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GRADUATES' INSERTION ON PRE-SECONDARY EDUCATION LABOUR MARKET

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Abstract

Thehigh unemployment rate among young people and the poor absorption rate of them on the labour market are two of the main reasons that justify the concern for understanding the insertion of recent graduates on the labour market. Starting from this, the present research aims to investigate the way in which certain characteristics of Romanian graduates influence their insertion on the labour market. For this purpose all 1641 graduates from 2014 enrolled in the contest for obtaining a job in pre-secondary education with adequate training requirements for the job were taken into consideration.

Keywords*: insertion, labour market, evaluation*

1. Introduction

New graduates'insertion on the labour market is an important issue for all institutions concerned with the economical evolution of a country. Thehigh unemployment rate of young people and the low degree of absorption on the labour market are strong enough reasons that require both the right identification of the labour market's necessities as well as the observation of the peculiarities of the youths involved in the process. These two elements represent the supply and demand in the labour market.

The educational system is on of the domains where Romanian youths have direct access. The process of obtaining a teaching position in the educational system is carefully regulated and aims to offer equal opportunities for all social categories, including young people. All vacancies are advertised in advance and those who hold the necessary qualifications can access them through competition.

Most debutant teachers from current pre-secundar Romanian education have sustained a national competition in the previous year in order to occupy

a teaching position. After thereminded exam,each candidatecan be inone of the following three positions: is entitled to an an open-ended teaching position (limited places are available), is entitled to afixed-termteaching positionornot entitledto practice ineducation. The present research studies theinfluence of certainfeatures of the graduates on their performance and consequently ontheir placement in one of the three categories described above.

Information from the study of specialized literature was summarized and organized according to the main points of interest of the research: the insertion of graduates, type of employment, the comparison between private and state institutions, differences by gender, the main needs of the beginners and the challenges of rural environment.

The European Commission points out the need to attract more young people to the teaching positions (European Commission, EACEA, Eurydice, 2013). In many EU countries the number of teachers close to retirement age exceeds the number of young teachers. In Bulgaria, Germany, Italy, Austria and the Netherlands, 50% of teachers are over 50 years old and especially in Germany, Italy and Sweden there can rarely be found a very small number of teachers under 30 years old.

There are several types of practices related to hiring teachers throughout Europe. They may be employed by the school, the local education authority or a central authority. Countries such as Poland, Slovakia and the Czech Republic have an exclusively school based employment system. In other countries the teacher is hired by a local authority as in the case of Norway, Finland and Hungary. In most countries, the employment of teachers is monitored by a central authority. In Romania, Bulgaria, Italy, Sweden and the United Kingdom teachers are employed on a contract basis. In Hungary, Turkey and Finland teachers are considered civil servants. In Spain, France, Germany and Greece they even have a career as civil servants (European Commission, EACEA, Eurydice, 2013).

The conflict between the employer's expectations and the performance of the junior teacher has been emphasized by the study of McCormack and Thomas (2003). They called this period, a period of survival and from this point we have the concept "need to survive". On practices related to probation period within the European Union, Romania, Belgium, Lithuania and Turkey have no such period. There is a fixed term of probation in Hungary, the UK and Italy, while Denmark and Estonia have both a minimum and a maximum term. Lithuania has the longest such period and it lasts for about 3 years. Moreover, in Romania and France there is no contract

that can state when a certain task has been achieved, compared to the other states. Almost 70% of European teachers have permanent contracts (European Commission, EACEA, Eurydice, 2013)

The international discussion on private education vs. public education takes multiple views and ways of expression. There are studies in which private education is described in positive terms (Obrien & Piana, 2010) and studies in which apparently private education does not bring anything extra on education quality (Watt, 2003). Other studies simply describe neutrally, defining characteristics of both types of educational institutions (Henkel & Slate, 2013; Dills & Mulholland, 2009). Statistical data obtained between 1996 and 2012 in the United States show that teachers at primary, secondary and high school level earn less than their colleagues at higher levels, and teachers in public education have a higher salary than those in private education. Wages are higher for men than for women (Allegretto & Tojerow, 2014).

The degree of commitment of teachers to schools is considered by Dalgic (2014) one of the most important factor that leads to success in this area. Through meta analysis of 33 studies between 2000 and 2014 the relationship between teachers and the kind of devotion to the organization has been examined in three directions: affective, continuous and normative. Although overall averages are in favour of women, the results indicate that this variable is not significant in determining the differences in the level of involvement and commitment to the organization.

Some of the recent researchers in the field of education are focusing on gender differentiation in terms of mentality of young teachers compared to the mentality of those with experience. The results of a qualitative research conducted in Australia (Nye, 2014), reveals that young female teachers believe that in their profession gender equality is possible, while experienced female teachers are concerned that inequality is already rooted. This difference arises in the context of the young female teachers being more passionate about their work than the older ones.

There is a tendency for pupils to provide better evaluations for female teachers than students, and for boys to generally provide worse evaluation of female teachers than girls. Women have better results in areas like responsibility and teaching skills and poorer results in areas such as discipline where men have higher scores (Medel & Asun, 2014). Female teachers usually express their need for training in practical areas and the integration of science and mathematics in the teaching activities. At the same

time, they express the need of balancing personal and professional life (Esteppe, thoron, Roberts & Dyer, 2014).

