

## **TEACHING CAREER DEVELOPMENT IN SECONDARY EDUCATION SYSTEM**

**Mihaela Gabriela TODRICAN (ROSCA)<sup>1</sup>** ORCID: 0000-0002-3985-3874

**Ionel Florian LIXANDRU<sup>2</sup>** ORCID: 0000-0001-5447-068X

**Adriana Ioana FILIP<sup>3</sup>** ORCID: 0000-0003-3999-2505

**Abstract:** *A quality educational process requires the development of the teaching career and the quality leads to learning success of the students. School is one of the most important institutions in society and its results have a great impact on the students' life both as teenagers and adults too, but also play a great role in the community, as a secondary beneficiary. The leading role for this research is the necessity of a human resource management orientation and transparency, efficacy of the human resources management, to strengthen role of the teacher within society. This empowerment of the teacher in society is the conducive way to personal and professional development of the teachers and to the sustainable development of the society. This article introduces the teaching career development for secondary education system in Bucharest. The research includes the comparative data during two school years, 2017-2018 and 2018-2019. The collected data refers to the lifelong learning for teachers in Bucharest. The study displays the importance of the initial professional development and the importance of the lifelong learning as a key role for teaching development career.*

**Key words:** *career, lifelong learning, results, success, development.*

**JEL Classification:** *I 21*

### **INTRODUCTION**

School is regarded as an institution with an autonomous organizational culture, where the learning process is continuous for both students and teachers. The new technological challenges, the paradigm shifts and the provocations of the upcoming generations of students, urge us, the teachers within the system, to identify the necessary solutions to fulfill the children's dreams, the parents' expectations, and the needs of our society. In order to achieve these goals, we need a good quality education provided by a well trained and professional personnel.

The initial and continuous training of the teachers is one of the main national policies of the Ministry for National Education in Romania. The legislation that sets the terms for the initial and continuous training in teaching in pre-university institutions in Romania is The Law of National Education no. 1 from 5 January 2011, in TITLE IV – The Status of the teaching staff, and the Order no. 5561/2011 from 7<sup>th</sup> of October 2011, for the approval of the Methodology relating the lifelong training of the personnel in pre-university teaching units.

The initial training of the teachers consists in their preparation from a theoretical point of view, in a specific field and the completion of the didactic master, with a duration of 2 years. It

---

<sup>1</sup> Phd. Student, Valahia University of Targoviste, Doctoral School of Economics and Humanities /Management, e-mail: rosca1mihaela@yahoo.com

<sup>2</sup> Phd. Student, University of Bucharest, Doctoral School of Psychology and the Science of Education, e-mail:lixandru\_florin@yahoo.com

<sup>3</sup> Phd. Student, Valahia University of Targoviste, Doctoral School of Economics and Humanities /Management, e-mail: monica.ioana66@yahoo.com

takes place within the university system in Romania. The teacher continues his initial formation, as a debutant teacher, doing a one-year practical probation in an education unit.

Following this practical probation, the teacher can participate in the national examination to achieve a definitive position as a teacher within the pre-university educational system. The Law that regulates the achievement of the definitive position in teaching is Order no. 5211/2018 – The Overall Methodology regarding the organization and development of the national exam for achieving a definitive position as a teacher.

The continuous training of the teachers includes the professional development and the evolution in their career. The teaching staff needs to accumulate 90 professional transferable credits in 5 years, by participating in didactic grades examination, master and post graduate programs, professional conversion programs or other training courses provided by authorized training institutions such as Teachers Training Centre Bucharest. These institutions are centres of resources and educational and managerial assistance for teachers and auxiliary personnel and they are under direct coordination of the District School Inspectorates and Bucharest School Inspectorate.

### **METHODOLOGY**

The present research has the role of contributing in a positive way to the continuous training in the teaching career of the teachers from the Municipality of Bucharest, by adapting in the future the offer of training courses to their requirements.

Bucharest School Inspectorate establishes each year, as a main target, to facilitate the participation of the teachers in courses for lifelong training in order to improve the quality of the educational process. In this sense, the Inspectorate has elaborated a study that focused on a comparative analysis on the situation of the teachers who obtained the second didactic degree, the first didactic degree and the Phd title. The analysis contains also the numerical statistics of the forming programs developed by the Teachers Training Center Bucharest, and the number of participants to these courses.

The comparative analysis looks at the following school years: 2017-2018 and 2018-2019. In order to create a centralization of all the teaching staff that activates in the pre-university system and to create a hierarchy according to the type of didactic degree they have, the study was implemented in all the public units in Bucharest (420 units in 2017-2018 and 419 units in 2018-2019) and the respondents were the directors of the schools and the responsables with the assessing the teaching staff in each of the units. Taking into consideration the time and budget limitations, but also the large area encompassed by the research (all the 6 sectors of Bucharest), the selected method for collecting the answers was a software that centralized all the data in an excel format. The collected data were centralized by the software department of the Bucharest Inspectorate.

