

BABEŞ-BOLYAI UNIVERSITY
FACULTY OF SOCIOLOGY AND SOCIAL WORK

PhD Thesis Summary

Malfunctions in the National Education System

- Case study -

Physical Education Teachers from Pre-university Schools in
Cluj-Napoca

SCIENTIFIC COORDINATOR
Prof. Univ. Dr. Vedinaş Traian

PhD STUDENT
Hăisan Angel-Alex

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Keywords: educational system, teachers, physical education and sport, quality of life, pre-university schools, Cluj-Napoca, data mining

I. Introduction

The national education system represents an actuality theme, through the multitude of theoretical aspects contained and as well from a practical point of view, with implications in all domains of life: cultural, social, economic, politic, etc. With the adherence to the European Union, the national education system had to go through restructuring and reforms, with objectives such as reducing school dropout levels, increasing the level of literacy or the one of teachers training, in order to obtain a competitive international system. All these regulations have contributed to the creation of new structures and opportunities, but also created new problems, especially concerning teachers and their degree of adaptability.

The national context in which these changes occur is not a favorable one, contributing to the hinder of transition by creating a general state of confusion that is felt in all areas. These aspects are highlighted by numerous studies and statistics, conducted in order to know the actual state of things.

In the present paper we intend to analyze the current education system in order to identify the issues related to physical education and sport domain and the way these affect the people who form it, especially teachers.

I have chosen this professional category, having both subjective and objective reasons. Among the subjective ones I could fit, among others, the desire to get to know the teachers from the perspective of a colleague, because I am also a part of this category, even if I'm not a practitioner. The objective reasons underlying my approach, would be on one hand that in the present moment, when more than ever it should be given a great importance, the physical education domain knows a depreciation, being one of the worst seen in the national education system and as a consequence of this the quality of life of physical education teachers and sports is not recording satisfactory levels.

Starting from these premises, after a thorough theoretical research we were able to identify the concepts with which we are going to work: national education system - physical education and sport / physical education and sport teachers - quality of life.

We have structured the thesis in two parts. In the first one we've tried to delimit, from a conceptual point of view, the three areas with which we are going to operate. Regarding education and training our aim was to highlight its evolution and to describe the current situation. Moving on to the physical education domain, we've tried to explain the terms and its importance to society, treating it in the end as a part of the educational system. The last concept, quality of life, after a brief presentation, tries to familiarize the reader with the latest results in the field, both in the European Union and Romania.

In the second part we find the results of the studies carried out in order to achieve our initial goals. Thus, in the first study we've examined how physical education has evolved since its introduction in Romanian national education system so far and tried to discover if this area has experienced a decline in importance after the fall of communism. With the help of the following two studies, we have tried to delineate the quality of life of physical education teachers from pre-university schools in Cluj-Napoca and to outline their profile. Finally, through the last three studies we've attempted to provide answers, using data mining methods, to some of the most important problems identified: What are the factors underlying the decision to evaluate the education system as being one of a low quality?, What makes our subjects to affirm that they belong to certain category of income? and What makes them want to emigrate?

This paper represents an explaining and understanding approach of the reality from different perspectives, an institutional one by integrating the domain in the educational system, a personal one from the point of view of the physical education teachers and educational through its very purpose. The entire investigative approach was unrolled having in foreground the physical education teachers working in pre-university schools in Cluj-Napoca. We've tried to offer an objective description of their personal and professional life, highlighting both the positive and negative aspects of their profession. The data obtained by distributing the questionnaires were completed by the ones collected in the field, through the observation method, making our approach to life to be as well sociological and anthropological.

We've certainly met challenges in achieving our goals, given the complexity of the topic being difficult to identify factual reality. However, we believe that the results satisfy the need of knowledge, at least for the current level and the future research directions identified increases its value.

