

## **CHARACTERISTICS OF THE HUMAN REOURCES MANAGEMENT IN THE EDUCATIONAL UNITS FROM THE SOUTH – MUNTENIA AND SOUTH-WEST OLTENIA REGIONS**

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### **ABSTRACT**

*The main aim of this paper is to emphasise the most important characteristics of the human resource management in the educational units from South-Muntenia and South-West Oltenia regions. The results have been established on the basis of the results obtained within an empiric study carried out in some of the most important educational institutions from these regions.*

**KEYWORDS :** *human resource management, education, project.*

**JEL CLASSIFICATION:** *M13, A23.*

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### **1. INTRODUCTION**

The human resources of an organisation are the most important factor that generate organisational performance and stimulate innovation (Marin, 2011). The aim of this paper is to highlight a set of human resources management features of the education units from the South Muntenia and South-West Oltenia regions. The conclusions presented in this work have been established on the basis of the results obtained within an empiric quantitative study. The purpose of this investigation was to establish the tools for an efficient planning and management within the schools and other educational institutions with a coordinating and leading role at county level. The study was carried out between July and December 2010, within the project E-manager școala plus! (E-manager school plus!) and covered the two regions of the project implementation: South Muntenia and South-West Oltenia.

### **2. METHODOLOGY**

According to the objectives of the POSDRU 62699 project E-manager school plus!, the target-group for which the study was carried out was made of directors/deputy directors of the Romanian schools involved in the study, individuals with leading positions in the educational institutions coordinating the schools at county level and members of the administration council of schools. The target group the study was carried out was identified and accomplished in Teleorman and Olt counties.

The conducted statistical survey is based on a specialised questionnaire, structured in two parts: the first part of the survey investigates the main characteristics of the subjects investigated in terms of

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age, affiliation, county, profession etc. The main objective of the second part of the survey is to obtain specialised information about the respondents' needs of training in human resource management.

Although this was the purpose of the questionnaire, it was intended not only to identify actual training needs of beneficiaries in human resource management, but also to obtain information regarding the main directions of development of the institutions from where the subjects investigated came from, as prime objective. The second fundamental objective that the team of experts considered when designing the questionnaire was to obtain from the target group opinions on different solutions to improve the human resources management, that need to be implemented at the respective institutions, towards strategic development process at the organizational level and to adapt them to the education market demands.

The questionnaire used to identify the training needs in human resources management has been structured in 15 specialized questions. There have also been developed and included in the structure of the questionnaire seven identification questions.

In order to obtain relevant, pertinent and truthful information, different qualitative and quantitative scales were used to quantify the answers to the questions, such as: 7 steps scale (strongly agree - strongly disagree) and 5 steps scale (a very little - a very large extent). The questions used in the questionnaire were closed questions, semi – opened and opened questions.

Out of the total of 272 questionnaires that were distributed and transmitted to the target group and were filled, 66.5% reflected the views of beneficiaries in Olt County, while only 33.5% were completed by members of the target group in Teleorman. Regarding the 246 questionnaires which were correctly filled and valid, we can specify the following issues: 164 questionnaires (66.67%) were completed in Olt County, and 82 questionnaires (33.33%) were completed in Teleorman county. (Fig. 1) The validity rate (percentage of correctly and fully completed questionnaires by the subjects investigated) was 90.7% in Olt County and 90.1% in Teleorman county.

Out of the total of 246 subjects investigated, 73.17% were teachers, 13.41% - were elementary teachers and 8.54% educators. Although the teachers have the largest share in the total number of the people investigated, we can say that this is a normal situation and representative from the statistical point of view. On the one hand because, in this project our intention was to train the teachers and on the other hand, the teachers have the largest share at the county level relative to the total number of teaching staff (over 50%).

Out of the total number of the investigated subjects, 71.95% have higher degrees and 77.96% of them are teachers, and 41 of these people work as teachers in a school. 10.16% of the total number of the teachers with higher education has a position of general manager in an educational institution. Out of the total number of people that graduated a higher education institution, 38% were aged 45-55 years, 50.84% were aged 25-45 years. The share of people who are younger than 45 years in the total number of people with higher education is 54.23%, which shows a young population with higher education. 38% of the total number of people with higher education has more than 25 years of experience in education. 77.97% of the higher educated persons participants in the study are women and the rest of them are men.

76.92% of the people, who have professional experience between 15 and 20 years, work as teachers, and have between 35-45 years (69.2%) and a higher level of professional training.

### **3. Human resource management practices used in schools in the South Muntenia and South West Oltenia**

The teachers who completed the questionnaire used in this study, considered that the Investments in education and professional training, are one of the main crisis exit solutions, the average score obtained for this question, of the entire group of subjects, recording the value 6.15.

Regarding the answers to question 7, data analysis shows that people who are less than 25 years (average score 4.75) and those with more than 55 years (average score 5), think almost the same,

disagreeing only to a limited extent with the statement that investments in human resources are the main solution to exit the crisis. Although the two socio-professional categories almost share the same mentality, their arguments are different. Young people are motivated at the beginning of their careers, especially financially, while those who are at least 55 years reached or overran the stage of development reached (promotion) of their career, the concern for extra-activities being dominant compared to the interest for the professional activities.

