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THESIS SUMMARY

SOCIAL DEVELOPMENT AND EDUCATION

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SUMMARY

INTRODUCTION

In studying social development and education, many issues need to be clarified, starting precisely with these two concepts, issues of concern to many sociologists, given the socio-economic context that characterizes contemporary society, so that subsequently in our scientific approach, we can manage to identify which is the ratio that is established between education and social development. These two concepts, although they were and are increasingly debated today, were analyzed separately, rarely bringing into question the phrase "social development and education".

Owing to its topic, our thesis responds to topical interests of Romanian society, such as education in the context of globalized society, the multitude of dimensions and shapes in which education is manifested, social development, social issues, community development, human development, sustainable development, social and educational capital, education crisis and the crisis of culture, social and educational ideal today.

This paper examines the correlation between social development - education, insisting on the role of education in social development, and the report established between the state of formal education and the state of social capital today.

The scientific approach aims at clarifying the concepts and aspects relating to education and social development, the analysis of the state of society in these viewpoints, observing the evolution of the quality of education in Gorj county, after 1989, taking into account the level and condition of education, content validation of formal education, capital social in terms of its valorization or devaluation.

The main objective of scientific research is to investigate the correlation between social development - education and the state of education and social development today, on the one hand, the observation of the involutive shock of the quality of education in Gorj, after 1989, on the other hand, in the thesis being presented both general aspects, based on theories of education and social development, sociology of education, and particular issues drawn from the case studies we have conducted.

The PhD thesis was elaborated and structured through a relevant and coherent approach. In this paper are individualized the following parts: Contents; Introduction;

Literature review; Contributions, limitations of the study and future research directions. Conclusions and suggestions ; Bibliography; Summary of the thesis.

The literature review of the researched field is highlighted, on the one hand, by the opinions and arguments of reputed sociologists in the educational and social field , by the social analysis of official documents (reports of the United Nations, European Union regulations, national strategies, studies of Research Institute of Quality of Life, the World Bank, the Organization for Economic Cooperation and Development, National Reports on Human Development), and on the other hand is accentuated by the large amount of data on the evolution of the state of education in Gorj made available by Gorj County Department of Statistics and sociological interpretations obtained from sociological field research.

Thus, in terms of methodological aspect , the knowledge level of the field under study is divided into two primary parts : documentary research on analysed domain and a case study conducted on the one hand, after the collection and analysis of statistical data on the level and state of education in Gorj and on the other hand as a result of the interpretation of the results obtained in the questionnaire-based sociological surveys conducted in the county.

The documentary research includes the first 4 chapters, using both qualitative and quantitative methods and having as a primary source the rich specialised literature, works, studies and research devoted to this area, published both in our country and abroad, reference works in sociology and not only ,including knowledge and analysis of official documents in the field.

The Case Study - representing the last chapter - implied, on the one hand, the use of statistical methods in the analysis of the level of education and the state of education in Gorj post 1989. The data used were provided by the National Institute of Statistics, and by Gorj County Department of Statistics. On the other hand, in the sociological research on the field on content validation analysis of formal education in Gorj, but also for the study of valorization / devaluation of social capital in Gorj regarding youth, I opted for the sociological inquiry based on questionnaire.

Structure of the thesis on chapters

Chapter 1, "**Conceptual Highlights**" includes an analysis of the concepts of "education" and "social development", based on the explanation provided by the

Explanatory Dictionary of the Romanian language, in terms of famous authors both from abroad: Emil Durkheim, Anthony Giddens, and from our country: Catalin Zamfir, Bogdan Voicu, Adrian Gorun, Dumitru Otovescu, Adrian Hatos. The valuable studies conducted at the Institute for Quality of Life Research were useful too.

Social development is seen as "orientation of a country / region / community / institution to achieve a desirable state, set as its objective through a planned process in time as conducted by a set of joint actions" (Catalin Zamfir, 2006), or in other words the positive transformation of human society, the development of human life in society, of their relations in society to a higher level, covering more progressive steps.

Another issue under discussion was the "engine" of social development itself, namely social problems defined as "disturbing manifestations of human life in a society or in a demographic region, requiring a deliberate intervention to address them" (Dumitru Otovescu, 2009). It was made a brief overview of obvious social problems, but also of those in inter-causal relationship with our field of interest, that of education: unemployment, poverty, social exclusion, inequality of opportunity, illiteracy, underfunding of education systems. Solving social problems is a prerequisite for the social development of a community.

Along a different line, concepts such as human development, sustainable development, ecodevelopment were put under the concerns of many researchers. These are issues to be considered in analyzing the relationship education - contemporary society because, from our point of view, the terms "human", "sustainable", "organic" are intrinsic to the process of social development.

