

Educational management and the new technologies

Oana-Miruna Oprea
Școala Gimnaziala Oniceni, Suceava, Romania
E-mail: oana_miruna2001@yahoo.com

Received 13.05.2015; Accepted 13.07. 2015

Abstract

Today we are facing new challenges due to the increasingly accelerated development of the society, the changes that occur at social level and the fact that the individual's interests are no longer the same as they were 10 years ago. Education has also changed, and it is increasingly more difficult to surprise the students, since their attention can no longer be caught in the traditional manner. The aim of this paper is to analyse how the use of the new technologies can influence the student's and the teacher's activity in a positive manner, so as to lead to a better management of the human and material resources through management.

Keywords: *Educational management, new technologies, enhancement, performance, ICT (Information and communication technology)*

Introduction

Considered to be a state of mind, a way of approaching issues or a way of managing a dynamic vision that seeks maximum efficiency within any activity (Petrescu, I., 1991), today management is implemented in almost all the areas; therefore, we can talk about: organizational, educational, scholar, public, strategic management, etc. In this paper, we shall try to focus on educational management and we shall bring up for discussion the way we can achieve greater educational efficiency by using the new technologies.

Teachers in pre-university education in Romania are forced to seek for new situations and models in order to catch the students' attention every day. And since the new technologies are becoming increasingly more attractive, we believe that they are the best way of streamlining the learning process. Whether we talk about computers, tablets or digital textbooks, etc., the educational process is subject to change from year to year, given that the traditional learning system is under modification. In this paper, we aim to analyse the issue of educational management through modern technologies in order to outline the fact that the good management of these technologies can lead to improved and effective management strategies.

1. Educational management and the new technologies - conceptual clarifications. In order to talk about educational management and the new technologies, we must first make an overview of

the two concepts; management - as mentioned earlier, seeks to reach certain objectives or goals by using different resources: either human or material, space or time resources (Purcarea, A., Niculescu, C., Constantinescu, D., 2003). Anca Purcarea, Cristian Niculescu and Doina Constantinescu believe that resources - meaning people, materials, etc., are considered inputs within the process, and the objectives are considered outputs; the success is given by the relationships between inputs and outputs, which indicate the productivity of the organization. Management is a continuous activity, especially when it comes to education or educational institutions. Therefore, the main issues related to management include planning, organizing, training, motivating or controlling. In order to frame these issues within educational management, we must first achieve their conceptual clarification. Miclăuș Ioan Marian and Miclăuș Mircea Marian believe that planning involves setting the objectives and the best ways to achieve them, what should be done in order to stimulate the necessary levels of change and innovation (Miclăuș, I.M., Miclăuș, M.M., 2007). Organizing focuses on allocating, arranging and adjusting the human and non-human resources so as to achieve the plans in the best conditions (Miclăuș, I.M., Miclăuș, M.M., 2007). Training and motivating or leading refers to influencing the other persons from the organization to have certain work behaviours and attitudes that are necessary for reaching the organizational objectives (Miclăuș, I.M., Miclăuș, M.M., 2007) and controlling refers to regulating the expected organizational activities.

Regarding the new technologies, we believe that any ethical progress involves the extinction of certain old processes and their substitution with new ones, and achieving a new capacity is treated as part of the new technologies (Pop V., 2013). Regarding the new technologies, we must take into consideration the ethical issues related to them, as well as our responsibility towards the way they are used (Terec-Vlad, L., Trifu, A., Terec-Vlad, D., 2015).

2. The new technologies as a way of streamlining educational management

When we discuss the issue of the new technologies and the issue of management, we must first outline the fact that both issues are of particular importance for the education system. We are stating this because nowadays the focus is laid increasingly more on the information systems as a source of knowledge, as well as a resource. Within classes, one of the simplest methods of discovery learning regards the use of the computer, whereas students are taught to make the difference between true information and false or unnecessary information. We believe that a mere historical event described on a website differs from an article published in a well-known journal, which was peer-reviewed before publication. It is a situation reported to educational experience (Eși, 2010).

Another aspect that can draw the students' attention regarding the way the new technologies are used within schools is, for example, the educational (homeroom) class, during which students should search the internet for the effects of drugs, smoking or violence. We will surely find many cases of school failure; however, it is an effective way of making them aware of their effects on short, medium and long term. The use of information resources should be limited, especially when it comes to middle school students; an aspect that we have found extremely interesting is related to the introduction of ethics as a discipline within pre-university education in Romania (Terec-Vlad,

L., Trifu, A., 2014). Thus, the temptation of using the emerging technologies in an inappropriate manner especially during classes would decrease, especially where the students are concerned.

As class manager, the teacher must permanently supervise the students' activity, whereas they must be carefully monitored especially when it comes to using the emerging technologies. From this point of view, we believe that their results determine the evolution of the attitudes and behaviours (Wittmer, J., 1978). When we talk about education and skill training, we also talk about the ability of being human – which is proved through a person's values and behaviour, whereas the problems related to discipline and the difficulties in terms of managing them are considered sources of stress at work, as they lower the effectiveness of the didactic activity: "Studies on occupational health show that teaching in schools involves a high level of stress" and stress "affects the physical health, the way we feel, the way we behave, as well as our ability to focus or take decisions" (Bursuc, B., Popescu, A., 2007). And in terms of using the new technologies within educational institutions, we believe that the teacher must solve several problems such as:

- Processing information by using pedagogical skills
- Creating motivation
- Maintaining order
- Verifying performance (giving grades) (Stan, E., 2013).

