# DIAGNOSIS OF CONTEMPORARY SOCIETY'S EDUCATION FOR THE DÂMBOVIŢA COUNTY - DEVELOPING STRATEGIES FOR SUCCESS

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**Abstract**

*A state is valuable when it has educated able citizens, and this is interdependent with the existence of an effective education, education compatible with the European systems, that ensures young people equal access to education for sustainable development and for permanently boosting adult education. The theme of the article is education status and it aims at providing an analysis of the most relevant indicators of education. The research focused on the analysis of secondary sources, statistics taken from the INS and ISD.*

**Keywords**: *education, learning, student, teacher*

**JEL**:*I21*

## 1. INTRODUCTION

The study education has been and remains the focus of many academics and practitioners. Education gives the individual safety, trust and self-esteem. Through education he acquires knowledge necessary for a possible job. Statistical data reflected by the education status serves to highlight the image of the state viewed from the youth point of view as they're seen as an integral part of a society that aspires to evolution.

## 2. STATS OF THE ART OF EDUCATION

If the educational process, both teachers and students should be aware of the learning styles they prefer and therefore the way they learn is best reflected by their performance in terms of school. Strengths of the individual that is benefiting education(Stănciulescu E , 1998): has the ability to discern right from wrong, gets educating skills that allow him to fend for himself, becomes independent and does not allow those around them to manipulate him since he benefits of various information.Most students and many teachers believe that learning is a process that transmits knowledge and insight not just by active learning, and this is a very difficult thing to change. The role of student-centered learning is to direct the student towards active learning(Manolescu M, 2006).

For the young people of today in order to become an important person for society over the years is fundamental for the teacher to find the most effective ways to capture the attention of the students, and also to keep a volume of information relevant for this society. It is essential to advise him on how to learn. Learning inefficiently demoralizes and confuses learners. They may come to believe that learning is not for them. Sometimes learning can be structured such that learners can't learn on their own and are too dependent on the teacher and the role of student-centered learning means directing the student to learn actively(Smith M, 2000).

Weaknesses facing the educational environment in today's society can be identified through a management approach focused on - strategic diagnosis. Diagnostic analysis constitutes the starting point for developing strategic and tactical solutions to improve the organization(Niculescu M, 1997). The diagnosis is a method which allows the formulation of quantitative or qualitative value judgments on the state, dynamics and prospects Diagnosis as part of the organization's management is necessary in contemporary society

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because it ensures: changing decisions fairness, consistency of trends and the competitive environment(Verboncu I, 2001).

## 3. DIAGNOSIS OF CONTEMPORARY SOCIETY'S EDUCATION

### 3.1. Metodologi of research

This is a desk research conducted through analysis of secondary sources. The method used is statistical analysis of the sample: students in the Dambovita county, and students throughout the country. The time period analyzed from 1995 to 2014. Among the analyzed indicators: educational establishments, school population and graduate population.

Goals:
- Identify school population trend of recent years in Dambovita county.
- Observation of statistical indicators of schools in 2014.
- Knowing the number of graduates on different study stages in Romania.

Hypothesis

1. In the county of Dambovita there is a significant number of kindergartens,
2. The trend of school population in the county of Dambovita is one of involution,
3. Statistics on levels of education graduates present setbacks.

An eloquent diagnosis, conducted by competent people of the current state of educational environment can lead to identifying deficiencies and developing effective strategies with visible results.

### 3.2. Statistics of Education Units

The first indicator examined to outline the education status in Dambovita county is presented in the figure below.
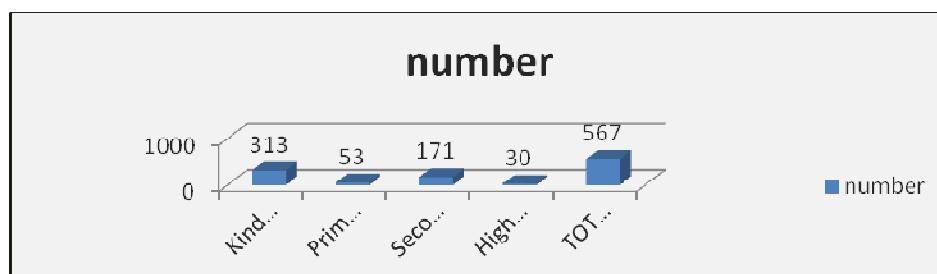


Figure 1. Education units in Dambovita
Source: http://www.isj-db.ro/

In the year 2014 a total of 567 educational units, first place is taken by 313 kindergartens, second place by secondary schools and the last place by high schools.