II. Theoretical background

1. Romanian educational system

"Everything we don't have from birth and which we need when we are older, it is given to us through education. This training comes from the nature or things ". This is how the illustrious french thinker Jean-Jacques Rousseau was defining the importance of education, in his book "Emile" (Rousseau, 1979). In the same Enlightenment period, the great german philosopher Immanuel Kant, influenced by Rousseau, was attributing education, in the introduction of his paper "On Education", even a more important role, being in his opinion the basic condition to become human: "Man can only become human only thorough education. He is only what education makes of him" (Kant, 1904). Therefore we consider that the educational system of a country sits at the very base of the society. It can decide the fate of a nation, establishing standards for future generations. If we look at it from an abstract-idealistic perspective, the concept of educational system can be compared with a helical motion with an evolutionary trend on the time axis, in which past generations set higher standards for the present ones, which in turn do the same for the future ones. For the reasons stated above, it should be considered a priority, carrying with it the enormous responsibility to train future leaders from various fields, such as political, economic or social. These people are the ones who will have to demonstrate clear thinking, be impartial, be able to take the right decisions and prepared to take responsibility for them.

We have analyzed in the first chapter how education has evolved in our country, from the most primitive forms, until present times. Following this approach, we can consider education a very powerful tool, which used properly, although it requires long periods of time, can produce the desired results. We saw how from an early stage, the church managed to use writing to make its ideology known, which led to the formation of a network of institutions around monasteries which could be considered the base of today's educational system. Along with the development of society, the domains of life diversified, leading to the increase need for specialized personnel, the authorities realizing the usefulness of education in training people to perform tasks. We are thus witnessing to a migration of this area towards the state, knowing in the end, when it was understood the scientific nature of education, an etatization and secularization. Education has long been a privilege of the rich, who were also few and the period in which signs of change were arising in this matter failed to develop, leading to riots that ended by reversing the situation, the power getting in the end in the hands of the many, who had been deprived of education. Unfortunately, education isn't above political regimes,

being just a tool that subordinates to them. So when our country came under a totalitarian regime, education has become the ideal tool for spreading the new ideologies, beginning from the earliest ages. After years of indoctrination, the large mass of the population, had been reduced to the stage of performers, who in the moment they have inspired the air of democracy did not have the necessary knowledge in order to make better decisions in order to carry out a change for the better. They couldn't, lacking both culture and high moral aspirations or a system of values and principles, things that are formed through a quality education.

All these problems from the past make their presence felt more keenly now than ever and if effective corrective measures won't be taken, adapted to our society for the benefit of the population and its future leaving aside any hint of political interest, perhaps we will get to witness live the forfeiture of a nation that statistics are already looming.

2. Physical education and sport

Plato was saying that "we will be perfectly entitled to call a man fully educated the one who, in the most suitable way, will know to cultivate his soul through gymnastics woven with spiritual concerns." (Bezdechi, 1930).

The harmonious development of the body is of particular importance for the individual, representing since ancient times a companion for spiritual development and health.

We saw at the beginning of the previous chapter, how gymnastics was used, in the athenian system of education, along with lectures from diverse fields to achieve the human ideal. Thus when Aristotle was trying to define the baselines of an ideal society in his treatise "Policy" of course he had to consider the harmonious relationship between body and mind, the individual should have: „It is necessarily, to deal with body before thinking to the soul; and after the body we have to think of instinct, although in the end the instinct forms for intelligence, and although the body forms for the soul." (Petecel, 1980).

The contribution of physical exercises, carried out scientifically, to the maintaining of an optimal state of health has been demonstrated by numerous studies, with no further need for any confirmation. The great physician Iuliu Hațieganu, himself saying that "Medicine recognizes the principal role of physical education in maintaining the health of communities. All sanitary laws put physical education on first place, counting it as a capital element in prevention." (Bezdechi, 1930).

Unfortunately we are witnessing in the present, regarding the physical education domain, a lack of involvement on behalf of the state authorities. National education system must embody the awareness authority among the population on the benefits of movement. It represents the only way of access, without any fees, to movement in an organized environment, after scientific methods of a large mass of population and should be the one that sets the bases of a physical culture among it. A greater importance should be given to this area, now more than ever, because through physical exercises could be combated numerous medical or psychosocial problems, who are felt nowadays among school population.

The second chapter gave us a perspective on physical education and sport domain. We could see how such a domain, simple in appearance, which in the opinion of many is limited only to "kicking a ball", if implemented in a rigorous scientific way, it may have a complex beneficial influence on the human individual, acting on more than one plan.

