniques used within the pre-university education; identifying the management improvement directions of the pre-university education activity, etc.

The scientific research methodology is based on: Romanian and foreign speciality literature study regarding pre-university education management theory and practice; formulating statements and conclusions regarding the future of the pre-university education activity management; establishing the speciality causes of the Romanian pre-university education, etc.

Using the classical scientific research instrument based on analysis and synthesis, induction and deduction, general and particular, the following have been determined: relevant analyses of the Romanian pre-university education system; approaching the problems of Romanian pre-university education management both from a general to a particular mode, as well as vice versa; dealing with the pre-university education management systematically, implying on one hand the definition of the concepts, principles, methods and processes specific to the analysed field, and on the other hand understanding the connexion between the economy of services and the economic theory; creating a new image for the educational

institution considering the present institutional reform; conceiving a new managerial strategy within the pre-university education field, etc.

RESEARCH OBJECTIVES AND THEIR CONTENT

The objectives of the scientific research were both theoretical as well as practical problems, the content of which is presented as follows:

- *presenting the instructive-educational activity in pre-university education*, as a component of the third sector of the national economy;

- *considering the pre-university-education institution as a component of the national education system* approaching several aspects;

- *approaching the operational management of the instructive-educational process in the pre-university education institutions* studying the instructive-educational process in the pre-university education institutions;

- *assessing the management of the pre-university education institution* approaching the aspects regarding the management in the activity of pre-university education institutions.

RESEARCH CONTENT

The theoretic research has materialised in four chapters, such as:

CHAPTER I – INSTRUCTIVE-EDUCATIONAL ACTIVITY IN HUNEDOARA COUNTY PREUNIVERSITY EDUCATION – AS A COMPONENT OF THE THIRD SECTOR OF THE NATIONAL ECONOMY

- 1.1. Pre-university education – as an activity of the national economy
- 1.2. The position of the pre-university education within the National Education System
- 1.3. The necessary resources for the development of the instructive-educational process in pre-university education institutions

The education has been placed in the national activity as part of the third sector of the national economy (figure 1.1. and figure 1.2.). The Romanian national educational system was analysed considering the three main educational functions such as: *the cognitive, instructive-educational and cultural functions*, composing man as homo cogitans; *the praxeologic function* of practice and application of knowledge, form man as homo faber; *the ethic-axiologic*, study of value, correct evaluation function forms man as homo estimans.

The development of the National Educational System is based on the following principles: *the principle according to which education is permanent; the principle according to which all Romanian citizens, with no discrimination, have the right to education; the principle according to which Romanian education is State provided education, but also private and confessional education; the principle according to which education on all levels in Romania is organised in Romanian as well as in the language of national minorities and an international language; the principle according to which the education is based on the freedom of consciousness; the principle according to which Romanian education is general and compulsory; the principle according to which the State provided education is free of charge with several facilities for all levels of education; the principle of basic education; the principle of the apolitical education.*

According to the National Education Law pre-university education comprises: *kindergarten; preschool education; primary education; gymnasium education; high school education; technologic education; professional education; arts and sports education; pre-university military education; post high school education; national minorities education; education for pupils capable of remarkable performances; special and special integrated education; the “School after School” programme, educational alternatives, private and confessional education.*

The evaluation of pupils in the pre-university education in the National Educational System is made differentially, such as: at the end of the preliminary level, at the end of the second grade, at the end of the fourth grade, at the end of the sixth grade, at the end of the ninth grade, and at the end of the twelfth grade (the baccalaureate).

The pre-university educational activity is organised in a macro, medium and micro economic profile with the participation of the following entities: The Ministry of Finance, The Ministry of Education and Research, The School Public Authorities, The County and Bucharest School Inspectorates, School Syndicates, Pre-university educational institution, units connected to the Ministry of Education and Research. The theoretical research from the final of this chapter focuses on the pre-university education resources: the human resource composed of pupils, i.e. the beneficiaries of the education, educators, educational personnel, and the financial and material resource embodied in the financial resource ensuring the basic, complementary and supplementary financing and the material resource, i.e. the material base allowing the development of the instructive-educational process in the pre-university educational institutions.

