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Journal of Research in Educational Sciences

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Our vision is to support the seekers, the changers, the Innovators, those who see knowledge as a force for a better, more innovative and Knowledge intensive world and building bridges to knowledge — supporting the development of ideas through the research process.

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The Journal is designed to promote scholars' thought in the field of education with the clear mission to provide an interdisciplinary forum for discussion and debate about education's most vital issues. We intend to publish papers that contribute to the expanding boundaries of knowledge in education and focus on research, theory, current issues and applied practice in this area.

The Editor in Chief would like to invite submissions for the **Volume XV, Issue 2(18), Winter 2024** of the **Journal of Research in Educational Sciences** (JRES).

The primary aim of the Journal has been and remains the provision of a forum for the dissemination of a variety of international issues, empirical research and other matters of interest to researchers and practitioners in a diversity of subject areas linked to the broad theme of educational sciences.

The aims and scope of the Journal includes, but is not limited to; the following major topics as they relate to the Educational Sciences:

- Educational Psychology;
- Engagement and Community;
- Leadership in Education;
- School Improvement;
- Human Resources in Education;
- Education and Information Science;
- Global strategies in Higher Education;
- Learner's Needs in the 21st Century;
- The Role of Education in The Globalization World;
- Technology-Based Learning.

All papers will first be considered by the Editors for general relevance, originality and significance. If accepted for review, papers will then be subject to double blind peer review.

Teaching Staff Competencies from the Perspective of Effective Educational Management

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Abstract: Intellectual education prolonged and continuous self-instruction are the premises for transforming human resources into high-performing, competitive labor with major creative values and capabilities. The main factors highlighting the longevity and vitality of human resources are defined as education, intellectual work, and continuous training of intellectual functions. Today's society demands more than ever human resources capable of coping with the psycho-socio-cultural changes specific to the need to harmonize community realities with the realities of its own system. In this context, the necessity of introducing into the equation of training, the instruction of all categories of labor resources, the requirements of educational management through ensuring managerial competencies at the level of personnel in the education system, becomes apparent.

Introduction

In the perspective of formulating hypotheses regarding the labor force in Romanian society, undergoing a process of harmonizing economic and social policies as a continuing stage of integration into the EU, it is necessary to highlight some important issues regarding the economic reforms recorded. In recent decades, Romania has undergone a series of significant economic reforms, influenced by its transition from a centralized, planned economy to a market economy, integrated into the global economy (Enache 2015). These reforms were motivated by the aspiration to increase economic efficiency, attract foreign investment, improve the quality of life, and ensure economic convergence with EU countries. Here are some of the main economic reforms in Romania:

In the early years after the revolution, privatization and restructuring were carried out. Romania began an extensive privatization process of state-owned enterprises, leading to the transfer of many economic assets to the private sector (Zaman, Georgescu 2018). This reform aimed to increase the efficiency and competitiveness of the economy. Alongside privatization, there were also processes of restructuring enterprises to make them more competitive in the free market.

This was followed by liberalization and deregulation, with measures adopted in this direction, including the elimination of inefficient subsidies and state price controls (Lavigne 1995). These measures aimed to stimulate competition and increase economic efficiency.

Next, for stabilization and fiscal reform, fiscal reforms were implemented to improve the business environment and stimulate investment. These reforms included simplifying the tax system, reducing taxes and tariffs, and combating tax evasion (Boulescu 2003). In 2007, Romania's integration into the European Union took place, a step that required the adoption and implementation of common economic standards and rules. This necessitated extensive reforms in areas such as market regulation, consumer protection, infrastructure, and public administration (Berinde, Giurgiu 2007).

Another stage was the modernization of infrastructure and the public sector: Programs were launched to modernize infrastructure and the public sector, including investments in roads, railways, energy, and telecommunications. These projects aimed to improve the business environment and increase economic competitiveness.

Within the reform of the pension and health care systems, reforms were adopted to ensure the sustainability of the pension and health care systems in the context of population aging and fiscal pressures. These reforms aimed to modernize and streamline the respective systems.

Last but not least, policies were adopted to attract foreign direct investment and stimulate entrepreneurship and innovation. These policies included tax incentives, support programs for small and medium-sized enterprises, and the development of special economic zones.

These reforms represented a complex and often difficult process, involving significant social and economic adjustments. However, they contributed to the modernization and diversification of the Romanian economy and to strengthening Romania's position within the European Union and the global market. Nevertheless, there are still challenges and opportunities for further improvements in several areas, such as infrastructure, education, and innovation.

