



New Trends and Issues Proceedings on Humanities and Social Sciences



Volume 4, Issue 1 (2017) 659-669

ISSN 2421-8030

www.prosoc.eu

Selected Papers of 9th World Conference on Educational Sciences (WCES-2017) 01-04 February 2017 Hotel Aston La Scala
Convention Center, Nice, France

The development of competencies during teachers' training programmes in the Romanian educational context

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Suggested Citation:

Avram, S. V. & Gerogiana, A. B. (2017). The development of competencies during teachers' training programmes in the Romanian educational context. *New Trends and Issues Proceedings on Humanities and Social Sciences*. [Online]. 4(1), pp 659-669. Available from: www.prosoc.eu

Selection and peer review under responsibility of Prof. Dr. Jesus Garcia Laborda, University of Alcalá, Spain.

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Abstract

The concern regarding the preparation of teachers within the new educational paradigm and how this relates to the overall context of the students' training and preparation and to his future professional activity is the main aim of the paper. The research is based on the administration of questionnaire trying to identify the level of familiarity with the paradigm based on competencies, values, attitudes, from compulsory education, to high school, undergraduate studies, post-graduate studies and the preparation for teaching career. The target group consists of students and graduates that attend the teaching training courses through the Department for Teachers' Training. The analysis and interpretation of quantitative and qualitative data, the application of it in designing instructional strategies applied as means to improve the quality of training and the effort of making the teaching profession relevant in a competitive and under post-modern severe scrutiny educational environment is part of this practical concern.

Keywords: Competencies, values, attitudes, instruction, teaching profession.

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1. Rationale

The challenges that emerged due to Bologna Process (1999) and the implementation of Life Long Learning policies have determined and led to challenges of the educational paradigm with obvious impact on the teachers training. This is one issue of constant preoccupation when it comes to analyze it from the perspective of the history of education and the educational reforms in Romania. Although training of teachers is a point of reference regarding the educational preoccupation it stills under a lot of criticism and today more than ever. The paper approaches the implementation of the competency based model both at instructional and occupational level specific to teaching profession. The research has been carried based on a questionnaire administrated to students and adults within the teachers training programme through the Department for Teachers' Training from "Constantin Brancuși" University of Targu-Jiu, Romania. The aim of the research was to de determine to what extent the community of students that follow the teachers' training programme had acquired a background culture regarding the educational objectives as these are specified in the National Curriculum (previous to undergraduate studies): competencies, values and attitudes. The relationship between the sets of competencies that are identified as specific to the individual personality, those sets that are specific to their main undergraduate field of study and those specific to the teachers training programme have been another main issue which was addressed through the questionnaire. The questionnaire values the data generated from students and adults during the academic years 2014-2016. Reference to particular situations and study cases are exemplified and discussed in order to show how the new occupational and professional criteria and profile gets implemented and how subjects adapt to the new professional standards. The implementation of new approaches to instruction and evaluation have been another issue which emerged from this practical approach in order to sustain a relevant professional development in an economy local, regional and national under global scrutiny.

2. Towards Cognitive Education and its Challengeable Approach

With the initiation of the Bologna process and its sets of documents the quest for knowledge, skills and competencies was set on a new level of comprehension and practice. The challenge was common for all the educational systems that began to implement and apply these new sets of policies at the level of education but with the aim to produce results in the social, economical and cultural context of the respective countries. Bringing so many different educational systems to a common denominator has not been an easy task. It is an old adagio that from theory to practice it is a long way. This popular assertion of folk wisdom applies to the educational predicament in this particular context as well. The results of any kind of policy whom it may concern. In fact this is the situation in any field either economical, social, cultural where changes and reforms are initiated and where people expect the results quicker that these usually are possible to be generated by the normal process that is implemented. That this is so for the educational field and in each country there have been reaction to and against it is evident through the example in a press review according to The Spiegel. The debate between the various construct that from a psychological point of view describe the human potential in vast. Skills, aptitudes, competencies, values and attitudes comprise now an repertory which education, instruction and training has to apply and integrated to a more in depth level than previously know. Before introducing and the introduction of these into the main stream of educational and pedagogical corpus of knowledge and application in the training of educators and teachers in the training of students one has to remind that the search of these constructs has been part of the psychological and pedagogical research for a long time therefore it is only a short distance to transpose in various instructional models what is already under the scientific scrutiny in the domain. Indeed much of the skills, aptitudes and competence problem was at large used and applied in

