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THE ROLE OF EDUCATIONAL MANAGEMENT IN THE MOTIVATION AND PROFESSIONAL DEVELOPMENT OF TEACHING STAFF

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Abstract
In educational institutions, the way human resources are managed and developed can significantly influence teachers' engagement and job satisfaction. Constant changes in the education system, technological advancements, and the emergence of new professional demands necessitate managerial approaches adapted to current realities. Against this backdrop, this article aims to analyze the contribution of educational management to motivating teachers and supporting their professional development. Key aspects considered include access to continuous training, recognition of performance, communication between institutional leadership and teaching staff, teacher involvement in decision-making, and opportunities for career advancement. Furthermore, the study examines the relationship between the exercise of managerial functions and staff levels of satisfaction, engagement, and efficiency. Particular attention is paid to the concept that professional development is not merely a necessity driven by educational changes but also a significant factor in motivating and retaining teachers within the organization. Consequently, people-oriented managerial practices can contribute to fostering a favorable organizational climate and advancing educational institutions.

Keywords: educational management, employee motivation, teaching staff, professional development, human resources

Introduction

In the field of education, the professional training of teaching staff does not end with the completion of their formal studies but continues throughout their entire careers. Teachers constantly face new situations and demands, making it necessary for them to update their knowledge and develop their skills. Participating in courses, training programs, or other professional development activities can help them find more effective solutions to the challenges encountered in their daily work. Furthermore, when an institution's leadership prioritizes staff development and creates genuine training opportunities, teachers feel that their work and professional growth are valued. Thus, professional training is linked not only to improved classroom performance but also to teachers' job satisfaction, engagement, and desire to grow within the institution where they work.

Education must keep pace with societal changes, whether economic, social, cultural, or scientific in nature. At the same time, it is important for education to help individuals develop the capacity for lifelong learning and self-improvement. Continuous training and personal development facilitate adaptation to new demands and situations. For this reason, lifelong learning plays a vital role in the educational process, and adult education constitutes a necessary

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component for individual development and adaptation to the changes of modern society. (Patrașko, 2021, p.252)

In recent years, professional training has gained increasing importance, particularly due to economic and social changes and rapid technological advancement. Professional requirements are constantly evolving, necessitating the continuous updating of knowledge and skills. This holds true for the field of education as well, where teachers must keep pace with new teaching methods, the use of technology, and the increasingly diverse needs of students. In this context, continuous professional training serves as a vital support for educators, offering them the opportunity to develop their skills and adapt their work to changes within the education system. By participating in training programs, teachers can enhance their instructional practice and respond more effectively to the current demands of the educational process.

Educational Institution Management and Continuous Professional Development

Educational management encompasses the activities involved in organizing and coordinating educational institutions, as well as the manner in which they are led and conduct their operations to achieve educational objectives. (Schipor, 2024, p.296)

Educational management focuses on how activities and relationships within educational institutions are organized. Analyzing these aspects makes it possible to identify leadership and organizational methods that can improve the educational process and enable it to be carried out more efficiently. (Toca, 2002).

The management of the educational institution contributes to the professional development of teachers. To participate in courses and other training activities, teaching staff require support from the school and suitable conditions. At the same time, it is important that teachers be encouraged to take part in such activities. Through the involvement of the leadership, professional training can become a constant priority within the institution and contribute to boosting teacher motivation.

The professional training of teaching staff requires clear development directions, established both at the level of the education system and within educational institutions. Initial training should be followed by training activities that address professional requirements and the specific needs of teachers. To this end, training offerings must be aligned with the competencies teachers need to develop and with changes in the field of education. Furthermore, continuous training must play a significant role in educational policies, and available programs should be determined based on existing priorities. (Afanas, 2019, pp. 8-9)

Professional training can foster a better relationship between teachers and the schools where they work. Institutional support for skills development demonstrates to educators that their work and progress are valued. Such opportunities benefit both early-career teachers and those needing to adapt to new tasks, technologies, or teaching methods. In this way, continuous training helps teachers grow and become more engaged in the life of the institution.

