Digitalization – a Key Factor in the Personal-Professional Development of Human Resources in Educational Organizations

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Abstract: In the European Union, we are trying to achieve an extended common area of education, that will have to face the challenges of a more global economy. The current European context offers the possibility of harmonizing VET education systems in the component countries and also the perspective of ensuring the education quality. Present-day researches show that students' emotional development is decisive for school and life success or mental health. An important role in this process is played by the human resource in VET education. The teacher must be able to provide the opportunity for students to identify, use, understand and manage emotions, in order to communicate effectively, to empathize with those around us, to overcome challenges and to prevent and mitigate conflicts. This research presents an analysis of the role of digitalization in the personal-professional development of human resources in educational organizations. Mindfulness practices are an important factor in intensifying focus and clarity of mind, processes that can help improve cognitive functions, ultimately having an impact on improving the balance between personal and professional life. This research presents the most important results regarding the need for personal-professional development of teachers through the processes digitalization. The data obtained are the result of applying a questionnaire on a representative sample of teachers from pre-university VET education, from Dambovită county. These served to shape a system of factors with a role in increasing the quality of the teaching process.

Keywords: *Emotional intelligence, human resource, students.*

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1. Introduction

The long duration of the global economic crisis at the beginning of the 21st century and the impossibility of overcoming it with the help of the existing possibilities of economic systems show an exhaustion of the potential of the previous technological model. In the field of industrial production, the crisis manifested itself for the first time in the overproduction of industrial goods and the impossibility of selling them on domestic or global markets, which led to the massive bankruptcy of industrial companies and increased protectionist measures by governments in different countries.

Starting from the premise that the ***Revolution 4.0*** transforms the activity, and the reorganization of the activity is necessary, education has an important role in increasing the number of competitive people on the European market.

Therefore, Industry 4.0 is a new sphere of industry, which has emerged as a result of the spread of new technologies - digital technologies and Internet technologies - that allow the development of fully automated production processes, involving only physical objects, interacting without human participation. Industry 4.0 creates traditional industrial products and new industrial products, which cannot be manufactured in other spheres of the real sector economy.

Emerging in the most developed countries, Industry 4.0 will spread rapidly (regarding the globalization of industrial production) and in other countries of the world, putting pressure on both the entrepreneur (by adapting the entire production chain to new technologies) and the employee (forced to adapt to new skills).

However, the literature includes a series of studies that address the issue of innovation in education, on the one hand, from the perspective of individual factors that contribute to school performance (e.g. teaching strategies, educational resources, teacher training, school climate , etc.), and, on the other hand, from the point of view of the integration of all factors in a common resultant (e.g. the establishment of indicators for monitoring school performance, through the introduction of innovation). First, the school behaves like any organization and therefore most concepts and general notions can be applied in this case: principles, potential sources [7], dissemination and adoption of innovation [3; 10], causes of change [12], barriers to change [11] or levels of influence [8].

2. Problem Statement

As technological progress developed, the ***process of automation and robotization*** accelerated, with a continuous and unprecedented impact on the way companies operate. First, digitalisation has brought about a radical change in the workplace and the way work is carried out. But, at the same time, all the actors involved benefit from digitization: ***the client, the company, the employee*** [6].

Experts believe that innovation in education is closely linked to social innovation. The latter has as its sphere of action various fields: education, administration, health, economy and aims to raise the level of public awareness on innovation for individual, social and economic development.

The succession of 5G generations does not represent a hierarchy of better or better used models [14]:

- (a) *Technology push* – rapid economic growth from the 1950s to the mid-1960s allowed a strong push for technology and the expansion of industrial activities in the Western world and Japan. The companies focused more on scientific discoveries, but not related to universities.
- (b) *Market pull* – from the middle of 1960s to the early 1970s, companies fought a real battle to meet market needs. Stronger connections were initiated between the research and development teams and the units operating in the market.
- (c) *Coupling R&D – Marketing* - from the middle of 1970s to the middle of 1980s, the central idea was to reduce operating costs, with an emphasis on rationalization, under inflationary pressure. It was an interactive model for connecting research and development with systematic market research.
- (d) *Integrated business processes* – with the return of the Western economy from the early 1980s to the middle of 1990s, the emphasis was on integrated processes and products to develop total concepts. Externally, close links have been established with important suppliers and customers.
- (e) *System integration & networking* – since 1990, the constraints imposed by resources have determined the need for flexibility and speed of development. Processes have been automated through resource and manufacturing planning. Strategic partnerships and ways of collaboration have been concluded, the final goal being the quality of products and services.

