

THE ANALYSIS OF THE TRAINING NEEDS OF HUMAN RESOURCES IN THE ROMANIAN SECONDARY EDUCATION SYSTEM

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Abstract:

The continuous training of the teaching, guidance and control staff is based both on the compliance with the qualitative and professional standards and with the competencies that are specific to the profession and is achieved through: training programmes for the granting of the teaching degrees, training courses, re-training programmes, study programmes in a specialization other than the one previously obtained by the teaching staff in the secondary education system, etc. The acquisition of new knowledge by the teaching staff participating in professional training programmes, re-training or professional improvement programmes is closely related to the improvement of the teaching process by implementing in the teaching act the newly acquired knowledge, innovative teaching methods, the enhancement of creativity in the creation of new teaching materials and the approach of modern teaching methods and techniques. The training of the teaching staff must take into account the developmental need of the educational establishments while also meeting the needs for change of the environment in which the educational system pursues its activity.

Keywords: professional training, professional development, career development, professional improvement, career management

1. Introduction

The secondary education field of activity is primarily based on the development of the human resources that are involved, both from the point of view of the teaching staff and of the beneficiaries of the education system. The human resources representing the teaching staff have to be not only very well-qualified, but they also have to manifest creativity both from a scientific and a spiritual point of view, as in this particular field it is of the utmost importance to convey new ideas, models and methods by means of which the information will be transmitted to the beneficiaries of the education system. In the Romanian education system, the organisations will take into account keeping ahead of the competition on a mandatory basis, while also aiming at fully satisfying the beneficiaries of the education system. A basic rule of the education organisations must be the adaptability to change and to this means both the employees and the managerial staff should not remain confined to using the patterns, methods and techniques that they have been accustomed to, however pleasant and comfortable this may be, since there has to be a certain adaptability to

the continuous changes of the educational environment (Nicolescu and Verboncu, 1999).

2. Literature Review

An important role within the education organisations will be held by the satisfaction of the teaching staff by reference to their activity and the relationship they have with the managerial system and implicitly with the managers. From this perspective, the managers must take into consideration the analysis of the teachers' activity in terms of the results they have obtained, a managerial system based on the needs and the value of the employee and on no account should they use managerial means based on fear, heavy-handed behaviour, or different forceful actions in order to impose their own ideas (Mintzberg, 2008).

The managers of education organisations must place emphasis on leadership and must consider their employees' permanent training needs and particularly the requirements of the beneficiaries of the education system and the constant change of the educational environment by the direct influence of and interdependence with the economic environment.

Thus, one may say that education managers must be acknowledged as leaders who have the ability to offer confidence to all the actors in the educational environment and one of the characteristics of these managers will have to be their continuous training and implicitly the continuous training of the subordinate employees.

The permanent changes in the economic environment, which will implicitly act upon and influence the educational environment must be counteracted by allotting significant amounts of money for the training of the teaching staff. This can be noticed by considering the budgets that all economic organisations allot for the continuous training of their employees (Armstrong, 1996).

A major necessity for the proper development of education organisations is the necessity that the employees function as a team and have a common goal. Through continuous collaborative work that must be applied in education organisations it can be said that all the members of these organisations must mutually help one another and participate in reaching the planned objectives (Somacescu and Barbu, 2017). Therefore, where there are disorganised staff, they must be turned into a group of individuals who are going to be members of a team, as the employees should no longer be regarded as mere performers, and must be turned into team members who will participate in the entire managerial and educational process. In conclusion, the aim should be to turn a disorganised group into a team whose purpose is to transmit the best information and to receive feedback towards the beneficiaries of the education system (Barbu and Barbu, 2012).

Managers must permanently assist in a participative manner all the actions of the team, while also promptly taking action, but without disturbing, in order to remove the problems which arise during the unfolding of the activity by the education organisations (Manole, 2013).

3. Research objectives

The education system has greatly changed lately, there is an interdependence among the school subjects that are taught both in the same grade and during the stages of several school years.

A perfect example is the case of Science as a school subject being taught in high school, humanities profile, during the 9th and 10th grades. Science as a school subject is made up by joining in one curricular area knowledge from the field of Chemistry, Physics and Biology, which was inconceivable three decades ago, when the Romanian education system was structured in well-defined and independent school subjects. The creation of the school subject Science, studied during the last two high school years (the 11th and the 12th grades) in the humanities profile, was aimed at adjusting to the new changes in the education system, which has led to new teaching methods being used by teachers.

By means of a modern vision and continuous adaptability, science can be taught as a school subject by Biology, Physics or Chemistry teachers, consequently the goal has been to create a modern transdisciplinary school subject, which has also implied conceptual changes in education.

Thus, the Romanian education system was involved in a first stage of curricular reform, by creating certain transdisciplinary school subjects, adapted to modern education, but this has not been easy to achieve, as it entails profound changes in the school curriculum and the teachers' adjustment to the new school subjects emerging and to the modern teaching methods.

3.1. Methodology of research

The innovation process plays an essential role in the education system, being achieved mainly through both the teachers' and the beneficiaries' creative aptitudes. The ability to be creative, more specifically the option of conceiving new ideas, must be used in education and research. The people who innovate are creative individuals who can be identified by their way of acting or thinking (Capon, 2000).

