

Social Sciences Today

Social Sciences Today:
Between Theory and Practice

Edited by

Georgeta Rață and Maria Palicica

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P U B L I S H I N G

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FOREWORD

This is a collection of essays dealing with three main aspects of **Social Sciences**: *Educational Theory, Society in the Context of Globalisation, and Identity, Alterity, and Multiculturalism.*

Educational Theory

The analysis conducted by Lea BARATZ and Roni REINGOLD underscores the controversial issue of academic cheating. The authors believe that, when dealing with educating students, the future educators of our children, cheating takes on added significance with much graver consequences for our society. The current study was aimed to reveal the opinions towards different aspects of cheating: downloading material from the Internet, copying material from books, copying colleagues' work, and to find whether there is a linkage between the various opinions and the cultural backgrounds of the students. There was no negative attitude to cheating or plagiarism. Perforce, a code of ethics must be outlined to deal with the problem. Researcher Viorica BOACĂ sheds into light the issue of group activities in educational classes. The task of educational institutions is more and more complex in rediscovering the child and experimenting with new ways to remodel his/her personality and to organize more successful learning activities. The author believes that a class teacher detains a special, unique position since he/she has to deal with human psychic individualities being trained, hence the need for maximum responsibility from the point of view of his/her behaviour and educational intervention. Natasha BOGOEVSKA and Bojana JOVANOVSKA's essay, pertaining to the field of sociology, tackles the issue of the social protection system and its development in the current Macedonian reform. The system and organization of social protection comprises institutions, measures, forms, and procedures for the enforcement of the social protection rights through laws. The main innovation was the introduction of several principles in the functioning of the plans on public social services, such as: decentralization, deinstitutionalization, and pluralisation. That imposed the need for reorientation of the national social security regime to ensure people's employment, meeting the needs, and social inclusion. The research study carried into effect by Marius-Costel EȘI

deals with the role of educational principles in teaching, learning and evaluating social sciences. The author starts from the vantage point that the mechanism of educational development illustrates a methodological approach of the educational reality. The organization and restructuring of the process of education presupposes value systems aimed at supporting pedagogical experiences accumulated in time. In this sense, the teleological aspect of education illustrates the way in which human personality expresses itself through education. Therefore, educational thought based on relevant experiences accumulated in time includes a dynamics of the main paradigms promoted at social level, dynamics which can be situated in conceptual-pragmatic relativism. Codruța GAVRILĂ's research essay focuses on cultivating creativity in pupils aged 6-11, taking into account all cognitive, characterial, and social factors involved. From this perspective, the teacher does not necessarily have to train designers of original products, but develop cognitive capacities as a ground for the future creative process. The author carried out a research on a sample of 175 pupils attending School Nr. 16 in Timișoara. Data processing pointed out that pupils need to be exposed to as many situations as possible to show spontaneity without inhibition, hence, the importance of the relationship between the teacher and the pupil in stimulating creativity. Gabriela KELEMEN's analysis revolves around pre-school education of children who go through coherent, rigorous instructive-educational activities implemented with observance of specific didactic principles. She believes that the main purpose of education is to develop the entire personality of the child so as to integrate him/her successfully into future school activities. The more numerous the child's intellectual and practice acquisitions, the higher the level of his personality. Consequently, teachers should try to diversify their activities with children inside and outside the institution. Less formal extra-curricular activities offer a diversity of opportunities for children to spend their spare time in a useful way. Marius-Robert LUNGU and Maria LUNGU's essay on John Chrysostom (344-407) point out the recurrence of the subject of education in most of the latter's works, but especially in *On Vainglory and the Right Way for Parents to Bring up their Children*. According to John Chrysostom, the most important element in human education is moral education, and parents are responsible for conveying this type of education to their children. Essential in the education of youngsters is the virtuousness of the educator. His/her uttering and acting upon things must be congruous; otherwise he/she becomes a hypocrite. The essay pertaining to Ana-Maria MATEESCU, focusing on sociology, engages in a comparative study of past and present research designs in socio-cultural influences in forming