CHAPTER II – THE PRE-UNIVERSITY EDUCATIONAL INSTITUTION AS A COMPONENT OF THE NATIONAL EDUCATIONAL SYSTEM

- 2.1. The environment of the pre-university educational institution
- 2.2. The pre-university educational institution – organiser of the instructive-educational process
- 2.3. The class of pupils – the basic component of the pre-university educational institution
- 2.4. Didactic communication and its influence on the existing environment in the pre-university educational institution

For the beginning, the environment of the educational institution is analysed mentioning the content and concept limits regarding the external environment category of the educational institution and respectively internal environment of the educational institution. Considering all these statements, the pre-university educational institution is approached both from its formal and informal organisation aspect. It is mentioned that the elaboration of the organisational structure of an *educational institution* is sometimes called *the design of the pre-university educational institution*, which imposes the following steps: **the preparation step**, which also comprises the following phases, *problem identification, domain definition, objectives determination*; **the investigation and analysis step**, comprising the following phases *data acquisition and systematisation, data processing, critical analysis of the existing situation*; **the rationalisation step** comprises two phases, *developing and experimenting the measures for improvement*.

Considering the systemic theory, the system of the functions of the educational institution is presented as follows: *the research-development function; the production function; the commercial function; the financial-accounting function; the staff function; the logistic function.*

Studying the evolution of the society, the following steps underwent by the educational institution may be mentioned: *the educational institution* – considered as a *basic unit of the pre-university national educational system; the pre-university educational institution* which may *function based on the normative and interpretative theory; the continuous evolution of the pre-university educational institution; the pre-university educational institution as an innovative organisation.*

The class of pupils has a special place within the pre-university educational institution, i.e. the basic link of the institution being defined as a social group where special interrelations between the group members are established, a social reality emerges and manifests itself with multiple consequences over the development of the instructive-educational process.

Establishing the number of pupils in a class is a complex process supposing the following steps: *the ergonomic dimensioning step; ergonomic placement of the furniture in the classroom; psychological dimensioning step; social dimensioning step; normative dimensioning step.*

The educational interaction in the class is one aspect, one form from the multitude and variety of interpersonal relationships in the class of pupils which may qualify in: *inter-knowing relations; intercommunication relations; social-affective preferential relations; influencing relations.*

The modality communication is made within the group, outside the group as well as between groups is influenced by the quality of the didactic communication which influences as well the environment of the pre-university educational institution.

Mainly, oral respectively written communication may be mentioned, as well as verbal and non-verbal communication.

Didactic communication within the pre-university educational institutions is a special form of communication and may be presented in the following forms: *verbal communication; paraverbal communication; nonverbal communication; written communication; audio-visual communication; internet and computer communication.*

The environment of a pre-university educational institution is the product of a series of factors where didactic communication detaches itself through its impact on the *health* of the educational institution.

CHAPTER III – OPERATIONAL MANAGEMENT OF THE INSTRUCTIVE- EDUCATIONAL PROCESS IN PRE-UNIVERSITY EDUCATIONAL INSTITUTIONS

3.1. Educational activity interdependence – as a pre-university educational institution instructive-educational process

3.2. Learning – as a component of the instructive-educational process of the pre-university educational institution

3.3. Operational management methods and techniques of the instructive-educational process of the pre-university education

3.4. The quality of the instructive-educational process of the pre-university educational institution

Any instructive-educational process of the pre-university educational institution is composed of the following: *the agents of the process; the educational content; the forms of activity of teachers and pupils; the forms of organisation and development of the educational process; methods and procedures used by the agents; principles (norms and regulations) which fundament and orient the mentioned activities; material resources; inter-human resources; learning results and the real level of education of pupils, inverted connexion; school time; the relations between the components of the system; the relation content – pedagogical objectives materialised in the relation objectives – other components; teaching-learning relation; the relation between the teacher and the learner.*

Learning is the main element of any instructive-educational process of the pre-university educational institution. This is a complex process based on: asociationist theories, psychogenesis theories of the intellectual operation, genetic-cognitive theories.

School learning is a specific learning form representing the activity designed by the didactic framework for the determination of changes of the behaviour at the level of the pre-schooler's, pupil's, and student's personality by capitalizing their capacity of acquiring knowledge, skills, strategies and cognitive attitudes.

System learning procedures considering the content and main characteristics are presented in the paper using the table method of comparison (table 3.1.).

Learning is realised using the hourly, daily, weekly, quarterly and yearly schematics which has to answer to a series of psycho-hygienic requirements as well as to some requirements related to the number of available classrooms, the number of classes, the material bases, etc.

The management of the instructive-educational process of the pre-university education is based on the following operational management methods and techniques: *operational management methods and techniques where communication strategies are predominant;*

operational management methods and techniques where action strategies are predominant;
operational management methods and techniques where interactive strategies are predominant;
operational management methods and techniques where informational strategies are predominant.

