

# STATUS AND NEEDS FOR HUMAN RESOURCES DEVELOPMENT IN ROMANIAN SCHOOLS

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# Project Details

- This research is achieved through the project *“Increasing the visibility of the EU in schools from disadvantaged regions”* (ID **542933-LLP-1-2013-1-RO-AJM-ICS** ), financed by Education, Audiovisual & Culture Executive Agency, Avenue du Bourget 1 – 1140 Brussels, Belgia through Lifelong Learning Programme – Call for Proposals 2013 (EAC/S07/12), Jean Monnet Programme, Key Activity 1 – “Learning EU at School”;
- **Project Director** is Marius Matichescu;

# Project Details

- **The project objective** is increasing the visibility of the EU in schools from disadvantaged regions by offering a set of didactical materials adapted to the needs of the teaching process of EU contents in schools.

# Research details

- The goal of the research is to identify the profile of teachers that benefited or didn't benefit from projects financed from European funds between 2007 – 2013;
- This sociological research unfolded in five Romanian counties (Timiș, Caraș-Severin, Mehedinți, Hunedoara and Gorj) in November 2013;
- The method used by this study was the survey and there were two units of measurement for the studies: the directors of secondary school and teachers from the same school;

# Sample Details

- For each county the sample of our survey is probabilistic and stratified and stadias as follows: the education level offered by the school (secondary school, high-school) and rural/urban areas.
- One research was run with 191 teachers of geography and history and the second with 116 school directors.

# Research Results

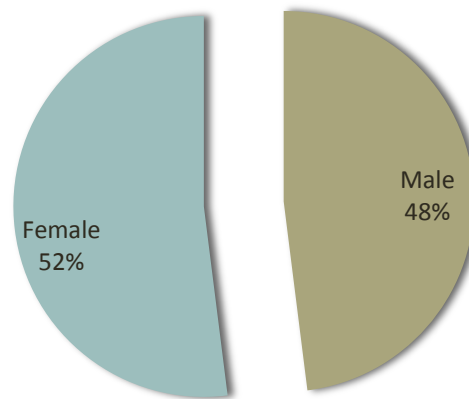
Did you participate at any project founded by european funds till now?



56% of teachers participated in project financed with EU funds.