Another thing worth mentioning here is how you can measure human development, particularly by Human Development Index (HDI), but there are other indicators proposed by the United Nations Development Programme (UNDP) and human poverty index human (ISU) or gender disparity index, whose use has been severely criticized by some experts.

From a sociological point of view, the concise way in which education was defined is not - we believe - quite relevant to its importance in society "the mix of social culture transmission, of generation, organization and management of individual or collective learning" (Catalin Zamfir, Lazar Vl sceanu, eds., 1998).

Indeed, the sociological concept focuses primarily on the need for a formal and specialized framework to achieve knowledge transfer, education being seen as a systematic training, different from less formal modes of socialization, schools being "social institutions

in which education takes place "(Allan G. Johnson, 2007), but we should not forget its functions that give its essence in fact or its mission of especially vital importance in contemporary world society, the so-called knowledge society.

Among the attempts to define education, Adrian Gorun's definition is enlightening "education is the whole of dynamic relations between actors with competence in initial and continuing training and among them the people involved in their own training through mechanisms and actions ordered and oriented to predetermined ends, based on norms and values that circumscribe the educational ideal promoted by a community / society "(Adrian Gorun, 2012).

Also under discussion was the multitude of dimensions and shapes in which education is manifested: formal (institutionalized education which is achieved through the education process, based on an educational ideal), informal (spontaneous, achieved through social interactions : in family life, at work, library, media, etc.), non-formal (extracurricular activities, optional or facultative, with a less formal character, but with the same result formative result, educational institutions being created : culture houses , students clubs etc. sometimes complementary to education), but the concept of "lifelong learning" which refers essentially to training, lifelong education of individuals, in support of the evolution of society. The need for such education relies in that, due to the increase in knowledge, acceleration of the the pace at which information is transmitted, the rapid evolution of science and technology etc., the individual who was trained in the classic way can keep up with all these changes only through self-improvement .

However, it was necessary to bring into question the theories of development, whereas their identification and analysis by renowned sociologists is underlying enrichment and empirical strengthening of sociology of social development today. There are thus presented views ,controversies on social development in Romanian sociology, theories of development as they were classified by Alvin J. So, and the Club of Rome reflection on this issue which, according to some sociologists, offers a global perspective in terms of social development.

The most significant models of social development in Romanian sociology have regarded this phenomenon either as a process of modernization, or a support of cultural identity, and also the synthesis of modernization and cultural identity. The social ensemble , the historical evolution and theoretical equipment of Romanian society influences among theorists, the ways of social development.

We started in 1848 because it was the founding stage of Romanian sociology, forty-eight thinkers being considered the founders of Romanian sociological theories.

I captured, therefore, aspects of "how in the period 1848-1948 Romanian society appears in diagnostics and development projects of sociologists": the revolutionist project, statist neoliberal project, the project neoyeomen project, the populist and peasant project, self-organization of the skills at the Romanian Social Institute, a logical postulate of identity (Constantin Radulescu-Motru).

We also analyzed the classification determined by Alvin J. So on the main theories in social development paradigm: modernization theories (theory of structural differentiation, modernization as a phenomenon of multiple crisis, staff development theory, theory of obstacles, barricades theory), theories of dependent development, spiritualist theories on development, development theories in modern world system.

However, a marked influence on the study of development in all its aspects was that of the Club of Rome, a non-profit organization aimed at finding, analyzing and understanding the issues facing societies ("global issues") from a comprehensive, holistic, interdisciplinary perspective in an attempt to formulate answers to them to provide long-term solutions that are useful to decision makers and make not only them but also humanity to understand the seriousness of issues debated.

The way in which the representatives of the Club chose to present their findings took the form of communication sessions, conferences, but especially Reports to the Club of Rome, and topics to be discussed were: sustainable development, education, health, environment, values, economic and social development etc.

Chapter 2, "**Social development and globalization. Education in the age of globalization**", aimed at approaching social development and education from the perspective of globalization. There were submitted to people's attention the concepts of modernity, modernization, education crisis, the crisis of culture, social ideal, the educational ideal. We have also debated issues related to human capital, social capital, educational capital.

According to specialists, the concept of modernization is identified with the term of development and the modernization process is based on progressive social change to address the gaps between developing countries and Western countries considered a model.

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The process of modernization has led according to theorists to the development of education in different aspects, from "structural differentiation" and specialized structures NJ Smelser discussed, which produced an outsourcing of functions especially in education, social and economics (function of education taken over by schools, the emergence of other needs: development of a more specialized mass education, specific to the new structures, the emergence of new roles (teacher, pupil, student, etc.), creation of new jobs, increase of the level of education of the working population ,growth of the share of workers with secondary and tertiary education) to discussion of educational processes as fundamental components of the consumer society.

