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**PROFESSIONALIZING TEACHING CAREER**

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## Professionalizing Teaching Career

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### Abstract

*Article aims to identify the degree of professionalism of the teaching career of educational institutions. The investigation was conducted using as a research tool - the questionnaire, it was applied to a batch of 27 teachers who have shown a willingness to supplement those 15 items. The research instrument had as objectives: identifying staff training to currently investigating professional interests and opinion on training and continuous improvement. Result of the investigation I found that teaching staff is interested in training, improvement, noting to be made on professional qualifications. The desire to deepen both the discipline is taught, and the use of IT tools in teaching. The professionalisation of the teaching career teachers is essential in my view, this will develop student performance in the field to carry out the activity. Although teachers interest and knows the importance of training, refresher see from this research that the main criterion for the choice of courses is the amount of fee. This criterion should be a warning for the organizers of these courses. We intend to expand nationwide research to obtain conclusive results on professionalizing teaching career.*

**Keywords:** *Professionalization; Teaching career; Training; Progress; Teaching staff.*

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## **Introduction**

The individual of the XXI century has the possibility to opt for the many existing variants in the education market. It most often wants a profession with "weight" that it caters primarily financially. Unfortunately, more and more members of society tend to identify the teaching profession (Albu, 2013: 59):

a. with the lack of money (or with low wages and very low), with that category of harsh people, distant, hard to accost, aware, but without the capacity of imparting knowledge

b. with a weak productive profession, inefficient, humble, insulted, ignored.

A decreasing number of young people are choosing their teaching profession in their desire to help and be with people, having as aim after graduation - moving from being educated to being educator for the new generations. Career assertion is often a long and difficult process, possible only if there is activity and passion for the field of activity and for profession. The teaching profession, like any other, is obtained after some studies. This is revealed and deepened in the first years of teaching, and is shaped by the actor's personality.

## **Professionalizing teaching career**

Romanian language dictionary defines professionalisation, action that makes to gain (or acquire) a certain professional character; make it become a profession. Career in general terms is defined as an evolutionary sequence of activities and professional positions that a person is touching them, like attitudes, knowledge and skills associated with that, develops over time. (Lefter, Deaconu, 2008: 287). The teaching career has many elements in common with other professions, such as: responsibility, seriousness, rigor, thrift, responsibility, respect for the law, completing the highest quality tasks. (Albu, 2013: 58). Career professionalization can be achieved by different concepts, methodologies specific to the field in which the action is done. In secondary education, professionalizing teaching career is carried out through the following concepts: initial training, continuing education, and self-evaluation. The teaching profession has earned a prominent place in the hierarchy of professions, in contemporary society, the social status of the educator seems unfortunately to be rather a middle-class status. (Potolea et al., 2008: 428). The need for professionalisation derives from the desire to

deepen the skills and implement them with more security and understanding, which can be achieved through training and further training courses. In section continuing training for teaching career in the National Education Law on the status of teachers in secondary education are stipulated conditions of the two current concepts.

## **Methodology**

This research aims to analyse the professionalization of teachers in the educational institutions.

Investigation process was conducted on a batch of 27 teachers. Teachers have provided information on a questionnaire about the desire / need for training and perfecting their teaching career.

Respondents were given about 5 minutes to complete research tool.

## **Material and methods**

### *Material*

The group of teachers was composed of:

- women and men;
- aged between 20 years and 35 years;
- with different specializations - nurses, doctors, psychologists, managers, etc.

### *Methods*

The research was conducted using the questionnaire, comprising 15 questions, specific research topic and it was anonymous. The dispensing of questionnaires was done in the second half of the year. Research tool had the following objectives:

- identify staff training at the moment;
- investigating professional interests in the analysed school;
- investigating opinion on training and continuous improvement;

Questionnaire applied for the lot of teachers had a logical structure with multiple choice, so revealing the importance of training in the teaching career.

## Findings

I started research in a public school in Prahova County (to maintain the confidentiality this institution we noted with the letter A) which were applied 27 research tools (questionnaires).

### 1. Characteristics of the sample

The results obtained using the questionnaire aimed at: age, gender; seniority in the department, teacher training, category of employment in teaching.

