

THE IMPLICATIONS OF THE AUTHORIZATION IN TEACHING CARE MANAGEMENT

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Abstract: The processes of building and discovering self-image are difficult, sometimes demanding, involving sustained effort on the part of the person, as well as the support of others. The results obtained are sometimes spectacular and compensate for the efforts made, facilitating professional orientation and the choice of the teaching career by young people.

Key words: teaching career, mentoring, coaching, team-building activities

Theoretical frame

The orientation and development of the didactic career does not occur on its own but requires complex interventions from different directions. If young graduates of psycho-pedagogical training programs for the teaching profession aspire to a successful career, they need to get involved directly in building it without waiting for others to do it for them. The more the choice, the orientation and the development of the teaching career will be made from the personal initiative, the stronger the bases of the future performance will be laid.

These are complex forms of psychological knowledge that imply the presence of refined capabilities such as self-analysis, intuition, lucidity, accountability, critical and self-critical sense, realism and objectivity. Effective realization involves focusing knowledge and assessment on one's own person, goals, aspirations, motivations, personal values.

The discovery of self-image, as a central element of personality, is the most important product of self-knowledge and self-evaluation. Many career theories place the image of themselves in the center of their construction. The importance of self-image derives from the fact that it assures the identity of the person or what other authors call the concept or the theory about himself (Bariaud, Jackson, Rodriguez, 1997). Based on this concept of self, the person becomes able to interpret social experience and orient his behavior. The more a person knows each other, the more he can choose, orient or change his career.

Teachers who have built a positive self-image are characterized by the following:

- have effective relationships of collaboration and communication with others;
- correctly assesses personal possibilities and limits;
- anticipate with great precision the nature of the difficulties they will face in practicing the profession;
- know their rights, exercise them and claim them when necessary;
- are active, dynamic, tonic, trustworthy and optimistic at personal and professional level;
- reduce the significance of failures and mobilize in unfavorable situations;
- assume the responsibilities and risks of the teaching profession;
- openly express his thoughts, feelings, opinions to others;
- are natural, sincere, direct, tolerant, confident;
- do not feel depressed, inferior or complex over others;
- are not in conflict with themselves or permanently dissatisfied with others;
- accept the change of the environment and are able to change themselves;
- accepts its own limits and learns permanently (Jigău, 2001).

Materials and methods

In order to accomplish this study, we developed and applied a questionnaire focusing on the needs of young educators, graduates of the psycho-pedagogical training program for the teaching career. The questionnaire has 25 questions about identifying barriers to employment, the difficulties encountered in employment, the need for counseling and support during the onset of work.

The questionnaire responded to a number of 74 subjects aged between 23-30 years, graduates of the psycho-pedagogical training program for the teaching career. For data analysis we used SPSS, ANOVA and Independent Samples T-test.

Results and discussions

Hypothesis 1. The importance of professional experience in the field of educational services

The biggest barrier to employment in education is the lack of professional experience in the field of educational services. To analyze this hypothesis, we analyzed Question 14 of the questionnaire and calculated the amount for each item, generating the following graph:

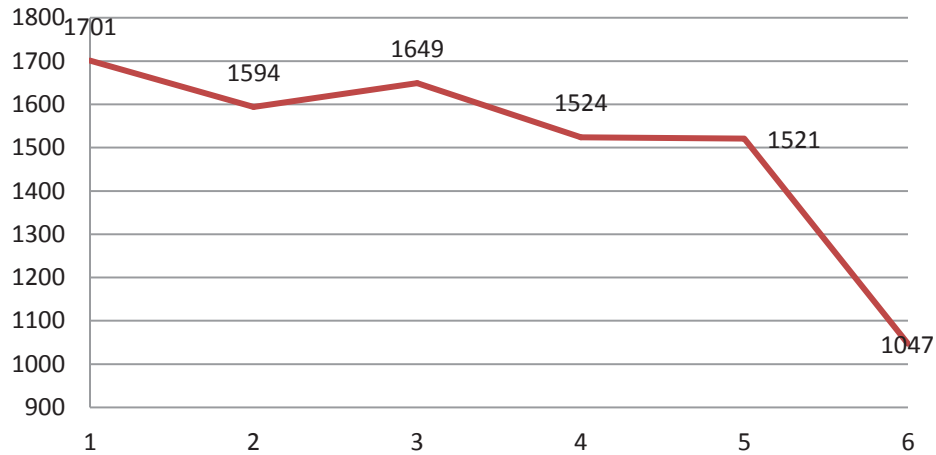


Figure no.1. Barriers to employment in education

The 14 items are:

1. Naveta (the large distance between home and work);
2. The need to engage you from an early age;
3. Lack of specific qualifications / skills;
4. Lack of work experience in the field of educational services;
5. Lack of employment opportunities in my country;
6. Lack of employment opportunities in the field of study;
7. Lack of knowledge of a foreign language;
8. Problems related to the reduction of the school population;
9. Lack of interest and motivation for participation in the national examination of titularization in education;
10. Lack of information regarding the positions taken at the titularization competition in education;
11. Limited access to educational institutions;
12. Personal development / reduced personal knowledge;
13. Family support (I do not have to work);
14. My current age.

