

## EDUCATIONAL MANAGEMENT OF LABOR IN AGRICULTURE

Venig Aurora\*

\* University of Oradea, Faculty of Environmental Protection, Gen.Magheru st., no.26, 410048, Oradea, Romania, e-mail: [venig\\_aurora@yahoo.com](mailto:venig_aurora@yahoo.com)

### **Abstract**

*The educational management is a methodology of global optimum approach, strategic education activities, the ensemble of principles and functions, rules and management methods which achieve the aims of the educational system (in whole or in parts). Educational management has clear objectives and effective principles, ranked and quality, specific functions, strategic elements, the affirmation of creativity in problem solving situations, systematic, interdisciplinary approach and fundamental research (Oancea M., 2003). Educational management knows, integrates and adapts data provided by related social sciences: Economics (su organization using educational resources efficiency in relation to objectives), sociology (management of organizations, groups, relationships, social phenomena in the educational context), psychosociology (the dimensions of the personality of the Manager's roles in the exercise), political science (decision making, organizing, leadership groups, according to some objective) (Nut S., 2001).*

**Key words:** agriculture, European Union, specialist, farmer.

### **INTRODUCTION**

From all factors that are the basis of the agrarian production process, the human resources play a significant role. The role of the workforce in the agrarian domain is really important because a good coordination and work have a positive influence over the production results. A good professional workforce training has an important role in the operation of the means of work and modern technologies. There take place in the work process rationalization and represent the significant factor of the agrarian activities. Romania's admittance to the European Union required a structural change of the agricultural sector, the adaptation of the economy requirements, the relation between the solvent demand and the possible offer (Toca I., 2002). This change means restructuring the inefficient agricultural sectors, but also performing some structural investments in order to reach the required qualitative and quantitative level of the European Union, taking into consideration the high percentage of the population involved in agrarian activities.

### **MATERIAL AND METHODS**

It is also important to underline the fact that Romania's admittance to the European Union opens new businesses opportunities for the local investors, but there is also the danger to become a sure marketplace for the

overproductions registered in the European Union. Specialists of our national agriculture can work in state-owned units or private equity unit (Mateoc Sarb N., 2002).

All specialists from the agricultural sector could be characterized by:

- high average age;
- the young specialists' percentage up to 35 years under 5%;
- unattractive salary system;
- cutbacks in the recession;
- low interest for self-improvement;
- monotony in the done activity;
- excessive bureaucracy in solving the farmers' problems.

The specialists from the private equity unit could be characterized by:

- high interest for self-improvement;
- desire to start a business;
- low interest of the young farmers for the private equity unit;
- studying the legal system;
- no real tax incentives for the young specialists from the agricultural domain that want to start a business;
- the Romanian banking system does not learn for investments without real estate guarantee (Aligica D., 2011).

The agriculture, as a branch after December 1989, lost a lot, and was not attractive for the young people for the following reasons:

- lack of financial resources in the agricultural domain;
- inefficient credit system;
- unsatisfying system to sustain agricultural sector;
- the customs system does not defend the Romanian producers from the imports of the agricultural domain;
- diminishing the purchasing power;
- used technical equipment.

The professional skills development of Romanian the agricultural specialists depends on the following main factors:

- the educational offer existent at the university level;
- the agrarian practice;
- the self-improvement desire;
- the specialists' financial options to follow improvement courses master degree, doctorate;
- individual way of thinking;
- granted tax incentives;
- introducing the legislative proposals.

In the subsistence and semi-subsistence agriculture, traditional business models dominate the food production. There are some gaps, concerning the modern agriculture, if farmers want to enlarge the

production, they have to change their way to thinking and learn the modern technologies and be able to use them. As a matter of fact, the agricultural development requires a change of farmers attitude, way of thinking and behavior. The education can help farmers to understand why is the change necessary and can also to help them to decide in a right way.

Education and training can lead to the individual abilities development.

The leader's development, the motivation and the desire for change are the most complex contribution to education and training. The change depends on the farmers' abilities and actions. The education and building for the agricultures' development should resemble the reasons for change and the results should be waited (Dobre I., 2005).

Some farmers have fear of implement new technologies.

