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## **Improvement of human resources as a factor for increasing the teaching performance in pre-university education**

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**Abstract.** People are a valuable resource, "the most valuable asset" (Maican, 2001), for any type of organization, regardless of the field of activity. The new philosophy of organisations places particular value on the role of human resources because: human resources are the organisation; people are a common resource and a key resource, a vital resource, today and tomorrow, of all organisations, which ensures their survival, development, and competitive success. A school organization that teaches is open and able to profit in a continuous self-renewal, through improvement, improvement that occurs through a continuous process of quality improvement, which increases the efficiency of the organization. Performance, in a school organization, depends largely on the quality of human resources. Lifelong learning is required both as a necessity and as a solution to the changes taking place in various areas of the life of the individual and society. The multiplication of the training needs of adults in general, of teachers in particular, is generated by a series of internal and external pressures. The purpose of this approach is to identify, synthesize, complete, explain the process of professionalization of human resources – increasing school performance within the organization, as a result of their improvement, in the context of permanent changes. Through the theoretical and methodological approach, we aimed to make a useful and relevant contribution to the existing practice, considering the investigative approach as representing the beginning of a process and not its end. From a theoretical point of view, we have followed the scientific substantiation of the human resources management, at the level of the school organization through the systematization and outlining of the epistemological, theoretical and methodological premises from the specialized literature; and from an investigative point of view, we carried out empirical research through which we wanted to contribute to the development of a reference framework in this field.

**Keywords.** improvement, didactic performance, professionalization, motivation, satisfaction

### **I. Dimensions of human resources management**

#### **1.1. Definition of the domain**

The role and peculiarities of human resources in organizations have been in recent years the object of numerous studies that have brought to the attention of managers the idea that human resources are the main strategic resources of organizations. The notion of human

resource defines a unique and complex category compared to other resources: financial, informational, and material

Human resources are one of the most important investments of an organization, the results of which are becoming increasingly evident over time; "investing in people has proven to be the surest way to guarantee the survival of an organization or to ensure its competitiveness and future" (Manolescu, 2001, p. 17).

"Human resources are unique in terms of their potential for growth and development, as well as their ability to know and overcome their own limits, in order to face new challenges or current and prospective requirements" (Manolescu, 2001, p. 17).

### ***1.2 The quality of human resources in a school organization, related to the performance of the organization***

In a society in a continuous dynamic, based on knowledge, where the quality, the value of the employees towards the difference, the essential duty of the management is to ensure, with maximum responsibility, the quality of the recruitment, retention, motivation and development processes of quality human resources.

Each person, individually, is an accumulation of several traits, thoughts, ideas, knowledge, initiatives, which, driven to constructive directions, can achieve remarkable results; each must be treated differently, individually, in order to know his identity, to discover his strengths, so that, later, we know how to highlight them and, subsequently, to know what we rely on in a teamwork.

The management team must make every effort to ensure that each employee knows and understands how the organization defines the quality of the. The human resource, the teacher, is the factor in the school with the greatest influence of the over-learning outcomes; as a result, the processes of continuous improvement and organizational learning will consider, as a priority, the involvement of staff in professional development programs.

It is the quality of the human resource that leads the organization to success and performance; The condition of employees, their values and traits contribute to increasing the quality and pre-emergence at the level of the organization.

### ***1.3 Performance evaluation – its importance in the development of human resources within the organization***

The evaluation of the professional performances of the employees of an organization is an activity of human resources management that acquires an increasingly wide area of spread, becoming a strategic activity within the human resources management process. In the context of obtaining performances, professionalization of employees, organizations, are aware of the need to implement a system as appropriate as possible for evaluating the professional performance of employees.

The process of evaluating the professional performance of teachers in an organization has multiple implications on their motivation in work. Therefore, as long as it is characterized by objectivity and determines the employee to want to develop professionally, to form and develop professional skills, evaluation is a necessary process and with multiple positive effects at the level of organizations.

## **II. Perspectives on professional development and career management**

### ***II.1 Professional and personal development of teachers***

Each of us, the people, has his own set of values, attitudes, beliefs found, which characterize him throughout his life. Positive thinking, unconditional acceptance – these fundamental attitudes, if they are joined by empathy, respect, humor, warmth, authenticity, they become behavioral landmarks of the personality in general, but especially of the teacher who has the role of shaping the child through education.

The professional development of a teacher is determined by the personal development, which occurs over time, depending on the experience he accumulates but also on the specific legislation: the need to acquire a number of professional development credits. Most of the time, career development is also influenced by certain family responsibilities, special events and the quality of the management of the institution in which the person operates.