Most of the time, crises create imbalances in economic, social, political, and other areas (Bahnareanu 2009). What brings everything back to normal after a crisis is human resources.

"Human resources" is a term used to describe the employees of an organization or company, along with their skills, knowledge, experience, and potential to contribute to the success and functioning of that organization (Matei 2001). The Human Resources (HR) department is responsible for managing this vital asset of the organization. Consequently, human resources play a crucial role in managing and developing an organization's human capital, thereby contributing to the achievement of organizational objectives and its long-term success.

1. The Impact of Education in Society

A simple analysis of the aforementioned highlights the certain idea that all these are consequences of human action, the most important category of resources in society being human resources. Therefore, redefining the role of the state cannot be accepted without the social component that "benefits" from analysis elements such as the emergence of unemployment, harmonization of the pension system, including the restructuring of social services in the fields of education, culture, health, etc. (Deaconu, *et al.* 2004).

Education is a complex and continuous process of acquiring and developing knowledge, skills, competencies, values, and attitudes, occurring throughout one's life and unfolding in various contexts and environments, such as school, family, community, and online environment. Education aims to contribute to the holistic development of the individual and to the formation of a wise, responsible, and progressive society (Vicol 2019).

The role of education is vast and vital for individuals and society, and includes the following main aspects:
- Personal development: Education facilitates the intellectual, emotional, social, and physical development of the individual. Through education, people can discover and cultivate their interests, talents, and maximize their potential.
- Learning and knowledge: Education provides access to various and updated knowledge and information, contributing to understanding the surrounding world, developing critical and analytical thinking, and enriching general culture.
- Skills and competencies development: Education develops practical skills and competencies necessary for success in life, such as communication skills, problem-solving, critical thinking, collaboration, adaptability, and creativity.

- Citizenship and social participation: Education encourages active and responsible citizenship, promoting values such as democracy, tolerance, equality, social justice, and respect for cultural and social diversity.
- Economic growth and societal development (Van Den Berg 2017): Education plays a crucial role in stimulating economic growth and sustainable social development by providing a skilled, innovative, and adaptable workforce and by promoting research, innovation, and entrepreneurship.
- Poverty and inequality reduction (Zamfir 2021): Education has the potential to reduce poverty and social inequalities by providing equal opportunities for access and participation in learning for all individuals, regardless of their social, economic, ethnic, or geographical background.
- Culture and values preservation and transmission: Education contributes to the preservation and transmission of culture, language, traditions, and values of a society from one generation to another, ensuring continuity and social cohesion (Saad, *et al.* 2024).

In conclusion, education is a fundamental pillar of individual and social development, having a profound impact on people's lives and on the progress and stability of societies. It is essential that resources and efforts be directed towards ensuring quality, accessible, and inclusive education for all members of a community or society.

So, education plays a major role in reshaping society's structure. Preparing the human resource to become efficient is essential for the success of organizations. Here are some key strategies and practices to develop and improve employee performance (Sugiarti, Finatariani, Terza Rahman 2021): Identifying training and development needs: Periodic evaluations of employees' competencies and performance are necessary to identify skill gaps and development needs. Planning and implementing training programs: Personalized training programs should be developed to address the identified skill development needs. Promoting continuous learning: Encouraging and supporting employees to be proactive in their professional and personal development. Creating a conducive learning environment: Cultivating an organizational culture that promotes continuous learning and innovation. Ensuring manager support: Managers and leaders play a crucial role in developing and supporting employee performance. Evaluating and monitoring progress: Monitoring employees' progress in their development and adapting development plans accordingly. Recognizing and rewarding performance: All these performances and efforts of learning and development of employees should be rewarded and recognized. By adopting these practices and strategies, organizations can create an environment where employees can develop and achieve maximum performance, thereby contributing to organizational success and growth.

2. The Educational Management

Educational management is a part of management that deals with planning, organizing, coordinating, and evaluating activities within the education system, aiming at ensuring efficient leadership and continuous improvement of the educational process. This branch of management focuses on managing human, financial, and material resources in educational institutions, as well as on developing educational policies and implementing them in practice. Among the main aspects of educational management are (Hımmetoglu, Aydug, Bayrak 2020):

- Strategic planning: Defining institutional objectives and establishing strategies to achieve them.
- Institutional organization: Structuring the educational institution into efficient departments, programs, and work teams.
- Human resource management: Recruiting, selecting, training, and evaluating teaching and non-teaching staff to ensure a qualified and motivated workforce.
- Financial resource management: Allocating and efficiently using funds to support educational activities and institutional infrastructure.
- Curriculum development: Designing and implementing school programs that respond to students' needs and societal requirements.
- Performance evaluation and improvement: Continuously monitoring and evaluating the educational process to identify strengths and areas needing improvement.
- Communication and collaboration: Promoting effective communication among members of the educational community, as well as collaborating with parents, local authorities, and other partner organizations.