In general, questions arise about current and future job patterns, including future forms of employment, the notion of “employee”, and the role of the social partners. Moreover, there is a need for an adaptation of current labour legislation in correlation with the digital future. Differentiations may occur depending on the size of the companies (there will be comparable situations between large and small ones), in their attempt to maintain their competitiveness in the market.

From the employer’s perspective, qualification is a key challenge and one that needs decisive action. The challenge of skills in the production sector is becoming more pronounced as the industry becomes more digital.

The digitalisation of products and processes, as well as the digitalisation of work organization, are leading to ***changes*** in the ***skills of the workforce***. The necessary skill sets, both in old and new occupations, change. For some jobs and occupations this transformation will be quite slow, while for others this change must occur much faster. There is already a high demand for people with IT skills on the labour market today. Engineers and programmers are missing, but other occupations will also require an increase in digital literacy.

IT skills are becoming increasingly relevant, but other skill requirements are emerging. For example, there is a strong need for ***digital leadership***, with an understanding of how to create business models for the digital world.

A person’s ability to be creative and innovative can be assessed according to a number of criteria [1], including:

1. The ease of solving difficult problems they are facing:

A creative individual must be able to identify the problems waiting to be solved, come up with ideas to help solve them, and then solve them effectively. Being innovative means being able to provide ideas that serve as usable solutions to real problems, so you need to be practical. Among the features of an inventive man can be remembered: the spirit of observation, curiosity, the ability to make many connections, to deal with a multitude of complex elements.

2. Ability to take calculated risks:

Any invention involves changes and work in a somewhat unknown field (which contradicts the requirement to be a good connoisseur in the field). Therefore, you must be prepared to take a certain risk, which is inherent.

3. The ability to lead a group of people:

The ability to impose oneself as a leader somehow responds to a good opinion of one’s own ability to cope with problems that may arise. It is very unlikely that a man with a bad opinion of himself could ever be an

inventor capable of deviating from routine and imagining something entirely new.

4. The ease of communication with people:

It is not enough for a man to have a lot of ideas. He must be able to communicate them, to enter into a process of exchanging ideas and solutions with others. Today there are no more solitary inventors, the complexity of technological problems is too great and as a result teamwork is indispensable.

5. Rich experience in the field:

The history of science shows us that all great discoveries were made by very young people. There is no contradiction between the ability of young people to turn the world upside down and the need to be very well prepared and experienced in the field, as one would think, knowing a lot is by no means the prerogative of the elderly.

6. The desire to achieve in the field:

The desire to achieve is probably the argument that supports the innovative man when he struggles with the obstacles that appear in the work of innovation or in solving the problems that any leader inherently faces.

7. Lots of fantasy:

Imagining connections between seemingly disparate things undoubtedly requires a lot of imagination. Children do not lack it and that is why they are considered particularly inventive. Many inventors have been said to have been (or are) great children in everyday life.

8. Optimism:

The optimism of a researcher does not mean to believe that everything is simple and will be solved immediately, but to be convinced that for any problem a solution can be found, to approach things in a positive way. Of course, the reunion of all the above qualities is not always the case. We meet creative people, but they lack the ability to put into practice the coming idea, just as we will find people who are not necessarily able to generate very new ideas, but who manage very well to put into practice the ideas offered to them, in some way.

The accelerated digital transformation of the economy means that, at present, almost all jobs require a certain level of digital skills, as does participation in society at large. The collaborative economy changes business models, opens up new opportunities and new paths to jobs, requires different sets of skills and brings challenges such as accessing training opportunities. Robotics and artificial intelligence replace routine work, not only in the production department, but also in the office [2]. The term mindfulness is increasingly used nowadays, but not many people know what an important contribution it makes to our brain. More and more specialized

studies highlight the positive impact that the practice of mindfulness integrated in our daily routine has on our health, reducing stress and improving well-being.

Although it is difficult to find a unanimously recognized definition of mindfulness, because it has many different connotations, being an individual psychological process, it can be said that “it has the ability to see any situation from several perspectives” [9]. “It is the combination of continuous control of existing expectations, continuous refinement and differentiation of expectations based on newer experiences, the desire and ability to invent new expectations that have the meaning of unprecedented events, a more nuanced appreciation of the context and how to approach it, and identifying new dimensions of context that improve perspective and current functioning” [13]; “A state of consciousness in which the attention is focused on phenomena of the present moment that occur both externally and internally” [4].

