

The Connection between Human Resource Management and Educational Performance

Constanța Popescu¹, Georgeta Gogeanu²

¹ “Valahia” University of Târgoviște, tantapop@yahoo.com

² “Coresi” Secondary School, Târgoviște, g_gogeanu@yahoo.com

Abstract: *So far, in the Romanian pre-university education no unified approach with concrete measures related to the relationship between human resource management performance and the increase of the quality of education has been shaped. In this sense, this empirical research has followed the relationship between the specificities of human resources in schools, the peculiarities of the current management of these resources and possible ways of intervention of a high-quality management in improving the quality of education.*

Keywords: *Human resource management; educational performance; efficacy; managerial practices; quality.*

Introduction

Education has always been a process involving potentiality, its aims concerning not the man of the present, but the man of the future. It has the role of giving robustness to the behaviors, attitudes, values requested by a changing society, of guiding the pupil/ student to targets achievable in the long run, so that he may face the demographic, environmental, socioeconomic and technological challenges the world is faced with.

The relation to knowledge fundamentally changes the hypotheses of education. In a knowledge society, education has become a *process of universalization of the human being, of rearrangement of the human being along the coordinates of multiplicity and variety in point of values.*¹

The educational reality has acquired an international dimension, the personnel in education being part and parcel of this reality. To a certain extent, is acknowledged the role of the human resources in education for the general development of the society. However, the didactic profession is facing a marked image deficit, the human resources managers having to deal with many challenges.

I. Human resources in the school organization

According to the Gonzales Report, one of the essential documents substantiating the European policies – Horizon 2020 – 2030, *the human capital is the key strategic tool for assuring success in the global economy*².

¹ Cucoș, C., Bălan, B. et al. *Psihopedagogie pentru examenele de definitivare și grade didactice*. (Bucharest: Polirom, 2008), 22.

This is an Open Access article distributed in accordance with the Creative Commons Attribution Non Commercial (CC-BY-NC-ND 4.0) license, which permits others to copy or share the article, provided original work is properly cited and that this is not done for commercial purposes. Users may not remix, transform, or build upon the material and may not distribute the modified material (<http://creativecommons.org/licenses/by-nc/4.0/>)

The success of any activity, regardless of the domain, overwhelmingly depends on the rational and efficient use of the human resources, on the managers' capacity of managing the human diversity, of profitably using the individual skills and professional experience, of offering opportunities of positive manifestation of the creativity and intelligence of each employee, of identifying, evaluating and meeting people's needs, contributing at the same time to reaching the organizational objectives.

*Under these circumstances, people represent a common resource and, at the same time, a key resource, a vital resource, of today and of tomorrow, of all the organizations, who assure their survival, development and competitive success.*³

Regardless of the vision of the theorists in this domain, human resource management is a continual process of human resources administration, based on the commitment assumed and oriented towards attaining the individual and organizational objectives. Human resource management profitably uses knowledge management by using the already existing individual and organizational skills to create new knowledge and skills, useful in increasing performance and competitiveness.

The role of human resource management is all the more important as it has to have in view the orientation to each individual, the orientation to actions facilitating equally the development and satisfaction of the employees and the competitive success of the organization, but also the orientation to the future, the human resource and the societal needs being increasingly diversified on the level of knowledge, skills, age, culture. Organization will need to face the challenge to think policies for integrating and profitably using diversity in the sense of obtaining performance.

Human resource management will need to develop, but especially to implement policies meant to offer balance between individual needs and organizational needs in a world where political-economic and social-cultural relations are continually changing.

Dimension of the general management, human resource management viewed as *strategic and coherent approach of management of the most appreciated resource – the people*, shows an increasingly marked tendency to occupy a leading position. Integrated in the general strategy, the human resource strategy has the role of happily combining the knowledge of the present with the anticipation of the future, contributing in this way to the institutional success, to the welfare of the employees and of the society as a whole.

The mutations occurring in the internal and external environment of an organization are able to trigger changes of vision and approach in human resource management. The visionary managers in this domain are those who attentively prospect the influences of the environment and who adapt the activities, policies, procedures so as to attain the institutional objectives by minimizing the destructive aspects and maximizing the opportunities.

Human resource management aims to support the organization in the accomplishment of its objectives, to help it attain organizational success by the people, to create strategies, policies and practices leading the organization to a higher level, that of internal and international competitiveness.

Human resource management has the mission to optimally turn to good value people's efforts, skills, knowledge, competences, and their capacity to prove loyal and committed to the organization.

^{2,***}. Project Europe 2030. The reflection group report presented to the European Commission regarding the future of the EU in 2030. See link below:
http://www.consilium.europa.eu/uedocs/cmsUpload/ro_web.pdf. [Interactive], 5 (last time accessed: March 20, 2018).

³ Manolescu, A. *Managementul resurselor umane* (Bucharest: Editura Economica, 2003), 15.

All these considerations are applicable to school organizations as well, especially as we have stepped into a knowledge society where education institutions are the ones that can lead to performance the global economies.

Under these circumstances, we could say that the human resources from education are all the more important. An optimal use of the human resources in this domain is equivalent to the progress of the society, *education representing the strategic factor of the future development of the country by its essential contribution to the multidimensional and anticipative modeling of the human capital*⁴.

II. Methodological elements of the research

Argument: The need to know the level of understanding and appreciation by the members of the school organization of the concept of human resource management implemented in the Romanian pre-university education, the need to make this knowledge efficient in relation to the personal and institutional objectives, the need to collect the opinions of the organizational members on the efficacy of the main activities included in the present human resource management at the top hierarchic level/ the level of the school unit, on their degree of compatibilization with the individual and organizational needs and objectives, on the modalities of increasing the efficiency of this complex of managerial processes are just as many arguments in support of the research undertaken.

