MANAGEMENT METHODS USED IN ROMANIAN EDUCATIONAL SYSTEM ANALYSIS

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Abstract:
Education is the most important step that people take to adapt to changes in the environment. Among the strengths of the individual receiving education are: the ability to discern right from wrong, through education he learns skills to fend for himself, he becomes independent and doesn't allow those around him to manipulate him because he benefits from varied information. With the theme of education methods of analysis this aims on the one hand to present education system diagnosis, and secondly to highlight the Romanians' perception on equality and trusting the university education.

The article is structured in two parts. The first part is the theoretical one and during the second part (the research) are used the SWOT analysis and the analysis of secondary sources (data taken and processed after applying a survey among Romanians by a website specialized in the analysis of the values of the world). The central conclusion of this paper highlights the fact that the Romanian educational system presents both strengths and weaknesses.

Keywords: *school, education, educational system, education beneficiary*

JEL Classification: *I10, I21*

1. Introduction

Education is not clearly defined by time and space, it starts when we are born and ends following the death, and this should not take place only at schools, colleges and faculties. Inefficient management of time, and the indifference in general are factors that make the parents not get involved in their children's education but assigns this task exclusively to school.

For the young people of today to become an important person in society over the years, it is fundamental that among the values inspired to him there's also the ongoing knowledge thirst gained from the education received in the family, schools, educational institutions, and also the one acquired on the street.

Lately there's been a worsening phenomenon of inclination that has begun to intensify regarding the labor employers who are looking less for employees who benefited from formal education, obtained as a result of studies in universities. If by the intensification of the financial crisis were employed university graduates, now are sought less educated people. This makes young people skeptical about further education after high school, and thus will pose a threat to society, they not wanting to surpass themselves and not focusing on lifelong learning, education that does not end once the individual no longer has the status of pupil or student.

The lack of interest shown lately to education is the result of gaps in the educational system: small budget allocated to investment in education, lack of interest from teachers and inadequate facilities.

2. Theoretical Approach

School represents a major role in training young people for life. To consider a school as being responsible, it must meet a set of criteria and conditions. Mainly, it should be responsible for education and for what it produces for society.

,,The school is supposed to be an open system that need to balance their inputs and outputs permanently" (Trip D, 1993).

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The information age involves innovation, creativity, experimentation, learning potential for the organization being the main source of its competitiveness. Regarded as an institution, „the school is a set of relatively stable structures of statuses and roles that are meant to lead to satisfaction of certain needs of individuals or to fulfill certain social functions". Mark K. Smith presents in his article the concept of learning society by presenting the works of renowned specialists such as Donald Schon, Robert M. Hutchins, Torsten Husen, Roger Boshier, Richard Edwards. The author's conclusion is clear: „All societies must be characterized by learning, otherwise they will perish!" (Smith K, 2000)

In Europe, C. Freinet had a significant contribution to educational practice. "He proposes and practices the centers of interest method, proposed by O. Decroly which he calls "complex method of interest (Stănciulescu E, 1998).

„If learning involves a journey that includes the whole life of an individual, meaning life in terms of time and diversity, it will include all social, economic and educational resources that the society has, which means that you have to look beyond the revision of educational systems necessary for carrying on the educational process, until we reach the stage of a society that teaches" (Fagure E, 1974). By importing information, the educational system has the ability to analyze signals related to the evolution of the environment it's part of and to analyze its own behavior in relation to the environment. " The barriers of achieving a European, democratic, free and effective education are found in behavior patterns, in values and in the educators training. The most common things that block the natural behaviors of students are (Joiţa E, 2000):
- Excessive severity, the formal character of teachers activity;
- Inappropriate language (abstract language);
- Fear of risk, prejudices, authoritarianism;
- Stereotype, ignorance, inflexibility, selective retention, precedence, accepting criticism."

3. Study of the current situation of the education system

3.1. Methodological aspects
The goal of the research - diagnostic analysis of the Romanian educational system, and also showing the user satisfaction perception about the education received at the university level.
Objectives of the study:
1. Knowledge of the current situation of the educational system
2. Observing student satisfaction regarding the education at university level
3. Identifying the perception of academic education equality between women and men.