**Table 1.** Characteristics of the sample I

The group of teachers		Number of teachers in Sanitary Post-highschool- A	Rate per cent Sanitary Post-highschool- A
Age	20-25 years	1	4%
	26- 35 years	7	26%
	Above 35 years	19	70%
Gender	Female	22	81%
	Male	5	19%

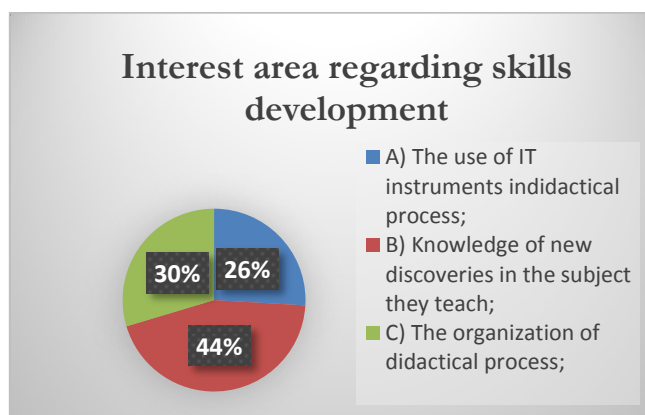
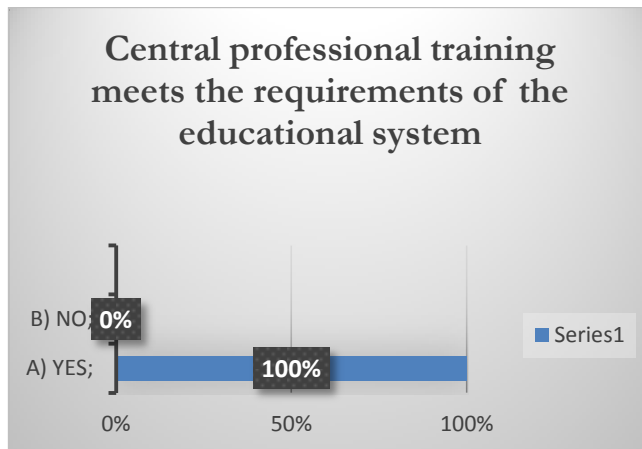
From Table. 1 shows that the teaching staff is composed mostly of teachers with average age around 70%. The teaching profession is one of the options of females, this resulted from the percentage obtained - 81%.

**Table 2.** Characteristics of the sample II

The group of teachers		Number of teachers in Sanitary Post-highschool- A	Rate per cent Sanitary Post-highschool- A
Seniority in the department	0-5 years;	15	56%
	6-10 years;	2	7%
	11-20 years;	6	22%
	Above 20 years;	4	15%
Teacher training	Tenured;	10	36%
	Substitute;	15	53%
	In the qualifying race;	4	11%
Category of employment in teaching	Debutant;	3	11%
	Completed;	4	15%
	Second degree;	2	7%
	First degree;	4	15%
	Another variant...	14	52%

From Table. 2, we find that 56% of subjects have the age in the Seniority department between 0-5 years, another percent (22%) is recorded between 11-20 years. At a small difference are situated respondents over 20 years of seniority in the department, so the percentage is 15%. Within the school analysed about 64% of the teaching staff is qualified substitute or in the qualifying race, only 36% of respondents hold the post. Looking at the table above, we can say that 52% of subjects are people executing activities in other hospitals or somewhere else, this category includes retired persons associated or associates. Respondents in the school analysed have about 37% teaching degrees (completed, second degree, teaching degree I), the rest are newcomers teachers (11%).

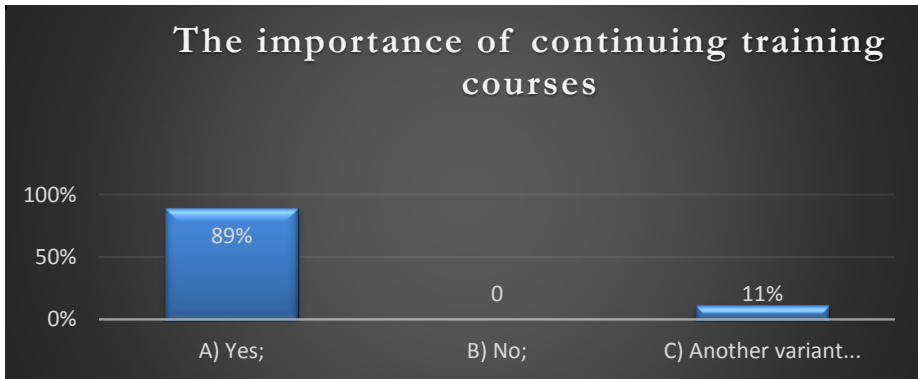
2. *The importance of training and perfecting courses in didactical career*



