

THE MANAGEMENT OF THE PRESCHOOL GROUP: VALUES, PRACTICES AND IMPACT

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ABSTRACT

We live in a society that is in a process of continuous change, and the acceleration of progress creates an environment and a new style of life. We have opportunities, we can open more doors, but we have an obligation to solve some major problems. Assuming that human society will join a man "capable" of progress and adaptation aims to add value to the institutions' role in the formation of such a man, according to which the school has an obligation to ensure an conducive personality development by well-trained teachers, with a new vision, values and practices necessary for quality management. The research aimed to evaluate how that ensure quality in education, the way in which the teacher becomes manager class, especially the way in which it manages to establish certain necessary elements of improving the quality of education.

KEYWORDS: *management, preschool, role-models, TQM, values.*

JEL CLASSIFICATION: *J 24.*

1. INTRODUCTION

Because of the fast and continue changes of our society, the school is obligated to a continue readjusting, to make people compatible with society.

The child, the main character in education and the making of a society, he needs enough resources of knowledge to increase stubbornness in society. The educator is the one who needs to models itself, he needs a new educational mentality based on democratization of the educational system. The educator is the manager of the class of students, he plans, organizes, coordinates, motivates, trains, controls and evaluates. So are the kindergarten teachers prepared for this statute. The purpose of the research is to redeem certain practice and values.

The society is trading new expectations to the kindergarten, being the main responsible for the actual problems from the view of preschool stage, which represents the first stage of the formal education. From this point of view each preschool institution building itself its own instruments and strategies required to assurance and continuous improvement of the quality of the offered attendance. The organizational culture represents all the factors that specialize and customize one institution from another. The organizational culture includes in its centre of interests: symbols, traditions, value systems, rituals

Preschool period is the most important period regarding the physical and psychological development of the child. The role of kindergarten and kindergarten activities in default of all education is the foundation of the child. Social games are constructed to develop and strengthen skills for preschool cognitive development, language, emotional and social-emotional.

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2. CONTENT ANALYSIS

The research aimed to evaluate how that ensure quality in education, the way in which the teacher becomes manager class, especially the way in which it manages to establish certain necessary elements of improving the quality of education.

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In order to meet the objectives and hypotheses have chosen as research tools:

- The investigation questionnaire
- Analysis and management of school documents
- SWOT Analysis
- Case Study.

In the present article will be presented only certain items in the questionnaire.

3. THEORETICAL APPLICATIONS

3.1. Preschool education in the EU and Romania - A short history

Preschool education constitutes the first stage of the education and training, mainly aimed mental and physical development, prepare children to integrate successfully into school, especially for integration into society.

Preschool or golden age of childhood is the age the biggest fundamental acquisitions, whose evolution will see and influence the adaptation of the child throughout his evolution as a human. The process of becoming as unique person, fully functioning independent and has its roots in early childhood (Tomş a, 2005).

All children are important and all of them have their strengths and weaknesses. No one should be left alone with his or her learning problems or with any other difficulties. (Stan, 2014).

Each educational system guided by certain models, but differ from each other by: values, principles, economic, social, political, traditional culture, etc. Each country adopted a certain style, drawing some educational system after some law reforms etc. Main dedicated preschool education systems in Europe are France, Germany, Spain, Finland, England, Norway, Bulgaria, Austria, Belgium.

For example in France, child care policy is part of family policies, social and employment policy and education work. Parents who have children under three are free to choose. Children aged between 3 and 6 years must be guaranteed all together in kindergarten (ecole maternelle). Kindergarten is a favorable place that stimulates the child's development in all fields of development: mental development, socioemotional, cognitive, language / communication, learning ability, attitude.

Regarding education system in Finland can be said that the Finnish education system has evolved a lot, have practiced transfer of best practices. They have took what best educational systems in the world. They borrowed a lot of British education, but they have adopted their own cultural characteristics. The Finnish system has used the experience of each person experienced. They are very concerned about the practicality of each thing. Although the best performing education system in the world is one in Singapore we can say that Finland is a leader in Europe.

The system of early childhood education and care, existing policies bring to the fore unconditional support. Therefore every child deserves a quality education, respecting individual needs and

curriculum. The main documents available for the proper functioning of the system are: the main curriculum for preschool education and the national curriculum norms for early childhood education and care. Pre-school education is totally free, benefiting from free social services and counseling and needs assessment of each child with his parents and teachers. Educational Partnership is one of the major principles of the system, based on trust, respect, communication.

