

Analysis of the Teaching Staff in the Pre-University Education System

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Abstract

In order to realize the activities and achieve the expected results, the pre-university education institutions use several categories of resources, including the human resources that play an important role. Thus, taking into account their importance, I made a presentation of the situation of the teachers in Olt County in the period 2014-2017 and their distribution by degree. On the basis of the conclusions drawn, it was carried out a SWOT analysis of human resources in pre-university education. In parallel, we presented the forecast of the population aged 0-14 on development regions in 2010-2020.

Key words: human resources, SWOT analysis, provision human resources needed

J.E.L. classification: A21

1. Introduction

In order to carry out the appropriate and qualitative activity in the educational institutions, it is essential to have human resources for all the activities carried out in these institutions. They are represented by teachers, auxiliary staff, non-teaching staff, associate teachers but, also, the students. Teachers can take up a post in pre-university education only on the basis of a competition organized by the school inspectorates according to the legislation in force. Therefore we can find the following: a tenured teacher, a substitute teacher or associate teachers. Throughout the teaching process, teachers in pre-university education need to continually improve, aiming to obtain different qualifications. In this way they are grouped according to the status of the degrees held in: debutant teaching staff, definitive, teaching staff with Ist degree or IInd degree.

The role of teachers cannot be justified without the presence of students in the pre-university education institutions. Together they form the school community of an educational establishment. For this reason I have used the analysis of the teachers in a county (Olt County), their situation by degrees, the SWOT analysis of the teaching staff and the presentation of the evolution trend of the school population.

2. Brief presentation of the human resources in pre-university education institutions

As shown above, human resources are an important and an absolutely necessary element in the activity of any institution, including those of pre-university education (Jinga, Istrate, 2008, p. 431). People have growth and development potential being the only resources capable of producing and reproducing the other resources available to educational institutions and beyond.

The forecast of human resources needed in pre-university education institutions must take into account the needs of the institution, its financial and human resources (Cucoş, 2009, p.226). Also, a very important element is the training of the teaching staff that must correspond to the study areas of the institution.

The provision of human resources with teaching staff in pre-university education institutions is carried out by the County School Inspectorate. In the orders of the Ministry of National Education are found the framework educational plans that establish the positions or the teachers in the pre-university education.

The positions available in pre-university education institutions are established by the Mobility Board of the educational institution and communicated to the Administrative Council of the County School Inspectorate. The employment in the pre-university education system is done on the basis of a competition, and after filling in the tenured positions, norms are completed with other teaching staff.

Several bodies are involved in organizing the educational activities: the Ministry of National Education is the center and the County School Inspectorates locally, having a role in filling the teaching positions.

Human resources in pre-university education must demonstrate objectivity, responsibility, motivation, collaboration and, of course, the necessary training in the field (Manolescu, Lefter, Deaconu, 2007, p.440). They consist of the teaching staff, the auxiliary teaching staff and the non-teaching staff.

The qualified teaching staff in pre-university education institutions is deficient in economic, technical, computer or English disciplines. There is also a surplus of staff in mathematics, physics, chemistry, physical education or socio-economic disciplines. Thus, at the level of the pre-university education institutions, besides the teaching staff we can also find the auxiliary didactic staff and the non-teaching staff function. The process of selection for the auxiliary staff is carried out after a procedure that includes several elements such as a Curriculum Vitae (CV) accompanied by a letter of recommendation and a letter of intent. Also, candidates for auxiliary teaching staff and non-teaching staff should provide information about their professional background and their aspirations in relation to the post. The Ministry of National Education may decide to use the interview as a method for the selection of the auxiliary and non-teaching staff, an interview conducted in the presence of two specialists that aims to inform the candidate about the pre-university education institution and the job requirements. As far as the auxiliary teaching staff is concerned, it has registered a significant increase of more than 50% due to the passage of certain categories of staff such as accountants to auxiliary teaching staff, who are considered a non-teaching staff.

These situations are caused by: wages in pre-university education, difficult penetration into the system, increasing demand for these subjects, decreasing number of classes, profiles and specializations. Many graduates of university studies are discouraged when it comes to occupying a post in the pre-university field because the methodology of occupying a post in pre-university education is very laborious and the occupation of the posts can be done only on a school year regardless of the result obtained at the tenure exam.