Two main groups are distinguished: **traditional methods**, such as: *exposure* practically realised with the help of *school lectures*; *conversation* which may be both *heuristic* as well as *catechistical*; *workbook learning*; *exercise method*; *learning through discovery*; *problem solving*; **advanced methods**, such as: *brainstorming*; *the Philipps 6-6*; *the 6-3-5 method*; *the Frisco method*; *the pyramid or the snowball method*; *debate*; *the Panel method*; *case studies*; *computer assisted programmed training*, etc.

The operational management methods and techniques of the instructive-educational process influence the quality of the process of the pre-university educational institutions.

Recent researches have defined three waves in the definition of quality and based on this, in conceiving the quality assurance systems, i.e.: *the first wave*, appeared in the 70's called the internal quality assurance which, traditionally, ties quality to the efficiency and the effectiveness of internal processes – especially regarding teaching and learning; *the second wave* called interface quality assurance appeared in the 80's; *the third wave* related to the quality concepts, called generically for the future, contains new models being coagulated.

The national quality assurance and management system represents the total of institutional structures, norms, procedures and practical quality design, implementation, evaluation and revision/improvement activities of the educational system, sub-systems and schools. This system is based on the principles of quality education proposed by the ARACIP (Romanian Agency for Assuring the Quality of Pre-University Education), namely: *quality education focuses on the clients and beneficiaries of the educational services*; *quality education is provided by responsible institutions*; *quality education is focused on results*; *quality education respects individual autonomy and is based on institutional autonomy*; *quality education is promoted by educational leaders*; *quality education ensures the participation of educational actors and the capitalisation of the human resource*; *quality education is realised through dialogue and partnership*; *quality education is based on innovation and diversity*; *quality education is approached systematically as a unitarian educational process*; *the objective of the quality education is the continuous improvement of performances*; *quality education means the interdependence between suppliers and beneficiaries.*

The following items are involved in the assurance of education quality: *educational actors; quality assessing and assuring committee; County School Inspectorates; The Romanian Agency for Assuring the Quality of Pre-University Education (ARACIP); teachers; pupils; the local community.*

CHAPTER IV – THE MANAGEMENT OF THE PRE-UNIVERSITY EDUCATIONAL INSTITUTION

- 4.1. Theoretical approaches regarding the management and management science
- 4.2. Considerations regarding the management system and its components
- 4.3. The management of the educational activity and its specificity
- 4.4. Management systems used in the pre-university educational institutions
- 4.5. The efficiency of the management of pre-university educational institutions

First, there are statements regarding the theory in the field of management and the science of management by approaching the classical and modern management schools (table 4.1 and table 4.2.) establishing then the correlation between the scientific management and the science of management.

Considering the state of the theoretical approach in the speciality literature the management system and its components are presented using both the functional and the structural criterion (figure 4.1.). A special attention is given to the approach of the management sub-systems and their components, considering the specificity of the instructive-educational process of pre-university educational institution.

A special attention is given to the management of the educational activity and its specificity focusing on the following functions for the educational activity, namely: *the prevision function* consists of the number of work processes leading to the determination of the main objectives of the pre-university educational institution, their components, as well as the required resources and means for realising them; *the organisation function* designates the processes through which the work processes (physical and intellectual) are established and delimited by their elements, grouping them according to positions, functions and compartments and attributing their completion to people correspondingly prepared for the realisation of the provisioned objectives in the best conditions possible and based on economic, technical and economic criteria; *the coordination function* comprises the number of work processes through which decisions and actions of the staff of the pre-university educational institution and its sub-systems are harmonised, considering the previsions and the organisational system previously established; *the training function* incorporates the number of work processes through which the staff of the pre-university educational institution is determined to contribute at the establishment and

realisation of provisioned objectives considering the motivating factors; *the control-evaluation function* comprises the number of processes through which the performances of the pre-university educational institution and its divisions are measured and compared to the objectives and standards initially established for the elimination of deficiencies observed and the use of positive transitions.

The practical implementation of educational management supposes dealing with the following problems: *establishing the relation of the inverted connexion between the management function and the structural compartment; the assessment of the centralisation-decentralisation report of the educational management*, from the perspective of a non pyramid like organisational chart of the pre-university education. The background problem may be periodically divided in two main periods: *the interwar period* when the problem of educational management studied by G. G. Antonescu focuses on the aspects related to the pedagogic report or possibly between centralisation – decentralisation; *the period after 1990* confirming the importance of the reports between scientific centralisation and administrative decentralisation, especially emphasising the institutional autonomy, in order to therefore avoid the *perverted effects* resulted objectively by extrapolating administrative decentralisation without the centralisation of the scientific criteria (namely the quality of the *educational base, teachers' experience, exam promotion proportion*).