the self-concept. The two models that the author reverts to are: first, Hofstede's (1980) ecological analysis representing the sociology of values and, second, Markus and Kitayama's independence and interdependence theory (1991), standing for cross-cultural social psychology. Having as a vantage point the comparative analysis of these major models, the observations of the author underscore the existence of three major errors that often come across forming self-concept researches and bring forth possible solutions for improving the research design in this field. Researchers Alina-Lidia MĂRGHITAN and Lucia ORBULOV focus their examination of emotionality and sociability among teenagers on the monitoring of undergraduates, on the way in which they develop affective maturity, self-esteem and sociability, as well as on the correlations between these dimensions. The authors reach the conjecture that the balance between the three should be paid proper attention. If we focus mainly on one field, it can lead to introspection in studies on personal development, or to excessive introspection in social relationships development, or to excessive involvement in activities. The results of the study will be used in future research on its impact on learning performances. MĂRGHITAN and ORBULOV's latter research study elicits the matter of the relational-volitional side of personality: character. The authors have used this theme as a pretext to re-evaluate the importance of moulding character in teenagers being educated, in which family, school, and society on the whole, on one hand, and the way these impacts act on the tested subjects, on the other hand, are action partners. Most of the tested subjects are teenagers: this is why they focused on a few features of this age which pointed out the most valued of the features of character as well as most negative features. The result underscores the teenagers' own psycho-moral profiles. Petru-Eugen MERGHEȘ, Mihaela PASCU and Narcis VĂRAN's former essay analyses psycho-behavioural elements in lawn tennis, such as motivation, self-confidence, high focusing ability, and self-control. The authors highlight psychological training as the main component of tennis training. Their working hypothesis that self-control is correlated with high levels of performance is put to test in a group of students from the Sport 4 Fun Sports Club in Timișoara (Romania). The aim of structuring a psychological motivational programme targeted at increasing performance is accomplished. In their latter essay, Petru-Eugen MERGHEȘ, Mihaela PASCU and Narcis VĂRAN emphasise the relevance of psychological factors in lawn tennis. The goal of their research is to assess the focus level, self-confidence awareness, as well as the causes of focus failure and lack of self-confidence, with the intent of structuring a psychological motivation programme aimed at increasing performance and success. The

authors contend that the conditions for success in lawn tennis are self-confidence and focus. They apply three tests (Prague attention span test, Labyrinth focus test, and SERP test) in order to confirm their contention. In their former essay, Elizabeta MITREVA and Vesna PRODANOVSKA emphasise the fact that educating the employees within institutions aims to assist them into gaining skills and expertise meant to run business processes in accordance with the demands of the products, services, legal obligations and competitiveness criteria. The goal of Elizabeta MITREVA and Vesna PRODANOVSKA's latter essay is to explore the continuous learning, innovating and improving process within institutions. One of the strategies highlighted in the essay is the new management system of the Total Quality Management, which demands less finance and timing, but might have the same or even stronger effects in the huge equipment investments. Nonetheless, the education of the employees comes with the purpose to gain competences and experience in order to realize every business process in accordance with the requests of the product, services, legal obligations, and competitiveness criteria, as well as with the appointing of the employees' requests. Gloria MUSTĂŢEA proposes a discussion on *education and value* in terms of axiology and pedagogy. One aim of the essay is to reveal that education is based on cultural values which go beyond achievements such as material accumulation and technical professional training. Philosophy is highlighted as the theoretical basis for genuine education by means of cultural values related to the human being and the sense of life. The essay pleads for the improvement of the curriculum, so as to enable students not only to gain insights into the criteria for making choices, to achieve analytical abilities, but also to perceive and create values, as a means of personal fulfilment. Maria PALICICA and Codruța GAVRILĂ's essay on the continuous training of teachers analyses some aspects of the place and role of the teachers in the process of educational reform within social reforms in general. One of the most salient effects of the educational reform is to support the bases of the national system of continuous training of the teachers on the reconfiguration of the initial college training. The essay aims at capturing the teacher's point of view and opportunities in August 2009 and February 2010, when they took part in professional training activities. The questionnaire applied focused on the need for continuous training, the distinction between the main institutional structures involved in the process of continuous training, and the strategies of optimisation of the process. The results bring to light the need to continue the reform of continuous training of the teachers. Ioana ROMAN's essay on the implementation of e-learning in agricultural universities brings forth the