This research of an empirical type followed the relation between the specificities of the human resources of pre-university education, the particularities of the present management of these resources and possible directions of intervention of a highly efficient management to increase quality in education.

In the study undertaken, we have started from a *main question*: *What are the particularities of human resource management in the pre-university education system and what measures can be adopted to increase the efficiency, flexibility and performance of the managerial act on the level of the human resources?*

The general and specific objectives of the research are able to direct the whole research approach.

- *the general objective* proposed in the framework of this research study is to *increase the efficiency and flexibility of the managerial practices in the domain of human resources by applying correctly and coherently the elements of educational policy reflected in the increase of the quality and competitiveness of the education provided by the pre-university education units.*
- *The specific objectives* established by reference to the general objective are:
- Validating/ infirming the work hypotheses established when this study was initiated, following the analysis, the evaluation and the interpretation of the options expressed by the respondents.
- Identifying the strengths and the points needing improvement in order to adapt the human resource management in the pre-university education units to the requirements of a society in which the human capital is the source of the competitive advantage.
- Improving the activities specific of human resource management in the pre-university education units by developing the capacity of elaboration of policies able to answer all the requirements formulated by the knowledge society.

⁴ ***. Regional development strategy 2014-2020. http://www.adrcentru.ro/Document_Files/strategia2014-2020/00001446/ij3d6_Axa%20prioritar%C4%83%206.%20Dezvoltarea%20resurselor%20umane.pdf. [Interactiv], 5 (last time accessed: March 20, 2018).

Seeing that our target is a human resource management optimal for a high-quality school, in the approach proposed we set out from the following *operational objectives*:

- Establishing the impact of the legislation in force in the domain of human resources from pre-university education on the school organizations included in the sample under analysis.
- Identifying the relation permanent education – quality of the activity of the human resources in Dâmbovița County.
- Getting to know the managerial practices in the schools included in the sample under analysis.

Combining theoretical and practical aspects, by inserting authentic and specific components from the managerial practice, the work will contribute to the increase of the quality of the human resource management in the pre-university education units.

The research hypotheses tested are presented below:

- I1. The efficiency of the human resource management has a positive influence on the individual performance of the school organizations' members.
- I2. A highly-efficient human resource management is positively correlated to educational competitiveness on the organizational and systemic level.

Main stages of the scientific approach:

- we studied the theoretical framework the research object belongs to;
- we established the work objectives and hypotheses;
- we did the sampling (sample size, sampling method, collectivity analyzed);
- we elaborated and applied the research instrument on the lot under investigation;
- we summed up, analyzed and evaluated the statistical data obtained by the application of the questionnaire;
- we formulated conclusions and emitted propositions in the framework of the scientific research report.

Sampling:

The collectivity questioned was made up of 156 education units – pre-school unit, primary school, secondary school, high school and vocational schools of Dâmbovița County, active in the school year 2015-2016. These school units represented the observation unit, and the teachers investigated, the recording unit.

This sampling appears ca relevant for the aim proposed, i.e. investigating the particularities of the human resources in representative organizations of the pre-university education of Dâmbovița County and identifying means of increasing the efficiency and flexibility of human resource management on this level.

The lot investigated included 450 teachers from pre-university education units, out of which 102 persons representing leadership and 348 – executants teachers.

The scientific accuracy limits are given by the objective conditions of organization and application of the questionnaire (material resources, time resources, availability of the respondents etc.), the rational sampling technique used being of a volunteering type, and the significance threshold pursued is 95%, with a minimal error accepted of 5%.

Realization and application of the research tool

In the building of the questionnaire applied we took into account the multiple types of interactions of a teacher with the institutional structures applying human resource

management, starting with the period of entrance in the education system and continuing with the functioning and professional training in a pre-university school organization.

The questionnaire has a fixed structure and is structured into three sections, including in their thematic areas the main elements of interest, aiming to check the hypotheses and attain the research objectives, being made up of 15 questions with simple or multiple predefined answers (except for the items 1 and 15, with structured answer), supposing only to check the answer on the Likert attitude scale with five values, not involving the identification of the respondent and respecting the rule of confidentiality. The demands have been formulated clearly, unequivocally and have been constructed, so as to require a reasonable time to fill in the questionnaire (about 20 min.).

The first section of the questionnaire General information on human resource management contains 5 items, namely:

Item 1 is of a semi-objective type and calls for a short answer that will give the particularized evaluation basis of the essential answers of the questionnaire, concerning the degree of knowledge and correct understanding of the concept of human resource management by the respondent.

Item 2, of a semi-objective type, with multiple choice, completes the image on the way of particular interpretation of the following answers, being delineated starting from the previous item and constituting a possible argumentation guide offered to the respondent by his own answer, for the idea, supported theoretically, that a systemic, unitary vision is needed, to make human resource management efficient.

To have a complete picture of a just interpretation of the subjectivism of a respondent's answers, to these first two items are added the 9 multiple choice items (7, 8, 9, 10, 11, 12, 13, 14) and item 15 (semi-objective, with short answer) from section 3. *The Personal Profile* of the questionnaire, offering data on the type of teacher questioned, each type being characterized by specific forms of interaction with the human resource management in the professional trajectory.

The items 3, 4, 5, constructed based on the five-degrees attitude scale of the psychologist Rensis Likert, put the respondent in front of a form of SWOT semi-analysis, identifying by prioritization the human resource management strengths and weaknesses of the reflection on possible factors increasing efficiency, offering a clarification and awareness of some detailed arguments for the answer from the previous item, and the researcher indicating directions of intervention for the proposition of some strategy elements of a systemic and normative integration of a human resource management made efficient.

