

THE CHARACTERISTICS OF TRAINING HUMAN RESOURCES IN THE ROMANIAN SECONDARY EDUCATION SYSTEM

Mariana POPA

University of Craiova

Email: marianapetrescu2011@gmail.com

Abstract:

The professional training and refresher training of the human resources in the The influence of the decline of school population relative to the necessity of training the teaching staff. The analysis of the adjustment of the secondary education system both at the Romanian and European Union level; sessions, respectively in educational management training for the managerial teaching staff in the Romanian secondary education system.

The aims of the research: The training of staff needs to be achieved with a view to improve the activity of the organization. A very important aspect in the training of staff is represented by the efficacy of the training system used by organisations. The influence of the decline of school population relative to the necessity of training the teaching staff; The analysis of the adjustment of the secondary education system both at the Romanian and European Union level; Conclusion: The benefits of professional training and refresher training in the Romanian secondary education system are connected with the actual improvement of the educational demarche, translated in obtaining exceptional results in school olympiads and contests and in national exams.

Keywords: Professional training, refresher training, teaching staff, career, teaching degrees

1. Introduction

The initial development and the activity of training human resources in the secondary education field is regulated by LEN (National Education Law) 1/2011 in terms of the activities needed to obtain the teaching degrees in the Romanian secondary education system. A series of specific methodologies also regulate the career development of the staff in the secondary education, and the assessment activities of the teaching, auxiliary and non – teaching staff working in the Romanian secondary education field with a view to achieve a uniform, transparent and not least motivating assessment, with the emphasis on stimulating performance.

The secondary education system is very well-structured from the perspective of initial and continuous training methods. As a feature of these training factors, the continuous training systems of the teaching and auxiliary staff starts with the training methods for human resources within the framework of organisations.

2. The analysis of published literature

At the level of organisations the training system must be characterised by complex methods of staff training, so that each employee can obtain in this manner different levels of knowledge that will subsequently be applied to the activities deployed by the organisation; therefore, it could be argued that a special emphasis put on training is represented by the training of employees in order to be able to adjust and react in a beneficial manner when the organisation has to overcome certain critical situations. Thus, the role of training is to help the employee acquire new skills and knowledge, and in such manner that the organisation will be protected from different complex situations that may appear within its framework.

Professional training is represented by the “planned process whose purpose is the change of attitudes, requirements and professional abilities, by means of studying, in order to attain a suitable performance in an activity or a cluster of activities. The major goal resides in the development of the individual and in satisfying the present-day and future necessities of the organisation in the field of human resources (Manole, 2013)”.

One cannot speak of professional training without taking into consideration the training of staff during the initial stages. Thus, professional training will have to use the previous training stages and at the same time complement the employees' level of knowledge.

A very important aspect in the training of staff is represented by the efficacy of the training system used by organisations.

The training methods must meet certain requirements in order to be efficient: (Deaconu et al., 2012)

a) **The acknowledgement by all the employees of the organization, including by the managerial team.** The training methods must be accepted by all the employees of the organization in order to obtain the expected results and to improve the activity performed by the employees of the organization. It could be argued that these must be compulsory, quantifiable and promoted by all the employees. It is inconceivable that some of the employees deride these training methods, since this would make the expected objective unattainable. The main goal of this training is represented by the enrichment of the employees' state of knowledge. Training which is not seriously treated is both a waste of time and money for the budgets allotted by the organization for this activity. To sum up, the maximum training efficiency is represented by the involvement of all the employees and by their serious treatment of the training programme.

b) **The training objectives must be in line with the necessities of the organization.** The necessities of the organization are constantly changing, owing to the environment in which the organisation operates. The training of staff will consequently require the organisation's need for adaptability and resistance to continuous change, influenced by different factors of the organizational environment. The necessities of the organization must be of the utmost importance when training will directly influence its activity.

