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EDUCATION AS A DIMENSION OF HUMAN DEVELOPMENT

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Abstract: *QUALITY IS A CONSEQUENCE AND NOT A PREREQUISITE FOR EMPLOYMENT. HOWEVER, WHERE THERE IS A CONSTANT REFERENCE TO ANY BUSINESS AND MORE SO THE UNIVERSITY, THE RISK OF EROSION AND LOSS OF LAND PRESTIGE IN A MARKET INCREASINGLY COMPETITIVE EUROPEAN HIGHER EDUCATION IS BECOMING MORE PROMINENT. WHO WOULD LIKE AT LEAST SOME OF ROMANIAN UNIVERSITIES APPEAR ON PRIVILEGED PLACES IN EUROPEAN OR GLOBAL CLASSIFICATORY SYSTEMS BASED ON ACADEMIC QUALITY AND PRESTIGE? THE QUALITY AT THIS LEVEL MUST BE ASSESSED BY REFERENCE TO THE LEARNING OUTCOMES AND TRAINING AND NOT JUST BY CONSIDERING SOME INDICATORS OF "INPUT" (EDUCATIONAL FACILITIES, TEACHING STAFF ETC.); WE SHOULD FOCUS ON THE PROCESSES FOR OBTAINING THE DESIRED RESULTS.*

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INTRODUCTION

Total quality approach is becoming increasingly popular in Romania. A statement century antique XIV clarifies that concern for quality is not recent: "If our factories will know and be able to achieve a high quality of our products, then foreigners will find it advantageous to buy from France Their money will flow to the kingdom." (1664, Colbert, minister of Louis XIV, France). As advertising the principle of continuous improvement and improved quality of vision throughout the four major approaches to the current form: inspection, quality control, quality assurance and total quality management. The current concept of total quality means "a policy that organization tends to permanent mobilization of all its members, improve the quality of products or services they performed and the quality of the operation and its objectives in relation to the environment". So the



quality required by the client (individual or company - in the case of education) and he says the word and supplier customer relationship (sic training person benefiting from it providing educational services), orientation of the customer, leadership, involvement of people, continuous improvement They are last word in organizations and propose overall quality.

MAIN BODY

In Japan, experts consider that at least the following two reasons why quality management plays an important role in the current business administration: allows companies to better respond to demands expressed by consumers.

As the production, distribution and communication have expanded and developed into the global economy has become increasingly easier for consumers to buy what they want, wherever and whenever they want. Low quality products gradually begin to disappear from the market. If companies want to evolve, they must adopt a new attitude towards quality management.

Companies must seek and identify consumer needs carefully and use information obtained in order to develop products and / or services with quality becoming higher; increase the efficiency of business management. Companies that focus on quality are better. Ideas are more easily generated, creativity flourishes, and labor productivity improves. (2, p. 96)

In the literature are found many definitions of marketing, equally relevant. Due to the nature of marketing processes, ways to implement marketing decisions, new visions of what constitutes an act of marketing and as a result of different levels of perception and approach to this aspect of the market economy, definitions and interpretation of marketing They are varied and continuously adapted to the new realities of the economic environment.

The first definition of marketing was formalized in 1935 and was adopted by the National Association of Marketing Teachers, the predecessor of the American Marketing Association (AMA). Reconfirmed in 1960, the primary definition of marketing was replaced in 1985. Definition reconsidered later in 2004 describes marketing as an organizational function (Curelar, M., 2016). and a set of processes designed to create, communicate and provides customers value and maintain relations customer the benefit of the company and its owners.

According to the official policy of the most prestigious organizations in the field, AMA definition is updated every 5 years to better respond to existing realities. The latest amendment defines marketing as the process of planning and executing the concept of product, pricing, promotion and distribution of ideas, goods and services, to create changes that satisfy individual and organizational objectives.

Educational Marketing recently constituted a distinct scientific theory capable of contributing to the development and improvement of processes occurring in education. Given that education has acquired the ability to be the object of international trade and experienced a diversification of providers according to legal forms, such specialization levels and types of programs, training models etc., requires that educational marketing a new organizational vision orientated application of tools in the economic sphere. These conditions concurrency international and national environment which runs "education business" determines makers at different (Manasia, 2020, p.22) levels to push up the overall approach and educational phenomenon.

Although spheres of commercial marketing and marketing services have developed significantly, with models and theories that have become universal, as a result of my investigation I found that educational marketing is still an area becoming, in the process of delimitation conceptual and asserting that requires a praxiological unsubstantiated and models that could be applied in various cultural context's the political and socio-economic.



Considering the need for optimization and continuous improvement means that the education motives (Paliță, 2013, p.87) system can contribute to the establishment, strengthening and development of human society, it should more strongly promote educational marketing from his perspective dimensional philosophical, procedural and methodological - assuming, implicitly, new approach to educational activities. The new vision incumbent shift from the traditional approach to learning concept that the institution and the system as a whole needs to move towards market needs and consumer requirements by achieving objectives and functions.

