

## PERSONAL DEVELOPMENT - A DRIVING FORCE OF CHANGING THE EDUCATIONAL ORGANIZATION

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***Abstract:** This paper presents the role and importance of personal development of human resources in the context of organizational change in the pre-university education system. Personal development is essential to all actors involved in the educational act and causes changes from the individual level to the organizational level. The teacher has to cope with all the confrontations that take place in the process of change at the organizational and educational level, but also in the relationships with others as well as with oneself.*

***Keywords:** personal development, educational system, organization, changing, teaching career.*

***JEL Classification:** I21.*

### 1. Introduction

In educational organizations, the process of change is required at each component level. In the broad sense, organizational change is being undertaken "to improve the performance of the organization, a change that takes place through a large and complex process that involves successive scrutiny of stages" (Brăduțanu, 2012, p.27).

In a narrow sense, the changing occurs at every person's level. People are the engine of any organization, and their personality influences its change.

The personal development of the organization's members means "the ability to invite other people together to advance towards a vision" (Szekely, 2013).

Thus, the person is personally transformed, being a circle of influence for herself and for others. This is most often reflected in the educational organization. Teachers are constantly exposed to the change process, being aware of the responsibility that arises during their teaching career.

### 2. Aspects of personal and professional development in the teaching career

Concerns about the study of the concept of personal development have been manifested since antiquity, by theologians, philosophers and psychologists, and later influenced by Oriental and Western religions. Today, many concepts and theories of personal development are used, tested and researched in the clinical psychology, cognitive and neuroscience.

Apart from scientific research, personal development has begun to emerge as a practical science accessible to anyone because people have become aware of the fact that it is in their power and it is up to them alone to improve their health, quality of life, relationships, level of spirituality including their own career.

For a teacher, the importance of development has become an axiom. Primarily, the teaching profession involves a permanent formation and development of the teaching staff, so that it engages in a process of changing that will periodically develop the didactic career until the end of it. He constantly improves his / her theoretical and practical knowledge in order to be as good as possible, adds new skills and qualifications.

The requirements of the educational system are, as a rule, constantly changing, there are always new things the teacher needs to be aware of in order to remain

competitive. This continuous training process is part of the professional development of each teacher.

Professional and personal development are two notions that, although different, are inseparable in the current context of the education system. They lead to continuous actions of change. But some efforts are needed to realize what needs to be improved, what new skills and behaviors must be learned in order for personal and professional life to follow the desired trajectory. Professional development is indispensable for those who aim at success in teaching and is closely linked to personal development if it is to achieve the proposed personal and organizational goals.

Personal development is a key element in the development of human resources by M. Armstrong (2005, p. 17) and represents "increasing the ability of an individual and harnessing his potential through life and education experiences".

Today, the idea of personal development is becoming more and more popular, especially among teachers. Regardless of the professional competencies acquired in the context of initial training or within the teaching staff, either formally or informally, we can not minimize the importance of the personal development of the teaching staff.

### **3. The importance of personal development in the context of changing the educational organization**

Prior to addressing the importance of personal development in the context of changing the educational organization, it is imperative to define key concepts.