The main feature of modernity is considered today globalization or worldization, as it is called. Modernity and modernization have brought both advantages and disadvantages to the individual.

On the one hand, the advantages are large in knowledge, on the other hand, all the transformations of globalization create disparities between education and other social sectors, creating new challenges in education today.

A problem that could not be overlooked in the context of globalization is that of underdevelopment and poverty. The analysis also social class and social stratification was necessary, in our view, bringing into discussion social inequalities and the effect of education on them.

Poverty is regarded by experts as the factor with an overwhelming influence on the quality of education. While some scholars see in the educational system even a form of perpetuating poverty, education is considered by many analysts a primary step in preventing the risk of poverty and social exclusion.

A similar situation is found in the relationship between educational opportunities and equal social opportunities ,some social theorists seeing in education a means of reducing social inequality, while others have refuted this theory or thought that education itself tends to expose and reinforce existing inequalities.

However, there is a relationship of interdependence between social structures and formal education: individuals with higher levels of education are at the higher social strata or classes.

We started discussions on social capital and values of education in late modernity from clarifying the concepts of social capital and human capital. The relationships established between the individuals of a society, relationships based on trust and

reciprocity, norms, rules and their common values establish the scope of capital, while human capital is seen more in an economic sense as a set of capabilities, skills of individuals underlying income realization.

Educational capital is a category of social capital consisting of informal norms and values accepted and respected by educational community members as a result of underlying trust relationships between them.

Today we are witnessing a devaluation of social and educational capital. Community members have a low degree of confidence in individuals or groups outside the family, manifesting a trend of negative social capital, the so-called family amorality (Banfield, 1958). Confidence in the educational role of the school, family, church, state institutions and authorities has declined excessively and value universe has been discredited.

The social and educational ideal can be explained as ultimate objectives toward which social and educational concerns lucidly and systematically tend. The basis of the educational ideal is the collective way to conceive the role, functions, values of education.

The question here is the fact that at the individual level can exist different values from those of the community, and one of the fundamental roles of education is to make compatible this disparity between these values so that they do not lead to imbalances with harmful effects on community (ie. non-involvement, indifference, alienation, etc.) (Adrian Gorun, 2013).

Chapter 3, "**Sociological Perspectives on education and the educational system**", clarifies the problem of delimiting the educational system and the system of education from the social system. The educational system and the system of education are intrinsic to the social system. In contemporary society, the educational system includes, besides the old institutions of family, school and church, numerous other instances of secondary socialization: professional and political organizations, institutions of art and culture etc. The educational system in a society is therefore broader than the system of education included here because in addition to all levels and types of education, it includes all non-school education. All three types of education - formal, informal and non-formal - between which there is no strict dividing line, but are in a relationship of interdependence - together form the educational system in which the most representative is the system of education.

The chapter continues with the presentation of the structures and functions of the educational system, debating here about the five basic functions or purposes of education which sociologists talk about today: socialization, transmission of culture, discipline and

personal development, selection, preparation and placement of individuals in society, change and development . There are also considered aspects of education as a process, which is characterized by continuity and involves transformation of the individual depending on the set of ends circumscribed to the educational ideal of the community.

The chapter ends by presenting the educational policy as a source of social development. The role that education policies have in social development is undeniable, as they represent the formal framework in which education fulfills its mission to support the development of human capital and hence sustainable social development at the national level. But they have not always proven to be sufficient, the existence of social and economic policies to support them being imperative.

Chapter 4, "**Education and Media**" in the first subchapter deals with the new structure of educational media today, on the assumption that freedom of expression is one of the attributes of democracy and the role of the media is both of information and training of the individual.

On the one hand, the media can be a tool to promote the aims of education, but on the other hand, it has played a crucial role in discrediting education, decreasing trust in educational institutions and system of education. In search of sensationalism, it always brought out the negative aspects, often isolated, generalizing them. As can be seen from closer monitoring of the national media, cultural events, scientific, educational activities are not a topic worthy of promotion.

Often, the activities of educational institutions are reflected in a biased way, most often due to personal revenges of their leaders and the media. It increasingly appears an uncivilized language used in expressing opinions and news , lack of impartiality in news broadcasting, illegal and immoral methods of obtaining information.

The second section of this chapter deals with the younger generation field whose analysis occurs relatively late , unlike other social issues.

I assumed that there are changes in the lives of young people who have produced changes in the status of their role: economic by increasing their productivity in community, social movements to satisfy the claims of some interests, expanding and increasing the role of institutionalized education, recognition of increasing roles of youth (Dumitru Batar, 2003).