Educational management is essential for ensuring the quality of education and improving the performance of educational institutions in the context of continuous social, technological, and economic changes. Effective management contributes to creating an environment conducive to students acquiring knowledge, skills, and competencies relevant to their lives and society as a whole. Competency-based educational management is an approach that emphasizes the development and evaluation of competencies relevant to educational and life

success in general. This type of management focuses on identifying, understanding, and cultivating key competencies that students should acquire to become active and competent citizens in contemporary society.

Here are some key elements of competency-based educational management (Holubnycha, *et al.* 2022):

1.Identification of relevant competencies: It is essential to establish which competencies are crucial for students' success in school and in life after graduation. This may include academic competencies as well as social, emotional, and life skills.

2.Integration of competencies into the curriculum: Competencies need to be integrated into school programs and conveyed through appropriate teaching and assessment methods. The curriculum should be flexible and responsive to individual student needs so that they can develop all relevant competencies.

3.Assessment of competencies: Competency-based educational management involves assessing students' competencies in a holistic and authentic manner. This may involve using various assessment methods such as portfolios, projects, and ongoing assessments to evaluate progress and performance in different competency areas.

4.Teacher training: Teachers need to be prepared and supported to implement a competency-based approach in the classroom. This may include training in active teaching methodologies, diversity management, and relevant and equitable assessment of students' competencies.

5.Community and stakeholder involvement: Competency-based educational management involves collaboration with parents, the local community, and other stakeholders to ensure that the educational process meets their needs and requirements.

By adopting a competency-based approach in educational management, schools can contribute to preparing students for a constantly changing world, where skills and competencies are as important as academic knowledge. This approach can help students become more confident and capable of taking active roles in society and reaching their full potential.

After the Revolution of 1989, higher education in Romania underwent significant transformations, influenced by the political, economic, and social changes in the country. Among these changes, Vasilache, Temesi, Dima (2012) indicate that decentralization and university autonomy were important steps in the reform. In the post-revolution period, efforts were made to grant universities greater autonomy in resource management, academic planning, and administrative decision-making. This led to increased responsibility and flexibility within higher education institutions. As part of this change, greater academic freedom was granted, efforts were made to protect academic freedom and university independence, allowing researchers and professors to conduct research and provide education without fear of political persecution or influence.

Subsequently, a curricular reform took place. Although the curriculum remains very dense to this day, there was a greater emphasis on updating and modernizing study programs to make them more relevant to the labor market's requirements and to encourage the development of skills necessary for professional success in a rapidly changing society.

Upon integration into the European space, Romania sought to align itself with European standards and practices in higher education, including adopting the system of university studies in cycles (Bachelor's, Master's, Doctorate) and promoting student and academic staff mobility through programs such as Erasmus+.

Due to changes in the admissions system and the emergence of new faculties and specialties, there was a significant increase in access to higher education in Romania in the post-revolution period. The number of higher education institutions increased, and private universities became an important part of the academic landscape. With technological advances, there was an increase in the use of digital technologies in the teaching-learning process, including the introduction of online platforms, distance learning courses, and digital resources.

These changes were an integral part of the transition process of higher education in Romania towards a more flexible system, more oriented towards the needs of the labor market, and more integrated into the European and global context. However, challenges such as funding, the quality of education, and adaptation to the requirements of an ever-changing world persist, requiring continuous efforts to address them.

In the context of the changes in higher education in Romania after the Revolution, educational management can be defined as the process of planning, organizing, coordinating, and evaluating activities in higher education institutions, aiming to ensure efficient educational processes and continuous institutional performance improvement.

3. Educational Management in Higher Education

Educational management in higher education involves (Deem, Brehony 2005) effective strategic planning, namely, defining the long-term objectives of the higher education institution and developing strategies to achieve them. This may include, for example, the development of academic programs, institutional development plans, and educational

policies. Another important aspect of educational management is institutional organization, which involves structuring the higher education institution into departments, faculties, and other administrative units, as well as managing human, financial, and material resources efficiently and effectively.

Human resource management is a crucial objective. Recruiting, selecting, training, and evaluating academic and non-academic staff to ensure a qualified and motivated team of professionals who contribute to fulfilling the mission of the higher education institution are essential criteria for any faculty aspiring to be among the top institutions.

