

STUDY REGARDING THE EFFICIENCY OF THE TRAINING ACTIVITY IN THE TEACHING STAFF RESOURCE CENTERS FROM ROMANIA

Victor TIȚA, Nicolae BOLD, Doru Anastasiu POPESCU, Daniel NIJLOVEANU,
Nicoleta GHEORGHE PĂTRĂCHIOIU

University of Agronomic Sciences and Veterinary Medicine Bucharest of Bucharest, Faculty of Management and Rural Development, Slatina Branch, 150 Strehareți St, Slatina, Olt, University of Pitești, Department of Computer Science, Mobile: +40737 989 420, Emails: victortita@yahoo.com, bold_nicolae@yahoo.com, dopopan@yahoo.com, nijloveanu_daniel@yahoo.com

Corresponding author: bold_nicolae@yahoo.com

Abstract

Training market has a huge impact on the Romanian educational system. Due to this impact, the training courses must have a high quality as the competencies that are gained after participating at these courses are used in the educational process. The Romanian training market has a simple structure, with several types of providers offering training courses to people coming from various professional categories. Based on the intervention of the authority in the training process, we can differentiate between state providers, such as Teaching Staff Resource Centres (TSRC – Casa Corpului Didactic, CCD, in Romanian), private providers that depend on the central authorities and own private providers. Teacher training is mainly made by the Teaching Staff Resource Centres and private providers that run courses with the approval of the Education and Research Ministry. Due to the importance of the quality of this process, we are presenting in this paper several pre-requisites for a research whose aim is to show the correlation between the leadership style of the TSRC managers and the training offer of their TSRC, with an example on the agricultural educational environment.

Key words: leadership, training, questionnaire, traits

INTRODUCTION

As every educational process, teacher training has to generate a great deal of efficiency, as the teachers are key factors of the national educational system. The courses offer has to comply with the needs of the trainees and to align with the external influential factors, such as technology and social phenomena, as well with the internal ones, such as the vision of the manager of the provider unit.

The particular characteristic of the structure of the Romanian training system in the educational area leads to the need of the existence of a great deal of efficiency, especially on the qualitative aspect of training. Thus, the offer must reflect the managerial competencies of the Teaching Staff Resource Centers (TSRC) administrators and their personal influence on the professional activity. The local and personal aspects include the educational background and the professional activity of the administrator and they indirectly

influence the training dynamics of the institution and of the local training environment.

In this paper, we present a research which studies the link between these personal elements of the manager and the training courses offer of the managed institution. Thus, section Materials and methods contains details referring to the descriptions of the instruments used in the research and the steps followed to implement this research. Section Research and discussions refers to the steps of the methodology that have been completed during the research process.

MATERIALS AND METHODS

We will describe in this section the mathematical model of the research, formed from the parameters of the model and the methodology used to obtain the desired results. The purpose of the research is established on two results:

- R1. The emphasis of the influence of the leadership styles on the training courses offer of the TSRC for the teachers
- R2. The determination of the training needs based on the analyses resulted from the study of the TSRC training offers

In order to materialize the research on the leadership styles of the directors of the Teaching Staff Resource Centres and their influences on the continuous training offers for pre-university education, the methodology used is based on the existing specialized literature (Goleman et al., 2006) [7], adapted and completed for the research undertaken.



Fig. 1. The methodology used for the determination of the purpose
 Source: Own determination.

Thus, it will be proceeded to:

- (1) Determination of a set of objective features necessary for the manager activity;
- (2) Analysis of leadership style by gathering and interpreting data from the application of the Manager Influence Questionnaire (MIQ);
- (3) Determination of the leadership style based on the results of the MIQ;
- (4) Determination of a general index of each manager by corroborating the data obtained from the MIQ with other data from the analysis

- of the educational activity (level of education, experience in education, etc.) and of adjacent data regarding the managerial activity;
- (5) Determination of the degree of coverage of the set of features for each entry;
- (6) Determination of the conversion ratio of features → competencies;
- (7) Comparison of the competences determined with those mentioned in the training offer;
- (8) Calculation of the correlation after the resulting comparison (Fig. 1).

Step 1 will take into account various research studies from the literature regarding the features that a leader is recommended to have and use in its managerial and professional activity. The specificity of this step is considered to be the existence of the features needed in an educational process.

The set will be compiled from the results obtained in the literature.

The second step consists in the determination of the leadership style of the manager by applying a Manager Influence Questionnaire (MIQ) formed of three main parts:

- The Multi-form Leadership Management Questionnaire MLQ-6S, adapted from the literature (Bass et al., 1990; Bass et al., 2004) and used for the determination of the leader type. The structure consists in the existence of 21 items in the form of Likert scale.