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industrial design and labour design. Industry and specially large scale industrial enterprises among which large mass production lines were among the first to use and benefit from the results generated by the application of measurement techniques to skills, abilities, competencies and other types of constructs and personality traits. One of the major educational reforms in the Romanian educational system and often refers to as a reference example and model that of Spiru Haret (1851-1912) had at its core the application of a mathematical model to society among other things with the aim to solve both a social and economical problem. To overcome inefficient practices of administrating and working the land and to educate the owners of land specially the peasant from an entrepreneurship point of view so they will be able to use efficiently working techniques and administrated their own property based on modern production approach and diminish the role of intermediaries and speculators in economy specially in the agriculture of the time. History of economy highlights many situations and examples of the effects speculation overcomes real production generated and based on the efficient use of potential. In fact the dichotomy between designing different types of education based on the skills specific to a group of people, between those who live in village area or those who live in cities and industrial environment has been always at work. Thomas More *Utopia* is one of a long chain of historical examples as to how he potential of a child has to be valued and accomplished through instruction. The economical challenges during the 20th century witness to this quest and make evident with the arrival of the knowledge society and digital age of how rapid this problem unfolds upon the various aspects of societies and how is effects hit societies, classes and individual due to rapid change. Leaving aside the mythology that surrounds the potential a person is endowed C. Spearman (1927) has set a firm example on the problem of abilities their nature and measurement. This is one important step on the line initiated by Sir Francis Galton, Alfred Binet and Theodore Simon, and continued through the wok of Lewis M. Terman, Charles Spemann, Cyril Burt, P.E. Vernon, J.P. Guilford, G.A. Ferguson and the whole range of testing industry that is flourishing today despite the critical attitude to testing((ed.) Wiseman:1967). The founder of Romanian school of psychology Constantin Radulescu-Motru (1868-1957) has emphasized in his work the role and the importance of knowing the characteristics of the human potential in order to design the appropriate educational instructional activities and have it accomplished in the appropriate practical activity. His main work related to this idea is a systematic approach worthy of Wilhelm Wundt (1832-1920) under whose supervision C. Radulescu-Motru's worked and completed his Pd.D. dissertation. In Radulescu-Motru's makes the distinction between the work of a specialist and the work of a person by vocation (C. Radulescu-Motru: 1984, p. 655). The activity of a professional individual is that which is supported also by external means while the activity of a person by vocation is supported from within by its inner characteristics. An adequate understanding of the situation would be provided by the science of vocation a desideratum which Radulescu-Motru's asserts will appear as the observation and experience would be gradually applied to the facts of vocation (IBID, 1984). Mechanization is criticized as this is external to individual, this is only an extension of the human hand and if this technique based on the division of work has so many advantages than this should be applied the labor of man in general so it should have the same benefits (IBID, 1984). Vocation in analyzed between the aspects of routine and professionalism, the role of chance and subjectivity, the way time is organized and valued, the concept of ego and the philosophy of life. The analysis of vocation comprises beyond etymological aspects, psychological, biological, educational, cultural and artistic aspects. Beyond these an anthropological relevance to the particularities of Romanian people at time makes the work to remain a reference. Looking from above this analysis emphasizes the complex network and situation in which an individual potential is situated and to how many factors he is subject. It is justified to bring this approach in close reference to Howard Gardner concept of creativity where the potential no matter how exceptional faces sometime the Faust myth (Gardner, 1995). One way of overcoming the potential predicament in a way tributary to Kantian and Herbart philosophy was through the application of Logic. This has been already initiated through the *Logic* by Titu Maiorescu

