

## **ENSURING FUTURE RESILIENCE IN EDUCATION THROUGH INNOVATIVE MANAGEMENT INTEGRATING ENTREPRENEURSHIP EDUCATION IN SCHOOLS**

**Simona BRĂTĂȘANU<sup>1</sup>**

**Abstract:** *The paper investigates the impact of entrepreneurship in the educational management system, the management's ability to organically integrate the school institution into the community and to capitalize on the community's potential to meet the educational needs of society. Also, the paper analyzes the resilience of the organization to the negative effects generated by crises in the economic, social and political environment and the stage of implementation of entrepreneurial education. For the elaboration of the article, we investigated, through the study of documents and observation, the management of organizations in correlation with the theories of scientific management in order to increase the effectiveness of the management activity of an educational institution. The descriptive and applied empirical research aimed to identify the potential of entrepreneurship and entrepreneurial education in correlation with the challenges from the external environment, respectively, the capacity of pre-university education institutions to face these challenges by capitalizing on the school's relations with the community and management functions: forecasting, organizing, coordination, training and control-evaluation, consulting the specialized bibliography and managerial documents of the schools. The methods used in the survey of national and foreign literature were: comparative method, analysis, synthesis, qualitative, descriptive and applied analysis.*

**Keywords:** *entrepreneurship, educational management, entrepreneurial skills*

**JEL codes:** M21, I21

### **Introduction**

In a global economy shaken by economic, political and natural crises, "entrepreneurship and education" can be appreciated as "performances of existence" for each country. At the meeting The World Economic Forum in Davos (2023), many participants argued that in the next 10 years, fewer and fewer countries will have the financial resources to invest in green technologies, education, care and health systems. From the studies of scientists and organizations skilled in analysis, the idea emerges that economies that will wait to respond to the negative effects that propagate with greater or lesser intensity from one country to another will experience greater losses. Returning businesses to meaningfully positive results will be more difficult in the current environment. Practice shows that many companies fail to reach the results of 2008, after the crises of COVID 19. The war in Ukraine amplified the problems with "energy supply crisis", "rising inflation", "food supply crisis", the cost of living having an upward trend. Crises put companies in difficulty, many will go bankrupt, but they also create a vacuum in which new businesses can develop. The entrepreneur is the individual who identifies an opportunity and quickly capitalizes on it through creativity and innovation, taking the risk and running the business. International bodies support a proactive

---

<sup>1</sup> PhD, "Valahia" University of Targoviste, e-mail:simonabratasanu@yahoo.com

DOI: 10.29302/oeconomica.2022.24.2.12

attitude on the part of each state, rigorous analysis, clear support measures and regulations to reduce or eliminate the causes that affect the economy, business environment and society in general.

A holistic assessment of an ecosystem includes a number of factors including: public policies, markets, access to capital and finance, human resources, culture and support measures (Niculescu, M, et. al,2022). The complexity of the factors influencing the business is greater in the context of globalization, requiring the entrepreneur a series of qualities, attitudes, capabilities and knowledge. At the international level, entrepreneurship experienced a regression after the economic crisis of 2008 with a few percentage points from 55% in 2009 to 42% in 2012 according to the EU Eurobarometer. According to the data provided by the Global Entrepreneurship Monitor and the European Commission, Romania was the first country in the EU in terms of entrepreneurial intentions, during the mentioned period. In a study carried out by EY Romania, 56% of young people consider it appropriate to become entrepreneurs, but, after accumulating professional experience, 57% want to become entrepreneurs and not managers (Ion, Istudor, 2014). Documentary analysis shows that education does not provide the necessary contents for an entrepreneurial career through school programs and learning contexts. Factors that discourage many young people from starting a business include: entrepreneurial training, difficult access to credit and the market, complicated business transfer, fears of sanctions in case of failure, compounded by cumbersome administrative procedures. These aspects explain the difference between the share of young people who want to start a business and the actual number of companies established by them. The gap is also influenced by the lack of incentives for pursuing a career as an entrepreneur and the way this function is perceived by society. At the same time, the studies carried out in the university environment show that entrepreneurial education changes the attitudes and mentalities of students towards choosing an entrepreneurial career through a learning process (Lestari, Wijaja, 2012). Through entrepreneurship courses, graduates acquire entrepreneurial skills and intrinsic values that increase their interest in the business environment and the courage to take the risk of starting a business (Hassan,Wafa, 2012).