Section 2. Managerial activity in the human resource domain on the level of the education unit (comprising item 6), built according to the same model of the previous items (Likert scale), gives to the researcher information on aspects specific of this type of management on the central level and on the level of the education unit, passed through the critical filter of the professional experiences of the teachers questioned, and also on the importance of reconsidering certain types of activities rather than others, in the sense of making efficient, as possible modalities, accepted by the majority, to reform the human resource management.

The questionnaire was conceived based on the study of the application of the human resource management procedures on different levels in the pre-university education of Dâmbovița County, based on the methods of realization of such a scientific investigation, the choice of the adequate form for this type, direct, participative observation of the different modalities of implementation on the level of the school organization and on the authors' professional experience.

To gather the information in the questionnaire we used the self-recording method, the answers reflecting the respondent's personal opinion, existing the premise of availability and

honesty from the members of the school organizations selected for the research. The recording of the information took place in December 2015.

III. Vision on human resource management

Section I of the questionnaire the teachers filled in, part and parcel of the research study undertaken, aimed to shape a real image, based on significant data, regarding the way the practitioners of the pre-university education system see human resource management from several perspectives: its place in the general managerial context, factors impacting this managerial functional domain, strengths and aspects calling for improvement.

On the level of the theoretical knowledge of the concept of human resource management was highlighted the fact that most teachers have a correct perception on it. The definition of human resource management in an exhaustive manner is realized by about 13% of the respondents, 73% of them render only activities specific of HRM, while 14% appear to have an erroneous or limited understanding of the concept.

Out of the total of those proving that they understand the concept, a part take over definitions existing in diverse information sources, proving, even in this form, preoccupation for knowledge.

By the way of conceiving the answers, one can observe multiple and complex personal reflections related to the general idea of HRM, but also regarding its interactions with the general management and one's own person.

Most respondents relate HRM to the notions of quality and performance in education.

Some answers suggest directions of actions for the improvement of HRM: writing of project aiming to develop and motivate the teachers in the system, elaborate and implement on the level of the pre-university education units of plans meant to attract and maintain the adequate and competent employees, realizing investments in the teachers' training and professional development, consolidating HRM based on a statistical analysis able to generate feedback, substantiating HRM based on assumed policies, procedures and practices.

HRM is also seen as a way of intervention on the direct beneficiaries of the educational act and its performances.

A summative and comprehensive approach of HRM is given by the following key words uniting most answers: attraction, motivation, reward, relation, evaluation, monitoring, efficiency, quality.

In the context of the general management of the school organization, HRM is considered as being very important by 91.1% of the respondents, a percentage of 8.9 considering it important (Table 1.)

Table 1. Importance of human resource management (Source: personal contribution)

Criteria	Very important	Important	Average importance	Little importance	Unimportant	Total
No. of teachers	410	40	0	0	0	450
Percentage	91.1%	8.9%	0	0	0	100.0%
Valid percentage	91.1%	8.9%	0	0	0	100.0%
Cumulative percentage	91.1%	100%	100%	100%	100%	100.0%

One can note that HRM influences significantly the professional life of all the employees in education, which leads to the necessity of approaching in a responsible and visionary way the policies in this domain.

Table 2. Strengths identified in HRM (Source: personal contribution)

Strengths	Answers		% of cases
	Number	%	
Teachers' professionalism	346	12.6%	100.0%
Managers' competence	238	8.7%	68.8%
Existence of predictable directions of evolution for the positions	172	6.3%	49.7%
Correct implementation of the legislative provisions on human resources in pre-university education	290	10.5%	83.8%
Participation of a large number of teachers to professional training and development opportunities via continuing training and postgraduate studies	190	6.9%	54.9%
Qualified teaching staff in a proportion over 70%	320	11.6%	92.5%
Teachers with preoccupations in didactic research and innovation	164	6.0%	47.4%
Teachers guiding the pupils able of performance in excellence centers	195	7.1%	56.4%
High school performance (high promotion rate, low school abandonment)	132	4.8%	38.2%
Capacity of the teachers to elaborate efficient didactic strategies combining the traditional methods to the modern-interactive ones	88	3.2%	25.4%
Professional ethics. Balanced and democratic interpersonal relations	111	4.0%	32.1%
Involvement of the educational unit in the process of selection and hiring of the teaching staff	96	3.5%	27.7%
Long-term safety of the work place	211	7.7%	61.0%
Existence of legislative documents (orders/ methodologies/ notes/instructions) that orient the activity in the human resource domain	146	5.3%	42.2%
Others	50	1.8%	14.5%
Total	2749	100.0%	794.5%

Any viable and competitive system or process values aspects of essence and force represented by the strengths highlighted by the SWOT analysis (Table 2). For the domain under analysis, by establishing the priorities we identified five dominant components: teachers' professionalism (346 people), qualified teachers over 70% (320 people), correct implementation of the legislative provisions regarding the human resource in pre-university education (290 people), managers' competence (238 people), long-term security of the work place (211 people).