The following management systems may be applied in the pre-university system:

- *Objectives based management*, is the most known and used management system, the fundament and development of which are related to the name of P. Drucker in the paper *The Practice of Management*;

- *Budget based management* begins with the consideration that, in a market economy, the budget is the tool consecrated to ensure favourable financial results.

Considering the legal provisions, the application of this method supposes the undergoing of the following steps: *the step for ensuring the financing requirements; the step for appointing the budget of the project; the step for the development of the informational circuit for underlying and approving the budget allocated to education; the step for the allocation of the sums foreseen in the budget*.

For the underlying of the necessary funds which will have to be allocated from the local budget with the State Budget as a financing source, the County Council Budget and its own income will be calculated for each administrative link, commune, city, municipality, town,

county or national level. The propositions made by the educational institutions will be forwarded to the local council which in its turn will process the received data and send them to its own projects toward the superior links. The decisional levels for which the respective information is ensured are: *pre-university educational institutions; The Local Council; The County Council; The Ministry of Education Research Youth and Sports – National Centre for the Finance of Pre-university Education and the Ministry of Public Finance.*

Through the annual law of the State Budget, the level of the funds allocated to Education is approved, considering three distinct destinations: basic finance, complementary finance and supplementary finance. The use of budget based management represents certain advantages such as: economic discipline of procedure and structural elements of the pre-university educational institution, creating the favourable premises for ensuring and developing an adequate motivational and organisational environment for the active and emotional participation of employees for the establishment and appointment of objectives for the educational institution, etc. There are several limits such as: those related to the work volume, budget fundamentation, launching, supervision and execution as well as several hardships related to the adoption of an informational management system;

- *Human resources motivation based management in the pre-university education.* Motivating pupils in order to involve them in the management of the activity is differentiated from the one for solving the present learning tasks. The speciality literature has started to study this motivation since it shifted from the classical, scientific management (F. Taylor, H. Fayol), to human resources management (F. Mayo), to the theory of quality management, the systemic approach theory and especially to the (contingency) present situational theories. It has been, progressively, reached the conclusion that more factors contribute for obtaining the managerial success, the motivation of the human resource being though the base;

- *Participative management*, represents a modern management system, the need of its promotion being determined by the changes in the society, the fast technical and technological renewals implying the managerial training of more specialists, the dimension and complexity increase of educational institutions complicating the managerial process, the increase of the level of culture, education and professional formation of employees. Namely, for the pre-university education, this management system is realised with the help of the following participating organisms: *The Board of Administration, The Teachers' Board, The Methodology Department/Commission, The Board of the Class, the Censors' Commission;*

- *Management through projects*, was conceived as a form of response to the actual management of the technical-scientific progress, underlain and applied for the first time in the *USA* by *NASA* specialists. It represents a management system with a limited action time span, conceived for solving complex problems with a powerful innovative character implying the infusion of specialists temporary integrated in an autonomous organisational network. Depending on the main organisational characteristics, three types of management through projects may be mentioned, namely: management through individual responsibility projects, meaning that the entire responsibility for the implementation and finalisation of the project falls in the hands of a team lead by the appointed project manager, respectively the management through a multiple project consisting in a combination of the first two scenarios cumulating their advantages and disadvantages.

The project management of the pre-university educational institutions supposes the undertaking of the following steps: *mentioning the scope of the project; determining the period of the project; establishing the human resources; establishing other resources; risk assessment; establishing the informational database; project management quality.*

The field of education is implementing a series of non-reimbursable programmes and projects such as: *Leonardo da Vinci* focusing on professional formation and follows the improvement of the qualification and skills level of EU citizens; the *SOCRATES* programme ensures the innovation and development support of transnational cooperation between educational, universities and specialised organisations in the professional formation of adults. Moreover, the programme ensures the finance for visits and educational exchanges. Therewith, *SOCRATES* supports especially the activities oriented towards the development of linguistic skills as well as activities belonging to distance education.