c) **The training of staff must be substantiated on the analysis of the training needs.** The training of staff needs to be achieved with a view to improve the activity of the organization. One of the most inefficient methods of selecting training is represented by sending the employees a list with the types of courses

offered as training, since following the analyses that have been carried out, the conclusion was that they usually choose the training courses in which they are already knowledgeable, therefore the training of staff will be somewhat inefficient. In order to maximize the process of staff training, an efficient analysis of each employee must be done beforehand and training should target the employee's poorest state of knowledge. To conclude, in order to improve staff and organization performance, training should target the identified weaknesses.

d) **The best training method should be taken into account.** The most important type of training is the one in which the employee will acquire knowledge and skills that he/she will use as soon as the training programme is completed. It must be envisaged that there are several types of staff training, such as courses in the meeting room, online courses, mentoring, online learning system. The means of distributing courses will directly influence the choice of the type of training. A modern method of training and professional development of staff is represented by online teaching methods. These are more cost-effective and their main advantage is the fact that they can be easily accessed from anywhere by the employee, who only needs a communication device (desktop, laptop, tablet, smartphone) and an Internet connection.

e) **The analysis of staff training feedback.** The organization benefits mostly if the employees can immediately use the newly acquired knowledge as a result of training. The dissemination of new knowledge and abilities acquired by the employees must be normally done on completion of courses. It must be considered that if feasible, employees must transfer the state of knowledge and abilities they acquired to the largest possible number of staff.

3. The aims of the research:

The analysis of the training methods of the staff in the secondary education system in order to enhance efficiency;

The influence of the decline of school population relative to the necessity of training the teaching staff;

The analysis of the adjustment of the secondary education system both at the Romanian and European Union level;

The influence of the mobility projects on the development of the teaching staff career;

The analysis of the influence of the vocational and technical education on the development of the Romanian education system.

3.1. The methodology of research

The methodology of research entails the reviewing of published literature regarding the human resources in the secondary education system and the development of new concepts, conclusions and findings concerning the professional development and training of the teaching and auxiliary staff, the performance assessment and performance enhancement in the Romanian secondary education system.

The analysis of existing models with regard to the issue of human resources is preceded by new observations and interpretations with a view to improve the performances of human resources in the secondary education system from the

perspective of suitable training and refresher training, adapted to the requirements of the job market in Romania and the European Union.

3.2. The questions of the research activity

1. Which are the basic conditions of an efficient training for the secondary education staff?
2. How does the evolution of the school population influence the training of the teaching staff?
3. Which are the development requirements in the educational field relative to the national and European level?
4. Which are the benefits of mobility projects, seen from the perspective of the participation of the teaching staff to mobility projects in the European Union?
5. Which are the development key factors of the vocational and technical education within the framework of the Romanian secondary education system?

4. Results and discussions

A constant issue existing at organisational level is represented by securing the budgets for the training of staff. In the educational field, the budgets that are necessary for the training of staff are represented by the expenses incurred by governmental bodies with the purpose of supporting the educational system. There must be a prognosis and at the same time a staging of these expenses. In most European countries, governmental systems and organisations finance the organisations in the public sector. The organisations in the public sector, consisting of the education system, public health services, the police, emergency situation services and also social services are financed by governing systems at both central and local level.

In the field of the Romanian secondary education system, the most valuable employee is represented by the TENURED TEACHER, and in order to attain this professional level, a teacher, after completing the initial training consisting of university, college, master's degree and doctorate, has to take a tenure exam based on previously established criteria. After passing this exam organised at national level, he/she becomes a tenured teacher in the secondary education system. Therefore, once the teacher has obtained these qualifications after passing an exam, he/she will also gain a certain protection from the government system and afterwards the employer, which is implicitly the school through its managerial structure, will no longer be able, on account of quasi-reasons, to replace him/her.

Due to this reason, it is necessary to take into consideration the permanent training method of the employees in the secondary education system, relative to the requirements, the needs and even the abilities of the staff to be trained.