Professional development for employees can benefit both the individuals and the organization. Participation in training activities can lead, over time, to better preparation, increased engagement, and improved performance. In schools, it is important for teachers to understand the purpose of these activities and how they can assist in their daily work and career development.

In Romania, continuous professional development is a key aspect of the teaching profession. By participating in courses and other training activities, teachers can update their knowledge and develop the skills necessary for their classroom practice. Results from the TALIS

2024 study indicate that 60% of teachers in Romania believe the professional development activities they attended over the past 12 months had a positive impact on their teaching. At the same time, participation in such activities is hindered by factors such as costs, a lack of incentives, and limited time. These findings highlight the need for educational institutions to support teachers and provide conditions that facilitate participation in training activities.

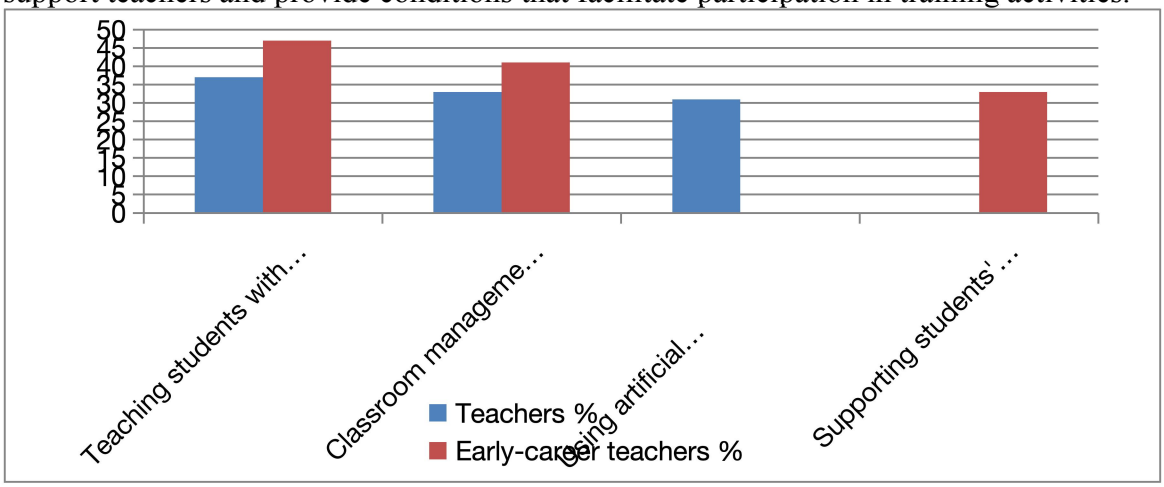


Figure 1. Main areas in which teachers in Romania express professional development needs
(Source: own processing based on OECD 2025, TALIS 2024 – Romania)

There are differences between the training needs of early-career teachers and those of teachers in general. Less experienced educators express a greater need for preparation in working with students with special educational needs and in classroom management. Across the teaching workforce as a whole, a need also emerges for training on the use of artificial intelligence in teaching activities. These differences demonstrate that training needs can vary depending on professional experience and the demands of the teaching role.

In the management of an educational institution, the professional development of teachers is an aspect worthy of support. School leadership can identify areas where teachers require training and support them in attending courses or other professional development activities. Encouraging collaboration and the exchange of experience among teaching staff is also beneficial. At the same time, teachers' efforts to enhance their professional skills should be acknowledged. Through such measures, professional development can help improve teaching practice and contribute to teacher motivation.

