

## The Teachers Career Evolution in Romanian Pre-University Education

Mariana Popa (Petrescu)

University of Craiova, Doctoral School of Economic Sciences, Romania

[mpetrescu2021@gmail.com](mailto:mpetrescu2021@gmail.com)

### Abstract

*The purpose of the paper is to identify the impact of human resources development in Romanian pre-university education system, on the performance of the didactic approach. The need to train employees in pre-university education is closely related to improving knowledge on teaching methodology, improving the design of the teaching approach, improving knowledge of managing educational platforms, including in the teaching of new teaching means and techniques, knowledge regarding the educational management, the acquisition of new knowledge through the prism of reconversion or professional reorientation programs.*

**Key words:** human resources development, professional development, training, stage of career, career evolution

**J.E.L. classification:** M12, M53

### 1. Introduction

The lack of training activities at the pre-university education level can lead to undesirable consequences for all the factors involved, to be mentioned low results registered at the level of the educational unit, lack of adaptation of the professional body to the new requirements of methodology and didactics, providing poorly trained human resources on the labor market, unable to carry out their activity at the required level of performance, etc. The stage of career development substantially influences the decisions of employees in pre-university education regarding the participation in various forms of vocational training or training. The standard for the teaching profession includes: the level of knowledge necessary for the development of the teaching profession, skills to the teaching activity that can be improved with the actual teaching experience and with the evolution in the teaching career.

### 2. Literature review

The career evolution stages (Cristina Manole, 2013) include the employees' approach to training and improvement and are classified as follows: stage I or the exploration period, stage II represented by adaptation and integration within the organization, stage III or mid-career stage, stage IV corresponding to the last stage of career development.

At the level of pre-university education, the exploration stage is specific to the beginning period, between 0-2 years old, a period in which beginning teachers must go through the initial improvement stage, materialized in the obligation to pass the final exam in education, according to the mobility methodology of education staff, pre-university education and the provisions of the legislation in the field of pre-university education.

Teachers who do not pass the final exam can work only for a certain period and have the status of beginner teacher, the career development being thus conditioned by passing the final exam and subsequent exams for obtaining the second teaching degree and the first teaching degree I.

Obtaining the final exam confirms the possession of minimum professional skills for teaching and is preceded by the other stages of training and improvement through teaching degrees and involves the promotion of a national exam organized by the Ministry of Education and Research, consisting of a written exam with topics and topics established for each specialization in part.

Stage I or the period of exploration characterized by actions to adapt to the requirements of the workplace, is the period in which the employee adapts his requirements and expectations to the reality offered by the advantages of the current job.

The conditions for enrolling in the final exam are represented by (LEN 1/2011): evaluation of the professional activity of the teacher by evaluating the personal professional portfolio; supporting at least two classroom inspections; carrying out the initial psycho-pedagogical training; carrying out an internship during a school year.

### 3. Research methodology

The research methodology used in this paper is the review of the literature in the field of human resources development in romanian pre-university education system. Through the critical analysis of the specialized literature in the field of training and improvement of teachers in pre-university education system, it was identified the main training and improvement activities (Table no.1, Figure no.1), highlighting also the need to meet the conditions for obtaining teaching degrees. The activity of teachers involves a good professional training doubled by teaching skills, being necessary a continuous training, that begins with the initial training in universities and advances with the evolution in career marked by the gradual obtaining of teaching degrees for Romanian pre-university education.

### 4. Findings

The training and improvement approaches at pre-university education level must take into account a number of factors:

- ✓ the particularities of each educational unit in terms of specializations held by its own employees;
- ✓ motivation to participate in training courses, training for each employee, individually;
- ✓ the stage of career evolution in which the employees from pre-university education are;
- ✓ the level of personal motivation of those involved in the training process;
- ✓ the constraints of the legislation in the field of Romanian pre-university education regarding the need to complete training courses, improvement at certain time intervals;
- ✓ the offer of courses existing at the level of the Teaching Staff House acting at county level, as a training provider for the pre-university education staff;
- ✓ the offer of courses and training internships to which the employees of the pre-university education provided by various bodies and organizations, higher education institutions, etc. have access.