Using the same structure of the marketing field for the organisations in the private sector, even though we consider education departments at the level of educational establishments subordinated to governmental bodies, we must be prepared for their functioning both at micro-environment and turbulent macro – environment level. We wish to give an account of these facts because of the continuous decline of the number of students who are to be enrolled at primary, middle school and high school level. To sum up, the education establishment must adjust to an ever-decreasing number of potential students and must find modern methods and models in order to attract students and, first and foremost, have

teaching and auxiliary staff capable of meeting the new requirements and permanently adapt to continuous changes.

Attracting students is the fundamental condition, exactly as it is the case in the private sector, in which a firm wants to have as many clients, even though the total number of clients is in continuous decline.

The school population will decline by almost half by 2060, according to the statistics issued by the NSI (The National Institute of Statistics) and presented in a document of the Ministry of Education. The most significant decline will be at the level of kindergarten and primary school students. The decline of the school population will become obvious starting with the year 2030, when the number of people under the age of 23 may drop by more than 600.000. The reduction of the number of students is the consequence of population decline.

Basically, the number of students will drop by 1.5 millions by 2060. The NSI prognosis is done by comparison with the school year 2014/2015, when approximately 3.7 million people aged 0 to 23 were recorded. Statisticians show that in the year 2030, there will be 3.1 million people under the age of 23 and by 2060 this number will drop to 2.1 million people. (<https://www.hotnews.ro>)

In the Romanian education system financed by means of governmental bodies it should be considered that the financier, namely the state, establishes its own criteria and development methods and especially the fields in which the students in the secondary education system will carry out their classes and obtain their professional qualification.

As a member of the European Union, Romania must adjust its secondary education system to the level of the requirements of the whole Western and Central Europe, which is an integral part of this important structure of the united Europe. Therefore, there is again the financial conditioning of the organisational body which funds these criteria and supports and especially educational requirements; consequently there can be no deviation from accomplishing an entire unitary system at the level of the European Union. In order for the direct beneficiaries of the secondary education system to be able to get a certified qualification and more importantly usable at the level of the entire European Union, there must be training sessions and activities, coaching for all the teaching staff and auxiliary staff (the lab technicians play an important role in the teaching of exact sciences), so that the whole education system in the European Union can succeed in training, through education, graduates with no differences at the level of their knowledge for the same level of training.

“For your country: in an increasingly interdependent world, national economies cannot capitalize on their complete potential unless they rely on solid systems of education and training. A country that invests in an intelligent manner in professional education and training will be able to prosper in the field of commerce, sciences and the arts. Moreover, justice and social cohesion develop on condition that all citizens are provided with educational opportunities.

For Europe: Our success on a competitive world market depends on competent workers, who produce and provide innovative and top quality goods and services. Still, education means more than economic results: democratic culture will not be able to prosper in Europe unless each one of us knows their civil rights and responsibilities. Active citizenship must be taught and learnt at home, at school and outside school.” (europa.eu)

One of the most important features of the secondary education system is represented by the vocational and technical education existing in the European Union. In this respect, it is worth mentioning an important criterion of instruction, through the existence of similar fields of study in all the member states of the European Union. An important role of this education system has been played by multinational production organisations. To conclude, it can be argued that there is a permanent need for the continuous training of the teaching and auxiliary staff, by means of various European programmes (Erasmus, Posdru, etc.) so that, on their completion, a common instruction of prospective employees of the organisations operating in the European Union can be achieved, through education.

Mobility projects “are those institutional projects by which are carried out activities involving partners in several countries (trans-national). The programme of a mobility project differs from one field to another and depending on this, can comprise training courses, placement courses, teaching activities, study or volunteering courses, youth exchanges, job-shadowing activities. More information on specific activities for each field of activity can be found in the corresponding sections.” (<https://www.erasmusplus.ro>)

Requirements for the participation of adults: “Individuals can participate in the following types of mobilities of continuous training of staff.

Staff training mobilities :

- a) By attending training courses;
- b) By attending job -shadowing / observation stages in an organization/ institution for adult education

Public /private institutions that are active in adult education or consortiums established at national level, the candidate being, in this case, the consortium coordinator.