**Fig. 1** Professional training

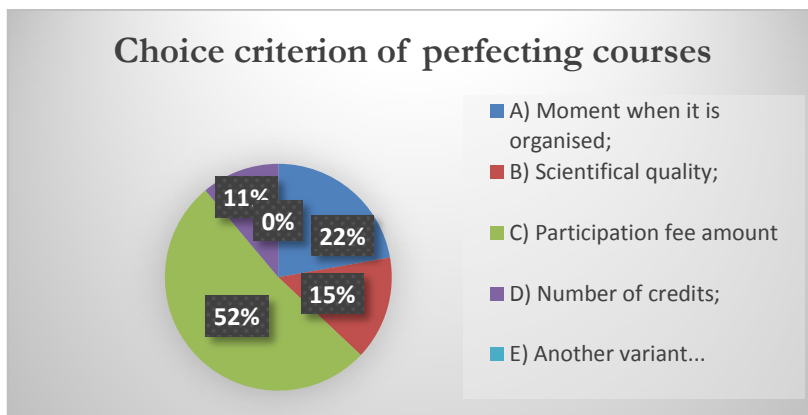
**Fig. 2** Interest area

We see from chart 1 that all study participants believe that the central professional training corresponds to the requirements of the educational system. A percentage of 44% of respondents want to develop their skills on new findings in the field they teach. Also, about 55% of teachers are interested about the organization of teaching process and the use of IT tools in teaching.



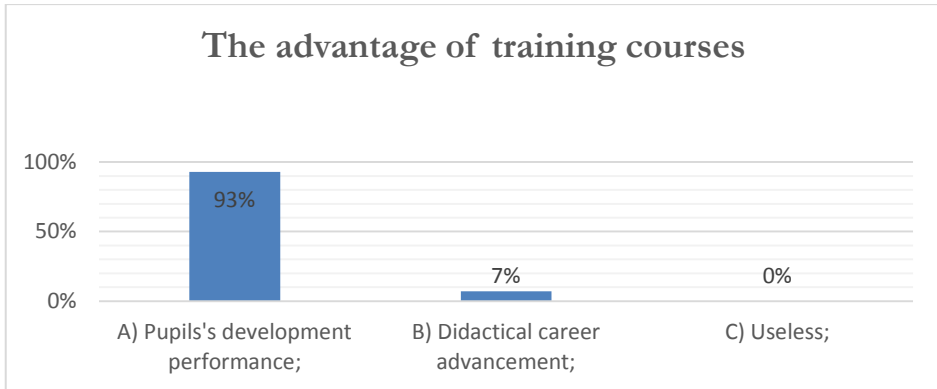
**Fig. 3** The importance of training courses

From chart 3, it appears that teachers consider important the continuing training courses for teaching career (100%). 11% attract attention because respondents expressed the wish that these courses should be applied on professional qualifications and need to have applicability also in sanitary post-high schools.



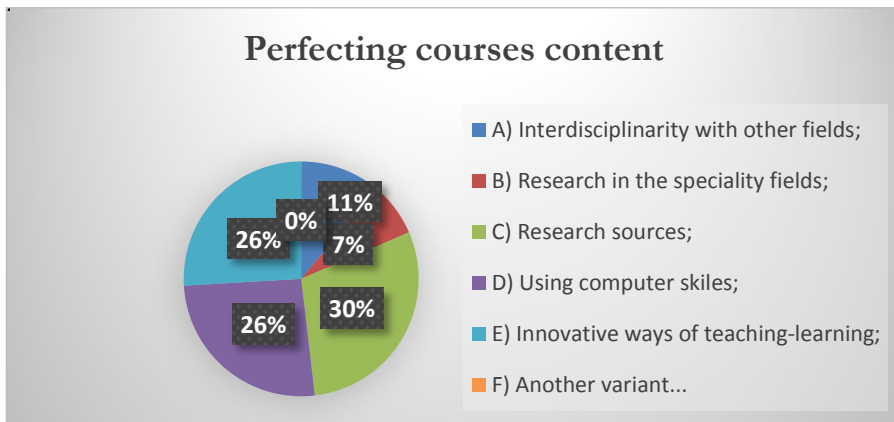
**Fig 4.** Choice criterion of perfecting courses

