

# PERSPECTIVES ON PROFESSIONAL PERFORMANCE GROWTH IN THE FIELD OF ECONOMICS IN THE HIGHER EDUCATION INSTITUTIONS

Ph D Student Loredana HOBEANU VĂCĂRESCU

University of Craiova, Romania  
Email: loredana.hobeanu@yahoo.com

## *Abstract:*

*The training and improvement of the members' performances from the academic community represent only a part of their continuous perfecting process made in accordance with the latest legislation. As a conventional formulation states, the faculty's performance and success are given by all its results and behaviors and it is by these means that individual and group contributions are measured. High standard performances determine precise local, national or European programs meant either to increase professional development or stimulate the resources and professional opportunities provided by the academic environment. In order to have a well-rated performance, the entire staff of the university should be aware of their involvement and responsible for the achievement of the tasks, objectives and mission of the university.*

*Key words: higher education system; professional performance; teaching staff; students; questionnaires*

## **1. Introduction**

Throughout our analysis, we will rely on the fact that education – as an institution and as a process – holds a significant role in the professional training system of the human factor. The higher education system, namely the university, apart from providing those taught with new information, it also helps them stock the information received and invests the future graduates with abilities and competences in specific fields, the capacity to think in a complex manner and turn to social use all educational knowledge acquired (Hobeanu and Văcărescu, 2011).

The higher education's most important investment is made in the human resources management, which acts as a catalyst in the transition process towards a durable development. Universities are oriented towards the continuous improvement of human resources management, which

bears in itself a reasonable request – that of permanently revising and evaluating the activity unrolled.

It is in this setting that the University of Craiova (UCV) as well as the West University of Timisoara (UVT) have demonstrated their capacity to adapt to the changes that occur in the national and European higher education system, by opportunely identifying optimal ways to attain their adaptation to the specificity of the educational process and to gather the resources necessary for the achievement of the goals laid out, adequate both qualitatively and quantitatively.

Knowing that the future prosperity of Romania and Europe depend on the current investment in the instruction and training of future specialists, the two higher education institutions have acted on behalf of becoming real factors of personality fulfillment and growth, components of competence consolidation and enrichment of the

future graduates, necessary aspects in order to adapt to the values of the social and cultural space, both nationally and at European level.

## **2. Brief overview of the FEBA Craiova and FEBA Timisoara**

To have a proper comparative analysis of the faculty, we have considered necessary to study two faculties, that is: the Faculty of Economics and Business Administration (FEBA) from the University of Craiova and the Faculty of Economics and Business Administration (FEBA) from the West University of Timisoara. We will firstly provide a brief presentation of each faculty.

FEBA is the largest remaining faculty of the eleven faculties from the University of Craiova. It holds a number of 9550 students under the guidance of a teaching staff of 153 people. FEBA organizes study programs to take one's bachelor degree, master's degree and PhD, having a wide range of specializations.

Given that one of the faculty's interests is allowing inter-specialization mobility for the students, as a premise for a unitary academic preparation the curriculum plans contain a common body of disciplines. Most of them are within the first year of study, which led to the fact that every bachelor – no matter the specialization – undergoes the same disciplines.

The flexibility and dynamics of the educational program is given by the 8 fields of study for the bachelor degree, which are 3 years in length, and from these fields of study a student can choose from 9 specializations in Craiova and 5 in Drobeta Turnu Severin.

In what is known as distance learning or distance education program (3 years length) 4 specializations are functioning for 4 fields of study for the bachelor degree.

The FEBA from the West University of Timisoara is dedicated to

the stimulation of the economic vitality of Timisoara and the western region, through all its academic programs, research activity and other such activities conceived and developed in accordance with the economic environment and business community.

The faculty has 10 specializations for the bachelor degree study program, 28 specializations for the master's degree study program and 5 fields of study for PhD; a number of 6205 students are studying under the supervision of a teaching staff of 147.

FEBA from Timisoara is among the 700 most powerful economic and business administration faculties from the world, for the third year consecutively.

As a unique aspect, starting this school year 6 master degree study programs from FEBA Timisoara have been chosen among the best 200 such school programs in the world.

This faculty is the only higher education institution in Timisoara that is a nominee at the Gala of Education Awards, a national competition that investigates and promotes the programs, people and institutions that have a significant impact on the Romanian educational system.

Furthermore, this faculty is the only one in the western part of Romania that has signed a collaboration protocol with the Ministry of Public Finances, giving its students the possibility to participate on internship programs in the ministry and all other subordinate units around the country.

In order to reach the objective established, we have found it necessary to use questionnaires handed out in the academic communities under revision.

## **3. The editing and disseminating of the questionnaires**

This paper also shows the stages of the editing, disseminating, analyzing and interpreting of a number of questionnaires distributed among the

teaching and research staff as well as the students from the final year of study (also known as „Senior students” in the USA educational system or „finalists” in the UK educational system) from both higher educational institutions. The questionnaire handed out to the teaching staff includes questions referring to: the place of the discipline taught in the current curriculum plan; the structure of the specializations from the faculty; the budgetary structure of the university, as well as future proposals meant to generate changes in the quality of the educational process.

The questionnaire has the following structure:

„Please answer the following questions using the „x” sign only once:

The evaluating metrics of the answers is:

1. in a very low measure;
2. in a low measure;
3. moderately;
4. in a large measure;
5. in a very large measure.

Your answers will be a real support for us in the improvement of the educational process. Thank you!”

**A. Taking into account your discipline, in what way does the current curriculum plan...**

Nr.	Questions	Answers				
		1	2	3	4	5
1.	correspond, in terms of content?					
2.	correspond, as theory/application ratio?					
3.	correspond, as number of hours/week?					
4.	need to be modified in the following years?					

**B. In what measure does the current structure of the specializations (study programs)...**

Nr.	Questions	Answers				
		1	2	3	4	5
1	correspond to the market's demands?					
2	is efficiently administered by the faculty management?					
3	offers a narrow academic preparation?					
4	need to be modified in the following years?					

**C. In an ideal structure of the university's budget, which should be the contribution (in percentage)...**

Nr.	Questions	%
1.	of the basic funding?	
2.	of the complementary funding?	
3.	of the students' tuitions, including those from the master, PhD and postgraduate programs?	
4.	of the grants, scientific research contracts and consultancy features?	

**D.** Propose several changes that ought to be made in the university in the near future in order to increase the quality of the educational process, the university's fame and the satisfaction of all those who work and study in the university.

The questionnaire has been handed out to the majority of teachers (two thirds of the staff in question); a number of 27 teachers out of 153 from FEBA Craiova have completed the questionnaire and found it very

interesting and 27 out of 147 have done the same from FEBA Timisoara.