### **Chapter 1. Entrepreneurship and entrepreneurial education**

Through the study of the documents, we made a descriptive empirical analysis of entrepreneurship in Romania, placed in a European or international context. We took 2012 as a benchmark for the investigation, after the 2008 crisis, and 2022 as the research year. In Romania, the active population believes that there are "business opportunities" in the area in a share of 63.8% in 2022, up from 37% in 2012, but has a greater "fear of risk" in conditions where the European average was 31% in 2012 (GEM, 2012), as many people have "low confidence in their entrepreneurial abilities". Regarding people's attitudes and perceptions towards entrepreneurship, the same source specifies a greater "fear of failure" of Romanians, 55.7% in 2022 compared to 41% in 2012, respectively 39%, the European average in 2012.

As a conclusion, the fear of failure, of risk, as a result of the reduced skills in the field of entrepreneurship, determines the decision of Romanians not to start businesses in the conditions where there are business opportunities.

Entrepreneurial skills are formed over time, through involvement in planning, organizing, leading and controlling activities. There is more and more talk about the professionalization of this function/job. The active population in general and young people in particular should have access to information, training in the field of entrepreneurship and support from the state with concrete measures for the establishment and operation of SMEs, so that those with entrepreneurial skills initiate and to develop business. There is a higher appreciation of the Romanian population for the status of entrepreneur compared to the position of employee in relation to the average at the level of the European Union.

Financial resources are necessary to launch and finance a business. In 2012, Romanians claimed that: they want to start a business, approximately 48%, double the European average and

more than half that they do not have the necessary financial resources to start. At the European level, 21% of the respondents indicated a lack of money. In 2022, starting a business is considered more difficult by approximately 43.9% of Romanians. Only 6% of Romanian adults intend to start a business in the next three years, down from 15% compared to the previous year (GEM, 2022). In the Reports (GEM, 2012, 2022) of the European Commission and the World Bank, there is a (0.2) increase in entrepreneurship in Romania, from 4.00 in 2021 to 4.2 in 2022, according to the NECI index, which analyzes 13 indicators specific to entrepreneurship. On a scale of 1 to 10, a score of 5 is satisfactory, the 2022 report shows. The most unattractive economic environment for starting a business was established in Sudan with 3.2 NECI, and the most attractive with 6.8 in the Emirates United Arab Emirates. Compared to the previous year, in 2022 Romania registers better scores for the indicators: Post-school entrepreneurial education (3,9), Trade and professional infrastructure (5.5) and Market dynamics (4,9), the scores obtained being considered by a satisfactory level. Low values are recorded on the indicators: Support and relevance in NECI government policies (3.1), government programs in entrepreneurship (3.1) and Entrepreneurship education in schools (2.5), according to these indicators the average of entrepreneurship in Romania is unattractive .

## **Chapter 2. Management theories and school organizations**

Management is a new science, like entrepreneurship, which has attracted the attention of researchers and many governments due to the importance it has on the sustainability of the organization. Several theories are representative in the evolution of managerial thinking that can be grouped according to the management approach: Scientific management theory (F. Taylor); Theory of operational management (H. Fayol); Theory of bureaucratic management (M. Weber); Theory of behavioral sciences (E. Mayo); Systems theory (Ch. Barnard); Other modern currents in management (P. Drucker). Considering the particularities of the education system, within the organizations we have identified specific aspects of the following theories:

**Scientific management theory** has left its mark on practice and thought in management science, through Frederick Winslow Taylor. In his book "The Principles of Scientific Management" (Taylor, 1911), he sought to create a science of work and organization with the aim of improving performance. The principles of scientific management formulated by Taylor were: Scientific selection, training and improvement of employees; Spirit of cooperation employed managers; Division of labor and reallocation of tasks according to skills; Scientifically determined workload. In school organizations there are procedures that underlie the activities mentioned above. Their implementation is carried out differently from one organization to another depending on the manager.