HRM relies (Figure 1) on the teachers' professionalism, as principal vector of performance in of the pre-university education system, an advantage that has to be maintained and developed. More often than not, the teachers' professionalism has consequences on the pupils' individual and collective performance as measure of the quality of pre-university education. At the same time, qualified teaching personnel is a condition for the teachers' professionalism. Under this aspect, we could say that an important preoccupation of the decision-making institutions on the national and regional level ought to be to increase the attractiveness of the teaching profession and to stimulate the unqualified practitioners to continue their training in this domain. The managers' competence makes it possible to implement correctly the legislative provisions, removing confusions and promoting transparency. Starting from the occupational standard for the human resource manager, which supposes the coordination of all the human resource activities, of the policies/ strategies elaborated in this domain, the monitoring of the work relations and of the costs related to the personnel, the representation of the human resource, we consider it maximally important for the pre-university education of Dâmbovița County to identify as strength the managerial competence, reflection of the training, skills, diligence, involvement of the school directors.

The long-term safety of the work place, identified as strength by 211 respondents, represents a landmark both for the stability of the system and of the organizational strategies, but also a strong motivating factor.

The interaction between the strengths selected is obvious, as they strengthen one another mutually.

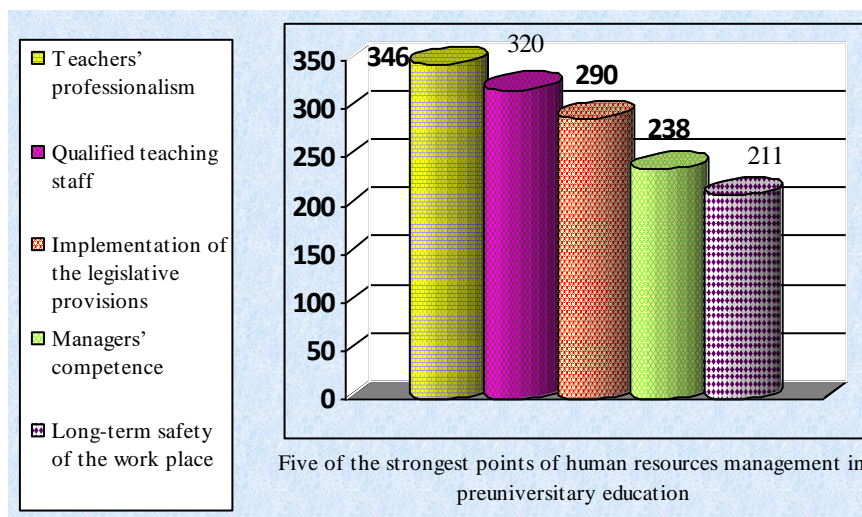


Fig. 1. Strengths prioritization

Source: personal contribution

The complete board of this analysis includes as well the zones/ aspects of intervention necessary to improve and reform HRM, brought to the forefront by the weaknesses identified (Table 3).

Table 3. HRM weaknesses (Source: personal contribution)

Points that require improvement	Answers		% of cases
	Number	%	
Teachers' initial training	409	13.4%	100.0%
Poor school performance (poor promotion, high school abandonment)	231	7.6%	56.5%
Inexistence of a strategy for human resource management on the level of the education system	280	9.2%	68.5%
Ways of recruiting and selecting the personnel in education	229	7.5%	56.0%
Lack of coherent integration programs for beginning teachers	217	7.1%	53.1%
Gaps in the managers' training in the HR domain	84	2.7%	20.5%
Large number of unqualified (substitute) teachers	71	2.3%	17.4%
Continuing education for teachers	200	6.5%	48.9%
System of evaluation and motivation for the personnel	351	11.5%	85.8%
Fluctuation of the teachers, especially in the rural area	48	1.6%	11.7%
Equity of the salary in relation to the effort made in the teaching activity	379	12.4%	92.7%
Image deficit of the teacher's profession	303	9.9%	74.1%
Gap between the teachers' internal evaluation (most of them obtaining <i>Very good</i>) and the pupils'/students' results at the external evaluations	58	1.9%	14.2%
Political and legislative instability	94	3.1%	23.0%
Others	103	3.4%	25.2%
Total	3057	100.0%	747.4%

Out of the possible aspects requiring improvement on the level of the pre-university education units, five of them are dominant. Thus, for 409 respondents, the essential problem of the human resources is the teachers' initial training. An authentic and efficient collaboration between pre-university education and university education is absolutely necessary and profitable for both parties.

Another aspect requiring improvement is the equity of the salary in relation to the effort made in the teaching activity (92.7%). The large number of tasks included in the job description, to which other current and redundant responsibilities and requirements are added, lead to the de-motivation of the personnel, reinforced as well by the salary inequity, as permanent problem of the system. The personnel evaluation and motivation system (85.8%) completes the image given by the aspect presented previously regarding professional satisfaction. What hinders the teacher's status in the Romanian society is the image deficit of the profession, identified as weakness by 74.1% of the teachers questioned. This leads as well to effects leaving a negative mark on the profession of teacher, like the quality of the future teachers attracted by the system. On the level of a majority of the respondents (68.5%), the problems the respondents are aware of are related to the

inexistence of a strategy for human resource management, on the level of the education system.

The Romanian education needs to face a large number of economical, political, social or technological challenges coming from the internal and external environment. To reach its aims, the pre-university education units need to identify the degree to which they are influenced by these factors and establish the directions of action in order to diminish the negative and maximize the positive effects.

Out of the external factors, which can influence human resource management, we have researched the legislative stability, funding and decentralization of education, and as internal factors the level of training of the teachers and of the managers.

Interpreting the results provided by the respondents we can highlight the fact that each of the factors under analysis has a strong impact on the positive evolution of the pre-university education institutions and of the Romanian educational system. One can note that the legislative stability (78.7%), the funding of education (83.1), the teachers' level of training (82.2%) and the leadership's level of training (84.9%) largely influence the HRM efficiency from the pre-university education system, and decentralization (72.4%) is considered as having a relative importance. Although sensibly equal as influence on HRM, among the five factors under analysis, the managers' competence reunites the highest percentual level.