The final of the chapter as well as the final of the paper deal with the problem of management efficiency of the pre-university education considering the results obtained by the beneficiaries of the instructive-educational process. These results are based on the assessment of the pre-university education fulfilling several functions: *the educational function; the selective function; the diagnostics function; the prognosis function; the cybernetic or feedback function; the social-economic function.*

The practical accomplishment of the educational management assessment function system lead to the existence of several forms of evaluation, namely: ***forms of evaluation determined by the period of study***, embodied in: *global initial evaluation, current, continuous, progress, or transversal oral or written evaluation, periodic, intermediate or diachronic evaluation, final evaluation; forms of evaluation conditioned by procedures,*

embodied in: *oral listening or evaluation, written evaluation, practical evaluation, exam evaluation, contest evaluation*; **other forms of knowledge** evaluation consist in: *multiple choice tests, oral, free, discussions evaluations with the help of electronic means – computers, Delphi evaluation, informational and media evaluation, simulation*.

The evaluation of knowledge in the pre-university education is realised based on conventional marking systems, namely: *the numbers grading system*, which may have 5 to 20 steps, i.e. 5 steps (from 1 to 5 in the ISC), with 6 steps (from 1 to 6 in Germany, Switzerland and Bulgaria) with 7 steps (from 1 to 7 in Sweden and Norway), with 10 steps (from 1 to 10, in Romania, Finland and other countries), with 13 steps (from 1 to 13 in Denmark), with 20 steps (from 1 to 20 in France (and Romania for medicine specialisation)); *the grading system based on qualifications*, embodied in the following grades (calificative) excellent (foarte bine) (the equivalent of 9 and 10), good (bine) (the equivalent of 7 and 8), satisfactory or sufficient (satisfacator sau suficient) (the equivalent of 5 and 6) and insufficient or failed (insufficient sau nesatisfacator) (the equivalent of 1 to 4); *the letter grading system*, comprising 6-7 letters (A-G) and applies only to Anglophone countries; *the binary grading system*, comprises only two grades – pass and fail – and is put into practice for certain trials such as teachers' improvement classes, oral examinations, practice, etc.; *coloured balls grading system*, uses white balls meaning – excellent, red balls meaning – sufficient and black balls meaning – fail; *Latin appreciation grading system*, using Magna cum laude – excellent, Cum laude – good; *the diploma grading system*, usually applied during the baccalaureate exam.

Special attention is given to *school efficiency* expressing management efficiency in a given moment in the end of the school period, cycle, degree, profile or educational form, being emphasised by the estimation of the report between the ideal didactic result described in the school documents and the result obtained during the education of youngsters. Therefore this is established following the school evaluation of pupils' personalities in inter-conditioning relations. It is emphasised through the evaluation of the theoretic and practical training of those examined, therefore the appreciation of the relation between the curriculum reflected in official school documents (educational plan, analytical programmes and textbooks) as well as the theoretic and practical knowledge acquired by the pupils (including their skills). Quantitatively this ratio varies between 0 and 1. When the ratio is 1 it results a maximum positive efficiency graded only with 10s. It is considered that it is the best school efficiency when the ratio is between 0.7 and 1, i.e. pupils are graded between 7 and 10. When the ratio is 0.5 and 0.6 it means that the grades are from 5 to 6, the school efficiency is

mediocre, and if the ration varies from 0.1 to 0.4 the students did not get a promotion grade, i.e. the school efficiency is negative, unfavourable and unsatisfactory.

The school efficiency may be reflected in the *school success*, representing the *positive, favourable, optimum school efficiency also called school success*.

School unsuccess may also appear representing *the negative, unfavourable alternative of school efficiency also called school failure* characterised by grades from 1 to 4.

Mediocre school efficiency, represented within the Romanian preschool education by grades 5 and 6 obtained by pupils, it is a relatively weak result although offering promotion.

In order to prevent and eliminate school unsuccess and therefore develop school success, and for the efficiency of the educational management, the educational factors, especially the teacher, besides the qualities defining its personality has to prove and respect a series of specific conditions, such as: showing an optimistic conception towards education and pedagogic skills, being aware of the real possibilities of the pupil, of the positive and negative aspects of the its activity and behaviour transforming the teacher in a partner of instructive-educational success. The Romanian pre-university education, as a national and social priority, supporting the decisional factors on a macro-social level, needs to proceed in order to increase the training quality of pupils according to EU standards ensuring therefore, international acknowledgment of Romanian study diplomas.