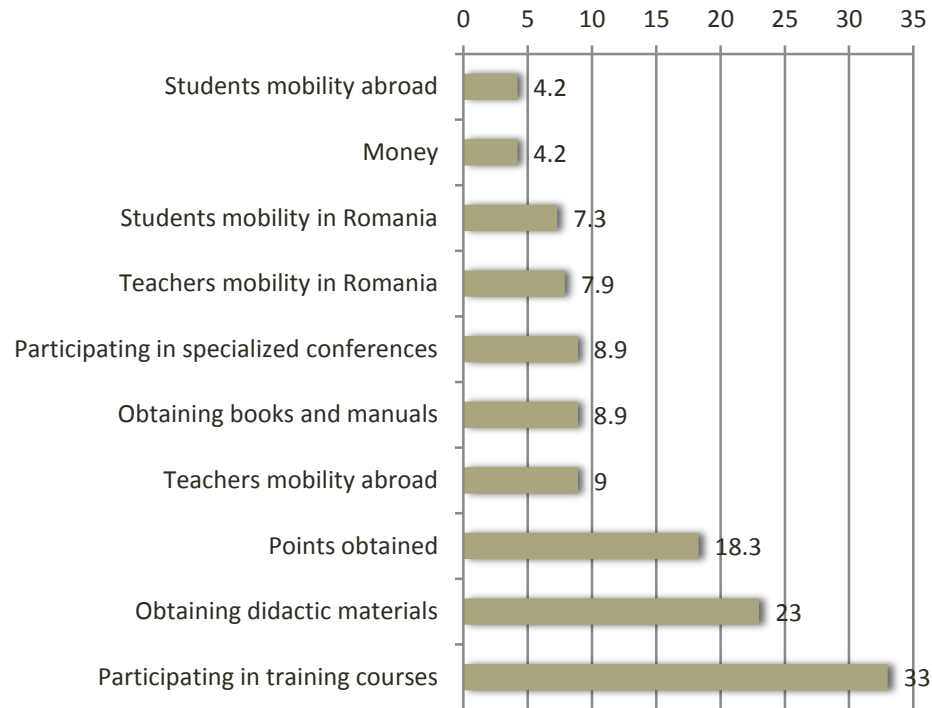
# Research Results

Involvement in EU Projects. Distribution by gender



# Research Results

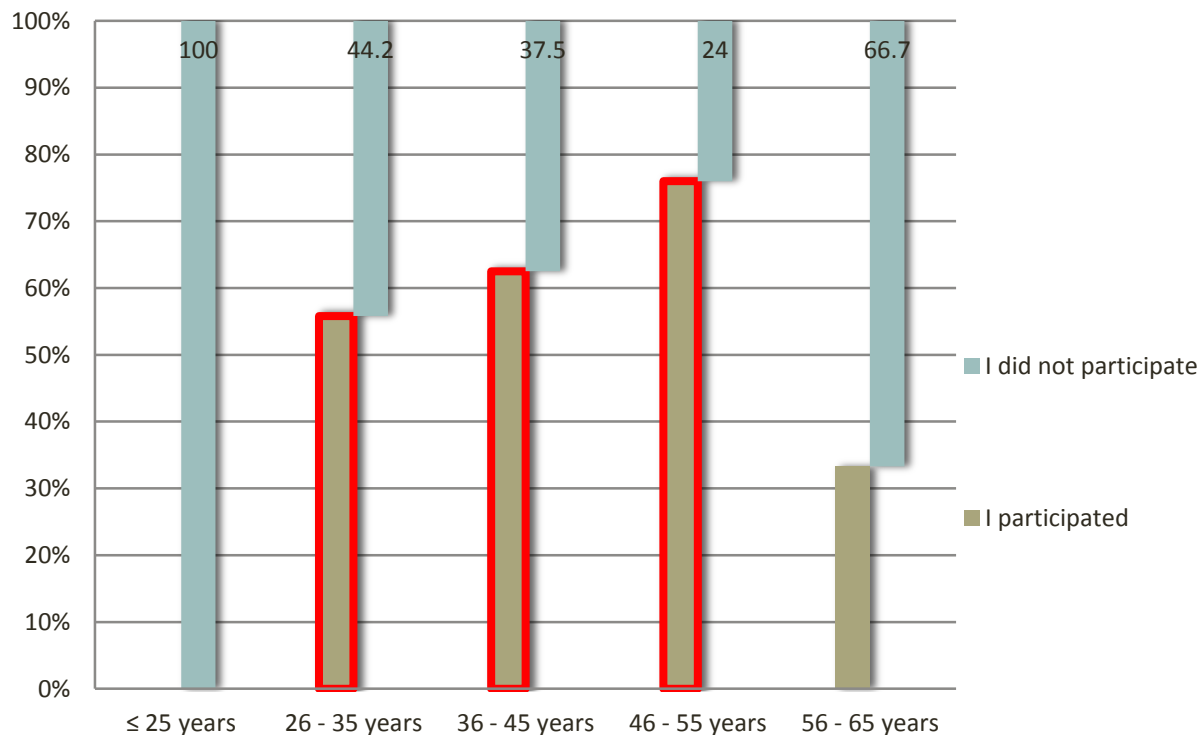
What benefits you had as a result of participating in these projects?





