

## ASPECTS OF CAREER MANAGEMENT AND SUCCESS IN EDUCATIONAL ORGANISATIONS

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### Abstract

A modern educational institution should create the necessary conditions for the integration and development of the personal and professional competences of the teachers in order to obtain a successful career. In the current context of the educational system in the Republic of Moldova and Romania, the capitalization of human resources is a priority objective of the managers of educational institutions. The difficulties they face, the constantly changing educational reforms, the unpredictable and challenging situations are known partially or impartially theoretically and practically by teachers who are beginning to integrate into the institution, and the process of insertion from educational institutions is often not effective. We will analyse the characteristics of a successful career but also the motivation for achievement as an important component of the professionalization process, teachers thus tending to pursue challenging careers, complex enough, but not so difficult as to end in failure. Therefore, if professional motivation is an important endeavor, because it starts from the idea that a large part of everyone's life spends at work, performance denotes the achievement and ability of the teacher to respond to tasks and to be a model for those in the organization when it comes to involvement and responsibility.

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**Key words:** *teaching career, personal development, professionalization, success, performance*

**JEL Classification:** I21, L2

### Introduction

Education is the main sector in which a civilized country should continuously invest in order to ensure the sustainable development of the society, and the technical-scientific progress in all socio-economic spheres is directly determined by the educational policies promoted and implemented by the state, but also by the human resource involved in the complex process of "delivery" of instructive-educational activities. (Andritch, V., 2012). The teaching career is often considered flat or one-dimensional, with little or zero chance of progress – of expansion, growth or advancement, despite the consensus regarding the need for continuous personal and professional development. This perspective can have a negative impact on teachers' long-term motivation and desire for professional development. It poses problems for both schools, in terms of the workplace, and education systems, who not only want to retain teachers in this profession, but also for them to carry out their work with passion and show motivation to promote change where it is needed. (Pânișoară. I.O., 2015)

All countries have a certain type of competence framework or a set of expectations that contribute to the definition of pedagogical studies, the establishment of criteria for the recruitment and selection of teachers and the identification of teachers' professional development needs. Also, advanced countries and preoccupied with their own education systems focus on policies for pupils, students, researchers in one manner or another, following with great seriousness the career of a teacher from the first steps in the educational organization through trainers, mentors, information and online counseling, programs for the development of leadership qualities. (Sultana, R. G. , 2012). However, we know that there are differences in the countries' offer and that at European level, these differences in approach to the teaching staff's status persist. ( de Oliveira Rabelo, L., de Mattos, C. R., & dos Santos Abib, M. L. V. , 2022)

Most (inter)national surveys and studies give us a lot of information about the difficulties that some teachers face when trying to find time and get permission to attend courses and take part in projects that could help them in their pedagogical work in the classroom or classroom and beyond. They also signal competences for

whose development some teachers feel they would need more support. (Pânișoară. I.O. , 2015)

Career development is decisive by the personal development that occurs over time, depending on the experience gained, but also on the specific legislation – the obligation to support / confirm the teaching degree, or the need to follow continuous training courses for the accumulation of professional development credits. (de Oliveira Rabelo, L., de Mattos, C. R., & dos Santos Abib, M. L. V. , 2022)

Efficiency, applicability, sustainability, involvement, outstanding results that are oriented towards the development of skills and personality of the pupils / students / trainees for which they are directly responsible. (Hooley, T., Watts, A. G., Sultana, R. G., & Neary, S., 2013)

A teacher is a key figure for every educational system, including the national education system. The mission of teachers is to improve the educational system, to implement student-centered learning based on learning outcomes, to train competences, attitudes, skills, etc. (Lemeni, G., Miclea. M., 2010), The teacher has the responsibility to ensure the best training and education for young children, to educate active citizens for society and valuable specialists for the needs of the labour market [Chirimbu&Sadovei, 2021].

The educational sector can fulfill its mission only if the human resource is a quality one. The role of the career in the human life has increased in the last 50 years, when the role of personal and professional activity in the process of social integration was emphasized. Through professional activity, a person manifests his abilities, communicates and interacts with other people, finds a certain place in society, has the satisfaction of doing something for himself and for others. (Andritch, V., 2012).