Looking at chart 4, we see that over 50% of the people surveyed chose as first criterion for the choice of training courses - the amount of the fee. A second criterion is the time when it is organised (22%), scientific quality (15%) and the last criterion for choosing a perfecting course is obtaining a professional credit (11%).



**Fig 5.** The advantage of training courses

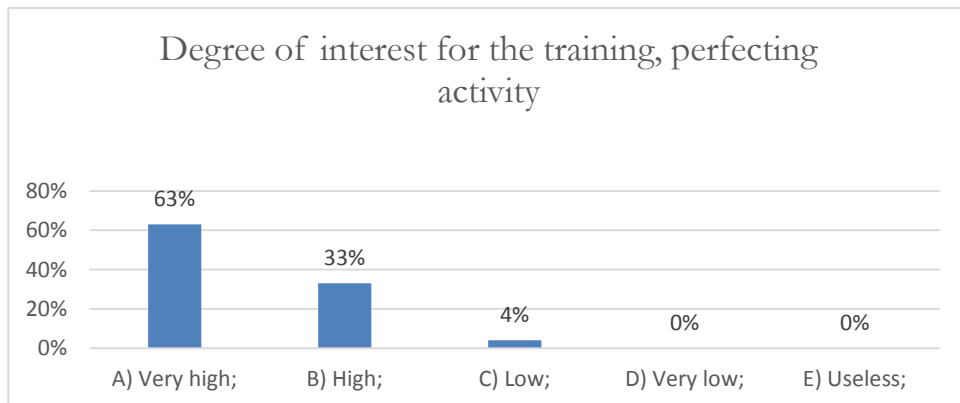
It appears from chart 5 that most teachers do perfecting courses to develop performance of pupils (93%), only 7% of subjects are enrolling in these courses to promote teaching career.



**Fig 6.** Perfecting courses content

We see in chart 6, the documentary sources in the speciality (30%) is a content of interest to teachers surveyed. It believes that both professional development and modernization of the educational process depends equally

(26%) of computer operating skills, but also innovative ways of teaching and learning. Teachers rarely opt for interdisciplinarity with other fields (11%) or specialized research (7%).



**Fig 7.** Degree of interest for the training, perfecting activity

From chart no. 7, we can notice that the interviewed are interested in the training, continuous improvement academic career, the percentage is approximately 95%.

## Conclusions

Teaching career has been defined in one word by most teachers as passion, the rest consider evolution, mission, professionalism, devotion. Evaluating the data of this research, we find that although teaching staff has an age above the average, more than half of teachers are qualified substitute teachers or pending (retired persons associated or associates). Teachers wish to participate in training courses, and perfecting courses with the observation to achieve the professional qualification valid in post-secondary schools, so developing the students' performances. This research highlights the interest of teacher training, training in the specialty field. Unfortunately the main criteria that guide the choice of teachers for these courses is the amount of fee. This criterion should be a warning for the organizers of these courses. Research on "The professionalisation of the teaching career" aims to expand nationally so that the results have a higher degree of veracity.

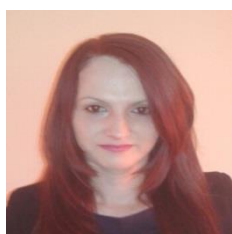
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## Biodata

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I am a PhD at Bucharest University of Economic Studies in the second year, Domain- Management and I am also a teacher at “Thoma Ionescu” Sanitary Post-Highschool from Ploiesti. I realised research papers, especially in the educational domain, but also in the field of management.

*Interest Domains:* Management; Social Work; Sociology; Educational Sciences; Communication.



### Teacher **Cosmina CONSTANTIN**

I am a teacher at “Thoma Ionescu” Sanitary Post-Highschool from Ploiesti and I also provide my services as an English Trainer to different companies such as: Veolia Romania and Omv-Petrom.

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