



MORAL AND PROFESSIONAL VALUES FROM ACQUISITION TO APPLICATION

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Abstract

The present paper aims at presenting the actual situation as concerns the values the pre-university students are taught about during their high school courses, on one hand, and the necessity of the labour market, on the other hand. At first, we referred to the values within the European dimension of education, as they were established by the European Commission for every state. Here we made special reference to the plan of the educational contents, as it has to contain elements of proximity and coincidence. Secondly, we talked about the new paradigms met with the educational policies. Here we also mentioned the series of activities which help the learning of the common language for a European citizenship and the defining of the new educations, adapted to the dimension of education, the European Commission and the Council of Europe propose. The next treated aspect was to establish the definition of the problem mentioned at the beginning. In order to get real information, we used the following methods: questionnaires (were disseminated to two different categories of respondents: students who want to get a job, on one hand, and employers, on the other hand) and observations. The activities supposed data collecting, processing, analyzing and interpretation. In the end, we draw the conclusions, stressing the role of the university in training and educating the youth, preparing them for the challenges of the labour market.

Keywords: *education; labour market; educational policies; values, employers.*

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Introduction – Values within the European Dimension of Education

Beginning with 2000, the European Commission made recommendations to each and every European member state as concerns the promotion of a new type of education comprising elements of approach and coincidence in both its structural and educational content plans. The first common goals were education for democracy, long life learning education, as well as multicultural education. Actually, the modern society fights against violence, racism, religious and ethnic intolerance, xenophobia or lose of the traditional values [1].

As a result of the numerous problems rising due to the force of the events – demography, health, environment – education is pushed up to find out optimal present and future solutions.

The first stage is that of cleaning, purifying education; in order not to represent a source of difficulties, inequities, social, ethnical or religious fractures [1]. Education is one of the state tools that assure social cohesion, offers openness and flexibility for the international community and for other people, so its strength has to be reconsidered.

New Paradigms in the Educational Policies

The strategy “Learning Reorganization” targets a radical change of the educative systems, focusing more and more on the learning results, mainly on knowledge, competences and aptitudes the students gain. To be only but a participant at the educational process is no longer enough. Besides, the basic knowledge in reading, writing and counting has to be considerably improved; the entrepreneurial competences and the initiative have to be also consolidated.

In order to assure a greater compatibility of learning with the necessities of the students and of the labour market, the assessing methods have to be adapted and up-to-date. One also should intensify the use of the TIC and of the open educational resources within all educational contexts. The teachers have to improve their own competences through periodical training. The strategy requires the member states to consolidate the connections between school and employers, to close the companies by the classroom and to allow the youth discover the work universe by intensifying the learning activities in a professional environment [2].

The European Commission and the Europe Council initiated a series of activities which propose the learning of the common language for a European citizenship. Thus, they wanted to familiarize the European inhabitants with the usage of the foreign languages; to introduce the concept of linguistic portfolio for a

mutual understanding and the free access to a series of information in a multilingual and multicultural Europe.

The new educations adapted to the education dimensions were defined as follows: education for human rights, education for democracy and civics, education for peace and disarmament, education for tolerance, education for development, education for environment, intercultural education [3].

In accordance with the European desideratum, the Learning Law in Romania mentions in article no. 2, point no 1: The educational ideal of the pre-university system of learning consists in free, integral and harmonious development of the human individuality and in assuming a real value scale necessary for constructing economics and knowledge society [4].

Literature review

Referring to the issue under discussion, specialists analyze different aspects of it: some talk about self-actualization of employees and supportive employer-employee relationship, which is ever more important, that maximizing productivity [5].

On the other hand, speaking about the values the organizations promote, the specialists note the willing to make efforts, knowledge sharing or using it. Leaders and teams make efforts in order to implement principles that govern the organization life; they reflect the vision and the values to be promoted [6].

Some specialists refer to the effects of adapting national policies to globalization, considering them complex and inter-related. Thus, experts consider that the people develop a dual cultural identity that combines their cultural identity with the identity of a global culture [7].

