

IDENTIFYING THE IMPORTANCE OF COMPETENCES AND ACQUIRING THEM AS FAR AS STUDENTS ARE CONCERNED – RESEARCH ROMANIA SPAIN

I. A. ATUDOREI¹ A. I. DOBRESCU²

Abstract: *The all-round development of human resource, human capital and increasing the latter's competitiveness by connecting life-long education and learning with the labor market as well as the assurance of an increased participation in a modern, flexible and inclusive labor market must represent a priority for all higher education institutions. By studying these aspects, work sociology and psychology can establish strategies for the development of human capital helping thus the labor market. Anticipating tendencies about the way in which individuals relate to the importance of competences is crucial for developing an efficient strategy concerning the labor market. This paper presents the results of research whose aim was to identify the opinions of Romanian and Spanish students regarding the importance and level of competences upon graduation in order to enter the labor market.*

Key words: *human resource, human capital, competitiveness, labour market, tendencies, competences, plus value.*

1. Introduction

Globalization, migration, urbanization and the evolution of social structures modify the rhythm of changes and the need to adjust and develop the right competences for the labor market. As a result, identifying the importance of competences represents an important step for professional integration by matching skills and jobs both on a national and on a European level. The adherence of Romania to the European Union represents an accomplishment which requires an adjustment of strategies as well as efforts from the part of the society at large, the business environment, the key representatives of society and especially the institutions which develop competences for the labor market.

¹ Transilvania University of Braşov, ioana.atudorei@unitbv.ro

² Transilvania University of Braşov, ada.dobrescu@unitbv.ro

Because of the status of our country as a member of the European Union and of the need to comply with the European strategy regarding labor force, adopted annually by the European Council, Romania has to draw up annually the National Plan of Action for Occupation – PANO. This plan concerns itself with a series of future measures adopted by Romania in order to balance the supply and demand on the labor market. PANO has in view “the gradual development of occupation, the decrease of unemployment rate, the support of life-long education, the efficiency and flexibility of labor market in order to respond to economic changes, avoid discrimination and social exclusion by increasing the qualification of labor force so that it could adjust more easily to the structures corresponding to the qualifications required on the labor market. It also attempts to facilitate access to the labor market of those looking for a job by active measures for occupation and development of new qualifications corresponding to changing needs of the labor market and to promote equal employment opportunities for vulnerable groups such as the young, the unemployed, the long term unemployed and those coming from rural areas.

2. Tertiary Education and Social Values

Dominant social values define what people think about education and its usefulness. They define the hidden curricula and have an influence on the motivation of key social actors who always relate to the investment made for attending tertiary education and to its benefits by comparing themselves with other significant factors, They want a fair trade (Stacy J. Adams (1963). Thus, they set their targets based on these, objectives which may be specific or not as stated by Edwin Locke (2000).

The interest in studying this and the impact that values have on the reproduction of social structures by means of tertiary education that trains specialists in every field is presented in Boudon (1974), Jenks (1979), Bourdieu and Passeron (1990), Coleman (1990), Shavit și Blossfeld (1993), Hatos (2006), Ghergut (2007), Bush (2015) and Atudorei (2015, 2016).

Therefore, by verifying the hypotheses of the research conducted on 384 students from „*Transilvania*” University of Brasov, Ioana Atudorei has found that: the tendency towards intellectual fraud decreases in the case of students who believe that those who get good grades stand a better chance of finding employment; student tasks are better undertaken in the case of students who were admitted to the desired academic programmes dropping the intellectual fraud; in the case of students admitted to a less desired academic programme the objective is graduation in order to get the degree while grades have very little importance; the inner motivation that determines the students’ will to become good specialists channels time resources towards gaining knowledge in the field in which they want to work; the lack of appreciation of good results/grades from the part of employers determines intellectual fraud among students. A possible explanation for this last conclusion would be the lack of practical competences which cannot find full compensation in theoretical ones (Atudorei, 2016, pp.110-119).

Tony Bush (2015) develops the conceptual frame of orientation for those in power in education and analyses six management models that he relates with ten leadership models, the theoretical elements being supported by examples of case studies applied internationally from primary to tertiary education. Alois Gherghuț (2007) wrote a paper which has a significant practical dimension containing suggestions and examples for the people involved in education, providing both a theoretical and a practical frame. Among others, he discusses efficiency and efficacy in educational management, change management in education, quality management and control in education³.