Legislative stability (Figure 2) records a high score also due to the repeated fluctuations/ changes of policies that affect the coherence of the HRM processes and activities. According to most of the respondents, legislative stability is very important (78.7%) or important (15.1%), the percentage of those giving it average or small importance being of just 6.2%.

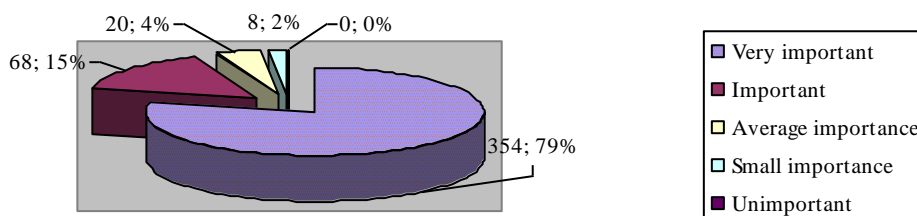


Fig. 2. Legislative stability

Source: personal contribution

Equally, underfunding is a factor affecting the whole system, on the level of the infrastructure, sustainability of policies, salary, investment in innovation and creativity. With a percentage of 83.1% for very important and 13.3 % for important, the funding of the pre-university education system (Figure 3) is determining when it comes to assuring the quality of the whole activity, but especially regarding the support, development, motivation of the human resources.

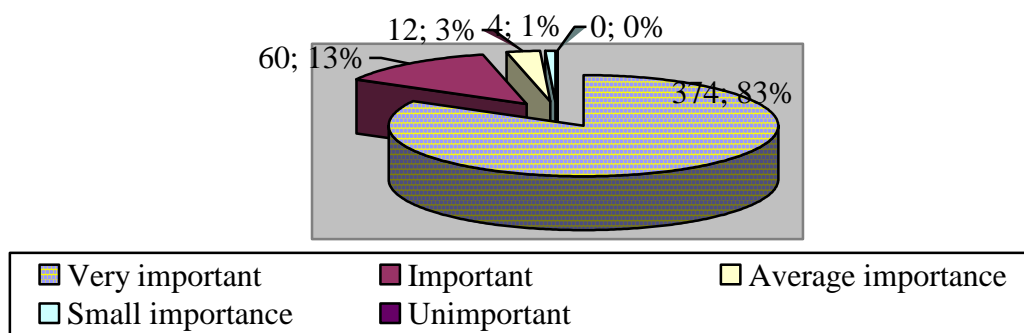


Fig. 3. Funding
 Source: personal contribution

The decentralization of the Romanian pre-university education (Figure 4) is manifested partially on the level of several activities and with some intermittence, slowing down sometimes the fluency of the system's processes. Although this would draw the decision closer to the educational community, this is not yet permanent on the level of the system.

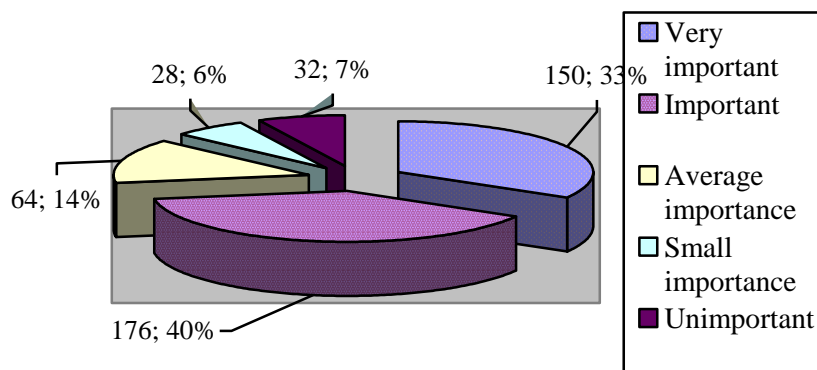


Fig. 4. Decentralization of education and increasing school autonomy
 Source: personal contribution

Thus, decentralization as a motor force for HRM has a very great and great importance (33.3%, 39.1 %) for a lower percentage of the teachers who participated in the study than the other factors.

A major impact on HRM goes to the teachers' level of training (Figure 5), an insignificant percentage (about 4.1%) of the respondents considering it of average and small importance. The teachers' awareness of the importance of the professional training is able to contribute to the increase of the quality of the education process by their involvement in actions of professional skills development.

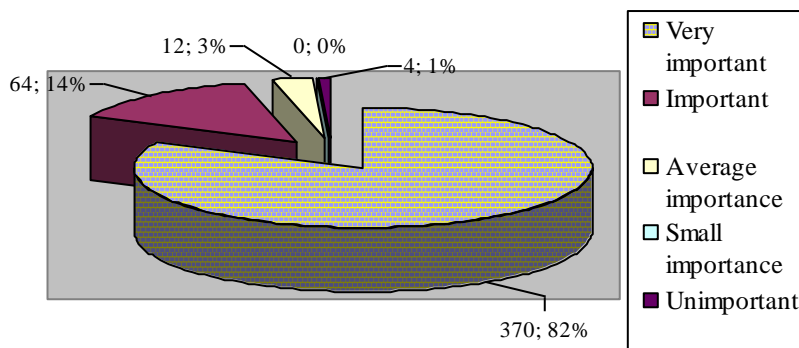


Fig. 5. Level of training of the teaching staff
Source: personal contribution

The leadership's level of training (Figure 6) is considered as defining (85%) for the human resource management and for the orientation of the education institutions to performance. Doubtlessly, one of the essential conditions of the profile of the efficient and successful directors of the pre-university education units is, along with the personal qualities, the degree of training in the domain of management.