In order to raise awareness among individuals on the development opportunities offered by this area, we have considered in the first instance that we have to explain the difference between the two concepts that it encloses: physical education and respectively sport, by delimiting the area of responsibility of each of them. We have seen further how physical education and sport through the functions it embeds, offers besides a physical training of the body, a hygiene education, which is closely related to the health of the population, an intellectual, moral, esthetic and technical education, which influence human personality, a training regarding leisure time, which has a strong social character, or a development within established rules of the competitive spirit, so necessary for survival in today's society.

We tend to believe that we also emphasized the importance of physical education teachers, through its quality of implementer of the theories related to this field. He is the one that transposes the theory into practice, which will reflect in the end in the knowledge and attitudes acquired by students. Unfortunately we must admit that professionals currently present in the educational system do not possess the necessary knowledge or if they do, they don't feel motivated to put it into practice, as evidence being the large number of students poorly physically educated and with health problems.

To the above ideas is also contributing the attitude of the society towards this field, which is seen as being one of a low importance. Parents often in their desire to give children a better future, neglect the importance of physical education in their development, redirecting

the time destined for movement to the study of other fields. We are witnessing a changing society and technology gains more and more ground, which does not encourage real social interaction. Physical games remain the simplest method of social interaction, at the fingertips of anyone.

Finally, we believe that physical education can change attitudes, because it is the only domain present at all levels of education and it has the great capacity to be able to exercise a versatile educational action on large masses of population, in a pleasant way.

3. Quality of life

The analysis of the quality of life of individuals, both at a macro social level, represented through politico-economic international intergovernmental or state entities and micro social level, represented by different socio-professional categories, it is necessary first to determine the level at which it situates at a certain point and secondly to determine whether the various social programs and projects undertaken by state institutions or other organizations in order to correct the identified problems have the desired effect.

The data obtained from studies aimed at the quality of people's lives, due to the complexity of this field, may be also useful, in addition to determine the effects of social programs and projects, to explain and make predictions about a particular behavior or to determine profiles, consume models or patterns in the communication of the individuals.

When analyzing the quality of life of a particular group in order to obtain results as accurate as possible, we should keep in mind that this is an evaluative concept, defined by the average of all indicators monitored, both subjective and objective associated with individuals forming the group and that it manifests itself in a macro environment independent of them.

Even though this concept refers to the groups, we must not forget that these are made up from individuals. The great american football coach Vince Lombardi, who has dedicated his entire life to this sport, often putting it above all, even to his beloved family, said, referring to how the quality of life should be addressed by the individual, the following: "The quality of a person's life is directly proportional with their commitment to excellence, regardless of the chosen battlefield". So we consider that as long as the subjective side of quality of life does not register high values, that can be obtained only through a conscious action on behalf of the individual, the results of the quality of life as a whole will not be satisfactory.

In this last chapter of the theoretical part, we will get closer to our main topic of interest, quality of life physical education teachers, by approaching the quality of life domain. We will try to define it by presenting the various existing approaches and to analyze it from the perspective of its defining elements. Finally we will make some general remarks about the quality of life in the European Union and some particular ones for Romania.

The third theoretical chapter of the thesis, gave us the opportunity to explore the quality of life domain. We tend to belief that we've succeeded in defining it, covering most approaches that are meet in the research literature, but without claiming to have covered every aspect that defines it.

Although it is a relatively new field, it rapidly evolved due to its attractiveness of the approach mode offered. We saw how it represents a useful measurement tool because it places the individual's subjective assessments in a context determined by the objective conditions of society, providing a complete picture of life. Due to the variety of the domains applicability dimensions, it is crucial that the researcher will be able to choose from the multitude of available social indicators, the ones that form the set that will cover all aspects of the studied system, but without being redundant.

The quality of life domain got to be one of a major interest for the governments and not only because it helps to identify people's living conditions and monitors and evaluates the impact of social programs and projects. The study of quality of life in the European Union is conducted by Eurofound and through the studies conducted so far, in 2003, 2007 and 2011 they concluded that the increased cultural diversity given by the accession to the european space of new countries have also increased the challenges. These began to diversify after the adherence of Romania and Bulgaria and to grow after the trigger of the global crisis. Currently, the northern and western countries are mainly those who do not report major differences from previous periods, being in the top of the charts that monitor the positive aspects meanwhile southern countries and especially eastern ones face major problems.

