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# Quality of Training and its Consequences in the Education System

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## Abstract

*The present paper aims at capturing scientific criteria in the implementation of training programs and their impact on Romanian educational system, under the circumstances in which we should have predominantly axiologic education and compulsory education is centered on the volume of information. Training should be itself oriented toward practicing values and not on transmission/acquisition of knowledge or skills training. As developing behaviors, attitudes and values is a priority in training, more teachers will implement in the education system priority objectives aimed at practicing values, then train/ practice/ develop skills, abilities and, last but not least, passing information that become knowledge through learning.*

## Keywords

*Quality training, education system, teaching, learning.*

## Preliminaries

In Romanian education system pre-academic teachers are forced, under the legislation, to go through training programs every 5 years, out of which they must acquire 90 credits. Training programs are accredited by CNFP (National Center for Teaching Staff Training in Pre-Academic Education), now under the authority of the National Education Ministry or by the CNFPA (National Center for Vocational Training of Adults), now under the authority of the National Authority for Qualifications. Programs that provide ongoing training for teachers have different themes (counseling, management, communication, evaluation or instructors, civic and social skills, etc.), and target groups are also diverse (principals and chief inspectors in education, teachers of all specializations and all levels of education - pre-primary, primary, secondary, high school, etc. or school

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counselors, speech therapists, psycho-pedagogue in integrated education, etc.) They are usually organised by NGOs, specialized companies, Teaching Staff Resource Centers, Universities, etc. and to qualify as training supplier one must comply with legislative requirements, and instructors/ trainers must meet legal conditions of training, expertise and experience.

### **Research methodology**

The micro-research was carried out in 2015 (January to March) following 5 series of training programs accredited by CNFP (school counselors - communication management, time management, conflict management, etc.) as well as by CNFPA (trainer, entrepreneur, civic and social skills). In the end, graduates have given feedback expressing their views with reference to relevant aspects such as: course materials, course format, organization and training methodology, evaluation methodology, characteristics of the trainer, expectations, consequences, course grading.

Besides the questionnaire, observation grids have also been applied to every course format by neutral individuals (neither trainers, nor trainees). Trainers have expressed their views with reference to the priorities of trainees in their teaching activity as has resulted from case studies and debates carried out within the framework of the training programs.

### **Results**

The questionnaire we applied had the following items:

1. As part of the training course I appreciate:
  - a.The trainer
  - b.Information
  - c. The methodology of training
  - d.The methodology of assessment
  - e.Skills
  - f.Attitudes
  - g.Everything
2. Course materials have been ..... They can be enhanced by .....
3. I discovered new enriching aspects of .....
4. Among the strategies used in this specialization program for developing trainer skills I appreciate:
  - a. The brainstorming
  - b.The role play

- c. The case study
  - d. The questionings
  - e. Others .....
5. I propose that the assessment should be carried out .....
  6. I appreciate the trainer for (3 features)
  7. I propose the trainer be more careful at (3 points)
  8. What would I tell other persons with an interest in such courses .....
  9. What were my expectations of this course.....what I obtained from this course.....
  10. I appreciate the course with the following grade.....

Most results indicated the programs carried out successfully for that in item 1 trainees have chosen point (g), but in some programs only some aspects have been appreciated. The course materials are assessed as useful, interesting, structured, attractive and there aren't any proposals for improvement. Trainees have discovered new aspects relating to educational marketing, management of training programs, designing and evaluation of training programs and to new skills for trainers, etc. The most appreciated strategies are brainstorming, case studies, questionings and teamwork, the debates, etc. Proposals for assessment are those that combine oral /written/practical presentations, with an emphasis on the practical. Also appreciated are the specialty skills, scientific and methodological skills, professionalism, trainers' communication skills, leadership, holistic approach, the capacity of synthesis, the ability for the selection of the materials offered, examples from different areas but also attitudes, empathy, humor, the atmosphere, seriousness, punctuality, volubility, pleasure with which one supports the training activity, involvement, openness, spontaneity, creativity, attention offered to each trainee, etc. Most courses have been recommended further, and the results have exceeded expectations. Most have obtained specific skills and teamwork experience and they have developed their practicality and self-confidence.

### **Conclusions**

The limits of the study will be confined to the fact that the number of trainees is not representative, and the thematic of courses has not been exclusively covered. Also, other factors may have contributed as well to consequences, answers, perceptions captured with the research tools.

Indeed, with these training programs, the more teachers support activities centred on values, attitudes and behaviours, the more course graduates shall become aware of relocation priorities - values, then skills and lastly knowledge.

However, in their teaching activity, teachers that participated in training in the last 3 years are not consistent in maintaining as a triad of implemented objectives and activities the three important issues in education in this order: VALUES, SKILLS and KNOWLEDGE. We often go back to the traditional ranking: KNOWLEDGE, SKILLS, VALUES, and one of causes is precisely the bureaucratization of institutional evaluations. Unfortunately the quality of the educational act drops because teachers focus much more on drawing up documents and completing courses to obtain credits and drawing up methodologies, procedures and instructions.

Teaching is minimised and sometimes even neglected to the detriment of *developing, implementating and monitoring its quality.*

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