These activities last between two days and two months. (<https://www.erasmusplus.ro>)

In the vocational and technical field we must take into account the fact that there is a certain limitation of the possibility of transferring knowledge, considering the level of technological equipment available in the Romanian education institutions.

The implementation of the dual education system is advancing at a fast pace: “In order to apply the programmes in the initial professional training system, the implementation of the Master – plan for 2015-2020 has started. Some of the integral parts of the Master- plan for the introduction of programmes such as dual/apprenticeship programmes in the initial professional training in Romania for 2015-2020 will be implemented through the project “The systemic development of the vocational and technical education in accordance with the socio – economic development needs at national ,regional and local level.”

The final form of the Applicant’s Guide for the non – competitive project The Systemic development of of the vocational and technical education in agreement with the socio-economic needs at national, regional and local level was launched, with a view to implement some measures meant to enhance the relevance and the quality of the vocational and technical education, in accordance with the development needs at national, regional and local level. A series of actions stipulated in The Strategy of Education and Professional Training in Romania for 2016-2020 will be funded. (<https://eacea.ec.europa.eu>)

In order to face the challenges of the 21st century, organisations and employees need a continuous improvement of their knowledge, abilities and aptitudes, therefore it is necessary that organisations invest a lot in the development of human capital. (Chen and Klimoski, 2007)

To improve this situation, it is recommended to invest both in setting modern laboratories and in training teachers who are going to use the factors of transferring information and abilities to the beneficiaries of education. It can be stated that professional and technical training is represented by the existence of the ability to develop and provide not only a wealth of knowledge, but also a diversity of the teacher's experience and particularly of the specific methods and values where the beneficiaries of the education system are to integrate (not only work). In this respect, there must be a constant concern of the financier, since there should be no investment without reaching the established goals.

There are investments of private partners in the laboratories existing in education establishments. A good example is represented by Continental firm. " Today 33 students started school in the Continental classroom. They will learn in a classroom equipped with all the devices that are necessary to lay the foundations of electronics and electromechanics. The total amount of the investment is 20.000 euros. The students will have the opportunity to apply the knowledge they acquired during the practice sessions they will attend within the company. The beginning of the new school year was celebrated by organising a special event together with the other companies in the Romanian-German Association. The mayor of Sibiu, Astrid Fodor, also attended the event. The students will receive a monthly scholarship of 500 Ron , of which 200 are offered by the state and 300 by the company. They will also receive a merit scholarship which is granted depending on the school results. (<https://www.continental.com>)

One of the peculiarities of the training system consists in the financier's interest to train the largest possible number of employees in the secondary education system. This approach is intended so as to have the lowest possible cost per each trained teacher. It cannot be said that this approach is completely wrong, but it must be considered that the necessities of each teacher are not taken into account, as previously stated. The secondary education system will therefore use for the continuous training a constant and pertinent analysis of the needs of the individual beneficiaries, but will still be conditioned by the training costs.

The training offers financed by the state for the various Teaching-Staff Resource Centers are a good example. The teachers who specialise in the technical secondary education, irrespective of their specialisation and field (mechanical field, electrical field, construction industry, wood processing, forestry field, economic field, chemical industry, food industry, textile industry, etc.) must keep up with the advanced technologies, sustainable development, the use of new materials, which can satisfy both the economic and environmental needs, with the latest devices used in the field.

In the context of the continuation of the reform in the secondary education system in Romania, education represents a national priority, becoming the basic factor in the transmission and creation of new cultural and universally human values, of reproduction and development of human capital, of achievement of the educational ideal and objectives. Correlating the national strategies for the development of education with the necessity of the professionalization of the

teaching career ,the Teaching – Staff Resource Center in Braşov County, in its capacity of potential provider, offers a continuous training programme in the field of technical education, addressed to the teaching staff in the secondary education system, which is in accordance with “The Development Strategy of Braşov County.”(<http://www.ccdbrasov.ro>)

An important aspect of training is represented by the observance of professional ethics.