Quality of life in Romania, in this moment is very low, when compared to the levels achieved in previous years and as well with the ones of other european countries. As we could see, many of the indicators used by the Romanian Quality of Life Institute to monitor the quality of life reach values comparable to the ones from the late 90s, some recording in 2010 absolute minimums for the period that has elapsed since December '89 so far. Taking all this into consideration, the optimism of the population still records high values, being confident in

what its future holds. This aspect is not necessarily a good one, as we have seen from the analysis of Zapf's theoretical model. The population that is reporting a high subjective well-being, manifested in a low objective context is forced to adapt. Though adaptation can represent an attractive solution for the moment, because of its high degree of acceptance, on long term it could have serious repercussions.

Zamfir and his team of researchers manage to highlight extremely well the causes that led to the situation that our society is experiencing today and at the same time to provide solutions to rectify them, in the "Conclusion" chapter of the social report "After 20 years: options for Romania".

III. Case studies

1. Explorative studies

1.1. Physical education in Romania

The physical education domain is, as shown in the second chapter, a complex one, which influence the individuals development on multiple levels. Its evolution, due to the fact that this domain is part of the education system, which as we saw in the first chapter always subordinates to the political regime in power, had continuously oscillated. It has an interesting history and has developed mainly because of the passion and dedication of ordinary people, backed by influential politicians.

It initially attracted the attention of the authorities and population with its spectacular exercises and later became appreciated for its beneficial effects on the body. It later became a tool in preparing armies and people for work and after the Revolution of '89, due to the fact that it didn't serve to a purpose anymore it didn't find the necessary support from those in power, loosing its utility and knowing a decrease in importance being in the end marginalized.

We believe that is essential to follow the evolution of the physical education domain in time because it will allow us to identify the factors that determined its apparition, how it came to be included in the educational system, how did it fluctuated within it and what are the aspects of life with which it has been associated over the years and what people have decided its fate. We intend to highlight through this study, how physical education has evolved since its introduction in Romanian education system so far, trying to monitor the interest for this domain based on the number of hours assigned and actions of authorities. We will also try to

identify if this area has experienced a decrease in importance with the fall of communism and if so, what were the aspects that contributed to this.

This study allowed us to analyze physical education as part of the educational system. We saw how for the royal period, it has gradually moved from an optional entertainment activity to a military one and then it was conferred an educational value and a compulsory character being considered beneficial for physical and mental health of the individual. However, the unstable political situation of the time, caused by the numerous changes of government, failed to give it the necessary development environment, presenting numerous variations. Yet it always found support in influential politicians like Take Ionescu, Spiru Haret, Angelescu or Nicolae Iorga.

For the communist period, physical education changes, as it was expected, its purposes, being seen as a way to physically prepare people in order to have increased efficiency in work, which was the epicenter of the new industrialized society. Around this time, sport will gain momentum, many numerous sports facilities being build and the number of clubs and participants to this kind of activity knowing an increase too. This spread drawn with it a serious consequence on physical education, namely the "sportivization" of it.

After the revolution, physical education began in our country also to know, in accordance with the global trend, a decrease in importance. This occurred due to factors such as low status of the field in the educational system, reduction of funds, the way the curriculum was compiled, poor teacher training or the number of hours allocated. Although interest in the physical education was decreasing it was noticed an increase in interest in sport, probably in the beginnings due to the extended access of the population to international sports events and later because of the economic potential. This may have also been thanks to the way people looked at sports, especially due to the sportivization concept imposed through physical education classes. Almost all sports, having easy to understand rules and showing a competitive nature, were quickly adopted by the general population and young people from those times, having in mind the western idols, were seeing this domain as an opportunity of assertion, of gaining notoriety and a respectable social and material status in an easy way.

Nowadays, the "sportivized" character of physical education classes is maintained, probably being one of the reasons why this area is not so loved by children and seen with skepticism by parents. It is identified however, at the urging of the European Union, a

direction that promotes the achievement by individuals of well-being through physical activity.

In terms of physical self-education of the population, if we consider Maslow's pyramid, you can not claim from them to show interest in such an area, for any of the periods taken into consideration, as long as they were facing and still are difficulties in meeting their basic needs.

