

THE LINK BETWEEN THE DEVELOPMENT OF HUMAN RESOURCES AND THE OVERALL EFFICIENCY OF THE ORGANIZATION IN THE CASE OF STAFF IN ROMANIAN PRE-UNIVERSITY EDUCATION

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DOI: 10.52846/MNMK.20.1.05

Abstract:

The activity of teachers implies a good professional training doubled by teaching skills, being necessary a continuous training that begins with the initial training carried out in universities and advances with the evolution in career marked by the gradual achievement of didactic degrees for Romanian pre-university education. The standard for the teaching profession includes: the level of knowledge necessary for the development of the teaching profession, skills specific to the teaching activity that can be improved with the actual teaching experience and with the evolution in the teaching career. The training and improvement of human resources influences the quality of the teaching process as well as the school results obtained by students at national exams, being an indicator in establishing the quality of the education system not only at school level but also globally, seen through the whole pre-university education system.

Keywords: professional training, professional development, career development, professional improvement, career management.

1. Introduction

Initial training is provided by universities through specific departments of teacher training and development and is followed by continuing education as a form of learning throughout the teaching career. Continuing education can be reflected both by obtaining teaching degrees and by participating in regular training courses in the field of specialization and in the field of methodology, teaching, school psychology, educational management but also by gaining new knowledge in new fields or complementary to the main preparation, by teachers' reorientation or professional retraining. Continuing education involves both the improvement of theoretical knowledge and practical skills in the field of teaching, but it also has a side related to self-training with the experience and knowledge previously acquired in teaching (Șerbănescu, 2020). Continuing education is conditioned by the obligation to accumulate 90 professional credits by participating in training and advanced training courses, at regular intervals of 5 years, quantified from obtaining completion in pre-university education. The training courses are partly managed by

the county teaching staff based on studies conducted at the county level and address distinct areas such as teaching design, organization of the educational process, conflict resolution, communication management, student counselling, teaching methods and techniques, educational management, integration of information and communication technology in the educational process, etc.

2. Literature Review

Continuing education must comply with the standards of professional training for the teaching profession, to be carried out at a high-quality level in accordance with the professional competencies to be developed. It is worth mentioning in this sense, the existence of a conditioning relationship between the achievement of a quality educational process and the results obtained by students in school assessments and national exams, the results being feedback of the quality of teaching both at school and globally, referring to the whole education system. The quality of the teaching act is directly related to the training of teachers, which encourages teachers' access to quality training and improvement courses.

In the current context, pre-university education has undergone changes in the perception of the quality of teaching, raising awareness of the idea of improving the quality of teaching both individually and as a whole in schools by creating a culture of quality and performance. Obtaining feedback from the beneficiaries of the educational process is a component of the system for identifying inconsistencies and implicitly for improving the teaching process.

Continuing vocational training precedes the initial training and programs of initiation, qualification and improvement, specialization are carried out, offered by accredited training institutions in accordance with the requirements of the Ministry of Education (Bocean, 2013).

Career management involves facilitating access to training for their employees as well as developing professional skills, in order to prepare for career the development of employees with potential in accordance with the needs of the organization and individual career development aspirations (Lefter, 2012).

Career management at school level aims to develop skills and areas such as teaching subjects, educational management, improving knowledge in the field of specialization, pedagogy and school psychology for the purpose of individual career development and improving school results and implicitly the results of direct beneficiaries of the educational process, by integrating the knowledge and skills obtained as a result of the training and improvement activities, within the teaching activities.

Career development is influenced by a number of factors, the most important of which are the way the organization approaches the career management of its employees, evaluating the results and performance of the employees, designing plans for their career development according to the needs of the organization and the performance of each employee, training and mentoring, mentoring, and career counselling (Lefter, 2012). The literature identifies several stages of professional career development, identifying several career stages, closely related to the employees' age range and professional training and experience. Thus, the main stages identified are: the exploration stage, the stabilization stage, the advancement / maintenance stage, the stage specific to the late career (Lefter, 2012).

The career development stages for teachers are identified with the following sequence: the beginning or the period between the beginning of the teaching

career and obtaining the finalization, the evolution or the growth phase is the period preceding the finalization and materializes in the successive obtaining of the second degree and later of the first degree, the stage of maturity of the didactic career corresponding to reaching a maximum of competence and professionalism, this is preceded by the stage of saturation that ends with the exit from activity by retirement. Each stage corresponds to training and development activities specific to the level of knowledge and skills necessary for the evolution in the teaching career, in close connection with the professional standards and competence levels established by the Ministry of Education.

Human resources training involves a set of interdependent activities that begin with establishing the direction of action on employee training and continue successively with a series of activities such as identifying the need for training, organizing training, conducting specific training activities and establishing the effectiveness of training (Deaconu, 2012).