Furthermore, financial resource management is also a performance criterion. Allocating and efficiently using funds to support teaching, research, and development activities, as well as ensuring the overall functioning of the higher education institution, are essential.

Periodic curriculum review and development are also crucial. Academic programs need to be designed and updated to meet the needs and requirements of students and society, as well as to reflect changes in fields of study and the job market. For assessing and improving performance, continuous monitoring and evaluation of institutional performance and the educational process are necessary to identify strengths and areas needing improvement, as well as to make informed decisions for continuous improvement.

In conclusion, educational management in higher education is a complex and multidimensional process that involves managing all institutional aspects to ensure quality education and support the academic and professional success of students and academic staff.

The educational project represents a detailed and structured planning of activities and objectives to be carried out within an educational institution to fulfill its educational mission and vision. It can be seen as a strategic guide that sets the direction and priorities for the institution's medium- and long-term development (Parsons, Drew 1996).

The educational project is an essential tool for the leadership and management of educational institutions towards continuous improvement and the achievement of educational objectives. It is important for it to be flexible and adaptable to changes in the educational environment and the evolving needs of students and society.

Educational projects are developed by educational managers. Educational managers are essential professionals in the leadership and administration of educational institutions, including schools, high schools, and universities. Their responsibilities include strategic leadership, efficient resource management, pedagogical supervision, community partnership development, ensuring educational quality, compliance with legal regulations, effective communication, and continuous professional development. They are key to ensuring quality education and achieving the educational objectives of educational institutions (De Kydd, Crawford, Riches 1997).

Educational managers can hold various titles and roles depending on the level of the institution and its specific organizational structure. They play a vital role in ensuring the efficient functioning and continuous improvement of the educational system.

In the educational environment, the success of managerial endeavors is conditioned by teachers possessing the following categories of competencies: For educational management endeavors to be successful, teachers must possess diverse categories of competencies that enable them to fulfill their roles and responsibilities efficiently and effectively. Educational management requires teachers with a diverse range of essential competencies. These include pedagogical competencies, appropriate assessment and feedback for students, communication and interpersonal skills, classroom management, and the use of modern educational technologies. Additionally, teachers should be able to manage diversity in the classroom, collaborate with colleagues, and prioritize their continuous professional development. These competencies are fundamental to ensuring an efficient and effective educational environment in which students can thrive and learn appropriately.

These competencies are essential for teachers in successfully managing the educational process and contributing to the achievement of institutional objectives and student success. Continuous development of these competencies is crucial for adapting to changes in the educational field and improving teaching and learning practices.

The quality of higher education represents the extent to which educational activities, resources, and outcomes meet the standards and expectations established to ensure an efficient and valuable educational experience for students. Quality education is essential for the comprehensive development of students and their preparation for success in life. Accessibility and equity are fundamental, ensuring that all students, regardless of their social, ethnic, or economic background, have equal opportunities to benefit from resources and reach their full potential. A well-structured and relevant curriculum promotes both academic knowledge and the development of real-life skills. Qualified and well-prepared teachers create a stimulating and inclusive learning environment, while the use of a variety of teaching and assessment methods maintains student engagement and ensures proper

understanding of content. Access to adequate resources and appropriate infrastructure is crucial, and support for socio-emotional development and collaboration with the community can significantly contribute to improving the quality of the education process.

Ensuring quality in the education process requires continuous and collaborative efforts from all stakeholders involved in education - teachers, school leadership, parents, community, and policymakers. It is a dynamic process that needs to respond to the changing needs and challenges of students and society. Faced with underfunding, ensuring quality in higher education can be a challenge, and limited resources can negatively affect the educational experience of students and teachers. However, there are steps that institutions and decision-makers can take to improve quality under these conditions. Prioritizing resources, promoting partnerships and alternative funding, efficiency in administration, innovation in teaching methods, supporting the professional development of teaching staff, community involvement, and constant quality monitoring are essential approaches to ensuring quality higher education, even in the context of financial constraints (Tam 2001). Ultimately, underfunding can be a significant challenge in ensuring quality higher education, but with efficient resource management and strong commitment from all stakeholders involved, it is possible to improve the quality of the educational experience for students and teaching staff.

Conclusions

In conclusion, quality in higher education is essential for preparing students for their future and for contributing to society's development. It is important for educational institutions to provide a relevant, accessible, and high-quality educational experience, regardless of the level of available funding. Underfunding can be a challenge in achieving this goal, but there are ways in which institutions can maximize their resources and optimize their practices to ensure the quality of higher education.