According to studies, there are more and more requirements for introducing mindfulness practices in schools as tools to educate the emotional intelligence of today’s schoolchildren and tomorrow’s employees. Such an example is Brighton State School in Brisbane, where a group of teachers are already using mindfulness practices. Both school and parental pressures cause children’s anxiety disorders (according to the Queensland Department of Education, one in seven children ages 4-17 has such disorders). Mindfulness is a good partner throughout life, supporting us to practice the total presence in which to analyse all problems, without ignoring any of our own feelings, but at the same time, without being overwhelmed by them.

3. Aim of the research

The present research aims to analyse the perceptions of teachers in high school in Dâmbovița County, regarding digitalization - a key factor in the personal and professional development of teachers in vocational and technical education in Dâmbovița County.

The objective of the research: Digitalization analysis - a key factor in the personal -professional development of human resources in educational organizations.

Qualitative and quantitative research on digitalization - a key factor in the personal -professional development of human resources in educational organizations is based on the following ***hypothesis***: there is a direct link between digitization and the personal and professional development of teachers in vocational and technical education.

4. Research Methods

The investigative approach regarding digitalization - a key factor in the personal-professional development of human resources in educational organizations, consisted in an analysis of the answers to the questionnaire offered by the teachers from the high schools from Dâmbovița County.

The criteria for gender and area of residence were the basis for calculating the sample.

Table 1. The main component of the sample

Number of teachers	Sex	Residence	Number of teachers	Sex
1320	M	F	U	R
	383	937	980	340

Source: ISJ Dambovita

The sample was calculated over a 95% confidence interval, with a margin of error of 5% (Table 2). ***The information processing methods*** were performed by analysing the main components, using the Varimax rotation method (3 iterations) with Kaiser normalization.

Table 2. Errors and confidence

Margin of error	5%
Confidence level	95%
N	298

The investigative approach on digitalization - a key factor in the personal - professional development of human resources in educational organizations used a complex research strategy, which combines both quantitative and qualitative methods, with the aim of obtaining valid and accurate results on in the opinion of the teachers from Dâmbovița county.

Documentary Analysis

According to the Institute for the Future for the University of Phoenix Research Institute [5], there are six trends in future training:

- increase longevity
- job automation by introducing smart cars
- new ecological environments
- super-structured organizations - social technologies

All these trends may have the following implications at the level of initial vocational training: emphasis will be placed on developing skills in critical thinking, intuition and analysis, literacy and the integration of experiential learning through soft skills.

Recently, there are more and more requirements for introducing in schools the practices of mindfulness as tools with which to educate the emotional intelligence of today's schoolchildren, respectively of tomorrow's employees. One such example is Brighton State School in Brisbane, where a group of teachers are already using mindfulness practices. Both school and parental pressures cause children's anxiety disorders (according to the Queensland Department of Education, one in seven children ages 4-17 has such disorders).

In 2019, the "Smiling Mind" program was born, in which the Federal Government invested 2.5 million dollars, as part of the program to prevent suicide and mental problems. Mindfulness is a good partner throughout life, supporting us to practice the total presence in which to analyse all the problems, without ignoring any of our own feelings, but at the same time, without letting ourselves be overwhelmed by them.

5. Findings

Teachers are differentiated by a series of internal aspects, positive or negative, among which we mention: education (from the academic one, to the one acquired at work), solid knowledge in the specialized field, professional experience, transferable skills (communication, teamwork), personal characteristics (creativity, discipline, resistance to stress). Teacher training is more than a transition, faster or slower, from the academic environment offered by higher education (contextualized, implicit and subjective information) to acquiring professional skills (idealized, explicit and objective). The professional competencies of teachers know several dimensions: specialized competencies (profile knowledge, theory-practice relationship, introduction of new ideas and contents), psycho-pedagogical competencies (knowledge of students' particularities, optimal design of instructive-educational activities, as well as those of assessment), psychosocial and managerial skills (in organizing the class of students, assuming responsibilities, organizing and coordinating activities). In fact, teachers' answers cover the whole range of skills mentioned above. In the last year, they have carried out activities related to *mentoring or inspections of other teachers* (67.8% of cases) or *research for a topic of professional interest* (64.5%). The individual training was not neglected either, whether it refers to *courses / workshops (specialized or didactic)* - 61.8%, or aimed at *observation visits in other*

schools (61.3%). Perhaps all this contributes to the fact that the continuous training of teachers is regulated and mandatory, according to national legislation in education. Instead, there is a very low openness (less than 25% of teachers) to new study / qualification programs.