idea that E-Learning destined to the study of agronomic science makes up an efficient way of theoretically and practically instructing students having in view the shaping and development of certain abilities and skills of practical implementation with them. The study aims at highlighting the importance of applying computer-assisted instruction to classes of agronomic profile, as we are living in the era of technologisation and informatisation. Thus, in the view of the author, the fulfilment of a methodology capable of strengthening the act of education *via* computer-assisted instruction has required the utilization of psycho-pedagogic tools. Ioana ROMAN's latter essay examines the issues of freedom and autonomy as prerequisites to developing creativity and epistemological curiosity in young learners. The relationship between authority and freedom is considered indispensable in order to achieve that type of learning which enables students to make decisions and be actively involved in learning. The notion of respect also comes under discussion as a matter of adjusting authority and freedom, while acknowledging that both learner and teacher have limits. In her two essays, Helena-Maria SABO tries to raise awareness regarding environmental education, setting a few rules. She also speaks about the fact that children nowadays depend more on their environment in their development than before, and reminds us that teachers have to acknowledge this fact and rethink their teaching methods so that they take into account the issue of behavioural education and the personality traits of the children as well, alongside with the main focus on passing on their knowledge. Mirela SAMFIRA and Mihaela BEU assess learner motivation and the need for achievement in their essay on the positive and negative issues of the need for achievement. The essay looks at subtler needs perceived subjectively, unlike basic survival needs. Some of the needs which propel people in learning or working pursuits are satisfaction and gratifying tension, which lead to a sense of personal fulfilment. The essay brings to light the dynamogenic factor which refers to the assessment of work by somebody else, according to specific standards, which particularly stimulates the need for achievement in the authors' point of view. Elena-Mirela SAMFIRA, Mihaela BEU and Daniela-Georgeta DEMENENCO's essay focuses on the role of the school counsellor in the relationship between parent and child starting from the fact that adults do not really spend all the time they should with their children. Parents' responsibility is huge. Parents are raw models children follow; they supply children with life conditions, affective safety, and basic education, but this is not enough. Children's future depends on the way parents fulfil their task. The essay on life's ideal between possibility and reality analyzes some aspects of the ideal in life. For this purpose,

Iasmina-Cecilia SAVESCU and Maria PALICICA have conducted a poll among the undergraduates of the Banat University of Agricultural Science and Veterinary Medicine in Timișoara (Romania). The results reveal some of the main aspects of undergraduates' ideals in life: professional, familial, moral, social, aesthetic, etc. The essay also investigates the role of life's model and of the educational model in students' lives, using multilayered samples. The result of the analysis confirms the working hypotheses concerning the preponderance of the professional and familial aspects in a life's mode and the preponderance of the parents' and teachers' model in a life's model.

Society in the Context of Globalisation

In her essay, Aleksandra GOJKOV-RAJIĆ brings forth the idea of globalisation and the fact that we cannot properly function in nowadays society without the knowledge of foreign languages. We need foreign languages not just in our professional life, but also in our spare time, or when we go on vacation, for example. In order to find better ways for foreign language acquisition, linguists and foreign language teachers have been preoccupied by the problem of the optimal starting moment of language acquisition, as well as the issue of the proper teaching method for various age groups. Ákos JAKOBI emphasises, in his essay, that geography education has not only the task to introduce new global theories and local and regional consequences in relation with the changes of the information age into the education, but also the task to implement and apply instruments within the education process to empirically explain what changes are connected to the new directions of geography. In their essay, Ali MOHAMMADI and Mahmood Yenki MALEKI offer an exploration on culture and translation as some of the most prominent and influential variables in human communication. Results reveal the cause and effect interaction between culture and language, cultural influences upon translational discourse, the influences of translations upon human culture, and national identity along time. For these reasons, successful application of language in translation depends on culture, which facilitates teaching, learning, and problem solving resources in the area of translation. Therefore, authorities should reform the pedagogical and practical foundations of human communication and interaction, such as curriculum development, material development, and educational planning. Higher education in the Internet environment is the issue brought under discussion by Predrag PRTLJAGA. The goal of integrating Serbian higher education into the European education frame is asserted especially by means of the

advantages offered by the informational system. The analysis of contemporary tendencies regarding the development of higher education and the pervasive information technologies entails the need to build an informational system. As a consequence, knowledge management and information control are considered the grounds of successful lifelong learning. Sara ZAMIR puts forward a critical view of peace education in an area which currently faces general criticism and disapproval. The source of discontent apparently stems from the actual need to carry theoretical values into practice by transforming the value of peace from a mere “vision” into an actual “way of life”. The author dismisses the main claims proffered by peace-education criticism, namely that peace-education is a form of brainwashing, that it induces guilt, and that it is not practical.