3.2. The study results
In order to achieve a pertinent diagnosis we use the SWOT analysis. SWOT analysis points out that the organization strategy must best combine its internal possibilities (strengths and weaknesses) with the external situation (opportunities and threats). The table below shows the MEFE matrix.

Table 1. Matrix MEFE

INTERNAL FACTORS	KI	NI	KI*NI
STRENGTHS	0.50		1.9
Promoting inclusive education	0.16	4	0.64
Opening teachers to change	0.14	4	0.56
The large number of Olympic students in various subjects	0.10	3	0.30
Promoting mobility of pupils/students	0.05	4	0.20
Offering financial and non-financial incentives to pupils with good results:	0.05	4	0.20

INTERNAL FACTORS	KI	NI	KI*NI
camps and scholarships.			
WEAKNESSES	**0.50**		**0.84**
The lack of psychological counseling in schools	**0.10**	**1**	**0.10**
Inadequate security systems	**0.08**	**2**	**0.16**
Lack of facilities and modern equipment	**0.09**	**2**	**0.18**
Weak connections of the training system with the labor market	**0.03**	**2**	**0.06**
The perception of non-values as normal, the tolerance of negative phenomena in education such as corruption, copying, promoting unprofessionalism	**0.06**	**2**	**0.12**
The aging of the teaching staff in general education	**0.06**	**1**	**0.06**
Diminishing the role of teachers in decision-making in education	**0.08**	**2**	**0.16**
TOTAL			**2.74**

Analysis of the external environment of the educational system involves establishing the external key factors of the assessment matrix shown in the table below. Factors assessment matrix is shown in the table below.

Table 2. Matrix MEFE

EXTERNAL FACTORS	KI	NI	KI*NI
Opportunities	**0.50**		**1.55**
1. Economic growth	**0.10**	**2**	**0.20**
2. European funds directed towards improving the didactic act and the rehabilitation and equipping of buildings of educational institutions	**0.10**	**3**	**0.30**
3. Existence of partnerships with foreign educational institutions	**0.15**	**4**	**0.60**
4. Current technical means can be used to improve teaching and self-learning process, by improving the presentation method, reduced time of transmission / assimilation of information, improving communication between teacher / school and students, increasing the number of information sources and documentation	**0.07**	**3**	**0.21**
5. The active involvement of the local community	**0.08**	**3**	**0.24**
THREATS	**0.50**		**1.25**
1. Financial and material instability of the family	**0.10**	**2**	**0.20**
2.The extent of the population migration phenomenon	**0.8**	**3**	**0.24**
3. The negative natural growth of population	**0.05**	**4**	**0.2**
4. Lack of employment opportunities	**0.10**	**2**	**0.2**
5. Decline in GDP	**0.10**	**2**	**0.2**
6. Intensifying of poverty rate	**0.7**	**3**	**0.21**
Total **Threats + Opportunities**			**2.80**