Due to multiple requirements they need to face, many beginners can go through periods of mental exhaustion, explained by the fact that they must make a double effort than experienced teachers, because they haven't yet acquired sufficient resources to call upon when needed. Hultell and Gustavsson (2010) investigated 1290 junior teachers in Sweden, studying individual characteristics, educational and work context and also the phenomenon of burnout in the beginning period. Exhaustion was related to the work tasks and the passion for the profession with the abundance of resources.

Kang and Berliner (2012) examined the impact of the accommodation activities with the new profession upon the tendency of young teachers to leave the educational system. The authors have found that the seminars, the time spent with colleagues in planning and inspections at other classes have significantly reduced the rate of young teachers leaving the system. In addition to the three activities, the researchers have used different tools like shortening the program, reducing the time for lesson preparation, help at classes and an assistance network, considering three possible reactions of junior teachers: to leave, to stay or to move. As a recommendation, it was pointed out that more than induction activities listed above, there is a major requirement to understand the needs of the junior teacher.

The integration or induction program is a tool that helps young teachers in the self-development process in order to ensure qualitative teachers for all students. To be successful, during the first year of work they need a special attention and guidance. Algozzine, Gretes, Queen and Cowan-Hathcock (2007) studied several types of integration activities to discover which are the ones that junior teachers consider most valuable. Thus, there were identified several areas where teachers need help: working with parents, classroom discipline, approaching individual differences, developing a personal growth plan and non-didactic aspects of teaching. They highly appreciated the monthly meetings for junior teachers. In another similar study, it is emphasized the important role of the joint working space. The orderly room is where beginners understand the nature of their profession and it plays an important role in learning, supporting and the becoming of young teachers. The integration and interaction with colleagues, the satisfaction and the new experiences are all included in this space (Hunter et al., 2010).

The educational climate in Norway varies depending on the location of the school. The teachers in rural areas reported fewer students, a more

relaxed organizational climate and a better mood than in other environments. The teacher's personality is especially associated with the welfare of the employee and organizational climate is related to ethics and workplace stress. Schools in rural areas are smaller and have a positive work climate which will result in further outstanding results (Burns & Machin, 2013).

For junior teachers in the countryside, Fry and Anderson (2011) recommended special help to ease accommodation to the different culture they encounter in the community in which they teach, a special training to anticipate the resistance to change specific to these types of schools and the providing of quality mentoring and help to adapt to the classroom and school's expectations regarding teaching.

2. Methodology

The main goal of this research is to identify the differences between the graduates looking for a job in preschool and primary education, by the type of employment contract obtained through competition. The differences will be expressed in terms of features that will be used further to describe the specifics of the studied population groups.

The population of this study consists of recent graduates of programs that offer the specialization for preschool and primary teachers, enrolled in the national competition in 2014. All graduates aspiring to a pre-secundary teaching position in Romania, in number of 1641 people have been included in this research. This number does not include the people who abandoned the contest.

The study of the graduates' specificities will focus on data regarding the chosen teaching level, the candidate's gender, the type of education followed, the educational level, the candidate's background, and the region of domicile or residence. The results obtained by the candidates allowed their division into three main categories: qualified graduates for an open-ended teaching position (1); qualified graduates for a fixed-term teaching position (2) and graduates who have not qualified for obtaining a teaching position (3).

Initially, the research had a descriptive character. Thereby, the analysis of frequencies and percentages was begun in order to capture the main characteristics of the entire population and its categories. At this stage, the analysis was done especially on group and population categories.

The second phase implied verifying the hypotheses. For this step, the following variables were considered independent: gender (female, male),

origin (urban, rural), area of residence (county and region), educational level (medium, high level), the chosen teaching level (preschool, primary), graduated educational institution type (public, private).

The fixed variable was the mark obtained in the national contest, which divided the candidates into the three categories already announced. The analyses, the discussions and the conclusions were made taking into account these three groups, the references to the actual mark being left in the background. The candidates in the first category have obtained at least 7, the second category obtained a mark between 5 and 7, and those in the third category obtained a mark below 5.

The second stage of the research started from the main hypothesis that statistically, there are significant differences in terms of the scores obtained in the examination, between groups of graduates with the particularities given (gender, environment, area education level, teaching level, type your education and home area) both for the entire population and for the three categories. It is considered that issuing a hypothesis for each of the 28 specific situations (7 independent variables x 4 categories of population) contained by synthetic hypothesis would fragment and greatly hinder the research. Therefore, for this stage, it was preferable to be used only one general hypothesis, to decrease the risk of losing the bigger picture and the main idea of the paper due to the multitude of factors involved.

The number of graduates from each county was centralized based on the records of the official data provided by the official website of national exam. Subsequently, corresponding percentages were calculated and distributions on regions were made. The specific data for each candidate, such as the the chosen teaching level, gender, the license mark, Baccalaureate score, level of education, type of educational institution graduated, their background were taken from the same website. The data was processed in PSPP program, a program for statistical calculations, offered freely for Linux users.

3. The research results

Both for descriptive and statistical analysis the division of the researched population in categories was considered useful. Thus, each candidate has obtained a mark placed in one of three categories described above. A total number of 654 candidates obtained the right to have a a permanent teaching position, 594 candidates were entitled to a fixed-term teaching position and 392 candidates have not qualified for getting any job in education. Figure 1 illustrates the share of the three categories in which the

studied population was divided according to the criteria previously announced.