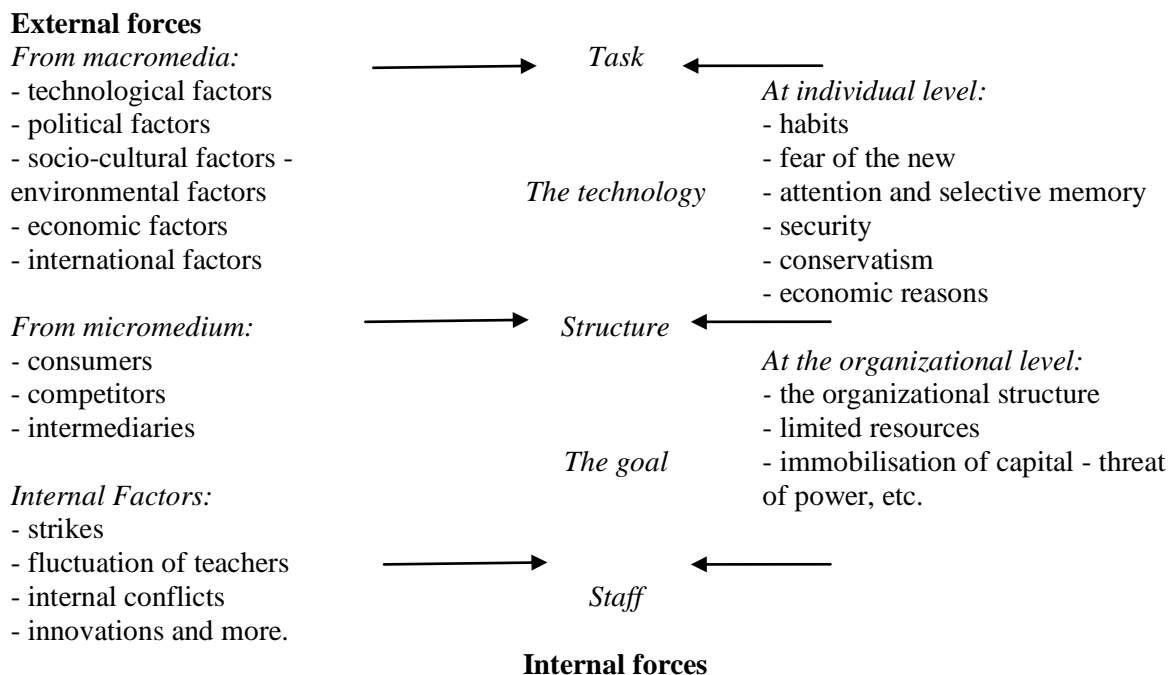
*To change*, according to DEX, is to replace one thing with another or someone with someone else (of the same nature), to give something of another form, another aspect; modify, transform, move; (about people) to change their appearance, nature, conduct etc. (The Explanatory Dictionary of the Romanian Language, 2009, p.959).

*The organization* is a collectivity of people who work together to achieve a common goal, untouchable for an individual.

"Inside, the organization can be perceived as having four components in interaction: organizational tasks, structures and systems, culture and people" (Repanovici, 2007, p.34). People come into an organization with their different skills, knowledge, experiences, personalities, values, attitudes and behaviors. It is necessary for their organization to adopt changes in order to survive in an increasingly unpredictable environment. The organization must consider the changing as a good opportunity, because it helps to grow and thrive. Changes can provide opportunities for people involved: increasing professional satisfaction, improving working conditions, improving adopted practices, increasing efficiency etc.

M. Şendrea asserts that change is "a process that includes a sequence of steps of a generally valid nature: the action of internal and external forces that demand a change in the organization", as shown in Figure no. 1.

**Figure no. 1. The dynamic balance of change**



Source: Şendrea, M., 2017. Drivers of Organizational Changes. *Economica*, 2(100), pp.16-23.

All internal and external forces, listed above, are reasons why organizational changes are inevitable, concluding that "only the organization can produce change within" (Şendrea, 2017, p.18).

M. Predișcan (2001, p. 14) states that "... *the organizational changing* is the action, a set of actions, a process that seeks to modify, partially or totally transform an organization, its component elements or the processes that have place here, allowing the transition, from the present state to a desired future state, which differs quantitatively and / or qualitatively from the first. The objective of organizational change is to establish a new state instead of the existing one".

In the conception of E. Mare (2006), organizational changing is the process of adapting an organization to the requirements of the environment in which it operates, through the partial or total transformation of internal processes and available or attracted resources, based on the anticipation of future reactions and the legal and effective management of the potential risks associated with the business environment.

Within the educational organization, the changing occurs imminently - it results from legislative, methodological, curricular changes, but the perception of change always relates to the actors involved in it - human resources.

As every ever-expanding organization, *the educational organization* is in a position of permanent adaptation to external requirements, to strategically improve the training arrangements, to give its members the certainty of continuous professional and personal development.

In any educational organization, staff development is currently a very important issue. Executives are permanently interested in working with specialized staff who has the knowledge, skills, abilities and attitudes necessary to professionally perform their job duties.