Vocational training in pre-university education is carried out on the basis of professional standards for the teaching profession and involves:

- ✓ completing training courses in the field of specialty, methodology, pedagogy;
- ✓ completing training courses in the field of coordination, evaluation and guidance in pre-university education;
- ✓ acquiring didactic degrees for the teaching staff from pre-university education: final exam, didactic degree I, didactic degree II.

In *Figure no.1*, Types of training behavior, several behavior models can be regarding the training decision, there were defined depending on the level of involvement -participation of the person interested in training and the degree of differentiation of training programs:

Figure no. 1 Types of training behavior

<p style="text-align: center;"><b>Complex training behavior</b></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>✓ Significant differences between training programs</p> </div>	<p style="text-align: center;"><b>Diverse training behavior</b></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>✓ High degree of participation in training programs</p> </div>
<p style="text-align: center;"><b>Decreased training behavior</b></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>✓ Few differences between training program</p> </div>	<p style="text-align: center;"><b>Usual training behavior</b></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>✓ Low degree of participation in training programs</p> </div>

Source: Developed by the author

Stage II is the stage in which the employee adapts to the requirements and lifestyle imposed by the job, integrates at the level of the organization thus considering the current job as appropriate to their own aspirations.

At the level of pre-university education, this stage is specific to the stage of career evolution between obtaining finalization in education and career evolution by successively obtaining teaching degrees at regular intervals and ends around the age of 45, at an age of 20 years of activity in this field, period in which the teachers acquire the maximum work expertise in the educational field.

The possession of the didactic degree II, represents a stage of evolution in career, being considered a professional advantage, fact confirmed by the promotion of the specialized exams that highlight the possession of a professional advantage compared to the possession of the finalization in education. The teacher who enrolled in obtaining the second teaching degree, must have appropriate professional conduct, to prove the achievement of good results in teaching, thus obtaining the recommendation of the Board of Teachers of the school in which he /she carries out his /her activity in the last two school years prior to enrollment at the didactic degree II.

Obtaining the first degree in pre-university education, a stage conditioned by completing several stages and cumulatively fulfilling several criteria, obtaining the didactic degree I, is the recognition of having the highest level of professional expertise in pre-university education, being considered a career development stage for the staff in pre-university education.

Obtaining the first degree in pre-university education by teaching staff in pre-university education requires the fulfillment of several criteria, according to the Methodology on continuous training of pre-university education staff.

The didactic degree I, represents the highest didactic degree at the level of pre-university education, this being superior to the didactic degree II and respectively the finalized one in education. In order to register for the exam for obtaining the didactic degree I, the candidate must show an impeccable professional and moral conduct, to be distinguished by obtaining special results in the didactic activity, fact confirmed by the written recommendation of the teaching council of the educational unit, where he/she must have been active for at least the last two school years. Stage III is the middle stage of the career, a period in which the employee can assess his/her personal career development so far and can anticipate future developments depending on the actual conditions of the job, compared to the possibilities of professional development within the organization.

The title of professor emeritus in pre-university education is obtained on the basis of a national competition and is conditional on the fulfillment of several conditions: fulfillment of the seniority condition: 15 years of activity in the field, without interruptions, calculated from obtaining the didactic degree I, promoting the admission colloquium for enrolling in the competition for the title

of professor emeritus, proof of obtaining the annual grade- very well in the period from obtaining the didactic degree I, holding a special inspection in order to register for the title of professor emeritus in the presence of the special commission appointed by the Ministry of Education and Research, writing a “research / innovation paper” in areas such as: “educational management, education quality management, information and communication techniques applied in teaching-learning processes, institutional management and data management, alternative or complementary strategies for training, research and innovation in education, communication and partnerships with the social environment ”, teaching didactics, school psychology and psycho-pedagogy.