3. Human resources analysis from pre-university education

The present situation of human resources in pre-university education can be synthesized through a SWOT analysis as follows:

Table no. 1 SWOT analysis of human resources from pre-university education institutions

Strengths	Weaknesses:
<ul style="list-style-type: none"> • The teaching staff is qualified and they attend national training programs as well as doctorates or other post- graduate courses; • Enrollment in teaching, doctoral studies, continuous training courses, etc. • The teaching staff published scientific papers or specialized publications; • Collaboration with committees and profile organizations; • Members in national committees of National Education Ministry. 	<ul style="list-style-type: none"> • Increased fluctuation of the teaching staff. • Presence of teaching staff unskilled at the level of the pre-university education institutions or the staff working in the departments of another specialty as a result of the emergence of new specializations at the level of the pre-university education institutions; • Lack of implication of the teaching staff in activities which are not financially rewarded.

<i>Opportunities:</i>	<i>Threats:</i>
<ul style="list-style-type: none"> • Offering bonuses or additional payment for teachers who hold extra hours in pre-university education institutions; • Improving the remuneration system; • Awarding prizes or bonuses depending on the results obtained in classes; • The training of the teaching staff should be realized on domains; • Participating in exchanges of experience at a local, national and international level. 	<ul style="list-style-type: none"> • Activities carried out at the level of Pre-university education institutions are not student-centered, on their expectations and needs, or the family and the community in general. • Difficulties in the leadership of the pre-university education institutions as regards to the collaboration with the other organizations in the community, although this obligation ensues from the legal regulations.

Source: own projection

Teachers must have a bachelor's and master's degrees in order to teach in high school. The norms for the teaching staff are of 18 hours per week and are provided in the framework plans of pre-university education institutions.

In our research we analyzed the situation of the teachers in Olt County, making the following findings:

Table no. 2: The situation of the teaching staff in 2014-2017 in Olt County

School year	2014 - 2015	2015 - 2016	2016 - 2017
Tenured teachers	62,5 %	68,5%	62,16%
Substitute teacher with the work load in the institution	30%	22,8%	32,4%
Associated teachers	7,5%	8,7%	5,44%

Source: own projection

From the information mentioned above, it can be noticed that the tenured didactic staff has the highest share in the pre-university education institutions in Olt County for the period under discussion, which is an aspect indicating a high degree of stability. This rate reached a maximum of 68.5% during the school year 2015-2016. The lowest rate in the pre-university education institutions is held by associate teachers, who have the maximum percentage of 8.7% in the school year 2015 -2016. As for the substitute teachers, they do not exceed 32.4% of the school year 2016 - 2017, the lowest percentage of 22.8% being in 2015-2016.

In conclusion, we can say that in Olt County there is a tendency of stability regarding teachers, which, we believe, contributes to the good functioning of the pre-university education system and it helps obtaining favorable results in this field.

If we take into account the degrees of the teaching staff in pre-university education, it would look like this:

Table no. 3: Distribution of the teaching staff according to the degrees

Personnel category	2014 -2015	2015 -2016	2016 -2017
Unqualified teaching staff	1%	2%	2%
Debutant	7,69%	8,57%	10,81%
Definitive degree	25,64%	17,14%	18,91%
II nd degree	38,46%	31,42%	24,32%
I st degree	28,2%	42,85%	45,94%

Source: own projection

Graphically, the distribution of the teaching staff by degrees in 2014 - 2017 in Olt County looks as follows:

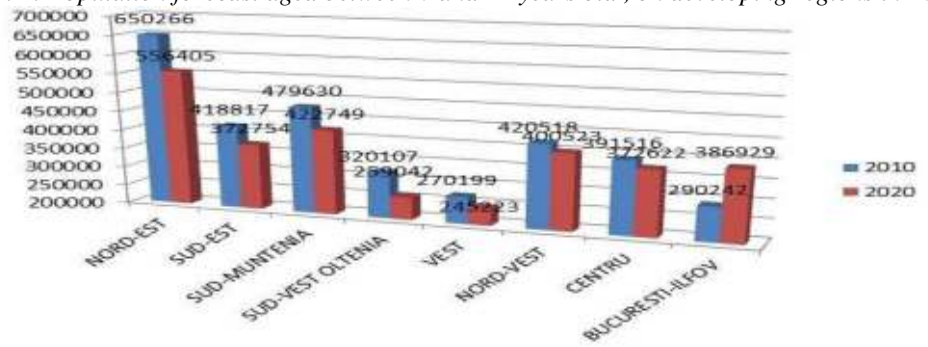
As we can be seen from the graph, the distribution of the teaching staff by degree in the pre-university education institutions in Olt County during 2014-2017 we can say that the highest rate is held by the teaching staff with the first degree who registered the maximum percentage for the analyzed period of 45.94% in the school year 2016 – 2017.