Personal and professional development is not disjointed, they intertwine, they condition each other.

The ultimate goal in education is to improve the current capacities of teachers, which can be achieved through additional motivation.

Motivation is an especially important factor in the development of teachers' competences and traits within the school that influence performance.

### **II.2 Professional competences of teachers**

The in-service training of the teaching, management, guidance, and control staff in pre-university education is based on the system of professional competences, according to art. 244 din The Law of National Education no. 1/2011.

The system of competences corresponding to the field of education, takes over and adapts to the specifics of the teaching profession and to the requirements of the Romanian pre-university education the categories and levels of competence with which the European Qualifications Framework (CEC), the National Qualifications Framework in Higher Education operate ( CNCIS) and the European Competence Framework.

In order to better clarify the modern perspective of what *the human resource* means, we should refer to a fundamental question: what is the elements characteristic of the human resource, in order to ensure a quality professional activity, by it? Therefore, *competence* and *performance* are the two characteristics relevant to the human resource existing within or necessary for an organization.

*The professional* competences derived from the listed knowledge and skills aim at: designing, carrying out and evaluating the educational process in pre-university education, logical structuring and psycho-pedagogical transposition of the contents of teaching and learning in the specialization obtained through bachelor's studies or, as the case may be, through medium-level specialization studies, investigation and solving of problems specific to school and education.

The complementary competences aim at: mastering the concepts and theories of horizontal/vertical communication, the use of the computer in the instructive/educational process, the application of the knowledge, capacities, and attitude necessary in the counseling activity of the pupils and parents.

*Transversal competences* are those capacities that go beyond a certain field, respectively a study program, having a transdisciplinary nature and are expressed through the following descriptors: autonomy and responsibility, social interaction, personal and professional development.

The monitoring of the professional development is done at the county level through the houses of the teaching staff, and at the level of the schools through the commission for continuous improvement and training and is the responsibility of the director of the teaching staff house / school.

### **III. Psycho-pedagogical research on increasing the teaching performance, in a pre-university education institution, by improving and professionalizing human resources**

#### **III.1 Research coordinates:**

The research includes two fundamental coordinates: knowledge of the field in which pedagogical facts are produced and the elaboration and adoption of the investigation strategy.

The empirical type of research, conducted by applying a questionnaire, on a representative sample, is placed in a context that represents the current educational system in Romania, exemplified by the school where the subjects of this research carry out their activity.

The scientific problem, which was subjected to analysis, is represented by the current state of the Romanian pre-university education, through the prism of improvement, professionalization of the human resource, as a factor for increasing the performance and professionalization of the career, which is reflected in the quality of the educational act, but also on the image and position of the school organization.

In carrying out this study, we also resorted to a comparative analysis with another strong circle on this topic: *The relationship of motivation – satisfaction in contemporary organizations*, research that belongs to Mihai Petru Craiovan and was published in the journal *Philosophical – psychological research*, year XII, no. 1, Bucharest, 2020, ISSN 2066-7566.

The research on *the topic the motivation-satisfaction relationship in contemporary organizations* started from the fact that at the organizational level, motivation is a key element. Thus, two variables were pursued, namely satisfaction and motivation, trying to observe the relationship between the two. The main method used in this study was the *Professional Motivation* questionnaire to highlight the differences between departments regarding the category of motivation that prevails for each group.

#### **III.2. Research objectives:**

**General objective:** *Improvement of the teachers within the Kindergarten with Extended Program no. 10, Constanta factor of increasing the performance and professionalization of the teaching career.*

**Objective 1:** Identify the causes that lead to the decrease in the performance of the teaching staff.

**Objective 2:** Identify solutions to motivate teachers to achieve professional performance.

**Objective 3:** Identifying the activities/ways of professionalizing the teaching career.

#### **III.3. Research hypotheses**

I1 – If the teaching staff (human resource) is motivated then we can identify their professional performance.

I2 – It is presumed that a performance and professionalization of the career of the teaching staff has the effect of increasing the quality of the educational act at the level of the organization and, implicitly, the reputation of the institution at community level.

**Hypothesis of the comparative study:**

I1- Because there is a cooperative relationship (from a professional point of view) between the company and the employee, then there is an increase in performance.

I2 - If the competition between employees is present, then a high degree of performance is recorded.

**III.4. Description of the batch of subjects**

The psycho-pedagogical research was conducted on a group of 12 teachers from the kindergarten with extended program no.10 Constanta.