The manner in which the teaching staff was chosen as sample had to do with: the percentage of those who completely answered out of the total teachers taken into account; they were separated according to their functions, age and teaching experience. In order to obtain an accurate perception from the students regarding the manner of preparation and the factors that lead to the knowledge necessary to acquire their professional competences, we have formulated a set of questions that we consider will reflect - to a very large degree – the objectives set.

The questions aim the following issues: the curriculum plan; the specializations structure; comments regarding the manner of admission; the degree of preparation of the teaching staff and the students during the studies

and/or courses; their capability to fulfill managerial positions after graduation; major changes that they consider necessary for the improvement of the educational system quality and the enhancement of the university's prestige.

The questions are included in the questionnaire shown in the following paragraphs.

“Please answer the following questions using the „x” sign only once:

The evaluating metrics of the answers is:

1. in a very low measure;
2. in a low measure;
3. moderately;
4. in a large measure;
5. in a very large measure.

Your answers will be a real support for us in the improvement of the educational process. Thank you!”

#### A. In which measure does the current curriculum plan...

Nr.	Questions	Answers				
		1	2	3	4	5
1.	satisfy you, in terms of its content?					
2.	satisfy you in terms of theory/application ratio?					
3.	satisfy you as number of hours/week?					
4.	need to be modified in the following years?					

#### B. In which measure does the current structure of the specializations (study programs)...

Nr.	Questions	Answers				
		1	2	3	4	5
1.	correspond to the market's demands?					
2.	is efficiently administered by the faculty management?					
3.	offers a narrow academic preparation?					
4.	need to be modified in the following years?					

#### C. Do you consider that the...

Nr.	Questions	Answers				
		1	2	3	4	5
1.	manner/system of admission is adequate?					
2.	teaching staff that you work with is appropriately prepared?					
3.	competencies acquired during your academic preparation are satisfying?					
4.	you are ready for a managerial position in the following years?					

**D.** Propose several changes that ought to be made in the university in the near future in order to increase the quality of the educational process, the university's fame and the satisfaction of all those who work and study in the university.

We have considered that the questionnaire must be handed out to the students from the final year of study (also known as „Senior students” in the USA educational system or „finalists” in the UK educational system) as they have a complete vision of the disciplines they have studied during their bachelor program, a firm opinion about the teaching staff they have worked with, they know the competencies they have acquired and they can spot which aspects of the educational process need to be improved in order to increase the university's fame. The questionnaire was answered by 93 students out of 838 in their final year of study from FEBA Craiova and 97 out of 1033 students in the final year of their bachelor studies from FEBA Timisoara.

We appreciate that the inclusion of certain common questions for the teachers and students is opportune; those questions regard the curriculum plan and the structure of the study programs and this aspect is important in order to fully identify the perception of the responders regarding the common activities that need to generate a partnership for the future preparation of specialists.

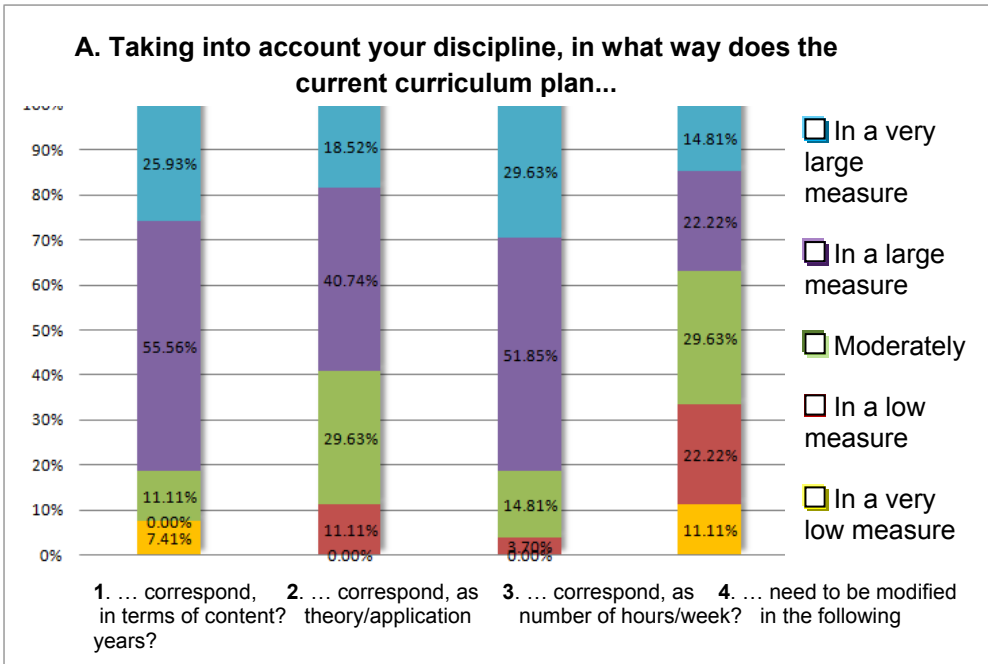
#### **4. Analyzing and interpreting the results**

Analyzing the results received from the sets of questions established in the questionnaires have led us to some very interesting conclusions and suggestions regarding the major aspects that need to be changed in an educational institution in order to increase the quality of the educational process and the satisfaction of the teaching staff.

**Table 1**

**Set A – Teaching staff from FEBA Craiova**

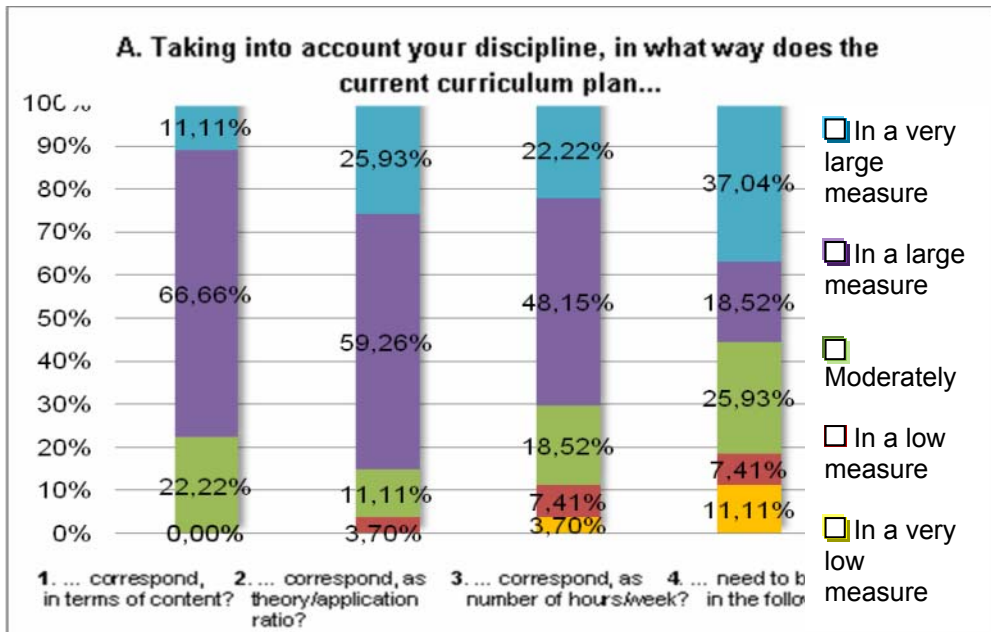
<b>A. Taking into account your discipline, in what way does the current curriculum plan...</b>	<b>In a very low measure</b>	<b>In a low measure</b>	<b>Moderately</b>	<b>In a large measure</b>	<b>In a very large measure</b>
<b>1.</b> correspond, in terms of content?	7.41%	0.00%	11.11%	55.56%	25.93%
<b>2.</b> correspond, as theory/application ratio?	0.00%	11.11%	29.63%	40.74%	18.52%
<b>3.</b> correspond, as number of hours/week?	0.00%	3.70%	14.81%	51.85%	29.63%
<b>4.</b> need to be modified in the following years?	11.11%	22.22%	29.63%	22.22%	14.81%