Considering the specified, the teachers are satisfied with the level of knowledge and skills acquired in *the field of specialty, curriculum*, but also in terms of their *own teaching-learning-assessment strategies*. In a proportion of over 60-65% consider that they have low needs to improve this pedagogical side.

Instead, teachers believe that they need rapid professional development in addressing issues related to the *education of students with SEN, multicultural and cross-curricular teaching methods*, but also the introduction of *new technologies* (especially ICT) or *student counselling*. More than 60% of them are willing to participate in actions / courses / meetings where such particular issues are discussed.

Depending on the capacity to be involved in different activities, teachers have a number of career development opportunities: at the level of the educational organization (within the methodical commission or within the institutional projects carried out) or personally (participation with scientific communications and related to various symposia or sessions, including the publication of one's own achievements; through continuous professional training programs).

The ***analysis of the main components*** was used to validate the hypothesis.

By ***analysing the main components***, using the Varimax rotation method with Kaiser normalization (13 iterations) 7 main components were identified:

P1 - In the last 12 months, have you studied, specialized studies on digitalization, in an educational organization? [courses / workshops (specialized or related to teaching);]

P2 - In the last 12 months, have you pursued specialized studies on professional development, in an educational organization? [conferences or seminars on educational issues]

P3 - In the last 12 months, have you pursued specialized studies, in an educational organization? [observation visits to other schools;]

P4 - In the last 12 months, have you pursued specialized studies, in an educational organization? [observation visits to other organizations (commercial, public organizations, NGOs);]

P5 - In the last 12 months, have you pursued specialized studies, in an educational organization? [continuing education courses at other organizations (commercial, public organizations, NGOs).]

P6 - In the last 12 months, have you pursued specialized studies, in an educational organization? [qualification programs (e.g. a study program);]

P7 - In the last 12 months, have you pursued specialized studies, in an educational organization? [participation in a professional network for the professional development of teachers;]

P8 - In the last 12 months, have you pursued specialized studies, in an educational organization? [individual or team research for a topic of personal interest;]

P9 - In the last 12 months, you have studied, in an educational organization, through media [mentoring or observation visits / inspections of other teachers.]

P10 - For each of the areas mentioned below, do you specify the degree to which you currently need professional development? [knowledge and understanding in my field;]

P11 - For each of the areas mentioned below, do you specify the degree to which you currently need professional development? [pedagogical skills in my field;]

P12 - For each of the areas mentioned below, do you specify the degree to which you currently need professional development? [knowledge of the curriculum;]

P13 - For each of the areas mentioned below, do you specify the degree to which you currently need professional development? [student assessment and assessment practices;]

P14 - For each of the areas mentioned below, do you specify the degree to which you currently need professional development? [ICT skills;]

P15 - For each of the areas mentioned below, do you specify the degree to which you currently need professional development? [student behaviour and class management;]

P16 - For each of the areas mentioned below, do you specify the degree to which you currently need professional development? [school management and administration;]

P17 - For each of the areas mentioned below, do you specify the degree to which you currently need professional development? [individualized learning approaches;]

P18 - For each of the areas mentioned below, do you specify the degree to which you currently need professional development? [education for students with special needs;]

P19 - For each of the areas mentioned below, do you specify the degree to which you currently need professional development? [teaching in a 4icultural and 4language environment;]

P20 - For each of the areas mentioned below, do you specify the degree to which you currently need professional development? [cross-curricular teaching skills (e.g. problem solving, learning to learn);]

P21 - For each of the areas mentioned below, do you specify the degree to which you currently need professional development? [new technologies in the workplace;]

P22 - For each of the areas mentioned below, do you specify the degree to which you currently need professional development? [students career guidance and counselling.]

Table 3. The main component analysis applied to the arguments P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28 și P29 (13 iterations).