**The theory of operational management** supported by Henry Fayol, considered a "classic of management" presented the elements of management known today as management functions and the principles of operational management in his work "Administration Industrielle et Generale" (Fayol, 1916). In all school organizations we meet the functions of forecasting, organizing activities, management and control-evaluation. Each educational institution carries out the Institutional Development Plan (PDI), and in the Technological branch the School Action Plan (PAS) is drawn up in correlation with the Regional Education Action Plan (PRAI). The organizational structure, organization chart of the institution and the job description for each employee are updated annually. The evaluation of the employees is carried out by the director, and the qualification, depending on the score, is approved by the board of directors, annually, according to the (self) evaluation (Ministry Of Education' <sup>2021</sup>) sheets, and of the managers by the school inspectorates. The organization is evaluated every five years by the Romanian Agency for Quality Assurance in Pre-University Education (ARACIP).

**Bureaucratic management theory** analyzed changes in European economies, identifying authority as a means of rationalizing the modern world through an ideal type of management called

bureaucracy. Max Weber claims that the ideal model of bureaucracy is valid both for public administration and for all types of enterprises (Bartoli, 2009; Bartoli, Chomienne, 2011).

According to the bureaucratic approach, the organization of institutions/enterprises is based on a set of rules and regulations, the coordination of activities on a hierarchical, vertical line. Objective evaluation of problems and works is done according to performance. Administrative activities are delimited from those of execution. Staffing is done according to specialization with the maximum use of the labor force of subordinates. The bureaucratic system is specific to school organizations. Within the pre-university education system, the first steps are being taken in the modernization and decentralization of institutions. Decentralization is a process that requires involvement, responsibility, strategic thinking and control. From a managerial point of view, decentralization aims at a way of organizing and running the organization according to the "school unit-centered management" model and its philosophy of proactive integration into the community.

**Behavioral science theory** was developed by Elton Mayo, Douglas Mc. Gregor, Abraham Maslow, Frederick Herzberg and David Mc Clelland, their research focused on the concept of motivation by presenting the causal relationships between the employee's behavior and his work efficiency, which generates the organization's performance. Motivation is the set of motives (conscious or not) that cause a person to perform a certain action or to aim for certain goals. In his work "The Human Side of Enterprise" (1961), Douglas Mc. Gregor demonstrated through Theory X and Theory Y the organic connection between management and employee behavior (table no. 2.).

**Table no. 2.** Theory X and Theory Y of behavior

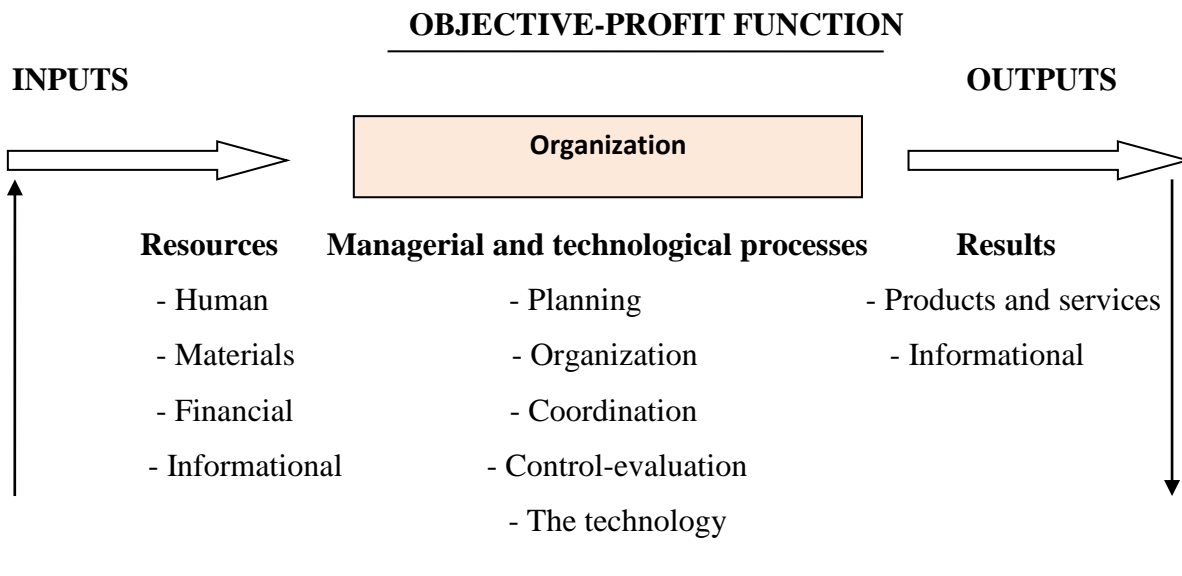
| THEORY X   | THEORY Y  |
|--|---|
| People do not work with pleasure, the initiative must come from the managers who give the dispositions/orders.   | Work is enjoyable, employees come up with solutions to solve problems, and managers supervise.  |
| People are passive, resistant to the needs of the organization, managers convey the direction of action and are responsible for achieving the goals of the organization. | The objectives of the organization are accepted by employees, who have initiative. They know that they will be rewarded only after achieving the goals. |
| Employees are rewarded, punished, controlled and directed by managers.   | Managers provide the organizational procedures and conditions so that employees can best achieve their goals.   |