A brief review of the regulatory framework governing the work of the pre-university education staff indicates that a teacher should have multiple general and specialist knowledge, a range of skills and, above all, an extensive range of professional attitudes.

The question we ask is: does the teacher have the capacities to adapt to the changes in the educational environment as a result of the successive reforms of the last 30 years? Which personal skills have a greater influence on organizational change?

A possible answer can be found at I.R. Herman (2018), who presents besides the personal skills necessary for the individual development of the didactic framework, advantages and limits of his personal development. By actively engaging in their own personal development process, teachers can acquire "the necessary skills to adequately support their pupils' development needs." Recent research studies (Deni Sipler, 2006; Herman, 2018, pp.701-702) suggest that a personal development program for teachers is more likely to be successful when it includes: a management team of the organization that appreciates the importance of personal development:

- A global approach involving the entire organization;
- Positive relationships between staff and students;
- Promoting a positive environment in the educational organization and in the classroom;
- Teaching strategies that promote active participation and independent learning among pupils;
- A school curriculum containing concepts such as risk and protection factors, life skills, connectivity and adaptability.

Starting from the supposition that a teacher should be a good psycho-pedagogue to give birth to an interactive and formative universe for his students, the author (Herman, 2018) presents, on the one hand, a number of advantages of personal development of teachers, as well as its limits, which we synthesize in Table no. 1.

**Table no. 1. Advantages and limits of the personal development of teachers**

<b>Advantages of personal development of teachers</b>	<b>Limits of personal development of teachers</b>
<ul style="list-style-type: none"> <li>• Better adaptation to the requirements of the school and social environment;</li> <li>• Reducing the phenomenon of burn-out;</li> <li>• Increasing self-esteem;</li> <li>• Welfare consolidation and management of negative emotions;</li> <li>• Reducing stress and acquiring stress management techniques;</li> <li>• Developing the ability to creatively solve various problems;</li> <li>• Optimization of communication skills;</li> </ul>	<ul style="list-style-type: none"> <li>• The specific age of the adult and the social implications of the different roles played by the teachers;</li> <li>• Diminishing curiosity, which requires a restructuring of information according to the needs and interests of the teacher; the memory capacity of the adult is smaller, which implies an optimal logical and psycho-pedagogical structure of the volume of information;</li> <li>• Reforming or shaping the personality of teachers is often difficult because the adult is sometimes characterized by conservatism, stiffness and increased resistance to change;</li> <li>• The need to constantly duplicate the theoretical discourse with examples of real practical relevance;</li> </ul>

<ul style="list-style-type: none"><li>• Improve interactions with other educational actors (students, students, parents, work colleagues).</li></ul>	<ul style="list-style-type: none"><li>• Decrease in teacher authority, on the one hand, due to the often small age gap between educator and educated and, on the other hand, because social roles deeply mark the personality of adults.</li></ul>
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Source: Herman, I.R., 2018. Teacher's and students personal development needs-Theoretical perspectives. *The European Proceedings of Social & Behavioural Sciences*, pp. 701-702. [online] Available at: <[https://www.researchgate.net/publication/326044262\\_Teacher's\\_And\\_Students\\_Personal\\_Development\\_Needs\\_-\\_Theoretical\\_Perspectives](https://www.researchgate.net/publication/326044262_Teacher's_And_Students_Personal_Development_Needs_-_Theoretical_Perspectives)> [Accessed 04.04.2019].

#### 4. Conclusions

One of the priorities of today's knowledge-based society is to create a flexible workforce capable of keeping pace with permanent change through good management of personal development with a focus on personal development.

At present, this is a desideratum designed to help the teacher meet both the demands of the educational organization he is part of and the personal satisfaction in the current context of change. In this respect, personal development helps teachers to cope with all the confrontations that take place in the process of change at organizational and educational level, but also in relationships with others and with oneself.

Once the teacher has reached an optimal level of personal and professional development, he becomes a facilitator of change in his organization, his teaching activity having an impact on all the educational actors he will interact with.

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