1.2. Life quality of physical education and sport teachers¹

The quality of life evaluation, for different socio-professional categories, finds itself and the intersection of multiple fields, thus needing an interdisciplinary approach. In order to study the quality of life we have to take into consideration indicators from various fields, as the ones used by European Quality of Life Survey. These indicators refer to aspects like: economical situation, professional life, social life, family life, level of satisfaction, health and housing and environment. In Romania the quality of life is monitored by the Research Institute for Quality of Life. This Institute was established in 1990 and has been studying the quality of life of the Romanian citizens annually until 1999, after which it presented reports in 2003, 2006 and 2010. According to their last study the Romanians quality of life knows a diminution compared with the precedent years, many of the indicators knowing a decrease and some of them a recurrence to the level of the ones from 1999 or even below. This particular fact is worrying because the year 1999 was considered to be the hardest in the transition period because the values registered were the lowest for most of the indicators (Mărginean, și alții, 2010).

After consulting the research literature, we found few studies conducted on the teachers' quality of life. The most relevant one was carried out in China where the quality of life of the college teachers was studied by the Medical University from China (Ge, și alții, 2011). They concluded that this indicator was below the one of the general population, principally for the reason that teachers used more time and energy to keep up with the changes in the educational system.

Among the indicators taken into consideration in determining the quality of life there is also the national education system. The situation in the national education system is not very far from being critical. In the study that was designed by Centrul Educatia 2000+ in

¹this article has been presented, in a summary form, at "The 6th International Conference - Perspectives in the Science of Human Movement" organized by the Faculty of Physical Education and Sport-UBB in December 2012 in Cluj-Napoca, being published in the conference volume at pages 143-148.

collaboration with UNICEF entitled „School as it is”, they emphasize the poor professional training of teachers perceived by parents (Voicu & Ciolan, 2008). According to another study initiated by the Institute for Educational Sciences and UNICEF, the school dropout level is very high (Jigău, și alții, 2011). One thing is certain, the national educational system can't fulfill it's functions at the highest standards and we are witnessing to an increasing poor training of students. All this contribute to a decrease in people's perception on the educational system, as are also outlining the studies performed by ICCV (Mărginean, și alții, 2010).

This brings us to the targeted category, namely teachers and in specially physical education and sport teachers. We consider that they have an increased importance in the context of our present society, in which children face an increasing lack of exercise and human interaction. The functions of physical education should not be overlooked, probably this filed remaining the only one nowadays that can comprise and combine so many aspects of life, to help us to remain functional in society. Unfortunately this field began to lose it's importance, on one hand because of the lack of professionalism of teachers and on the other hand due to the measures that were taken by the leaders that went on to lead the Ministry of Education, Research, Youth and Sports.

Following our approach to outline the profiles for each one of the seven indicators that we have analyzed in order to establish the quality of life of physical education and sport teachers, we can state: this socio-professional category is situated towards the middle in which regards the economical situation, most of them managing to cover from their incomes daily needs, even if they declare themselves unsatisfied with the financial retribution of their job. Only few of them have a second job, fact that could confirm that their income covers their necessities. One quarter of them managed to spend at least one holiday per year in the last five years; regarding the state of health, there aren't serious issues, most of the subjects declaring that they don't have health problems. A contributing factor to this could be considered the high percentage of subjects that still practice a physical activity with regularity, over 80%; they have an accomplished professional life which harmonizes with the family life for most of the subjects, offering them professional satisfaction through the possibility of winning competitions and spiritual by interacting with children and helping them to overcome obstacles of physical and emotional nature; regarding social life over 3 quarters believe that the present direction of the Romanian society is a wrong one. There were some concerning aspects, a high percentage for the emigration indicator and the fact that teachers as members of the educational system consider it has a low quality; family life

records high levels, teachers having free time which they spent by relaxing or spending time with their family, most of them declaring that they have a „happy” and „very happy” marriage; most of them have in propriety a home and a car, rarely existing special cohabitation situations; level of satisfaction records a very good level, most of them declaring that they have accomplished „much” and „very much” in life. 38% declared that their profession is „under evaluated” and 9% regret that they have chosen this profession.

In conclusion we can affirm that the physical education and sport teachers from pre-university schools in Cluj-Napoca have in general a good quality of life, recording above average scores for many of the indicators.