3. The role of University in Correlating higher Education with Labor Force Demand

A demographic analysis of the population at a national and international level illustrates a dark future perspective. That is why we should be efficient and effective as far as the investment in human resources is concerned. Rotariu (2009), Ghețău (2004) show that there is a marked aging process on a national and on a European level and tertiary education should thus, contribute to labor market insertion. Institutions that assure the quality in higher education must seek the development of an adequate relationship between tertiary education and the labor market in accordance with the objectives of the European Union that adopted the Lisbon Agenda 2020, where, among others, the importance of matching higher education with labor market requirements is mentioned. Internationally, it is believed that the number of people over 60 is on the rise and in 2050 about 22% of the world population will be over 60. This aging process presents four characteristics: it has never been preceded by something similar, it is global, it is spread all over the world and it is a long-term one⁴.

In order to match higher education with labor market requirements we studied the mission of the following universities: Babeș-Bolyai of Cluj Napoca, Alexandru Ioan Cuza of Iași, Universitatea Bucharest University, University of Medicine and Pharmacy „Grigore T.Popa” of Iași, West University of Timișoara and Transilvania University of Brașov. We selected the first five universities (the first is included in section 601 -800 and it occupies position 613 while the other four are included in section 801-1000) based on their positioning the top 1000 universities worldwide in 2017-2018. The classification was made by U.S.News&World Report⁵.

³ "The first steps towards a successful career", project co-financed by the Sectoral Operational Program for Human Resources Development 2007 - 2013; Priority axis: 2 "Linking lifelong learning to the labor market"; Key area of intervention: 2.1 "Transition from school to active life"; HRD / 161 / 2.1 / G / 136 467; The European Social Fund; pg.29

⁴ According to ONU, 2002, „World Population Ageing: 1950 – 2050”, Population Division, New York, <http://www.globalageing.org/world/ageingo.htm>

⁵ Times Higher World University Rankings published the annual top of the best universities in the world for 2017/2018, available at <https://www.timeshighereducation.com/world-university-rankings/2018/world-ranking#survey-answer>

The Mission of Babeş-Bolyai University of Cluj Napoca:

“Babes-Bolyai is an academic educational public institution aiming to promote and sustain the development of specific cultural components within the local, regional, national and international community. In the present context these components are: a permanent and innovative learning culture; a culture for an active attitude and participation; multiculturalism, intercultural dialogue and collaboration between different religions; a culture for personal development; an action culture based on systematic and innovative knowledge (culture of scientific and technological competence, organizational competence and civil competence); a culture for integration in diversity and for globalization, in terms of respecting the identity and reciprocity; a culture for personal and moral development”⁶.

The Mission of „Alexandru Ioan Cuza” University of Iaşi

“The Mission of „Alexandru Ioan Cuza” University of Iaşi is to contribute to the development and the spreading of knowledge; to educate for professions and positions in the spirit of Truth and Good; to preserve and extend scientific and cultural creations; to promote the ideas of a free society with the aim of bringing about development”⁷.

The Mission of Bucharest University

„The mission of this university implies generating and transferring knowledge by three components: formation, research and contribution to the development of Romanian society.

a) the university seeks to form competent and responsible specialists endowed with critical thinking, innovation capacity, respect for professional ethics and abilities for understanding economic and social progress for a society based on knowledge;

b) the university promotes fundamental and applied research in science, engineering, experimental science, social and humanistic sciences with the purpose of contributing to the progress of knowledge, spreading scientific knowledge and artistic creation in order to consolidate an integrated national culture within the European space and in communication with global phenomena;

c) the university contributes to the modernization of Romania by initiating public politics, legislation, by creating and improving institutional practices, by technological innovation and by public national and international communication⁸”.