# Research Results

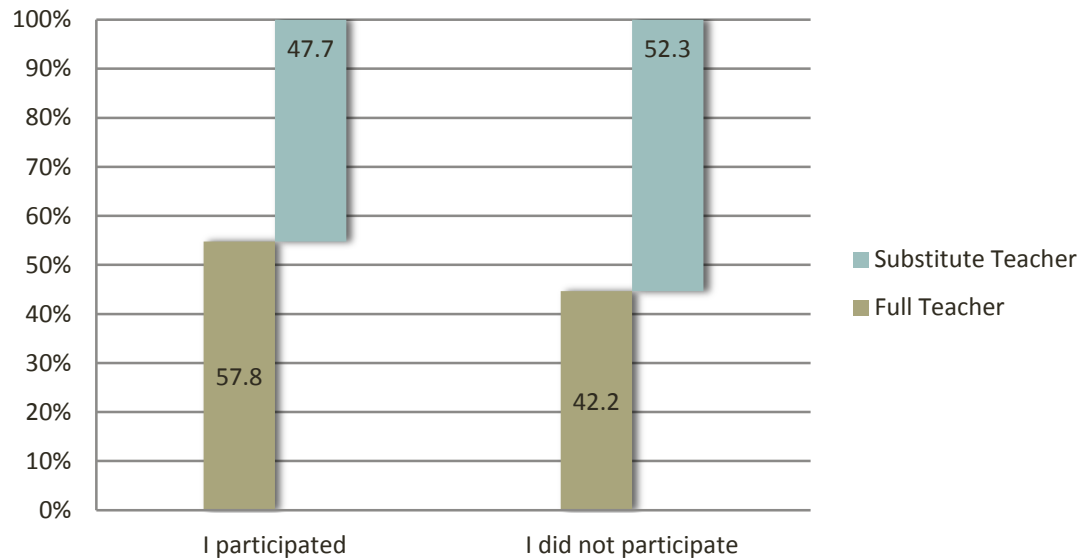
Distribution of involvement / not involvement by age categories



No participants under 25 years took part in a EU financed projects.  
Direct proportion in involvement with increase in age, except for 56-65 years