1.3. Profile of the physical education and sport teacher²

Being a teacher – „fundamental profession in a society, noble by it’s nature, through which the persons that choose to practice it dedicate their lives to educate the new generations. They are persons that daily interact with children and guide them along their school life using their knowledge gained during professional and personal life”. This was the answer given to me by one of my former teachers when I asked him how would he describe a teacher’s job and it’s attributions.

The generations are changing and the concepts, unfortunately, along with them and instead of perfecting the educational system by giving a bigger attention to details and to what it is supposed to deliver the teaching process, it’s finality, we consider that the ones involved are getting more and more superficial, due to the multitude of activities, real or fictive, in which they are involved in order to obtain a better evaluation and the eventual benefits that could come with it.

We can affirm that following our approach to outline the profile of our socio-professional category, we have obtained the necessary data to finalize our study. In the following lines we present the profile of the physical education and sport teachers from pre-university schools in Cluj-Napoca. They are mostly men, with an age averaging 41,94. The majority are married and are Orthodox born in Cluj-Napoca.

They have finished their bachelor’s degree studies at the Faculty of Physical Education and Sport from „Babes-Bolyai” University. The master degrees are obtained at the same institution as the bachelor ones. A small number of our subjects follows courses in present.

²this article has been published, in a summary form, in the journal *Studia UBB Educatio Gymnasticae Artis*, Vol. 58, No. 1, year 2013, pages 71-80.

Regarding the sports in which they held specializations we haven't obtained relevant data due to the unclarity of the question. 2 persons out of 105 have managing functions in the institutions in which they activate.

A little over a quarter have declared that they have a second job. Average number of years of activity is situated around 17,32. Only a small number of subjects regret their profession and a large number evaluate the national education system as having a low quality. Most of them consider the financial retribution „unsatisfactory” and have only „spiritual” and „professional” satisfactions. They consider that their profession is underrated in the in the educational system.

2. Explanatory Studies

2.1. Factors that influence the assessment of the educational system³

The Romanian educational system, in the conditions of the prolonged socio-economic crisis, is confronted with a series of complex problems. According to studies made by the Institute of Science of Education supported by UNICEF, the dropout level is very high (Jigău, și alții, 2011). In another study entitled “School as it is” made by the Centre Education 2000+ and UNICEF, they point out the lack of professional training on the behalf of the teachers (Voicu & Ciolan, 2008), which together with the absenteeism of the financial motivation have a direct influence on the poor training of the students. Another concerning aspect would be the violence in schools, as another study made by the Institute of Science of Education points out. According to this study, the number of institutions which reported acts of violence (physical, verbal, etc.) is greater than 75% (Jigău, și alții, 2006). All of these contribute to a decrease of the populations' perception on the educational system, also revealed by the researches completed by the Romanian Research Institute for Quality of Life regarding the quality of life in Romania (Mărginean, și alții, 2010).

In conclusion, we can affirm that in this phase of our research, data mining aided to identify some of the most important factors in teachers' own evaluation of the educational system. Although it scarcely explains the whole relationships between the indicators, necessitating a thorough analysis by sociologists, it offers a starting point in the study of unapparent pattern identification and for our future research.

³a version of this article has been presented at "The 12th WSEAS International Conference on Applied Informatics and Communications (AIC '12) - Advances in Applied Information Science", organized by World Scientific and Engineering Academy and Society, in August 2012 in Istanbul, being published in the conference volume at pages 160-165.

2.2. Factors determining membership to a particular income category⁴

This present study represents a fathoming of the relation discovered through the previous one, according to which there is a connection between respondents' marital status, income, more exactly the way how they assess that their incomes cover their daily needs and the evaluation of the national education system quality.

From all the connections established in our initial experiment, we attempted to determine a significant relationship: between married male subjects and their viewpoint about the educational system, based on their perception on how their financial needs are covered by income.

Following our approach to identify the correlation between teachers' income and the evaluation of the Romanian educational system, we tried to discover what determined our subjects to belong to one of the four income categories. We could not attest, as we thought at the beginning of our study, notable differences with the other financial indicators taken into consideration, all of them being relatively stable to all four categories. Although our groups had a reduced number of subjects and an unequal distribution, we consider worth mentioning that the only indicators that registered notable changes were the ones referring to age, number of holidays and will to emigrate.