„The Mission of the University of Medicine and Pharmacy „Grigore T.Popa” of Iaşi

„The University accomplishes this mission through the following objectives:

a) the training of specialists, with better skills at the national and international levels;

b) the continuous updating and refreshing of the training of specialists, through different forms of post-graduate education;

⁶ <http://www.ubbcluj.ro/ro/despre/prezentare/misiune>

⁷ <http://www.uaic.ro/despre-uaic/viziune>

⁸ [http://www.unibuc.ro/n/organizare/senat-](http://www.unibuc.ro/n/organizare/senat-ub/docs/2016/sep/27_13_41_23Carta_Universitatii_din_Bucuresti_2016.pdf)

[ub/docs/2016/sep/27_13_41_23Carta_Universitatii_din_Bucuresti_2016.pdf](http://www.unibuc.ro/n/organizare/senat-ub/docs/2016/sep/27_13_41_23Carta_Universitatii_din_Bucuresti_2016.pdf)

- c) *the quality management of education services of initial and continuous training provided by the University;*
- d) *the optimization of fundamental and applied scientific research activities, for raising the quality level, increasing competitiveness and asserting the performance of the medical school in Iasi and for the continuous improvement of healthcare;*
- e) *the promotion of the relations of international co-operation, the integration into the European medical education system, by setting the standards of structure, quality and efficiency;*
- f) *the promotion of deontology and bioethics, the defense of democratic values, the abidance by the fundamental rights and freedom of the individual within the rule of law;*
- g) *the assurance of the material resources that correspond to all these activities, as well as some proper working conditions for all the members of the academic community⁹.*

The Mission of the West University of Timișoara

“The West University of Timișoara assumes the general mission of education and advanced scientific research, generating and transferring knowledge to the society by: (a) scientific research, development, innovation and technological transfer, by individual and collective creation in science, engineering, letters and arts, by assuring performance and athletic development as well as by valuing and spreading results; (b) university and life-long education with the purpose of professional development, individual professional insertion and meeting the needs of the socio-economic environment. UVT sets out to act as a unifying factor in Romanian society by creating an innovative and participative environment in scientific research, in education and in cultural and artistic creation transferring to the community competences and knowledge by education, research and counseling offered to partners from the economic and socio-cultural environment¹⁰”.

The Mission of Transilvania University of Brasov:

„ The Mission of UTBv implies the production and transfer of knowledge towards the society by : (1) Bachelor’s Degree, Master’s Degree and Doctoral Programs; (2) advanced scientific research, development, innovation and technological transfer; (3) post university degrees; (4) development of interaction between society and university, collaboration in accordance with a society based on knowledge¹¹”.

An analysis of the mission of each of the above universities reflects the fact that there is a mixture of their functions which, as Mihai Korca (2002) states, have:

- *The formative function* also called socio-economic function of education which implies the need to cultivate at the level of tertiary education the ability to work and to facilitate quick professional insertion. Training trainers is an essential component of this function;

⁹ http://www.umfiasi.ro/organizare/Pages/Carta_old.aspx

¹⁰ <https://www.uvt.ro/files/fb62f2f2634ec836f1dc23caa18b983df7c098a0/>

¹¹ <http://www.unitbv.ro/Portals/0/Documente%20UTBv/Carta%20UnitBv.pdf>

- *The innovative function* also called the function of scientific research involves the simulation of the production and valuing of innovation and original creation without which knowledge and performance would not have developed;

- *The occupational mobility function* presupposes permanent help provided to trained active population in an effort to adapt quickly to the permanent changes occurring on the labor market under the influence of technological progress in every field of human activity and by the impact of new information and communication technology and of the globalization of economic, cultural and political life.

- *The culturalization function* represents the production and dissemination of scientific and cultural creation by the members of the academic community both inside and outside the university by using various means of communication ranging from personal dialogue, active media presence and the use of modern virtual communication;

- *The political function* presupposes promoting and defending democracy and government, active citizenship, morality and professional ethics in life and in all activities.

- *The continuation function* involves the training of new generations of researchers and teachers, attentively selecting, attracting and motivating those who will be part of the academic staff so that the university would continue to represent a reference point for society.

Likewise, the mission of each university reflects the four aims of education first developed by Jacques Delors (1996)¹² and presented by Mihai Korca (2000) who noted that an institution that he generally calls school “accomplishes its educational and training mission of people of all ages if the graduates of a study program are capable of demonstrating that they have the cognitive, actional and functional competences as well as other learning acquisitions (values, beliefs, attitudes, etc.) by which they accomplish the four fundamental aims of education:

- they know and understand and can prove their general culture along with specialty knowledge extensive enough to understand the rapid changes determined by the progress of scientific knowledge, by easier access to the most recent results of scientific research by means of modern technology, communication and knowledge dissemination;

