

**THE IMPORTANCE OF HUMAN RESOURCES IN
ROMANIAN EDUCATION FROM THE
PERSPECTIVE OF THE MAIN COMPONENTS
THAT DEFINE THE EDUCATIONAL
MANAGEMENT SYSTEM¹**

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Abstract

The purpose of the research was to analyze human resources from the perspective of the components of the educational management system in Romania. Human resources play an essential role in social development processes. Considering the major role that education has in the development of human resources, it constitutes an essential vector of social development. The study of human resources of the main "generator" of human resources - education - is a major issue in educational policy issues. We started from the following general hypothesis - educational management is a component of management that is based on all the principles, functions and strategies of:

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professional training, promotion, salary and evaluation of human resources in education. In conducting the research, we started from a certain perception of the teachers on the position of school management, according to which, the principal is seen by teachers less as a leader of the school organization and more as a colleague, who temporarily holds leadership positions. The question arises: Have school principals become professionals in the field of management? There is still debate in this regard, as the mere possession of a certificate cannot confirm that the person has become a professional.

Keywords: management, human resources, educational management system, *teachers*

INTRODUCTION

Any aspect of the activity of an organization is determined by the competences, motivation and efficiency in the organization of the staff. Among all management tasks, managing the human component is the most important because it depends on how well everything is done in an organization. Along with the economic or social purpose of an organization, the last decades have demonstrated the need to consider its social purpose as well. Nowadays, without a doubt, the human resource is considered to be strategic and therefore the personnel function has come to be in a position of *arbitrator* between the economic objectives of the organization and the social and human imperatives (Albu, 2013). The mission of the personnel function consists in providing the organization with the necessary human resources, under the double restriction of a harmonious and efficient functioning of the human ensemble and respecting the desire for equity, security and individual development of each member. The personnel function, together with production capacities, supply and distribution systems, sales teams, finance and accounting, interact within the current activity of the organization. These processes can be influenced by changes in the political, social, economic and technological system. The influences of the organization's external environment determine a continuous process of adaptation and change, a process imposed by the need to permanently increase its performance.

Human resources management consists of all activities aimed at securing, developing, motivating and maintaining human resources within the

organization in order to achieve its objectives with maximum efficiency and satisfy the needs of employees. As organizations develop, they have to deal with a series of essential aspects of human resource management. Managers create a plan to attract and retain people with the skills the organization needs. The implementation of the plan involves recruitment, selection, integration, training, rewarding, choosing the most suitable benefits and the permanent evaluation of the performances to check if the organizational objectives are achieved. These activities represent the components of human resources management. The human resources plan in an educational unit is created in accordance with the organization's strategic plan. As the organization identifies available development opportunities, it is necessary to correlate them with the skills that will be needed to cover them. Recruitment, training and compensation programs are designed to attract, develop and retain people with the necessary skills. The development of human resources in education involves a process of training people to perform the tasks needed in the school unit. The problem lies in recognizing the type of training that employees need. All training decisions must take into account the motivation of the employee undergoing training. Any school organization is growing and therefore methods of finding and hiring people with the required skills must be established. This is usually reflected in some form of human resource planning. Analyzing the future projects and trends of the organization - through an institutional development project (IDP), the number of people needed and the type of skills and competences required by the possible vacancies are estimated.

Educational management is the science and art of preparing human resources, of forming personalities, according to goals accepted by the individual and by society or a certain collective. It includes a set of principles and functions, rules and management methods that ensure the achievement of the objectives of the educational system (as a whole or at the level of the component elements), at the highest standards of quality and efficiency (Bush, 2015).

REVIEW OF SCIENTIFIC LITERATURE

The human resource of the organization is often called *the most valuable asset*, although it does not appear in the accounting records. The success of the organization, however, depends on the way its members implement its objectives; that is why the capabilities and quality of human resources are defining for the organization's results (Enache, 2019). But working with people requires taking into account the sensitivities and emotional

characteristics of each individual. People have ambitions and ambitions, they need a measure of their results and they have a complexity of needs.

Human resource management is the management activity responsible for all decisions and actions that affect the relationship between an organization and its members. The purpose of the human resources management activity is primarily to make the employees as the organization wants but also to make the organization as the employees want, so that the organization achieves its objectives (Bucurean, 2018).

