

## SUSTAINABLE DEVELOPMENT THROUGH THE DEVELOPMENT OF THE EDUCATION SYSTEM

**Ana Georgiana CĂLUGĂRESCU**  
Valahia University of Târgoviște, Romania  
E-mail: m\_ana\_g@yahoo.com

**Abstract:** *Due to the increasingly visible changes, the faster progress and the changes in each person's conceptions, organizations must cope and try to reinvent themselves more and more often. There is no change without pressures from outside or inside, there is no change with chances of success from the project phase. Changes must be made gradually and aim to improve the process that is planned for a change. More and more change experts are interested in measuring change at the system level or organizational structure and comparing it with changing organizational culture. Many of the current changes are system changes and not organizational culture. However, change does not act as a unit. For this reason, change management is a dynamic and spectacular area. Although most changes are planned, there are quite a few cases where changes occur spontaneously, without prior planning, but which come to restore the balance of the organization.*

**Keywords:** *development, school institution, progress, change, system.*

**JEL Classification:** *Q01, I29, H12.*

### 1. Introduction

Change is seen today as an evolution, progress of an institution or the staff of that institution. Due to the progress made by the society, the school units must be aware that without permanent change it cannot evolve. Poole and Van de Ven (2004, p. XI) consider that "change can take many forms: it can be planned or unplanned, progressive or radical, permanent or unprecedented". In summary, Adams (close to Garret, in Davies, Ellison, 1999) believes that these dimensions can be grouped, thus forming a matrix that defines the change: desired and planned; desired but unplanned; unwanted but planned; unwanted and unplanned.

The integration of young people in professional activity is gradually prepared, with the concrete contribution of the school and the family. These are added the influence and models from the informal environment of the young man, the media and various influences from the social environment. The aspirations that may or may not be in line with the company's offer at that time are also important (Păuș, 2006, p.169).

Most of the time, no change is desired, considering that things work as they should, and the first question of the majority is "Why is change necessary?". To answer this question concretely, a broad analysis must be carried out on the whole system, found the weak points and proposed innovative ideas that will develop the organization.

Child (1984) highlights several aspects that lead to a change within the organization, including management overload, inefficient integration, insufficient innovation of the organizational system, weaknesses of control.

Although many managers do not consider it an issue for employees to work as hard as possible, numerous studies have shown that an average work rate is required for efficiency in the workplace. The more tasks that have to be performed that require a high volume of work, and can also take up the free time of the employee, the more there is the chance that the employee will have low efficiency and the expectations for him will be well below the requirements.

Turning to the second aspect, that of insufficient integration, we can see that it is a fact that is increasingly found within institutions. To make the managerial act more efficient, the manager is not enough to be just a manager but a true leader. It is not enough for an institution to have a good management plan and detailed objectives, it is necessary for people to lead to the fulfillment of each objective and this can only be achieved by

harmonizing the relations between managers and employees, avoiding conflicts and In the management of the company, the research and development activity plays a decisive role, underlined that the level, the rhythm, and the directions influence all the aspects of the economic and social life of humanity and in particular the productivity of the work, the level and structure of the production, the efficiency of the whole economic activity - social (Petrescu, 2019, p.15).

The change does not just mean new planning but integration of everyone in the respective system, an efficient collaboration both between the employees and between the people inside and outside the institution. The change cannot take place in a very short time, it takes a long time, every step, every moment of it, being planned. Change cannot be called unless it is desired and implemented by each employee unless it is admitted by the people who come into contact with the organization and depend on it. individual work.

The change of the organization has an impact on the external environment, and most obviously on the community. The dissatisfaction of the individuals inside also affects the community through existing interpersonal relationships but also the organization as a whole at least changes its interaction with the society, this can give rise to social risks with an impact on the security of the community (Cămărășan, 2017, p.99).

In a competitive system, all companies cannot know the success and all the strategies are good. A strategy is neither good nor bad, but only better or worse than that of competitors (Petrescu, 2019, p.22).

The next question we ask is "How should change be made?", The answer to these questions including the moments of change. For any change, the starting point must be identified and after establishing the stages to be completed. K. Lewin (1958) identifies the stages of change as thawing, changing, re-freezing.

He considers that the moment when the need for change is realized is that of defrosting. The awareness that something must change within the organization for good development of it is the moment of beginning, the one that must be permanent within us. The stage creates for the employees, restlessness, tension and an unspeakable theme.

The next moment described is that of the actual change, a change that must be carried out gradually through small steps, through transformations in the level of the behaviors, attitudes, skills or the full responsibilities of the employees. For the success of this change, all the planned elements must be respected, the whole attitude must be changed and acceptance of the change in the maximum percentage.