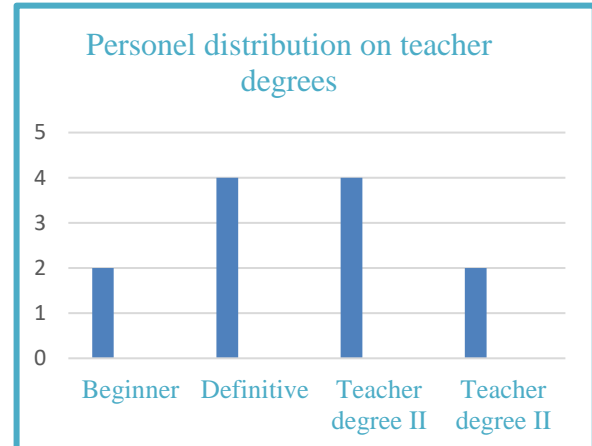
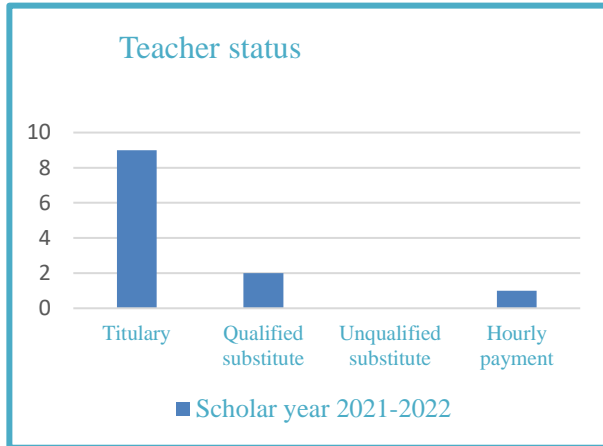
The kindergarten has in its composition a heterogeneous category of teachers, both in terms of initial training (they are educators, graduates of university studies and graduates of pedagogical high school) and in terms of continuous training through teaching degrees and seniority in education. All these aspects are rendered in subsequent graphs.

In the context of a modern society in permanent change, the management team of the Kindergarten with Extended Program nr. 10 Constanta is defined by qualities and abilities such as: logical thinking, conceptualization capacity, diagnostic capacity, decision-making capacity, objectivity in perceiving and judging others, adaptability, centering on the development of others, collegiate spirit, ability to listen and consider other opinions than their own, easy communication, encouraging creativity, positive attitudes, delegated attributions in a considerable weight.

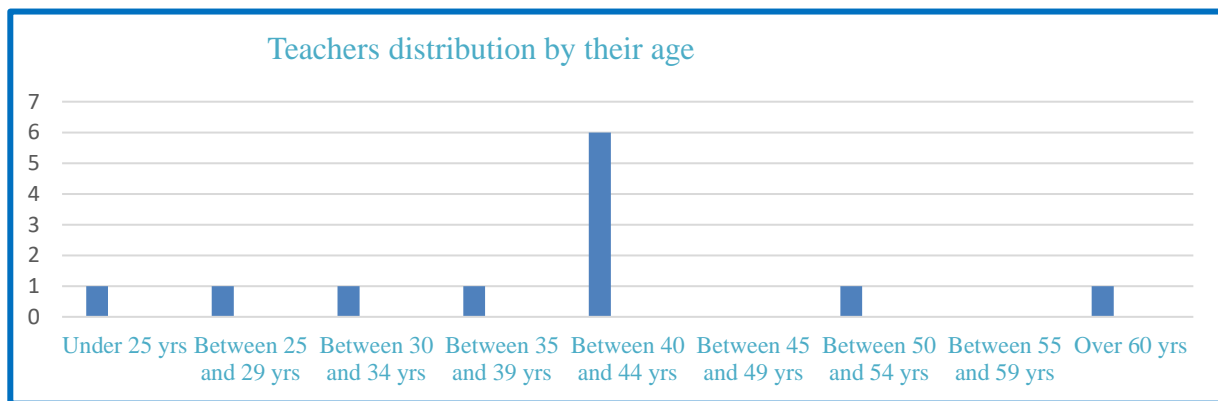
The members of the management team start from the premise that the achievement of performances depends on the way in which a manager manages to influence the behavior of the other members of the teaching and non-teaching staff. That is why it places great emphasis on motivating and coordinating them.

Organizational culture of the Kindergarten with Extended Program nr. 10 is well defined, based on common objectives and values. The dominant values are professionalism, efficiency, team spirit, responsibility egalitarianism, freedom of expression, receptivity to the new, creativity, enthusiasm, desire for affirmation. There are also cases of professional elitism, individualism, competition, intellectualism, routine, conservatism, complacency.