From the group of people taken into discussion, 1.65% were male and 98.35% were women; 62.58% opted for pre-secondary education, while 37.42% opted for primary education; 47.47% live in urban areas and 52.53% live in rural areas; 4.45% are graduates of private education, 95.55% have graduated from a public institution; 42.29% are graduates of secondary education and 57.51% are university graduates.

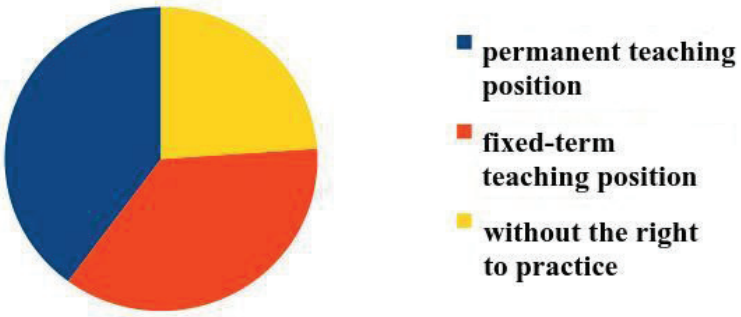


Figure 1. Share of the three categories of population

From the 1641 subjects, 10.79% are from the Bucharest-Ilfov area (BIF); 13.22% from the Central Region (C); 22.97% from the NW Region; 8.41% from the Western Region; 9.63% from the SW Region; 12% from the South; 14.99% from the NE Region and 7.98% from the SE Region. All these data and the exact sharing of the participants' number on regions can be followed in Annex I.

The distribution of the three categories related to the dependent variable is different for each group. Table 1 presents the differences between the way in which frequencies are distributed in the three groups. For example, the highest percentage of men (40.47%) are amongst those who failed to earn the right to practice in education, while women (23.60%) were assigned the lowest percentage for this category. The distribution of the candidates who have chosen to teach at primary level is very similar to that of the candidates who have chosen to teach in preschool, with percentages increasing proportionally with the mark. The situation remains almost identical for candidates from rural and urban areas too. Private education has a higher percentage of representatives in the category of limited duration contracts (38.35%) compared with representatives of public education (36.09%), but at the category permanent contracts, those in public education (40.11%) are in advantage over those from private education (34.24%).

Table 1. Frequencies and percentages of population by employment

Variable	Group	Without the right to practice		Right to fixed-term contract		Right to open-ended contract		Total
		Frequencies	Percentages	Frequencies	Percentage	Frequencies	Percentage	
Gender	Men	11	**40,47**	6	**22,22**	10	**37,03**	27
	Women	381	**23,60**	588	**39,43**	644	**39,90**	1614
The chosen teaching level	Preschool	242	**23,63**	373	**36,42**	412	**40,23**	1024
	Primary	150	**24,44**	221	**35,99**	242	**39,41**	614
Origin	Urban	183	**23,49**	265	**34,01**	331	**42,49**	779
	Rural	209	**24,24**	329	**38,16**	323	**37,47**	862
Institution type	Public	372	**23,72**	566	**36,09**	629	**40,11**	1568
	Private	20	**27,39**	28	**38,35**	25	**34,24**	73
Educational level	Secondary education	212	**30,54**	279	**40,20**	203	**29,25**	694
	Higher education	180	**19,00**	315	**33,26**	451	**47,62**	947
Region	Bucharest-Ilfov	63	**35,59**	65	**36,72**	49	**27,68**	177
	Central Region	49	**22,58**	78	**35,94**	90	**41,47**	217
	NW Region	92	**24,40**	142	**37,66**	143	**37,93**	377
	W Region	34	**24,63**	53	**38,40**	51	**36,95**	138
	SW Regions	40	**25,30**	60	**37,97**	57	**36,07**	158
	South Region	40	**20,30**	58	**29,44**	99	**50,25**	197
	NE Region	43	**17,47**	94	**38,21**	109	**44,30**	246
	SE Region	31	**23,66**	44	**33,58**	56	**42,74**	131

The number of candidates with higher education increases proportionally with national competition marks (19.00%, 33.26%, 47.62%). It is worth mentioning the very high percentage of those with permanent contracts (47, 62%) and the very small percentage in the category of those without the right to practice education (19.00%). Candidates with secondary education have the highest percentage among those with fixed-term contracts (40.20%), while only 29.25% of the candidates with secondary education manage to achieve the right to open-ended term contracts.

Regarding the regional organization, South region is the first. Half (50.25%) of the graduates of this region is in the category of those entitled to an open-ended term contract. Other regions with high percentages in this

category are: Northeast (44.30%), Southeast (42.74%) and Central (42.47%). Another outstanding performance is registered by the North East. This region has the less represented (17.47%) in the category of graduates who have failed to obtain the right to practice in education. Other regions with low percentage in this category are: South (20,30), Center (22.58%) and Southeast (23.66%). Bucharest-Ilfov region seems to have the worst outcomes since it has the highest percentage of graduates in the category of those without the right to practice in education (35.59%) and the lowest percentages of graduates in the category entitled to a permanent contract (27.68%).