*Source:* processing after Douglas Mc. Gregor, "The Human Side of Enterprise" (1961)

Theory X is specific to an authoritarian management, with a strongly controlled organizational environment, where managers make decisions and employees are mere executors. It is an environment found in many school organizations and reflects the behavior of the manager. Creativity in the execution of tasks is not appreciated, as managers are afraid of failure in achieving the objectives. Theory Y is based on motivating employees and capitalizing on their potential through human relations. The psychologist Abraham Maslow had a great impact on the behavioral management theory, by introducing the concept of the hierarchy of needs. The concept aimed at correlating people's needs, as motivational factors of behavior, with the effectiveness of their work. Managers periodically adjust the motivational system in structure and complexity to influence the behavior of employees in achieving the goals set by the organization. At the same time, managers should take into account that, vertically from the bottom up, higher needs do not manifest themselves if the needs on a previous level are not completely satisfied. Frederick Herzberg makes a distinction between the factors that influence employee behavior, grouping these factors into two categories: satisfiers factors considered motivational factors and hygiene factors, to prevent employee dissatisfaction. (Hackman et al. 1976). Among the motivational factors, there are: work

structure and involvement in decision-making, work performance, responsibility, the opportunity to create something significant for the organization, recognition, promotion, professional career. Hygiene factors include: salary, working conditions, relations with superiors etc.

**Systems theory** is based on the concept of system as a way of functioning of organizations. The system represents a set of elements between which there are interdependent relationships, functioning as a unitary whole, it has inputs and outputs and an objective function that coordinates it. Material, human, financial and informational resources form the inputs to the enterprise. Outputs are the products/services produced by the enterprise and the information generated by it. Within the system, quantitative and qualitative transformations take place according to technological and managerial processes. The adaptation of the system to the external environment is achieved through feedback and the objective function that ensures the efficiency of the organization. (figure no. 2.) Among the prominent representatives of the systemic school are: Ch.I. Barnard, H.A. Simon, A. Etzioni, R. Jonson, and Peter Druker.



**Figure no. 2.** The organization in systemic view  
*Source: made by the author*

The systemic analysis of the enterprise allowed managers or entrepreneurs to identify and correlate the relationships between inputs, processes and outputs, to correct deviations from the objectives established through system feedback, in order to improve the results and the products/services achieved. This theory applied in the management of school organizations determines a greater rigor in the management of financial resources, fitting into the budget, capitalizing on human potential, continuous improvement of performances and an integration in the community.

**Modern Management Theories:** Peter Druker has been called the father of management, and his innovative theory is used by managers even today. In his work, Druker encourages innovation, flexibility and collaboration across the organization. He places great importance on decentralization, arguing that authority is best distributed to employees. To increase competitiveness, a company must respect the principles: decentralization, promotion and training of employees (Drucker, 1946), important principles, rarely concentrated in an integrated system, Marciariello appreciates in his work (Marciariello,2009). The effectiveness of the executors, according to the promoted analytical model, results from skills conferred by the essence of motivation, practices, tasks necessary to perform the functions and spirit of performance. Executors

in the entrepreneurial system have creativity in accomplishing tasks, compared to executors in the management system who have repetitive, mechanical tasks. Drucker recognizes the individual roles of entrepreneur, manager and worker in his works.