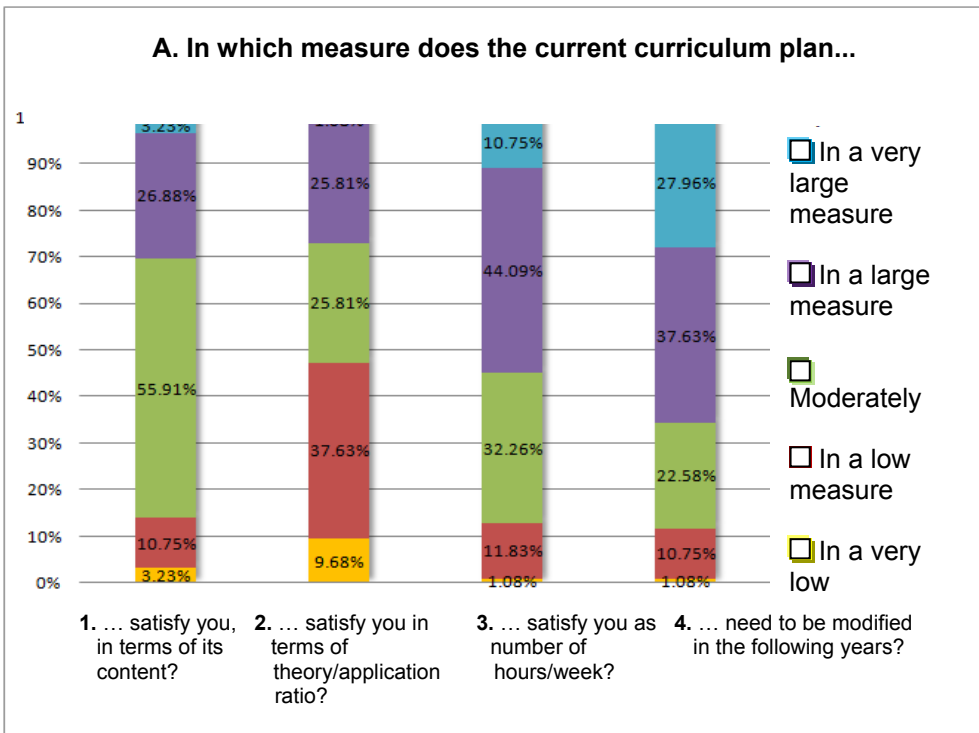
**Figure 1. The plotting of the Set A – Teaching staff from FEBA UCV**

The processing of the data on each of the questions contained in the A and B sets, for both teaching staff and students of the both university centers,

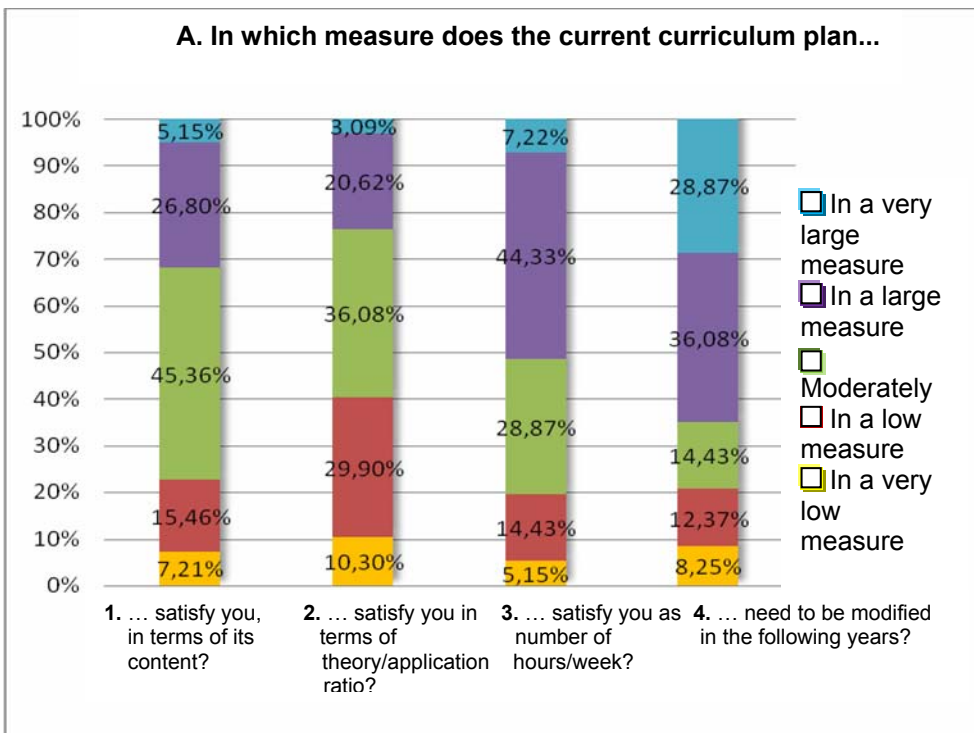
and in the C sets - students, were included under tabular form, but due to the lack of space, we shall represent only the plotting of these.



**Figure 2. The plotting of the Set A – Teaching staff from FEBA UVT**



**Figure 3. The plotting of the Set A – Students from FEBA UCV**



**Figure 4. The plotting of the Set A – Students from FEBA UVT**

After analyzing of the answers of each question from the sets made, several interesting conclusions can be drawn from either side of the two faculties: students and teaching staff.

