

# **The Importance of Educational Institutions for the Employees' Professional Development**

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## Abstract

### Keywords:

continuous professional training;  
school institution involment.

The continuous professional training of didactic personnel at the level of the pre-university education system is coordinated at the level of the Ministry of Education, in accordance with national strategies and policies. This includes professional development and career development according to art. 242, para. (1) the National Education Law no. 1/1011, with subsequent amendments and additions. Continuous training is both a RIGHT and an OBLIGATION, according to the legislation in force (<https://www.edu.ro/formare-continua>). Involving the school in providing professional development opportunities for teachers helps them develop their skills, improve their teaching practices and feel supported in their professional development. A collaborative school culture, based on mutual support, between teachers and between teachers and the school principal positively influences the teachers' motivation, teaching quality and job satisfaction (Eurydice, 2015). The present paper presents the results of a quantitative study (a sociological survey based on a questionnaire), with the aim of identifying the perception of didactic personnel regarding the contribution of the educational institution to their career development. It starts from the following premise: the more the educational institution gets involved in the professional training activities of its didactic personnel, the more teachers will be motivated for career development.

## Zusammenfassung

### Schlüsselworte:

Bildungseinrichtung;  
Weiterentwicklung motiviert.

Die kontinuierliche Ausbildung des Lehrpersonals auf der Ebene des voruniversitären Bildungssystems wird auf der Ebene des Bildungsministeriums im Einklang mit nationalen Strategien und Richtlinien koordiniert. Dazu gehören die berufliche Weiterentwicklung und die Karriereentwicklung im Sinne von Art. 242, Abs. (1) aus dem Nationalen Bildungsgesetz Nr. 1/1011, mit späteren Änderungen und Ergänzungen. Kontinuierliche Weiterbildung ist gemäß der geltenden Gesetzgebung sowohl ein RECHT als auch eine VERPFLICHTUNG (<https://www.edu.ro/formare-continua>). Die Einbindung der Schule in die Bereitstellung beruflicher Weiterbildungsmöglichkeiten für Lehrkräfte trägt dazu bei, dass Lehrkräfte ihre Fähigkeiten weiterentwickeln, ihre Unterrichtspraktiken verbessern und sich bei ihrer beruflichen Weiterentwicklung unterstützt fühlen. Eine kollaborative Schulkultur, die auf gegenseitiger Unterstützung sowohl zwischen den Lehrkräften als auch zwischen ihnen und dem Schulleiter basiert, wirkt sich positiv auf die Motivation der Lehrkräfte, die Unterrichtsqualität und ihre Arbeitszufriedenheit aus (Eurydice, 2015). Ziel der vorliegenden Arbeit ist die Durchführung einer quantitativen Studie (soziologische Befragung auf Basis eines Fragebogens), mit dem Ziel, die Wahrnehmung des Lehrpersonals hinsichtlich des Beitrags der Bildungseinrichtung zu ihrer beruflichen Entwicklung zu ermitteln. Man geht von der folgenden Prämisse aus: je mehr sich die Bildungseinrichtung an der beruflichen Weiterbildung des Lehrpersonals beteiligt, desto stärker werden die Lehrkräfte für die berufliche Weiterentwicklung motiviert.

## 1. Introduction

Professional development (professional complex and continuous development) is defined "as a process of adaptation and socio-professional development, which involves a series of deliberate activities, with clear objectives, characterized by the acquisition of new knowledge and practical skills [...] necessary in adapting to professional demands, to different qualifications or requalification [...]" (Bocoș et al., 2016, p. 324). Regarding the teaching career, all societies recognize the contribution of the teaching profession in the functioning and evolution of a

country. As a result, professional development, a field considered important in recent years, is regulated by various regulations (Celik, 2017, p. 134).

## 2. Theoretical foundation

Given the importance of ensuring a significant professional development of the professional staff, the contribution of the educational institution in the professional development of teaching staff is essential, in the context in which the director of the educational unit is responsible for the periodic assessment,



training, motivation of the institution staff (Order no. 5079/2016). Involving the school in providing professional development opportunities for teachers helps them develop their skills, improve their teaching practices and feel supported in their professional development. "Schools need to develop the processes and practices of learning organisations if they are to offer the conditions that optimise and sustain teacher learning" (Opfer & Pedder 2011, as cited by Admiraala, 2021, p. 685).

The teacher professional development is influenced by the characteristics that make it effective and by the factors that make it successful: the point of career development; the content of career development; the method of career development (Harwell, 2003, as cited by Celik, 2017, p. 133). According to Euridyce report (2022), the main forms of organization of continuous training of teaching staff in pre-university education are:

- "methodological-scientific and psycho-pedagogical activities, carried out at the level of the educational unit or within groups of units, respectively chairs, methodical commissions and pedagogical circles;
- methodical-scientific communication sessions, symposia, experience exchanges and educational partnerships on specialized and psycho-pedagogical issues;
- periodical internships for specialized scientific information and in the field of educational sciences;
- courses organized by scientific societies and other professional organizations of teaching staff;
- courses for the development of specialized, methodical and psycho-pedagogical competencies;
- training courses in order to acquire new skills and qualities/functions, according to specific training standards;
- exam preparation courses for the obtaining of didactic degrees;
- courses for management, guidance and control personnel, according to specific programs;
- training scholarships and study and documentation internships, carried out in the country and abroad;
- postgraduate specialization courses;
- university master's studies for teachers who obtained a 4-year bachelor's degree;
- postgraduate programs;
- doctoral university studies;
- acquiring new didactic specializations, different from the current specialization(s)".