When applying the Student T test to verify the differences between groups regarding the mark obtained in national competition, checks were made both for the entire population and the three categories described above. Furtherly, the results of tests comparing the averages for the entire population will be detailed.

The average marks for men (M = 27, SD = 1.91) did not differ significantly (t = -1.36, DF = 1639, p = 0.17) from the average marks for women (M = 6.16, SD = 1.95). In terms of average marks obtained by candidates who have opted for pre-secondary education (M = 6.10, SD = 1.98), they did not differ significantly (t = 1.42, DF = 1639, p = 0.16) from the average marks obtained by candidates who have opted for primary level education (M = 6.24, SD = 1.90). In contrast, the average marks obtained by candidates residing in urban areas (M = 6.26, SD = 2) differ significantly (t = 2.11, DF = 1639, p = 0.04) from the average marks obtained by candidates residing in rural areas (M = 6.06, SD = 1.91).

Regarding the average marks obtained by the candidates who have graduated public education (M = 6.17, SD = 1.96), we see that they do not differ significantly (t = 1.58, DF = 1639, r = 0, 11) from the average marks obtained by candidates who have graduated private education (M = 5.80, SD = 1.89). However, the average marks obtained by the candidates with secondary education (M = 5.70, SD = 1.91) differ significantly (t = -8.20, DF = 1639, p = 0.00) from the average marks obtained by candidates with higher education (M = 6.49, SD = 1.91).

To compare the averages between more than two groups of data the statistic One Way ANOVA test has been used. The influence of regions on the average marks obtained was significant (F7,1633 = 5.76, r = 0.00). The average mark from Bucharest and Ilfov (M = 5.17, SD = 1.92) was significantly lower than the one in the Central (M = 6.31, SD = 1.97), Northwest (M = 6.01, SD = 1.94), Western (M = 6.10, SD = 1.92), Southwest

(M = 6.04, SD = 2.05), South (M = 6.50 SD = 1.95), Northeast (M = 6.49, SD = 1.78) and Southeast counties (M = 6.26, SD = 2) compared to an overall average of 6, 15.

The candidates that after the national exam have obtained the right to choose a permanent teaching position represent approximately 40% of all candidates enrolled. Of these, 10 (1.53%) were males and 644 (98.47) were women. 412 (63%) opted for a preschool teaching position and 242 (37%) opted for a primary level teaching position.

Figure 2 shows the distribution of the number of candidates for each grading period. Note that if 130 candidates achieved grades in the range from 7.00 to 7.24, only 28 candidates were able to achieve scores in the range from 9.75 to 10.00.

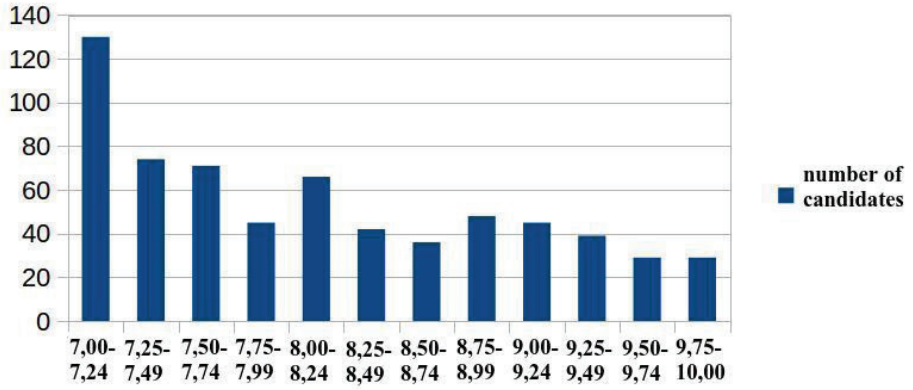


Figure 2. Distribution of subjects according to the marks obtained, range 7-10

The T tests were applied to the category of graduates who obtained the right to an open-ended term teaching position. Comparisons between the groups determined by independent variables had interesting results, which will be discussed in detail in the next section. In this place will only be displayed the results of the comparisons between the average marks obtained by the students who had scores in the range of 7 to 10.

Average marks for male graduates (M = 7.65, SD = 0.79) did not differ significantly (t = -1.72, DF = 652, p = 0.09) from the average marks of female graduates (M = 8.13, SD = 0.88). Regarding the average marks obtained by the students who chose to teach preschool level (M = 8.08, SD = 0.89) it can be observed that it was not significantly different (t = -1.75, DF = 652, p = 0.08) compared to the average marks obtained by the students who chose to teach at primary level (M = 8.21, SD = 0.85). Moreover, the average grade of graduates coming from urban areas (M = 8.18, SD = 0.89) was not

significantly different (t = 1.67, DF = 652, p = 0.10) from the average grade of graduates coming rural areas(M = 8.07, SD = 0.86).

As for the total population, average marks of public school graduates (M = 8.14, SD = 0.88) did not significantly differ (t-1.74, DF = 652, p = 0, 08) compared with the average marks of private school graduates (M = 7.83, SD = 0.69). The average mark for graduates with secondary education (M = 8.06, SD = 0.87) was not significantly different (t = -1.28, DF = 652, p = 0.20) from the average mark of university graduates (M = 8.16, SD = 0.88).