Re-freezing is the final stage described by Lewin and it is stability, it is the stage of clarification at the level of the organization, of acceptance and continuous implementation of new visions.

French, Kast, and Rosenzweig (beside Mullis, 2004) describe the three above-mentioned tapes through eight components of change: Problem identification; Gathering the necessary data; Diagnosis of the problem; Action planning; Implementation of the program; Follow - up and stabilization; Impact assessment; Conclusions from the trial.

As can be seen, each step has its importance, each having an important role in driving change. Some aspects change more easily and others more difficult, it is important that once a change is planned and its implementation begins, it will not be abandoned until it is finalized. Even if some obstacles are encountered during the implementation that describes a failed change, the conclusions can be drawn only after the implementation of all the points concerned.

The evolution of humanity in the age of globalization implies the cooperation of the main actors, but also a fundamental change of the system of international humanitarian law and the international security institutions (Petrescu, 2018, p.47).

## **2. Leadership and change**

Leadership refers to intra- or intergroup communication. This is influential in communication. Fundamental, leadership and influence are synonymous (Tellier, 1999, p.126).

By leadership, we mean "the ability of a leader, of a management framework to determine a group of people to cooperate with him in achieving an objective based on their powerful involvement" (Nicolescu and Verboncu, 2000, p.516).

Therefore, to implement a change program at the level of an institution, a leader is needed to carry out the entire management plan. It does not matter how well the change is planned, how detailed are the actions that must be taken if the person in charge of the change cannot determine the subordinate personnel to act in the same direction with him.

The basis of leadership is "team spirit, which is the result of the integration of four processes: building trust between the people involved; establishing a mission and purposes to which people can join; the development of participatory decision-making processes; strong individual and group motivation to contribute to the achievement of common goals" (Cornescu, Mihăilescu and Stanciu, 2003, p.221).

Jacques Clement considers leadership as the process by which a person sets a goal or a diversion for one or more persons whom he determines to act together with competence and discipline to achieve it (Constantinescu, Ungureanu, Tarara, 2000, p. 405).

Leadership means the ability of the manager to make the people he works with accept and implement his ideas, to have a shared vision of the whole organization. Prodan considers leadership as a process of mobilizing, encouraging and training individuals, so that they can contribute to what is best in achieving the desired goals (1999, p. 84).

Among the general characteristics of an important leader are (Cornescu, Marinescu, Curteanu and Toma, 2003, p.163): They can orient people, creating a vision that they communicate to them; They inspire confidence and trust in themselves; They have enough experience to look at mistakes as another destruction from the path to success; They make people feel stronger around them. People feel more competent and confident in themselves, thus finding work more interesting and challenging.

Leadership as a process of influence depends on many factors, both external and internal. You cannot be a good leader if you do not have certain inherent qualities and at the same time, you cannot become a leader if you do not have the basics learned. It is a circle of the existence of a leader, each characteristic depending on the other. To successfully carry out a project or function in general, it is necessary to use all personal attributes (intelligence, the flexibility of thought, personal attraction, ability to understand, openness to others, etc.). Many experts believe that the exercise of leadership depends largely on the ability of the leader to use different forms of power to influence the behavior of subordinates (Zorleţan, Burduş and Căprărescu, 1995; Stăncioiu and Militaru, 1998; Cornescu, Mihăilescu and Stanciu, 2003).

From the above, we can express the fact that a true leader requires a true change. It is not enough to change the mentality of the leader and his vision, all staff must have a new vision, a new goal and a desire to carry out the new objectives agreed with the leader.

## **3. Organizational development**

Flamholtz and Randle (2015) consider organizational development as "the process of planning and implementing changes at the level of the entire capabilities of the organization to increase its operational efficiency and profitability" (Flamholtz and Randel, 2015, p.26). Therefore, the organizational development represents the change of the whole system, its improvement and the long-term integration of the organization according to the

changes in the society. The development represents a positive change of the organization, it is the change that brings visible progress that must be maintained continuously.

Researchers have identified numerous methods and techniques for developing the organization, including the methods outlined below.

### **Training laboratories for sensitization**

These laboratories are part of the traditional methods of development that are being used today. These are meant for both individual development and development at the working group or organization level.

Researchers K. Benne, L. Bradford, R. Lippitt, believe that these laboratories can achieve the following objectives:

Raising participants 'awareness and awareness of their own and others' emotional reactions;

Developing the ability of participants to perceive and learn from the consequences of their actions, paying attention to their own and others' feelings;

Stimulating the clarification and development of own values and goals consonant with the scientific approaches of the problems regarding personal and social decisions and actions;

Developing theoretical concepts and insights that will serve as tools for relating the values, goals, and intentions of action consistent with both the interiority of the individual and the requirements of the situation;

Meeting the achievements of the efficiency of the behavior with the participants' living environment (beside Luthans, 1985, p.629).