The analysis of the organization's external potential, shows that potential threats have an average influence on the organization's activities, but also that the opportunities have an average influence. The chart below the graphic representation of the scores obtained.
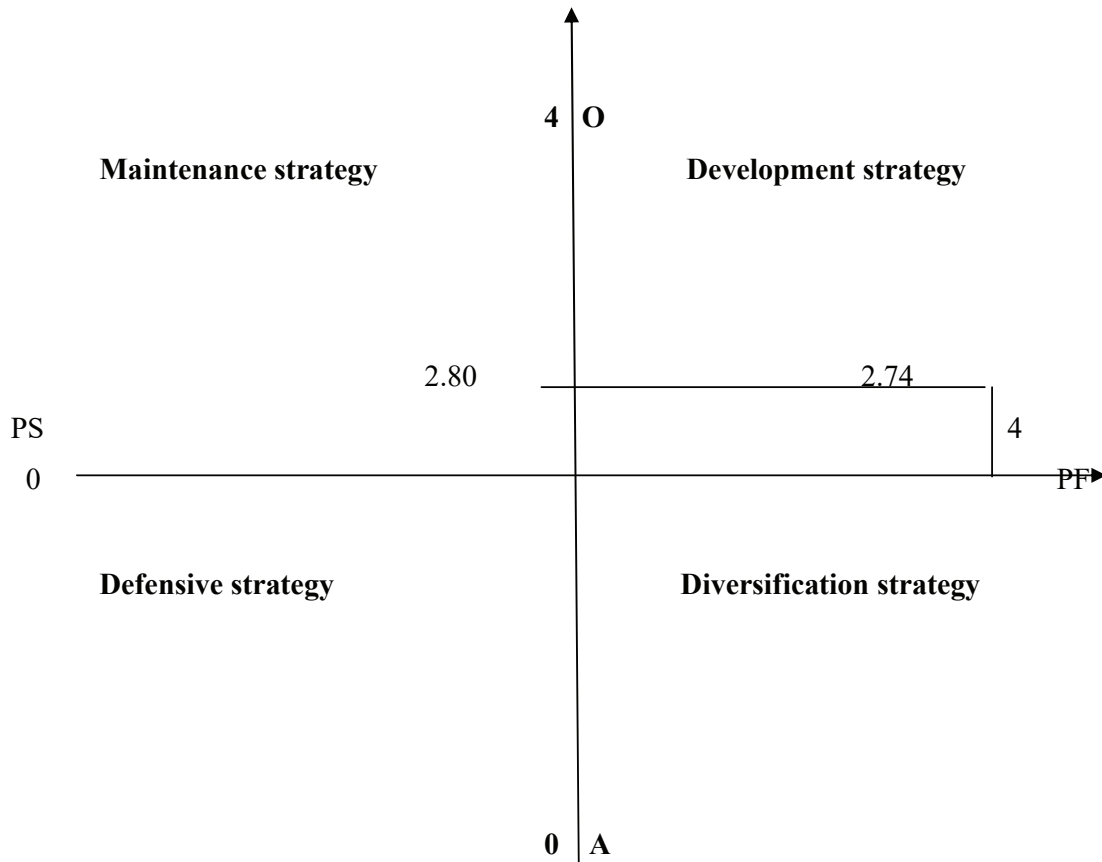
Figure 1. Representation of the scores obtained

Analyzing the chart above we see that the Organization must opt for development strategy. To improve research, but also for clearer results we use the database of a site specializing in analysis of world values, **World Values Survey**, where we extract two relevant questions on education. It is based on survey research and the sample consists of 1503 Romanians.

Is the university education more important for men than for women?

Table 3. Equality when it comes to university education environment between women and men

Base=1503; Weighted results	Number of cases	%
Agree strongly	106	7
Agree	205	13.6
Disagree	462	30.8
Strongly disagree	647	43
No answer	12	0.8
Don´t know	71	4.7
(N)	**1.503**	**100**

Source: http://www.worldvaluessurvey.org/wvs.jsp

43% of respondents show a strong disagreement about the inequality in terms of education in the university environment.

2.You confidence in education?

Table 4. Confidence in universities

Base=1503; Weighted results	Number of cases	%
World Values Survey Wave 6: 2010-2014		
Confidence: Universities		
A great deal	264	17.6
Quite a lot	660	43.9
Not very much	348	23.2
None at all	104	6.9
No answer	11	0.8
Don´t know	115	7.6
(N)	**1.503**	**100**

Source: http://www.worldvaluessurvey.org/wvs.jsp

43.9% of the Romanians who participated in the survey show great confidence in education at university level.

Conclusions

A society without education is subjected to extinction. Even if educational institutions serve as a means to form the individual, also the family must be taken into account as better results are obtained in an organized environment. To meet the challenges the leaders of the education system must give rise to new ideas, build new relationships, by making conflict a constructive action, and to be the initiator of change. The need for change in this century is fundamental to school, as the main features of the competitive environment are unpredictability and instability.

The contents of modern educational systems are facing major changes in their attempts to place education before instruction. The options that the educational systems have to make are between traditionalism and prospective guidance, between program suffocation and synthesis.It is becoming increasingly necessary to build the integrity and unity of a human being. Given the increase in content sources, we ask a serious question: in what manner will the school be able to avoid overload and imbalance.

To achieve visible results from the beneficiaries of the Romanian educational system, it is necessary to make an analysis-diagnosis before the development and implementation of remedial strategies.

In Romania people have great confidence in the university education and they reject the idea of inequality. In conclusion, the Romanian educational system presents both strengths and weaknesses, but the ones responsible must seek a way to turn weakness into strength.

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