Safe and caring learning environment, once in school, each pupil should feel safe and preserving the emotional well-being of everyone in the school is the ultimate aim during any moment and action. No bullying is tolerated (Wagner, 2012).

The Declaration adopted by United Nations General Assembly, Special Session on 10 May 2002 contains the main components required to build a world puzzle only child. These ideas help preschool Romanian education system to build a strong and sustainable system:

- interests of children must be the main objective for all actions relating to children.
- Investing in the children and their rights is one of the most efficient ways of eradicating poverty.
- Every child is born free and equal in dignity and rights.
- Children must be part of a best possible start in life.
- All children should have access to and complete primary education free, compulsory and of good quality.
- Children and adolescents are citizens the ability to contributions to building a better future for all.
- A better world for children is a world where all children will enjoy years of childhood a time of play and learning when children are loved, respected and pampered when their rights are promoted and protected, without any discrimination when their safety and wellbeing are considered primordial and you can develop in health, peace and dignity.

The year 2008 is a year of on particular significance concerning preschool education, curriculum changes, new ones come "curriculum for early childhood education from 3 years to 6/7".

Romania must respect the children, and this task to rests with education, which is to provide them with proper education since kindergarten, during whose age is considered by psychologists essential further development of the human being. The education system must offer a quality education, addressing an assembly of components: quality of life, environmental quality, quality of products, quality of information, products transmitted quality services. Between Preschool aims specifically aimed at the formation of attitudes Familiar quality in every child, resulting in the formation of behavior.

The quality of education depends largely on the quality of services: the quality of the educational process, the quality of organizational management, quality of care services.

By a large influence on regards quality assurance in education is the primordial role of the teacher. There are three interdependent areas of educator behavior that impact impact on child development:

1) The organization grouped in different areas, allowing children to work individually or in groups. This form of organization has positive effects on social development and language.

2) The introduction of different types of accessible and appropriate teaching materials for children, with suggestions for structured educational activities. This makes it possible for children to become involved in the game developed and at the same time, to develop new social skills and emotional.

3) The quality of teacher-child interactions, both from the perspective social behavior management - to stimulate discussion of self-expression, encouraging independence, etc., and from the point of view of language development - time management component in speaking / oral expression and encouragement of children they have opportunities to express themselves more may.

„All reponsible parents of newborn baby have hopes for her/his future. Intuitively, most people feel that the process of a child`s learning through education is linear. It start from birth and slowly but

surely makes progress towards the ultimate aim. Learning and education should be seen as organic" (Jukka Kangaslahti, 2012 p.146).

Another the generator factor of quality in education is a good parental involvement in the educational process. Parents, indirect beneficiaries bridge is established between actions at home with the children for kindergarten.

"Total quality management is the top fields of management education, building new platforms for the organization and management of organizations interested in quality of participation of all members in the organization's success, the success of the people involved" (Matei, 2012, p. 68).

The research aimed to evaluate how that ensure quality in education, the manner in which the teacher becomes manager class, especially the way in which it manages to establish some necessary elements of improving the quality of education.

3.2. Research Methodology

The research is chased a perfect harmony between quantity and quality, given that the they precede each other. Choosing research methods depended on the nature of investigative tools appropriate to the time needed to perform it but not least the desired depth required to demonstrate the assumptions.

Purpose and research objectives

The research aimed to evaluate how that ensures quality in education, the manner in which the teacher becomes manager class, especially the way in which it manages to establish some necessary elements of improving the quality of education.

Objectives:

- Assessment of the way through which the teachers ensures education development processes in different fields (mental, social, moral, intellectual, emotional, physical, language / communication and ludic) of preschool children;
- Evaluation of the partnership between the kindergarten parent, for a better development of activities in kindergarten, especially for fostering a climate conducive to child development;
- Investigate the type of kindergarten beneficial for normal development of the child, but also the environment for achieving this.

The variables research

The variables refers to a lot of objects, people, people's responses, countries, armed conflicts etc, which we call cases, and an attribute common to all objects. In each case, the variable has a value.

The dependent variable: child development (mental, social, moral, intellectual, emotional, physical, language / communication and playful).

Independent variables: the type of kindergarten, employment status, education, teacher experience, origin, management models.