RESEARCH RESULTS IMPLEMENTATION

Practical application of research results in Chapter I called INSTRUCTIVE-EDUCATIONAL ACTIVITY IN HUNEDOARA COUNTY PRE-UNIVERSITY EDUCATION – AS A COMPONENT OF THE THIRD SECTOR OF THE NATIONAL ECONOMY, embodied in a case study called THE EVOLUTION OF HUNEDOARA COUNTY PRE-UNIVERSITY EDUCATION, which is mainly divided in two parts, namely: one part mentioning the Hunedoara County pre-university education since the appointment of the Romanian State on the 1st of December 1918 until present times and a second part which analyses Hunedoara County's pre-university education during the 2009 – 2010 school year.

This second part is based on the analysis of the following indicators: the network of the pre-university educational institutions structured on types of school organisations and forms of ownership (table 1.1.); the number of registered pupils of the pre-university educational institution (table 1.2.); the number of auxiliary didactic and non-didactic staff assuring the instructive-educational process of the pre-university education from the Hunedoara County School Inspectorate, Teaching Staff Resource Centre Deva, Pupils Sports Clubs and the means of filling them up; the number of in relation to the teaching and non teaching auxiliary rural and urban staff. This indicator was also analysed from the point of view of its correlation to the national level (table 1.4.); the number of positions occupied in the pre-university education in Hunedoara County and the means of employment (table 1.5.); the number of continuous formation programmes organised by the Teaching Staff Resource Centre in Deva and its attendance (table 1.7.); the number of participants for the Basic Teacher's Certification Examination, Teaching First and Second Rank, (table 1.8.); the results for the Basic Teacher's Certification Examination and Teaching First and Second Rank (table 1.9.); the level of direct and own resources finance of the Hunedoara County pre-university education; the number of school inspections used for controlling the instructive-educational process; the structure of school inspections (table 1.10. and table 1.11.).

The conclusions of the analysis of Hunedoara County pre-university education management emphasised both *the strong points* embodied in: management quality emphasis, appreciated as *excellent* in 49 educational institutions (28.82%), *good* in 109 units (64.11%) and *satisfactory* in 12 institutions (7.05 %); the design and development of the action plans of the educational institutions for the increase of performances and reduce school abandonment

of pupils showing increased risk of school failure, in order to prevent and eliminate school segregation of Roma children, for the assurance of equality to chance, for the eradication of violence and creating a safe educational environment, etc.; the development, in each educational institution, of a long term institutional development and educational offer performance strategy and improving the discipline of pupils; the correct application of the new curricula structured on competences (gymnasium), the provision of a Free Development Course and a School Decision Curriculum developed in a partnership with the economical entities for the qualification domains pupils are being prepared; project management and European Fund accession procedure through SOPHRD; knowledge training; IT, A.E.L., e-twinning, Intel Teach; PL-SQL formation with TVET Phare Programme, etc.; the increase of the interest of educational institutions for accessing national and international programmes; good collaboration of educational institutions with other institutions, the representatives of the local authorities, the NGOs, etc.; as well as *the weak points* embodied by: the low points received for pupils skipping classes have not been remedied yet; and respectively maintaining them in the system; the persistence, in several cases, of an educational system based on information replication, with weak preoccupation for skills development; insufficient preoccupation of management towards information and documentation regarding the accession of European Funds for institutional development; limited material resources which do not allow any facilities, or improvement of spaces, etc. compulsory for obtaining the sanitary certification; a small number of projects for disadvantaged target groups; the lack of interest for the creation of a long term learning culture among the pupils and their implication in community programmes, in volunteer activities, support groups, social assistance, partnerships with the NGOs, etc.; decreased relevance of personal educational programmes / projects and unconvincing school image promotion actions; the lack of stability of beginner teachers; difficulties in managing the human resources in educational institutions in rural isolated areas and Hungarian teaching ones; little collaboration between schools and the representatives of the local community, with the Local Council and with the parents, etc.

The main directions of the professional formation and education in Hunedoara County during the education year 2009-2010 where: the increase of the educational process; the increase of quality infrastructure; educational responsibility increase on the level of the educational institution and Local Authority, etc.

The theoretical research of Chapter II called THE PRE-UNIVERSITY EDUCATIONAL INSTITUTION AS A COMPONENT OF THE NATIONAL EDUCATIONAL SYSTEM materialised in practice by developing case study called

MANAGEMENT OF THE COUNSELLING ACTIVITY OF 8TH GRADERS IN THE HUNEDOARA COUNTY PRE-UNIVERSITY EDUCATIONAL SYSTEM FOR THE MANAGEMENT OF EDUCATIONAL AND EXTRACURRICULAR PROJECTS AND PROGRAMMES. This case study was at first based on an educational counselling programme and on the management plan of the educational and extracurricular project and programme councillor, and then the research theme was established.