The analysis of the situation of young people in Romania, from a statistical perspective, led to the following findings (National Strategy for Youth 2014-2020 Ministry of Youth and Sports, 2013):

- The birth rate was drastically reduced in the last 25 years, which led to increased volatility in all systems, including education;
- The proportion of the rural population is quite high (44.9%), poverty is concentrated mainly in those areas (7.9% versus 2.6%), while the share of people with higher education was 23% in urban areas compared to only 3% in rural areas.
- The young population is numerically lower (from 32.1% in 2003 to 28.6% in 2012, young people 15-34 years);
- More than a third of young people are at risk of poverty or social exclusion, ie 40.3% versus 24.3% in the EU-28.
- The level of employment rate for the age group 30-34 years is close to the European level (77.1% versus 77.5%) for all other age groups (15-19, 20-24, 25-29), young people being considerably below the EU-28 (8.4% employment rate among youth aged 15-19 are about half the European level, 67.5% of Romanian young people 25-29 years are employed compared to 72.1% of young Europeans).
- Young people consider as concerns of the education system: insufficient practical applications (69%) and the scarcity or absence of activities undertaken outside school (67%);
- In 2012, 16.8% of young people in Romania were classified as NEET (young people aged 15-24 who are not following any employment, education or training), compared to 13.2% of young EU -27;
- The participation rate for all levels of education of the population aged between 15 and 24 years is 55.8%, which places it 5.2 percentage points below the EU-27;
- In 2012, the rate of early school leaving by young people between 18 and 24 years was 17.4%, in insignificant decrease from the previous year;
- In 2011, only 1.6% of the active population participated in the programs of lifelong learning versus 8.9% in the EU27; EU-27 participation rate in education for the age group 25-34 was 15%, while in Romania was 4.1%;
- About 80% of young Europeans between 15 and 24 use the computer and the Internet every day, while in Romania the percentage is lower than 50%;

- A quarter of young people say they never read literature; 8% do so daily; 61% of teens say they never go to the theater, opera, ballet and classical music concerts, 49% do not go to the cinema, and 48% do not go to concerts of modern music;
- Almost two thirds of young people , respectively 64%, do sports only a few times per month; nearly one in three young says de does no sport at all;
- 17% of young people spend time with friends and 22% see friends 2-3 times a month;
- 29% of young people say they would be willing to volunteer in an NGO such as an association or foundation; most give a negative response (53%).

These statistics highlight the problems already being discussed: the social and educational capital is low and shows increasing signs of devaluation.

We believe that there is no development without education, lack of education or poor quality thereof lead to greater social problems.

But the role of education in human development and social development (analysis of it is the subject of subchapter 3) is supported by several relevant arguments, among which we mention the following:

- education in the context of a globalized society, is likely to lead to continued development of individuals (individual or community) through its role in transmitting knowledge and quality (not quantity information), adapted to new requirements;
- education is able to provide guarantee of genuine and perennial human and social development provided that it is carried throughout life, being one of the few issues through that individuals can reach their full potential;
- education produces qualified human resources required for performance through innovation and research that only through it can be obtained. Education is the basis for building knowledge-based economy, as only trained individuals may carry out activities in all areas that contribute to wellbeing (science, technology, research, development). In addition, individuals' skills obtained through education play a key role in minimizing the effects of any shock or threats to which they may be subjected;
- formal education through the educational process is one of the essential coordinates of social development, access to education being considered by many experts as a way of particular importance in preventing the risk of poverty, social exclusion and form of social inclusion for vulnerable groups;

➤ the new role of the school - the school being today not only school education but also vocational training - is understood as a form of prevention against poverty risk by moving from craft phase concerns to automation (Stephen Buz rnescu, 2003).

An additional argument for establishing the effect that the development of education has in a society is the research on the impact of education as a factor influencing the unemployment duration and probability of (re) employment. Thus, in Romania, it appears that individuals with low education have the highest probability of losing their jobs and become unemployed and the lowest probability of employment.

Starting from the following hypothesis: the higher the level of education, the higher the social and human development of the community - we discussed the three indicators that make up the Human development index which we mentioned above: longevity, education, standard of living.

To this end, we analyzed data on GDP per capita (in dollars, purchasing power parity), life expectancy at birth, literacy and gross enrollment ratio in education, in 4 regions of Romania which experienced different degrees of development, during the years 1998, 1999, 2002, 2004 and 2005 (when this last year, not all the data were available): South - West Oltenia, South - Muntenia, Western Region and Bucharest – Ilfov Region. The conclusion I reached is that education influences the degree of human and social development of the regions: the literacy rate and degree of enrollment in higher education are higher, the more developed the region is.