- they can (re)act rationally and efficiently, based on the knowledge accumulated, to different life and work circumstances proving an innovative spirit and preference for team work in finding the practical solution to various problems based on the knowledge accumulated;

- they can be themselves by adopting an honest self-evaluation attitude and showing self-esteem in situations which involve personal initiative and assuming responsibility in order to create useful things for the community where they live and work;

- they can cohabitate, which means know, accept and respect diversity as far as history, traditions, culture and beliefs are concerned. Learning a foreign language is not enough for achieving this aim. Formal and informal promotion of intercultural communication is necessary along with the initiation and implementation of common

¹² Jacques Lucien Jean Delors (born 20 July 1925) is a French politician and former President of the European Commission, in Report to UNESCO, Paris, 1996.

projects for the benefit of multicultural communities from each workplace and the society at large.

According to Korka (2009), the „Quality Education for Labor Market” Project, sought to design and to pilot a model that correlates university education to labor market needs by considering the learning outcomes which facilitate the employability of graduates¹³.

Another study¹⁴ conducted in 2017 by the Romanian Agency for Quality Assurance in Higher Education (ARACIS) aimed to identify new solutions for improving the quality and the evaluation methods of higher education. This aim has been achieved by a major objective that seeks to assess the quality evaluation of higher education by ARACIS and to consolidate quality management at the level of higher education institutions. It also has two secondary objectives. The first one surveys the opinions of universities regarding the quality of activities which were part of the external evaluation process by ARACIS and the second surveys evaluators regarding the future role of ARACIS in developing higher education.

The study was conducted on 879 respondents from two distinct groups: university management (group A with 576 respondents) and ARACIS evaluators (group B with 303 respondents). Among other things it measures ARACIS mission. This mission with all its components is the following:

- to evaluate the capacity of education providers and to meet the expectations of beneficiaries (mission accomplished -90.06%);
- to contribute to the development of an institutional culture of quality in higher education(mission accomplished -90.06%);
- to assure the protection of direct beneficiaries as far as study programs are concerned, by producing and disseminating systematic, coherent and believable information accessible to the wide public (mission accomplished 88,42%);
- to propose to the ministry strategies and policies for the permanent improvement of quality in higher education closely correlated with K-12 (mission accomplished 85.50%)

The study reflects the existence of national association concerned with the evaluation of the way in which universities respond to the labor market requirements – the labor market being represented by beneficiaries. These are divided into two distinct categories: direct beneficiaries (graduates of various study programs) and indirect beneficiaries (parents or financial supporters such as the state, employers, professional associations and the whole society), (Korka, 2009, p.17).

¹³The project has been implemented by an association which reunites the British company Mott McDonald Ltd and two Romanian entities: the Educația 2000+ Consulting Company SRL and the Centrul Educația 2000+ Foundation; Beneficiary: Romanian Agency for Quality Assurance in Higher Education – ARACIS; Financier: The European Union and the Romanian Government according to the RO2006/018-147.05.01 financing line, by the Phare Contracting and Financing Unit, under the authority of the Romanian Ministry of Public Finance; Financing due from 1st of December 2008 up to 30th of November 2009.

¹⁴Presentation of the study: Quality Evaluation of ARACIS Activity, CNR Brașov, 30-31 March 2017, coordinator: Prof.univ.dr. Simona Lache, results available on:
http://www.aracis.ro/fileadmin/ARACIS/Publicatii_Aracis/2017/Prezentare_ARACIS_Analiza_Sondaj_-_CNR_Brasov_30_martie_2017.pdf.

The average of the values of dimensions concerning quality centered management in ARACIS is 8.81 according to respondents of group A and 8.86 according to respondents of group B. This average is the result of measuring the following dimensions: team work, assuming problems, training and education, management, reward and acknowledgement of merits, beneficiaries' satisfaction, involvement and commitment.

Identifying the importance of skills is a main step on the labour market, matching them with jobs, both nationally and in the European context. Sociology and psychology of work are studying this aspect, so they can set up strategies to develop human capital bringing added value to the labour market.

To conclude with, the aim is the increase of beneficiaries' satisfaction by matching tertiary education with new trends on a national level, which in its turn is influenced by the European context.