Regarding the questions in Set A – Teaching staff from FEBA – the responders consider that – in terms of its content – the curriculum plan corresponds in a large measure (55.56%) and in a very large measure (25.93%) and their opinion is somewhat shared by their colleagues from FEBA Timisoara with a percentage – in the first case - of 66.66% and – in the second case – of 11.11%.

The two answer patterns sum up to: 81.49% - FEBA Craiova and 77.77% - FEBA Timisoara.

The perception is different from the students' point of view – 55.91% answered moderately and 30.11% in a large and very large measure – FEBA Craiova; from FEBA Timisoara – 31.95% - in a large and very large measure, while 45.36% answered moderately.

From the situation shown above, *we conclude that there is a similarity of the viewpoints expressed in the cases of both the teaching staffs of the two faculties as well as the groups of students – in terms of the degree of satisfaction relative to the content of the curriculum plan.*

In terms of the theory/application ratio, the teaching staff from FEBA Craiova considered - 59.26% in a large and very large measure, while 29.63% regarded it as moderately; staggeringly, 85% of the responders from FEBA Timisoara consider the ratio as appropriate in a large and very large measure, while only 11.11% find it moderately. We can thus state that - *in terms of the theory/application ratio - the professors from FEBA Craiova have higher expectations from the curriculum plan.*

The students from FEBA Craiova consider the same aspect – theory/application ratio – as satisfying

only in a small measure – 37.63% and moderately – 25.81%, identical percentage to those who answered in a large measure (25.81%).

On the other hand, the students from FEBA Timisoara consider that the ratio satisfies them – in a moderate measure – in 36.08% and in a low measure – 29.90%. *This means that there is a high degree of dissatisfaction from the students from both faculties, in the sense that they would like and approve of a higher degree of applications, as they so expressed in section D of the questionnaire.*

Regarding the number of hours/week, the teaching staff from FEBA Craiova considers their discipline to be efficiently established in a large and very large measure in over 80% of the answers, which is similar to the opinions shared by their colleagues from Timisoara – 70.37%.

A third of the students from Craiova moderately appreciated the allocation of hours/week, while almost 55% of them considered it to satisfy them in a large and very large measure. The students from Timisoara consider in 28.87% that it is moderately satisfactory while over 51% stated it to be in a large and very large measure. Considering the number of hours/week, the opinions are similarly divided in both educational institutions regarded.

If the curriculum plan should be modified in the following years, this is what teachers and students answered:

- one third of the teaching staff from FEBA Craiova consider – in a small and very small measure – that the curriculum should be modified while answering 29.63% - moderately, 22.22% - in a large measure and 14.81% - in a very large measure;

- 18.52% of the teaching staff from Timisoara claims that the changes should be made in a small and very small measure, while 25.93% have answered moderately and 55.56% in a large and very large measure.

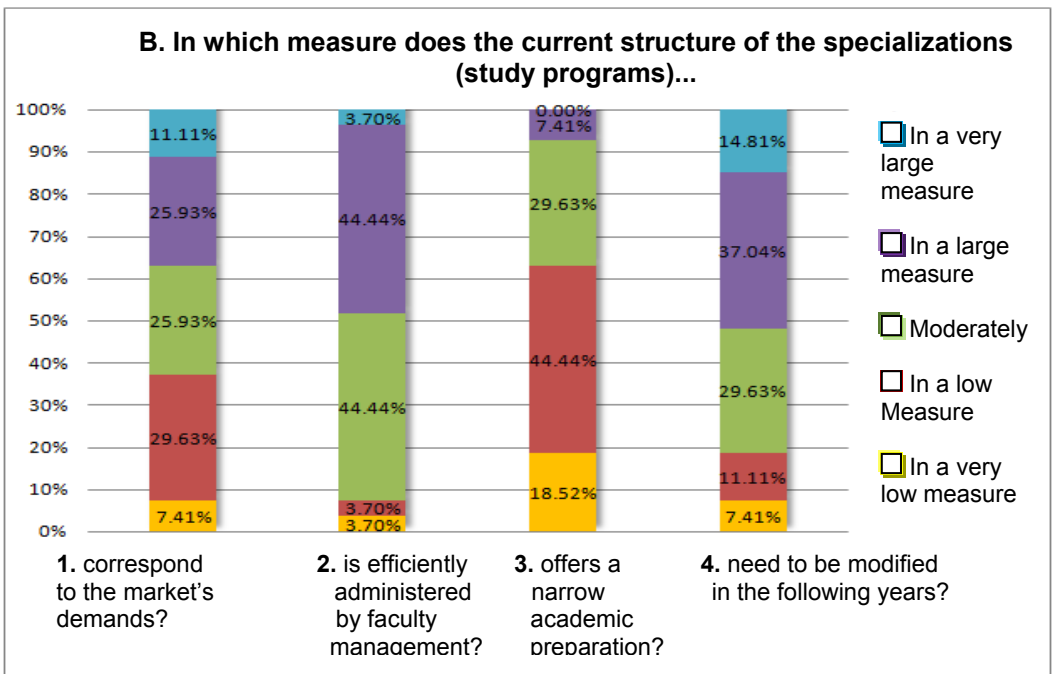


We can hereby notice the tendency of the teachers from FEBA Timisoara to opt for the changing of the curriculum plan – over 55% as opposed to only 37% from the teachers in Craiova, the latter answering in a small and very small (one third) measure for the changing of the curriculum.

The students from both institutions share a more similar attitude. Those from Craiova consider that the plan should be modified in over 65% of the answers, while the students from Timisoara answered in the same manner in a little under 65%.

Regarding this aspect – the changing of the curriculum in the following years – the teaching staff from FEBA Timisoara seems to be more concerned with the need to upate the current educational process.

The set of questions included in category A and the answer variables of the teaching staffs and groups of students are subject to an acceptable weighted margin given by the fact that the teachers regarded the curriculum strictly from the point of view of their discipline, while the students regarded it in all its aspects.