The final number of respondents was 420 and 419 respectively, representing a response rate of 100%. The sample covers all the levels of the pre-university learning institutions (table no. 1 and table no.2).

Table no. 1 – The numeric structure of the education institutions in the pre-university system in Bucharest, school year 2017-2018

<b>Learning institutions in the pre-university system, school year 2017-2018</b>		<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>TOTAL Bucuresti</b>
<b>Kindergartens</b>	Mass learning	18	20	21	18	20	27	<b>124</b>
	Special needs education	1						<b>1</b>
	<b>Total</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>18</b>	<b>20</b>	<b>27</b>	<b>125</b>
<b>Primary and</b>	Mass learning	26	29	29	23	25	25	<b>157</b>

<b>Secondary Institutions</b>	Special needs education	4	3	1	3	1	1	<b>13</b>
	<b>Total</b>	<b>30</b>	<b>32</b>	<b>30</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>170</b>
<b>Highschools</b>	Mass learning	26	23	14	15	9	14	<b>101</b>
	Special needs education		2					<b>2</b>
	<b>Total</b>	<b>26</b>	<b>25</b>	<b>14</b>	<b>15</b>	<b>9</b>	<b>14</b>	<b>103</b>
<b>Vocational Schools</b>	Mass learning							
	Special needs education		2				1	<b>3</b>
	<b>Total</b>		<b>2</b>				<b>1</b>	<b>3</b>
<b>Post-highschool Institutions</b>	Mass learning		1					<b>1</b>
	Special needs education							
	<b>Total</b>		<b>1</b>					<b>1</b>
<b>Children clubs</b>		1	1	1	1	1	1	<b>6</b>
<b>Sports clubs</b>		1	2	1	1	1	1	<b>7</b>
<b>Arts institutions</b>		2	2	1				<b>5</b>
<b>Total units</b>	Mass learning	74	78	67	58	56	68	<b>401</b>
	Special needs education	5	7	1	3	1	2	<b>19</b>
	<b>Total</b>	<b>79</b>	<b>85</b>	<b>68</b>	<b>61</b>	<b>57</b>	<b>70</b>	<b>420</b>

Source: The Report regarding the state of the education in Bucharest, between 2017-2018 and 2018-2019

Table no. 2 – The numerical structure of the public learning institutions in the pre-university system in Bucharest, school year 2018-2019

<b>Learning institutions in the pre-university system, school year 2017-2018</b>		<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>TOTAL Bucuresti</b>
<b>Kindergartens</b>	Mass learning	18	20	21	18	20	27	<b>124</b>
	Special needs education	1						<b>1</b>
	<b>Total</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>18</b>	<b>20</b>	<b>27</b>	<b>125</b>
<b>Primary and Secondary Institutions</b>	Mass learning	26	29	29	23	25	25	<b>157</b>
	Special needs education	4	3	1	3	1	1	<b>13</b>
	<b>Total</b>	<b>30</b>	<b>32</b>	<b>30</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>170</b>
<b>Highschools</b>	Mass learning	26	23	14	14	9	14	<b>100</b>
	Special needs education		2					<b>2</b>
	<b>Total</b>	<b>26</b>	<b>25</b>	<b>14</b>	<b>15</b>	<b>9</b>	<b>14</b>	<b>102</b>
<b>Vocational Schools</b>	Mass learning							
	Special needs education		2				1	<b>3</b>

	<b>Total</b>		<b>2</b>				<b>1</b>	<b>3</b>
<b>Post-highschool Institutions</b>	Mass learning		1					<b>1</b>
	Special needs education							
	<b>Total</b>		<b>1</b>					<b>1</b>
<b>Children clubs</b>		1	1	1	1	1	1	<b>6</b>
<b>Sports clubs</b>		1	2	1	1	1	1	<b>7</b>
<b>Arts institutions</b>		2	2	1				<b>5</b>
<b>Total units</b>	Mass learning	74	78	67	58	56	68	<b>400</b>
	Special needs education	5	7	1	3	1	2	<b>19</b>
	<b>Total</b>	<b>79</b>	<b>85</b>	<b>68</b>	<b>61</b>	<b>57</b>	<b>70</b>	<b>419</b>

Source: The Report regarding the state of the education in Bucharest, between 2017-2018 and 2018-2019

The second method for collecting the data was an online registration platform for continuous training courses developed by Teachers Training Centre Bucharest. The functionality of the platform allows an efficient communication with the trainers, the easy registration of the teachers to the training courses, as well as a real-time centralization of the data.