- The Big Five Inventory (BFI / BFIQ / OCEAN) Questionnaire, also adapted from the literature (Goldberg, 1993; Costa et al., 1992; Rothmann et al., 2004; John et al., 1991; John et al., 2008; Benet-Martinez et al., 1998) [3, 4, 5, 8, 9, 11] and used for the determination of the personality type. It is formed from 44 items in the form of a Likert scale.

- The Training Activity Questionnaire (TAQ), built from own structures and which refers to the perception on the training activity. It is formed from 5 multiple-question type items.

As observed, the MIQ instrument combines the traditional well-known instruments from the literature with the particular statistical instruments used in assessing the training activity and in the pre- and post-analysis of the courses efficiency.

The MLQ-6S is supposed to link the leadership style with the qualitative characteristics of the training courses offer. Thus, this instrument

must offer indications to the connection between the type of the leader and the nature of the courses, as in topics and delivered competencies. The final result will be the MLQ index (MLQI).

The BFIQ is designed to suggest a connection of the personality type with the numerical facts of the training offer, on one hand, and the indicators of the courses development, on the other hand. Thus, the openness of the manager to training market is studied using this instrument by relating the number of training programs and the training activity indicators (number of groups, number of trainees). The final result will be the BFIQ index (BFIQI).

The TAQ studies the direct opinion of the managers on the matter of training activity and its results. It is designed to validate the connections from the other two questionnaires, being based on several aspects involved in the formal analysis of the training programs. The final result will be the TAQ index (TAQI).

The results from the MIQ leads to the completion of the step 3. The results from the MLQ-6S questionnaire consist in numerical scores from 0 to 12, based on the chosen degree on the scale for each question, also creating seven categories of transformational leaders. The results from the BFI questionnaire are also obtained as a score that groups the respondents in five categories. As for the TAQ results, they are also categorizable and numerical scores are derived and obtained from the responses.

$$MIQI = \frac{MLQI + BFIQI + TAQI}{3}$$

The scores obtained from the MIQ will be grouped in the MIQ index (MIQI), the result of the step 3, that will be part of the Training Management General Index (TMGI), obtained based on the activity made in step 4.

The TMGI is obtained as a result of corroborating:

- the MIQ index, described in the previous rows;
- the International Standard Classification of Education (ISCED) level coefficient, denoted by ISCEDL;

- the educational background coefficient (depending on the number of years of educational activities, denoted by EBI);
- the coefficient of the score obtained at the submission within The National Body of Educational Management Experts (known as CNEME) and registered in the National Register of Educational Management Experts, which we will denote as EMEI;
- the number of professional credits of the training programs in the offer accredited in the period of management, denoted by ECI;
- the coefficient of the number of trainees formed in the institution in the period of management, denoted by ETI.

$$TMGI = \frac{MIQI + ISCEDL + EBI + EMEI + ECI + ETI}{6}$$

The parameters of this mathematical model are those described above and their mathematical description is as follows:

- MIQI ($0 < MIQI \leq 1$) is obtained as a mean from the values of the coefficients from the three sections of the questionnaire (MLQ-6S, BFIQ and TAQ), as follows:

$$MIQI = \frac{MLQI + BFIQI + MIQI}{3}$$

- ISCED level has values from 1 to 8, thus ISCEDL ($0 < ISCEDL \leq 1$) will be obtained as:

$$ISCEDL = \frac{ISCED}{8}$$

- EBI ($0 < EBI \leq 1$) is obtained as the ratio between the number of years of experience in the educational field (and the maximum possible number of years that can be used as experience, calculated as difference between the retirement age (RA = 68) and the major age (MA = 18), as follows:

$$EBI = \frac{EB}{RA - MA}$$

- EMEI ($0 < EMEI \leq 1$) is obtained as the ratio between the score obtained at the submission within the CNEME

(CNEMES) and the maximum score (100), as follows:

$$EMEI = \frac{CNEMES}{100}$$

- ECI ($0 < ECI \leq 1$) is obtained as a ratio between the average number of credits per course (calculated as the sum of credits of all accredited courses – SC – per number of courses – NC) and the maximum number of credits per course (CPT), as follows:

$$ECI = \frac{SC/NC}{CPT}$$

- ETI ($0 < ETI \leq 1$) is obtained as a ratio between the number of trainees formed in the institution on the period of management (T_T) and the number of teachers in Romania (T), as follows:

$$ETI = \frac{T_T}{T}$$

The TMGI will be used thereafter as an indicator of the training activity efficiency based on the results of the research and will be part of the determination made at step 5 and will also be a validation point for the correlations that will be obtained in the next steps.