4. Research and Methodology

The purpose of the research is to identify the opinion of Romanian and Spanish students about the importance of skills on the labour market, as well as of the extent to which students feel that they are learning these skills until graduation. The objective of the research is to measure students' opinions regarding the appreciation of the importance of a range of competencies and the extent to which they consider they are able to acquire them until graduation.

We chose the Cognitive Evaluation Theory of Edward L. Deci and Richard M. Ryan (1985) because it "integrates both the perspective of needs-centered and process theory (cognitive theories) by illustrating the mechanisms of activating and directing behavior" (Buzea, 2010, p.87). The key concepts of the theory refer to intrinsic motivation, the need for competence and the need for self-determination.

4.1. Research Area and Sampling:

The research area is made up of students studying in the field of social and human sciences at Transilvania University of Brasov-România and Extremadura University of Badajoz - Spain. Sampling is theoretical, non-probabilistic and respondents were selected on a voluntary basis. The volume of the sample contains 216 respondents, 108 of whom are from Spain and 108 from România. Research is fundamental and quantitative by methodology.

Research methodology: The research is conducted through the sociological survey method, the interview technique. The research tool is the structured questionnaire and the application process is the one of the time-based volunteer. Period of data collection is April 2016 in Spain and May 2016 in Romania.

4.2. Research Results

The questions were formulated in such a way as to measure firstly students' opinion regarding the importance of competences for the labor market. Subsequently, the

measurement of students' opinion regarding competences upon graduation was considered. Analyze:

- To the question „To what extent do you consider that one's capacity of communication with colleagues, superiors and clients is important on the labor market”? less Romanian students than Spanish ones consider that this ability is important on the labor market. Also, adjusted residual for the answer „agree” is 4,8 for Romanian students. For Spanish students, adjusted residual is 4,8 for the answer „strongly agree”.

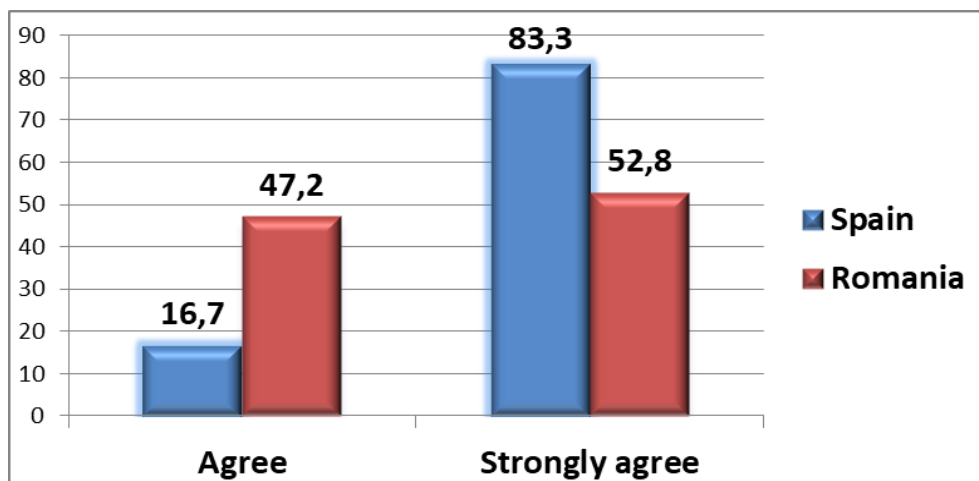


Fig.1. *To what extent do you consider that one's capacity of communication with colleagues, superiors and clients is important on the labor market?*

- To the question „To what extent do you consider that you possess the capacity of communication with colleagues, superiors and clients on the labor market after graduation?” one can notice from the graph below that Spanish students consider that their training is better upon graduation as compared to Romanian students. This result is also confirmed by the adjusted residual (adjusted residual is: 3,6 for Romanian students for the answer „disagree”, 4,6 for Romanian students for the answer „agree” and 6,4 for Spanish students for the answer „strongly agree”).

- To the question „To what extent do you consider that the capacity of working on a team is important on the labor market?” Spanish students answer „strongly agree”, (Adjusted Residual = 8,6) while Romanian students answer disagree (Adjusted Residual = 2,5) and agree (Adjusted Residual = 7,8).

- To the question „To what extent do you consider that after graduation you will be capable of working on a team on labor market”? Spanish students answer mainly „strongly agree” (Adjusted Residual = 5,9) while Romanian students answer „disagree” (Adjusted Residual = 3,9) and „agree” (Adjusted Residual = 3,5).