The research hypotheses

1) If in kindergarten teachers create a climate favorable to the development of the child all 7 fields of development: mental, social, moral, intellectual, emotional, physical, language / communication and playful, the impact on child development will be a strong one based on grade values and interactive behaviors of superiority.

2) If kindergarten through teacher managers - also known ensures quality in all its segments - organizational management, administrative, financial, applicability correct curriculum, teaching methods specific preschool level, the process meant to foster child development will be one of quality under age particularities.

Sample – Characteristics

The research held in three preschool, two in Bucharest (one public and one private) and the other in Teleorman county, township Peretu (public preschool). were surveyed 45 teachers.

In the present research were is chased following key features:

Kindergarten teacher:

(a) Professional status:

- Professor for preschool: 24
- Institution: 4
- Education: 13
- Non Qualified (with other higher education) 4 teachers

(b) Experience in education:

Table 1. Experience in education

The number of subjects	2 year	3-5 year	6-10 year	11-15 year	16-20 year	21-25 year	25-30 year	30-40 year
45	3	8	12	3	5	0	2	12

Source: authors

(c) Didactic grade obtained:

Table 2. Didactic grade

subjects	no definitive didactic grade	definitive didactic grade	Didactic grade II	Didactic grade I
45	3	10	13	19

Source: authors

The methods and research tools

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4. RESULTS

The role of the teacher in production and quality assurance of: views, viewpoints, conceptions.

Table 3. The profile of a good quality kindergartens

Tipes of response	Number of responses	Percentage
The educational process is performed according to the program	30	67 %
Material facilities	28	62.22%
Well-prepared teachers competent	35	77.77%
Centering on the child's mental development and motor	39	86.66%
Efficient collaboration between all stakeholders in process	15	33.33%
Efficient communication between the members of the institution	10	22.22%

Source: authors

As it can be seen in the table the above through a kindergarten quality as an institution, the teachers believe that all activities should be focused on intellectual development and motor child in the proportion of 86.66%, followed by teachers with a very good training, skills (77.7%). Equally important it is that the educational process to perform under the current program, this response category has a share of 67%.

Efficient communication inside the institution is another type of response, accounting for only 22.22%, this does not sound at all satisfactory, because communication between members of the institution (kindergarten) is primordial one, related to the harmonization of training and work environment. The percentage of 33.33% rests collaboration with all factors involved in the educational process. To achieve and correct implementation of the new curriculum, which is divided into six main themes the annual study that requires many teaching materials topical educators believe in the proportion of 62.22% that the existence of such materials (computer, means audio-video, new teaching materials) improves and affects the quality of education from kindergarten.

Knowing the personality of a good teacher – components

Table 4. Key policy issues that define the conduct of a teacher "good"

Indicators	very high		high		medium		low		very low	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Professional skills	44	97.78%	1	2.22%	0	-	0	-	0	-
dedicated man	39	86.67%	6	13.33%	0	-	0	-	0	-
Attention and love with children	41	91.11%	1	2.22%	3	6.67%	0	-	0	-
Interested in everything new	33	73.33%	6	13.33%	6	13.33%	0	-	0	-
Concerned about the positive changes in children	42	93.33%	3	6.67%	0	-	0	-	0	-
Relate calm, effective with children	43	95.56%	1	2.22%	1	2.22%	0	-	0	-
Availability in communication with his parents	41	91.11%	2	4.44%	2	4.44%	0	-	0	-
Efficient communication director	44	97.78%	0	-	1	2.22%	0	-	0	-
Motivates and stimulates children lazy	44	97.78%	1	2.22%	0	-	0	-	0	-
Motivates and stimulates children shy	44	97.78%	1	2.22%	0	-	0	-	0	-
He has the skill to treat children with differentiated	29	64.44%	10	22.22%	5	11.11%	1	2.22%	0	-
Record the achievements / progress of children	33	73.33%	7	15.56%	3	6.67%	2	4.44%	0	-
Stimulates children with increased capacity with rape rates	37	82.22%	8	17.78%	0	-	0	-	0	-
Invest time in preparing its capacity is continuing self-improvement	36	80%	8	17.78%	1	2.22%	0	-	0	-
It has the ability to exercise powers apply "best teacher"	33	73.33%	8	17.78%	4	8.89%	0	-	0	-
dedicated man	33	73.33%	8	17.78%	4	8.89%	0	-	0	-
forbearing	12	26.67%	33	73.33%	0	-	0	-	0	-
pretentious	7	15.56%	25	55.56%	0	-	0	-	0	-
the flexible	13	28.89%	9	20%	0	-	0	-	0	-

Source: authors

From the table foregoing that the the teachers appreciate and consider a teacher "good" as the first professional competence (97.78%).