**Figure 5. The plotting of the Set B – Teaching staff FEBA UCV**

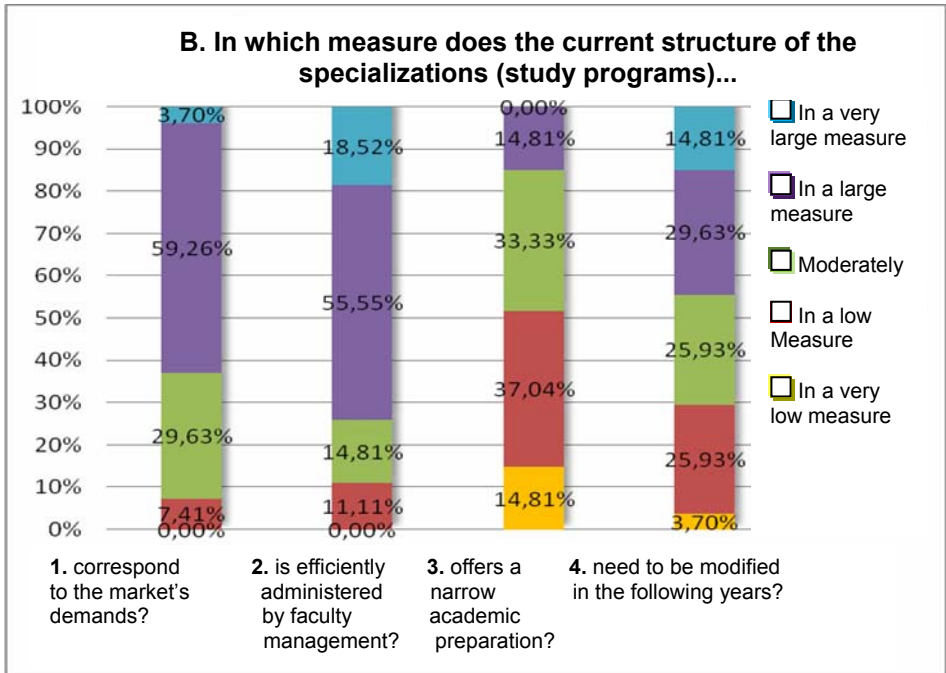


Figure 6. The plotting of the Set B – Teaching staff FEBA UVT

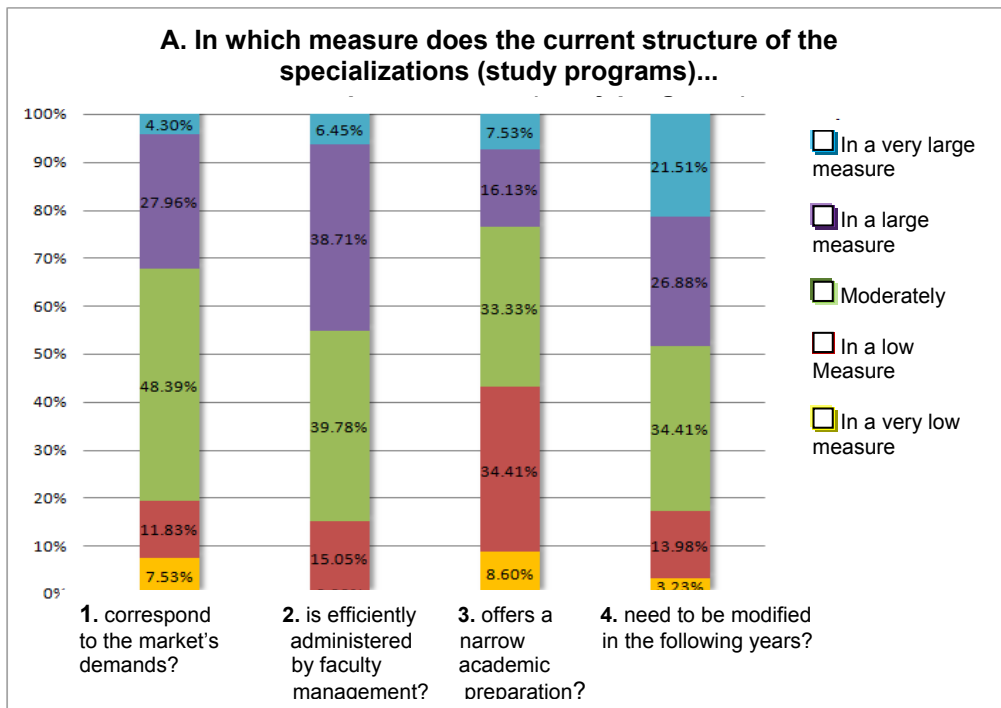
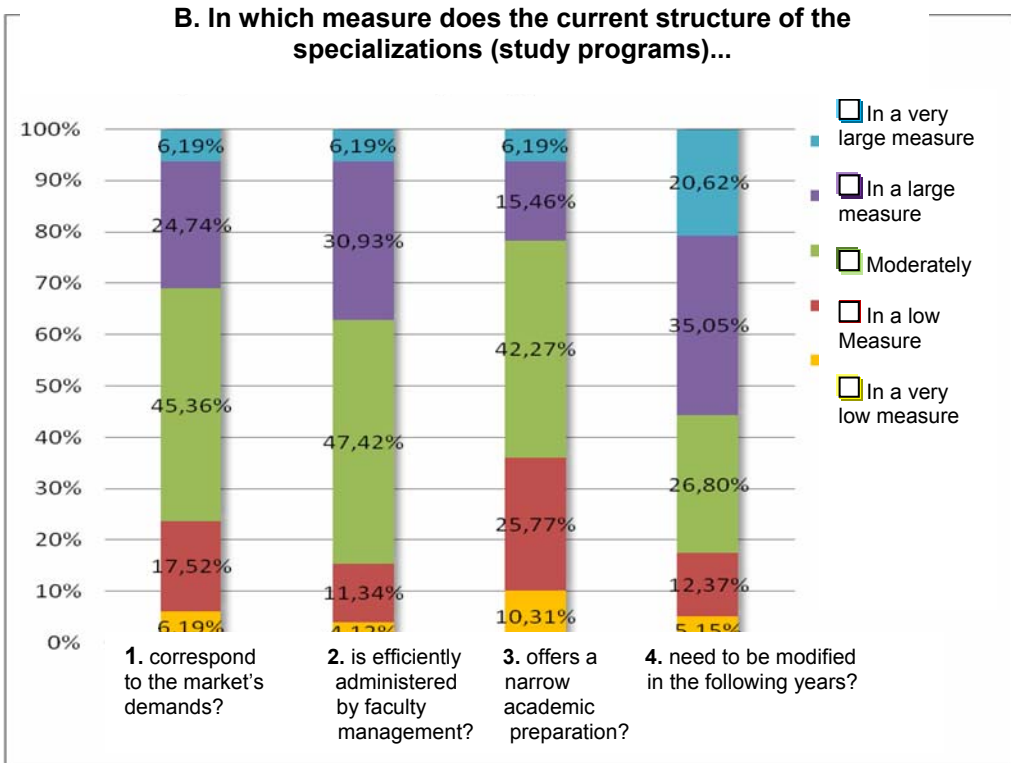


Figure 7. The plotting of the Set B – Students from FEBA UCV



**Figure 8. The plotting of the Set B – Students from FEBA UVT**

The structure of the specializations (study programs) with the questions enclosed and the answers given manifesting the opinions of both teaching staff as well as students from the two institutions show the following results:

- to the first question – if the current structure corresponds to the market's demands, 37% of the teaching staff from FEBA Craiova appreciates it in a small and very small measure with the same value for large and very large measure. Those manifesting a moderate opinion are a little over a forth of the group (25.93%);

- on the other hand, the colleagues from FEBA Timisoara consider the current structure to correspond in a large and very large measure – 63% - to the current market trends while 30% are moderate and slightly over 7% answered in a small measure;

- the students from Craiova are moderate in a very important proportion (48.39%), followed by almost 28% who believe it to be corresponding in a large measure and 19% who feel that the current structure is correspondant to the market's demands in a small and very small measure;

- the students from FEBA Timisoara are moderate in their answers – similarly to the students from Craiova (45.36); almost 31% consider – in a large and very large measure – that the current structure is appropriate and 23.71% that it is adequate in a small and very small measure to the demands of the market.