Knowledge of public expectations of the educational process underpinning the development of marketing strategies to ensure maximum performance of the educational offer. To the educational marketing strategies can be found all elements and aspects of the field: the educational market services / education programs, consumers. Choice of marketing strategy is a milestone in the work of any institution that completes the process in which defined the mission and aims, based on a careful analysis and the general situation in the field relevant to the particular institution and concrete. Marketing Strategy designates the main coordinates of attitude and behavior of the institution to achieve their objectives. The strategy consists of all concrete objectives set for a specific period of time, the means and methods by which they put into practice, expressing trends and requirements that are necessary to achieve stability. The performance usually develops long-term strategies, medium and short targeted, realistic detailing the appropriate tactics. In this way both institutions respond to requests immediate changes in the environment and assignment to conduct long-term, allowing a unified vision, coherent and forward-looking.

The marketing strategy sound serve as a basis for formulating decisions institution aimed at enhancing its performance. For the purposes of that marketing strategy will reflect the most important aspects of Institutional scope, targeting perspective of the institution, responding to market demands and ways to respond to these requests, correlation of the resources available, choosing one way followed etc.

In the case of institutions, marketing is based on innovation, on creativity. It means that the institution to have a clear strategy to continuously invest to achieve it, to anticipate future consumer needs and satisfy them faster and better than its competitors, so as to establish close relationships with consumers long term..

To achieve these objectives, it is necessary to know the factors that act in close contact and interrelation and influence consumer behavior training. Although there are various classifications of marketing factors, the best known and applied remains the Board Ph. Kotler, who divides in social, cultural, psychological and personal (1, p.334-338).

Practice shows that, at present, the adoption of relevant decisions in any field, including that of education is directly linked to enable decision-makers to have all the information and substantiation required. In the market economy, market research can only provide such data and information that, properly used, can print decisions adopted a realistic character and can ensure success. That is why collecting information and market research are equally important in the marketing business.

In a situation in which we believe the education system a market within which enables different service providers/educational programs, the information on this market are crucial to achieve the subsequent marketing activities. Knowledge of the structure of market functioning is important in terms of demand for educational services for the institution to embark supplying the market with appropriate educational offer. In the view of marketing, market analysis requires knowledge of the main aspects that characterize: market profile, size and market dynamics of each supplier in the market place. The marketing of the institution must take into account the place that it has or intends to deal in the education market. To this end, it shall evaluate *the institution's position*



in the market where it appears with its services, usually with other bidders, providers of the same services or similar services. Step entails the design characteristics of the service and its establishment of a distinct image, addressing, in particular, segment / target segments selected. Educational services indicate where the position they occupy in the minds of consumers in relation to services competition.

In the context of knowledge and competitiveness civilization when producing globalization and international competition, values and meanings acquiring transnational education, the core of which is man, intangible heritage value of any nation. (Manasia, 2021, p.117) Assuming that in such a society man needs skills, many of the new or radically improved over those of a decade ago, it must naturally question "": Where these skills are formed and who should know the needs of the individual and society to form the most appropriate jurisdiction? Obviously, in school, in university, but also through continuing education, in the workplace or otherwise institutionalized framework (3, p.130-132).

The difficulties facing schools today regarding the subject of quality management are the lack of strategies and policies in the field of quality management at institutional and piecemeal approach to quality assurance detrimental systemic approach, insufficient information and staff training universities all levels in quality management and quality systems, addressing quality principles identifying nonconformities and correct them instead of preventing problems, insufficient focus on the needs of customers and partners and focus on the possibilities of internal resistance to change and complexity promote change mentality, attitudes and behavior.

In management of educational institutions, the weaknesses lie in:

- Solving orientation and quality alleviate problems as they occur, and not continuously increasing quality of processes and activities that generate these problems;
- Duality of organizational structures and the trend towards self-isolation in education of staff and functional subdivisions;
- Imperfect measurement processes analysis and quality management of the institution
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In seeking solutions to modernize higher education reveals the interest of educational institutions towards quality management models.

The basic idea (Curelar, M., 2015). is that our higher education quality management must be radically improved, whereas external pressures of the planned "European area of higher education" and the internal requirements of national economy and culture are becoming stronger.

Quality assurance and quality management in initial education and training is an area of intervention that requires mainly the development and implementation of systems and procedures for the assessment, management and quality assurance of educational activities and initial and ongoing training and professionalization of managerial activities at level education providers

It takes into account mainly the institutions and bidders education and training in the formal education system. The main actions planned are: the creation and development of systems of quality assurance and management in education and training; development of training programs in educational management and quality management; develop mechanisms for monitoring the insertion of graduates on the labor market to adjust the educational offer in line with developments in the labor market; creating and developing quality assurance mechanisms and management education in non formal and informal learning contexts.



CONCLUSION

The quality of education in Romanian schools aimed finalities anchored in the European context paving the way for opportunities for European knowledge society. Pupils, students and teachers need to be aware of appropriate studies need to be used effectively throughout Europe.

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The future of higher education competitiveness and excellence must be balanced with social cohesion and freedom of access and equity united European higher education - which now comprises more than half the population of Europe - can improve the life of the whole continent.



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