One of the most comprising definitions of the concept of professional values could be the following: values are often seen as aspirations or driving forces, often not openly articulated, which effectively shape people's lives and determine where they will direct their energies and what they will hold to be of importance [8].

Defining the Problem

The problem defining is in a tight connection to the next stage, the data gathering, as the problem defining is done on the base of the collected and analyzed data [9]. The problem is, in fact, the expression of a need seen as the difference between the actuality and desire.

As concern our analysis, we started from empirical observations that the values disseminated by the pre-university and university institutions to their

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students are not assimilated sufficiently, so other milieus put a stronger and negative influence on them. Thus, a distinguishable difference is noticed between the values appreciated by the students in their future professional activity and the values required by the employers.

The research stages consist in: data collecting, processing, analyzing and interpretation.

The figure below (figure no. 1) presents the interaction between the stakeholders: education providers, employers and students (beneficiary). Area no. 1 represents the intersection of the three implied categories; it is necessary this above-mentioned area should overlap on an as much as possible surface and the particular intersections and the uncovered areas be smaller.

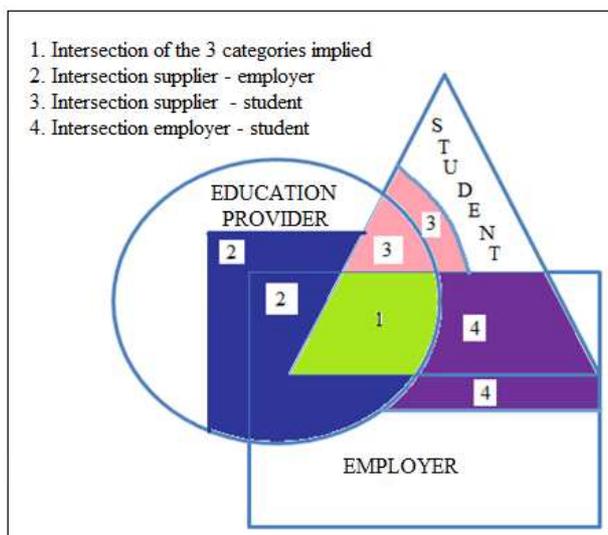


Figure no. 1. Necessities as difference between actuality and desire

Data Collecting

Data collecting is made having two purposes in mind: for a clearer definition of the problem and for a better elaboration and analysis of the options or directions.

The data was gathered from direct sources, using two instruments: questionnaires and observations. The questionnaires are our creations. They have been applied to two categories: employers (12 respondents) and future employees –

students in their last year of high school (109 respondents). The formers run small and medium companies. The latter category attends real and human studies. The employers and the students are from Campulung area, Arges County. Both questionnaires have simple structures; they are not overloaded, containing short and long answers (multiple choice and fill in).

The other instrument for collecting data is our observation that took place continuously, but in an unorganized way, during several school years and also by noticing the current reality.

The first question for students was: *The option for choosing the high school*. 46.8% said they made this choice personally. We have to notice that this process took place when they were about 14-15 years old; 43.1% chose together with their parents/tutors; 3.7% made the choice at random.

The second question referred to the brochures the Ministry distributed in schools, for helping students and parents made a choice for the high school and profile to be attended. The first three categories of answers (not at all, very little, little), summing up 80.7%, utter that the brochure did not count in making their choice; the rest of 19.3% say that the information was important and counted in high grade. We understand that the students and their parents (43.1%, as said above) were determined in their choice; they did not take into account the Ministry offer or the previous results.

In accordance with the previous question, the next one asked the students if they wanted to change the high school profile they attended. 75.2% would not change it, so they remain consistent in their initial choice.

The percent diminishes its value (64.2 are content) when students refer to the level of knowledge and competences gained during the high school years of study as compared to their expectances. Only 24.8% of the students would change the profile attended, but 35.8% are not pleased with it.