**School population statistics**

**The relevant indicator of the education status in Dambovita is the school population by level of education. See Table 2, Figure 2 and figure 3.**

**Table 2. School population by levels of education (including private schools)**

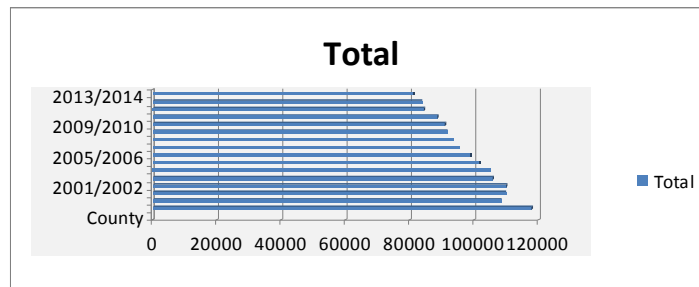| Dâmboviţa County | Total | Pre-school | Primary and Secondary | | | | High school | Vocational and apprentice school | Post high school and foremen | Higher education |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Total | Primary (cl.I-IV) | Secondary (cl.V-VIII) | Special education (cl.I-VIII) | | | | |
| **1990/1991** | 118096 | 18098 | 67436 | 30938 | 35922 | 576 | 24151 | 7944 | 467 | - |
| **1995/1996** | 108522 | 16110 | 64288 | 35401 | 28141 | 746 | 18434 | 6258 | 918 | 2514 |
| **2000/2001** | 109909 | 13226 | 63510 | 28423 | 34540 | 547 | 15857 | 5348 | 1803 | 10165 |
| **2001/2002** | 110001 | 13479 | 60932 | 27037 | 33463 | 432 | 16419 | 5948 | 1703 | 11520 |
| **2002/2003** | 106066 | 13762 | 57752 | 26132 | 31238 | 382 | 16956 | 6489 | 1284 | 9823 |
| **2003/2004** | 105265 | 14439 | 55843 | 26989 | 28532 | 322 | 17121 | 7106 | 949 | 9807 |
| **2004/2005** | 101761 | 14574 | 52830 | 25891 | 26603 | 336 | 17477 | 6918 | 766 | 9196 |
| **2005/2006** | 98774 | 14513 | 50529 | 24798 | 25446 | 285 | 16920 | 7055 | 681 | 9076 |
| **2006/2007** | 95462 | 14464 | 48630 | 23985 | 24414 | 231 | 17202 | 5833 | 577 | 8756 |
| **2007/2008** | 93600 | 14796 | 47058 | 22069 | 24783 | 206 | 17464 | 5076 | 845 | 8361 |
| **2008/2009** | 91633 | 14860 | 46373 | 22172 | 23999 | 202 | 17079 | 4384 | 900 | 8037 |
| **2009/2010** | 90996 | 15258 | 45149 | 21732 | 23227 | 190 | 18293 | 2579 | 873 | 8214 |
| **2010/2011** | 88610 | 15185 | 43964 | 21233 | 22568 | 163 | 19575 | 1192 | 936 | 7758 |
| **2011/2012** | 84468 | 15038 | 41464 | 20539 | 20765 | 160 | 20193 | 224 | 1069 | 6480 |
| **2012/2013** | 83703 | 13199 | 44359 | 23297 | 20903 | 159 | 18972 | 314 | 1454 | 5405 |
| **2013/2014** | 81050 | 12368 | 43792 | 23366 | 20236 | 190 | 17787 | 451 | 1727 | 4925 |

Source: http://www.dambovita.insse.ro/main.php?lang=fr&pageid=369



Figure 2. School population
Source: http://www.dambovita.insse.ro/main.php?lang=fr&pageid=369



Figure 3. Primary and Secondary
Source: http://www.dambovita.insse.ro/main.php?lang=fr&pageid=369
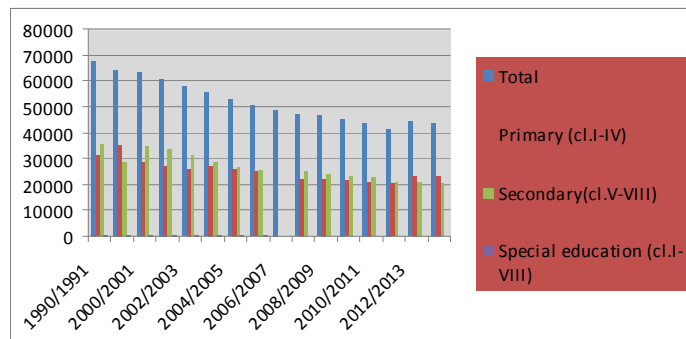
The dynamic analysis of the school population by education level between 1990-2014 reflects some evolution and some regression periods. Starting with the 2002/2003 school year the trend is linear, but has a regressing effect.

