

# EFFICIENT ROLE OF THE STATE IN EDUCATIONAL MANAGEMENT

MIHAELA JARADAT

“Bogdan Vodă” University, Faculty of Economics, Cluj-Napoca, Romania

## *ABSTRACT*

*Human resources specialists consider motivation as financial reward in it selfs does not lead to increased motivation, however, it is likely to become the dominant monetary factors away teachers in developing countries, countries where wages and the other material rewards have a very low level.*

*Various researchers have shown that the motivation of teachers work with students, and not a financial gain is the main determinant of job satisfaction among teachers. Instead, teachers are dissatisfied in terms of work load, low major and negative status in society.*

**Cuvinte cheie:** *education, motivation, curriculum, efficiency, management*

**Jel:** I24, I25, I28, M54

## **Introduction**

A particularly important role in achieving success in life is played by the education. By education as a social phenomenon we understand the transmission of life experience from one generation to another, knowing good manners and behavior in society according to these skills. Education refers to both the acquisition of theoretical knowledge and a certain socially acceptable ethical behavior. In the first instance we are talking about a person who has a good education, has an important set of theoretical concepts, is trained by professionals and has an impressive general culture.

Education does not only deal with the teaching of theoretical information, with abstractions, but above all, it aims at shaping character. The importance of education can be seen by the fact that any government in any country as poor as it is, has a ministry or department of education which is allocated a percentage of the budget.

Education of children and youth is a delicate mission that both school and family must attend despite of all efforts; in other words, education is formed in a less formal environment such as the family, and then it continues in the institutionalized environment: the school.

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In this reason, Aristotle said: *“Those who educate children well are more to be honored than they who produce them; for these only gave them life, and those the art of living well.”*

State’s intervention in education can be objectively and rationally explained by the fact that the very act of learning of an individual requires to other individuals the performing of significant costs or, conversely, to bring substantial benefits for some individuals, without the direct offsetting between the one who actually supports educational costs and the one that benefits from education, or between the one that, thanks to the education he receives, can bring other significant benefits.

It should be understood from the start that not all learning means education and not the entire university period means learning; there is real concern for defining the concept of "education" as opposed to "learning" and achieving a quality education, primarily focused on learning and aimed to the accumulation of general and specialized knowledge to enable learners to be able to improve in the areas they choose.

Activities of state intervention in the education system cannot be limited only to educational work; a stable and democratic society cannot exist without a minimum level of training and knowledge of most citizens and without widespread acceptance, on their part, of a behavior in the sense of civic values in a free society.

The education of members of a society leads to a quality education system, to a long-term welfare and informational safety in a stable and democratic world, but liberal in terms of volume, quality and reliability of the information gained through advanced education system.

In today's society based on free enterprise, free movement, free market, it requires more and more that we approach the educational and training activities in a managerial marketing manner in which the human resource is subject and object of work and the purpose of carrying out activities are continuously reporting to people. In this sense, seeing the prospective development of the educational and training system the basic elements involved in running an effective strategy assumes the following specific meanings:

- the resources involved in the learning process of an educational system are complex, especially the human resources; all other types of resources: material, informational or financial strictly relate to the human one, their use being permanently correlated with their requirements;
- activities and actions taking place in the learning process of education are also related to the same requirements for improvement, continuous quality improvement and increase in the human resources to be transformed into long-term performance;
- only on performance criterion we can speak of a quality education and a competitive spirit amid deep accumulations, of promoting the values of a society that cannot evolve without a thorough grounding in all areas of human resources;
- there is a specific way of substantiating that involves linking methods and techniques of micromanagement with macro-management and with the participation

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of the various decision-making levels in the formulation and execution; their overall view of the conduct of learning and educational processes.

School was, is and probably will remain the main institution specializing in training the human resources of a country.

The quality of its "product" mainly depends on several factors. They are:

- the quality of the human material (children, youth, adults) that enter in the education process (physical and mental development, intelligence, learning ability, motivation, family and social conditions) etc..
- the quality of logistics (educational facilities, furniture, teaching materials, technical equipment)
- the loyalty of the personnel (teachers, auxiliary, administrative) and teaching performance

Although the share in which these factors are involved in making the school's "products" is not always easy to determine, it can be said with certainty that management at all hierarchical levels, holds a valued place in the constellation of other factors of influence.

I make this statement because the entire history of Romanian education proves that the human factor in managing the school has often been decisive.