Identity, Alterity and Multiculturalism

Upon her journey of discovery, Reghina DASCĂL gives an account of possible cultural encounters between India and the West. The author’s goal is to approach the captivating emergence of Indian democracy and its resilience despite historical odds, while arguing that it is not merely the result of British influence, but rather of the renowned argumentative tradition of Indian culture. Reasoned debate and dialogue represent the genuine framework of intellectual heterodoxy and tolerance of religious diversity in India, promoting the dialogic mode ever since ancient Buddhist councils. The essay is also a thought-provoking attempt to evaluate the extent to which various cultural developments have benefited India’s women. Gheorghe ENACHE has chosen to consider cultural space representations in the Romanian ancestral village as living space. The way space is organised and perceived brings to light the uniqueness as well as the diversity of world cultures. In the Romanian traditional village, territorialisation is a matter of identity profile, of setting limits within and without, of bordering the village. The essay reconstitutes a certain type of space representation, thus achieving a specific configuration of a small universe. Cristina GELAN’s essay on ethnic animosity and racism is a token of cultural ethnic studies. Two types of racism are identified: the one generating discrimination and the other generating exclusion. The former is based on the premise that the only fair perspective belongs to the dominant race, which imposes a set of criteria universal values. The latter accepts the existence of different criteria, corresponding to a plurality of cultures, while viewing their existence as a threat at the same time. In the context of American sociology, the author analyzes “bourbonian lynching”

and “popular lynching” as modes of utter racial emotion. Aleksandra MAKSIĆ’s essay on language, religion and education in an intercultural context seeks to find answers related to European identity and European culture today. In trying to trace the hereditary patterns of civilization, she asks whether it is based on Greek or Jewish elements. Furthermore, might world culture be based on European ancestry, or is it also Indian, Chinese, Japanese? The author’s answer is that every culture has its own relevance, there being no bigger or smaller culture. Therefore, influences can be divided as hardly as border lines can be drawn at the end of one culture and at the beginning of another one. In this context, the challenge of cultural globalization promotes local stories, interculturality, and multiculturalism.

CHAPTER ONE
EDUCATIONAL THEORY

ACTIVE LEARNING - A CONDITION FOR CONTINUOUS IMPROVEMENT OF MACEDONIAN INSTITUTIONS

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ABSTRACT

Each institution ought to give a maximal effort for its own self-maintenance and constant improvement. This continuous improvement comes when the organizational performances are maximizing, managing and broadening the competences within the organization with a new attitude which is based on the continuous learning, innovation and improvement.

New management system of the TQM (Total Quality Management) strategy demands lot less finance and timing, and might have same or even stronger effects in the huge equipment investments. *Solution needs to be sought in the improvement of the quality system through conduct of the TQM strategy, staff development, introduction of learning for quality improvement, process improvement and all that far earlier before purchasing new technology.*

All the above is imposing a stronger systematic effort where the bases lay in: strong leadership (new style of the top management, realistically grounded market vision, politics and strategy and systematic orientation and business moral that will gain back the confidence between the management and the employees), staff participation (efficiency and cooperativeness in the teamwork that will not stifle the creativity and the individualism).

The education of the employees in each instance of the institution comes with the purpose to gain competences and experience in order to realize every business process in accordance with the requests of the product, services, legal obligation and competitiveness criteria, as well as with the appointing of the employees requests, and all that with the intention to achieve quality where it is necessary to involve everyone in their own field.

Keywords: (Total Quality Management), strategy, education, leadership, quality, quality system.

INTRODUCTION

One of the fundamental issues of the modern management lays in the operative running of the organization on one hand and in the advancement of its performances on the other. All of this comes as a result of the managing activities which are influencing the adjustment's preventions and the activities that are performed for improvement and innovations are heading towards creating changes.

In order to keep the self-maintenance, through constant improvement on the road that leads from the chaos to flawlessness, the organization itself is establishing a dynamic relation between:

- *Management dictation* that is based on the strong need to realize the purposes of perfection
- *Active learning with a manual for action undertaking and*
- *Improvement and innovation processes* for using the Deming's cycle (P-D-C-A).

Education – one of the polls in the house of quality

New management system that is based on the TQM [1] strategy requests quite less money and time and it could have same or larger effects than the huge equipment investments. The solution lays in the updating of the management system through new strategy and

development of staff and upgrade of the processes far before the purchase of the new technology, especially IT.