## RESULTS

Following the collection and processing of information, in the teaching staff section, it is noted that, in the system, the number of teachers registered an increase of 111 persons, in the 2018-2019 school year, compared to the previous school year, taken as a reference point of the present research (table no.3).

Table no. 3 Distribution of the teaching staff by didactic grades – Bucharest

<b>Distribution of the teaching staff by didactic grades 2017-2018</b>		<b>%</b>	<b>Distribution of the teaching staff by didactic grades 2018-2019</b>		<b>%</b>
Doctorate degree	<b>619</b>	<b>3,67</b>	Doctorat	<b>650</b>	<b>3,83</b>
Professional title I	<b>7.057</b>	<b>41,82</b>	Professional title I	<b>7.192</b>	<b>42,34</b>
Professional title II	<b>2.465</b>	<b>14,61</b>	Professional title II	<b>2.388</b>	<b>14,06</b>
Definitive professional Title	<b>3.490</b>	<b>20,68</b>	Definitive professional Title	<b>3.707</b>	<b>21,82</b>
No professional Title	<b>1.470</b>	<b>8,71</b>	No professional Title	<b>1.542</b>	<b>9,08</b>
Retirement Teachers	<b>1.000</b>	<b>5,93</b>	Retirement Teachers	<b>908</b>	<b>5,35</b>
Associate Techers	<b>484</b>	<b>2,87</b>	Associate Techers	<b>386</b>	<b>2,27</b>
Unqualified		<b>1,72</b>	Unqualified	<b>213</b>	<b>1,25</b>

	<b>290</b>				
<b>TOTAL TEACHING STAFF</b>	<b>16.875</b>	<b>100</b>	<b>TOTAL TEACHING STAFF</b>	<b>16.986</b>	<b>100</b>

Source: Database Bucharest School Inspectorate

According to the data acquired, the teaching staff with a PhD title, in 2018-2019 represents 3,83%, compared to 3,67% recorded in 2017-2018, which means a growth of 0,16% . If we relate to the first degree teaching staff, they percentage is constant, at around 42% for both years.

What is worrying from the data is the decrease of the second degree personnel from 15% to 14%. This phenomenon can be explained by the large fluctuation of teaching staff that takes place at the beginning of every school year in Bucharest and the entrance in the system of the debutant teaching staff. (8,71% in 2017-2018 and 9,07% in the previous year) and with a definitive position (21% in 2017-2018 and 22% in 2018-2019).

The young or inexperienced teachers represents about 30,5% in the two years that were analyzed, and other categories of personnel (pensioners, associates, unqualified) represents about 9,6% of the total of teaching staff in the pre-university system in Bucharest.

The section for programs and forming courses, provided and organized by TTCB Bucharest, the following result was recorded (table no. 4).

Table no. 4 – Participation of the teaching staff in continuous training activities through TTCB Bucharest.

<b>Position</b>	<b>No. of participants in training activities during 2017-2018</b>	<b>No. of participants in training activities during 2018-2019</b>
<b>Personal didactic:</b>	<b>4265</b>	<b>5175</b>
Kindergarten teacher	956	312
Primary teachers	1342	145
Secondary teachers	1749	4548
School management personnel	218	170
<b>Didactic-auxiliary personnel</b>	<b>412</b>	<b>281</b>
<b>Administrative personnel</b>	<b>409</b>	<b>174</b>
<b>Total</b>	<b>5086</b>	<b>5630</b>

Source: The Report regarding the state of the education in Bucharest, between 2017-2018 and 2018-2019

The comparative analysis of the results obtained in the two target years reflects the fact that in 2018-2019 there was a considerable growth in interest from the teachers to participate in continuous forming courses. 2799 more teachers have benefited from the continuous training course at TTCB Bucharest. This result is justified by the attractive offer from TTCB, but also by the higher interest of the personnel to improve and develop as teachers and in their specific disciplines. Analyzing the two studies periods, we find an overall growth of 544 teachers participating in the continuous forming programs organized by TTCB Bucharest.

A very important element that should be taken into account is the budget offered for training. Within the Bucharest Inspectorate, this budget is annually set by the Ministry of National Education, through a minister's order. At the same time, the Ministry establishes each year the priority list that the Inspectorates need to respect when they decide the budget for training of the didactic and non-teaching staff.