Theme name: *Career information and counselling programme for 8th graders*

Period: October 2009 – June 2010

Coordinators: Hunedoara County Psycho Pedagogic Assistance Centre

School

School Personnel: Professor CŞAPP / CJAPP

Curricular and extracurricular projects and programmes councillor

Head masters of 8th grades

Volunteer teachers

Parents

NGOs representatives

Argument:

The project deals with the identification of counselling needs regarding the career choice of promoting classes for the development of an adequate educational and professional orientation of each pupil considering their interest, skills and preferences.

Scope: informing and counselling 8th graders regarding their career

Project Objectives:

- Creating a self and career positive attitude among the pupils.
- Identification of counselling needs regarding the career of promoting classes.
- Providing correct and useful information regarding pre-university education and the labour market for pupils and their families.
- Supporting pupils in choosing a future career.
- Stimulating pupils in being aware of the general tendencies and indicators on the labour market.
- Family implication in educational and professional orientation of youngsters.

Target group: 8th graders

Step breakdown:

- Awareness activities regarding self attitude and career choice as well as their future intentions will be developed in pre-university educational institutions – tests and questionnaires will be applied.
- The information and counselling needs regarding the career choice of pupils will be identified – focus groups and application of needs questionnaires.
- The teachers involved in the project will offer the required information as well as counselling services depending on the specific of each pupil.
- Family, teachers and pupils meetings for a better, flexible and efficient school orientation.

Beneficiaries: All the pupils of promoting classes where the programme will be implemented, their families, teachers who will be working with career information and counselling specialists.

Necessary School Resources:

- Adequate spaces
- Consumables
- Programme participants: school programme personnel: educational councillor, head masters, volunteering teachers, teachers of the Psycho Pedagogic Assistance County Centre.

Means of Completion: good educational and professional orientation is for the benefit of all those involved, therefore the information and materials specific to the project regarding career information and counselling will be efficiently used together with other instruments designed by specialists.

Working Techniques: use of questionnaires, namely: the ICC Questionnaire for 8th graders and the Questionnaire regarding the role of the pre-university educational institution and family in educational and professional orientation of 8th graders (annex 2.15. and 2.16.); specific working exercises (annex 2.17).

Programme Implementation: The approach is the implementation of the programme on several steps which are also comprised from several meetings:

STEP no. 1 – identification and clarification of the target group (comprises 3 meetings).

The scope of the meetings is the following: clarification of the problem of the group by each member; creating a feeling of communion to help explain the needs, options and desires.

STEP no. 2 – Offering a new perspective, alternative (comprises 4 meetings).

The following will be carried out during these meetings: the *minute presentation of the present situation* within the pupil collective, respectively the investigation of the personality of pupils, in order to create a correct self image; *the configuration of an ideal situation* by presenting pupils with the options regarding their future personal professional realisation.

STEP no. 3 – Expressing educational options for high school of arts and crafts schools (comprises 5 meetings).

The scope of the final stage of the activity focuses on the realisation of the *practical step*, i.e. the development of the strategic scenario and motivating the educational and professional choice.

The results of the processing of pupils' choices in the county are the following: 87.4% of the pupils chose the high school education and 12 % chose the Arts and Crafts Schools.

According to provenience, the situation is the following: in urban areas 89.2% of the pupils have chosen high school education and 11.8% made a choice for the Arts and Crafts School; in rural areas 87.5% of the pupils made a choice for high school education and 14.3% chose the Arts And Crafts School.

Regarding the choice structure for high school education 72.6% of the students chose the vocational education and only 27.4% chose theory profile high school.

The de facto registered situation during the repartition in high schools and arts and crafts schools in the school year 2009 – 2010, of 8th graders who promoted, deviated with only $\pm 5-7\%$ than the percentage established by the present study.

Chapter III, called OPERATIONAL MANAGEMENT OF THE INSTRUCTIVE-EDUCATIONAL PROCESS IN PRE-UNIVERSITY EDUCATIONAL INSTITUTIONS, is finalised with the elaboration of a case study called QUALITY MANAGEMENT IN HUNEDOARA COUNTY PRE-UNIVERSITY EDUCATIONAL INSTITUTIONS realised by "Sabin Dragoi" Pedagogic High School of Deva and it is structured as follows:

1. **Appointing the research thematic**, which has a special importance for the Romanian education because it investigates the perceptions and attitudes of the direct beneficiaries of educational services and it is realised on a focus group from the pedagogic high school.