In the current context of the educational system in most balkan countries (Romania, Bulgaria, the Republic of Moldova and Greece) the capitalization of human resources is a priority objective of the managers of educational institutions. (Andritch, V., 2012). The difficulties they face, the constantly changing educational reforms, the unpredictable and challenging situations are known partially or impartially theoretically and practically by teachers who are beginning to integrate into the institution, and the process of insertion from educational institutions is often not effective. It is found that the initial and continuous training programs are not focused on the needs of the teachers, and the professional competences of the beginner teachers are not connected to the changes in the current educational system or to the performance as an indicator of the success of a

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teaching career. ( de Oliveira Rabelo, L., de Mattos, C. R., & dos Santos Abib, M. L. V. , 2022) All these factors demonstrate the opportunity to apply strategic and operational actions in the field of management of the professional insertion of beginner teachers. (Nica, P., & Iftimescu, A., 2004). A modern educational institution should create the necessary conditions for the integration and development of the personal and professional competences of the teachers in order to obtain a successful career. (Iucu, R. , 2007).

Unfortunately, today, in the countries mentioned above, there are not only problems related to the quality of human resources, but also with a shortage of staff that directly affects the quality and relevance of education. (Andritch, V., 2012). The teaching profession has ceased to be an attractive career alternative for young people, including because of the image and social status inadequate to its importance, as demonstrated by several researches.(Popescu. M, Băltărețu. A., 2012)

Career covers and identifies different roles in which the individual is involved: student, employee, member of the community, parent, how he acts in the family, school and society and the suite of stages he can go through in life: marriage, retirement, etc.; all these considered as a unitary, indivisible whole. In this sense, everyone has a career and not just those who successfully exercise a certain profession.

The professionalization of the teaching career is one of the objectives aimed at the quality of education, and the policies proposed at European Union level converge towards a common vision of this goal. ( de Oliveira Rabelo, L., de Mattos, C. R., & dos Santos Abib, M. L. V. , 2022)The current socio-economic dynamics and complexity require continuous adaptability on the part of teachers. They are put in the situation to develop, periodically, their professional competences, in order to meet both the educational needs, updated, of the students, as well as the scientific innovations arising from research in various fields. (Pânișoară. I.O. , 2015)

In the theory and practice of teachers' careers, a situation has been created, when, on the one hand, their professionalization appears as a priority of the educational policies, and on the other hand, there is an insufficiency of the theoretical concepts and of the methodological mechanisms of continuous teacher training in relation to the institutional and personal needs and of achieving the inverse connection, as a factor of professionalization of teachers. In this context, the teaching career is forcibly going through a period of multiple transformations, the vast majority of them being determined by the globalization and

Europeanization to which Romania is a party, by the need to harmonize the education system with the requirements of the European labour market, but also by the changes in the educational, political, social, economic and axiological paradigms. All these imply the continuous increase of the quality of the educational system, aiming further at the professionalization of the teaching career, by implementing professional standards in the process of training future educators. ( de Oliveira Rabelo, L., de Mattos, C. R., & dos Santos Abib, M. L. V. , 2022)

### **Literature Review. Aspects of the teaching career**

Numerous investigations in various countries have targeted various interests in the development of the teaching career in pre-university education. Internationally, the issues of the teaching career were concerned: Cole G.A., Cossette Pierre, Sonnentag S.

- In Romania, the most important approaches regarding the formation of a successful career in education are recorded by S.Cristea (the paradigmatic dimension of lifelong learning), I.Al.Dumitru (the specificity of adult learning), D.Terzi (the comparative approach of pedagogy and andragogy), R.Iucu (teacher training), S.Sava (adult education – identity, problematic), A.Niculau (adult education: Romanian experiences), M.Crașovan (design of in-service training activities), E.Păun (professionalization of the teaching career).

- The problem of the teaching career has found its reflection in the works of researchers from the Republic of Moldova: V.Gh.Cojocar (continuous training of teachers with leading positions), Vl.Gutu (design of standards for in-service teacher education), A.Gremalschi, A.Cara (design of continue training standards), V.Olaru (continuous training of teachers from the perspective of personal needs), D.Patrascu (managerial dimension of continuous teacher training didactic). V.Andrițchi (continuous teacher training in the context of human resources policies), L.Pogolșa (continuous teacher training from the perspective of pre-university curriculum management), T.Callo (conceptualization of in-service teacher education).

The notion of career has multiple definitions, there being no unanimously accepted official definition so far, which would meet the consensus of specialists, in the specialized literature being known different formulations or numerous opinions.