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(1840-1917) and the work on Logic by C. Radulescu Motru, Ion Petrovici and C. Buricescu. Parallel we note the psychometric approach developed by Nicolae Margineanu who has succeeded in establishing a line of thought and personal study with E.L. Thorndike, Ch. Spearman, L.L. Thurstone, Mark May, G.W. Allport as well as the Romanian specialists Fl. Ștefanescu Goanga, G. Zapan, V. Pavelcu and others as they are mentioned in the authors Foreword to his work on *Elemente de psihometrie (Elements of Psychometrics)* (Margineanu:1938: p. VIII). The period that followed the Second World War has seen a development of psychological approach and the extensive development of economy and heavy industry has benefited largely from these approaches which was used in designing and organizing the productivity. The pinnacle of this period during the 1980's was in close relationship with the development of education also connected to what was taking place in the industry at the time. The training of teachers was closely related to psychological and this is evident among other works in *Dimensiuna psihologica a pregatirii profesorului (The psychological dimension of teacher' training)* by Victor Oprescu (1983). On the other hand the relationship between behaviorism, constructivism, cognitive and their social variants have already been there and the changes that followed in the last decade of the 20th century culminating with the Bologna process (1999) which was joined by Romania did not come as a total new approach specially when one takes into consideration that other systems were more or less on same paradigms at the time Bologna was initiated. It might be the lack of enough preparation and knowledge in the direction of this approach that caused and generated criticism and not the lack of scientific expertise to approach the new level opened by the knowledge society and digital age.

3. The Competence Based Model and the Training of Teachers

3.1. The competence model and educational curriculum

The competence based model has been gradually implemented both into the national curriculum at the level of compulsory education, high school and at the undergraduate and postgraduate level from higher education. This has been a process that has been completed by now. From instructional point of view first the model based on educational objectives was general implemented at the in the national curriculum (from high-school level down to the early education level) than from the last high-school grades downwards the model of competencies was introduces. Early education retains a model based on educational objectives while the curriculum is organized into five developmental domains and five experiential domains for pre-school activities. The structure of syllabus for all subjects is based objectives (educational objectives or competencies), values, attitudes, curriculum, strategies and methods, evaluation.

3.2. The competence model and the teaching profession

Teaching profession has been always regulated through a large body of legislation and regulations at the top being the law of education (from historical perspective under it various names and designations) at present the Law of National Education No. 1/ 2011. The training of teachers has been organized and regulated through specific regulations with regard to curriculum and competences acquired. The teaching career is also regulated through the continuous training of teachers activity and system of credits as well as by three didactical grades: definitive(two years after the entry in the system and based on several inspections and written examination, second grade based on several inspections and written examination, first grade based on several inspections and a dissertation defended in front of a commission appointed by the central educational authority, in our case the Ministry of Education). The model of competencies is design to describe each category of teachers from early education to higher education. The model is based on general competencies, specific competencies, transversal competencies, values, attitudes. Various organizational bodies are involved

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in the management of these profiles such as the National Authority for Qualifications (<http://www.anc.edu.ro/>). The training of teachers has been following two routes. The training of teachers for pre-school and primary school as an individual degree programme and the training of teachers for all the other subjects through the Department of Teachers's Training. This second category follow a degree programme in the one or two subjects (i.e.: Romanian language and literature, or Romanian language and literature and a foreign language) and parallel to the degree programme the student can also choose the preparation for the teaching profession. The curriculum is organized in two levels (level one parallel to degree studies and gives the graduate the qualification to teach in compulsory education and level since 2016 after the graduation and gives the qualification to teach at the other levels of the educational system). The present framework offer and opens diverse possibilities for graduates with teaching profession in view. Therefore it is only a limited opinion the one to say that a student of this programme is confined only to teaching activities to a certain group of students in a certain educational unit or institution. Beside teacher at the following levels: pre-school, primary, secondary, high school, vocational education, higher education there are the following positions: support teacher(at all levels mentioned before), teacher-librarian(documentary), educational advisor. Following these once in the educational domain of activity the other possibilities and options are related to the activities specific to educational management. The practical culture and literature on the subject has become a main issue in the activity of educators, teachers and all specialists involved in the field. Training courses for academics such as those design through the POSDRU 87/1.3/S/63709 and for general teachers has become a main part of the policy and activities meant to develop the new culture.