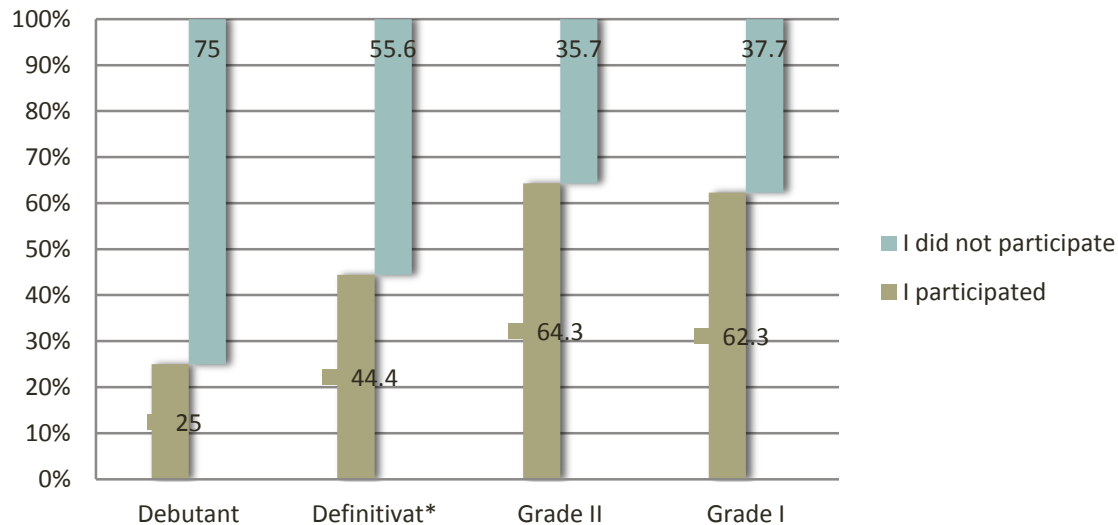
# Research Results

Distribution of involvement / not involvement by Job type



# Research Results

Distribution of involvement / not involvement  
by Professional degree

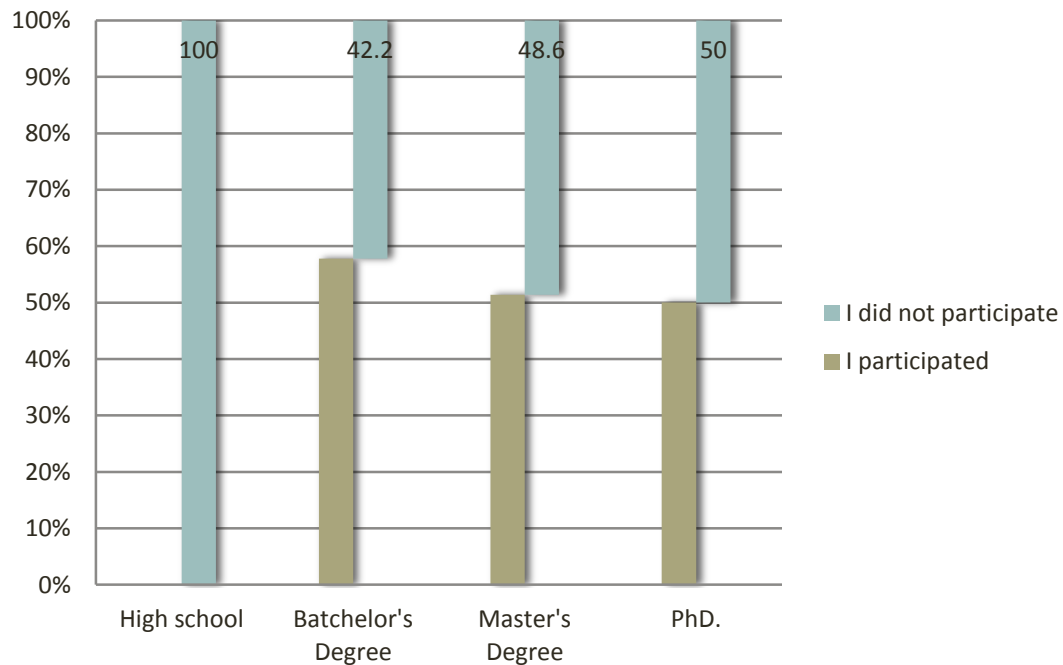


\* Note: In Romanian Educational System, „Definitivat” is similar to „Tenure”, but for secondary education.

The higher the professional degree of teacher, the higher the involvement in projects of teachers. Pearson correlation between this two variables is - 0,191 with sig. = 0,012. Based on those research results, we can assume that individual characteristics of teachers have a small influence in them being involved in a project founded by the EU.