The question number 5 asked them if they consider of use the increase of the applicative subjects in school curricula; here we have almost one third for every type of answer: 32.2% do not consider as being necessary the increase of the applicative subjects; another third (33%) would increase the number with a quarter and the last third (34.8%) would increase with half or more the number of the applicative subjects.

After graduating the high school classes, the students receive a competence certificate. The next question asked them if they consider themselves prepared for applying for a job according to the obtained certificate. 52.2% do not consider themselves prepared, while 47.8% on the contrary.

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The seventh question received a wide area of answers. Students enumerated their opinions referring to practices for a better specialization. The figure below presents them, in a descending way (figure no. 3):



Figure no. 2. Students' opinions for a better specialization

As we see, the great number of choice is represented by item *practice* (33.8%).

As concern the legal age for work, only 19.2% of the students know it (16 years old).

The last question referred to discussions and panels with success business people. Here a great percentage of 87.1% answered affirmatively.

The questionnaire for the employers begins with the level of training of their employees; 33% consider it being not satisfactory. We remember that almost half of the students declare themselves unprepared for a job after graduating the high school. The difference might be covered by further studies (college).

75% of the answers to the second question utter that the employers are satisfied with their employees' quality of work, as compared to their position in company.

The level of knowledge accumulated during the school years helps the employees fulfil their job tasks is the next question; here 58.3% of the employers said that this level help employees at a low scale and 41.7% at a high scale.

The fourth question refers to the main drawbacks of the employees, which might have been corrected by the system of learning; these are: lack of practice, lack of professional training, lack of education, lack of specialization, lack of interest.

The fifth question is linked to the previous one: it refers to the main drawbacks of the employees on the whole. Here are the employers' first options: lack of seriousness (12), lack of training (4), supra specialization (2).

33.3% of the employers affirm that the percent between the theoretical and practical training is the optimal one; the other 66.7% consider it as being unjust. We noticed above that 64.2% of the students required the increase of the number of practical subjects in school, so the lack of practice is noticed by both categories.

The next question is: at what rank the abilities and the practical competences were developed by the (pre)university curricula in order to increase your employees work productivity? 67% of the employers are unsatisfied with their employees work productivity. The answer is in accordance with the previous ones, where both students and employers required the increase of the number of practical subjects in the system of learning.

As a consequence, 91.7% of the employers utter they are eager to accept practical training for students in their companies.

The first three qualities of an employee are to be – from the point of view of the employers: seriousness (18), qualification (4) and intelligence (4).

The main drawbacks the employers cannot accept are the following: vices as alcohol, (8), theft (3), lie (3). As we see, these drawbacks are connected to education, to the employees system of values. So, we see the need of investment in people.

91.7% of the employers affirm they trust the qualification courses sustained by EU, but only 41.6% trust the same type of courses, but organized by profile companies.

Conclusions

The need for intervention is imposed only watching the answer variations of the two categories implied: employees and employers. The education suppliers are somewhere between them. The universities have the difficult mission to bring to accordance requires with expectations. This can be done by following a series of ample activities, such as: to eliminate the perturbation factors which lack the target

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realization; to correlate the education output with the employers input, based on the vocational students qualities; to throw a communication bridge between the institutions during the period of specialization; to develop a virtual platform for practicing simulations of the real situations met on the labour market; to realize models for modern applications which point out the creativity in solving present problems; to presents the limitations of every categories implied in the process of learning in exact concepts; to detect the key elements of every participant categories.

We noticed that generally, employers' answers matched with students' answers. Thus, both categories stress the lack or weakness of practice in students training and the great number of theoretical subjects in school curricula.

Referring to the university roles in improving this situation, we propose the following actions:

- developing the transversal competences in students education; thus, the students can find easily a job according to his qualifications;
- developing students competences of communication in foreign languages;
- developing students computer competences;
- developing students personal marketing competences;
- developing students team relation competences.

As university curricula cannot comprise all the above-mentioned activities, students have alternatives: participation to Centre for Counselling and Career Orientation activities; attending the Didactic Training program, Erasmus programs, Centre of Professional Advancement, Language Centre and others.

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