4. Getting Acquainted with the Professional Competence Based Model

The fact the competence is part of the individual personality which is also part of a diverse context which influences it as such according to A. Bandura. On the other hand the fact that competence has become established as an economic concept and "technical", it is also a social representation and is situated at the top of social hierarchy is emphasized (Dulama, 2011) makes one aware of the large spectrum of influence in ones professional and individual life. Such is the context that determined the following study. The premises are represented about the necessity to have a thorough knowledge of what level of general culture about this problematic have students which now come from the pre-university system that grounded on competence model. To get an understanding about the correspondence between their insight into their potential and the path chosen to develop and accomplish through their studies, training and future career. As part of the premises it is necessary to know their opinion on the role of teacher and their position to teaching profession as well as in relationship to their main field of study. The relations the students build between the field of study and the teaching profession are relevant in the counselling and career orientation. To start with the Questionnaire designed and administered consisted of 27 items. Items one to 12 are concern with general data about the student. Questions 13 to 21 are concern with their familiarity with the competence model and discussion. Questions 22 to 24 offers the possibility to give examples of competences that are relevant their personality, activity and future profession therefore give the chance to describe himself/herself through this "semi-objective" item. Items 25 to 27 are concern with the opinions regarding which factors have better contributed to their undergraduate or post/graduate study (25), how the student would consider best the improvement of studies during undergraduate or postgraduate courses (26) and during the teachers training (27). For answers a R. Likert scale from 1-5 was used (1-none/not at all; 2- very little; 3- good/moderate; 4-very good, 5-excelent). The research group consisted of all students registered for the DPPD programme during the year 2014-2015, and after that all students as they entered the first year of the DPPD programme. The

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situation and distribution of students for overall undergraduate and postgraduate courses in the university and those register for teacher' training programme is shown in Table 1.

Table 1. Situation of the total number of students and the number of students register for Psychopedagogical programme with DPPD/Departamentul pentru Pregatirea Personalului Didactic / Teachers' Training Department

| Groups | 2013-2014 | 2014-2015 | 2015-2016 |
|---------------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------|
| 1. Total Number of students per university / degree level (undergraduate level) | 2837 | 2505 | 2306 |
| 2. Total number of students per university/ master (postgraduate level) | 743 | 620 | 613 |
| 3. Total number of students/ Level 1 (DPPD/ TTD) | 422 18,39% from the total university no. of undergraduates students | 431 17,20% from the total university no. of undergraduates students | 391 16,95% from the total university no. of undergraduates students |
| 4. Total number of students/ Level 2 (DPPD/ TTD) | 67 9,01% from the total university no. of postgraduates students | 46 7,41% from the total university no. of postgraduates students | 51 8,31% from the total university no. of postgraduates students |

The situation is based on data generated from the administrative data generated by the university management system and used in the *Raportul Rectorului (The Rector's Report on the state of „Constantin Brancusi” University of Targu-Jiu for 2015)* (Raport privind starea Universitații „Constantin Brancusi” din Targu – Jiu: 2015, p.22 Fig. 24 a and p. 25 Fig. 2.6.a). Table 2 presents the situation regarding the administration of questionnaire.

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Table 2. The Situation regarding the Administration of Questionnaire on categories of students (DPPD- Departamentul pentru Pregatirea Personalului Didactic / Teachers' Training Department)

| Groups | 2014 | 2015 | 2016 |
|------------------------------------------------------------------------------------------------------|---------------------------------------|--------------------------------|--------------------------------|
| 1.Total of questionnaire administrated all specialities registered in DPPD/TTD (all 3 years level 1) | 269 | 140 | 96 |
| 2.Engineers level 1 | 59(all 3 years register in DPPD/TTD) | 25(only 1 st year) | 15(only 1 st year) |
| 3.Letters (English language and literature &Romanian language and literature) level 1 | 28(all 3 years register in DPPD/TTD) | 45(only 1 st year) | 21(only 1 st year) |
| 4.Economics level 1 | 62(all 3 years register in DPPD/TTD) | 42(only 1 st year) | 13(only 1 st year) |

For the economy of this study we present the situation for three of the mainfields of study from undergraduate level