3. Research objectives

The activity of teachers implies a good professional training doubled by teaching skills, being necessary a continuous training that begins with the initial training carried out in universities and advances with the evolution in career marked by the gradual obtaining of didactic degrees for Romanian pre-university education.

The standard for the teaching profession includes: the level of knowledge necessary for the development of the teaching profession, skills specific to the teaching activity that can be improved with the actual teaching experience and with the evolution in the teaching career.

The training and improvement of human resources influences the quality of the teaching process as well as the school results obtained by students at national exams, being an indicator in establishing the quality of the education system at school level but also globally, seen through the whole Romanian pre-university education system.

Initial training is provided by universities through specific departments for the training and development of pre-university teaching staff and is followed by continuing education as a form of learning throughout the teaching career. Continuing education can be reflected both by obtaining teaching degrees but also by participating in regular training courses in the field of specialization and in the field of methodology, teaching, school psychology, educational management but also by gaining new knowledge in new fields or complementary to the main preparation, by teachers' reorientation or professional retraining.

3.1 Methodology of research

The innovation process plays an essential role in the education system, being achieved mainly through both the teachers' and the beneficiaries' creative aptitudes. The ability to be creative, more specifically the option of conceiving new ideas, must be used in education and research. The people who innovate are creative individuals who can be identified by their way of acting or thinking (Capon, 2000).

In the field of education there is the great advantage that once the human resource has been trained, they will be able to subsequently be trainers and teach training courses to other teachers, and this will help the education system by both reducing training costs and creating a sufficient number of trainers in a relatively

short period of time. The managers of the education system must be aware of the necessity of the continuous training of the teaching staff and they must focus not only on the assessment of the training needs, but also on organising training programmes. It can be said that at the level of all educational establishments there is a real training need and the managers must be aware of this reality and support by all possible means the necessity of training the teaching staff.

In order to obtain good results in teaching this particular school subject, teachers have to adjust to change, and the easiest manner to achieve this is continuous training by attending different training courses.

3.2 Research question

Continuing education is conditioned by the obligation to accumulate 90 professional credits by taking part in training and advanced training courses, at regular intervals of 5 years, quantified from obtaining completion in pre-university education. The training courses are partly managed by the county teaching staff based on studies conducted at the county level and address distinct areas such as teaching design, organization of the educational process, conflict resolution, communication management, student counselling, teaching methods and techniques, educational management, integration of information and communication technology in the educational process, etc.

Continuing education must comply with the standards of professional training for the teaching profession, to be carried out at a high-quality level in accordance with the professional competencies to be developed. It is worth mentioning in this sense, the existence of a conditioning relationship between the achievement of a quality educational process and the results obtained by students in school assessments and national exams, the results being feedback of the quality of teaching both at school and globally, referring to the whole education system. The quality of the teaching act is directly related to the training of teachers, which encourages teachers' access to quality training and improvement courses.

4. Results and discussion

In the current context, Romanian pre-university education has undergone changes in terms of perception on the quality of teaching, raising awareness of the idea of improving the quality of teaching both individually and as a whole in schools by creating a culture of quality and performance. Obtaining feedback from the beneficiaries of the educational process is a component of the system for identifying inconsistencies and implicitly for improving the teaching process.

Continuing vocational training precedes the initial training and programs of initiation, qualification and improvement, specialization are carried out, offered by accredited training institutions in accordance with the requirements of the Ministry of Education (Bocean, 2013).

Career management involves facilitating access to training for their employees as well as developing professional skills, in order to prepare for career development of employees with potential in line with the needs of the organization and individual career development aspirations (Lefter, 2012).

Career management at school level aims to develop skills and areas such as teaching subjects, educational management, improving knowledge in the field of specialization, pedagogy and school psychology for the purpose of individual career development and improving school results and implicit results of the direct

beneficiaries of the educational process, by integrating the knowledge and skills obtained as a result of the training and improvement activities, within the teaching activities.

Career development is influenced by a number of factors, the most important of which are the way the organization approaches the career management of its employees, evaluating the results and performance of employees, designing plans for their career development according to the needs of the organization and the performance of each employee, training and mentoring, mentoring, and career counseling (Lefter, 2012). The literature identifies several stages of professional career development, identifying several career stages, closely related to the age range of employees and professional training and experience. Thus, the main stages identified are: the exploration stage, the stabilization stage, the advancement / maintenance stage, the stage specific to the late career (Lefter, 2012).

Career and personal development management as a field of performance for the activity of teachers and auxiliary teachers, involves, on the one hand, participation in training and development activities for the development of teaching, methodological, scientific skills and communication skills, and on the other hand, it generates the improvement of their overall performances by applying and integrating their new knowledge and skills in the didactic activity.