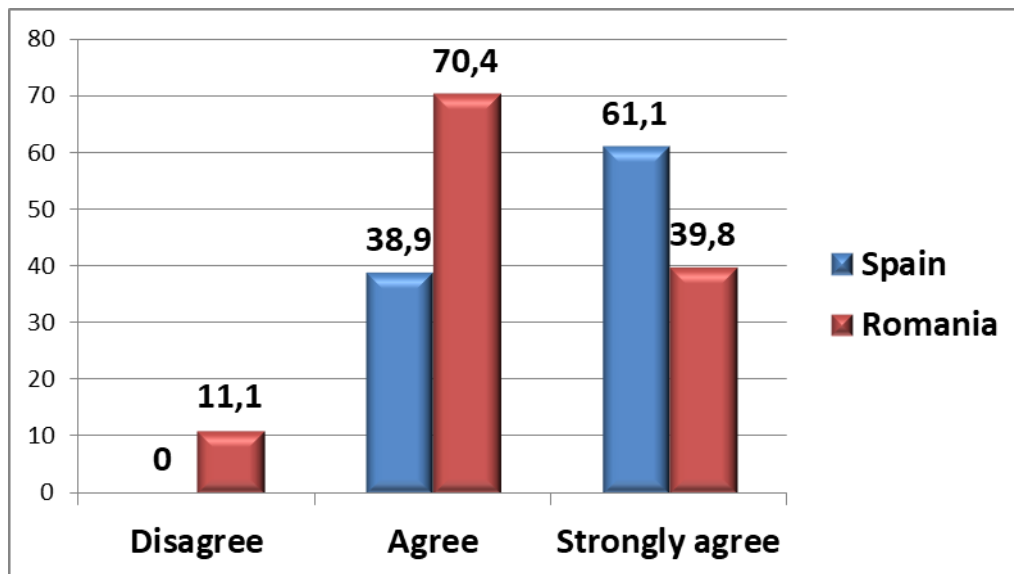


Fig.2. *To what extent do you consider that you possess the capacity of communication with colleagues, superiors and clients on the labor market after graduation?*

- There are no differences between the respondents in Romania and Spain to the question „To what extent do you consider that one's capacity to organize himself at his workplace is important on the labor market?” (Chi-Square Test =1,918, for df=1, p=0.1).
- To the question „To what extent do you consider that, after graduation, you will have the capacity to organize yourself at the workplace”? Romanian students declare „disagree” (adjusted Residual=5,0), while Spanish students answer „strongly agree” (adjusted Residual=4,1).
- There are no differences between the respondents in Romania and Spain to the question „To what extent do you consider that the capacity of being flexible is important on the labor market”?
- To the question „To what extent do you consider that after graduation you will possess the capacity of being flexible on the labor market”? there are associations between the answers „disagree” (Adjusted Residual = 3,0) and the quality of being a student in Romania and „strongly agree” (Adjusted Residual = 2.0) and the fact that the student is Spanish.
- To the question „To what extent do you consider that analytical thinking is important on the labor market? there is no association whatsoever between Romanian and Spanish students (Chi-Square Test =1,9 for 2 df and p=0,37). But to the question „To what extent do you consider that after graduation you will have formed the necessary analytical thinking for the labor market?” there are associations between the answers „disagree” (Adjusted Residual = 4,0) and Romanian students. Also, there are associations between Spanish students and the answers „strongly agree” (Adjusted Residual = 4,9).
- To the question „To what extent do you consider that the capacity of working on a

multidisciplinary team is important on the labor market?" there are associations between Romanian students and the answer „disagree" (Adjusted Residual = 3,7) and „agree" (Adjusted Residual = 3,9). Spanish students respond „strongly agree" (Adjusted Residual = 6,8).

- To the question „ To what extent do you consider that after graduation you will possess, on the labor market, the capacity of working on a multidisciplinary team? there are associations between Romanian students and the answer „disagree" (Adjusted Residual = 6,0) and between Spanish students and the answer „strongly agree" (Adjusted Residual = 6,4).