Regarding this aspect, we can observe that here is a high degree of satisfaction from the teaching staff of FEBA Timisoara and a moderate degree of gratification from the students from both faculties.

In terms of efficient management of specializations within the faculties, the teaching staff from Craiova has a somewhat detached position – 44.44% expressed that they consider it to be moderate and the same percentage considered this to be in large measure adequate while other extreme positions hold smaller percentages of 3.70%.

Their colleagues from Timisoara believe – in a percentage of 74% - that the current structure is in large and very large measure efficiently administered in terms of faculty specializations, while almost 15% expressed moderation and 11% - that it is adequate in a small measure.

45% of the students from Craiova expressed that the current structure of the faculty is in a large and very large measure appropriately managed while 40% answered that they feel this is the case - moderately.

The students from Timisoara are moderate – 47% and the current structure corresponds in a large and very large measure for 37% of the group while 15% answered in a low and very low measure.

We can state that there is a higher degree of exigency manifested by the teaching staff from Craiova and the students from FEBA Timisoara.

The third question included in Set B shows a different way of interpreting the results.

The responders, both the teaching staff and the students of the two

institutions appreciate – in their majority – that the specializations offer a wide range of educational preparation – 43% from the FEBA Craiova believe so while almost 63% from the teachers from the same institution answered the same. This is a reflection of the balance between the general economic knowledge and the information provided for each area of specialization.

This reflects the balanced way in which the general economic knowledge is related to the speciality knowledge.

Both the teaching staff as well as the students from FEBA Craiova are in favour of changing the curriculum in a large and very large measure – 52% from the teaching staff and 48% from the students; Timisoara expressed a different opinion: 44% of the teachers answered that it should be changed while 55% of the students answered in the same direction.

In terms of moderate responses to this question: 25.93% from the teaching staff in Timisoara and 34.41% from the students in Craiova.

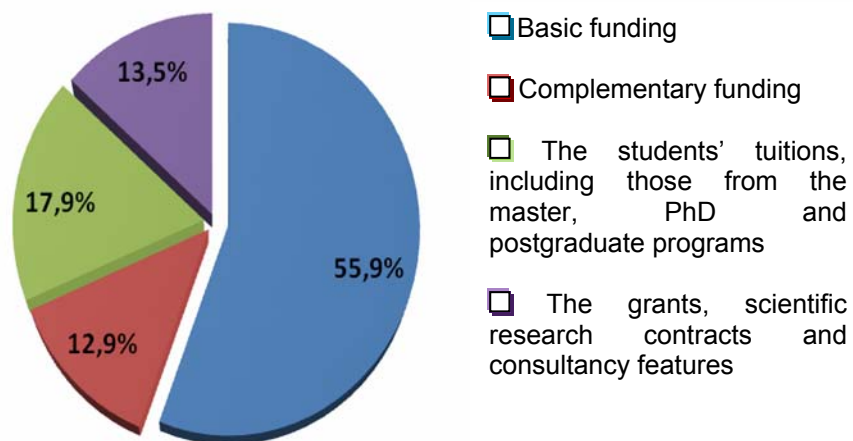
The changing of the current structure is a desire from both sides – the teaching staff answered in 47% and the students – 51.5%.

We can conclude that there is a laudable interest from both parties – students and teaching staff – for the identification of the most suitable structure of the study programs so that it should always be updated according to the latest market requirements.

Answers																													
FEBA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	Average (%)	Variety
<b>C. In an ideal structure of the university's budget, which should be the contribution (in percentage)...</b>																													
1. of the basic funding?	60	50	5	25	30	70	50	40	50	70	75	70	70	70	80	50	70	80	70	50	60	65	50	70	60	20	50	55,9	5÷80
2. of the complementary funding?	10	25	5	25	20	10	20	10	10	20	5	20	10	10	10	0	10	5	10	15	15	10	10	10	10	30	15	12,9	0÷30
3. of the students' tuitions, including those from the master, PhD and postgraduate programs?	20	15	70	20	10	30	20	30	20	5	15	5	10	10	5	30	10	10	10	25	15	20	20	10	20	10	20	17,9	5÷70
4. of the grants, scientific research contracts and consultancy features?	10	10	20	30	40	0	10	20	20	5	5	5	10	10	5	20	10	5	10	10	10	5	20	10	10	40	15	13,5	0÷40