Step 5 will then consist in the creation of a comparison chart that will match the obtained features for each entry with the ones established previously at step 1. This step prepares the research for the determination of the correlation between the features established at the previous step and the corresponding competencies that are linked to those features. Then, these competencies are compared to those trained in the courses and the correlations are made. The final results are registered as a final coefficient which will determine the correlation between the leadership type and the training offer characteristics.

In this paper, we will analyse the literature regarding the pre-operational phase of the research, based on the selection from the literature of the features that a manager has to have and we will present the profiles of the six

leaders taken into consideration, as well as the configuration of the training offers in the managed institution.

RESULTS AND DISCUSSIONS

The first part of this sections is related to the determination and selection of the features that a leader needs in order to properly run the training activities within the institution.

Some studies (Khoshhal et al., 2016) [10] categorize these features in two classes: innate traits and learnable features. Examples of the ones related to personality are charisma, vision, energy, caring and empathy. On the other side, leaders can learn skills related to dealing with people, concepts regarding finance, policies and negotiation skills, networking, planning skills and organizational properties.

Regarding the traits based on the leadership styles (Salvaggio et al., 2007; van Eeden et al., 2008) [12, 13], in the literature there were established key features as consciousness, agreeableness, emotional stability, extraversion, openness and quality orientation. One of the most comprehensive study regarding the features of a leader at a workplace from the emotional point of view (Goleman, 1998) [6] categorizes these features in five groups:

-Self-awareness: faith, self-confidence, realistic self-assessment and self-deprecating sense of humor;

-Self-regulation: trustworthiness, integrity, comfort with ambiguity, openness to change;

-Motivation: strong drive to achieve, optimism, organizational commitment;

-Empathy: expertise in building and retaining talent, cross-cultural sensitivity, service to clients and customers;

-Social skills: effectiveness in leading change, persuasiveness, expertise in building and leading teams.

In the final form, the traits taken into consideration are shown in Table 1.

Table 1. The determination of the personality traits of a manager from the literature

Criterion	Traits
based on achievement	charisma, vision, energy, caring, skills related to dealing with people, concepts regarding finance, policies and negotiation skills, networking, planning skills and organizational properties
based on leadership style	consciousness, agreeableness, emotional stability, extraversion, openness and quality orientation
based on emotional intelligence	self-awareness: faith, self-confidence, realistic self-assessment and self-deprecating sense of humor; self-regulation: trustworthiness, integrity, comfort with ambiguity, openness to change; motivation: strong drive to achieve, optimism, organizational commitment; empathy: expertise in building and retaining talent, cross-cultural sensitivity, service to clients and customers; social skills: effectiveness in leading change, persuasiveness, expertise in building and leading teams

Source: Khoshhal et al, 2016, Salvaggio et al, 2007; van Eeden et al, 2008, Goleman, 1998 [6, 10, 12, 13].

Table 2. Raw data for the considered indexes

	AB	BT	DB	HD	PH	TR
ISCED level	8	7	7	7	7	7
Number of work years (EBI)	22	25	21	33	22	25
Score at CNEME submission (EMEI)	96	93	93	95	95	100
Number of accredited courses (NC)	1	14	0	16	19	15
Sum of the number of credits (SC)	30	250	0	261	315	261
Year of manager of TSRC	2019	2012	2020	2012	2009	2016

Source: TSRC websites.

The second part of this section is dedicated to the presentation of the information for the TSRCs taken into consideration.

The selected centres are those from the counties Alba, Botoşani, Dâmboviţa, Hunedoara, Prahova and Teleorman. The information comprises the values needed for the indexes described in the section Materials

and Methods and metadata regarding the courses offer. This data in a raw format is presented in Table 2.

After applying the formulas in the coefficient calculation form, the data is presented in Table 3.

Table 3. The value of indexes for the raw data in Table 2

	AB	BT	DB	HD	PH	TR
ISCEDL	1,00	0,88	0,88	0,88	0,88	0,88
EBI	0,44	0,50	0,42	0,66	0,44	0,50
EMEI	0,96	0,93	0,93	0,95	0,95	1,00
ECI	1,00	0,59	0,00	0,54	0,55	0,58

Source: Own calculation.

Regarding the courses related to management and rural development for the TSRCs taken into consideration, a large part of the courses in the offers refers to the domain of management and leadership, either general or for specific branches (HR, risk management, project management, educational management etc.), taking into account the development of teachers from agricultural-type establishments either by various agricultural-related topics or institutional management or funding projects management. Several topics are shown as follows, categorized by institutions:

- educational management, quality management, funding projects, ecology education, inclusive education, the development of specific personnel for physics, chemistry and biology labs, science teaching;
- project management, environment education, educational marketing, didactics of nature science, biology curricula, health management, financial management;
- financial education, sciences education, project and quality management, organizational concepts;
- curricular abilities for physics, chemistry, biology, technical domains, support for teachers from rural areas, entrepreneurship education;
- methodology for sciences, curricular ability for physics, chemistry, quality management, financial and nutritional education, human resources management, crisis management, acquisition management;
- strategies management, educational management, ethics.