The indicator on the holidays spent in the last five years, looks to be a financial sign differentiating the four groups. Therefore, teachers who managed to spend fewer holidays would have more odds to evaluate their incomes as being low.

We can also observe that the age increases directly proportional with the way the subjects evaluate their income. For that reason, teachers who considered their income as not enough for the basic necessities had the lowest age average, of 40.83 years. This number increased to 50.72 years for the ones who declared to have everything they needed. This proportion may be explained by the fact that young do not evaluate objectively their financial status – even though we could see from other indicators that the financial situation was approximately equivalent for all four categories.

The last varying indicator was the will to emigrate. We could see that teachers belonging to the first category were more willing to emigrate than the ones from the last category. This determination could be interrelated with the income and age indicators. The will to emigrate was stronger for the younger teachers, who also felt their incomes did not

⁴this article is an extended version of the previous one and has been published in "International Journal of Mathematical Models and Methods in Applied Sciences", Vol. 7, No. 3, year 2013, pages 277-285.

cover even the basic requirements, while it gradually decreased for older ones who stated to have everything they needed and thus felt no need to emigrate.

2.3. Factors that influence the will to emigrate⁵

Romania has been confronted in the last decade with a major diminution of its population, which dropped under the 1966 numbers, with a total of 19.042.936 people - according to the preliminary results of the last census. The same census estimated that approximately 910.264 persons left the country legally for a period of at least 12 months with the purpose of finding a job, for studies or business (Comisia Centrală pentru Recensământul Populației, 2012). In order to get to the real number estimated by the experts (Mihai, 2012) – 2.1 million Romanians that have left the country to work abroad – we have to condense the number of stable population with another 1.2 million, making the situation even worse.

These numbers are especially worrying since it was found that the emigrants' age was situated in the fertile interval of 20 to 35 years. Moreover, over 60% of those that left were females (Prițulescu, 2012). If we attach to this the financial reasons, we could find an explanation for the fact that the birth-rate is getting lower in Romania, as we could see in the third chapter of the theoretical part.

The family is considered to be the base cell of the society. Accordingly, the consequences of emigration on families are serious – the worst case scenario for the families with children is when the mother leaves. In numerous cases it produces a family scission and the alienation of its members. Children that come from with this kind of background grow up deprived of absolute indispensable feelings to their evolution as individuals. According to a study developed by the University from Warwick in 2005, a happy marriage generates a wellbeing state equivalent to wining one hundred thousand dollars annually (Wilson & Oswald, 2005). Children rose into a pleasant and happy environment with both parents beside them, cover a more successful life. The effects of emigration of one or both parents were debated in various studies. It was agreed that it can affect the parental couple, especially if the mother is the one that leaves. In addition, the effect is felt by children, being deprived of the parental affectivity. Other effects on children could represent the absenteeism of a model during the psychological development, that could cause school dropout or the development of a deviant behaviour (Ciupercă, 2012). Children raised by such couples could develop disharmonic personalities and as might not socially integrate as matures (Pescaru, 2010).

⁵a version of this article has been submitted for review to the journal "International Migration Review"

Besides the emigration issues, there are other problems that should be taken into consideration, like the increased rate of divorces, declining rate of marriages, increasing mortality and low life expectation, all leading to an aging of the population and outlining a critical situation.

In a study presented earlier, the one referring to the quality of life, we have identified that teachers of physical education and sport from Cluj-Napoca consider the national education system as being one of a low quality (Hăisan, 2012), which can be attributed to gender, age and income (Hăisan & Breșfelean, 2012a), but also to the number of holidays spent the last five years, in the case of the married male teachers (Hăisan & Breșfelean, 2013). Accordingly, we get to the category targeted by us, namely the physical education teachers. As we saw in a previous study, in school, where theoretical foundations of a physical culture are laid, physical education is considered to be one of a low importance, being placed on "etc." along with music and drawing, as teachers themselves affirm. In our opinion, the mission of the physical education teachers is vital, being the ones that interact directly with children, and being able to induce a love for movement and sport, that determine the good state of health (Bailey, 2006).

In conclusion to this ongoing study we consider that we have identified the indicators that could influence the decision to emigrate of the six categories studied.

In the case of the married teachers with children, we can initially talk about family and then about economical influences.