The influence of the regions on the average mark obtained by graduates in this category was not significant (F7,647 = 1.82, r = 0.08). The average marks in Bucharest and Ilfov (M = 7.80, SD = 1.81) was lower but not statistically significant than in the Central counties (M = 8.23, SD = 0.89) , Northwest (M = 8.04, SD = 0.85), Western (M = 8.17, SD = 0.83), Southwest (M = 8.33, SD = 0.91), South (M = 8.17, SD = 0.90), Northeast (M = 8.14, SD = 0.87) and Southeast counties (M = 8.13, SD = 0.94), compared to an overall average of 8.13 for this category.

The candidates in the category of those entitled to a fixed-term teaching position are assigned approximately identically as the previous category in terms of marks. In this category, the percentage of candidates who have scored between 5 and 5.50 is 42.95%, while the percentage of candidates who have scored between 6.50 and 6.99 is 10.95%. Figure 3 shows the distribution of grades between 5 and 6.99.

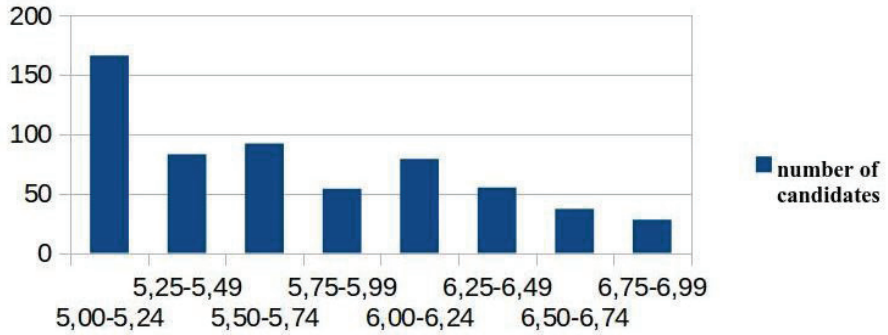


Figure 3. Distribution of subjects according to the marks obtained, range 5-7

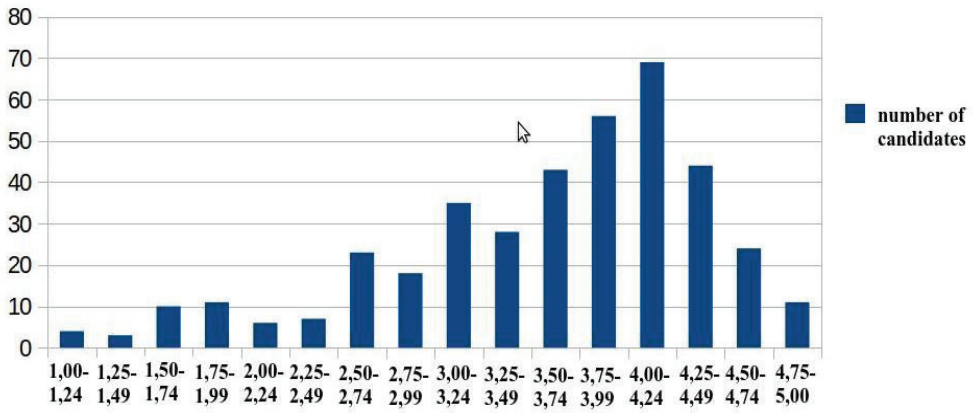
In the same category, the average marks for male candidates (M = 5.75, SD = 0.59) did not differ significantly (t = 0.24, DF = 592, p = 0.81) from the the average marks for female candidates (M = 5.70, SD = 0.55). However, the average marks students who have opted for teaching preschool (M = 5.65, SD = 0.52) was significantly different (t = -2.44, DF = 417.12, p = 0.02)

from the average marks of graduates who have opted for teaching at primary level (M = 5.77, SD = 0.59). In this situation, the condition of equal variances was not met, and consequently, the values of *t*, *DF* and *p* offered by the PSPP program were chosen.

Regarding the average marks obtained by the candidates in urban areas (M = 5.72, SD = 0.56) it can be said that these were not significantly different (t = 1.10, DF = 592, p = 0.27) from the average marks obtained by the candidates in rural areas (M = 5.67, SD = 0.53). Neither the average marks obtained by graduates of public education (M = 5.69, SD = 0.55) differed significantly (t = -0.44, DF = 592, p = 0.66) compared to the average marks obtained by private education graduates (M = 5.74, SD = 0.58). Furthermore, the average marks obtained by graduates of secondary education (M = 5.64, SD = 0.55) was significantly different statistically (t = -2.32, DF = 592, p = 0.02) from the average marks obtained by the students with higher education (M = 5.75, SD = 0.54).

Figure 3 shows the distribution of grades in the category of candidates who failed to win the right to practice in education. It is notable that up to the interval 2.50 - 2.74 the range of frequencies is very low; they recorded a peak in the range from 4.00 to 4.24 and are reduced to a minimum frequency in the last interval. These records will be discussed in detail in the section for discussions.