In Chapter 5, **Case Study: the involutive shock in the quality of education in Gorj, post 1989**, we started from the premise that education has suffered a shock in terms of quality, in Gorj County since 1989.

We anticipate that since 1990, it is outlined the so-called phenomenon of "demystification" of the school and, consequently, a decrease in confidence in the qualities of the school as a primary factor of success in life (by using the term school, we understand the educational system). We estimate a regression trend in overall Romanian education in terms of the level and the state of education. Numerous changes in the Romanian educational system, demographic decline, social and economic crisis have left their mark on education.

To certify the assertion, I tried to argue these issues by analyzing the phenomenon on multiple dimensions. Each dimension corresponds to one goal. Also, for each of them, we proceeded to establishing the indicators and identifying the research hypotheses. Thus, in the present study we pursued the following:

➤ **Dimension I :Evolution of the level of education in Gorj, post 1989;**

Objective I.1.1. Setting up the aspects of education, data collection and analysis of statistical terms, observing the evolution of the level of education.

Indicator I.2.1. The number of independent schools;

Indicator I.2.2. Infrastructure in education;

Indicator I.2.3. Teaching staff;

Indicator I.2.4. The school population;

Indicator I.2.5. The number of graduates.

I.3.1 Hypothesis. Level of education, in terms of its indicators, bears a regressive trend in recent years;

I.3.2 Hypothesis. There are also indicators of education that have shown some increase in recent years;

➤ **Dimension II: The state of education in Gorj after 1989;**

Objective II.1.1 . Determination of aspects that make up the state of education area, data collection and statistical analysis, observing the evolution of the state of education

Indicator II.2.1 The human resources of the education system;

Indicator.II.2.2 Participation in education and internal efficiency of the education system;

Indicator.II.2.3 School performance;

Indicator II.2.4. Results

II.3.1 Hypothesis. Status of education, in terms of certain indicators, has a downward trend;

II.3.2 Hypothesis. There are indicators on the state of education in which there was an improvement in the situation;

➤ **Dimension III: Content validation of formal education in the county;**

Objective III.1.1. Identifying issues that are part of content validation of formal education observing them under the circumstance of assessing the issues.

Indicator III.2.1. The general perception of education;

Indicator III.2.2. Issues that may affect the quality of education;

Indicator III.2.3. Perception of the mission of school;

Indicator III.2.4. The degree of satisfaction with the school and the educational climate of the school;

Indicator III.2.5. Participation in education and educational outcomes;

Indicator III.2.6. Relevance, quality and effectiveness of the curriculum as a whole;

Indicator III.2.7. Knowledge acquired by students, skills and competencies acquired;

Indicator III.2.8. The performance of the teacher in terms of training enhancement of certain resources;

Indicator III.2.9. Relational aspects;

Indicator III.2.10. Educational and vocational guidance to students;

Indicator III.2.11. Behavior, rewards, sanctions.

III.3.1 Hypothesis. The general perception of education is overall good, while satisfaction of individuals from outside regarding the activity of public authorities in education is relatively low;

III.3.2 Hypothesis. We can identify several issues which may affect the quality of education;

III.3.3 Hypothesis. If knowledge gained in school have a positive effect on student behavior, then the school has an important role in their training;

III.3.4 Hypothesis. The degree of satisfaction with the school and the educational climate of the school is generally high;

III.3.5 Hypothesis. If mediocrity is high among students, pupils show lack of interest in education, there are phenomena such as truancy, students who arrive late to school, disruption of classes by students, student disrespect for teachers - where the educational process is affected;

III.3.6 Hypothesis. If the educational process is based on the transmission of knowledge in a dominant way, students are involved in very few activities as organizers or participants, the teaching - learning – assessment process is largely affected by problems such as failure or congested information and sometimes the optional courses, CDS are not

proposed after consulting parents or possibly of an adequate reason for a particular choice of students, then the relevance, quality and effectiveness of the curriculum as a whole are affected.

III.3.7 Hypothesis. If students have acquired transversal knowledge largely, then most students have skills and abilities that help them progress in learning activities.

III.3.8 Hypothesis. During lessons, are used more teaching methods, techniques and activities, but the teachers insist on memorization and reproduction at the expense of discussions, debates and teamwork, role playing;

III.3.9 Hypothesis. There is not a very good collaboration between the school and parents for several reasons (lack of time, lack of parents from home or even their lack of interest) and the activity of the parents in school is limited, in most cases, to parent meetings and discussions with teachers;

III.3.10 Hypothesis. Most students choose or are urged by parents to continue their studies and in choosing a school, the family is greatly influencing students' decision, the first criteria considered are: the school is free of charge and is a safe environment.