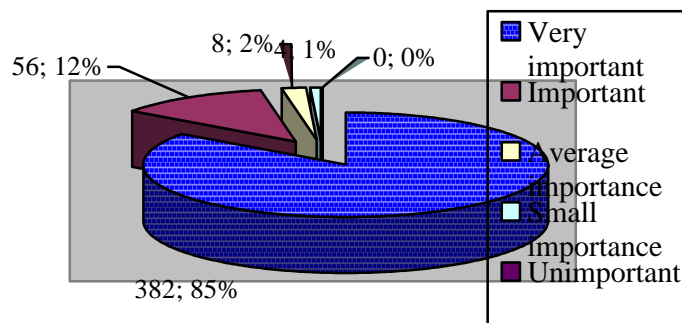


Fig. 6. Level of training of the leadership
Source: personal contribution

After having identified the categories of respondents, one can observe that the option of the leadership and the execution personnel regarding the previous aspects are largely similar as proportion. Correlating these observations with the HRM strengths identified (the teachers' professionalism and the managers' competence), we can highlight the fact that between them there is a relation of positive determination.

Consisting in the application of the managerial function to the human resource domain in the education units, HRM has a crucial role in the development based on principles of efficiency of the activity in schools. Any malfunction in this domain is able to generate other imbalances on the level of the school organization. A very great attention needs to be given to decision in this domain, as it can generate effects that can affect both the individual and the organization.

In the pre-university education units there are no specialized human resource departments, so the managerial activities in this domain are realized by the director with

support from the secretary's office and are analyzed, discussed, approved/ sanctioned in the Administrative Board. For the recruitment and selection stage, is constituted on the school level a Mobility Commission analyzing the files submitted by the teachers interested in occupying a position/ chair in the education unit. The results of our analysis, structured based on general or specific criteria, are included in a report and submitted to the attention of the Administrative Board. And for professional training and development a commission made up of teachers with attributions in this sense has been constituted. All the other activities related to HRM are incumbent to the director of the education institution, which is why he needs to have knowledge that would include, beside strategic, operational, quality, finance management also human resource management knowledge.

The features of the managers' activities in Dâmbovița County and the quality of the managerial activity are highlighted by the research undertaken, which allows knowing the managerial practices in the pre-university education units included in the sample under analysis:

Elaboration of the project for establishing the position and norm for the didactic, auxiliary didactic and non-didactic personnel

The realization of the project related to the positions in a school is an activity giving the start to the recruitment and selection process on the level of the education unit. It comprises a pertinent analysis of the didactic positions constituted on the school level for the next school year. In its realization, one has to start from the analysis of the scholarization plan, of the positions-related plans and of the human resources already existing in the education unit. It offers a comprehensive image of the statement of the didactic positions, but also an individualized statement on the level of the titular teachers. The completions of norm, the situations of dwindling activity are highlighted in this document. Practically, this represents the basis of the recruitment and selection policy on the level of the education unit. The document on the personnel' norms completes the project related to the positions in school. The teacher's norm varies depending on the legislative provisions (a position of preschool/ primary school teacher is the equivalent of a didactic norm, for other teachers the teaching-learning-evaluation norm being 18 hours). To establish the norm of the auxiliary teaching staff there are specific mentions depending on the number of pupils/students in the education unit. As it results from the study realized, this activity takes place and is known in a large percentage (cumulated: 85.3%) by the teachers. The existence of these documents and the correctness of their drafting is the expression of a positive approach of human resource management in the pre-university education units.

The Institutional Development Plan includes aspects related to human resource development

The Institutional Development Plan is the strategic document by which the education units define their priorities, directions of action, performances that the organization aims to have in the average and long run. The extent to which these priorities concern the people or are realized through the people is highlighted by the high number of the respondents (30.9% – total agreement, 36.1% - agreement) which identifies in the IDP aspects related to human resource development. Doubtlessly, improvements in this direction are necessary (33.1% signal malfunctions), the intervention of the school manager being opportune and desirable in the sense of prioritization of the efforts for turning to good value and developing human resources.

Operationalization of the evaluation, selection, prizing criteria for the school personnel

The operationalization of the evaluation, selection, prizing criteria for the school personnel are well represented in the respondents' opinion (28% - total agreement, 23.3% - agreement). The determination of the performance indicators for the evaluation criteria mentioned in the Annual Evaluation Methodology for the Teaching and Auxiliary Teaching Personnel, of the specific selection criteria and of those rewarding the personnel involve responsibility, attentive and critical analysis of the organization and of the quality of the activity undertaken, competence and vision from the managers and the members of the decision-making boards. By contrast, the option of a large number of respondents (30.7 – disagreement, 9.1% - total disagreement, 8.9% -indifferent) leads us to the idea that the projection, organization, implementation of human resource management on the schools' level still needs to go through many steps to reach performance. From the perspective of the increase of the quality of education and of the system decentralization, the requirement needed is of particularization of the managerial policies and not of uniformization.

The mention in the job description of the responsibilities specific for all the positions in the organizational chart

Although in a knowledge society, understanding, assuming and accomplishing the responsibilities incumbent to each teacher or employee of the education unit is equivalent to attaining the institutional objectives, there are still deficiencies recorded in the elaboration of the job description (cumulated: 47.7%). The existence and knowledge by the employees of the responsibilities in the job description in a relatively large percentage (52% cumulated) does not denote efficiency or performance in the managerial activity but rather draw the attention on an alarming situation: about half of the teachers have no clear job description or have not been informed about it and consequently do not know the responsibilities in the job description. This high percentual ratio has several possible causes and denotes the presence of certain deficiencies having to do with the consistent application of the legislative framework with destructive effects on the development of the school activity, on the quality of the teaching act, on the pupils' and the teachers' performances. Equally, this worrying phenomenon generates discontent and conflicts, the awareness of the need to improve the HRM activity on the school level being a must.