Fig. 3. Distribution of candidates based on the marks obtained, range 1-4



For the category of those who failed to get a job, the average marks obtained by male candidates (M = 3.76, SD = 0.89) did not differ significantly (t = 0.84, DF = 390, p = 0.40) from the average marks obtained by female candidates (M = 3.55, SD = 0.82). Nevertheless, the average marks obtained by candidates who have opted for teaching pre-secondary (M = 3.42) is

significantly lower (t = -4.30, DF = 360.32, p = 0.00) than the average marks obtained by candidates who have opted for teaching the primary level (M = 3.78, SD = 0.71). However, the average grade for candidates coming from urban areas (M = 3.56, SD = 0.85) is not significantly different (t = 0.07, DF = 390, p = 0.94) from the average marks obtained by the candidates in rural rural areas (M = 3.56, SD = 0.81). Moreover, neither the average mark of public education graduates (M = 3.57, SD = 0.82) is significantly different (t = 1.15, DF = 390, p = 0.25) from the average mark of private education graduates (M = 3.35, SD = 0.86), nor the average mark of candidates with secondary education (M = 3.52, SD = 0.8) is significantly different (t = -0.99, DF = 390, p = 0.32), from the average mark of candidates with higher education (M = 3.60, SD = 0.84).

4.Discussions

The traditional image of the old teacher was commonly associated with male gender. In the village or in town, his status was well established, with important implications in public life. Over time there has been a sharp decrease in the number of men in presecundar education. At present, the profession of teacher is associated more with women and it is believed and considered that they are more delicate and patient in relation to children, due to their physical structure, but also because of the experience of motherhood. Current mentality thus, explains the small number of male teachers in primary education. The boys of current civilization arrived at the age when choosing future profession, believe that presecundar education is not suitable for them, contrary to the beliefs that existed half a century ago.

Another observed feature is the graduates' tendency to choose preschool level to start their careers, although they possess double degree. It is wrongly believed that working with younger children require less responsibility and it is less difficult. Things are different. The younger the child is, the greater the need for attention and the bigger the efforts.

This trend can be explained by the fact that many exam candidates deem that the national competition has fewer requirements for preschool education and preparing for teaching grades is easier at this level. This may be true in some respects, but it is worrying that in all regions, except Bucharest and Ilfov, the teaching positions offered for pre-school level are noticeably fewer than the ones provided for primary level, as it can be seen in Annex II. This table shows the number of positions filled in each area and in each county, and the totals by area, by the two categories pre-scondary and primary and the final totals.

Future teachers will need counselling on career planning area due to the fact that many of them are unaware of the information listed above. There is a high risk that many of the persons entitled to a permanent teaching position accept a fix-term job, because they did not know what the real needs of the labour market in education were. Note that the overall percentage of candidates who opted for the two teaching levels remain approximately identical in all the three categories, but the averages, at least for the middle category, registry significant differences in statistical terms. Candidates who had the courage to opt for primary education seem to be better prepared than the candidates who have opted for preschool education.

An interesting phenomenon to be noticed is the sudden drop in the frequency of grades that are below 5 or 7 (the boundary grades) and the sudden increase in frequency of candidates who score grades just above 5 or 7. Moreover, this phenomenon is found in a smaller scale even for the grades that do not contain fractions. This phenomenon deserves to be analysed and researched on other samples and populations to see in which proportion can be related to errors in scoring.

The subject of competition between public and private education is also present in this study. For this research, the variable of the type of education does not have a special influence on the dependent variable, therefore, the overall percentages remain with very small differences even at the level of the three categories of graduates. However, it is worth mentioning that private education institutions attract 4.45% of the people who want to prepare to teach in primary schools and preschools. The percentage is very high if we compare it with a statistic conducted in 2011 by the OECD. The document reported the fact that in Romania less than 1% of pupils and students were enrolled in private education (OECD, 2011). The difference between OECD percentage and the results of this research may have at least two explanations. It might be assumed that during 2011-2014 private education has experienced a great development, but easier to accept would be the explanation that the share of private institutions is much higher in the preparation of graduates for teaching area. Although logic calls for acceptance of the second option, making judgements should be postponed until the number of research on this topic will increase and more data and information will be available.

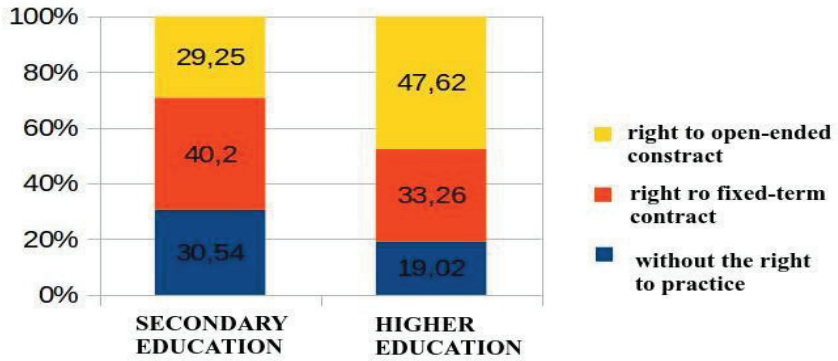
The environment variable is one of the variables that have a significant influence on the dependent variable. Although candidates from rural areas exceed by five percent the candidates from rural areas, the share is not kept in the same margin within the three categories. In the category of graduates entitled to a permanent teaching position, candidates equalize urban and rural

areas even exceed candidates. For the other two categories rural percentage rule wins again, but these two categories are disadvantaged.