The current meaning of the notion of career has close connections with the idea of advancement or evolution of the individual in an activity / occupation / profession, aiming as an objective the individual evolution, within the broader

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evolution of the community to which it belongs, by acquiring greater responsibilities, obtaining a status with a higher prestige added, obtaining power, etc.

Thus, the career becomes a succession of evolutionary moments related to activities and professional stages crossed by a certain person in relation to the skills, capacities and educational levels that he goes through and that he develops over time. (Hooley, T., Watts, A. G., Sultana, R. G., & Neary, S., 2013)

In career analysis, as a concept, there is an obvious distinction between two dimensions: one determined by internal – individual factors (capacities, needs, interests, values, objectives) and another by external factors (level of education, family framework, society, policies and organizational strategies), dimensions whose role is representative in career development. (Zhao, Q., Cai, Z., Zhou, W., & Zang, L. , 2022)

In the specialized literature we attest several definitions of the notion of professional career. The differences between them lie in the author's intention to highlight certain aspects of the concept or to highlight certain connotations:

- a) Career – the path of development of a person through learning and work;
- b) Career – promotion, climbing the hierarchy of an occupation or organization, respectively, achieving success [Lemeni&Miclea, 2010].

In any field of professional activity you can make a career. We identify the internal and external aspect of it. Moreover, we attest to attempts to promote the terms: internal career (recognition and personal satisfaction determined by the position / professional activity) and external career (appreciation and social recognition). We therefore infer an understanding of the phenomenon by which we capitalize on the correlation between the personal and the social factor:

- c) Career – personal self-realization through profession and through social recognition of professional competence.

If we refer to the teaching career, career development is necessarily decisive by the personal development that occurs over time, depending on the experience gained at the department and in the educational organization, but also on the specific legislation – the obligation to support / confirm the teaching degree, or the need to follow continuous training courses for the accumulation of professional development credits. (de Oliveira Rabelo, L., de Mattos, C. R., & dos Santos Abib, M. L. V. , 2022)

### **Human resources development in education: from motivation for achievement to performance**

The development of human resources in education aims at diversifying the offers of initial and continuing education and career opportunities for teachers and other categories of human resources in the initial education and training system. (Andritchi, V., 2012).

The competences provided for in these education and training programmes will ensure, first and foremost, the acquisition and development of the competences rewritten in the European qualifications framework for teachers. (Iucu, R. , 2007). The actions foreseen under this measure concern human resources in education from a dual perspective, participants in lifelong learning and knowledge spreaders. (Popescu, M, Băltărețu. A. , 2012) This area of intervention contributes to the development of the stock of human capital in education able to provide quality education focused on the individual personal and professional development needs of students, to reduce the phenomenon of early school leaving and to increase the attractiveness of learning. Also, given that the services for guiding and advising human resources in education are insufficiently developed (Magee, M., Kuijpers, M., & Runhaar, P. , 2022), not being operational or specific tools for defining professional and career paths for this category of human resources, the actions in this field will be correlated with specific measures to increase career development opportunities for human resources in education. (Klanienė, I., Šmitienė, G., & Vainorė, R. (2022).

We can note here that the motivation for achievement is an important component of the professionalization process, teachers thus tending to pursue challenging careers, complex enough, but not so difficult as to end in failure. (Klanienė, I., Šmitienė, G., & Vainorė, R. , 2022). Therefore, professional motivation is an important endeavor, since it starts from the idea that a large part of everyone's life spends at work.

Unfortunately, also in educational organizations, the wishes of employees (teachers) are not enough for the development of a successful career, even if they take the form of a well-thought-out plan. (Hooley, T., Watts, A. G., Sultana, R. G., & Neary, S., 2013) To bring all these components together, the teacher often needs help from the outside. (Pânișoară. I.O. , 2015)

In the modern world, the organization in which they work becomes the most important source of support for an employee in career development. (Zhao, Q., Cai, Z., Zhou, W., & Zang, L. , 2022)

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This state of affairs is easy to explain - modern organizations see in the development of their employees one of the fundamental factors of their own success, and therefore are sincerely interested in developing their careers. Not by chance, planning and managing career development have become one of the most important areas of human resource management in the last 20 years.(Nica, P., & Iftimescu, A. , 2004).