Giving equal chances to the subordinate personnel, including for team leadership

A correct position attribution, the participation to high-quality professional training for each teacher, acknowledging individual merits, correct evaluation, responsabilization taking into account the personal aptitudes, the designation of the people in charge of the methodological commission based on competence criteria, respect of the principle of non-discrimination, negotiation and correct solving of the conflicts are just a few of the aspects delineating the concept of equal chances given to the personnel of the education institutions. The teachers' expectations level is high in this respect. According to the option of the lot under investigation, only 26.7% of the respondents are convinced that they benefit of equal chances, and for 29.6% of them this is something relative. The high number of those who consider that the education units miss something from this perspective leads to the completion of the list of action directions that are not at all easy where a reformation of the managerial activity is needed.

Coordination and monitoring of the activity of the people in charge of departments or commissions/ councils

Beyond projection and organization, coordination and monitoring is one of the managerial functions for which the strategic accent is moved on the human resources. The current decision, the way of approaching the concrete situations, the solving of problems as fundamental sides of the operational leadership are viewed positively on the level of school institutions (29.8% - total agreement, 32.7% - agreement). The identification of functional solutions in human resource management along the coordination and monitoring component (26.9% disagreement) can lead to the increase of the teachers' appreciation and satisfaction level and also to a greater efficiency of the managers' activity and, implicitly, of the education unit.

Realization of a correct definition of the position of the didactic and non-didactic personnel

Correlated to the activity of elaboration of the positions-related project, the correct definition of the position of the didactic personnel is a preoccupation of the leadership and of the executive board of each education unit. The perspective highlighted by the study undertaken is that of a relative correctness, 28.% of the respondents having a total trust in the correctness with which this personnel selection stage is realized, while 30.7% do not contest this thing, yet do not completely share it either. Although the positive area of the answers is well represented, question marks can be noted if not regarding the honesty of the process, at least regarding its perception. The unfavorable answers (19.1% - disagreement, 12.0% - total disagreement) indicate both malfunctions in the personnel selection, and subjective notes of the individual perception on the issue approached.

Equitable repartition in agreement with the national and local criteria of the material and moral stimuli established by the law for teaching staff, non-didactic staff, pupils.

The financial and non-financial motivation as HRM activity of great impact on the individual, school organization and educational system is regulated by several normative acts, out of which we shall mention the National Education Law No. 1/2011, The Framework-Law regarding the unitary salary for the personnel paid from public funds, The Methodology and criteria on the granting of the merit degree to the teaching personnel in the state-run pre-university education, The Unique Collective Work Contract on the level of the activity sector for pre-university education. Although a very sensitive level, the acceptance as equitable of the repartition activity for material and moral stimuli is high (32.2% - total agreement, 31.1% - agreement), the discontent degree regarding this aspect being relatively low (21.3% - disagreement, 6.9% - total disagreement). This leads us to the idea that the managers of the education units give greater attention to the corroboration of the financial management activities to those of human resource management. It is also true that on the level of the system, although clarified legislatively, the material reward modalities applicable are few. At this moment, we can talk only about the salary level and granting the merit degree.

The realization of a fast, efficient and rapid internal and external communication and information system

By comparison to the previous observations (Section 2 of the questionnaire) on communication on the level of the pre-university education system, an improvement (about 10%) is recorded concerning the satisfaction degree regarding the efficiency and transparency of the internal and external communication system (19.1% - total agreement, 37.6% - agreement), on the level collective mindset, communication being identified both

with transfer, and with participation. By reference to the ratio of the people content and the people discontent (43.4%), organizational communication viewed as reflection of the reality needs to become an element giving individuality to the institution, but also a project of it.

The existence of a *modus vivendi* on the level of communication indicates the need for a previous analysis, the existence of clear procedures, because by its irreversible character it triggers effects immediately.

Stimulation of the participation to decision making, encouraging and supporting innovations

Decision, as a constant of human life, is present in each activity developed on the school level, whether it concern the instructive-educative process or the managerial activity.

On the level of the teaching activity, each teacher is daily in the situation of deciding on the most adequate teaching strategies, on the way of inter-relating with the pupils, on the degree of difficulty of the tasks, on the teaching approach that is to be implemented. Beyond the quality of teachers of the class of pupils, the human resources are part and parcel of the organization. From this perspective, 25.6% of the respondents are fully involved in the decision making and supported in the activities with an innovative character, 38.2% participate in the decision making, the others (4.2% - indifferent, 22.0% - disagreement, 10.0% - total disagreement) consider that their personal initiatives and decisions are not supported. To increase the efficiency of the activity of the Administrative Board, of the Teachers' Board, of the methodological commissions/boards or of those in charge of various problems it is necessary to reinforce the capacity to make decisions and get rid of the sometimes formal character of these organisms.

Encouraging continuing education - correlated with the (self)evaluation of the subordinates.

Investing in the professional training and development of the teachers is the key to the future. This is fully understood by the school organizations of Dâmbovița County, which stimulate the teachers to participate in training programs, obtaining benefits both for the education institution and for each participant. The managerial flexibility and openness for professional development is proven by the statistical results (52.9% - total agreement, 32.4% - agreement). Making the training programs adequate for the institutional and individual needs, the stimulating attitude of the leadership of the pre-university education institutions situated in interdependence with the teaching staff's capacity of self-evaluation of their training needs have led to highlighting this aspect as a strength of the managers in Dâmbovița County.