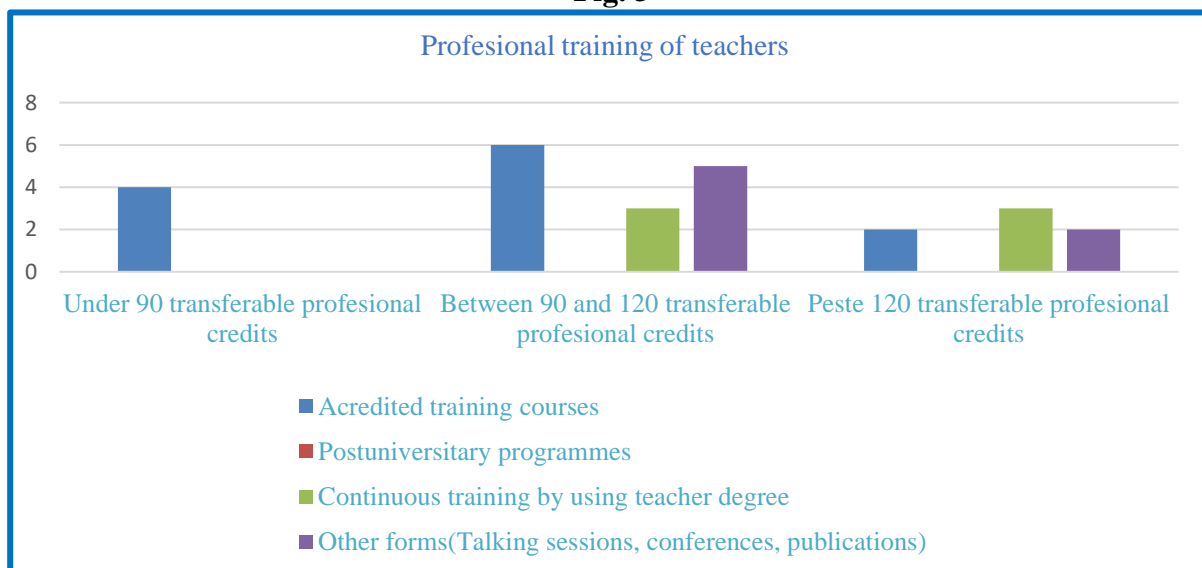
The figures (fig. 1, 2, 3, 4), represent quantitative and qualitative information about the teaching staff of the unit, in the current school year. The diagram in Figure 4 represents the level of continuous improvement and training of the staff, related to the need to accumulate a minimum of 90 transferable professional credits.



**Fig. 1 Fig. 2**



**Fig. 3**



**Fig. 4**

**The investigation based on chestionar - andthe dentification of the ways of professionalization and performance oftheteaching staff.**

In order to build the questionnaire to identify the ways of professionalization and performance of the teaching staff, we have gone through the following stages:

- a. clear and detailed specification of the studied problem
- b. the formulation of the questionnaire's questions.
- c. checking the questionnaire questions.
- d. ordering the questions in the questionnaire.
- e. pre-presentation of the questionnaire.
- f. pilot research: identification and elimination of errors due to the instrument, subjects, survey operator, operator interaction with subjects, as well as errors due to encoding and interpretation of answers to questions.

In order to establish and choose the representative dimensions, we took into account the premise that, in general, there are no methodological rules regarding the way in which they should be proceeded and that their choice is dictated by the intuition and experience of the researchers, by the examples had at hand and by the projected length of the questionnaire.

#### **Formulation of the questionnaire's questions**

In the elaboration of the questionnaire, he used the structured procedure of presenting the questions and took into account the general principles of drawing up such a tool for collecting information: *identification questions* (personal status, grade, seniority in the school), *particular, specific questions study* – structured in turn on motivation and communication.

Depending on the *content* of the answer requested, we used questions:

**factual** (reclaiming information on the identification of the respondent).

**knowledge** (regarding the duties, concerns of the interviewee);

**opinion** (regarding the respondents' opinions on the need for their training and professionalization – opinions, judgments, responsibilities, etc.);

We did not use control questions, as the subjects were instructed regarding the anonymity of the questionnaire and the purpose of completing it; so, we have significantly reduced doubts about the sincerity of the subjects.

When writing the questions, we wanted the wording to be appropriate to the level of maturity and preparation, the questions to be short, and the words used to be easy to understand, the most appropriate and with a precise meaning. We have included in the questions all the data necessary to be able to formulate the answer.