The development of human resources in Romanian pre-university education system involves a series of activities carried out in stages during the teaching career (table no.1):

*Table no. 1 Professional development and training-activities*

<b>Professional training</b>	<b>Professional development</b>
Acquiring new knowledge	Improving current knowledge and skills
Acquiring a new qualification	Continuation of the learning process
Learning a trade	Making connections between acquired knowledge
Acquiring new practical skills	Practical application of the acquired knowledge

*Source:* (Manole, 2013, p. 106)

The political environment influences the training of teachers by the willingness to provide the necessary resources for training, so the political environment must take into account the need for continuous teacher training and the benefits of teacher training on education beneficiaries, teacher training will involve better adaptation to the changes of the environment in which they carry out their activity as well as to obtain better results for the beneficiaries of the education system.

The cultural environment will influence the need for teacher training by adapting the activity carried out by teachers to the cultural specifics of the area. A good example of this factor is the aspect by which in certain areas of Sibiu County, for example, school ends earlier so that students can go to the mountains with their parents and thus preserve the cultural tradition of the area. Teachers will have to be trained to come with different curricula available to the school specific to the cultural environment of the area, the structure of the school year being specially modified by the authorities to respect the ancient custom of the area.

## **5. Acknowledgment**

This work was supported by the grant POCU380/6/13/123990, co-financed by the European Social Fund within the Sectorial Operational Program Human Capital 2014 – 2020.

## **6. Conclusions**

The development of human resources in pre-university education system allows the training and improvement of human resources in accordance with the organizational needs, the desire to train those involved and the available training offer. Once the need for training is identified, it is necessary to plan, organize, carry out the training as well as to evaluate the efficiency of the completed training program. To obtain an efficient training program is a necessity for increasing the quality of the educational process, fact for which the training providers must meet the teachers with complex training offers, structured and adapted to the training needs of the pre-university education staff. The training and improvement of human resources in pre-university education influences the quality of the teaching process as well as the school results obtained by students at national exam, being an indicator in establishing the quality of the education system at school level but also globally, seen through the whole pre-university education system.

## 7. References

- Barbu, C.M., Logofătu, M. and Olaru, C., 2019. ISO 26000: The Vital Interconnecting Vector Human Resource Management Standards. In: S. Idowu, C. Sitnikov, L. Moratis (eds) *ISO 26000 - A Standardized View on corporate social responsibility*, pp.29-45. Cham: Springer, CSR, Sustainability, Ethics & Governance.
- Currie, D., 2009. *Introducere in managementul resurselor umane* [Introduction to Human Resources Management], Codecs Publishing House, Bucharest.
- Feodor, M., Kolesnikova, J. and Salyakhov, E., 2014. Current tendencies of the development of service of Human resources management. *Procedia-Social and Behavioral Sciences*, 150, pp. 330-335.
- Krulis-Randa, J., 1990. Strategic human resource management in Europe after 1992. *International Journal of Human Resource Management*, 1(2), pp 131-139.
- Manole, C., 2013, *Managementul resurselor umane in administratia public* [Human resources management in public administration]. Bucharest: ASE Publishing House.
- Manolescu, A., 2001. *Managementul resurselor umane* [Human Resources Management], 3<sup>rd</sup> edition, Economic Publishing House, Bucharest.
- Michie, I. and Sheehan-Quin, M., 2001. Labor market flexibility, human resource management and corporate performance. *British Journal of Management*, 12(4), pp.287-306.
- Nicolescu, O., Verboncu, V., 1999, 3<sup>rd</sup> edition, *Management*, Economic Publishing House, Bucharest.
- Sitnikov, C.S. and Bocean, C.G., 2012. Corporate sustainability and organizational change. Case of OMV Petrom, *Economic Amphitheater Journal*, 14(32), pp. 323-332.
- Stanciu, M., Mangra, M.G. and Daea, A.R., 2010. The concept and the strategy of sustainable development. *Journal of Young Economists*, VIII(14S), pp.125-136.
- Storey, J., 1995. *Human resource management: a critical text*. London: Routledge.
- Tziner, A. and Birati, A., 2015. Assessing the financial value of human resource, management programs and Employee behaviors: critical tool still coming of age, *BASIQ 2015, New Trends in Sustainable Business and Consumption*, pp. 1-8.
- LEN 1/2011, Published in the Official Gazette, part I