Human resources constitute the creative, active and coordinating element of the activity within organizations, decisively influencing the effectiveness of the use of material, financial and informational resources. Describing people as *resources* emphasizes their importance and shows that their management requires high levels of genuine concern for people, attention and professionalism. The evolution of managerial practice and thinking determined the shift of specialists' attention from the material factor to the human resource (Băban, 2011). The conclusion was thus reached that the individual is more than a simple component of the productive factors, and the management of human resources goes beyond the rigid principles of managing the company's assets, having to take into account a series of characteristics that escape economic calculation. Only by taking into account all aspects that define the human personality, skills, knowledge, aspirations, temperament and character traits, management can manage the most precious resource, the only resource endowed with the ability to know and overcome its own limits (Maxwell, 2014). Emphasizing the role of human resources, however, does not mean an underestimation of other resources. The systemic conception of the company involves the interdependent approach of resources, starting from the fundamental objectives to achieve which they compete together, from the essential connections that exist between them. The overbidding of human resources at the expense of others affects the dynamic balance of the organization (Gherghuț, 2017).

Quality assurance and quality management in initial education and training is a field of intervention that especially requires the development and implementation of internal systems and procedures for evaluation, management and quality assurance of initial and continuous education and training activities, as well as the professionalization of managerial activities at the level of initial and continuing education and training providers. Mainly, the activity of institutions and providers of education and training in the formal education system is taken into account. The main actions considered are (Ball, 2008):

- ✓ creation and development of quality assurance and management systems in education and training;

- ✓ the development of professional training programs in the field of educational management and quality management;
- ✓ the development of mechanisms for monitoring the insertion of graduates on the labor market in order to adjust the educational offer in accordance with the developments on the labor market;
- ✓ creation and development of quality assurance and management mechanisms in education in non-formal and informal learning contexts.

The development of human resources in education aims to diversify initial and continuing education offers and career opportunities for teachers and other categories of human resources in the initial education and training system (Gherghuț, 2017). The competences provided within these education and training programs will ensure, first of all, the acquisition and development of the competences rewritten in the European Framework of Teacher Qualifications. The actions considered within this measure target human resources in education from a double perspective, as participants in lifelong learning and disseminators of knowledge (Chiș, 2011). This field of intervention contributes to the development of the stock of human capital in education capable of providing quality education focused on the individual needs of students' personal and professional development, to reducing the phenomenon of early school dropouts and increasing the attractiveness of learning (Hallinger, 2009). Also, considering that the guidance and counseling services of human resources in education are insufficiently developed, being neither operational nor specific tools for defining professional and career paths for this category of human resources, the actions in this field will be correlated with specific measures to increase career development opportunities for human resources in education (Hughes, 2012).

RESEARCH METHODOLOGY

The main purpose of the research is to analyze the management of human resources in education in Romania, from the perspective of the components of the educational management system (Chiș, 2011):

a) Training of teaching staff: professional conversion in the education system aims at extending the initial training in order to obtain the right to teach other subjects or occupy other teaching positions.

b) Promotion of the teaching staff: the entire professional route, from the selection for the teaching career to management positions in the system, is built on performance principles and qualitative accumulation of theoretical knowledge and practical experience .

c) *Salary of the teaching staff*: it is done in compliance the principle according to which education is a national priority, taking into account the responsibility and complexity of work, professional training and experience, the role and importance of the activity performed.

d) *Evaluation of the teaching staff*: aims to create motivational systems for evaluating the performance of employees.

Managers from Romania from several educational units were part of the research team. The survey unit was represented by the following types of managers from educational units (Iosifescu, 2004):

1) *teacher*: leads the didactic activity at the level of a collective - class or group;

2) *the teacher- director*: leads the educational activity at the level of a class or group of students;

3) *the speech therapist teacher*: leads the process of language training and psychopedagogical assistance specific to students and parents at territorial and county level through speech therapy centers and at interschool level through speech therapy offices;

4) *the teacher-counselor*: leads the psycho-pedagogical activity of students, teaching staff and parents at the territorial-county level through the psychopedagogical assistance centers and at the inter-school level, through the psycho-pedagogical assistance offices;

Data collection was carried out between March 2022 and June 2022, with the help of the questionnaire, a quantitative structured research tool. A total of 412 valid questionnaires were obtained, thus allowing the use of a large number of statistical techniques to analyze the collected data. Since both the time and the interview materials and the operators traditionally adopted in surveys are quite expensive, a modern method of applying the questionnaire was used, namely designing and applying it online based on the Google Forms application. The obtained results were recorded, stored and structured, obtaining the database necessary for the analysis. The recorded data were subjected to operations of adjustment, grouping, aggregation and coding for easier processing, analysis and interpretation. Therefore, a database was created that could be used electronically.

