World Conference on Psychology and Sociology 2012

About the Necessity of a New Educational Model in the Romanian Educational System

Ioan Scheau a *, Cristina Nanu a

* University of Alba Iulia, 5 G. Bethlen str., Alba Iulia 510009, Romania

Abstract

The present paper will present the necessity of a new educational model in the Romanian educational system in the light of the changes induced by the new Law of the National Education (2011). The research was performed by the questionnaire method, and the questionnaire was applied to teachers from the preschool and primary school levels, respectively to teachers from secondary and high school levels. The questionnaire was applied during February-May 2012 in Alba Country, Romania. The research revealed the fact that in this context a new educational model that takes account of the social changes after the communism is necessary. In conclusion, the new educational model must take into consideration the current changes in the society, it must be based on ethical, aesthetical and cultural values, while the role of the school is to impose it to the pupils from the Romanian educational system.

Keywords: Law of the National Education, Educational System, Educational Model;

1. Introduction

The present paper will present the need of a new educational model for the Romanian educational system in the light of the changes induced by the new Law of the National Education (2011). In the former Law of the National Education from 1995 the educational ideal was based on humanist traditions, on the democratic values and aspirations of the Romanian society and contributes to the preserving of the national identity, whereas in the new law from 2011, the educational ideal regards the free, complete and balanced development of the human individuality in forming autonomous personality and in assuming a system of values that are necessary for personal fulfillment and development, for the development of the enterprise, for the active involvement of citizens in society, for the social inclusion and for employment on the labor market.

A radical change of the educational ideal can be noticed and this change conforms to the European values taken over simultaneously with the accession to the European Union. But the introduction of a new educational

* Corresponding author: Ioan Scheau. Tel.: +40358104878
E-mail address: ioanscheau@gmail.com
model generates a series of questions. Is a new educational model necessary for the Romanian educational system? What aspects should we take into consideration in establishing a new educational model? What are the values this new educational model should be based on?

The present paper will try to answer these questions taking into consideration the opinions of preschool, primary/secondary school and high school teachers, namely the opinion of those who should implement this new educational model.

2. The design of the research

2.1. General information

The research was performed by the questionnaire method, and the questionnaire was applied to teachers from the preschool and primary school levels, respectively to teachers from secondary and high school levels. The questionnaire was applied during February-May 2012 in Alba Country, Romania.

2.2. The purpose and the hypothesis of the research

The purpose of the research is to identify some aspects regarding the need of a new educational model for the Romanian educational system in the context of the current changes of the society.

The hypotheses of the research were:
1. The new educational model is in accordance with the current social changes;
2. The new educational model must be based on values;
3. The new educational model may be imposed at the pupils’ level.

3. The interpretation of the research

3.1. Information about target group

Being just a preliminary research, the questionnaire was applied to 46 subjects, teachers from preschool, primary, secondary and high school education, from Alba county, the average age was 37 years and 22 months; 43.47% of them were from urban areas and 56.53% were from rural areas; 15.21% were men and 84.79% were women.

3.2. The new educational model is in accordance with the current social changes

The first question addressed to the subjects prospected for the necessity of introducing a new educational model in the Romanian educational system. 89.14% of the subjects admitted the need for a new educational model, only 10.86% of the subjects asserted that it is not in the right moment for this, asserting that the current system should focus on the modification of the national curriculum and on the introduction of the modern teaching-learning methods.

The subjects were then asked to express their opinion about the next aspect – which component should have priority in establishing the new educational model: the Romanian tradition or a successful model from another country. The answer to this question were: 8.69% from the questioned teachers asserted that the Romanian tradition should establish a new educational model; 4.34% asserted that a successful model from another country must be imposed, and the rest of 86.97% asserted that a new successful model must comprise both: to take into account the Romanian tradition, but also to take successful elements from another educational model. The main
reason of the former was that the Romanian educational system had success in imposing a new educational model (even in communism with the famous “new many-sided developed man”), but in this moment it is also necessary to relate to the existing situation from the European Union, Romania being a member of EU.

The next item asked the subjects to mention if in case a new educational model will be imposed, the whole educational system must be modeled depending on this ideal or just a part of it (e.g. educational teaching lines). The answers were as shown in the following figure:

![Figure 1](image_url)

Figure 1. Teachers’ answers to the question whether the educational system must be modeled depending on the educational ideal

3.3. The new educational model must be based on values

In the second part of the questionnaire the subjects were asked to indicate which values should be the base for the new educational system, and which would be their source, namely who should impose them and how the European values should be combined with the national values in the new educational model.

When the subjects were questioned about the source of the values included in a new educational model, 28.26% considered that the source must be the Romanian tradition, 18.69% considered that the source should be successful models from abroad, 8.43% considered that the source should be found in the twinning of the Romanian tradition with the educational alternatives that were adopted in the last years in the Romanian educational system. The rest of the subjects mentioned as the source for the values: kindness, society, European values, Romanian elites or culture.

To the next item the subjects were asked to decide which values should be compulsory a part of the new Romanian educational model. First, the discussion was about the categories of values, and the situation is presented in the next figure:
Figure 2. Teachers’ answers about which values should be a part of the new educational model

Then, the issue of the values was discussed, and the situation is presented in the next figure:

Figure 3. Teachers’ answers about which values should be part of the educational model
In the end, the subjects were asked to define the educational ideal – as they saw it – as a twinning between the national tradition and the European values. They were concerned namely to identify the problems of the current educational model rather than to build the features of the new model. Thus, they specify the fact the current educational model does not comply with the European level: it is not connected with the social reality, in fact it is outdated due to many renewals from the recent past that consisted from the chaotic introduction of foreign elements which had a negative effect on the entire educational system. Therefore, results that a new educational model is needed, and this model should take into consideration as well the tradition, assuming the good elements from the current model, as the external influences, assuming elements from other educational models, for example the correctness of the Germans.

3.4. 3. The new educational model may be imposed at the pupils’ level

In the last part of the questionnaire we wanted to find out how can school contribute to accomplishment of this new educational mode. In subjects’ view this can be done by accepting the double role of the school that of informing-forming, but the accent should be transferred from theory to practice so that all the theoretical knowledge to be applied in practice. Moreover, to accomplish this model we must consider each pupil’s capacities and competences so that the model should fit to each pupil. The models we offer to these pupils in the real life are also important.

In order to impose this model to the pupils a sort of motivation is necessary, direct involvement of pupils in all activities performed, pupils being responsible for the social activity, for the time, and not lastly all educators should have a pedagogical vocation.

4. Conclusions

During the research we found out that all initially assumed hypothesis of the research were confirmed. Therefore, we can assert that, in teachers’ view, the new educational model takes into consideration the current changes in the society, it must be based on ethical, aesthetical and cultural values and it can be imposed to the pupils. But this process requires time because it cannot be done at short notice, so that we must be patient for the new law of education to work.

References