In the educational institution, the emphasis should be placed on the management of the professional insertion, which constitutes a complex, systemic, planned, individualized approach focused on learning, monitoring, evaluation, progress, career and performance, which ensures the quality of the instructive process, and its effectiveness depends on the degree of collaboration of the managers, insertion mentors and beginner teachers.(Nica, P., & Iftimescu, A. , 2004). It is vital to establish strategies for the development of human resources, especially for academic staff. . (Popescu. M, Băltărețu. A. , 2012) These strategies should involve self-study, induction, on-the-job training, research and involvement in projects, e-learning and other formal and informal methods of lifelong learning, etc. The development of human potential and career development in educational institutions are essentially based on the process of development of teaching staff. (de Oliveira Rabelo, L., de Mattos, C. R., & dos Santos Abib, M. L. V. , 2022) Regardless of the method or approach adopted for career development, it must consider educational actors as providers of the educational service.

Modern paradigms, which assimilate the status of the teacher with that of a member of a defined organizational structure (school) and, of course, of a community, also require a different acceptance of roles and, in particular, of professional identities, with an emphasis from the pragmatic side, personal and creative part of the process of formation. (Pânișoară. I.O. , 2015)

The entry into the teaching profession, the permanent professional development and the evolution of the individual in his career are points of a continuous professional subject to the laws of resource management. The needs for mobility, flexibility and perspective in the professional development of teachers required the introduction of the career term as a support to encourage motivation and involvement for a successful career in education [Iucu, 2006].

### **What does success mean in your teaching career and what is a successful teacher?**

In the UNESCO study, entitled *Teacher Motivation, Compensation and Working Conditions*, International Institute for Educational Planning, (Paris,



2006), the following indicators are mentioned for success and performance in career:

1. Dedication to the profession and to the activity with children;
2. Management of success achieved in the classroom – the professional rewards that the teacher receives by observing the students' achievements;
3. The status obtained in the community, in that they exercise a respected profession;
4. The training obtained by the initial and continuous training in the field. (Iucu, R. , 2007).

A good teacher leaves his definitive mark on the harmonious development of his students, through a sum of essential qualities that help him honor the embraced vocation. Every parent wants a perfect if for their child, but do we know how to really recognize a high-performing teacher? (Rostini, D., Syam, R. Z. A., & Achmad, W. , 2022).

Over time, specialists in psycho-pedagogy have built and reconstructed the portrait of a successful teacher, recognized by the community. Is it preferable to be severe and authoritative or tolerant and flexible? (Zhou, J. , 2022). Should they focus on memorizing or applying knowledge? The theories are numerous, but they highlight some essential, desirable, native and learned qualities that make a teacher good. (Pânișoară. I.O. , 2015)

The most successful teachers have some common characteristics. In the following lines are mentioned some of them. Every teacher can benefit from focusing on these important qualities. Success in teaching, as in most areas of life, depends almost entirely on attitude and approach from the department but also outside the educational institution, why not on image?! (Pânișoară. I.O. , 2015)

One of the researchers of the aspects of the career management of success in the educational institution (Professor Ion Ovidiu Pânișoară from University of Bucharest) considers that successful teachers are "builders" of destinies, not just people who come to school to transmit information to students (similar to the role of the one who delivers you a product you ordered). Successful teachers are those who make students leave school with a smile on their faces and come back happy the next day. Successful teachers are those who know that they have chosen this career for the huge role of the teaching profession in society (whether society recognizes this or not!).

Beyond the subject he teaches – a true teacher makes students have self-confidence, love school and have deep values that will channel their destiny from here on out. Similarly, any teacher should make all his students feel important.

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Each student should consider that the teacher values him, that he is involved in his life, that he cares about him and that he trusts his future. Successful teachers trust their students, know them and cherish them all. But more than that, it also gives them a vision, it gives them support in their trials, it gives them all their support. (Pânișoară. I.O. , 2015)

Here are other features that the online environment cites:

- Successful teachers are driven and have a sense of humor. A sense of humor can help you become a successful teacher. Your sense of humor can relieve tense situations in the classroom before they become disturbances. A sense of humor will also make the class more enjoyable for your students and possibly make students look forward to attending and paying attention. Most importantly, a sense of humor will allow you to see the joy of life and make yourself a happier person as you progress through this sometimes stressful career. (Inandi, Y., Yaman, Ş., & Mustafa, A. T. A. Ş. , 2022)

- An effective teacher must have high expectations. Striving to raise the standard of your students is a merit and a challenge! If you expect less effort, you will receive less effort. You should work on an attitude that says you know that students can reach the level of your expectations, thus also giving them a sense of confidence. This does not mean that you should create unrealistic expectations. However, your expectations will not be up to the better.