	Component						
	1	2	3	4	5	6	7
P1	0,115	-0,013	0,065	0,638	-0,142	0,202	-0,210
P2	0,062	-0,003	-0,208	0,601	0,024	0,114	0,131
P3	0,063	0,125	-0,073	0,202	0,168	0,715	-0,055
P4	0,123	0,005	0,123	0,431	0,012	0,290	0,348
P5	0,165	-0,103	0,059	0,595	-0,015	0,037	0,093
P6	-0,103	0,128	0,042	0,681	0,094	-0,158	0,142
P7	-0,035	-0,021	-0,176	0,708	0,018	-0,046	-0,039
P8	-0,006	0,038	-0,041	0,324	-0,028	0,255	0,591
P9	0,012	-0,122	0,116	-0,059	-0,111	0,681	0,329
P10	0,129	0,868	-0,015	-0,026	0,021	-0,024	0,020
P11	0,201	0,869	-0,017	0,001	-0,030	0,006	-0,043
P12	0,183	0,851	0,090	0,013	-0,003	-0,029	0,184
P13	0,388	0,763	0,108	0,032	-0,027	0,081	-0,174
P14	0,338	0,496	0,103	-0,067	0,260	-0,071	0,325
P15	0,586	0,551	0,063	-0,054	0,079	0,184	-0,083
P16	0,619	0,120	0,159	-0,006	0,007	-0,130	0,405
P17	0,646	0,392	0,050	0,039	-0,091	0,280	-0,163
P18	0,726	0,176	0,086	0,129	-0,139	0,130	-0,223
P19	0,795	-0,024	-0,110	0,127	0,048	-0,147	0,096
P20	0,784	0,244	-0,006	-0,003	0,054	-0,010	-0,039
P21	0,713	0,173	0,046	0,083	0,124	-0,051	0,127
P22	0,648	0,237	0,110	-0,002	0,052	0,241	0,059

● **Component 1** is characterized by teachers' concern for professional development: teachers who mentioned that they need professional development in student behaviour and class management (P15, 0.586) also need professional development in school management and administration (P16, 0.619), individualized learning approaches (P17, 0.646), education for students with special needs (P18, 0.726), teaching in a bicultural and bilingual environment (P19, 0.795), cross-curricular teaching skills (P20, 0.784), new

technologies at work (P21, 0.713), guidance and counselling of students in careers (P22, 0.648).

- **Component 2** is characterized by teachers' concern for individual professional development: knowledge and understanding in my specialty (P10, 0.868), pedagogical skills in my specialty (P11, 0.869), knowledge of the curriculum (P12, 0.851), student assessment and assessment practices (P13, 0.763), ICT skills (P14, 0.496), student management and class management (P15, 0.551).

- **Component 3** is characterized by the following arguments: teachers who in the last 12 months have participated in a professional network for their professional development (P1, 0.708) have been involved in such activities:

- Courses / workshops (P1, 0.638);
- Conferences or seminars on educational issues (P2, 0.601);
- Observation visits to other organizations: commercial, public or NGO (P4, 0.431);
- Continuing education courses at other organizations (P5, 0.595);
- Qualification programs (P6, 0.681).

- **Component 4** is characterized by teachers who are also educational inspectors: having observation visits in other schools (P3, 0.715) they had observation activity / inspections of other teachers through the media (P9, 0.681).

- **Component 5** is characterized by the following arguments: individual or team research for a topic of personal interest (P8, 0.591) and school management and administration (P16, 0.405).

5. Conclusions

In this context, in the process of initial training in high school education in Dâmbovița County, we can identify a number of specific skills and attitudes necessary for the process of professional and personal development in the process of digitization of work:

- teachers' concern for digital professional development in the following areas: student behaviour and classroom management, school management and administration, teaching in a bicultural and bilingual environment, cross-curricular teaching skills and the application of new technologies in the workplace;
- the concern of the teachers who are also educational inspectors regarding the observation process in other schools had the activity of observation / inspections of other teachers through the media.
- individual or team research for a topic of personal interest;

- the most used forms of training are: courses / workshops, conferences or seminars on educational issues, observation visits to other organizations: commercial, public or NGO, continuous training courses at other organizations, qualification programs (P6, 0.681).

Highlighting the need to constantly research the perceptions of actors involved in vocational training in line with new trends in globalized and digitized work, the whole scientific approach leads to emphasize the major importance in adapting the vocational education system to the needs of learners and technical and scientific progress. Europe needs people trained in the digital field who are not only able to use but also to innovate and be at the forefront of using such technologies. Without them, Europe will not be able to benefit from this digital transformation.

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