2. **Research Method Presentation** focusing on: the scope of the research, the chosen focus group, use of questionnaires as working method, presenting the aspects related to the data comprised in the questionnaires.

3. **Research Result Analysis and Presentation** regarding: parents and pupils' perception regarding the *good pupil*, parents and pupils' perception regarding the *good teacher*, parents and pupils' perception regarding the *good manager*.

Based on these analyses the following appreciations regarding *quality education perceived by the direct beneficiaries of the educational services supplying unit* were made.

Quality education is understood by pupils as “a modern school with well prepared teachers, a school able to offer interesting extracurricular activities to the pupils”; “the relation between the pupils, parents and the principal needs to be based on communication and cooperation. The classroom activity needs to happen in an open, and pleasant environment”; “the teachers who are friends with the pupils are fair in evaluating the pupils, are well prepared professionally and demonstrate their skills in the field”; “to have good teachers, having the necessary technique, good relations between pupils and teachers, decision taking involvement, formation activities participation, etc”; “competence and interest both from the teachers as well as from the pupils, a school based on cooperation of its members”; “excellent education, well prepared teachers, modern school”; “cooperation and communication between parents, pupils and teachers concerning all the school's problems”.

Quality education is understood by parents as: “competent teachers, well prepared professionally, fair evaluators, fair in the relations with the pupils, close to the pupil, to their desires, appreciated by pupils”; “discipline and seriousness”; “well structured curriculum; focusing on the potential of pupils by using active-participative methods; a good teacher pupil relation focusing on independent pupil work and formation of skills “rediscovery through personal capacities”. The teacher should have a series of personal qualities (real authority acquired through professionalism, morality, flexibility, adaptability, pedagogy skills, permission).”; “well prepared teachers in order to transmit the pupils the required knowledge and correctness”; “correctness, responsibility, attractive methods”.

An important thing for the pre-university educational institutions is to permanently consider that quality education is focused on clients and beneficiaries of the educational services, because all the educational institutions depend on their clients and therefore need to understand their present and future needs, have to meet their requests and expectations.

Each manager of the pre-university educational institution and each teacher needs to understand that *the satisfaction of the direct or indirect beneficiaries helps improve the*

activity of the educational institution. Therefore, a larger focus on the parents, pupils and the representatives of the local community may redefine the educational institution as a pillar of local and regional development considering the offered educational services.

The final of Chapter IV, called THE MANAGEMENT OF THE PRE-UNIVERSITY EDUCATIONAL INSTITUTION and consequently of research realised a case study called the INTERDEPENDENCE RELATION BETWEEN THE EFFICIENCY OF PRE-UNIVERSITY EDUCATION MANAGEMENT AND THE LEVEL OF RESULTS OBTAINED BY THE PUPILS IN THE HUNEDOARA COUNTY PRE-UNIVERSITY EDUCATIONAL INSTITUTIONA.

In order to point out this interdependence the following indicators were analysed; the educational participation degree (p. 285); the level of absenteeism and school abandonment (p. 286-288); the level of the results obtained by the pupils during the educational process regarding reaching curricular standards; the level of the results for the final 8th grade evaluation; the level of the baccalaureate exam; the level of the professional and digital competences certification; the level of the results obtained by the performance activity (p. 288-300).

The situation of these indicators is presented both graphically as well as a table, both on a county as well as on a national level.

All these case studies are based on the hypotheses formulated in the theoretic part of the paper and they used a series of primary information (presented in the annex) being then processed according to the methodology established as well in the paper.

CONCLUSIONS

Analyses, appreciations, and conclusions regarding the situation of Hunedoara County pre-university education, have been formulated in the paper.

The main directions of education and professional formation in the pre-university education of the analysed school year 2009-2010 were: the increase of the quality of education on the level of pre-university educational institutions; increase infrastructure quality; increase educational responsibility on the level of pre-university educational institutions as well as on the level of the public local authorities, etc.

Therefore, by the end of the analysed educational year, Hunedoara County had already realised internal system quality and efficiency evaluation indexes, determined in complete accordance with the international educational index systems measuring individual competence, institutional management quality and the performances of the educational system. These indexes emphasise the trend, specific differences, performances and dysfunctions manifested by the educational system in a period of time longer than a school year, of pre-university education in Hunedoara County.

The scientific research emphasised, in present conditions the need to improve the pre-university educational activities in general and the instructive-educational process in special for the assurance of a corresponding formation of the human resource in accordance to Romania's EU integration requirements allowing a better insertion of pre-university education graduates on the labour market, on a national level in general, and on a county level in special.

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