The issue of the right to equal opportunities for pupils and students in rural areas is not new. At least in this study, they are disadvantaged. Romanian education has long been struggling to find solutions to this problem. Graduates in rural areas should be supported in their desire to acquire teaching jobs, given the fact that a very high percentage of teaching jobs are in rural areas and that often they are not serviced by qualified personnel.

If the first hot spot of the research is the problem of the disadvantaged candidates in rural area, the second hot spot is given by the imbalance between secondary education graduates and higher education graduates. It is largely believed that Pedagogical High School graduates are better prepared than university graduates in the speciality of teacher. This conception is based on the idea that Pedagogical High School offers a longer period of training and more learning opportunities and specific activities compared to other programs.

It is possible that this view may have been valid for the previous years and to have emerged on the basis of concrete facts or events, but at least for 2014, this theory is not supported by statistical data. The percentage secondary education - higher education for the entire population is not maintained constant in all three categories of analysis. It climbs more than 10 percent for candidates with higher education and decreases over ten percent for candidates with secondary education among those entitled to an open-ended term teaching position. For the second category, the candidates entitled to a fixed-term teaching position, the proportion of candidates with secondary education increased by about fifteen percent, and the proportion of those with higher education decreases with the same number of percentage points. In the category of those without the right to practice in education, the tendency



described above is strengthened by an additional eight percent. The distribution of candidates with higher education increases with the marks in the exam, the number of candidates with secondary education is distributed in inverse proportion to the marks. All these trends can be traced in Figure 4.

Figure 4. Distribution in percentage of candidates according to level of education

After analysis, it is clear that, at least for 2014, candidates with secondary education have not had the same opportunities as candidates with higher education. Not only the theoretical acquisitions, but also the psychological, emotional maturity and decision-making power should be discussed here. Apparently it is commendable that for the same teaching position people with different levels of intellectual training are allowed to compete but the figures point to a reality in which equal opportunities are not ensured.

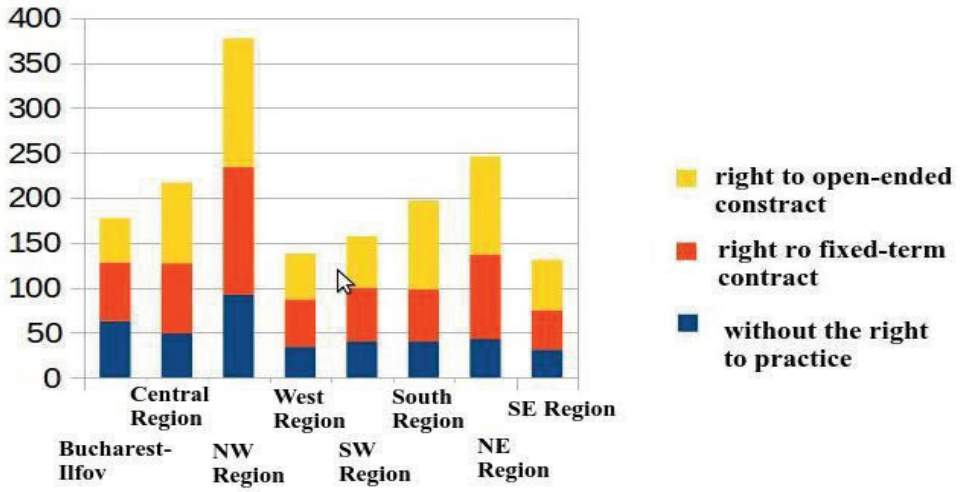


Figure5. Numberof candidatesby Region

The influence of the region on the marks obtained by the graduates is another issue to be discussed. As seen from the data presented in the previous section, there are regions that have a very efficient distribution of human resources with maximum in the category of those entitled to a permanent teaching position and minimum in the area of those not entitled to practice in education. The South is the best example for this situation, with nearly half of the candidates in the most desirable area and having small percentage of those without the right to practice. The South-East region enregisters a recorded trough the fact that has the lowest score for the candidates without a teaching position, as can be seen in Figure 5.

The other regions enregister a trend with an increase in the number of candidates proportional to the increase of the marks obtained in the competition. The exceptions are Bucharest and Ilfov, who display a strong tendency of decreasing in the number of candidates with the increase of the grades obtained in the competition. This region also has a very high percentage of candidates left without jobs, while the region offers most jobs in education, related to the entire country. It might be thought that owning a larger number of candidates, it is normal that the number of unemployed people is higher. However, this argument does not stand up, because there are regions that have nearly double the number of graduates enrolled in the contest, as in the case of the North-West. However, looking at the percentages, we see that the later has 10% fewer candidates in this category. Therefore, it remains to be verified whether the quality of education in this area needs serious improvements in the area of training teachers in pre-secundar education.

5. **Conclusions**

After analysing the data several conclusions were synthesized. The majority of candidates were women. They opted, in most cases, to teach preschool level. Regarding the candidates' background, there was a slight prevalence of rural areas. Public education was preferred by almost all candidates in the contest. About two-thirds of the candidates had higher education. North-west of the country was the region with most graduates enrolled. This area includes the following counties: Bihor, Bistrița-Năsăud, Cluj, Maramureș, Sălaj and Satu Mare.

The category of graduates who have earned the right to a permanent term contract form around half of the total of all university graduates and about a quarter of the candidates with secondary education. Regarding information by regions, it is found that half of the candidates enrolled in the South have failed to qualify for this category.