CONCLUSIONS

The research is of a qualitative type, pursuing through it, in the long term, the development of the continuous training offer at the level of the current education system. In short, the research consists in establishing and studying the leadership styles at the level of the management of the Teaching Staff Resource Centers, in parallel with the analysis of the training offer provided by them, in relation to how to manage and generate these offers of the decision makers, following the results of the documentation and the analyzes should be correlated in order to provide relevant conclusions for the quantitative and qualitative development of the training process at the level of the state providers of continuous training within the pre-university education system. The documentations and analyzes will use general, traditional scientific instruments, offered by the specialized, innovative literature, which are being explored in similar researches, but also specific tools, generated especially for obtaining results extracted from particular situations. Future work consists in the determination of the rest of the steps of the methodology, which will be presented in a future paper, after applying the questionnaire to the selected target group.

ACKNOWLEDGEMENTS

We would like to offer thanks to the managerial team of The Faculty of Management and Rural Development Bucharest and Slatina Branch from The University of Agronomic Sciences and Veterinary Medicine (UASVM) Bucharest and to The Proeuro-Cons Association, a private non-governmental organization which provides training courses. The two institutions are collaborating for the development of the common research project "Research regarding the leadership styles of the managers of Teaching Staff Resource Centers and their influences on the training offers for the pre-university learning system" "Cercetare privind stilurile de leadership ale directorilor Caselor Corpului Didactic și influențele acestora asupra

ofertelor de formare continuă pentru învățământul preuniversitar".

REFERENCES

- [1] Bass, B. M., Avolio, B. J., 1990, Transformational leadership development: Manual for the multifactor leadership questionnaire. Palo Alto, CA: Consulting Psychologists Press.
- [2] Bass, B., Avolio, B., 2004, Multifactor Leadership Questionnaire Manual (Third Edition). Menlo Park, CA: Mind Garden, Inc.
- [3] Benet-Martinez, V., John, O. P., 1998, Los Cinco Grandes across cultures and ethnic groups: Multitrait multimethod analyses of the Big Five in Spanish and English. *Journal of Personality and Social Psychology*, 75, 729-750.
- [4] Costa, P.T., McCrae, R. R., 1992, Revised NEO Personality Inventory (NEO-PI-R) and NEO Five-Factor Inventory (NEO-FFI) manual.
- [5] Goldberg, L.R., 1993, The structure of phenotypic personality traits. *American Psychologist*. 48 (1): 26–34.
- [6] Goleman, D., 1998, What Makes a Leader? *Harvard Business Review*, 93.
- [7] Goleman, D., Cecilia Sep ðlveda (productora), 2016, Daniel Goleman. Corporaci ðn de Televisi ðn de la Universidad Cat ðlica de Chile.
- [8] John, O. P., Donahue, E. M., Kentle, R. L., 1991, The Big Five Inventory--Versions 4a and 54. Berkeley, CA: University of California, Berkeley, Institute of Personality and Social Research.
- [9] John, O. P., Naumann, L. P., Soto, C. J., 2008, Paradigm Shift to the Integrative Big-Five Trait Taxonomy: History, Measurement, and Conceptual Issues. In O. P. John, R. W. Robins, & L. A. Pervin (Eds.), *Handbook of personality: Theory and research* (pp. 114-158). New York, NY: Guilford Press.
- [10] Khoshhal, K. I., Guraya, S. Y., 2016, Leaders produce leaders and managers produce followers. A systematic review of the desired competencies and standard settings for physicians' leadership. *Saudi medical journal*, 37(10), 1061–1067.
- [11] Rothmann, S., Coetzer, E.P., 2003, The big five personality dimensions and job performance. *SA Journal of Industrial Psychology*. 29.
- [12] Salvaggio, A. N., Schneider, B., Nishii, L. H., Mayer, D. M., Ramesh, A., Lyon, J. S., 2007, Manager personality, manager service quality orientation, and service climate: Test of a model. *Journal of Applied Psychology*, 92(6), 1741–1750.
- [13] van Eeden, R., Cilliers, F., van Deventer, V., 2008, Leadership Styles and Associated Personality Traits: Support for the Conceptualisation of Transactional and Transformational Leadership. *South African Journal of Psychology*, 38(2), 253–267.