The existing human resource in the pre-university education system in Romania has demonstrated that it has the capacity to reinvent itself through its own effort, creativity and individual study, in periods of the COVID 19 crisis, through the use of information technologies and online educational resources in didactic activity, and organizations to reorganize. The management and managers of the organizations experienced challenges and limits to which they had to respond, such as: providing equipment for online activities and coordinating the instructive-educational process in safe conditions. There have been criticisms of the regression of some schools, especially in rural areas, and there have been organizations and individuals who have struggled to respond to the new demands in education. Over time, teachers have assimilated new knowledge and professional skills regarding the use of information technology that can be exploited and multiplied in the future. The schools were equipped with digital equipment that can support a high-performance, digitized instructional-educational process, prepared to meet the needs of current and future generations of students. The didactic method "exercise firm" is used, in high schools with the *Services* profile, for the study of economic subjects for "learning by practice" of the contents and the formation of entrepreneurial skills. The method can also be extended to other branches and profiles. The exercise firm is a student-centered teaching-learning method that develops entrepreneurial skills and requires students' ability to interpret economic phenomena through practical activities. The reports drawn up by the ROCT, a body authorized to monitor the activity of exercise companies at national level, present a number of 1079 exercise companies set up in the 2021-2022 school year, of which: 343 in the field of *Commerce*, 166 in production and most 616 in the field of *Services*. Since the introduction of the method in the instructional-educational process, since 2002 (34 training companies established), it has had an upward trend, being a method that allows the deep and lasting assimilation of knowledge, appreciated by students and teachers.

Knowledge and integration of entrepreneurship in education can be achieved:

- a. in the educational instructional process;
- b. in the management (managerial system) of the organization.

The introduction into the study, through school programs, of some content and practical activities regarding entrepreneurial education, offers the possibility for students to acquire the necessary skills and competencies in the field of pre-preneurship, for:

- development of the entrepreneurial spirit;
- starting some business in the future;
- analyzing and interpreting phenomena from the economic environment;
- efficient management of material, financial, human and informational resources;
- identifying and capitalizing on business opportunities.

Given that the financial resources allocated to the educational system are insufficient in relation to its needs, the development of innovative managerial strategies is necessary and timely. The implementation of strategic management creates the premise for the development of appropriate long-term and short-term objectives, respectively the achievement of the goal and the fulfillment of the organization's mission.

## **Conclusions**

Entrepreneurship develops transferable skills that add value to every field of activity, including the education system. The social, technological and natural challenges that affect the business environment cause changes in the structure of organizations, in the fields of activity and in the jobs of the future. The training of students must be guided so that they can face some jobs, to deal with the unknown, for access to the labor market. Key competencies such as: creativity, teamwork, flexibility, the ability to adapt to change, the ability to work physically and intellectually,

the ability to learn, are assets that make a difference in the integration and professional success of each individual. Key competences and entrepreneurial skills can be acquired through active teaching-learning methods in which the student directly participates in professional training, "role play", individual study and "practical activities" etc.

The implementation, in school organizations, of a management led by a director with entrepreneurial skills would determine:

- an increase in performance through the entrepreneurial component. Establishing higher-level goals, according to an innovative mission of integrating the organization into the community and capitalizing on the community's potential through collaboration and educational partnerships;
- rigor in the instructional-educational process through the managerial component. The organization and operation of the institution according to the educational policies of the pre-university education system;
- effectiveness, excellence, integrity, responsibility, cooperation and practical wisdom of the teaching staff.

To face the challenges of globalization in the economic, socio-political and natural environment, organizations need managers with entrepreneurial thinking, and companies need entrepreneurs. In developed countries, the concern is in a greater weight for obtaining new sources of productivity. Entrepreneurship education in schools will make a difference in the economies of many countries, through the ability of young people/adults to identify and capitalize on new business opportunities. Without investments in education, in human resources, the future of the economy will be uncertain. Entrepreneurship is an alternative for economic growth, in a global economy shaken by political, social and natural crises. Aggravating crises will hit livelihoods for ever wider areas of the population, the cost of living will trend upward, and many economies will destabilize. Specialists in the field claim that the success of a company is determined by the "entrepreneur and the human resource involved", which is why the orientation and professional training of young people, the development of entrepreneurial capacity, creativity according to native skills and qualities, of their capabilities is a necessity to decide and work as a team, for their professional and business success. The proactive integration of young people into society will ensure the development of the community and the efficient use of resources.