5. Final Comments

Analyzing the competences measured by our instrument we can establish that Romanian students consider to a lesser extent that they are important on the labor market. Spanish students appreciate to a greater extent that these skills are important (with two exceptions where there are no differences). The same aspect is seen by measuring perceptions about skills at college graduation. Spanish students consider themselves more trained than Romanian students. If before 1989 becoming a student was something to be proud of because graduates could secure a job based on a placement system that encouraged competition for better opportunities in life, nowadays the situation is different.

The fact that Romanian students who took part in the survey consider that they possess fewer practical competences than their Spanish counterparts reflects the need to adapt Romanian higher education to the requirements of the labour market. If we lack a system capable of balancing the supply and demand and of helping students develop adequate competences for being competitive, the motivation to become a student will continue to go down. Also, the pride of being a student will decrease because the entrance system has become less rigorous too in the case of many universities in this country.

Entrance based on files alone does not represent a way of maintaining the inner motivation in a certain field because if students are not accepted for the first time in the program that they wish to, they can wait one or even two years and train for the desired one, as it was the case during the communist regime. Today, the baccalaureat grade stays valid for as many times as students choose to apply for those universities that have chosen to have an entrance system based on that grade and the grades during highschool years. However, students have the option of switching majors when grades allow them to or, look for a university with a different entrance system. Unfortunately, there is a disadvantage, as students might give up pursuing the programs that they wish and end up studying what they can and not what they want. This may lead to lack of professional involvement and dedication as they inner motivation has been destroyed.

As Max Weber (1904/2003) appreciated „a rational way of life based on the idea of profession" is defining when it comes to the structure and purpose of societies for the rational may be regarded as a form of reflecting character.

References

- Atudorei, I.A. (2016). *Emoțiile morale în contextul crizei din România* [Moral Emotions in the context of crisis of Romania]. Cluj-Napoca: Editura Presa Universitară Clujeană.
- Atudorei, I.A. (2015). Importanța echității în determinarea justiției și a coeziunii sociale. În Rățulea G. (coord.). *Justiție și coeziune socială* [The importance of equity in determining justice and social cohesion, in Justice and social cohesion, coord. Gabriela Rățulea. Iași: Editura Institutul European.
- Boudon, R. (1974). *Education, Opportunity, and Social Inequality: Changing Prospects in Western Society*. New York: Wiley.
- Bourdieu, P., Passeron, J.C. (1990). *Reproduction in education, society and culture*. London: Sage.
- Bush, T. (2015). *Leadership si management educational. Teorii si practici actuale*. [Leadership and educational management. Current theories and practices]. Iași: Editura Polirom.
- Coleman, J.S. (1990). *Equality and achievement in education*. Westview: Boulder, Colo.
- Ghergut, A. (2007). *Management general si strategic in educatie. Ghid practic* [General and Strategic Management in Education. Practical Guide]. Iași: Editura Polirom.
- Ghețău, V. (2004). Declinul demographic al României: ce perspective? *Sociologie românească* [Demographic Decline of Romania: What Prospects? Romanian Sociology], Vol. II, Nr. 2. Iași: Editura Institutul European.
- Hatos, A. (2006). *Sociologia Educației* [Sociology of Education], Ediția a II-a revăzută și adăugită. Iași: Editura Polirom.
- Jencks, C. (1973). *Inequality: a reassessment of the effect of family and schooling in America*. London: Allen Lane.
- Korka, M. (2009). *Educație de calitate pentru piața muncii* [Quality Education for the Labor Market]. București: Editura Universitară.
- Korka, M. (2002). *Universitățile românești în fața integrării în Spațiul European de Învățământ Superior* [Romanian universities in front of the integration in the European Higher Education Area]. București: Editura Politeia.
- Korka, M. (2000). Social Cohesion and Quality – a Challenge for European Education. In the volume: *Fourth Conference of the European Ministers of Education: Strengthening the Common European House of Education*. Lisabona, 2000, pp. 51-78.
- Rotariu, T., (2009). *Demografie și sociologia populației. Structuri și procese demografice* [Demography and sociology of population. Demographic Structures and Processes]. Iași: Editura Polirom.
- Shavit, Y., S., Blossfeld H.P. (eds.) (1993). *Persistent Inequality: Changing Educational Attainment in Thirteen Countries*. Boulder: CO, Westview Press.
- Weber, M. [1904](2003). *Etica protestantă și spiritul capitalismului* [The protestant ethic and the spirit of capitalism]. București: Editura Humanitas.