III.3.11 Hypothesis. National and sentimental values, the main moral values are taught at school and applying serious measures could cause improper behavior change of students.

➤ **Dimension IV: Valuation / depreciation of social capital among young people of Gorj.**

Objective IV.1.1. Observing aspects that constitute the social capital sphere; its analysis in terms of its valorization / devaluation in Gorj

Indicator IV.2.1. Perception of social problems;

Indicator IV.2.2. Relations;

Indicator IV.2.3. Trust;

Indicator IV.2.4. Value Universe ;

IV.3.1 Hypothesis. Young people become aware of social problems in Gorj;

IV.3.2. Hypothesis. Social conflicts are more striking today than before 1989

IV.3.3 Hypothesis. Young people believe that family relationships are the most important;

IV.3.4 Hypothesis. Social relations are now more formal and impersonal;

IV.3.5 Hypothesis. Young people have low trust in institutions and state authorities;

IV.3.6 Hypothesis. Young people have a low degree of confidence in individuals or groups outside the family - the trend of negative social capital (family amoralism);

IV.3.7 Hypothesis. Young people consider some aspects such as status, money, relationships as important factors for success in life;

IV.3.8 Hypothesis. Attachment of young people to the village / neighborhood, local symbols, traditions is not very high.

IV.3.9 Hypothesis. Rejection of certain illegal, doubtful or immoral behaviors is not very strong among young people.

Within each dimension were established specific hypotheses.

Research methods used in the case study were: statistical method (dimension 1 and 2, respectively subsection 1 and 2) and questionnaire-based survey (dimension 3 and 4 and section 3 and 4).

The statistical method was used to observe the evolution of the level and the state of education in Gorj and the sociological research in the field focused on two aspects considered relevant for the study: research of content validation of formal education and research valorization / devaluation of social capital among young people.

It was therefore necessary to build two types of questionnaires, one for each research. Their development was achieved by studying specialized works and other research conducted in the field (National research on the stage of development of quality of culture in the school education system, ARACIP, 2013 Barometer of quality of education in Romania, no.4, school year 2010- 2011 ARACIP; Education in Romania, National Institute of Statistics, 2014; Public Opinion Barometer, April 2014; National Center report, test cycle 2008-2009 OECD Programme for International Student Assessment, OECD PISA, Bucharest, 2011; Report on the state national education system, MECS, 2009, 2010; University education in Romania. Dialogue with pupils, students and teachers, Frunzaru Valeriu (eds.), 2013; Septimius Chelcea, Sociological research methodology. Qualitative and quantitative methods, 2007 etc.).

In elaborating the questionnaire, we opted for closed questions with 5 options scale (strongly agree, agree, neither agree nor disagree, disagree, strongly disagree, to a great extent, largely, neither large, nor little, to a small extent, very satisfied, satisfied, somewhat satisfied, dissatisfied, very dissatisfied, etc.). There were also questions that we considered appropriate to introduce variant answered "do not know, do not respond." Some questions

were as question and answers, subjects were asked to choose from predefined answers; of these, in some, we introduced a last resort to which they were asked to indicate other issues where necessary (open questions), to bring more knowledge of the peculiarities of the field under study. The majority of questions required one answer, with few exceptions the respondents were aware of the existence of the possibility of choosing several variants.

The sampling procedure was through stratification and the sample was calculated with an error of 5% and a probability of 95%.

In the first research "Indicators on formal content validation results of formal education" were developed three types of questionnaires: for students (final grades : VIII and XII), parents (parents of the students surveyed, in final grades), teachers (secondary and high school education).

In this case the sampling was done according to the following criteria:

➤ for secondary education - the target population had to come from both middle schools and high schools or school groups, both located in central areas of cities and in peripheral or semi-periphery;

➤ for high school education - were taken into account both theoretic, technological and vocational schools; units located both in the central areas of cities and in peripheral or semi-periphery;

The criteria for the residence and the sex were also considered.

After calculating, it resulted a sample of 365 students. Of the total school population established as sample resulted a subsample of 186 students of class VIII (51%) and a sub-sample of 179 students of class XII (49%). To observe the characteristics of the studied population, the total sample, 49.6% were female, 50.4% male; 32.9% of rural and 67.1% urban area.

For parents, the resources did not allow the establishment of a sample proportional to the students. We could say that, in this case, we worked with a lot of parents, establishing the number of parents equal to the sample set for students (one parent / one student). So were surveyed 365 parents of students in final grades .