According to Juran [2], when an organization is experiencing crises and falls behind the competition, or when it is foreseen that some influence will arise from any of those factors, the first step is to undertake a leaping adjustments or breakouts. **Leaping adjustments** according to Juran represent a fundamental adjustment of the organization performances, with a visible discontinuance regarding the current condition; **breakthrough** refers to the radical change, dynamic and decisive movement towards higher level to a better performances.

As long as the organization is not capable to educate and learn, the improvements steps cannot be taken such as beginning with the usage of the knowledge of the others, or through the learning from own experiences, participation of every employee etc.

According to Juran, each change that is actually a leaping improvement regarding the current condition and the breakthrough to something new is a taboo or even forbidden in every static enterprise. The price of its stability is paid by many generations afterwards. The already known illustration of this attitude is the letter of Madame Pamadour sent to Luis XV with the saying: "After us, the Deluge".

The leaping improvement and breakthrough is aiming to bring the organization in a position from a condition of not being able to learn to a one being capable to get educated, and all of this done in a very short period of time, therefore to become an organization with a capability to learn; meaning from being in a position incapable to accept the existing adjustments going to a one that is being prepared to undertake such steps. In order to accomplish those adjustments there is an inevitable necessity to establish a learning process including a new external mental model.

The learning process that has been considered by many authors such as Kolb, Piaget, Lewin and Nonaka is defined as: *Never-ending and constantly repeated process between the opinion and action, where the knowledge is being created through transformation of experiences*", given in McHenry's and Husvik's paper [3].

Learning process itself according to the European model for flawlessness [4] represents a process of gaining and understanding information that could lead to improvements, innovations and changes. As a good example for educating is the conducting the benchmarking strategy, internal and external grading and check up, analyses of the best ones in the branch etc. As a good example of the learning process for individual activities include training and professional qualifications that are contributing within the adjustment of the mental model.

Mental model is actually a cluster of knowledge, experience, skills and behaviors that could not be formalized uniformly; they actually represent an ability for each individual and ability of every organization getting a response to the unknown changes. There is an individual and mental organization model. The mental one is actually a world's overview including its explicit and implicit comprehension, according Chaalam [5].

Knowledge is a part of the system consisted of data, information and the knowledge itself. The data itself represent a raw material, but the information is data with a context (explanations and comments) and a perspective (base for corrective and preventive measures). Knowledge is information with an action manual.

If a certain organization is not exposed to learning novelties is not practically able to create opportunity to provide skills, or to be part of a systematic learning from others and incapable to perceive the unknown changes that are constantly arousing within or around it. Such type of organization does not present experience to act upon future decisions and therefore its managing performances are worsening constantly as well.

When an organization gets exposed to learning, it is getting capable to create knowledge through a systematic learning from other instances and perceive the unknown changes within and around and is actually capable to gain an experience that will lead to improvement of their future managing decision and work performances.

Adjustment within the organization refers to changing of the state meaning changing into a condition capable to provide educating in order to handle the current foreseen crises.

Leaping improvements need to be defined as a strategy model and must be solidly structured within the adjustment programme that is being conducted from the highest management. This programme should present power and strength that will pull the organization towards new and higher performances.

The learning model using the mental model is consisted of a four staged cycle. This mental model influences the process of thinking and action, according to McHenry and Husvik [3]. The existing experience is a base for establishing a concise concept for solving the upcoming and unknown situation and a base for ability to generalize the yield from the existing knowledge and experience, as well as the outer mental model. Right after, the implementation examination is done over the established concept of the new situation. The positive experiences are integrated into a new, actual experience that represents a higher level before repeatedly new and unknown situation, therefore the learning process is constantly repeated. Apart from the already known approach for a constant improvement that is being used within the Japanese, American and European flawlessness model. **Macedonian institutions** on the other hand, that do not express capability to learn and are falling behind in a technological level, style and management, innovations and quality of the product/ service, business performance and the employees' well behavior need to act on with a new approach for improvement that would include a combination of the following:

- Leaping improvement and breakthrough towards new performances;
- conducting of learning process – qualifying for learning (meaning learning how to learn);
- improvement by the learning from own experiences and usage of the knowledge of the others;
- Innovative leaps.

The problem with our mentality is that all of us persistently and irrationally defy the outer mental model instead of analyzing and conduct them wisely. And *when accepting a new mental model without detailed analysis*, we easily and imprudently give up from the traditional model. Our basic problem is how to join out traditional values with the civilization values and the current trendy western values that rule around the world.