From the graph above, we note that the lack of work experience in the field of educational services has a sum of $s = 1557$. Hypothesis is invalid. We can see a higher value $s = 1572$ in terms of lack of employment opportunities in the field of study. Of all the 14 items mentioned above, a ranking of the biggest barriers to finding a job in education regardless of gender or age are:

1. lack of employment opportunities in the study area $s = 1572$;
2. lack of work experience in the field of educational services $s = 1557$;
3. lack of employment opportunities in my country $s = 1483$

Hypothesis 2. The main difficulty encountered after having a job in education

The perception of the biggest difficulty faced by a debutant teacher is the feeling that he will not be integrated into the team. To validate this hypothesis, we analyzed question 15 of the questionnaire. With the use of Excel we have calculated the amount for each item and generated the following graph:

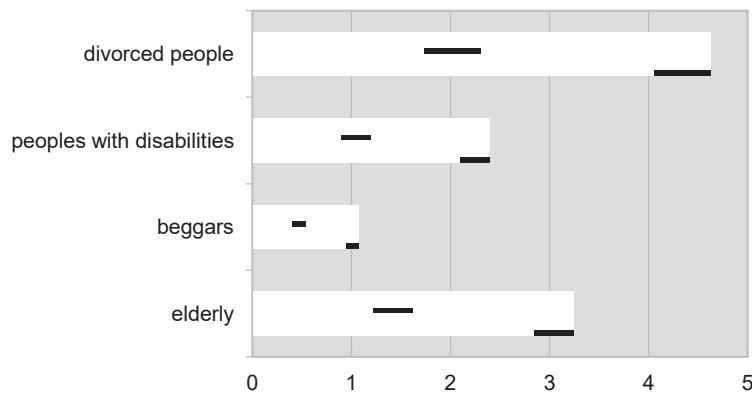


Figure 2. Difficulties encountered after employment in education

The 4 items are:

1. Very high enthusiasm;
2. Overwhelming sense of workload;
3. Feel that you are not yet part of the team / do not feel integrated;
4. You feel confused, uncertain about what you have to do.

From the graph above, we notice that the feeling of nonintegration in the team has a sum of $s = 1301$. Hypothesis is invalid. We can observe the following values:

1. Very high enthusiasm $s = 1385$;
2. You feel confused, uncertain about what you have to do $s = 1357$;
3. Overwhelming sentiment in terms of the amount of work $s = 1317$;
4. Feel that you are not yet part of the team / do not feel integrated $s = 1301$.

Hypothesis 3. Necessary support during professional onset

The most important areas where a beginner in education needs support are induction and team-building activities. To validate this hypothesis, we analyzed question 16 of the questionnaire. With Excel we calculated the amount per item and generated the following graph

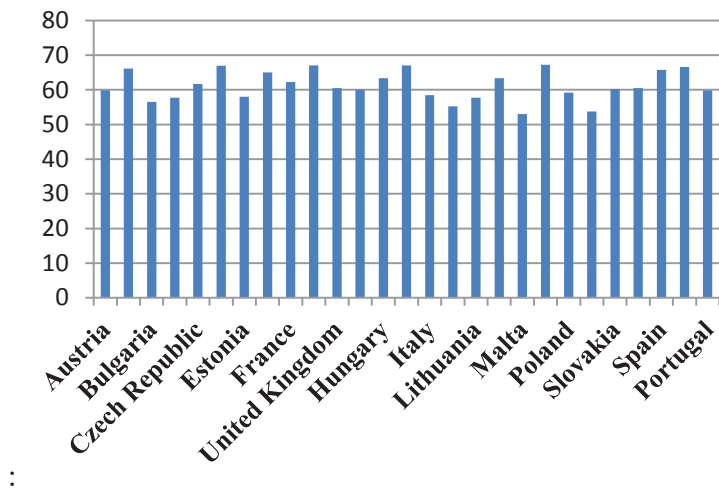


Figure 3. Necessary support during the onset of professional debut

Analyzing the graph above, we observe the highest value $s = 1701$ at the item indicating the need to understand the workflow and induction and the value $s = 1521$ attributed to team building activities. Thus, hypothesis 3 is partially validated.

1. Induction (understand how workflow works) $s = 1701$;
2. Training (ensuring that you are ready to achieve your work goals) $s = 1649$;
3. Buddy (a person designated to show you the company and familiarize you with the team) $s = 1594$;
4. Mentoring / Coaching (a person designated to take care of your personal and professional development) $s = 1524$;
5. Team-building activities (to be part of the team and to have a high degree of trust among teammates) $s = 1521$;
6. You do not need support (at some point you will find your place) $s = 1047$.

Conclusions

Teacher development is a continuous process, closely linked to both external and internal factors. The external context is volatile, influenced by legislation, by various administrative factors. In the development of the teaching career it is also important to mention the social framework and here I refer to the individual's need to be encouraged and supported by both the family and the colleagues and the teachers. From an internal point of view, it is necessary for the on-going educator to reach an adequate level of development and professional satisfaction so that it can overcome any obstacles in the career path.

The processes of building and discovering self-image are difficult, sometimes demanding, involving sustained effort on the part of the person, as well as the support of others. The results obtained are sometimes spectacular and compensate for the efforts made, facilitating professional orientation and the choice of the teaching career by young people.

These processes involve the following:

- constructing self-consistency, ie psycho-behavioral regularities, which have coherence, stability and balance;
- the emergence of the sense of identity and self-fulfillment that ensures the continuity, autonomy, freedom, especially the conscious and plenary assumption of one's own existence;
- elaboration of the sense of own value, estimated and felt as a total person, which ensures the realization of realistic projects and their translation in fact (Porlier, 2001).

The young or adult who becomes aware through the self-knowledge and self-assessment processes of the level of self-consciousness, self-fulfillment, and self-worth will be able to self-manage their teaching career. Deficiencies in self-knowledge and self-evaluation processes will be associated with erroneous decisions about choosing and changing careers.

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