**Table 2. Set C – Teaching staff FEBA Craiova**

**C. In an ideal structure of the university's budget, which should be the contribution (in percentage) of...**

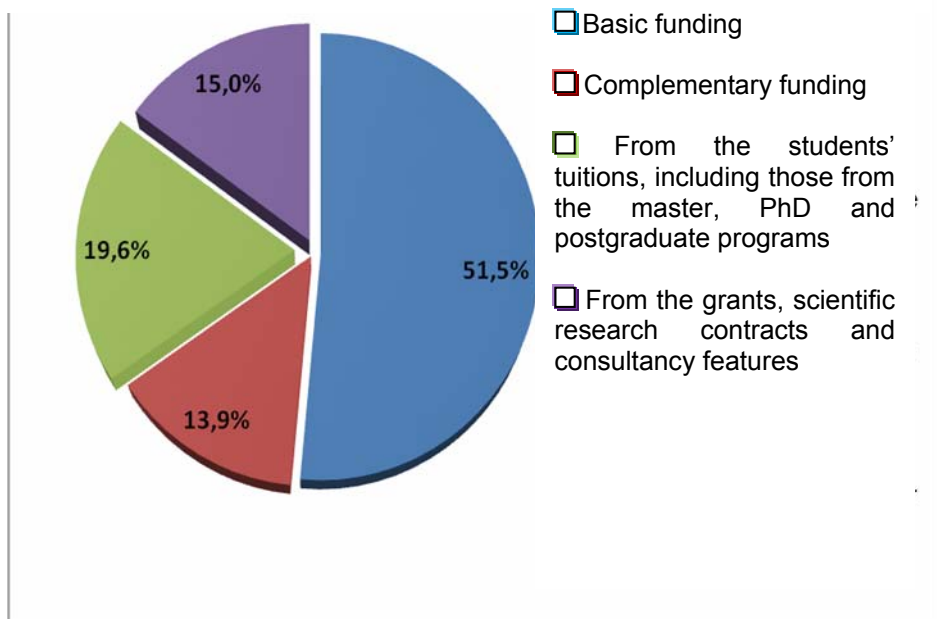


**Figure 9. The plotting of the Set C – Teaching staff FEBA UCV**

**Table 3. Set C – Teaching staff FEBA Timisoara**

FEBA	Answers																											Average (%)	Variety
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27		
<b>C. In an ideal structure of the university's budget, which should be the contribution (in percentage)...</b>																													
1. of the basic funding?	50	70	60	50	40	40	50	50	60	50	60	50	50	50	50	30	80	30	25	50	60	50	60	50	65	60	51,5%	25+80	
2. of the complementary funding?	20	10	10	20	20	20	20	10	10	5	10	30	10	10	10	10	5	30	20	20	10	20	15	10	5	5	13,9%	5+30	
3. of the students' tuitions, including those from the master, PhD and postgraduate programs?	10	10	10	20	30	20	25	20	15	30	20	10	20	20	15	20	50	10	20	25	20	20	20	5	20	15	30	19,6%	5+50
4. of the grants, scientific research contracts and consultancy features?	20	10	20	10	10	20	5	20	15	15	10	10	20	20	25	20	10	5	20	30	10	10	10	20	20	15	5	15,0%	5+30

**C. In an ideal structure of the university's budget, which should be the contribution (in percentage)...**



**Figure 10. The plotting of the Set C – Teaching staff FEBA UVT**

Regarding the budget structure of the institution (C) we can observe a variety of answers between 0÷80% at FEBA Craiova and 5÷80% at FEBA Timisoara. This is why we have chosen average values.

The opinions of the responders regarding the budget is as follows: 55.9% of the FEBA Craiova responders answered in favour of basic funding and only 17.9% from tuition contributions; FEBA Timisoara has shown similar values – 51.5% in the first case and 19.6% in the second one.

These choices are also justified through the proposals made by the teaching staffs and the students in the final part of the questionnaire, where they suggested either the increase of the basic funding and the reduction of tuitions in the public education system.

What is surprising is the lack of support shown by the teaching staff from both institutions regarding the inclusion of grants and scientific research contracts in the budget

structure (13.5% from FEBA Craiova and 15% from FEBA Timisoara).

Their answers manifest either a lack of commitment of the teachers towards the scientific contracts or the high number of rejected contracts by the CNCSIS institution.

In terms of complementary funding both faculties have chosen in similar values – 12.9% Craiova and 13.9% Timisoara.

Comparing the two institutions in terms of the budget structure we have observed a similarity in the manner of the answers, even though the institutions are in two separate geographic regions.

Thus, we can conclude that the basic financing should be the one stipulated in the legislation and not that practiced in the last years. Apart from that, the teacher's activity is mainly oriented towards the educational process and less towards the scientific research part.