Performance management is a process of correlating individual goals with the overall goals of the organization, a future-oriented process, focused on achieving future performance and is the basis for establishing training needs and a coherent program to increase the motivation of all involved in achieving the objectives.

The implementation of performance management in schools requires the existence of a management system capable of identifying the most effective ways to develop teaching and non-teaching staff in order to obtain an efficient teaching activity, reflected in the overall school results. The performance management system has implications for other human resources management activities, starting with identifying the existing level of performance, establishing the individual performance of teaching, auxiliary or non-teaching staff and establishing ways to improve individual and overall performance in accordance with established objectives (Bocean, 2013).

Assessing teacher performance allows, on the one hand, decision-making on rewarding high-performing staff and, on the other hand, identifies skills to be developed through teacher training and development programs (see figure 1).

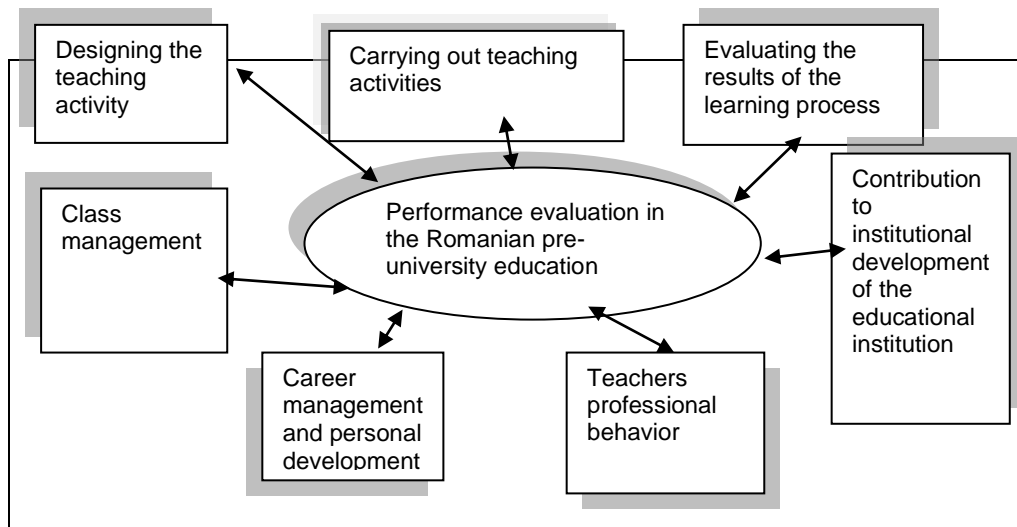


Figure 1. The connection between the fields of activity and the evaluation of the performance in the Romanian pre-university education

Source: OM no.6143 din 1.11.2011, Methodology for annual evaluation of the activity of the staff from the Rumanian preuniversity education, art. 1-7

Human resources training involves a set of interdependent activities that begin with establishing the direction of action on employee training and continue successively with a series of activities such as identifying the need for training, organizing training, conducting specific training activities and establishing the effectiveness of training (Deaconu, 2012).

5. Conclusions

The analysis of the performance achieved at the level of the school units can be summarized in the accomplishment of the following activities (Bocean, 2013): monitoring the individual activities of the teaching staff in order to identify the results obtained at the end of a teaching cycle, the end of the semester, the end of the school year and the realization of correlations between what were proposed at individual or general level and what was achieved for the analysed time; identifying the measures and means needed to improve individual or overall results for each activity monitored: encouraging teacher training, identifying optimal training courses, applying the knowledge gained through training courses in teaching, creating a culture of efficiency and performance among staff teaching but also the direct and indirect beneficiaries of the educational process, the appropriate collection of feedback on the quality of the educational act; highlighting the results obtained individually by each teacher during a learning cycle by reporting on the results of students in the subject studied, the progress made by students during the school year, by monitoring their progress, the results obtained in exams and assessments national results, the results obtained in the preparation of students capable of performance, by monitoring the results obtained at school contests and competitions; the results obtained in carrying out the activity are delimited, as an indicator of the individual performance by the total volume of work submitted, as

well as the number of activities in which each employee of a school is involved, thus emphasizing those necessary activities, creating results for direct beneficiaries of education and less account is taken of other activities that involve a large amount of work but are not related to individual or overall results or performance.

Emphasis is placed on the need to establish general objectives, which are effectively communicated to all staff, general objectives which must be transposed into action plans and individual objectives, so that the degree of achievement of objectives at each school or departmental level can be regularly monitored and curricular areas, study levels, study formations, etc. This emphasizes the development of an efficient activity in accordance with the achievement of favourable results, thus obtaining the performance becomes a “continuous process”.

Acknowledgment

This work was supported by the grant POCU380/6/13/123990, co-financed by the European Social Fund within the Sectorial Operational Program Human Capital 2014 – 2020.

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