Assuring general and specific counseling for the entire subordinate personnel.

The convincing percentage regarding the assurance of the general and specific counseling (50.2% - total agreement, 33.8% - agreement) denotes the directors' managerial competence, but also the professional competence of the people in charge of methodological commissions/ chairs, work departments existing on the level of the school institutions. The pertinent counseling realized on the level of the school unit helps increase the competitiveness of the teachers, but also of the education unit by reaching the performance standards.

Organization of leisure-time (team-building) activities for the school personnel.

For each director, special performances and competences are a priority. This is why in the school organization, the team and the team spirit ought to be attentively managed and turned to good value. The organization of activities of socialization, of integration in the school organization, of reinforcement of the culture of the education institution by

combining team work with learning and relaxation is a component that can be improved in most education institutions (47.5% - disagreement, 17.1% total disagreement). It seems that the number of managers preoccupied by the idea of creating a harmonious work environment, of integrating the skills and the creativity of the school organization members is low (10.4 % - total agreement, 21.8% -agreement). Attaining the institutional objectives by the interaction of the teachers' strengths could constitute a future challenge for the managers of the school units, thus giving each employee the chance to turn to good value his capacities, to understand the organizational culture, to know his colleagues better and to affirm himself as part of the team.

The rapid, transparent and efficient solving of the conflicts with or between children and young people, teachers and non-didactic personnel, parents, community etc.

In the life of any and therefore of school, as well, conflict is an unavoidable element. Seeing the impact the conflict state has on the individual and on the institution as a whole, the optimal variant of action would be for the school/class manager to find solutions to diminish or avoid destructive conflicts. The managerial capacity to solve rapidly and transparently all conflicts is acknowledged as a constant of the activity (39.8 % - total agreement, 36.7% -agreement). Even though low, the number of the situations in which the conflicts have not been solved or have been solved improperly can have an unwanted effect inducing unrest, fear, avoidance among the personnel. The latent conflict potential existing in each organization can be nevertheless diminished by an adequate management supporting value, initiative, creativity, learning.

The activity of the school units managers, by its quality, coherence and legality reflects on the activity of the human resources coordinated, increasing their efficiency and performance or generating lack of balance.

IV. Conclusions

Human resource management in the pre-university education units, leaving aside the features of generality, is the expression of a contextual and situational interpretation. Beyond the aspects generating performance that constitute strengths, HRM is yet another domain submitted to social, political, cultural variables. To these can be added the cognitive, emotional, personal component of those called to offer the normative and functional framework of its implementation.

The empirical research undertaken aimed to attain the objectives mentioned and confirm or infirm the work hypotheses.

Hypothesis1. The efficiency of human resource management has a positive influence on the individual performance of the school organizations members – has been confirmed.

The activity of the human resources in pre-university education is equivalent to the progress of the society. These often trigger preparation, reason, experience, intelligence, creativity, motivation, discernment and effort. All these are put in the service of the increase of the quality of the teaching act and of the visibility of the school organization.

HRM relies on the teachers' professionalism, as main vector of the performance of the pre-university education system, an advantage that must be maintained and developed.

Hypothesis 2. High-quality human resource management positively correlates to educational competitiveness on the organizational and systemic level.

Quality and performance are notions that most of the respondents relate to human resource management. Competence, efficiency, motivation, reward, relation, evaluation,

monitoring, plus-value are just as many words defining and empowering HRM. As shown previously, efficiency on the level of human resource management is translated into efficiency of the human resources, into their performance. Seeing performance as result and behavior, namely what the teacher leaves behind, we could say that it reflects directly on the pupils' performances, on the successes of the school organization and of the education system, as a whole. According to the principle of transitivity, we can conclude that the **hypothesis formulated is confirmed.**

On the level of the Romanian educational system it is necessary to do away with the reserves in assuming responsibility, with the centralist practices in human resource management, with the conservative mentalities of the human resource managers, with the reticence to change and with the inconsistency in regulation.

The adoption of a collaborative, pro-active management, the elaboration of consistent and sustainable HR policies/ strategies, an adequate funding of the education system are measures that can bring harmony between the educational reality and the social expectations regarding the quality of the educational system outputs.

Bibliography

- Armstrong, M. *Strategic Human Resource Management: a guide to action*. London: Thomson-Shore. 2006, p. 6.
- Cucos, C., Bălan, B. et al. *Psihopedagogie pentru examenele de definitivare și grade didactice*. Bucharest: Polirom. 2008, p. 22.
- Manolescu, A. *Human resource management*. Bucharest: Editura Economica. 2003, p. 15.
- Peretti, J. M.. *Gestion des ressources humaines*. 18th edition. Paris: Vuibert, Paris, 2013, p. 18.
- Purcell, J, Kinnie, K, Hutchinson, S, Rayton, B, Swart, J. *Understanding the People and Performance Link: Unlocking the black box*. London: Chartered Institute of Personnel and Development. 2003, p. 15 - 17
- ***. Project Europe 2030. The reflection group report presented to the European Commission regarding the future of the EU in 2030
http://www.consilium.europa.eu/uedocs/cmsUpload/ro_web.pdf. [Interactive] (last time accessed: March 20, 2018).
- ***. Regional Development Strategy 2014
http://www.adrcentru.ro/Document_Files/strategia2014-2020/00001446/3d6_Axa%20prioritar%C4%83%206.%20Dezvoltarea%20resurselor%20umane.pdf. [Interactive] (last time accessed: March 20, 2018).