Motivating Teaching Staff

Effective management of teaching staff entails creating a work environment that motivates teachers and fosters their engagement in achieving the institution's goals. In this regard, it is important to recognize and promote performance, leverage initiative and professional potential, and encourage teacher participation in the decision-making process. Furthermore, effective communication, conflict management, and the maintenance of an organizational climate based on collaboration, fairness, and well-being contribute to the development of a functional school community. (Andrițchi, 2011, p.59)

Teacher motivation depends on the results achieved, personal needs, and working conditions. In the field of education, the results of a teacher's work are not always immediately visible, and this can influence motivation levels. Therefore, it is important to take into account teachers' needs and school working conditions. (Pleșcan, 2023, p. 181)

Teacher motivation is influenced by the conditions in which they work. Salary, relationships with colleagues, job security, and the way the institution is managed can play a significant role. At the same time, teachers can be motivated by the satisfaction derived from their work, the results achieved, the appreciation of their efforts, the responsibilities they are given, and opportunities for professional development.(Patrașcu, Pleșcan,2018, p.79)

Teacher motivation influences how educators carry out their work and engage with professional tasks. When teachers are motivated, they can cope more easily with challenges, demonstrate greater perseverance, and seek solutions to the problems they encounter. Furthermore, motivation can impact relationships with students and colleagues, as well as the teachers' level of involvement in school activities and objectives. (Țurcan,2017, p.363)

The professional development of teachers plays an important role in improving the educational process. The quality of education depends, among other factors, on the training of teaching staff, the competencies they possess and develop throughout their careers, and the educational system's ability to meet the current demands of society and the labor market. (Cristea, 2000, p.107)

Teachers participate in training activities for various reasons. Some wish to improve their teaching methods and learn new things, while others take part because it is a requirement of their job. The desire for professional growth and the acquisition of new skills can drive them to take an interest in professional training and apply what they learn to their classroom practice.

School leadership plays a significant role in teachers' participation in professional development. Support for attending courses and attention to teachers' needs can encourage them to enhance their professional skills. It is also important that the efforts made by teaching staff are acknowledged. When newly acquired knowledge is put into practice and proves beneficial to the school's operations, teachers may be encouraged to continue participating in professional development activities.

Professional development for teachers benefits more than just those who participate in training activities. What they learn can be shared with colleagues by presenting methods, ideas, or examples encountered during the courses. In this way, the experience gained by a teacher can benefit other staff members and contribute to improving the school's operations.

A teacher's perspective on professional training can be linked to their desire to learn and improve. If a teacher recognizes the practical value of what they have learned and can apply it in the classroom, they are likely to be more interested in participating in future training activities. In this way, positive learning experiences can encourage teachers to dedicate more time to their professional development. The attitude of the leadership team can also influence the rest of the staff; a manager who encourages learning and embraces change can serve as a role model for teachers. Furthermore, positive experiences shared by some teachers can inspire their colleagues to participate in professional development activities.

Conclusions

Teacher professional development is an important component of an educational institution's activities. By participating in various forms of training, educators can enhance their professional competence and adapt their knowledge to the current demands of school life.

The institution's leadership can support this process by facilitating access to courses, identifying training needs, and encouraging collaboration among teachers. Furthermore, acknowledging efforts made toward professional development can help create an environment conducive to learning.

The situation of teachers in Romania highlights the need for training in areas such as working with students with special educational needs, classroom management, and the use of artificial intelligence in teaching. These needs may vary depending on professional experience and the situations encountered in the classroom.

Professional training can also be linked to teacher motivation. When teachers receive support and have the opportunity to put what they have learned into practice, training activities can become more useful and engaging. In this way, supporting professional development can yield benefits for both the teaching staff and the educational institution's operations and development.

Practical Contributions of the Study

This work may be useful to the leadership of educational institutions in understanding the training needs of teaching staff and the factors that can influence their participation in professional development activities.

The information presented can help managers identify areas where teachers need support and facilitate their access to courses and other training activities. Collaboration and the exchange of experience among teaching staff can also be encouraged, ensuring that the knowledge gained can benefit other colleagues in their work as well.

Another important aspect is teacher motivation. Support from school leadership, appreciation of their efforts, and the opportunity to put what has been learned into practice can encourage teachers to participate in training activities.

Consequently, the study can offer several directions to be considered in the management of educational institutions, particularly regarding the support of teachers and the fostering of their professional development.

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