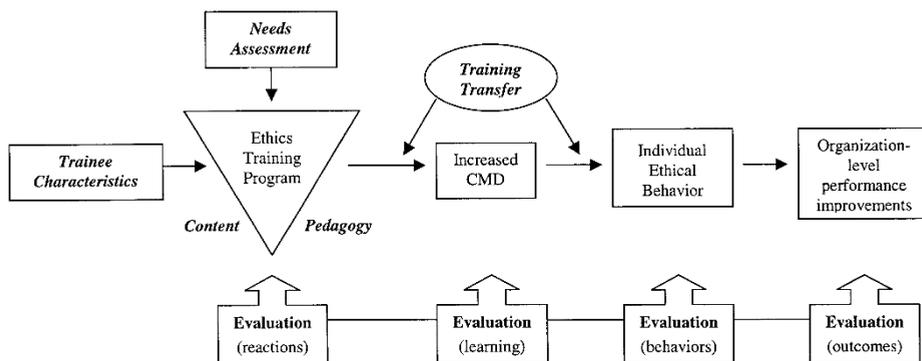


Figure 1. A framework for strengthening ethics training.

SOURCE: Deborah Wells, Marshall Schminke (2001), Ethical development and human resources training An integrative framework, Human Resource Management Review, 11(1-2), pp. 135–158.

There are even more factors which influence the employees' motivation, among which the economic, psycho- social, organizational and managerial factors. In the study carried out by Banu Ozkeser are described the effects of educational activities on employees' motivation, which are assessed through the managerial and organizational goals of motivational methods(Ozkeser, 2019).

5. Conclusions

An important aspect concerning human resources is represented by the lack of funding necessary to develop the abilities, knowledge and competences of human resources at the level of the whole job market of governmental employees, both at the Romanian and European Union level. Even in the educational field, it must be taken into consideration the continuous change of offer and demand, whose nature is very changeable and therefore there must be a constant qualitative and quantitative adjustment of the workforce.

It must be taken into account that the less than satisfactory remuneration of the workforce in the educational field can have implications in the decrease of the quality level of the employees , as they will wish to migrate towards better paid jobs in the private sector.

It can also be said that the organisations in the educational field need to possess a certain level of values consisting of the knowledge, the results obtained throughout training but especially the experiences gained in education, which must

be used by both teachers and the auxiliary staff in order to obtain the proposed objectives.

In this field of the national education system one cannot speak of the changing or more precisely the replacement of the human resource depending on the interest of the education institution.

REFERENCES

- Burlea Schiopoiu, A. (2008), *Managementul resurselor umane*, Editura Universitaria, Craiova.
- Chen, G., Klimoski, R.J. (2007), Training and development of human resources at work: Is the state of our science strong?, *Human Resource Management Review*, 17 (2), pp. 180–190.
- Currie, D. (2009), *Introducere in managementul resurselor umane*, Editura CODECS, Bucuresti.
- Deaconu, A., Lefter, V., Manolescu, A., Marinas C., Puia, R., Marin, I. (2012). Editura ASE, Bucuresti.
- Lefter, V., Deaconu, A., Manolescu, A. (2012), *Managementul resurselor umane*, Editura ProUniversitaria, Bucuresti.
- Manole, C. (2013), *Managementul resurselor umane in administratia publica*, Editura ASE, Bucuresti.
- Manolescu, A. (2001), *Managementul resurselor umane*, Editura Economica, Bucuresti.
- Ozkeser, B. (2019), Impact of training on employee motivation in human resources management, 3rd World Conference on Technology, Innovation and Entrepreneurship (WOCTINE).
- Wells, D., Schminke, M. (2001), Ethical development and human resources training An integrative framework, *Human Resource Management Review*, 11(1-2), pp. 135–158.

<https://www.hotnews.ro/stiri-educatie-23089462-anul-care-scolile-vor-ramane-fara-elevi-arata-prognoza-institutul-national-statistica.htm> (25.04.2020)

https://europa.eu/european-union/file/download_ro

<https://www.erasmusplus.ro/proiecte-de-mobilitate> (20.04.2020)

<https://www.erasmusplus.ro/educatia-adultilor-mobilitati> (28.04.2020)