Prioritizing resources, promoting partnerships and alternative funding, efficiency in administration and management, innovation in teaching and learning methods, supporting the professional development of teaching staff, involving the community and graduates, as well as monitoring and constantly evaluating quality are all essential elements in addressing underfunding in higher education.

By taking these measures and through the commitment of all stakeholders - educational institutions, decision-makers, teaching staff, students, and the community - it is possible to improve the quality of higher education and to provide better learning and development opportunities for all involved. It is important for these efforts to be continuous and adapted to the changing educational environment and the evolving needs of society.

Credit Authorship Contribution Statement:

Negulescu Mihail Cristian contributed with the idea of research, and with the beginning part, the Introduction. Also, the chapter *Educational Management in Higher Education* is his contribution**.** The conclusion part is also, the contribution of Negulescu Mihail Cristian

Barbu Cristina Mihaela is the corresponding author. Barbu Cristina Mihaela contributed with the short presentation of the research. She did the documentation about the current state of the research. The part of the article writing, editing part is her contribution.

Mihalcea Delia-Iuliana writing andandandted with her management experience to a renowned school in the city. The chapter *The Educational Management* is her contribution.

Declaration of Competing Interest:

The author declares that he has no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

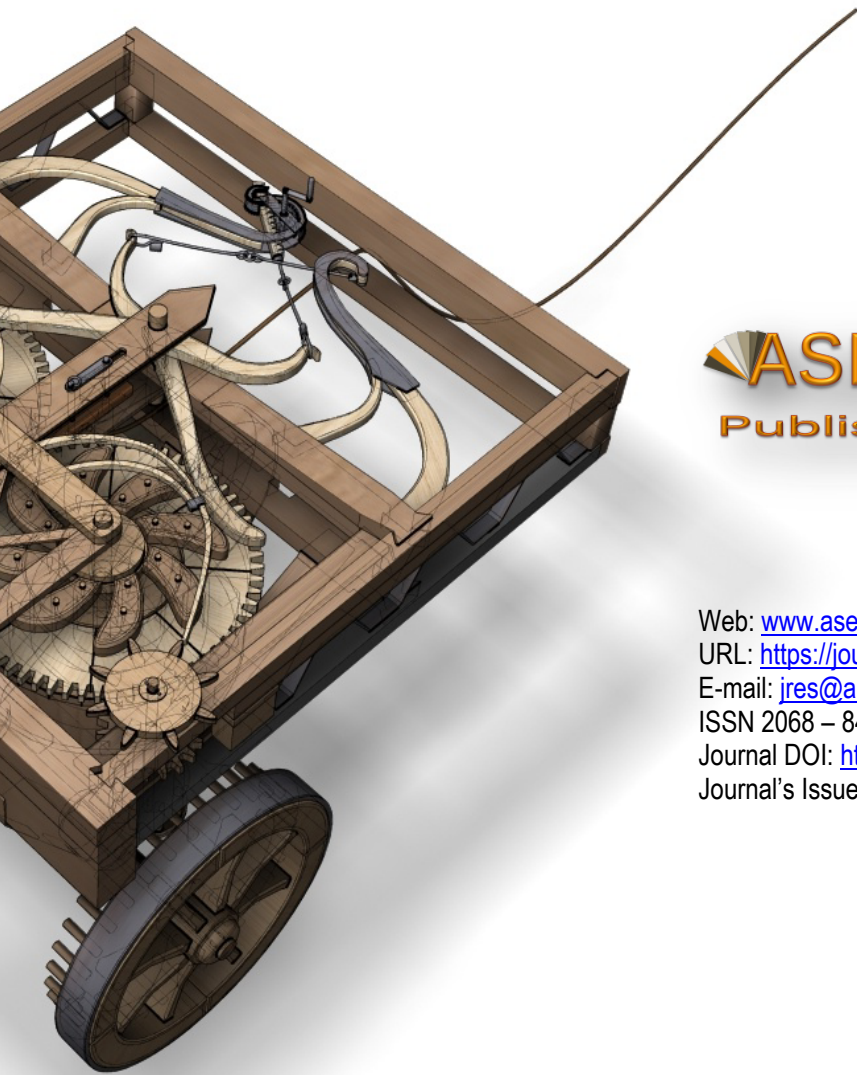## Declaration of Use of Generative AI and AI-Assisted Technologies:

The author declares that he has not used generative AI and AI-assisted technologies during the preparation of this work.

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