Furthermore considered the same extent (97.78%) as being an essential thing skills and attitudes following categories: communicating effectively director, motivate and stimulate children lazy, motivate and stimulate children shy.

Any good teacher is attentive and lovingly with the children (91.11%) were preoccupied continuous positive changes in children (93.33%). The teacher, by the very nature of the profession demands a calm relationship, effective (95.56%) good communication with the parents group (91.11%).

Always a teacher "good" will invest time in his professional, continually perfected, dedicated trade (73.33%) will be able to build the necessary foundations for education will meet with distinguished 'company'.

We can see a very high percentage regarding of the work satisfaction of teachers at children group. Thus 85% of the surveyed teachers are satisfied to a great extent, leading to the conclusion that they understand and correctly apply the educational program.

The educational climate - milestones to behavior a good colleague

Effective communication in an institution is a necessary element in the smooth running of the educational process because The educational gives grades warm climate, pleasant, relaxing and enthusiasm needed to create a good provisions in the time spent at work.

The teachers surveyed chose to lie and to give the highest percentage (91.11%) indicator which reflects at new comunicativitatea and open. To a very large extent (86.67%) they consider that a colleague must be active and motivated actions they undertake to help the institution (73.33%), to be understanding and to help the fellow (68.88%). Responsiveness, honesty, sincerity are the elements that define a large extent the conduct of a good teacher.

In a school climate it is very important because you spend some time there carrying out an activity which requires relationships between people in that institution. Ideal colleague from work the respondents have the following qualities: communicative - open to dialogue, active and motivated, show empathy in dealing with colleagues, responsive, honest and sincere.

Regarding the Hypothesis testing, 1) If in kindergarten teachers create a climate favorable to the development of the child all 7 fields of development: mental, social, moral, intellectual, emotional, physical, language / communication and playful, the impact on child development will be a strong one based on grade values and interactive behaviors of superiority.

2) If kindergarten through teacher managers - also known ensures quality in all its segments - organizational management, administrative, financial, applicability correct curriculum, teaching methods specific preschool level, the process meant to foster child development will be one of quality under age particularities. They were checked. The results of indicators show that the educators, managers know and ensure quality.

The quantitative results of applying the questionnaire on educators highlight the following: a kindergarten through grade "good" means that: teachers have a very good training, skills (77.7%) and that the educational process is done according of some programs (67%).

I believe that for quality education must not make deviations from the main beneficiary child - let your child understand the world slowly but surely. Do not limit anybody in any way they positive desire for knowledge, or to limit access to the means necessary discoveries to let him play, to leave them can making some errors.

Research limits: During this research certain situations have arisen, some of them beneficial for this research, simplifying the data collection, others making harder the analysis and the interpretation of data. The limits that effects the final results are: The difficulty of finding the private kindergartens that supports to be a part of the research Waste of time The reluctance of teachers to answer the survey questions.

5. CONCLUSIONS

Regarding the Hypothesis testing,

- 1) If in kindergarten teachers create a climate favorable to the development of the child all 7 fields of development: mental, social, moral, intellectual, emotional, physical, language / communication and playful, the impact on child development will be a strong one based on grade values and interactive behaviors of superiority.
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We have managed to collect and process data on the means necessary improve quality in kindergarten. The highest percentage (84.44%) lies with service training of teachers, followed by Equip with modern audio-video necessary for proper execution of activities at group level (73.33%). Transparency of the activities of kindergarten (64.44%), has accumulated a significant, given that in recent years the Romanian educational system puts great emphasis on educational partnerships with parents, local authorities, church, etc., leading to transparency in the act education.

Initial training of teachers is very necessary as an educator with good training, will fail to develop key skills and pre-school groups, thus helping them to develop in all fields: mental, social, moral, intellectual, emotional, physical, language / communication and playful (Toader, 2011). Directories kindergarten considers that it would be changed to a very high quality of training in management skills of preschool institution. Also important are the relationships established with local authorities and inter-institutional cooperation network of kindergartens.

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