The laboratories are created by bringing together 12 to 15 members, either from the same department, different departments or even different organizations. R. Baron (2007) supports this method through the following arguments: Under normal conditions, the clues are not very open and honest with each other; The lack of openness blocks important insights about oneself and others; These insights can be encouraged if individuals are placed in a communication environment that has as a rule openness, direct communication.

### **Team-building or team building**

Vocational training programs can be formal or informal and highlight the number and categories of the personnel concerned, the thematic content of the activities, proposed training methods, preliminary programming of activities, proposed training models, preliminary programming of activities and estimated costs (Gherguț, 2007, p.65)

Team building is essential for the development of any organization. Researchers in the field have noticed that through the efficient construction of the work teams there are added many benefits to the company, such as increased productivity, motivation, decreased probability of leaving the job, etc.

Team building represents "a long-term intervention, based on data in which teams work experientially through their structures, goals, norms, values and interpersonal dynamics to increase their effective team skills" (Liebowitz, DeMeuse, by Jex, Britt, 2014, p. 535).

To build a group, it is a time-consuming process that requires time, patience and knowledge about the group. There is a risk that, when we consider that we have just formed a homogeneous group, there are other dangers: "group thinking" - a team too united can lose all the positive elements brought about by cohesion because elements such as the illusion of invulnerability, unanimity or justification of mistakes appear ( Janis, alongside Hetzel, 2013); "Groups tend to take more risks in their decisions"; and so on with all these impediments, management is more effective when applied as a working method to team

building. Several people who work as a whole, as a single individual, represent a desire to be applied in our activity.

Forsyth (1983, p.448) states that "like all other groups, teams are influenced by characteristics (norms, roles, structure, size, goals) and processes (pressure to conform, power, leadership, deindividuation) (. . .) but the teams have their specific characteristics at the same time.

### **Investigations for obtaining feedback in organizations**

It is the technique for identifying the situation of an organization, finding problems if any and solving them. The method uses both questionnaires and interviews or focus groups. The data in the questionnaires must be confidential, only so there is a security of those reported by the investigated ones.

The method involves two distinct stages. The first is designed to gather information about the state of the organization. In the case of the standard questionnaire, Luthans (1985, p. 635), citing C. Taylor and D. Bowers, proposes the following areas of research:

Leadership: Managerial support; Targeting goals and emphasizing them by managers; Facilitation of work by managers; Support for "equals"; Targeting goals and emphasizing them by "equals"; Facilitating work by "equals"; Facilitating interactions at the level of "equals"

Organizational climate: Communication with the company; motivation; Decision making; Coordination between departments; Management at a general level

Satisfactions: The satisfaction of belonging to the company; Job satisfaction of the supervisor; Satisfaction in one's work; Salary satisfaction; Satisfaction with the activity in the department in which it is included.

This first step is preceded by the gathering of information about the problem situation.

The second stage is that of collecting and interpreting the received data. The interpretation made on the collected data must be correct and realistic.

Specialized studies show that the method has a positive impact on employees and management in each institution. It is important to know the managerial act, to find out the stage in which the institution is and to improve its weaknesses.

### **The circles of quality**

The method is used for organizational efficiency, implicitly attracting its development. Armstrong considers quality circles to be "groups of employees, usually led by a supervisor, who meet voluntarily and generally in their spare time to discuss issues facing them in quality assurance or other urgent goals" (Armstrong, 2001, p.117).

Meetings can be held periodically (weekly) for an hour, flexibly and openly. People from the problem area and from outside it can be integrated into the group, the latter having an external vision and offering an objective solution.

R. Baron (2007) details the phases of using the method in the following sequence: The key issues are identified in the discussion groups, which interfere with the efficiency or the quality; A careful analysis is performed and an attempt is made to identify specific solutions; The recommendations are transmitted to the management team, for analysis; In the case of acceptance, the solutions are implemented; if not, the objections are submitted to the group that the solutions cannot be implemented; In the case of implementing the solutions, the success of the implemented solutions is analyzed.

## **4. Conclusions**

Today's society is in full development, with detailed knowledge of each phenomenon and the discovery of the most sophisticated technologies. Due to these

changes, the school must be in permanent development, to keep up with the development of society. New school programs are meant to help students, parents, and society at large.

The learning outcomes are expressed in the knowledge, understanding and correct interpretation of the main changes produced in the sciences, especially the conceptual - methodological - logical dimensions specific to the individual learning, which take the form of the basic and transversal competences, of the empathic communication of the formative relationships, of the projects. of medium and long term training (Neacșu, 2019, p. 99).