## 4. STATISTICS OF THE SCHOOL POPULATION AT COUNTRY LEVEL.

To reflect a clearer picture of the education status through national statistics relevant issues are presented in detail (Table 3)

**Table 3. School population on levels of education by gender in Romania**

| Total = T / Total = T<br>Masculin = M / Male = M<br>Feminin = F / Female = F | | 2007/2008 | 2008/2009 | 2009/2010 | 2010/2011 | 2011/2012 | 2012/2013 |
|---|---|---|---|---|---|---|---|
| | T | 4404581 | 4324992 | 4176866 | 4029226 | 3823515 | 3734326 |
| **Enrolled population** | M | 2185299 | 2151452 | 2084733 | 2019611 | 1929331 | 1888696 |
| | F | 2219282 | 2173540 | 2092133 | 2009615 | 1894184 | 1845630 |
| | T | 650324 | 652855 | 666123 | 673736 | 673641 | 581144 |
| Pre-school education | M | 332715 | 333666 | 340949 | 344967 | 344488 | 297457 |
| | F | 317609 | 319189 | 325174 | 328769 | 329153 | 283687 |
| | T | 1789693 | 1752335 | 1719676 | 1691441 | 1629406 | 1744192 |
| Primary and secondary | M | 923812 | 904733 | 888518 | 874606 | 844675 | 903471 |
| education | F | 865881 | 847602 | 831158 | 816835 | 784731 | 840721 |
| din care: / of which: | | | | | | | |
| | T | 924518 | 893166 | 873997 | 862588 | 819280 | 812241 |
| Secondary education | M | 476600 | 460685 | 451168 | 445455 | 425005 | 420938 |
| | F | 447918 | 432481 | 422829 | 417133 | 394275 | 391303 |
| Of primary and secondary education: | | | | | | | |
| | T | 16861 | 16048 | 16308 | 16341 | 16165 | 16609 |
| Special education | M | 10428 | 9971 | 10219 | 10264 | 10215 | 10542 |
| | F | 6433 | 6077 | 6089 | 6077 | 5950 | 6067 |
| | T | 791348 | 784361 | 837728 | 866543 | 888768 | 831810 |
| High school education | M | 382158 | 380190 | 418249 | 441438 | 456167 | 424185 |
| | F | 409190 | 404171 | 419479 | 425105 | 432601 | 407625 |
| | T | 220335 | 189254 | 115445 | 54538 | 12382 | 19734 |
| Vocational education | M | 136798 | 118881 | 72949 | 35223 | 7898 | 14987 |
| | F | 83537 | 70373 | 42496 | 19315 | 4484 | 4747 |
| | T | 45528 | 55089 | 62575 | 69967 | 79466 | 92854 |
| Post high school and foremen | M | 12046 | 15696 | 17336 | 19476 | 23142 | 29182 |
| education | F | 33482 | 39393 | 45239 | 50491 | 56324 | 63672 |
| | T | 4534 | 6319 | 6315 | 6108 | 6564 | 7058 |
| Foremen education | M | 4189 | 5806 | 5903 | 5763 | 6140 | 6556 |
| | F | 345 | 513 | 412 | 345 | 424 | 502 |
| | T | 907353 | 891098 | 775319 | 673001 | 539852 | 464592 |
| Tertiary education | M | 397770 | 398286 | 346732 | 303901 | 252961 | 219414 |
| | F | 509583 | 492812 | 428587 | 369100 | 286891 | 245178 |
| din care: / of which: | | | | | | | |
| | T | 1485 | 573 | 570 | 610 | - | - |
| | M | 558 | 147 | 103 | 105 | - | - |
| Short-term education (colleges) | F | 927 | 426 | 467 | 505 | - | - |

Source: insee.ro

According to the data included in the table below at country level for the entire 2007-2013 time period analyzed, the school population shows a linear regressive trend.

## 5. GRADUATES STATISTICS

The number of graduates at country level is seen in Table 4.

**Table 4. Number of graduates**

| | *Secondary education*[1] | | *High school education* | | *Vocational education* | | Post high school and foremen education | | | | Higher education | |
| | | | | | | | *Post high school and foremen education* | | | | *Tertiary education* | |
| | | | | | | | | | *of total: foremen education* | | | |
| | | | | | | | | | | **din** | | |
| | **Total** | *of which: female* | **Total** | *of which: female* | **Total** | *of which: female* | **Total** | *of which: female* | **Total** | *of which: female* | **Total** | *of which: female* |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | |
| **TOTAL** | 184599 | 89797 | 187521 | 95330 | 4570 | 1342 | 23386 | 16113 | 2688 | 157 | 136671 | 78691 |

Source: insse.ro

Data provided by the National Institute of Statistics shows that in the year 2014 from 136 671 people only 78691 are higher education graduates.

**Conclusion**

Dynamic analysis of the most relevant indicators of the education status in Dambovita county shows the fact that the strategy in education is deficient, and so it must be improved. A society evolves when its members adapt to changes in the environment, meaning the necessity to continue the lifelong educational process since the information that is currently available over time it might not be. As Nelson Mandela said, through education we can change the world, and if the education status statistics reflect a negative image this means that some improvement measures should be developed and implemented.

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