In the category of graduates who are entitled to a fixed-term teaching position, it is important to note that the percentage of candidates from rural areas is higher and slightly increases the percentage of candidates with secondary education, but remains lower than the candidates with higher education. Also in this category, candidates who chose to practice at primary level were better prepared than candidates who chose to teach preschool. For the category of graduates who failed to obtain the right to practice in education, as defining characteristics the preponderance of candidates from rural areas, and candidates with secondary education must be retained.

These findings clearly show that the environment and level of education have a significant effect on the results of candidates for this type of national competition, influencing the marks obtained by the candidates and thus the type of employment obtained in the job market.

As for future research directions, it is considered necessary to include elements of longitudinal and comparative type, for further analysis. If this first research in the field had a mainlydiagnostic role, for future research, adding the longitudinal character will add weight to the results, providing solid foundations for reforms and major projects. At the same time, the necessary measures to support disadvantaged graduates looking for a fixed-term position in presecundar education should not be neglected.

Furthermore, future studies should exceed the limits of quantitative methods probing practical experiences of those involved in the search for a job in education, in order to properly assess the needs of the system and the human resource's capacity to adapt to these needs.

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Annex I. Geographical distribution of the population participating in the research

Region	Counties	No. of participants	Percent county-regions	Percent county-country	Total Region	Percent per Region	Percent participants - county population
Bucharest	B	156	88,13	9,50	177	10,79	0,009
-Ilfov	IF	20	11,29	1,21			0,005
	AB	39	17,97	2,37	217	13,22	0,011
Central	BV	31	14,28	1,88			0,006
Region	CV	12	5,53	0,73			0,005
	HR	31	14,28	1,88			0,010
	MS	42	19,35	2,55			0,007
	SB	61	28,11	3,71			0,016
	BH	113	29,97	6,88	377	22,97	0,020
	BN	74	19,62	4,50			0,026
NW	CJ	85	22,54	5,17			0,012
Region	MM	41	10,87	2,49			0,008
	SJ	25	6,63	1,52			0,011
	SM	38	10,07	2,31			0,011
	AR	46	33,33	2,80	138	8,41	0,011
	CS	16	11,59	0,97			0,004
	HD	17	12,31	1,03			0,004
West	TM	59	42,75	3,59			0,009
Region	DJ	63	39,87	3,83	158	9,63	0,010
	GJ	11	6,96	0,67			0,003
	OT	41	25,94	2,49			0,008
	MH	22	13,92	1,34			0,008
SW	VL	21	13,29	1,27			0,005
Region	AG	26	13,19	1,58	197	12,00	0,004
	CL	14	7,10	0,85			0,004
	DB	42	21,31	2,55			0,007
	IL	12	6,09	0,73			0,004
	PH	74	37,56	4,50			0,010
South	TR	14	7,10	0,85			0,003
Region	GR	16	8,12	0,97			0,006
	BC	39	15,85	2,37	246	14,99	0,006
	BT	35	14,22	2,13			0,008
	IS	80	32,52	4,87			0,011
	NT	20	8,13	1,21			0,004
	SV	56	22,76	3,41			0,009
	VS	28	11,38	1,70			0,007
NE	BR	26	19,84	1,58	131	7,98	0,008
Region	BZ	35	26,71	2,13			0,008
	CT	12	9,16	0,73			0,001
	GL	31	23,66	1,88			0,006
	TL	6	4,58	0,35			0,002
	VN	23	17,55	1,40			0,007
SE Region							

Annex II. The positions occupied in 2014 in preschool and primary education

Region	County	Preschool education	Primary Education	Total
Bucharest-Ilfov	B	1171	766	**1937**
	IF	210	245	**455**
Total		**1381**	**1011**	**2392**
Central Region	AB	108	162	**270**
	BV	245	318	**563**
	CV	74	102	**176**
	HR	88	96	**184**
	MS	169	241	**410**
	SB	237	292	**529**
Total		**921**	**1211**	**2132**
NW Region	BH	193	250	**443**
	BN	65	111	**176**
	CJ	333	338	**671**
	MM	145	176	**321**
	SJ	86	127	**213**
	SM	141	164	**305**
Total		**963**	**1166**	**2129**
West Region	AR	110	156	**266**
	CS	95	125	**220**
	HD	77	112	**189**
	TM	288	263	**551**
Total		**570**	**656**	**1226**
SW Region	DJ	117	187	**304**
	GJ	81	109	**190**
	OT	94	148	**242**
	MH	104	138	**242**
	VL	79	146	**225**
Total		**475**	**728**	**1203**
South Region	AG	96	179	**275**
	CL	83	92	**175**
	DB	119	226	**345**
	IL	120	143	**263**
	PH	132	292	**442**
	TR	88	93	**181**
	GR	51	122	**173**
Total		**689**	**1147**	**1836**
NE Region	BC	242	289	**531**
	BT	126	189	**315**
	IS	148	277	**425**
	NT	67	202	**269**
	SV	66	137	**203**
	VS	161	253	**414**
Total		**810**	**1347**	**2157**
SE Region	BR	42	104	**146**
	BZ	60	118	**178**
	CT	221	331	**552**
	GL	98	216	**314**
	TL	67	88	**155**
	VN	83	120	**203**
Total		**571**	**977**	**1548**