In the research study we used the *maximum utility method* to establish the importance that managers give to each basic component of the educational management system.

The steps of the global utility method are as follows (Bender, 2000):

Step 1. Build the utility matrix with the elements, $i = 1, \dots, r$ si $j = 1, \dots, n$.

Each element of the matrix is calculated for the maximum criterion with the expression:

$$x_{ij} = u_{ij} = \frac{x_{ij} - x_{i \min}}{x_{i \max} - x_{i \min}} \quad 1)$$

and for each minimum criterion with the expression:

$$x_{ij} = u_{ij} = \frac{x_{i \max} - x_{ij}}{x_{i \max} - x_{i \min}} \quad 2)$$

where:

x_{ij} = the value of indicator i associated with indicator j ;

$x_{i \max}$ = the minimum value of indicator i ;

$x_{i \min}$ = the maximum value of the indicator i .

Step 2. Calculate the overall utility for each project as the sum of the products in the element of the utility matrix (the column vector corresponding to the project) and the important coefficient given for each indicator.

$$UG_j = \sum_{i=1}^r \alpha_i u_{ij}, \text{ where } \sum_{i=1}^r \alpha_i = 1 \quad 3)$$

Step 3. Choose the project that corresponds to the maximum global utility.

$$\max\{UG_j\} \Rightarrow V_j, j = 1, \dots, n \quad 4)$$

For the division of some decision V_i variants (n variant) and for the selection of the best one offered by the simultaneous consideration of several criteria of appreciation (C_j , $j = 1, \dots, n$) and the global utility. Finding the best combination of attributes (characteristics of a variant) forms the object of the multi-attribute problem.

This involves the transformation of all numerical values a_{ij} and qualitative characteristics into utilities u_{ij} , ie numerical values located in the interval $[0, 1]$. The basic assumption in the correct function of the weighted sum method is the independence of the criteria. The largest of the synthesis utilities indicates the best option.

RESULTS AND DISCUSSION

Table 1 presents the information base of the study, respectively the weight of importance that the managers of the learning units gave to each component of the educational management system.

Table 1. The importance of the educational management system

EDUCATIONAL	TYPES OF MANAGERS IN EDUCATIONAL UNITS
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MANAGEMENT SYSTEM	<i>Teacher % (v1)</i>	<i>The teacher- director % (v2)</i>	<i>The speech therapist teacher % (v3)</i>	<i>The teacher- counselor % (v4)</i>
<i>C1. Training of teaching staff</i>	15.44	21.36	26.6	12.4
<i>C2. Promotion of the teaching staff</i>	11.56	14.17	13.5	22.68
<i>C3. Salary of the teaching staff</i>	9.8	12.27	8.9	12.34
<i>C4. Evaluation of the teaching staff</i>	22.44	18	12.72	26.15

Source: developed by the authors based on the collected data

The main results, however, are the fact that managers consider C4 first. *Evaluation of the teaching staff* - The evaluation of the teaching, auxiliary, management, guidance and control teaching staff is done annually, according to the evaluation sheet developed by the Ministry of Education and Research. The evaluation procedure is triggered by self-evaluation, recorded in the individual job sheet. For the teaching staff, the evaluation form, endorsed, as the case may be, by the head of the department or by the head of the methodical committee and by the director of the school unit, is analyzed in the board of administration, which, in the presence of the person in question, decides on the final score. In the evaluation form, the activities carried out outside the individual job description in the field of education, as well as other activities requested by the management of the unit or by hierarchically superior bodies, are scored. The evaluation form is a basic document for establishing salary rights, for promotion and access to training programs. The activity and competences of teachers can be summarized in terms of occupational standards, accompanied by the related criteria.

As a last resort, managers consider C3. *Salary of the teaching staff* (Fig. 1) – The salary of the teaching staff consists of the basic salary, established according to the law, and a variable part, consisting of additions, increments and other additional salary rights. The additional salary rights and other material rights of the teaching and auxiliary teaching staff are negotiated, within the limits established by law, within the collective labor contracts between the administration and the education unions recognized at the national level, according to the law.