The education reform is planned following numerous studies, carried out by specialists in the field, which have concluded that both school programs and framework plans need to be changed. They planned the changes to be made and outlined the expected results. The implementation of the new school programs was made gradually with the introduction of the zero class and then by sliding these programs were changed every year. Their purpose is to decongest the material from the final years, which was quite large and difficult and to integrate each young person into the labor market so that there are no cases of dropping out, inadequate work or even worse, at school. If the changes made are positive for education, it can be observed only after their implementation is complete.

Employee recruitment and integration into the organization are not sufficient if the organization does not design a long-term development design. (Pânișoară, 2016, p. 259).

To make a change within the education system, it is not enough to change the programs or years of study. The change must take place in each school unit, which has come to help students integrate into the labor market and provide them with a favorable environment from which they can learn both new things and information, but above all beautiful behavior, a desire to succeed in everything. what I intend. Each school institution is free to choose the managerial mode but it is not important to be a good manager, it is important to be able to coordinate the other colleagues so that the educational activity is not a simple job but a passion from which all those involved have to gain.

The principals of the school institutions must be in continuous personal development and research of the most effective methods for attracting qualified and dedicated people to the chosen profession. This communication between the manager and the other colleagues must be a priority for everyone. Each responsible person can be inspired by the models for development at the level of an organization, the school unit is regarded as an organization as a whole.

To successfully make the proposed changes, there is a need for capable leaders who must truly make changes. It requires both new programs and qualified and experienced people who can successfully cope with new challenges. Therefore, I believe that, for the development of the Romanian school, there is a need for professional development and continuous improvement of each teacher.

*Acknowledgement:* This paper was co-financed from the Human Capital Operational Program 2014-2020, project number POCU / 380/6/13/125245 no. 36482 / 23.05.2019 "Excellence in interdisciplinary PhD and post-PhD research, career alternatives through entrepreneurial initiative (EXCIA)", coordinator The Bucharest University of Economic Studies".

## References

1. Armstrong, M., 2001. *A Handbook of Management Techniques: The Bestselling Guide to Modern Management Methods*. New York: Kogan Page Publishers.
2. Baron, R., 2007. *Behavior in Organization*. New York: Allyn and Bacon Inc.

3. Baron, R. and Byrne, D., 2007. *Social Psychology - Understand Human Interaction*. New York: Allyn and Bacon Inc.
4. Cămărășan, V.A., 2017. *Tools and mechanisms regarding the management of classified information*. Târgoviște: Bibliotheca Publishing House.
5. Child, J., 1984. *Organization: A Guide to Problems and Practice*. New York: Sage.
6. Constantinescu, D., Ungureanu, A. and Tarara, L., 2000. *General management*, vol. 2, Bucharest: National Publishing House.
7. Cornescu, V., Mihăilescu, I. and Stanciu, S., 2003. *Organization management*. Bucharest: ALL Beck Publishing House.
8. Flamholtz, E.G. and Randle, Y., 2015. *Growing Pains: Building a Sustainably Successful Organization*. New York: John Wiley & Sons.
9. Forsyth, D.R., 1983. *An Introduction to Group Dynamics*. Pacific Grove: Brooks / Cole Publishing Company.
10. Gherguț, A., 2007. *General and strategic management in education*. Iași: Polirom Publishing House.
11. Jex, S.M. and Britt, T.W., 2014. *Organizational Psychology: A Scientist-Practitioner Approach*. New York: John Wiley & Sons.
12. Luthans, F., 1985. *Organizational Behavior*. New York: McGraw-Hill Book Company.
13. Neacșu, I., 2019. *Neurodidactics of learning and cognitive psychology*. Iași: Polirom Publishing House.
14. Nicolescu, O. and Verboncu, I., 2000. *Management*, 3rd edition. Bucharest: Economic Publishing House.
15. Păuș, A.V., 2006. *Communication and human resources*. Iași: Polirom Publishing House.
16. Pânișoara, G., 2016. *Human resources management*. Iași: Polirom Publishing House.
17. Petrescu, A.G., 2019. *Elements for the management of research and development activities*. Târgoviște: Bibliotheca Publishing House.
18. Petrescu, M., 2018. *Information security management*. Târgoviște: Bibliotheca Publishing House.
19. Petrescu, M., 2019. *Elements of marketing management*. Târgoviște: Bibliotheca Publishing House.
20. Poole, S.M. and Van de Ven, A.H., 2004. *Handbook of Organizational Change and Innovation*. Oxford: Oxford University Press.