Before including the questions in the questionnaire, we have submitted them to the verification of people with experience in this field. Following the verification, we have noticed the following issues:

- some questions had an abstract wording.
- some questions could generate fear (of not taking unfavorable general action);

#### **III.5. Research variables**

Represents the factors, the elements of the research group subject to study:

**Independent variable** (which they introduce into the study); Frequent and motivated participation of the teaching staff in their own professional development and professionalization of the career.

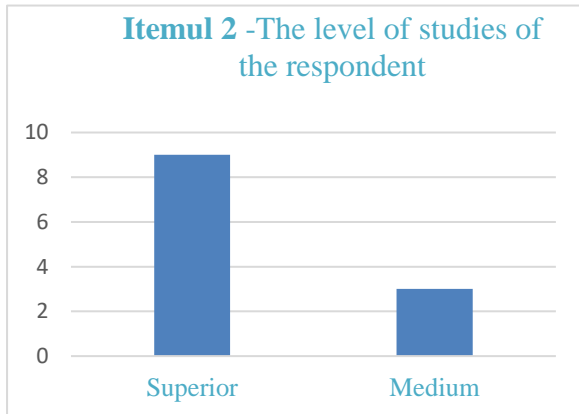
**Dependent variable** (expectations) – Improving the professional performance of teachers in the organization.

The handiest factor, but also the one that can be measured the hardest, is the attitude of the ui framework, of the whole staff towards the learner, towards his results, encouraging and supporting, thus, the learning process.

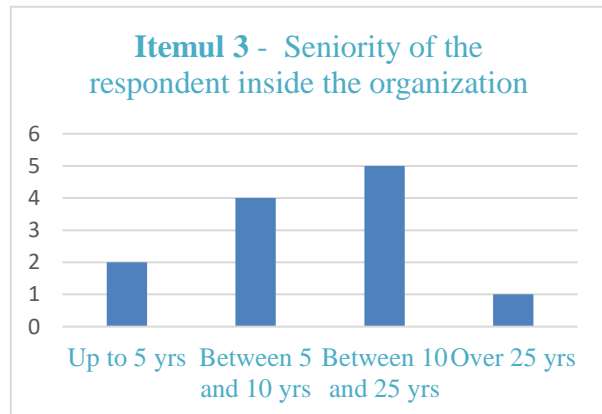
**IV. Analysis and interpretation of results**

Fig. 5 and fig. 6 highlight the quality of the teaching staff related to the level of education and the seniority in education (scale 1).

**Fig. 5**



**Fig. 6**



**Scale 2 with reference to employee motivation**

Interpretation of the questionnaire data ***Increasing the quality of the educational act, through the professionalization and performance of the teachers:***

After interpreting the centralized results of the questionnaire applied to the study participants, it appears that the employees feel motivated at the workplace by the working climate/ environment, and by the relationship with their colleagues to a very large extent. Opportunities for professional training and challenging tasks represent a weighting of the employees' motivation (fig. 7).

Interpretation of the data of the ***Professional Motivation*** questionnaire, within the research used with comparative purpose:

The relationship of each employee with the direct superior, according to the present research, is 50% very good and 46% good. Based on these considerations, the subjects claim, at a rate of about 67%, that the direct superior is actively involved in the development of their career and 82% that the direct superior recognizes their merits.

In terms of employee satisfaction, on the first place are the relations with colleagues, bringing satisfaction to the employees in a percentage of 95%, on the second place is ranked the relationship with the boss in a percentage of 87%, followed by the position occupied in a percentage of 81%, by the activity carried out in a percentage of 76% and by the flexibility of the program in a percentage of 60%.

In both questionnaires, a primary place in the satisfaction of the employees is the relations with the colleagues, a very high percentage (95% in the *professional motivation* questionnaire and 67% in the questionnaire *Increasing the quality of the educational act, through the professionalization and performance of the teachers*)