Table 3. Overview of responses for Engineers students Level 1 for the year 2014(N*=59) /2015(N=23)/2016(N=15)

| Question no. | 1 | 2 | 3 | 4 | 5 |
|--------------|----------------|----------------|----------------|----------------|----------------|
| | 2014/2015/2016 | 2014/2015/2016 | 2014/2015/2016 | 2014/2015/2016 | 2014/2015/2016 |
| Q 13 | -/-/- | -/-/- | 25/10/9 | 30/11/5 | 4/2/1 |
| Q14 | -/-/- | 4/3/2 | 36/15/7 | 15/3/4 | 4/2/2 |
| Q15 | 10/6/1 | 27/7/4 | 17/8/3 | 5/1/6 | -/1/1 |
| Q16a | 11/3/4 | 5/-/- | 10/4/2 | 17/10/6 | 13/6/3 |
| Q16b | 22/12/2 | 3/-/- | 15/4/3 | 5/1/9 | 4/2/1 |
| Q17 | 1/-/- | -/-/2 | 17/4/2 | 32/14/9 | 9/5/2 |
| Q18 | 2/1/2 | 9/2/- | 11/7/3 | 30/9/9 | 7/4/1 |
| Q19 | 11/6/4 | 7/5/- | 24/5/4 | 9/5/7 | 8/2/- |
| Q20a | 3/3/1 | 2/-/1 | 16/2/- | 29/13/11 | 8/4/2 |
| Q20b | -/-/1 | 4/3/- | 21/3/- | 26/11/14 | 6/6/- |
| Q20c | 1/-/- | 1/4/2 | 16/3/4 | 33/10/8 | 5/6/- |
| Q21a | -/-/- | 1/-/- | 8/7/- | 38/11/13 | 12/5/2 |
| Q21b | -/-/- | -/1/- | 16/9/6 | 37/9/7 | 6/4/2 |

*N= number of subjets/students/respondents ; Observation: 2014: 16a-3 n.a.; 16b-10 n.a.; 20a-1 n.a., 20b- 2 n.a., 20c-3 n.a.; 2015: 16b – 4 n.a.; 20a -1 n.a; n.a.- no answer as non aplicable as communicated by subjects.

Table 4. Overview of responses for English language and literature& Romanian language and literature students Level 1 for the year 2014(N=28) /2015(N=14)/2016(N=20)

| Question no. | 1 | 2 | 3 | 4 | 5 |
|--------------|----------------|----------------|----------------|----------------|----------------|
| | 2014/2015/2016 | 2014/2015/2016 | 2014/2015/2016 | 2014/2015/2016 | 2014/2015/2016 |
| Q 13 | 1/-/- | -/2/1 | 15/9/5 | 11/-/12 | 1/3/2 |
| Q14 | 1/-/- | -/3/- | 15/11/10 | 12/-/10 | -/-/- |
| Q15 | 7/2/1 | 15/8/5 | 3/4/8 | 3/-/5 | -/-/1 |
| Q16a | 7/3/4 | 1/-/- | 5/0/2 | 6/5/5 | 9/4/8 |
| Q16b | 19/10/6 | -/-/4 | 4/1/5 | 2/1/1 | 3/2/- |
| Q17 | -/-/- | -/-/- | 3/-/2 | 14/8/10 | 11/6/8 |
| Q18 | 3/1/1 | 2/2/2 | 4/2/4 | 16/4/6 | 3/5/7 |
| Q19 | 7/1/8 | 1/-/1 | 11/4/4 | 8/3/5 | 1/6/1 |
| Q20a | -/-/- | -/1/- | 2/2/4 | 18/10/9 | 8/-/5 |
| Q20b | 1/1/- | 1/-/- | 2/2/2 | 12/9/11 | 12/1/6 |
| Q20c | 8/-/1 | 2/1/- | 5/5/7 | 9/6/6 | 4/2/4 |
| Q21a | -/-/- | -/-/1 | 8/3/5 | 9/11/8 | 11/-/6 |
| Q21b | -/-/- | -/-/- | 12/2/6 | 5/12/10 | 11/-/4 |

Observation: 2015: 16a- 1 n.a.; 16b-1 n.a.; 19-1 n.a.;20a-2 n.a.; 20b-1 n.a.; 20c-2-n.a.; 2015: 16a-2 n.a.; 20a-1 n.a.; 20b-1 n.a.) ; n.a.- no answer as non aplicable as communicated by subjects.