In the field of education there is the great advantage that once the human resource has been trained, they will be able to subsequently be trainers and teach training courses to other teachers, and this will help the education system by both reducing training costs and creating a sufficient number of trainers in a relatively short period of time. The managers of the education system must be aware of the necessity of the continuous training of the teaching staff and they must focus not only on the assessment of the training needs, but also on organising training programmes (Bocean, 2012). It can be said that at the level of all educational establishments there is a real training need and the managers must be aware of this reality and support by all possible means the necessity of training the teaching staff.

In order to obtain good results in teaching this particular school subject, teachers have to adjust to change, and the easiest manner to achieve this is continuous training by attending different training courses.

3.2. Research question

One can speak about the training need at school level from the perspective of the school's requirements and necessities, another aspect being at the level of the teaching post, and in this case growth is necessary by means of training,

performances, and job performances. And last but not least, the individual training needs of each teacher will have to be taken into account, more precisely, the type of training each teacher wants to attend must be known. (Lefter et al., 2012)

The analysis of the training needs at the level of each education organisation represents a fundamental condition for the achievement of the projected objectives, the interdependence between the school's strategic plan and the training programmes must be clearly known, and this will happen only when the school managers are aware of the fact that they must support and motivate the teachers' training need.

4. Results and discussion

The social problems of a community will directly influence the teachers' training activities organised by the economic organisations within that community. The training courses for the teaching staff will have to be tailored to the specific requirements of that particular community. The educational establishments must adapt and must take into consideration the social needs of the beneficiaries of the training when designing the training offer for the teaching staff.

The economic problems are directly related to the training activity of the teaching staff in a certain geographical area. It is common knowledge that the Romanian secondary education system is financed by local communities, therefore, a local community having a good economic climate will be able to allot more financial resources for the training of the teaching staff, whilst a local community having a reduced economic activity will not have many financial resources to be allotted for the training of the teaching staff. To this means, the school managers will have either to find other funding sources (donations, sponsorships, internal financial sources) or to ask the teaching staff to participate in training courses at their own expenses. The training manner of the teachers who pay for the courses themselves will directly influence the number of the training staff who will attend the training.

The evaluation of the training needs for the teaching staff must involve the acknowledgement of all the necessities of the education organisation, both from the point of view of the projected performance and of the potential problems of the organisation, while also taking into consideration the development preferences for each teacher and the existing development programmes for the human resource (Manole, 2013).

Every education organisation must conduct an analysis of a multitude of factors of the environment in which they operate in order to be able to develop the employees' training activity:

a. the establishment of the organisation objective, this consisting in identifying certain school objectives that need to be achieved. There are several types of objectives, which can be set by the educational establishment, and some of these can lay emphasis on performance, on obtaining prizes and excellent results in different types of school contests and Olympiads or good results from the point of view of the high success rate in national exams or setting as a school objective the creation of a wider range of specializations.

b. the training activity within the educational establishments will also entail the stage of identifying the necessary resources for the training of the teaching staff. This means the material resources that are necessary for the training (the spaces,

the equipment, the audio – video devices, etc.); the financial resources are represented by the funds allotted for the training of the teaching staff. The necessary budgets for training must be planned in advance and must take into account the correlation with the total expenses of the educational establishment, all these requiring rigorous planning (Burdus, 2005).

c. identifying the teaching staff's availability for the training activity. The participation of the teaching staff in the training activity will require first and foremost time availability. It must be taken into consideration that the training of the teaching staff will take place in their free time. Unlike other economic fields of activity, where employees can interrupt their activity in order to be trained, the teaching staff do not have the possibility of not attending the classes with students' participation, nor can they reduce the time which is necessary for class preparation. In conclusion, the teaching staff must have the availability for training only in their free time. Another aspects regards the financial availability of the teaching staff for the training. Unless the training of the teaching staff can be financially supported by the educational establishments, the teaching staff must be willing to pay for the training courses from their own financial resources. These two aspects directly influence the climate which is necessary for training at school level.

d. The influence of the environment on the training activities taking place at school level. This aspect is determined by the direct dependence between the educational establishments and the current legislation, the existing social issues of the actors involved in education, the existing economic problems, the political and cultural environment.

The necessity of training human resources in the field of secondary education is closely related to the improvement of the teaching act, the improvement of the performance indicators for the secondary education system as a whole, which is emphasized by the increase of the graduation rate of different forms of education, the decrease of absenteeism and school dropout by students of primary, secondary, high school and post- high school level, and also by the substantial increase of the success rate in national exams (Bocean et. al., 2018).

One must bear in mind that the teaching staff must prove their efficacy, as their performance is going to be quantified by taking into account the graduates' exam success rate and the effectiveness of the graduates' insertion on the job market.

5. Conclusions

The factors that determine the innovation capacity of the organization's staff are: the training and professional improvement of the staff, the organisational structure of the organisation, the access to information within the organisation, the employees' organisational and professional capabilities, etc. The stage of the analysis of the training needs is compulsory, and it needs to be conducted both in order to be able to establish a training programme with a view to improve the activity of the education organisation and also due to the necessity for the continuous training of every teacher. In order to achieve the training of the teaching staff after the training needs have been initially assessed, the following aspects should be taken into account: the need for financial resources, the time availability of the teaching staff participating in the training, and also the experts that are necessary for the training of the teaching staff.

The legislation directly influences the training of the teaching staff, the school's planning of the training must comply with the legislation in force, as it is the case in the other economic sectors, and in order to organise the training in the best conditions, the legislation has to be very well-defined and at the same time it should not change too often so as not to influence through its change the schools' training plans.

The modern education system is based on a continuous interdependence among the activities of the teaching staff with similar specializations or even with different specializations.

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