The next rate is held by IInd grade teachers who had a maximum of 38.46% in 2014-2015, followed by the personnel with a definitive degree of a maximum of 25.64%, then by debutants whose rate does not exceed 10.81% registered in 2016 -2017. At the top of the list, the unskilled staff is 1% in 2014-2015 and 2% between 2015 and 2017. These percentages are also a balance indicator contributing to the improvement of the pre-university education process.

In the European Union and implicitly in Romania, the level of investments in training and integration of human staff in pre-university education institutions is low. The fact that only half of European countries encourage debutants through integration, guidance and training is a factor for the low number of human resources in pre-university education institutions.

The school community in the pre-university education institutions is completed by the students. The students are those people who learn in a school. They have recorded a downward trend over the last five years from one year to the next. According to the estimates of the National Institute of Statistics, the natality rate has decreased in recent years (for example, in 2014 the birth rate in Romania was 8.3% compared to the EU average of 10.2%). The only growth tendencies were at the level of post-secondary and primary education and the largest decreases in the number of pupils were registered at a pre-school, gymnasium and lyceum level. According to studies, the students encounter a negative demographic tendency, as follows:

Graph no. 1: Population forecast aged between 0 and 14 years old , on developing regions in 2010-2020



Source: Socio-economic analysis of the education system, formation and learning along the life, a determination of the National Institute of Statistics (www.insse.ro)

After analyzing the evolution trend of evolution of the population aged 0-14 years there is a tendency for their decrease for the analyzed period. This downward trend is also manifested in terms of teachers and their work load. According to the studies of the National Institute of Statistics it is expected that in the occupation of a chair will prevail the persons with an indefinite contract and this category will constitute the teaching body until 2050.

The reasons for reducing the number of teaching staff in pre-university education institutions may be: access to information, training and retraining is limited by low wages, residence in the countryside, large distances from university centers, the Teaching Staff House, teacher instability due to the number a large number of positions for substitution, the presence in the pre-university education institutions of people who do not have the necessary methodical and psycho-pedagogical training, the occupation of the positions of headmaster and specialized inspector depending on political affiliation and not on the basis of managerial and specialized training, small wages lead to the loss of valuable young people for pre-university education institutions.

In order to diminish these causes, the human resources needed by the pre-university education institutions should follow a rigorous selection that takes into account the communication skills, the professional trajectory until then, but also the involvement in the instructive-educational process, providing financial and material support for the in-service training of teaching staff, teachers should have stability in order to achieve quality education, the management should be established on the basis of professional skills, and salaries should increase in order to attract teaching staff.

From our point of view, the preparation of pre-university education students, their integration into society and the field of work cannot be achieved without the involvement of teachers so that human resources constitute the vital factor in the existence of pre-university education institutions without which they could not function.

4. Conclusions

Human resources are the only resources that can produce and reproduce the other resources, being a priority for developing activities. In the pre-university education institutions, these are represented by the teaching staff, the auxiliary teaching staff and the non-teaching staff. Teachers in pre-university education can take up a job in this system only by competitive examination. Considering the important role played by the human resources in the pre-university education institutions, I have realized an analysis of the teaching staff in Olt County and I have found that the tenured staff has the highest share, this share having a maximum level of 68.5 % in the 2015-2016 school year. At the opposite end, we can find the associate teachers with a maximum of 8.7% in the school year 2015-2016, so at the level of Olt County there is a tendency towards stability in terms of teachers. We also conducted an analysis of the distribution of teaching staff by degree in pre-university education institutions in Olt County in 2014 - 2017 and we found that the teaching staff with the 1st degree holds the highest weight having a maximum percentage for the analyzed period of 45.94% in the 2016-2017 school year, the smallest share being held by unqualified staff by 1% in 2014-2015 and by 2% between 2015 and 2017.

5. References

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