Romanian Language and Literature(Group2) and Economics(Group3). The results for Group 1 is presented in Tabel 3 while Tabel 4 and Tabel 5 presents the similar situations for Group 2 and Group3. Question(13) refers to the level.

Table 5. Overview of responses for Economics students Level 1 for the year 2014(N=51) /2015(N=20)/2016(N=13)

| Question no. | 1 | 2 | 3 | 4 | 5 |
|--------------|----------------|----------------|----------------|----------------|----------------|
| | 2014/2015/2016 | 2014/2015/2016 | 2014/2015/2016 | 2014/2015/2016 | 2014/2015/2016 |
| Q 13 | -/-/- | -/1/1 | 23/10/6 | 23/8/4 | 5/1/2 |
| Q14 | -/-/1 | 2/4/- | 31/12/7 | 13/3/3 | 5/1/2 |
| Q15 | 5/7/2 | 16/9/1 | 25/3/6 | 5/-/2 | -/1/2 |
| Q16a | 7/3/1 | 5/2/1 | 10/3/3 | 9/4/4 | 18/8/4 |
| Q16b | 21/7/3 | 3/1/1 | 6/8/3 | 9/2/2 | 5/2/4 |
| Q17 | 1/1/- | 2/-/1 | 9/8/2 | 16/8/7 | 23/3/3 |
| Q18 | 1/3/- | 1/2/1 | 5/1/2 | 31/9/8 | 13/5/2 |
| Q19 | 16/14/1 | 2/2/- | 13/1/2 | 12/1/7 | 8/2/3 |
| Q20a | -/3/1 | 3/-/- | 10/3/3 | 22/9/5 | 16/5/4 |
| Q20b | 1/-/- | 2/2/1 | 7/9/- | 30/5/10 | 11/4/2 |
| Q20c | 4/2/- | 3/1/1 | 8/3/1 | 25/12/6 | 11/2/5 |
| Q21a | 3/-/- | 2/-/- | 11/5/2 | 28/11/10 | 7/4/1 |
| Q21b | -/-/- | -/4/2 | 15/3/2 | 25/12/8 | 8/1/1 |

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Observation: 16a-2 n.a.; 16b- 7 n.a.; n.a.- no answer as non applicable as communicated by subjects.