The sample calculated for teachers consisted of a total of 338 persons, consisting of a sub-sample of 165 teachers (48.69%) in secondary education and a sub-sample of 179 teachers (51.30%) in high school education. Also, to meet the targeted population characteristics of the total sample, 64.49% were female, 35.50% male; 32.9% in rural areas and 63.90% in urban areas.

The localities that were included in the sample were fair , both Tg-Jiu, other cities of Gorj, municipalities and county, both in terms of the residence, but also geographically. This included 19 schools in 12 localities.

In the second research "Indicators on valuation / devaluation of social capital", we proceeded to the stratification sampling and the sample was calculated with an error of 5% and a probability of 95%.

In this research, there was elaborated a single type of questionnaire for young people.

The target group was represented young people 18 years and older enrolled in the education system at the following levels: high school (grade XII); post secondary; higher education.

In this case the sampling was done according to the following criteria:

➤ for high school education – it was taken into account both theoretic, technological and vocational schools ; units located both in the central areas of cities and in peripheral or semi-periphery;

➤ post-secondary education, students had to come from both the form of public ownership and private

➤ for higher education it was also taken into account public and private ownership.

The criteria for the residence and sex were also considered.

After calculating, it resulted a sample of 371 young people. Of the total school population established as sample, resulted a subsample of 125 students of class XII (51.06%), a subsample of 127 post-secondary students (52.98%) and a sub-sample of 119 students (50.52 %). To observe the characteristics of the studied population, the total sample, 51.48% were female, 48.51% male; 5.39% 95.41% rural and urban, 88.94% came from public and private sector 11.05%.

Localities sampled fairly represent both Tg-Jiu, Gorj county's other towns, and villages of the county, both in terms of the residence, but also geographically. This included 13 schools in 6 locations.

The first stage of the scientific approach was that of pre-test questionnaires constructed. In this stage, the questionnaires were applied to 20 students of class VIII, belonging to middle schools Targu-Jiu and a total of 20 students of "Constantin Brancusi" University of Targu-Jiu. After pre-testing, the questionnaire has undergone some changes. On this occasion, we identified certain questions in the questionnaire that were not very well

understood by students. We proceeded to introduce relevant explanations to the questions identified as misunderstood.

We also monitored the time for completing the questionnaire. It took 45 minutes to complete the task.

We opted for collective self-administration of questionnaires. Thus, the contacting of the sample was made personally, and not through field operators. This has hampered the entire process of research on the one hand, but on the other hand, I could give further explanation when they were requested. Direct contact with respondents was made, which allowed me a better understanding of the whole phenomenon studied, information was collected faster, and costs were lower. Collective self-administration comprised between 16 and 25 subjects and was conducted over a course.

The 5 chapters are followed by **highlighting personal contributions, limitations of the study and directions for future research, conclusions and suggestions.**

The PhD thesis, "**Social Development and Education**" ends by presenting literature studied in order to develop the paper, but also by incorporating annexes underlying interpretation of the issues discussed in the thesis.

EVALUATION AND FINAL CONCLUSIONS

PhD thesis research area is part of stringent current sociological phenomena and processes regarding complex issues of a specific nature that education and social development entail.

The paper is characterized by a high quality level determined by scientific rigor imposed by this research, the literature consulted, the proposals made, accompanied by arguments to support them, proven logically, combining theoretical, methodological, with practical aspects.

Personal contributions to the field under study, are present throughout the doctoral thesis. They aim not only at theoretical clarification on the issues addressed in the paper, the notions, theories and sociological concepts important to elucidate the phenomena investigated, but also concrete proposals to serve educational factors.

Among these contributions, the most important are:

- Presentation and analysis of relevant sociological theories on education and social development, character and role of education in society and social development, in particular, and some feedback on the educational space and social problems that have sketched a very clear picture of the situation of Romania in the European Union.

- Interpretation of concepts and definitions of the concepts of education and social development, social issues, community development, human development, sustainable development, social and educational capital, education crisis and the crisis of culture, social ideal and the educational ideal today;

- Qualitative and quantitative analysis of education, based on national and local educational statistics;

- A case study on involutive shock of quality education in Gorj, post 1989;

- Identifying issues that are part of formal education contents and observing content validation observing them in assessing these issues .

- Setting up aspects of education, data collection and statistical analysis , observing the evolution of the level of education.

- Determining aspects that make up the state of education area, data collection and statistical analysis , observing the evolution of the state of education

- Observing aspects that constitute social capital sphere; its analysis in terms of valorization / devaluation in Gorj.

- Outlining concrete proposals to serve educational factors.

