

## Why the management of an academic career?

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*In these days we are living people think more and more rarely about their own destinies. In fact, planning a new career or a professional development individually represents a matter of general interest for many persons. There are plenty of young men who wishes more in the active life than a slowly and significant ascension. There are more determined those who understood the difference between a satisfying job which ensures the daily income and a workplace which puts its occupant through a series of challenges and also offering multiple satisfactions. In which of the following situations is the academic career?*

**Key words:** career, career management, moral motivation, material motivation.

As time goes by, each one of us becomes wiser regarding the accumulation and life experience. Or so it should be. Supposing that there are no serious arguments to infirm the evolution in the human existence, when reaching maturity the individuals are able to appreciate the level of the values acquired through study and assimilated through practice.

In the case of the individuals with a profound sense of knowledge, but especially of self-knowledge, the analysis is made with a high degree of objectivity and it is based not only on the capacity of absorption and assimilation of everything that appears as new for the matters under discussion. An important element of the analysis is given by the moral motivation/material motivation

balance. The money quantum cashed by the individual for the carrying out work is not to be disregarded.

The job of an individual may ensure him the following:

- The source of income for a certain standard of living;
- Guiding the physical and intellectual efforts to a certain type of work;
- The social and material statute, and implicitly the admission of the others;
- Fitting in a competitive circle, where working in the benefit of others represents a purpose in life and a considerable motivation in order to permanently excel the personal limits.

But what does the education provide to a teacher, regardless of his didactic level?

I remember the restraint I had when I first walked into a classroom because I was afraid not to upset my teacher somehow. I shall never forget the continuously respect I had for the person (the teacher) who has taught me how to hold a pencil and how to write with it.

I do not reckon I shall encounter on none of my present, former or future students, the profound feelings I had had for my teachers, starting with those from gymnasium and ending with my post-university mentors. Or maybe I am wrong.

I think that probably when I get phone calls or messages from various

places in the world from where either the students, or the post graduate attendants, or the PhD ones tell me what they have learned and achieved on the professional level, the same transfer of feelings between the disciple and his teacher takes place.

I am proud when I think of the influence I had upon one's destiny who may have achieved something good from my advice.

I think I shall die but I shall never give up my belief that a teacher must do this profession out of vocation, with talent and fully abnegation, no matter of the acknowledgement of their merits, more correct, no matter of the recompensing their efforts. but it is also true that the moral motivation would never be able to provide the necessarily items in order to biologically survive.

Supposing a teacher hasn't got many abilities in order to be able to provide the income needed to ensure a living, rounding off his salary (a salary which in every historical era stood under the level of the quality and the social significance of his work), there are not enough arguments in favor for keeping the job occupied through a contest:

- We do not have "Mr. Trandafir" anymore.
- That magic environment set up among the children by the man at the school teacher's desk does not exist anymore.
- These are often information way above the level of an accurate perception

according to their age because modern technique is present in numerous classrooms, even though in not so many as it should have, and the youngsters' curiosities frequently oversteps their capacities of understanding certain phenomena and processes.

- It is also very true the statement according to which the children surpasses in a positive way the limits of knowledge through this type of research and individual investigations, not necessarily as a school assignment, but more as a personal curiosity thing.

- The personal and professional authority of the teacher is no longer acknowledged.

- Pupils, without necessarily being those "copy cat children" – who come in this life carrying messages from another worlds, which are unknown to us grownups – they think they are omniscient and they do not need a methodical education because it would be a waste of time.

- Parents do not adopt adequate pedagogical tactics and they are frequently undermining the efforts made by the school's institution, through its teachers. There are not few the teachers' denigrations in front of the children, the contradiction of the information provided by the school, the denial of the values inspired by the education...

- The confusion made in the society is connected to the role played by each actor in educating the children: the parent is the one who has to substantiate and to set up most of the basic education

of the child, and the school, on its various levels, must educate and complete the efforts made by the family. Lately, probably because of the limited time spent by the parents with the children – an inconvenient caused by the long time spent at work and by the need that the mother also provide for the family – there are many persons who think that school should be the only one to have the educational task. Heavy money are being paid within the private education system, starting with kindergartens and continuing with the extracurricular, supplementary education.

