

# STATUS AND NEEDS FOR HUMAN RESOURCES DEVELOPMENT IN ROMANIAN SCHOOLS.

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## **Introduction**

The adhesion to the European Union has brought acces for Romania to important categorie of European founds such as structural founds. Human development program was one of the most important categories of these funds allocated to Romania. People from almost all social categories have used the benefits of these programs. From marginalized people to the elites, form young to old ones, from private or state institutions, men and women living in rural or urban areas have been involved in programs such as POSDRU, Commenius, Erasmus, Leonardo, Jean Monnet or others. According to Romanian Statistic Institute, teachers from primary and secondary schools are the most important category of target grup for this type of projects. In order to identify the profile of teachers that benefited or didn't benefit from these projects between 2007 - 2013 EU's allocated budgets, we planed to run a sociological research in secondary schools from five Romanian counties. Starting from this perspective, the present research aims to identify the current status of EU programs beneficiaries

teachers in order to propose the evidence-based elements for future strategy and projects.

### **Methods and Techniques Used**

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. By combining these two units of measurement, our research highlights on one hand the influence of the teacher's personal characteristics and on the other hand the school's influence on involvement in Human Resources Development Program. In order to have a more precise and accurate look on this issue we chose a specific category of teachers: teachers that come from the same domain – history and geography.

The two studies were conducted in schools from five Romanian counties: Timiș, Caraș-Severin, Mehedinți, Hunedoara and Gorj. For each county the sample of our survey is probabilistic and stratified and stadial 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. The interviews took place in November 2013.

### **Research Results**

Identifying the motivation of being involved in the EU projects was one of our first research questions with teachers. According to our results 56% of our teacher sample declared that they have participated at least in one of these projects. Furthermore, participation at training sessions, didactic material and the points offered for participation were the most important benefits obtained by the teachers involved in the projects.

What is important for our study are the variation in term profile between teachers that got involved and benefited from these projects and the teachers that did not. In order to understand that we run a comparative analyses of beneficiary/non beneficiary of these projects according with their individual characteristics: gender, age, level of education, didactic degree and the type of post that they occupied.

Analysing variation according with gender we observe that 54% of our male sample and 58% of female declare that that they have been

participated during 2007-2013 from a POSTDRU project. According with this result we can assume that most than half of our independent sample had been involved in those projects and that they are not big differences between man and womens according to this issues.

Age of our beneficiary is another issues that interest our research. Using crosscutting-age with intervals of ten years we find out that 0% of our cohorts of less than 25 have been involved projects with European foundings. The distribution of involved professor considering the others age interval are the next: 55,8% of 26-35 years old, 62,5% of 36-45 years old, 76% of 46-55 years old and 33,3% of 56-65 years old. Considering this research result, we can notice that involvement in EU projects increase in direct relation with the years of teachers till 56 years when a decrease of participation is observed.

Education was another point of interest in our individual analyse. Comparaing between highschool, university, master and Ph.D level of studies, we observed that they are not considerable variation neither between the categories, neither inside the same categories. 57% of teachers with university degree, 51 % of them with Master degree and 50% of professor with Ph.D declared being involved in EU founding project.

The type of employment contract was another categorie that we introduce in our analyses. Even if we expect an important variation between full professors (professor titular) si substitute teacher, our data show not such a large variation because 58% of full professor comparaing with 48% of supleants had been involved in the projects.

For extending our analyses in personal characteristics that influence the involvement in projects, we consider either the professional degree (gradul didactic) of teachers participated of our survey. According to our result the involvement in project increase proportionaly with professional degree. The debutant teachers have the lower procentage of involvement (25%) comparing with teachers with first or second professional degree of wich 64% and 62 % have been involved in projects.

In order to complete the descriptive research at individual level, we complete our analyse with a statistical analyse of correlation. Our dependent variable is involvement in the project and the considered independents are: gender, age, education level, type of employment contract and the level of professional degree. Our results show that the single statistical signitivative correlation, even if not very important, is between involvement in the project and the professional degree of teachers. The higher is the professional degree of teacher the higher is the involvement in projects of teachers. Pearson correlation between this two variables is - 0,191 with sig. = 0,012. Base on those research result we can

assume that individual characteristics of teachers has a small influence in being involved in the EU founding project. The single teacher individual characteristic that could be considered as important, it is professional degree. More precisely the professors with high level of professionalization are more likely to be involved in those projects.

Our second research aims is to examine the influence of school characteristics in involvement of teachers. In order to understand how affiliation to a specific category of school influence the successful in being involved in the project, we consider for our analyze the education level offered by the school, the percentage of full professor employed in the school, the rural/urban difference and the number of students attend the school.

Our descriptive analyse show an important difference in involvement in relation with school characteristics. Less than half of school that offered secondary education level has teachers involved in EU founding project comparing with 89% of highschool and 100% of post-highschool. That means that teacher from school that offer high level of education are more likely to be involved in the project in opposition with professor from school that offer just secondary education, but which represent the greater majority of schools.

Another important difference is in relation with rural/urban position of school. Our findings show that 84 % teachers from urban area had been involved in EU project comparing with just 44% from teachers from rural area. In consequence the the localization of school play an important role in participation of teachers in projects and more precisely teacher from school situated in rural area are less likely to get involved.

In order to have a better understanding of correlation that exists between school characteristics and getting involved in this projects, we consider to conduct another set of correlation analyse between involvement and the education level offered by the school, the percentage of full professor employed in the school, the rural/urban difference and the number of students attend the school. The result of our results show that they are a strong correlation between the number of students attend the school, the level of education offered by the school and the rural/urban location of the school. Either there are no statistical correlation between the numbers of full teachers employed by school and the implication in projects. Based on statistical analyses results (Pearson correlation = .324 and sig.= ,001) we can assume that professors that teach in big school (with high number of students) are more likely to get involved than teacher from school with small number of students. In the same way and how we already saw in our descriptive analyse, they are a

strong statistical correlation with the level of education offered by the school. Based on a Pearson correlation of .309 and  $\text{sig.} = .001$ , we can easily assume that teacher from school that offered an higher level of education are more predicted to beneficiate from project with EU funds. Rural/urban location of the school is the most important variable that correlate with our dependent variable. With a Pearson correlation = .396 and  $\text{sig.} = .000$ , we can assume that teacher from rural area has been significatively less involved in project than teachers from urban area.

### **Conclucions**

Based on our research results we can assume that involvement in EU project was a process significaly determinated school characteristics rather than individual specificity of teachers. Professor with high professional level from important and big school and urban area has beneficiated moustly by diferents EU projects. Based on this results a very simple conclusion could be assumed the beneficiary of advantages offered by projects implemented had bed the public that had alredy have an advantagios position.

### **References**