The main limitations that have occurred in elaborating the thesis relate mainly to insufficient financial resources and time, but especially to the low possibility of access to all planned information and lack of cooperation from certain institutions concerned. These limitations are closely related to future research directions that we glimpsed.

Thus, this scientific approach can be improved and presented in detail in the future and our proposals aim at:

- expanding research by successive application of questionnaires in the case study at a certain time, for the same probability sample, in order to make a comparison of responses and to identify the evolution of the quality of education and the state of social capital;

➤ geographical expansion to regional or national level, with the same purpose, to make comparisons of results;

➤ wide debate on social issues of contemporary society, which are in inter-causal relationship with our field of interest, education, and doing further research on education, determining the circumstances that gave rise to the state of education and the social capital today and identification of medium and long term goals;

➤ research advantages and disadvantages of the so-called internationalization of education, referring both to institutionalized education and the non-institutionalized (informal, non-formal).

➤ creation of a **Guide to good practice in the prevention of school failure** - that should capture best practices in the management and professional development of staff, involvement of users, working with businesses, support services for students, integration of pupils with special educational needs and disadvantaged groups, assessment and monitoring of learning outcomes, databases, international partnerships, lifelong learning, extracurricular activities - an integral part of the educational process.

From the conclusions of the paper emerges the fact that this social action - that is education - is a "bridge" between the individual and society, through which influences are two-way, there being a relationship of mutuality, a permanent exchange between individual education and changes in society, meaning that the educated individual acts on society, but, simultaneously, its intrinsic changes are reflected in the social development. Lato sensu education in the context of a globalized society, in constant change, has to transmit quality (not quantity), knowledge and information adapted to the new requirements, leading to the continuous development of individuals (individually or in community).

Since 1990, it has been outlined the so-called phenomenon of "demystification" of the school and, consequently, a decrease in confidence in the qualities of the school as a primary factor of success in life (using the term school, we understand the educational system). There is a regressive trend overall Romanian education in terms of the level and the state of education. Numerous changes in the Romanian educational system, demographic decline, social and economic crisis have left their mark on education.

Given all the issues identified during the research of the social capital: only achieving a satisfactory level in terms of personal safety, quality of living conditions, as far as rights are respected, the possibility of getting a job according to the interests and training,

opportunity to affirm in life, affordable access to education forms, the low level of trust in authorities and state institutions, the manifestation of prudence in relation to most people, poor relationships with others outside the family or close circle of friends, reduced activities of leisure, considering issues such as status, money, relationships as important factors for success in life, low attachment to the village / neighborhood, local symbols, traditions, lack of a strong rejection to all illegal behaviors, questionable or unethical, young people being willing to surpass moral and legal limits in certain situations - in our opinion, we can talk about the trend of devaluation of social capital.

In terms of education, the multitude of sensitive situations found by statistical analysis: most of the indicators on the state of education had a regressive trend in recent years, and as a result of questionnaire-based survey: focusing too much on information and too little on skills training; identification of several issues that may affect the quality of education, use of school-based curriculum as safety nets for teaching standards, high mediocrity among students, disinterest in education from students, involving students in very few activities as organizers or participants, identifying problems such as failure of homework or congestion of information affecting teaching - learning - assessment process, failure to consult parents in choosing optional courses, CDS, lack of good collaboration between the school and parents, failure to pay due preparation for school - demonstrates what by title itself the case study suggests: education suffered a shock in terms of quality, in Gorj, after 1989, so the discussion can not take into discussion content validation results of formal education.

It should be noted that the two issues analyzed: education and social capital - are interrelated. A low quality of education could generate a low social capital.

The trend of devaluation of social capital, along with the involutive trend of education and given the role that education plays in human and social development, is a warning that educational factors cannot afford to ignore.

Authorities must find levers to improve the state of society, the more that a devalued capital development can not be the basis of any society.

Our proposals on improving the quality of education mainly concern matters that may affect the quality of education, the degree of satisfaction with the school and the educational climate of the school; participation in education and learning outcomes; how the school supports and encourages personal development of pupils; quality of teaching staff;

relevance, quality and effectiveness of the curriculum as a whole; quality of teaching – evaluation; relational aspects.

In order to increase social capital among youth, our proposals relate mainly to increased facilities for young people, developing of promotional campaigns, increasing confidence in institutions, access to culture, enhancing attachment to traditions and customs

The trend of devaluation of social capital, along with the involutive trend of education - knowing the role that education plays in human and social development, is a warning that educational factors cannot afford to ignore.

Authorities must find levers to improve the state of society, the more that a devalued capital and a decrease in the quality of education can not be the basis for the development of any society. Considering our proposals could be the premise of an increasing trend in education and social development.

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