Fig. 7

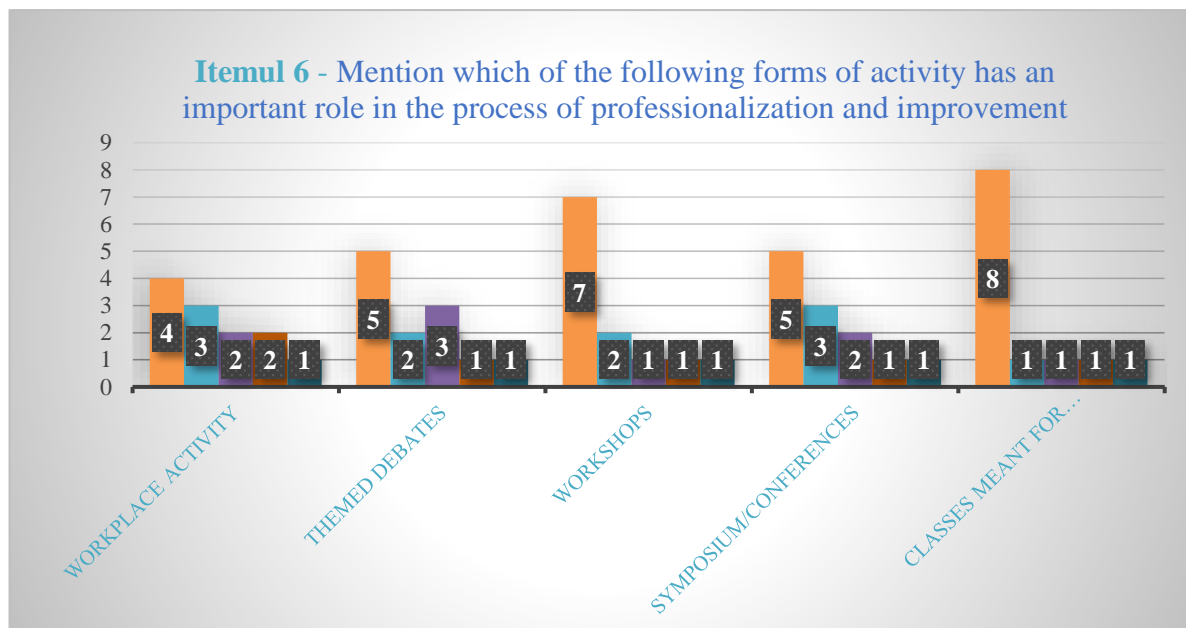


Fig. 8

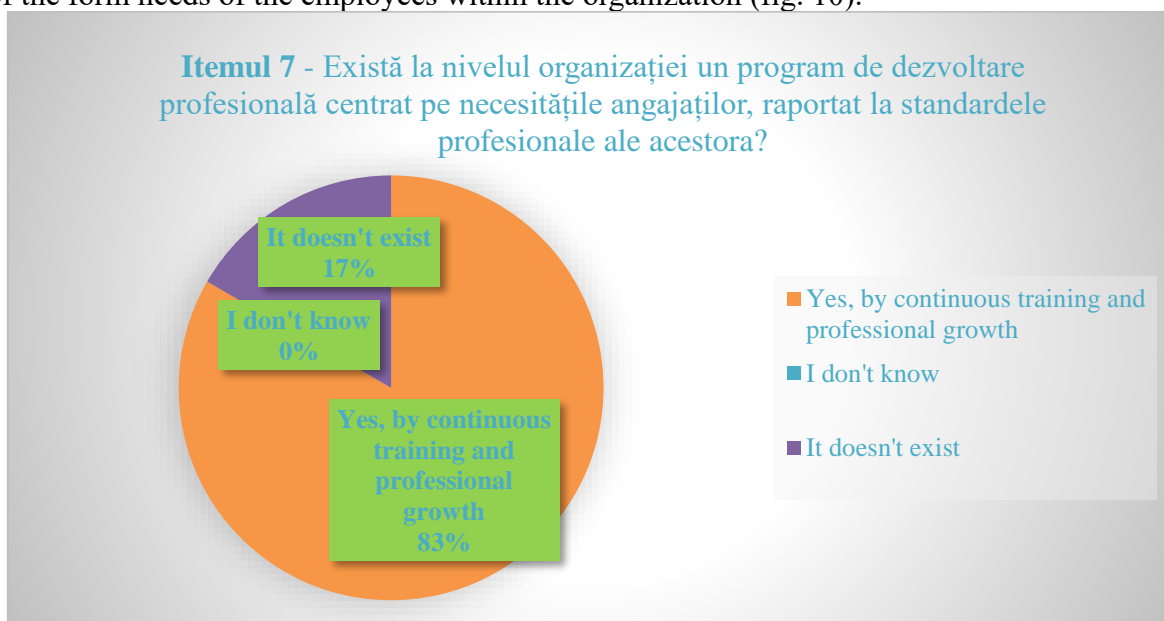
Fig. 8 highlights how employees are treated within the organization; with the highest weight the answer – *to a large extent*, which reflects an imbalanced environment.

Regarding the training activity, on production and professionalization (fig. 9), 8 out of 12 respondents highlighted as the main training activity - the courses for the respective field and 7 out of 12 respondents highlighted the workshops/ workshops as being the training activity with increased weight (item 6).