In the early years of Romania's transition to a "something" loosely defined, the relative stability of the school that undergone pressure from both outside and inside, sometimes without the right leaders at national and regional levels, was provided by those directors, deans and rectors devoted to education which put its interests above their own interests, than have polarized around them educators, students, pupils and parents and did not allow the school's diversion from its major purposes: education and training.

Even so, Romania (that basically abolished illiteracy and created the conditions that about 95% of a generation to finish high school in the forms of day and evening attendance) today has, as a result of an inadequate strategic management, tens of thousands of illiterate and hundreds of thousands of pupils who drop out of the mandatory term school, although European countries around us are increasing this education from 8 to 9 years or sometimes from 10 to 11 years and their school reforms aim to better prepare students and ensure equal opportunities for all social groups.

In 1989 we had already accomplished what the United States projected for January 1990, when President George Bush, proposed to the Congress that by 2000, the number of students who complete the general secondary school (high school) to be at least 90% of a generation.

To achieve such ambitious goals, it is understood that education managers have a "heavy" to say over the aims of the school, the teaching and learning content structure and on the performances obtained by the graduates.

They (the top-level managers) propose regulations to the Government and Parliament, they create the framework for reform implementation and decide the fate of those involved in leadership changes at various levels of the system.

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At an institutional level, the managers are those who "holy" the place, motivating staff, encouraging students, developing and modernizing the material heritage of the school and faculty, mobilizing the family and the local community for an effective participation in the achievement of the goal of the educational institution.

Good or bad, the management marks itself on the entire business of a school or university and on its products.

It is up to the Ministry of Education, to study both the economic and social environment and the means of adapting the education system to the realities of the contemporary world, according to national specificities and the level achieved by Europe in a globalized world.

A specialized education system also requires a formulation of policies and strategies in the management of educational institutions, the only ones that are able to be placed in one or other of such diverse segments of the economy; such an approach involves broad autonomy in choosing profile, establishing curricula, syllabuses, and other activities.

Diversifying the educational offer depending on the needs and economic developments, on social and cultural life in terms of plans and programs and the development of alternative education processes will be achieved through democratization of the way of making education which would require its displacement from the field of access to education in the field of educational success. It is also necessary the flexibility in training during the schooling through modularization of professional standards, in order to offer fast and efficient adaptation to the university graduates and the demand on the labor market.

Not just dozens of legislative changes, but also under-financing or chaotic financing strongly eroded this system, which should be the cornerstone of any society with principles for a model of excellence in management:

1. Focus on results;
2. Focus on customer satisfaction;
3. Leadership and persistence in achieving goals and objectives;
4. Management oriented to processes and facts;
5. Human resource development and involvement;
6. Continuous improvement and innovation;
7. Development of partnership based on reciprocity;
8. Public accountability.

In this context, the important role the state can play in effective educational management is the motivation of human resources.

As stated How Lawrence and Blackburn, the motivation is more likely a result of interaction between environmental characteristics and disposition, beliefs and individual perception. With other word, people respond diferital some for organizational conditions, depending on how they understand and accept.

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A teacher is a person who grows individuals, who will be the future of the company and will lead the country forward. It is known that the influence of a teacher on a pupil and educational performance is much higher than other factors.

A teacher can be very successful in achieving educational goals, but you may miss them the necessary skills of effective educational process, which ultimately becomes demoralizing and demotivating.

As mentioned above, the effects of education are given the extent overwhelming, the professional qualities of the teaching staff and their level of engagement in fulfilling the responsibilities of education students.

Human resources specialists consider motivation as financial reward in itself does not lead to increased motivation, however, it is likely to become the dominant monetary factors away from teachers in developing countries, countries where wages and the other material rewards have a very low level.

Various researchers have shown that the motivation of teachers to work with students, and not a financial gain is the main determinant of job satisfaction among teachers. Instead, teachers are dissatisfied in terms of work load, low status and negative status in society.

Teachers are paid less than most college graduates, but selective incentives, flexibly applied, can help use limited resources to attract teachers where necessary.

In conclusion, understanding the relationship between context variables and motivation of school teachers is important because the school context and working condition can be changed or improved.

We can say that education is the first resource of the beholder but it generates effects on people's lives quality. So the education benefits other persons than those who actually acquire their learning outcomes. For this reason economists have included education among the favorite topics of the analysis from the theory of externalities. It says that when an individual is part of educational services, benefits accruing not only concern that person, but they include the society.

***And last but not least, education is a strategic goal of all nations, and education policy reflects orientation of the evolution of society as a whole.***

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