- To create a positive learning environment, your students will be able to do so. They should know what to expect from you, every day. You have to be consistent. This will create a safe learning environment for students and will be more likely to succeed. It's amazing that students can adapt to teachers throughout the day, from strict to easy. However, they will dislike an environment where the rules are constantly changing. Many students confuse fairness and coherence. A consistent teacher is the same person from day to day. A fair teacher treats students equally in the same situation. (Pânișoară. I.O. , 2015)

- A positive attitude is a great advantage in life. You will be throwing many curved balls in life and especially in the teaching profession. ( de Oliveira Rabelo, L., de Mattos, C. R., & dos Santos Abib, M. L. V. , 2022) A positive attitude will help you cope with them in the best way. A positive attitude should also be professionally extended to others. The desire to work with others and not to close the door to your colleagues. They are important qualities. Finally, a positive attitude must be communicated to the families of students in high-quality communications. The families of your students they can be your best partners in the development of students for academic success.

- One of the principles of teaching should be that everything is in a constant state of change. Interruptions and interruptions are the norm and very few days are "typical". ( de Oliveira Rabelo, L., de Mattos, C. R., & dos Santos Abib, M. L. V. , 2022) Therefore, a flexible attitude is important not only for your level. of stress, but also for the students who are waiting for you to take care of and take control of any situation. (Inandi, Y., Yaman, Ş., & Mustafa, A. T. A. Ş. , 2022)

- Flexibility and responsiveness refers to the teacher's ability to make adjustments in a real-time lesson to meet any changing conditions. Even qualified veteran teachers will find themselves in a situation where a lesson does not go as planned, but they can take advantage of what is happening and respond in what is called a "moment to learn". This quality is because a teacher will persist in attempts to engage students in learning, even when faced with change. Ultimately, this quality is measured by a teacher's response to the student who does not understand or does not understand. (Pânișoară. I.O. , 2015)

Young teachers must be helped to acquire the knowledge and skills they need to conceive, conduct and control learning and teaching situations, to develop competences in modern communication and information techniques, because the complexity of the pedagogical profession makes it necessary to permanently train the teacher [Popescu&Băltărețu, 20012].

If we refer to school managers, the positive experience gained over the years in their training confirms the need to emphasize the development of skills necessary to increase effectiveness, which involves doing the right things to achieve the organization's objectives and increasing the efficiency that involves doing things right (right). [Nica&Iftimescu, 2003]. These two aspects are defining in the appreciation of the managerial activity and are in an interdependence. . (Iucu, R. , 2007).

## Conclusion

The criteria that signify the dynamics of the pedagogical processes in the educational institution (given that the management activity is not an end in itself) represent the changes produced that have a positive influence on the personality development of each student and are materialized in the performance indicators aimed at: teaching - learning, the support of the student and the school culture and his performances.(Rostini, D., Syam, R. Z. A., & Achmad, W. , 2022).

The educational practices confirm that the (managerial) performance indicators within a school mainly refer to the actual management activity of the management

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team by assessing the quality regarding the functioning/development of the educational institution, the application of managerial functions (informational-analytical, motivational-purpose, forecasting-planning, organization, control-diagnosis, regulation-correction) and managerial actions in the fields: curriculum (elaboration, implementation, development), human resources (recruitment, training/development, evaluation), non-human resources (material, financial, informational, time), organizational development/performance of the organization, management skills, in particular, communication, decision-making, participation of leadership styles. (Hooley, T., Watts, A. G., Sultana, R. G., & Neary, S., 2013)

Since performance represents all the elementary logical stages of the action, from intention to result we cannot separate the result, namely the performance obtained, from the means and activities by which it was achieved, from the objectives set to be achieved because a result represents nothing if it is analyzed by itself. Moreover, if you can't measure, you can't control it. If you can't manage, you can't improve and you can't be performing. The process of controlling individual performance is vital to the overall success of management, contributing to the success of modern school organizations. (Popescu. M, Băltărețu. A. , 2012)

The key principle of performance management and success in education is that of professional satisfaction of the teacher, a set of positive attitudes of the teacher towards his professional activity "formed as a result of experiencing feelings of pleasure in relation to the fulfillment of needs, desires, professional aspirations, these leading to professional performances, experiencing the feeling of fulfillment, professional achievement." [Andrițchi, 2012].

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