- The negative examples are also real, examples of some poor qualified teachers who are accepted into the system less because of the nepotism, but more because of the following explanation (explanation which, despite its truthfulness and the fact that I have used it myself, bores me): "With these wages, no head of promotion will hurry to come and teach."

• The teachers' qualitative steps from their professional evolution are no longer financially and satisfying stimulated. Although the education is responsible to a great extent for the tomorrow's human performances and indirectly, for the achievements within all the national economy fields, does not receive enough funds from neither of the governments, not even for the salary income, not to mention the other equipments...

A question is raised permanently: "Why being a teacher?" together with its

variants: "Why being a gymnasium or a high school teacher?", "Why an academic career?"

Try not to seek answers from the point of view of the person who has ended the progress within didactical levels. Imagine you are a twenty-two or twenty-three years old young man, freshly graduated, with lots of dreams and hopes. Why this young man would chose an academic career, regardless the level of education?

I remember a relatively recent meeting with a couple of persons, some being successful businessmen, others trying to become successful as the first ones, and, a third category, the skeptical ones, the reserved and sensitively distrustful ones and , anyway, not to willingly to risk the spare money from their household. At some point, it has been suggested that each one of those present to specify the first initiative they would take if they were to have a considerable amount of money. I think I was the only one who didn't want a house with a garden and a place for the garage in which to keep the car which I shall own.

I have awakened the other ones interest when I said that I would invest the money in children and youth. I admit that it was not my first wish, but no one from the meeting had had an impulse like mine. Why?

1. I was not the only one who earned the living from education.
2. I wasn't also the only one who

had formed within the academic education.

3. I wasn't also the only mother or parent in the room.

After so many days away from that meeting I sit and wonder if us, those who create, educate, build up, perfect and develop the human race, are not aware of the need on unlimited investments in children, teenagers and youth, as much as it is possible, what more is there to expect from the persons with power to decide within the government who are always being restricted by certain interests and budgetary restraints.

Our salvation (fairly said, "As a nation") comes from the young people's enthusiasm, especially graduates of the pedagogic high-school and of the same profile colleges, who are identifying the career anchor with great satisfaction.

There are to be noticed the results of a questionnaire which has been circulating among the students of our university, from the faculty mentioned before, about the discovery of their orientations regarding the career correlated with the needs, aspirations, priorities and the values offered by the life events.

1. Regarding the reason for choosing a profession of such nobleness, through its mission point of view, it is gladdening and somehow reassuring for the coming future, the bunch of answers<sup>1</sup> which are oscillating round about the same idea – the joy of teaching

- „My childhood dream was to work as a school teacher. I have postponed this dream in order to attend the university studies to perfecting myself.”

- „Ever since high-school I wanted to become a university teacher, but now I am satisfied with the position of school inspector for the gymnasium.”

2. Regarding the consistency with which deviations from the initial plan are being observed, one may also appreciate the need of perfecting:

- “I want to finish my post graduate studies and to graduate from my PhD, but till then I shall keep my job as a psycho pedagogic counselor.”

- „I am thinking to set up a family with two children, but i do not want to give up my career as a university teacher, even if it is abroad.”

Being over-truthful, how many of those who have already an academic

career, either on the last didactical degrees level, either close to retirement, would be willing in the present demographic, cultural, educational and civilization, social economic and political conditions to choose the same profession?

Or, if they were to choose again to be teachers, would they make a career out of this, getting their wages as an only income source, or would they resort to more pecuniary alternatives in order to round off their financial earnings?

In fact, what does the academic career imply in the future?

Or, what is the future of the academic career?

Towards this kind of questions, which start a long series of unknown matters, it seems only logic to comprise the psychological circle, formulating the most important question: “Why an academic career?”

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