The ones who aren't married and don't have kids are influenced by their economic situation, followed by gender and life achievements.

Regarding the unmarried teachers with children, the study lot was too small and we consider that the results might be less relevant.

For the unmarried without children respondents, the decision to migrate is influenced primarily by economic factors, and afterwards by gender, achievements in life and being able to afford to go on vacation or not.

Even though some teachers are divorced, having children still counts for them, followed by the professional environment.

For the divorcees without children we consider that the results obtained might appear less relevant for the reason that the study group was small. It is worth mentioning that for the both divorced types we identified a connection with the professional environment.

Regarding the method used, we declared ourselves satisfied with the results obtained through the use of it. Data mining aided in establishing raw connection between indicators, based upon which we could continue with a comprehensive interpretation regarding the decision to emigrate.

IV. Conclusions and contributions

This research wanted to point out the importance of the educational system by following how it evolved from its earliest forms until present times and in particular to highlight the importance of physical education in the context of current education by bringing into question its importance to society. In the end, we've tried to evaluate the last link of this field, physical education teachers, determining their quality of life and profile and also providing answers, using informatics methods, to some of the actuality problems identified.

We believe that we have managed to outline a quasi-complete picture, by highlighting the current state of public education, the status of physical education in it and the profile and quality of life for physical education teachers in pre-university schools from Cluj-Napoca. The theoretical approach of the three areas was one from the outside towards inside, trying in the first place to position them on a temporal line and then to pass from general to the specific aspects. Once fulfilled these goals, it remained in the service of practical studies to familiarize us with our subjects, through an approach from the inside towards outside by offering them the chance to express their opinions.

1. Theoretical contributions

We would like to mention, first of all, that in our opinion the treatment of the themes in an international context should bring an increased relevance to our research. Thus, in an attempt to illustrate as closely as possible the areas with which we've operated: national education system, physical education and sport, quality of life, we've combined the results from the researches conducted at national and international level by the authorized entities, with the ones from the classical social literature. The research initiated by the fact that it has connected these areas led to the establishment of causal relationships. We believe that we've contributed to the strengthening of the ties, already established by other researches, between

how education and physical education affects the quality of life, which in turn influences the educational system, thus creating among them a strong interdependence.

A contribution that we believe it should be mentioned, because we haven't found it in any of the research literature consulted, is the identification of two manifestations of activities in the recreational function of physical education, active and passive. We also believe that it can be considered a contribution, the addition of the tenth classification type "global, continental, national" in the types of social indicators.

2. Methodological contributions

We believe that the present paper, by combining quantitative and qualitative methods, manages to provide an overview of the situation in the national education system and the problems it and its members are facing.

We believe that an added value is given to the present research by the addressing method according to which the data was processed. Thus, in order to establish relationships between indicators that seemingly have nothing in common, we used data mining methods in processing qualitative sociological data, succeeding to obtain the establishment of raw relationships between certain indicators.

3. Practical contributions

Although the results of this approach should draw attention of the authorities in order to correct problems such as decadent situation of education, the positioning of physical education in the educational system or the degree of training of physical education teachers, it is very likely due to the fact that it addresses to such a high level that the results will go unnoticed.

On the other hand we believe that the present study should contribute in changing the opinion of the personal situation of physical education teachers, both socially and economically, helping to eliminate the idea according to which they exercise their profession in the degree to which they are paid. The fact that they enjoy a quality of life above the average of the general population, although it represents a good aspect at a national level, we should keep in mind that in an European context they are positioned in the lower extreme.

4. Limits and future research directions

Regarding the limits of the present research, we could declare ourselves partially dissatisfied with the compilation of the questionnaire, which should've contain more multiple

choice questions and more indicators, but these things were conditioned by the obtaining the consent from the respondents to fill the questionnaire. Another unsatisfying aspect would be given by the representativity of some sub groups, given by the small number of respondents, who were considered in order to determine certain correlations.

As future research directions identified, we mention the possibility of extending this type of research to other teachers in other areas from pre-university schools, which would enable comparisons of fields and its application to physical education teachers from universities, which could facilitate the identification of differences generated by the levels of the educational system. Also, it can be extended to regional or even national level, which could allow the identification of differences on certain socio-professional categories, given by the geographic location.

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