A recent study measures the extent to which the new technologies are used in the educational sphere; thus, it was proved that around 40% of the urban schools in our country do not use electronic equipment within the teaching process; 90% of the parents believe it is necessary to use the new technologies during classes, and 65% believe that using this type of devices would lead to a more rapid knowledge assimilation (<http://infoub.unibuc.ro/index.php/2015-05-12-07-32-42/interviuri/3160-rezultate-si-concluzii-impactul-noilor-tehnologii-in-educatie-si-cercetare>).

When we talk about the new technologies, we do not bring into question only the positive aspects related to computers or digital textbooks; we also talk about the way they affect our lives in the negative way. Their permanent use can have negative effects upon the human health, but also upon the mental and physical health. Students should be aware of the fact that spending a lot of time in front of the computer not only has adverse effects upon their health, but where children are concerned the consequences can be serious, whereas the social reality is different from the virtual one. At the same time, spending a lot of time in front of the computer deprives the student of physical activity; and physical activity is recommended for at least half an hour a day.

Class teachers and managers that must be aware of the fact that integrating the new technologies in the educational sphere does not go without risk and therefore the new technologies should be used gradually and responsibly. The main benefits of using ICT refer to:

- Accessibility;

- Autonomy;
- Organization;
- Feed-back.

Among the most important tools within ICT we point out:

- Social networks where people share their common beliefs, values and attitudes;
- Professional networks - which focus on aspects related to a single area;
- Promotion and self-promotion tools;
- Communication tools;
- Assessment and self-assessment tools (Botnariuc, P., Gavriliță, A., Iacob, M., Tăsica, L., Țibu, S.L., 2011)

3. Educational policies regarding the use of the new technologies within the pre-university education system

The Ministry of Education supports the reform and development of the education system by integrating ICT within the pre-university education system and promotes the use of information and communication technology within the teaching, learning and assessment processes, but also at managerial level (Frunzeanu, M., 2012).

The specific objectives include:

- Improving the educational standards by integrating ICT as a didactic tool within the teaching - learning process (Frunzeanu, M., 2012);
- Ensuring the resources that are responsible for the development of interactive pedagogies based on the integration of ICT (Frunzeanu, M., 2012);
- Strengthening the institutional capacity and increasing management performance by integrating ICT at national, regional and local level (Frunzeanu, M., 2012);
- Developing a real and effective partnership for using ICT in education. (Frunzeanu, M., 2012).

Reaching these objectives could represent a step forward for the whole education system, whereas - as previously mentioned, the use of the new technologies within the educational processes is more than necessary.

Conclusions and sugestions

Through the aspects presented within this paper, we support the rational use of the ICT tools and the new technologies especially within the learning process, but also in terms of educational management. It is extremely important not to disregard these aspects given that our society is considered to be based on knowledge. We believe that students would achieve better results if the new technologies were used in school activities.

In this paper we believed it would be appropriate to outline the importance of using the new technologies within the educational sphere. We must not disregard the fact that their use involves multiple benefits, but also a lot of disadvantages. Under strict supervision, in the course of time students could make the distinction between veridical and erroneous information.

References

1. Bursuc, B., Popescu, A., (2007), Managementul clasei: ghid pentru profesori și învățători (Class management: guide book for teachers), Alpha Publishing House, MDN, Buzau.
2. Botnariuc, P., Gavriliță, A., Iacob, M., Tășica, L., Țibu, S.L., (2011), Utilizarea tehnologiei informației și comunicării în activitatea de consiliere (The use of Information and Communication Technology in counselling), The Department of Counselling and Educational Management, The Institute of Education Sciences, available at: http://www.ise.ro/wp-content/uploads/2011/08/Utilizarea-TIC-in-consiliere_2011.pdf, accessed July 16, 2015.
3. Eși, Marius Costel. (2010). Legitimizing the educational experience in the context of the Didactic. *Revista Românească pentru Educație Multidimensională*, II(4), pp.41-50.
4. Frunzeanu, M., (2012), Creșterea calității educației și formării prin noile tehnologii informaționale și de comunicare (Increasing the quality of education and training through the new information and communication technologies), available at: <http://www.asociatia-profesorilor.ro/cresterea-calitatii-educatiei-si-formarii-prin-noile-tehnologii-informationale-si-de-comunicare.html>, accessed July 16, 2015
5. Miclăuș, I.M., Miclăuș, M.M., (2007), Management general, Guttenberg Publishing House, Arad
Petrescu, I., (1991), Management, Editura Holding, Bucharest
6. Pop. V., (2013), Tehnologia – sursă de progres economic, *Intercultural Management Journal*, Volume XV, no. 3 (29).
7. Purcarea, A., Niculescu, C., Constantinescu, D., (2003), Management – curs pentru studenții anului I, available at: website: <http://ebooks.unibuc.ro/StiinteADM/management/2.htm>, accessed July 14, 2015.

8. Stan, E.(coordinator), (2013), *Managementul clasei. Gestionarea situațiilor de criză*
9. Terec-Vlad, L., Trifu, A., (2014), Ethics – A Compulsory Discipline in Pre-University Education in Romania, Yearbook of Petre Andrei University of Iasi – series Law, Economic Sciences, Political Sciences, 14, pp. 59-67
10. Terec-Vlad, L., Trifu, A., Terec-Vlad, D., (2015), The decisional moment and ethics, Ecoforum Journal, Volume, 4, Issue (1) 6,
11. Wittmer, J., (1978), Pour une evolution pedagogique, PUF, Paris,
website: <http://infoub.unibuc.ro/index.php/2015-05-12-07-32-42/interviuri/3160-rezultate-si-concluzii-impactul-noilor-tehnologii-in-educatie-si-cercetare>