**Fig. 9**  
**Scale 3 - Questions about employee communication**



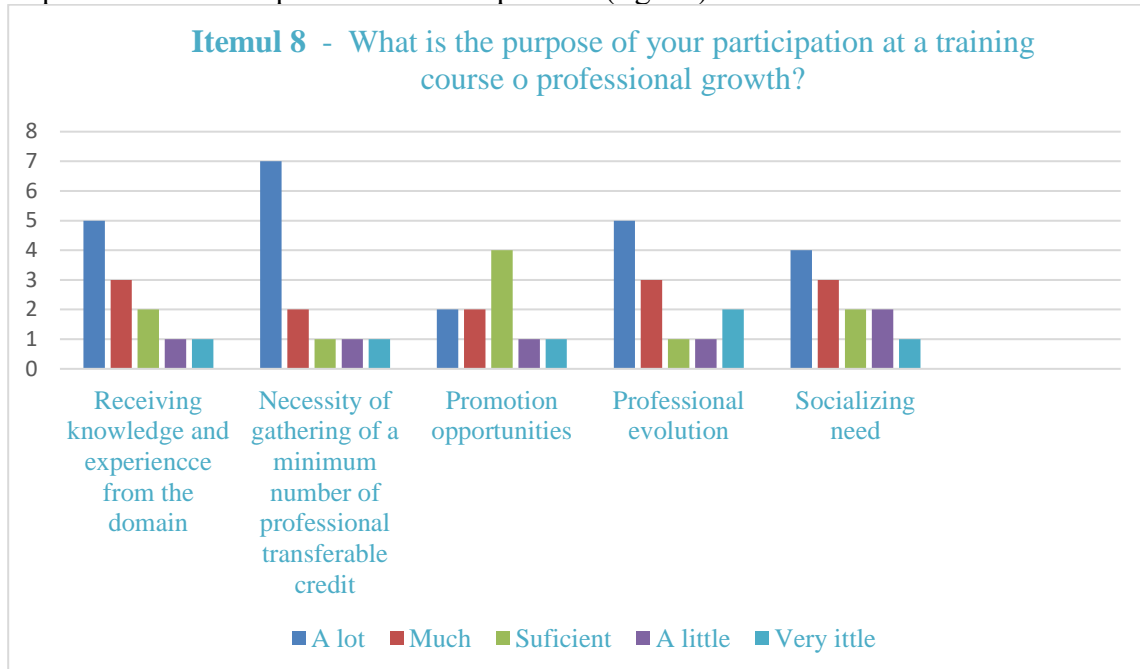
Not all participants in the study know /are informed about the existence of a professional development program, a program that was realized following the centralization of the form needs of the employees within the organization (fig. 10).



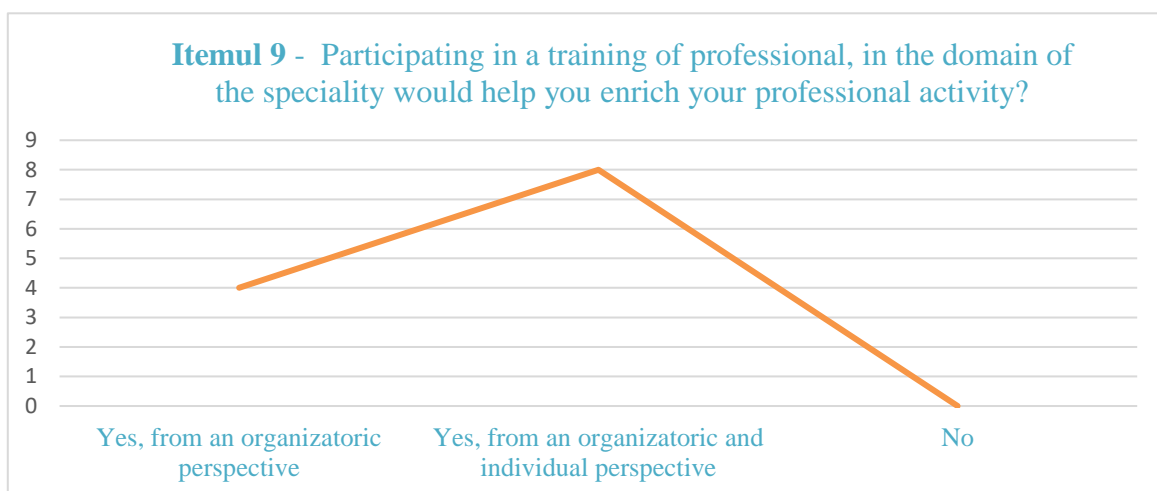
**Fig. 10**

From the point of view of the values of the organization, the graph below reflects the need for training of each respondent, in relation to its values: 7 out of 12 employees believe that the

purpose of participating in a training program is to accumulate the necessary transferable professional credits and a small number of respondents consider the other aspects, very important of their improvement and expansion (fig. 11).