The district allocation of the budget for professional training and development of the personnel in the pre-university learning system is realized based on an analysis of the Ministry. It takes into account the following:

- The total number of teaching staff for teaching (including the administration, the guidance and the control) of each district, reported by the Inspectorates;
- The total number of auxiliary teaching staff from each district, reported by the Inspectorates in October, every year;
- The total number estimated by every Inspectorate in collaboration with TTCB Bucharest representing the teachers who will be involved in forming activities in the current year;
- The priority programs and projects of Ministry of National Education.
- The forming programs accredited by Ministry of National Education.
- The forming programs endorsed by Ministry of National Education.
- The development of projects with external financing that had training activities for pre-university personnel

Based on the provisions in art. 111 lit. (e), art. 244 and art. 245 from the Law of National Education no. 1, with the subsequent modifications and additions in accordance with the Law of the State Budget no. 6/2017 for 2017, which allowed the approval of funding for professional development of the teaching staff (teaching personnel, managing, guidance and control positions and the auxiliary teaching staff) from the pre-university learning system, acknowledging the solicitations of the School Inspectorates and of TTCB, the budget allocated for teachers' training was 100.100 lei in 2017 and 96.252 lei in 2018. The solicitations were based on the analysis of the local needs and the priorities for professional development of the human resources in the pre-university learning system.

In 2017, 96% of the allocated budget was used - 96.460 lei of 100.100- in the training of 1585 teachers, compared to 1650 teachers registered initially in the target group.

In 2018, the allocated budget was 96.540 lei, of which 96.252 lei was spent (99,7%). The target group comprised initially 710 people, of which 707 people participated in the courses.

The statistics show a growth in the efficiency of using the financial resources, from 2017 to 2018 – the studied period.

The teaching staff in Bucharest can benefit from free courses and through the sums allocated from the local budgets of the Sectors' Administration Centers, or from ProEdus – The Center for Projects and Educational Programs of Bucharest's City Hall.

Another opportunity offered to the teachers in the continuous training for their didactic career is the participation in the European Projects funded by Structural Funds POCU 2014 – 2020. Its main target is to integrate the development needs of the human resources in the programs and public policies in Romania and focuses on valuing the human capital as a resource for sustainable development in the future.

## **CONCLUSIONS**

The analytic processing of the results recorded for the study and the conclusions drawn from the state of the education in Bucharest, brought to the surface the following positive results:

- The existence of an educational partnership with various non-governmental organizations and the good communication with the local administrative authorities of each sector in Bucharest, in order to involve them to find support for the improvement of the educational act.
- The proper administration of the continuous training process of the teaching staff, materialized through a large number of teachers who succeeded taking the exams for the first or second degree, who acquired a phd and a high percentage of the teachers who earned a definitive position - 85,96 %;
- The administration of the pedagogical groups for primary cycle, through TTCB Bucharest.

- The rise in interest of the graduates from the university system to pursue an academic career, as 30% of the personnel in the pre-university system is represented by the young generation.
- The efficient use of financial resources allocated from the state budget for continuous training of teachers in Bucharest.

The current research also identified some negative aspects, of which the most relevant are stated below:

- Large fluctuation of teaching staff in the pre-university learning system in Bucharest;
- Insufficient funds allocated from the state budget for the continuous professional training;
- The lack of some programs for continuous training for specific professional categories: master instructor;
- Decrease of interest for continuous formation manifested by teachers in primary cycle and in preschool cycle;
- The existence (although quite reduced) in the pre-university allotment system in Bucharest of unqualified teachers (students undergoing qualification or personnel without high education);
- Limiting the present work by carrying out the case study only for the pre-university education system in Bucharest, this being due to the difficulty of data collection.

#### **REFERENCES:**

1. The Law of National Education no. 1
2. Order no. 5561/2011 from 7<sup>th</sup> of October 2011, for the approval of the Methodology relating the lifelong training of the personnel in pre-university teaching units.
3. The Report regarding the state of the education in Bucharest, between 2017-2018
4. The Report regarding the state of the education in Bucharest, between 2018-2019
5. Armstrong, M. „Personnel Management Practice“, Kogan Page, London, 1991
6. Pop Ana Monica, Pop Dana (2009), Potential effects of the financial crisis on Romania, *Studia Europaea*, Issue 3, pp.123-134.
7. Pop Ana Monica, Pop Dana (2006), Globalization, international financial institutions and global governance, *International Business Research*, 5 (2), pp.140-146.
8. G.T.Milkovich, J.W.Boudreau, „Human Resource Management“, Sixth Edition, Irwin, Boston, 1991
9. D.W.Myers, „Human Resources Management Principles and Practice“, Commerce Clearing House, Inc., 1986
10. P. Rudiger, „Personal Management“, von der Planzur Marktwirtschaft, Wiesbaden Gabler, 1990
11. J.A.Wagner, J.R.Hollenbeck, „Management of Organizational Behavior“, Prentice-Hall, Inc., Englewood Cliffs, 1992
12. [www.ismb.edu.ro](http://www.ismb.edu.ro)