The student awareness of the general and specific competencies which defines his mainfield of study (i.e.: mechanical engineer). Highest percent is for Group 1, very good(4) 50,86%(2014) and Group 3, 45,09%(2014) with predominance of grade 3 and 4 in all three groups over the period of reference. Similar attitude is observed for Question(14) which refers to the awareness regarding the general and specific competencies for the Level 1 of the teachers' training programme. A maxim of responses for Group 1 in 2014, for value 3(good/well) which represents 61,01 % and very good 25,44%, for Group 2 value3(good/well) represent 53,57% and very good 42,88%. Further on the Question (15) refers to the level of familiarity with the aspects regarding National Register of Qualifications. At the beginning of lectures in Pedagogy students are introduced to the typology of competencies specific to teachers' profession and also they have furnish data available at the time about competencies belonging to their field of study and those associated with the teaching profession for that subject. It might be that at the moment of time a too wide knowledge of these aspects to be expected to be too early. The scores reflect both the grasping of the information and with a maximum number for group 1 in 2014 which diminished for all groups over the period of time addressed. The good aspect about this item is that it introduces the problematic and relates it to the student overall preparation for professional life. Professional orientation is the core for question(16) whether the choosing of the future profession was determined by studying in a high school of the same profile(16a) or a different profile(16b), or the choices was due to personal aptitudes(17). Differences between the profile studied in high school and the profile occur frequently and the reason for this lack of continuity is diverse. Some explanations reside in the educational opportunities available close to the student's location, some reflect the result of inconsistency between the results accomplished in the secondary school which were determinant for the choice of a high school or another, parents decisions over the student's option are also part of this diverse explanation. The answers to Question 17 may set Question 16 on a secondary plan and if this happens than this is a good signal for preponderance of aptitudes in the determination of the pathway to studies and career. Answers here are situated Group 1 in the very well position with 52, 71 %, Group 2, 50 % and Group 3 with 31,39 % very well and 45,09 % excellent. Regarding the higher education studies both the offer (Question 18) is determinant and the social and economical situation of the subject (Question19). The offer is determinant as it is shown in the Group 1 (2014) in the sense that the offer is analyzed from different aspects: mainly possibilities for a good career or the subjects can followed first level or second level of studies close to their home and only for specialization or work to move to different social, cultural and economical environment as most universities offer now the same openness in terms of studies, Erasmus+, internship, international exchange, practice and so on. The fact the social and economical situation of the subject is not determinant in the choice of career is a good indicator that subjects take their responsibility and liberty in terms of dealing with their life and career sometime still in cultural environments and situations which still retain a large indebt to tradition and close family ties which block sometime the individual on the long way to fulfilment. Answers to question 19 have also to be understood in this key too. Question 20 shows that teaching career is situated as a second option after the main undergraduate field of studies. There has been maximum or responses for Group 2 which traditionally is associated with teaching profession. On the other hand with the large spectrum of position both in education and in the training field in all fields of activity from economics, to industry, social and cultural field what is important is that subjects recognize and choose this particular programme because they recognize its relevance and they can make use of it in various other circumstances apart of what people associate with the traditional teaching a classroom, a blackboard a teacher and a group of students. Teaching as a profession has expanded in its ways of being manifested and students show us that they know this and are making the best out of it. There might be too early to

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ask at the entry level about the dimensions of one's competencies. Responses at Question 20 does not have to be understood through the magnifying glass in the sense that subjects get more competent in one subject and less in the other while both are in the same mind. It signals more the fact of how they feel at the moment of response about the level of acquisitions in their respective subjects or programmes (20a – refers to the undergraduate programme level while 20b to the teachers' training programme). Question 21 and 22 have refer to enumerating at least 3 types of competencies for both programmes and Questions 23 and 24 have ask the respondents to identify some competencies from the teaching programme that represent them best. Among the competencies favors to Question 21 digital competencies were some of the most common responses. Question 25 has tried to determine the categories of activities which the subjects prefer to both undergraduate and teachers training programme. The order of preference was for both situations lectures, seminaries, laboratories, professional and pedagogical practice, student research and conferences, training by and at various firms, enterprises. Suggestions for improvement of the quality of teaching learning and practical activities in both undergraduate/graduate studies (Question 26) and teachers training programme (Question 27) offered a large range of assertions of positive appraisal with general character for both categories of studies and suggestions for different improvements. The most common thought was more practical activities for both types of study programmes. The typology of professional practice (specific to the undergraduate and post graduate programmes) as well as Pedagogical practice is regulated through the curriculum of each study programme but this might be an indication of the influence mass media has when criticizing higher education in the absence of a proper culture as to how a competent professional training is acquired through time and through effort as one subject answered at Question 22 : I have learnt many things but only through the difficult individual study. Indeed getting competent is a matter of intellectual effort and not only and of time too.

5. Coping with Competence in a Competitive Context

The quality of training and education is a much debated subject in the press and mass media various volumes of essays have been published on education not only from a realist perspective but in a way from a nostalgic thoughtful mind as how nice were the good old days. What is sad is that it is not a lot of press on the structural and rigorous way of preparation and study a more constructivist approach to build rather that to criticize not always from a Kantian perspective. What the study has shown is that the students are in a way ahead of the critics of education, have understood the time, have taken the liberty and are working hard to put their potential on the right track. They help us to understand them and to make us think how we can support them better. We wish society is on their side too.

Acknowledgements

The authors are grateful to all students and participants in the questionnaire. Special thanks are due to "Constantin Brancusi", University of Targu-Jiu, Romania, Council of Administration and Department for Teachers' Training for openness and encouragements to present the paper to WCES 2017.

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