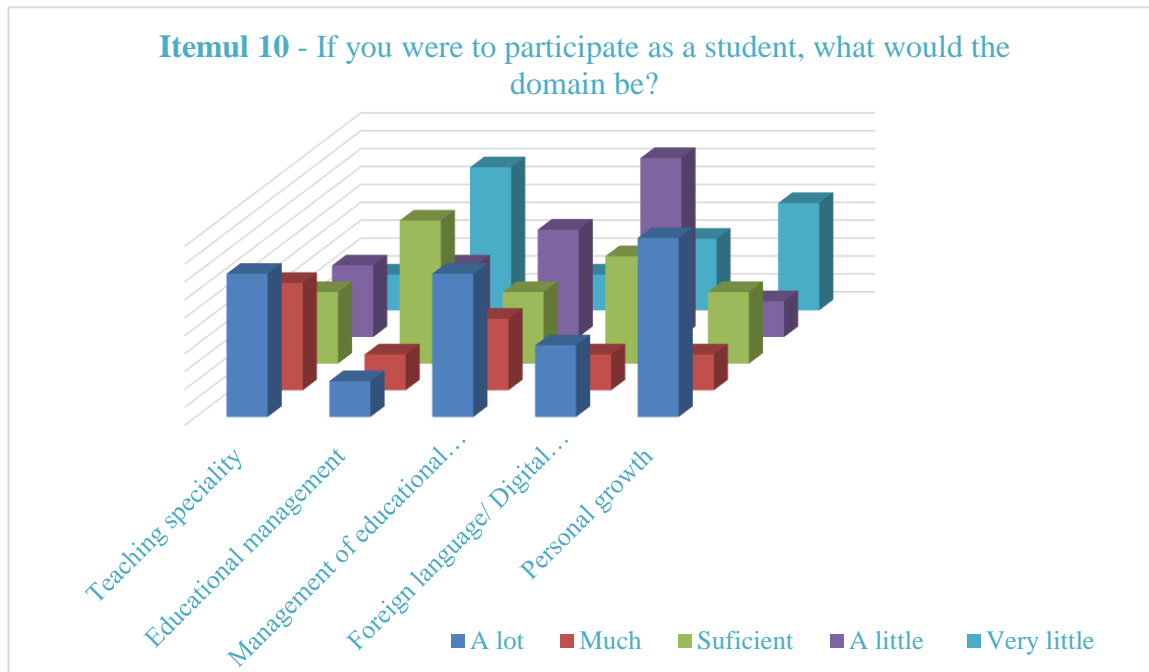


**Fig. 11**



**Fig. 12**

The diagram in Figure 12 represents the answer to the item with reference to the effects of participating in training programs - most respondents confirmed that training enriches the activity from both an organizational and a personal perspective.



**Fig. 13**

Regarding the collegial relations and the communication between the employees, within the departments, there were maximum levels of satisfaction.

### Conclusions

We live in a world characterized by change, transformations, accelerated development and, precisely for this reason, human resource management must retain its internal consistency and logic, provide institutional stability and coherence, and contribute to increasing quality, well-being at the level of organization and community.

In the current social, economic context, teachers do not – and can cap their professional activity, cannot be satisfied with average results, but, on the contrary, they must constantly - develop their ability to generate the desired results, to continuously adapt to new generations of children. Some of the directions of professionalization of teachers in an organization: their participation in courses for the training of computer skills, and the training and training of teachers in the field of European values and culture, and the selection of the teaching staff in the techniques of learning through cooperation in order to inter- and transdisciplinary, training stages in educational communication for the entire teaching staff through ccd, etc.

Organizations must have coherent medium and long-term programmes on human resources development, which provide the members of the organization with opportunities for professional development and promotion, with openness to managerial positions.

The statistical analysis highlighted the group of respondents being made up of holders (40%), with a good professional, scientific and pedagogical training, over 15 years of experience in the system. Thus, the group of respondents can be considered a representative state and holder of a professional experience that has allowed them to approach with responsibility and objectivity the participation in this research.

This analysis determined the establishment of the definitive elements of the idea of quality in school management or of what is understood by the concept of *good school*: the well-trained human resource, the professionalization of the teachers, the reconsideration and accentuation of

the development of the kindergarten – family – community partnership, the rich palette of extracurricular activities, the assumed roles of the manager, innovative management, infrastructure, etc.

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