THE IMPORTANCE OF MANAGERIAL EDUCATION IN PRE-UNIVERSITY EDUCATION

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Abstract

Education is one of the tools through which society motivates, guides and controls development processes. Managerial education is a discipline of education through which students are taught to be business leaders, principals, managers, principals and administrators. Managerial education will become more and more experimental. The pre-university education sector is of crucial importance for the development of its prominent role in laying the foundations for building human capital.

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Introduction

Education is one of the tools through which society stimulates, guides and controls development processes. Knowledge and mastery of managerial art is essential because knowledge of management as a complex process does not mean "guidance", and managers do not immediately ensure the success of an action. Leadership activity is defined in the literature as a set of "actions of planning, organization, guidance, control, decision on a system (organization, institution, group of people, process, technology), actions likely to ensure the achievement of the purpose set". From the point of view of education, management is a system of concepts, methods, tools of guidance and leadership, coordination, used to achieve the objectives of education, at the level of expected performance. The pre-university education sector is of crucial importance for the development of its prominent role in laying the foundations for building human capital. The global recognition of the importance of managerial education in this context has grown steadily in recent times.

Most specialists who study the importance and necessity of managerial education in the pre-university environment consider that it is as important as other disciplines. The prediction given by specialists is that managerial education will become more and more experimental. The fact that technology allows the democratization of the content of managerial education is really an added value for this field. This is especially true for essential but difficult skills to master, such as leadership, critical thinking, communication, problem-solving, empathy, learning agility, and the like. These are skills that require constant practice, reflection and feedback.

Literature Review

Managerial education emerged as a distinct field of study – the form of scientific management, in the first half of the last century in the United States, expanded and developed rapidly after the 1960s, and in Europe, especially in the United Kingdom, where there were a number of institutions such as the National School Development Center for Education Management in Bristol (1983), the School Management Working Group (1989) and the Teacher Training Agency (TTA) (1989), which were set up to impose national professional qualifications for directors.

The transformation of organizations in the industrial society into a knowledge society (80s and 90s of the twentieth century) led to the diversification of management concepts and the emergence of some such as learning organization,

(intellectual capital, core competency, TQM Total Quality Management), knowledge management specific to educational management.

The complex nature of managerial education cannot be included in a single managerial model. Among the first modern authors to propose such models, Cuthbert (1984), Bolman & Deal (1997), Morgan (1997), who, according to the elements considered as main factors, identify and propose several types of managerial approaches. Cuthbert (1984) presents the following group of models: analytical-rational, pragmatic-rational, political and phenomenological and interactionist. Bolman and Deal (1997) launch four models: structural, political, symbolic and human; and Morgan (1997) associates metaphors with organizations as mechanical, organic, contemplative, cultural, political, considering management as a direct consequence of their type. Later, Bush (2010), based on the level of agreement, on the objectives, the concept of structure, the level of environmental influences and leadership strategies appropriate to educational organizations, and defines five managerial models, developed in close connection with leadership style. The author proposes five managerial models – formal, collegial, political, ambiguity, cultural. All the models proposed over the years have among the design criteria the structure of the organization, the objectives and reporting of members to the organization, the organizational culture, the relationship between the organization and the environment in which it operates, the institutional background and the employees' relations, their hierarchical position.

Paper content

How can we define Managerial Education?

1. Managerial education is a discipline of education through which students are taught to be business leaders, principals, managers, directors and administrators.

Research is recognized as an important facet of both social and economic development. In fact, the progress of mankind is very much based on the speed of research. But the term "research" and research skills are seen more in the context of graduates of science and social sciences, and less in the context of management discipline. Therefore, it aims to highlight the need to increase research skills, with a focus on management graduates. After all, if organizations are to become sustainable and be governed in a more ethical manner, there is a need to change thinking from leadership education to create managers and researchers who will be able to create newer and better ways of doing things, organizational growth and therefore the development of society.

2. The act or process of passing on or acquiring knowledge and skills to develop the members of the executive or administration of an organization or business, managers or employers collectively. The process of being trained in techniques, practice, or the science of managing, controlling, or occupying, in the skilful use of resources, materials, time, etc.

"Competence" is "an acquired personal ability that is demonstrated in a person's ability to provide a consistently appropriate or high level of performance in a specific function." However, competency mapping models and theories about human aptitude, IQ, emotional IQ and, in general, everything related to human behaviour in terms of work, logic and emotions dates from the early 16th century in India.