Ages and ages before we live in a place that is being bordered with the global cultures, religions and civilizations. Many conquerors have brought with themselves own mental model (through religion, culture, standards, etc) as their conquering models. Therefore we have created a defending mechanism towards the foreign values as well as towards each novelty of such type, fearing not to lose our own identity. All of this leads to isolation and creating an illusion for self-righteousness. Thus, there is a resistance towards learning, changes and with that accidental resistance to success which could be achieved only through knowledge and changes.

TQM strategy was a great opportunity for the Japanese to join their new mental model, carrying a western world values with their traditional mental model, based on their traditional eastern culture. Results that have been accomplished only by those fellow-citizens which live and work abroad are showing that they have successfully joined their great talent and the individual mental potential with the world's methods and techniques, which also leads us to the fact about our existing, huge and unused potential.

Improvement in the learning process [4] could be implemented in an organization where the capability to learn from own experiences and usage of knowledge, as well as learning from the experiences of the others, in the quest of an answer of the relentless internal and external changes.

Within an organization the simulative behavior where each employee will be involved in the improvement process is essential. Besides that, it is necessary to find mechanisms for enclosure of the existing and the potential buyers in the improvement process. Another essential factor that leads to improvement is the continuation. In order to accomplish the

improvements easily, it is necessary to organize every phase in the P-D-C-A cycle impeccably.

EXPERIMENTAL RESEARCHES

Are Macedonian companies exposed to learning?

The educating process in the organization is a consisting part of the TQM strategy because if new techniques and methods are not being learnt, there is no a possibility for advancement and development. The knowledge is strengthening the competitive advance of the companies. The most important role to the top management is to give what is needed in order to be prepared to learn and transfer this necessity to the employees. In order to get a clear picture if Macedonian companies [5] are keen on to learning and stimulating the individual and collective learning as to improve the results in general, there have been few questions raised :

Do these companies practice to hold trainings at the workplace and trainings for gaining additional competences?

147 companies have replied of the first part of the giving the following results:

- 64,6% of the examined have answered that they *practice training at the workplace sometimes*;
- 33,3% of them attend a *planned, organized and well-accomplished training*;
- 2,4% of them *never practice trainings*.

. According the researches it is presented *that the most of the trainings are being performed by the companies themselves, in order to enable a further qualification or prequalification of the employees*.

The necessity to rise up a qualification level of the employees is particularly important in concordance with the investment within the modern technology. *Our experiences so far indicate of the necessity of a continuous training of every employee and especially regarding the programmes in accordance with the demands of EU*.

The question *whether the company holds regular trainings in order to attain an additional competences is raised aiming to examine the awareness of the top management regarding the need for a continuous professional improvement and development of the employees in the era where knowledge and the continuous improvement of the employees is an imperative for the competitiveness and further development*.

As of the examination here is the data:

- 56,3% of the examined attend a training in order to gain an additional education but *only if needed*;
- 26,5% of them *do not practice trainings*;
- 13,9% attend a *training once a year*;
- 3,3% Of them has been attending training *twice a year* which is the annual minimum for a professional promoting.

The fact that 26, 5% of the examined companies do not practice training in order to gain additional competences is quite concerning. Lifelong learning is a condition for a survival of the modern business [6]. Those realistic indicators indicate that the *lack of training on regular bases in order to gain additional competences is one of the main reasons for being not competitive with our products on the global market*.

Considering the fact that if the existing competences are not being updated they can become old in less than 5 years [6], therefore the question whether the employees are competent (in about 40 organizations) if they do not practice further education, that need to fulfill the needs of the modern management work performance. If regular training for additional competences is being analyzed within the economical branches here is the outcome:

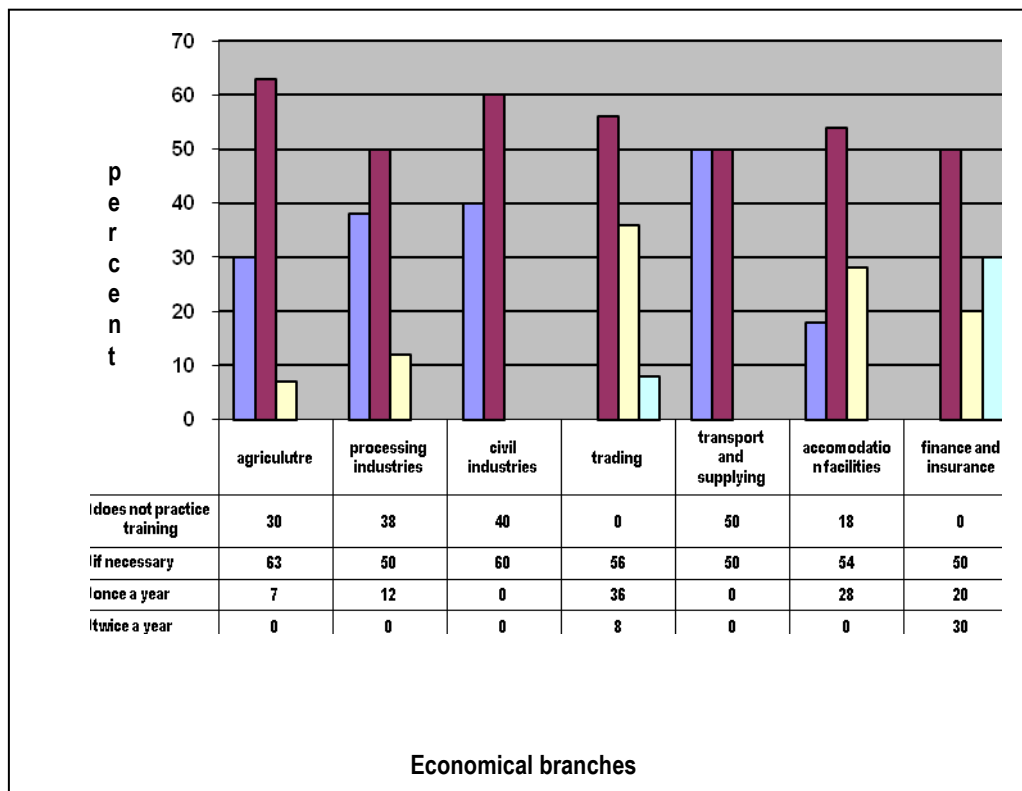


Fig.1. Gaining additional competences within the companies

- the following sectors come out with a better condition such as: finance and trading where the trainings are done twice a year. Here the changes in the legal regulative and the market are imposing a necessity of continuous improvement and development of the employees competence;
- Regarding the improvement of knowledge the worst condition has the civil engineering, processing industry, agriculture, and transport and supplying.

If we divide the examined economical subject into two groups (private or public sector) here are the results:

- the public sector has 4% of the examined companies, meaning 6 where 100% of the capital is in a public ownership and
- 96% are from the public sector.

The examinations done in the public sector regarding the need of gaining additional competences have shown that (83, 3%) of the examined public enterprises do not practice trainings.

. They still have a monopolistic position on the market, where a certain excuse for the minor significance of the necessity for innovation and constant improvement of the employees still exists (but the awareness for the significance of the innovations and the constant improvement of the competences with the managers doesn't). Macedonian companies still haven't comprehended the necessity of knowledge promoting as a source of competitiveness, condition for survival at the market and initiative power for a further development.