Some current issues in developing the specialists' professional competences from the Romanian agricultural domain are the following:

- the under funding of the agricultural high school and university;
- the low possibilities for the agricultural universities to get projects from the European Unions' grant funds;
- most accessed projects from the universities are for the teachers and have no practical usability in the agricultural production;
- the low possibilities of the young farmers to study at a university;
- the young farmers' migration abroad, especially in the developed countries in order to get a well paid job than in the Romanian agricultural branch;
- the early retirement of the agricultural specialists;
- the budgetary restructuring;
- costs' reducing for the agricultural specialists;
- the lach of information – magazines, brochures and specialty books – are no more available;
- the specialists' exchange of experience is almost absent.

The lach of a agrarian reform from 1990 until nowadays had a negative influence over the improvement possibilities of the agrarian specialists.

The Romanian agricultural research has the following characteristics:

- the legislation is inefficient, because agrarian research stations operate on the auto financing principle;
- the low and insufficient pay system (Popescu G., 2011);
- the absence of young trained specialists.

Specialists play a significant role:

- they inform the producers, farmers and agrarian managers;

- they find new marketplaces for the agrarian production;
- they organize symposiums;
- they present new technologies, animal breeds and plants' varieties at the symposiums, exhibitions;
- they develop the relationships between the universities with agricultural profile and the farmers;
- they can influence the legal system;
- they present the European Union's policy in the agrarian domain;
- they become young and trained agrarian managers;
- they get available workforce (Popescu G., 2010);
- they change the way of thinking about agriculture and about the workers that are involved in this domain, that has a significant influence in the national economy (Toca I., 2002).

## RESULTS AND DISCUSSION

Concerning the specialists in the agrarian domain, who have finished a university in agricultural domain, from the Faculty of Environmental Protection of Oradea, in the period 2—8-2011, the situation is as following:

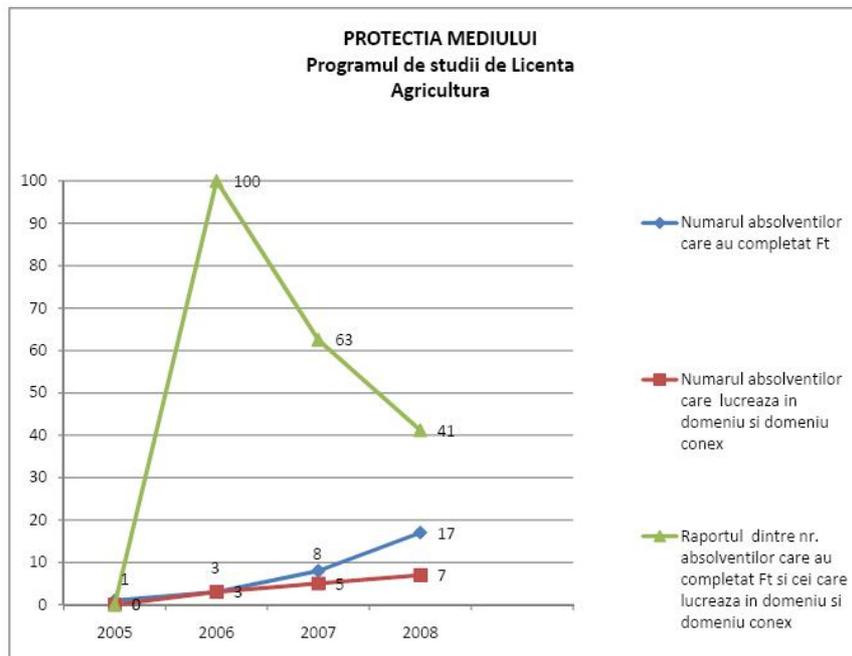


Fig. 1. Evolution Chart

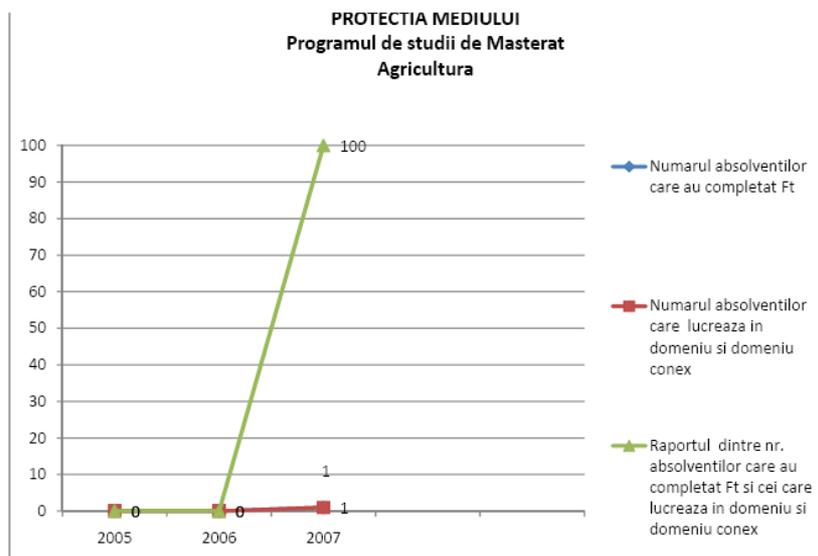


Fig. 2. Evolution Chart

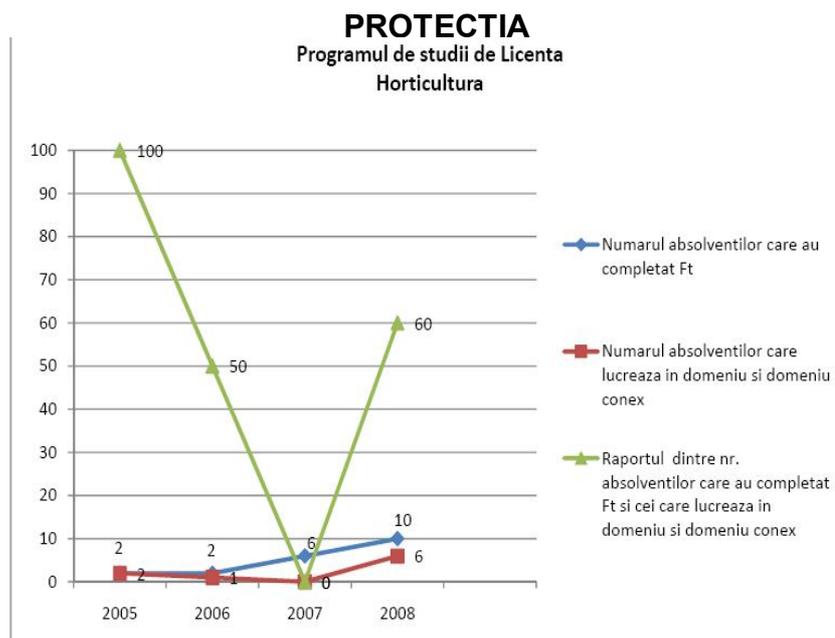


Fig. 3. Evolution Chart

## CONCLUSIONS

From the information given above, it is highlighted the fact that the percentage of students who are working in the agricultural domain is very low. This fact resembled the bad situation, the job offer in this domain for people with high education is low and not well paid (Voicu R., 2000).

## REFERENCES

1. Aligica D., 2011, "Forta de munca in mediul rural", Editura Eleutheria, Bucuresti, pp. 54-58.
2. Dobre I., 2005, "Forta de munca profesionala in agricultura", Editura Ceres, Bucuresti, pp. 45-49.
3. Mateoc Sârb N., 2002, „Dezvoltare rurală și regională în România”, Editura Agroprint, Timișoara, pp. 56-58.
4. Nuț S., 2001, „Orientare, consiliere și carieră”, Editura Augusta, Timișoara, pp. 100-103.
5. Oancea M., 2003, „Managementul modern în unitățile agricole”, Editura Ceres, București, pp. 34-38.
6. Popescu G., 2010, "Tipologia sistemelor agricole contemporane", Editura Agroprint, Bucuresti, pp. 100-103.
7. Popescu G., 2011, "Probleme de politica agrara", Editura Agroprint, Bucuresti, pp. 32-37.
8. Țoca I., 2002, „Managementul educațional”, Editura Didactică și Pedagogică, București, pp. 87-92.
9. Voicu R., 2000, "Organizarea si strategia dezvoltarii unitatilor agricole", Editura Agroprint, Bucuresti, pp. 78-80.
10. \* \* \*, 2010, Anuarul Statistic al României.