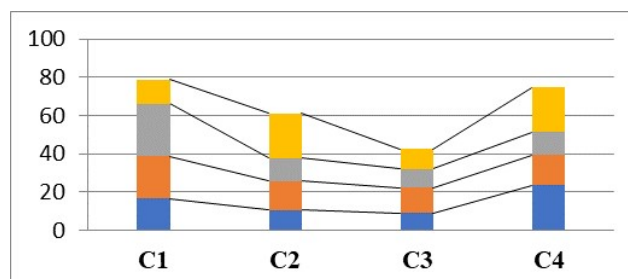


Figure 1. The weight of the components of the educational management system

Source: developed by the authors based on the collected data

Completing the calculation algorithm involved:

Step 1 – building the units matrix with elements x_{ij} (Fig. 2).

$$\begin{bmatrix} 0,26 & 0,66 & 1,00 & 0,00 \\ 1,00 & 0,65 & 0,90 & 0,00 \\ 0,00 & 1,00 & 0,21 & 0,38 \\ 0,99 & 0,36 & 0,00 & 1,00 \end{bmatrix}$$

Figure 2. Matrix of units

Source: developed by the authors based on the collected data

Step 2 – Calculation of global utilities for each type of manager (Table 2):

Table 2. Results of the calculation of global units

GLOBAL UTILITY	RESULT
Teacher	2.25
The teacher- director	2.66
The speech therapist teacher	2.10
The teacher-counselor	1.38

Source: developed by the authors based on the collected data

Step 3 – From Table 2, it can be seen by calculating the global utilities, the highest global utility is recorded by the type of manager: *the teacher-director*. Therefore, following the application of the calculation algorithm of the maximum global utilities method, it can be concluded that the teacher-director best assessed the importance of the educational management system.

The development of human resources in education aims to diversify initial and continuing education offers and career opportunities for teachers and other categories of human resources in the initial education and training system.

CONCLUSION

Romanian education has a priority objective: the efficient use and qualitative improvement of human resources to ensure the gradual transition from economic occupations with a low level of qualification to occupations involving advanced knowledge and skills, the multiplication of decent jobs, the reduction of poverty and social inclusion. The quality of educational services is also important from the perspective of competitive human capital, able to face the current pressures of the labor market at the national, regional or global level. There are a number of factors that prevent the achievement of important objectives in this chapter: poverty, emigration, ineffective management of financial resources and under-investment in the educational system. Combating these adverse phenomena will require innovative actions, increasing the efficiency of sector financing, diversifying funding sources, attracting external financial resources, active participation in regional educational processes and maximizing positive externalities as a result of the implementation of collateral programs.

Romanian pre-university education faces numerous problems, of which the most pressing and affecting human resources seems to be that of quality. The lack of quality is the tribute paid by the educational institution in the desire to hold classes. The need to maintain the number of students within the limits of the legal existence of the work formations leads to the generalization of a state of indiscipline and its tolerance by the school.

The recommendation regarding the management of human resources:

- ✓ due to the rapid and permanent changes in Romanian society, it is necessary to optimally use the existing staff in each unit, train and develop them coherently, as well as establish collaborative relationships and promote didactic experiences.
- ✓ practicing scientific management, based on correct and complete information, long-term objectives and rewards based on continuous evaluation and performance indicators.
- ✓ complying with the requirements of the legislation, regarding the preparation of job descriptions, evaluation sheets of the professional performance of the staff.

The recommendation regarding the development of human resources:

- ✓ the need for professional development must take into account both the needs of the school and the need in the specialty at the level of each person.
- ✓ on the framework of continuous training, it is necessary to go through specific training courses to solve some problems encountered at the level of each school and not on purely theoretical aspects.

Recommendation on internal evaluation: self-evaluation is the basic component of the management culture and must provide the opportunity for the school unit to identify its strengths and weaknesses by comparing performance year by year. Internal evaluation is based on the interpretation of the evidence, not on the opinions of those involved in the educational process.

The recommendation regarding the external evaluation: in the external evaluation, the starting point is the conclusions and data obtained during the internal evaluation. If the self-assessment is performed incorrectly and the results of the external assessment are equally erroneous. That is why the recommendation is that in the case of the external evaluation, one should start from the real situation, not from the reality perceived by the educational units, so that the weak points can be identified and thus measures can be taken to improve them.

In the school, it seems that the promotion initiative is diminished, given a certain stability of teaching rules and obligations, which makes it difficult for new positions to appear frequently. However, at certain intervals it is necessary to recruit new teaching staff and then, the director should have the freedom to choose his collaborators in relation to the development objectives and priorities present in the institutional project. Moreover, staff development is the means by which the school's management team can guide and use the teaching staff, depending on the provisions of the institutional project.

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