According to Boyatzis [1982], competence refers to a capacity that exists in a person that leads to a behaviour that meets the requirements of the job in the parameters of the organizational environment and which, in turn, brings desired results. Thus, a skill is a basic characteristic of a person that is related to effective performance in a workplace or in a situation.

- Competence: a concept related to the person that refers to the size of the behaviour behind a competent performer.
- Competence: a set of knowledge, skills and attitudes needed to perform an efficient and effective job.

Thus, a skill is something that describes how an excellent job could be done and only describes what needs to be done, not how. Basic competence is something that cannot be copied and is the pillar on which the individual rests. However, competence or competences refer to skills, both explicit and tacit knowledge and abilities that include the human and behavioural dimension required for competence and excellent performance.

According to Raven & Stephenson [2001], individuals must demonstrate general competence in the following four areas:

- Competence in meaning: Understanding the culture of the organization and acting accordingly.
- Relationship competence: creating and maintaining connections with stakeholders in the task or organization.
- Learning competence: identifying solutions for tasks and reflecting experiences, so that what is learned improves the next completed task.
- Change of competence: acting in new ways when the task or situation requires it.

Managerial education is a higher education discipline through which students are taught to be business leaders, managers and administrators.

3. Managerial education is a higher education discipline through which students are taught to be business leaders, managers and administrators. Managerial education focuses on the process of transmitting or acquiring knowledge to develop the members of the executive or administration of an organization or business, managers or employers collectively, or to be trained in the techniques, practices or science of managing, controlling or occupying, in skilful way or resource use of materials and time.

The classroom is an experimental laboratory for students because they spend a significant portion of their school and college training years on learning goals. It is essential that the school and college environment be able to include positive behavioural traits among students in order to be able to develop the required skills and attitudes. Education is the basis for empowerment and development for every nation. It plays a crucial role in transforming culture, beliefs and values.

4. In all businesses and organizations, regardless of size, including private, non-profit, public and mixed property, this is the act of bringing people together to achieve the desired goals, using available resources efficiently and following ethical guidelines, striving create integrity and sustainable organizations and care as much as possible for their communities.

Impediments to the acquisition of integrity skills in learning institutions may be the result of poor management of integrity, lack of consultation with employees and owners or their representatives / general managers of the company / managers who perpetuate in the knowledge of a toxic management environment. Personality conflicts that may exist in the process of providing the transfer of knowledge and skills may lead to delays or refusal to communicate a philosophy of integrity in the management process.

The personal attitudes of individual employees, which may be due to lack of motivation or dissatisfaction at work, can lead to the teaching of insufficient or inappropriate integrity. Integrity suggests a person whose self is solid, undivided and complete. Learning integrity challenges us to face new experiences and allows us to develop a global mindset. Self-examination of personal, cultural or organizational values can come from new experiences, from leaving the security of what we know and living something new and different. To embrace innovation, people need to learn to teach by addressing adaptability and flexibility to be able to cope with changes

that occur with the speed of light. Integrity process and educational philosophy, information transfer using e-learning, blended learning, social media and personalized learning environment can be one of the effective ways to acquire integrity skills in management. [Odrakiewicz, 2010]

5. An academic management discipline that transmits knowledge intended especially to members of the executive or administration of an organization or business, managers or employers. The management discipline aims to train students in the techniques, practices to manage, control or treat, skilfully or with the help of other resources the use of materials, time, etc.

Quality management in the higher education system has gained importance in the recent global past. Many regions of the world have taken many initiatives to standardize criteria related to quality management and quality assurance. Globalization and liberalization have also placed emphasis on increased quality standards in managerial education. In order to be endorsed for maintaining quality standards and quality assurance, most management institutes focus on accreditation by renowned national and world agencies. In the last two decades, the number of business schools seeking accreditation has grown rapidly. Accreditation has been defined as "the status granted to an institution or program within an institution that has been evaluated and whose value meets or exceeds the quality criteria of education". [Young *et al.*, 1983] According to McFarlane [2010], the concept of quality has become synonymous with accreditation. Accreditation serves several purposes for business schools, including quality assurance for schools and stakeholders, the ability to make referrals and network with their peers, marketing benefits. This is why international accreditation bodies have recently developed and become popular as a marker of distinction by business schools around the world. [Nelson, 2011]

6. The link between religious beliefs and ethical attitudes in the workplace

Although more research is needed, the positive link between religious beliefs and ethical attitudes in the workplace has been increasingly documented. Empirical research linking religion and ethical values, as well as managerial attitudes, decision-making, and responsible business conduct, finds that people with a religious inclination tend to show better decision-making in ethical contexts, accepting less questionable ethical behaviour, and have a higher level of focus on corporate social responsibility.