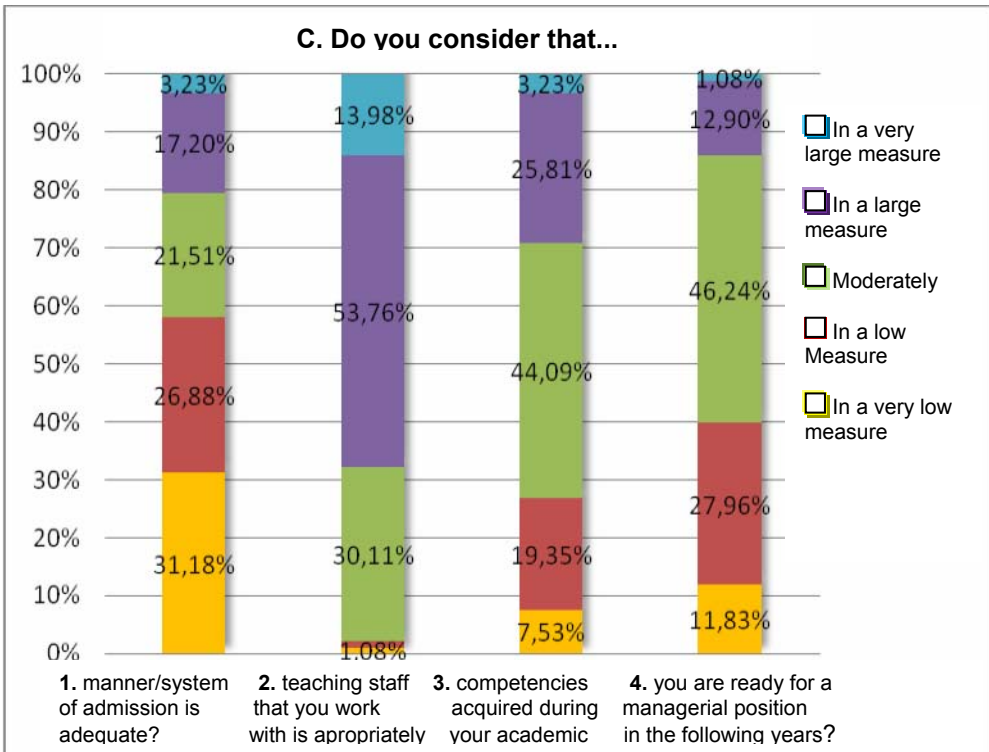


Figure 11. The plotting of the Set C – Students FEBA UCV

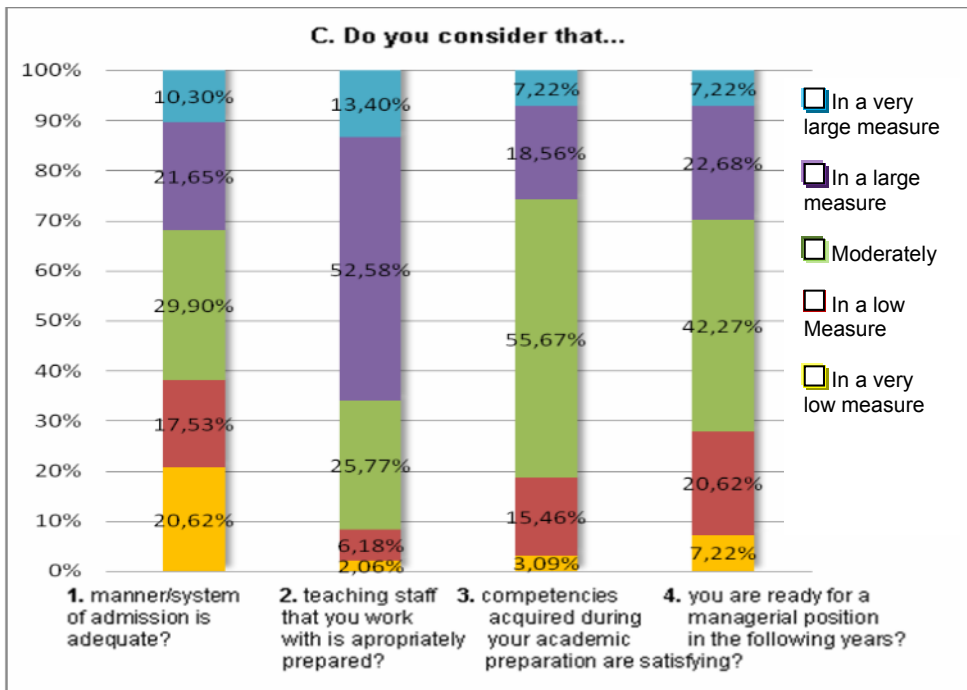


Figure 12. The plotting of the Set C – Students FEBA UVT

Set C of questions is dedicated to the students and it refers to the manner or system of admission in the educational process, the academic preparation and the capability to use the competencies acquired during the years of study.

The first aspect – admission – is one of the most controversial topics in the current public educational system.

The students from Craiova consider the system used for the past few years – admission based on their previous academic qualifications – as being in a low and very low measure appropriate for the current system – 58% - while only 20% consider it accurate in a large and very large measure.

The students from Timisoara view that it is adequate in a large and very large measure – almost 32% declared so – while 38% consider it accurate in a small and very small measure.

In order to capture their real thoughts on the matter, the last set of questioning includes a proposal of going back to the admission system in the higher education based on written examinations.

The consequences – the students from both institutions appreciate the qualification of their teaching staff in a large and very large measure in a percentage of over 67%, in Craiova and 66%, in Timisoara.

The competencies acquired during the years of study largely satisfy 29% of the students from Craiova and only 26% of those from Timisoara. The moderate viewpoints are similar: 44% - Craiova and 56% - Timisoara.

The degree of academic preparation and the demands for better competencies can also be analyzed from the structure of the curriculum plan and the desire expressed by the students for the curriculum to improve.

As to the accomplishing of a managerial position in the following years after graduation, both student

groups are reserved: 46% - Craiova and 42% in Timisoara.

A more optimistic opinion is held by the students from Timisoara – 30% - as opposed to those from Craiova – only 14% consider to be fully prepared to take on a managerial position after graduation. However, due to the fact that the questionnaire did not include the level of managerial position taken into account in the line of questioning, we consider the answer to have been influenced to a certain extent.

A brief overview of Set C generates the following conclusions: that the manner of admission in the educational system must be improved; that the teaching staff, although qualified, in order to be assured that new competencies are learnt by students – one needs to involve additional preparation; that the future graduates must be encouraged to assume managerial responsibilities even if the beginning could prove difficult; that values like optimism, the desire to succeed and the ambition to get a job, to accomplish amazing things ought to be promoted during the educational preparation just as much as the academic preparation is.

On Set D, we observe that the multitude of opinions expressed by the teaching staffs as well as by the students imply the ideas that: the manner of admission should be changed; there should be a higher degree of applications regarding the theory/application ratio; more international education partners must be sought to offer the students the mobility they require to better their academic preparation; scientific research must be encouraged; student attendance to courses, seminars and other activities is mandatory; the relationship between the professors and the students must be tightened; the entire educational system requires an improvement all the way to the PhD schools.

The proposals made by the teaching staff and the students from both educational institutions are very interesting and can benefit the educational process if they are implemented in the near future.

### Conclusions

Our study reflects the perception of the teaching staff and the students of the last year of study- university degree, on some important aspects concerning the content of the educational plan, the structure of specializations, the way how the studied specialization relates to the requirements of the market of the labor force, the volume of activity which is reported to the theory/application, the subjects studied in the framework of the license.

The editing, dissemination and interpretation of the results included in the questionnaires handed out to both the teaching staff and students have allowed us to make a very clear picture of the value of the teachers and the students' expectations from the educational system from both institutions.

We can observe a similarity between the proposals of the teaching staff and those of the students referring to the process of selection through the system of admission; the strengthening of the partnerships between the

business environment, the economic agents and the universities.

We appreciate the maturity of the students as it can be seen from their proposals to update the educational process and to permanently adapt it to the market demands and the realities of the social and economic contexts.

We expect that, after the preparation of this study, to highlight a number of issues related to the professional performances of the university community from the economic field of the two university centers, using a relevant and diverse instrumentation, taking into account the fact that people are the most important resource that determines the future evolution of the society.

In order for these aspects to reach the managerial team we aim to provide them with the results obtained through common debates with the teaching staff and students included.

Through the development of this paper and putting of this at the disposition of the management teams of the two economic faculties, we expect a positive reaction on how to use the specific instrumentation of the theme, especially the processing and the implementation of proposals which are made by the academic community to enhance the quality of the educational process, the fame of the university and the satisfaction of those who work and learn in the university.

### REFERENCES

- Brătianu, Constantin, (2002), *Paradigmele managementului universitar*, Editura Economică, București.
- Brent, Ruben, (2007), *Excellence in Higher Education. An Integrated Approach to Assessment, Planning, and Improvement in Colleges and Universities*, Nacubo.
- Guarino, Cassandra Marie; Santibanez, Lucrecia; Daley, Glenn, (2006), "Teacher recruitment and retention: a review of the recent empirical literature", in *Review of Educational Research*, 76(2).
- Hobeanu Văcărescu, Loredana, (2011), „The Current Perception of the Academic Environment from the Economic Field. Proposed Changes to Improve the

- Professional Performances”, in *Journal of Research in Educational Sciences (JRES)*, Summer II(3).
- Iucu, Romiță, (2004), *Formarea cadrelor didactice. Sisteme, politici, strategii*, Editura Humanitas Educațional, București.
- Jigău, Mihai, (2009), “Formarea profesională continuă în România”. București: *Institutul de Științe ale Educației, Centrul Național de Resurse pentru Orientare Profesională*.
- Mc Mohrman, Kathryn; Ma, Wanhua; Baker, David, (2008),”The Research University in Transition: The Emerging Global Model”, *Higher Education Policy*, 21.
- Pânișoară, Ovidiu; Pânișoară, Georgeta, (2005), *Managementul resurselor umane – Ghid practic, Ediția a II-a*, Editura Polirom, București.
- Sursock, Andrée; Smidt, Hanne, (2010), *Trends 2010: a decade of change in European Higher Education*, European Universities Association.