#### **Acknowledgement:**

*This work is supported by Project POCU 153770, entitled "Accessibility of advanced research for sustainable economic development-ACADEMIKA", co-financed by the European Social Fund under the Human Capital Operational Program 2014-2020*

The article contains aspects from the author's doctoral work.

#### **Bibliographic references**

1. Barbulescu C., Gavrilă T., 1999. Economy and enterprise management, Bucharest, economic publishing house.
2. Becker G., 1994. Human behavior. An economic approach, Bucharest, all publishing house.
3. Manolescu A., 1999. Human Resources Management, Bucharest, didactic and pedagogical publishing house.
4. Nicolescu, O., Verboncu, I., 2007. Management, second revised and added Edition, Ed. Economic, Bucharest
5. Drucker, P., 1946. *The concept of the corporation*. New York, NY: John Day
6. Hackman, J. R., Oldham, G.R. 1976. *Motivation Through the Design of Work: Test of a Theory*. Organizational Behavior and Human Performance. 16 (2): 250–279
7. Hassan, R. A and Wafa, S. A., 2012. Predictors to entrepreneurial intent: a malaydian case study. Asian Journal of business and management sciences, 1 (11), 1-10

8. Ion, B., Istudor, N, 2014. Barometer of education and entrepreneurial culture among young people EY study, Romania, <https://vdocumente.com/barometrul-educatiei-si-culturii-antreprenoriale-2014.html?page=1>, 10.02.2022.
9. Morgana, I., *Gestion et management public* 2012/2 (Volumul 1/nr.2), pg. 4-21
10. Lestari, RB & dan Wijaya, T. (2012). Pengaruh pendidikan kewirausahaan terhadap minat berwirausaha mahasiswa di STIE MDP, STMIK MDP, dan STIE MUSI. *Jurnal Ilmiah STIE MDP*, 1 (2), 112-119
11. Maciariello, J., 2009. *Marketing and innovation in the Drucker Management System*. *Journal of the Academy of Marketing Science*, 37, 35-43.
12. Niculescu, M, Galabov. A., Radu, V., Angheni, S., Tabarca, A. I., Pamphilie, R., (2022) *Social Economy. Organization. Governance. Innovation*, pro UNIVERSITARIA
13. Global Entrepreneurship Monitor, 2012. *Global Report, Economy Profile Romania*, p. 182, <https://www.gemconsortium.org/report/gem-2012-global-report>, 31.07.2020
14. Global Entrepreneurship Monitor 2021/2022, *Global Report opportunity Amid Disruption Profile Romania* 164-165, <https://www.gemconsortium.org/report>, 19.03.2022.
15. Eurobarometer on entrepreneurship in EU member states, 2012 [https://www.europarl.europa.eu/romania/ro/ue\\_pentru\\_celateni/eurobarometru.html](https://www.europarl.europa.eu/romania/ro/ue_pentru_celateni/eurobarometru.html), 19.03.2022.
16. OMEC Nr. 6143/ 1.11. 2011, Order 3189/ 27.01.2021 *Self-evaluation Sheet / Evaluation for the Purpose of Granting the Annual Qualification for Pre-university Teaching Staff*
17. Lazarus, I. *The Evolution of Management Science* [https://www.studocu.com/ro / document/ universitatea-de-stiinte-agronomice-si-medicina-veterinara-din-bucuresti/managementul-proiectului/evolutia-stiintei-managementului/8.02.2022](https://www.studocu.com/ro/document/universitatea-de-stiinte-agronomice-si-medicina-veterinara-din-bucuresti/managementul-proiectului/evolutia-stiintei-managementului/8.02.2022)
18. Prostean, G, *basics of Management I*. [www.mpt.upt.ro](http://www.mpt.upt.ro) / ... / *evolution of \_management\_cap1.pdf*, online 5.02.2022 Taylor, FW., *The Principles of Scientific Management The Principles of Scientific Management (1911 edition) | Open Library*, 8.02.2022,
19. World Economic Forum: *The Global Risks Report 2023, 18 th Edition* [https://www3.weforum.org/docs/WEF\\_Global\\_Risks\\_Report\\_2023.pdf](https://www3.weforum.org/docs/WEF_Global_Risks_Report_2023.pdf)