### 3. Research methodology

The present paper presents the realisation of a quantitative study (sociological survey based on a questionnaire), with the aim of identifying the perception of teaching staff regarding the contribution of the educational institution to their career development. It starts from the following premise: the more the educational institution gets involved in the professional training activities of teaching staff, the more teachers will be motivated for career development. The sample consists of 20 teachers from pre-university education, students of the Master's program in Educational Management at UBB (8 full teachers, 7 substitutes, 5 beginners; 4 with the first degree professional level, 2 with second degree, 14 without teaching degrees).

The objectives of the research were the following: identifying the main forms of professional development of teaching staff that teachers access and ranking the most effective methods; listing the reasons that determine participation in professional development activities; and the presentation of the perception of the educational institution's involvement in supporting the career development of teaching staff.

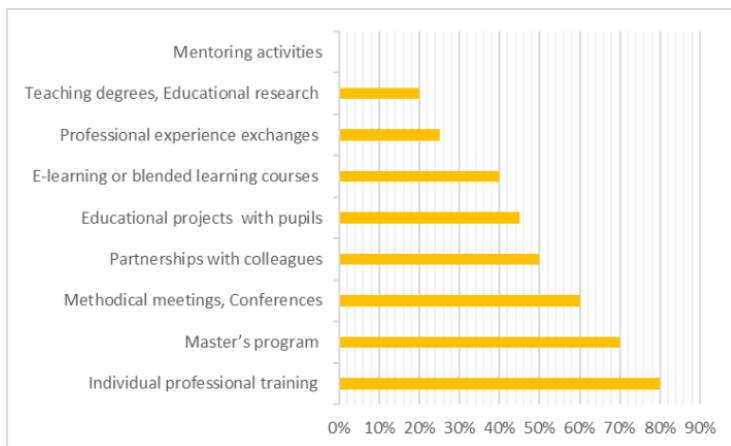
### 4. Results

The activities or programs of continuous training of teaching staff (the forms of professional development in which the respondents participated during the last three years are:

- a. Individual professional training - individual study (80%)
- b. Master's program (70%)
- c. Presentations from methodical meetings (60%); Participation in specialized conferences, seminars, workshops, events (60%)
- d. Partnerships and educational projects carried out with other teachers (50%)
- e. Partnerships and educational projects carried out exclusively with pupils, without the involvement of other colleagues (45%)
- f. E-learning or blended learning courses (40%)
- g. Professional experience exchanges with teachers from similar or related institutions (25%)
- h. Professional development through teaching degrees (20%); Educational or specialized research activity (20%)
- i. Mentoring activities (0,05%)

These aspects are summarized below (Figure 1):

Figure 1. Professional development. Forms



The forms of professional development considered to be the most effective are: Professional development through the obtaining of didactic degrees, Presentations within methodical meetings; Participation in specialized conferences, seminars, workshops, events, e-learning/blended learning training programs, all those listed above assuming a sustained effort dedicated to individual training. Half of the responding teachers stated that they were constantly involved by the management team or by their colleagues, in educational projects initiated at the level of the institution or in projects where the institution was a partner in.

The ranking of the main reasons that determine teachers' participation in professional training activities, shown below, reveals aspects related to career stability.

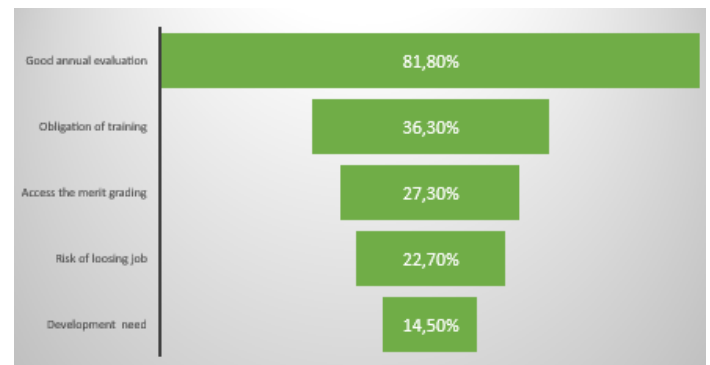
1. Obtaining a good grade in the annual evaluation carried out by the management of the institution (81.8%);
2. The obligation to attend advanced training courses according to the legislative provisions (36.3%);
3. The desire to obtain points to be able to access the merit grading (27.3%);
4. The risk of not having a job anymore, due to the reduction in the number of pupils (22.7%);
5. The need to develop professionally (14,5%).

The graphic representation below shows the hierarchy of reasons for participating in professional training (Figure 2):

According to the respondents, the concrete manners in which the institution can support the career of its teaching staff are: *involvement in projects, material and financial support for the participation in*

*training courses, consultancy for accessing ERASMUS projects, support in the development of specific documents, support for mentoring activities, etc.*

Figure 2. Professional development. Participation reasons



## 5. Conclusions

An important role for professional training is held by the teachers' participation in educational projects initiated at the level of the institution. Teaching staff will be more motivated for professional and career development in situations where the management of the school offers support for this process: 55% of respondents want to participate in future exchanges of experience, projects and partnerships, 35% to participate in advanced training courses and 10% to access higher didactic degrees levels. Teaching staff participating in several methods of professional development achieve superior results at the annual evaluation: 80% of respondents stated that in the last three years they were concerned with individual personal training, 50% were involved in partnerships, made presentations during methodical circles and participated in specialized conferences. The importance given by the teaching staff, who obtained the grade Very well when evaluating the professional activity of the previous school year (90% of the teaching staff participating in the study) is demonstrated by the majority of respondents who believe that maintaining/improving the grading obtained depends on the professional development activity supported by the educational institution (86%).

Mentioning Peter Senge's well-known concept of the school that learns (Schools that learn), we formulate the final conclusion: the support of the school organization is decisive for an effective improvement of the teaching staff (2016, p. 426).

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