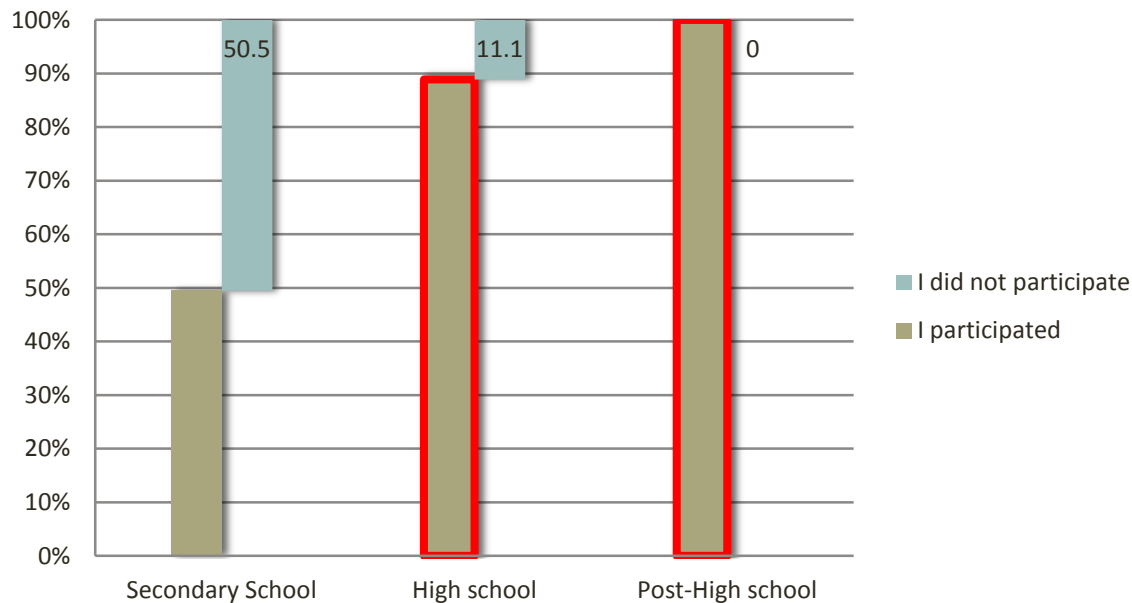
# Research Results

Distribution of involvement / not involvement by Education level



# Research Results

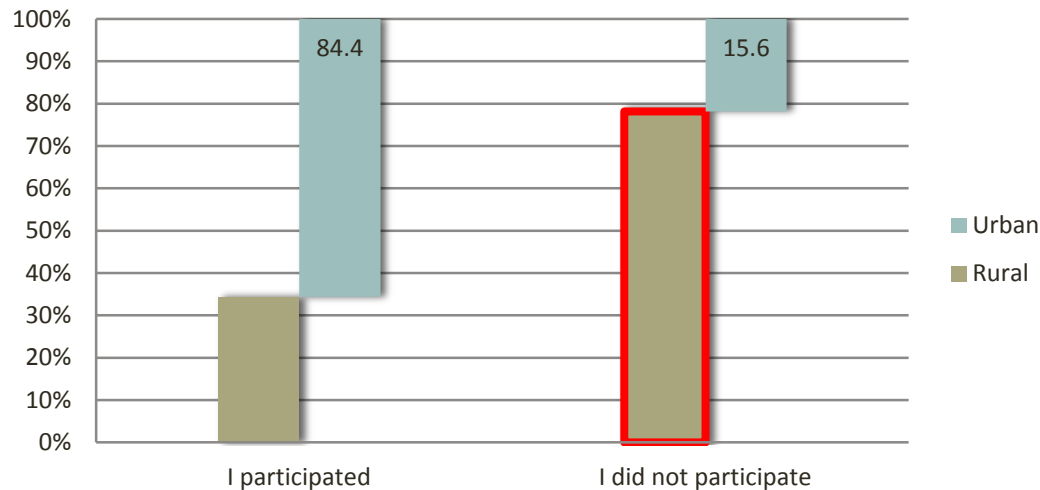
Distribution of involvement / not involvement  
by School education level



There is a strong statistical correlation with the level of education offered by the school. Based on a Pearson correlation of .309 and sig.= ,001, we can easily assume that teachers from school that offered a higher level of education are more likely to benefit from projects with EU funds.

# Research Results

Distribution of involvement / not involvement by Rural/Urban



Rural/urban location of the school is the most important variable that correlates with our dependent variables. With a Pearson correlation = .396 and sig=.000, we can assume that teachers from rural areas have been significantly less involved in projects than teachers from urban area.

# Research Results

- In order to have a better understanding of the correlations that exists between school characteristics and getting involved in projects, we conducted another set of correlation analyse between involvement and the education level offered by the school, the percentage of full professors employed in the school, the rural/urban diferences and the number of students attending the school.

# Research Results

- The result of our results show that there are strong correlations between the number of students attending the school, the level of education offered by the school and the rural/urban location of the school.
- Based on statistical analyses results (Pearson correlation = .324 and sig.= ,001) we can assume that teachers from big schools (with high number of students) are more likely to get involved than teachers from school with small number of students.



# Conclusions

- Based on our research results, we can assume that involvement in EU projects was a process significantly determined by school characteristics rather than individual specificity of teachers.
- Teachers with high professional level from important and big schools and urban area have benefited mostly by different EU projects.
- Based on this results, a very simple conclusion could be assumed: the beneficiary of advantages offered by projects implemented has been the public that already had an advantageous position.