

RESEARCH ON ROMANIAN MANAGER TRAINING IN PRE-UNIVERSITY EDUCATION

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ABSTRACT

Following the implementation of educational reform, school leadership has become very important. School principals have become managers and it was necessary a qualification process for them. The purpose of this study was to establish training needs and training school managers. The research instrument was a questionnaire applied to a number of 38 school managers of the eight regions of Romania.

Analyzing data from the questionnaires respondents received, we found the following:

- *there is a clear idea of managerial tasks*
- *school management issues are not fully known by the respondents.*

School education directors reported several problems such as:

- *Requiring high problems that have not been trained*
- *The need for skills in areas such as accounting, administration, legal, information technology*
- *Making teaching standard together with managerial activity*

A percentage of 62.70% of executives felt they were not sufficiently prepared for effective business management.

Keywords: *school manager, management skills, business management, university education, training needs, managerial skills.*

Clasificare JEL : *I21,M12*

1. Introduction

Quality educational services is determined by senior management of managerial competence. The importance of training managers in secondary education is reflected in the impact it has on school organization and results of the image and the educational institution builds. Training managers in pre-university education is one of the main factors that can determine the success or failure of the school as an organization - success measured by satisfaction provided by the school to its customers - the training of school education directors had to evolve, to grow.[1]

School management is often confused with one or other of its areas of action, strategic planning merges with one of its sequences scheduling, quality management related field is easily understood and applied to the school level.

Educational policies applied have considered more seriously the need for professionalisation managerial career and initial and continuous training of managers in pre-university education.

Educational policy implementation strategy has the following objectives:

- Professional management career in Romania in the context of European integration

- Stimulate higher education institutions to develop training programs for initial and postgraduate level managers, master, doctorate, etc.

Research Methods

- documentary analysis
- questionnaires distributed to decision makers

2. Training needs analysis for school managers

Diversification of managerial activity in each of the schools favored multiplication activities and responsibilities of directors, both intra-organizational plan, which mainly target the most important management functions and externally, where the emphasis is on achieving institutional partnerships. The goal of professionalization function manager aimed managerial skills to meet an important part of management reform that is institutional autonomy. This autonomy was encouraged in terms of financial and human resources.

According to European standards the main competence that must satisfy a professional school manager, detailed through specific skills and types of activities, while becoming a tool for assessing the efficiency recorded in the school are:

- Communication and networking
- Psychosocial
- Computer
- Management and coordination
- Assessment
- Management and administration
- Aimed at institutional development

Following questionnaires regarding training need in pre-university education managers Computer operation was considered by most respondents as a priority. All the necessary training needs have passed the following[2]:

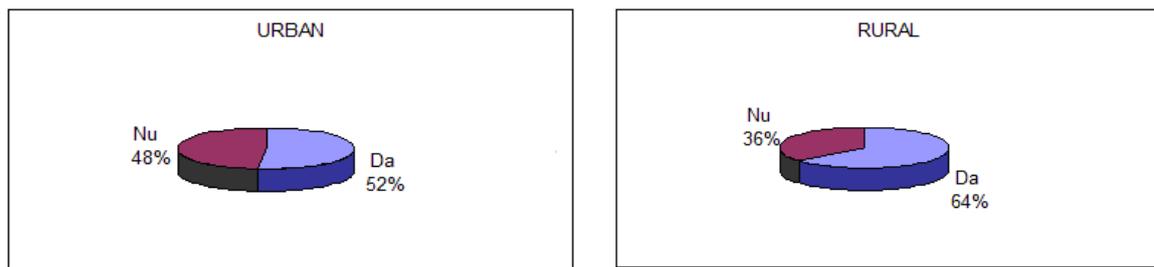
- Knowledge of relevant legislation
- Financial Management courses
- Training to develop and implement projects with European funding
- Communication Techniques
- Techniques for effective cooperation with local authorities, parents, etc..
- Fund-raising techniques (fundraising)

Most executives surveyed have noticed the problem of high cost of managerial training. Another problem was mentioned in regard to the lack of information materials specific to pre-university school education management. [3] The results of the questionnaire survey are presented in the tables below, and are based on the type of institution, size of the institution and the geographic origin.

Table No.1 Distribution of respondents by area

		Yes	No
The geographical environment	Urban	51,70	48,30
	Rural	63,90	36,10
Programme	GPN	67,90	32,10
	GPP	70,70	29,30
Unit Size	Under 40	62,60	37,40
	40-100	57,80	42,20
	100-150	54,60	45,40

Figure No.1 Distribution of respondents by area



3. Degree of participation of managers to management training

The data collected through the questionnaires on participation in training managers in the last year shows their low participation. Low participation is due primarily to the high cost and low supply. Another reason cited by respondents was that information about management training courses does not arrive on time to the stakeholders.

Out of directors surveyed 92% have a length of at least 4 years at the school and did not participate in training as a priority for management.

Out of directors course participants only 22% attended management courses typical of preschool remaining 78% participating in the general management courses.

Impressions of those who have participated in management training were:

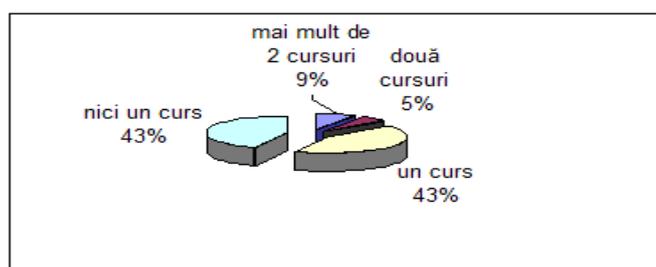
- Training was focused on taking in general management and not management of schools
- Management training was purely theoretical and not a practical one the case studies missing
- Offer was not specific to university education directors

The qualities and skills of educational managers were the premise of acquiring managerial skills. Preschool directors reported more problems as they were:

- Requiring high problems that have not been trained
- The need for skills in areas such as accounting, administration, legal, information technology
- Making teaching standard together with managerial activity

A percentage of 62.70% of executives felt they were not sufficiently prepared for effective business.

Figure No.2. The participation of managers in training



4. Conclusions

The analysis made clear that the managerial training content should not miss the following thematic areas:

- General management training: managing change and transitions, design, organization, monitoring and evaluation in all functional areas
- Management decision, effective communication strategies across the organization and beyond, motivating and involving the participation of staff in decision making, professional development and training, group

dynamics, training and team management, negotiation and conflict resolution, leadership meetings work and management training sessions, self-management: time management and priorities, stress management, systemic and community relations of the school, promoting school image

- Educational policy and school law
- Financial management and budgeting techniques
- Information management

The conclusions of this investigation suggest a modern approach to initial and continuous process, which has as essential message professionalizing teaching career and managerial functions by resizing the ratio between the theoretical and practical training of teachers, development of an educational program training, correlation structures and moments in his teaching career with the educational standards and providing professional dynamics using transferable professional credits.

5. References

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