7. The educational process in business schools prepares students to become future managers in order to have the skills and abilities to lead others.

Competence is a set of knowledge, skills and attitudes needed to perform a job effectively. Thus, a skill is something that describes how an excellent job could be done and only describes what needs to be done, not how. Basic competence is something that cannot be copied and is the pillar on which the individual rests. But competencies refer to both explicit and tacit knowledge and skills that include the human and behavioural dimension needed for excellent competence and performance. According to Mkrttchian & Stephanova [2013], individuals must demonstrate general competence in the following four areas:

a) Understood competence: Understanding the culture of the organization and acting accordingly;

b) Competence in the relationship: creating and maintaining connections with stakeholders of the task or organization;

c) Learning competence: identifying solutions for tasks and reflecting experiences, so that what is learned improves the next completed task;

d) Change of competencies: acts in new ways when the task or situation requires it.

8. Difficulties in recruiting and retaining talented teachers

The field of managerial education has difficulties in recruiting talented teachers.

Recent studies indicate that there is a limited supply of positions in managerial education. These offers feature attractive salary packages and many other benefits. At the same time, the demand for these jobs is very low.

Why is it so difficult to attract and retain talented management teachers? What could be the secret in this field of managerial education that would make outstanding teachers love their profession? From the late 1960s to the early 1980s there was a strong interest in job satisfaction and teacher satisfaction. In the last decade, little attention has been paid to teacher satisfaction or its effect on students. Teacher motivation is strictly connected with teacher well-being and job satisfaction, as it looks international surveys focused on teachers and school leaders in relation to six areas: learning environment; appraisal and feedback; teaching practices and classroom environment; development and support; school leadership; self-efficacy and job satisfaction.

Conclusions

Three predictions about the future of managerial education can be made.

First and foremost, advances in technology and information converge towards the continued democratization of managerial education. If management is ubiquitous and

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difficult to do and counts for organizational performance, then we cannot avoid the conclusion that managerial education will continue to evolve to serve a wider range of pupils / students. This is especially true for "content": theories, concepts and techniques associated with management and will be more accessible on socio-economic backgrounds, age demographics, etc. Schools need to be recognized for their efforts and expertise in working with distant learners, especially with distance education becoming more mainstream and expected of all instructors. [Simons *et al.*, 2019]

Consequently, managerial education will continue its dynamic migration from content providers to various categories of consumers.

The second prediction is that managerial education will become more experimental. While technology allows for the democratization of the content of managerial education, it is also an advance to provide what is truly considered added value. This is especially true for essential but difficult skills to master, such as leadership, critical thinking, communication, problem-solving, empathy, learning agility, and the like. These are skills that require constant practice, reflection and feedback. In our experiential future, the value of education will depend less on the time spent in class and more on our ability to turn actions into perspectives. Given the role of teachers as leaders of learning, there is logic in considering teachers as role models to their students. By acting as role models, teachers influence the morality, work ethic, citizenship, and character of their students. [Nadelson *et al.*, 2020] Experiences will result not only in personal and professional transformations, but also in social capital, the genre that brings together different perspectives and is vital for creativity and innovation.

We will increase the value in the space between work and education – between work and learning. We will develop business leaders in the future. And here many business schools will thrive. Teachers should tend to be content and process-based, which may reflect a perspective of teachers as managers, rather than being based on organizational structure, which would reflect teachers as leaders. [Nadelson *et al.*, 2020] Success in the world of changing managerial education will not be guaranteed. Some schools will not adapt fast enough. As in other businesses, some will not use the right talent – the only thing harder than practicing management is learning it. Some will not reinvent their programs for a world where managerial education is more fragmented and personalized, with students following their own paths and consuming education from a larger number and variety of providers, in smaller parts attached to credentials that "stack" together in a multitude of ways.

The third prediction is both less obvious and less reliable. Managerial education will become the driving force of positive change in business and society. The aim is to focus first on attitudes, which later lead to skills. Their role is to develop communication, critical and creative thinking, problem solving, effective collaboration and local identity. In terms of business, it promotes the accumulation of knowledge on market analysis, the wider economy, marketing and sales. Because it will be more accessible, it will reach and have more potential leaders. Because it is more experiential, it will become more meaningful. As management counts for performance and social welfare in a multiplicative way, the overall impact will be significantly amplified.

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