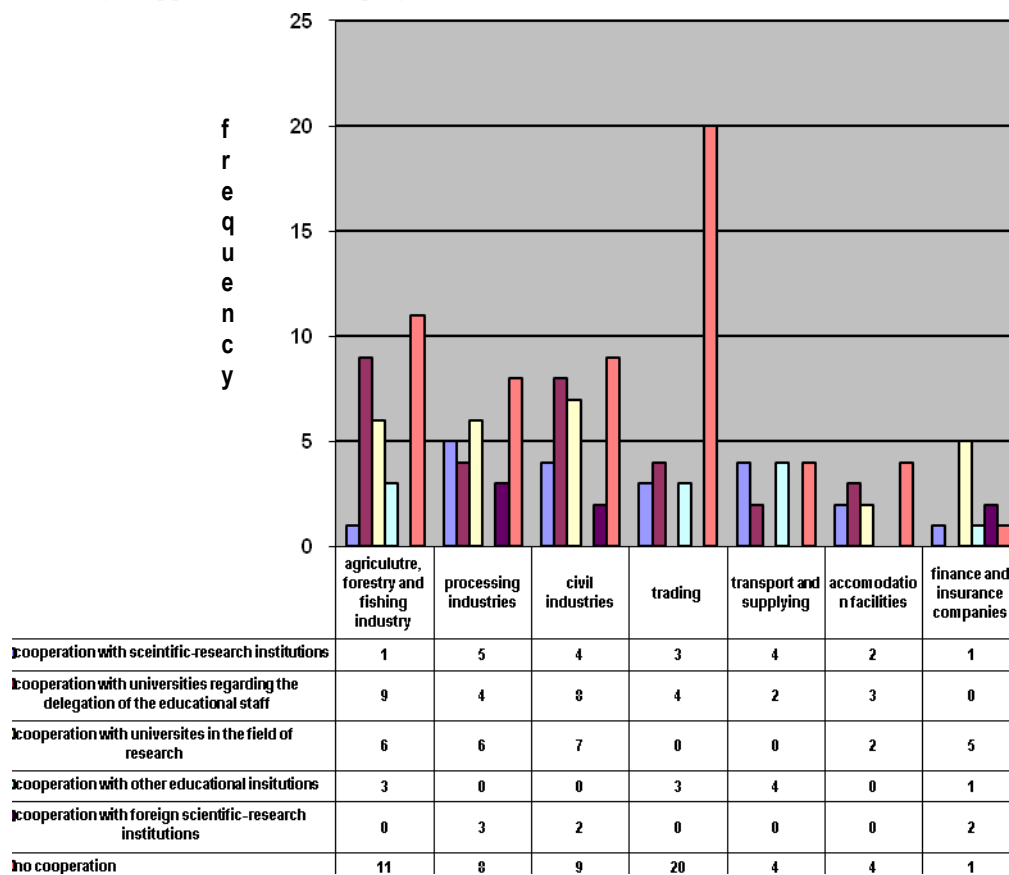
Within Macedonian companies that are not qualified to perform further education and which are falling behind regarding the technological level, management style, innovation and product quality/ service and business culture of the employees **need to take seriously into consideration to implement an education for a further improvement of the quality.**

The incompetent education of the top management is one of the issues that Macedonian companies are facing nowadays. Nowadays there are top managers that have been educated according the previous system and they cannot accept the changes that inevitably are happening at present. The companies are visionless about the future and can hardly adapt to

the needs of buyers/ consumers. If the managers get a vision where the global economy is moving, as well as what exactly is the thing that the buyers are looking for from the product, it is certain that the solution lays into the survival of Macedonian companies.

The training of the top management prepared in a world example [7, 8,] as well as gaining of additional competences for a proactive achievement will seriously influence the successfulness of Macedonian companies. As of the analyses of Macedonian companies regarding their efficient cooperation with the scientific-research, university and other type of education institutions within recent years, the following outcomes appear:

Our research has shown a weak cooperation and linkage between the companies and the scientific institutions (fig.2) that indicates to the fact that those companies are not enough informed regarding the possibilities that are being offered by this institutions, or indifference for a scientific approach or work performance.



Economical branches

Fig.2: Cooperation with scientific- research, university and other educational institutions in the recent years

All of the abovementioned is a consequence of an insufficient instruction of the services that are offered by this organizations and programmes. The fact that our analyses regarding the issues of presence of the management in the hierarchy in the organization appears as 3.5% that indicates that a great number of enterprises manages with a single one manager – owner and the rest of the staff are just employees, is indisputable. Therefore, because of the weak quantity of the management the managers are dealing with shortage of time or they develop a single interest regarding a cooperation that would lead them to instant results. In other words,

the degree of development the companies are actually appearing at is vocational level or better to say to a level of craftsmen-meaning far behind the professional.

The cooperation of the companies with the scientific institution will enable a conduct of know-how strategy in order to attain basic competences that will include education and training of a high quality and an efficient implementation of the full business and production practice. The implementation of the integral methodology for designing and implementing of TQM system has to start with the education and therefore a well-organized subsystem is needed from which the institutions will learn and easily be able to adapt to the changes and their gained competence will be used for a personal development and creating a future as well.

INSTEAD OF A CONCLUSION

The complex knowledge regarding the TQM system needs to be spread starting from the first man of the company – the general manager up to each employee performing any task of any kind of workload in the company.

The planning of the educational process is a task for the top management having the duty to establish a service/ department for education. This service needs to prepare plans and programmes of different levels and provide a quality in accordance with the function and tasks that will be accomplished within the companies, using methodology and implementation of the Deming circle of quality.

The educating of the employees within the whole structure in the institutions aims to assist them into gaining skills and experiences within the realization of the business processes in accordance with the demands of the products, services, legal obligations and competitiveness criteria, as well as appointing of the employees because in order to get quality it is necessary to involve everyone, within their work.

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