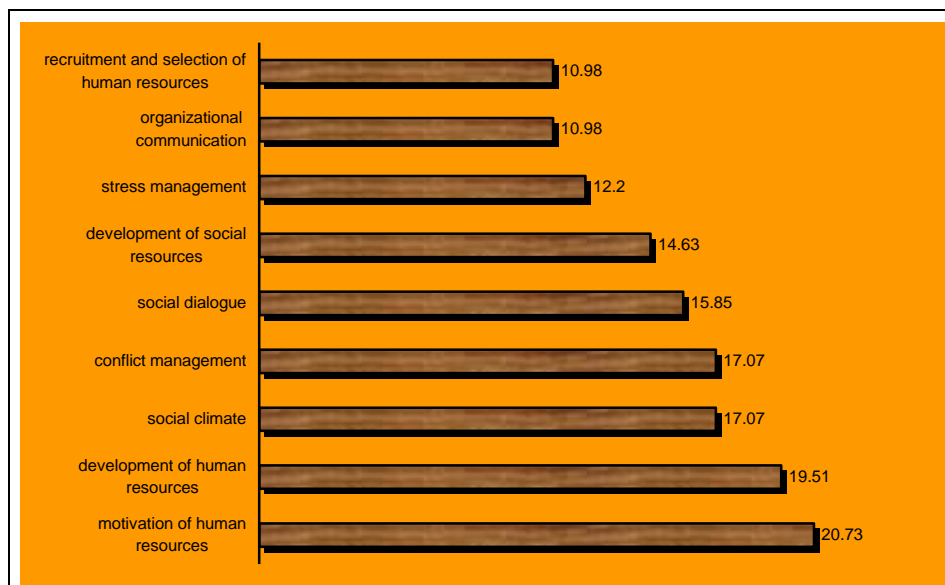
Although investments in human resources can result in the increase of their motivation, people who are older than 25 years, pay more attention to the material matters, the investments in other human resources activities are less visible in their opinion.

In the current financial crisis context, the main responsibility for financing training programs lies with the individuals, the funds allocated from the state budget for training of human resources are becoming smaller near to zero. Organizational communication creates a number of challenges in education in terms of the fact that it is mainly downward, that in many cases parents are less and less involved in the school life and there appear different conflicts between teachers etc.

Performance evaluation, human resource development, organizational communication remain, for the various socio-professional categories investigated, the main human resource management activities for improvement at the organizational level. This hierarchy is complemented by activities such as recruitment and selection of human resources and their justifications.

One of the questions of the study had as a main purpose to highlight the most important challenges that organizations are facing in education from the human resources management perspective. Responses to this question allowed identifying three main challenges that the teachers investigated are facing in human resources management at work. The teachers may cope with these challenges by using their acquired skills and by participating in a training program in human resources (fig. 1)

According to the teachers for whom this study was conducted, the main challenges that they face and that they can overcome using their acquired skills to the management of human resources are: motivation and training of human resources, providing a social environment and implementation strategies of conflict resolution, dialogue and human resource development through participation in new projects (fig. 1). This hierarchy is maintained at all socio-professional categories investigated, with a few exceptions. For example, people with secondary education believe that the schools to which they belong to, organization or human resource activities should be improved with the existing social climate at the organizational level (44.44%). Also people who are older than 25 years and those between 35-45 years consider it necessary to improve organizational function in schools and colleges from where they come.



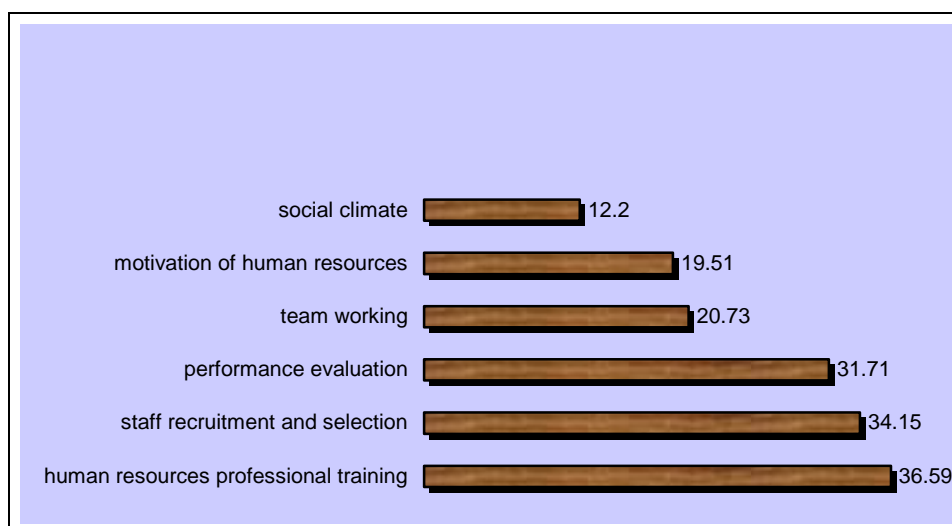
**Fig. 1 Major challenges in the field of human resources faced by the educational field**

Although at the level of the investigated subjects, there is the view according to which in the current financial and economic context the opportunities of teacher training are quite rare, there is the possibility of compensating for this malfunction generated by the economic crisis by calling on the finance grants. The average score obtained at the level of the entire batch of subjects, after processing the answers (using the scale with five steps) to the question How often do the opportunities of professional training appear in your activity? was 3.35. It is alarming that many of those who have executive positions promote the same mentality, particularly focusing more on highlighting the problems they face in the process of developing human resources and less on the solutions that could be applied. The average score recorded at the level of headmasters was 2.75.

Supporting the idea that the investments in the field of human resources are the primary solution of exit from the crisis, the investigated teachers consider in this respect that the human resources available for each organization should be regarded as the first strategic resources available, not the costs. This mentality is highlighted by the average score recorded after processing the answers to the question To what extent do you agree with the statement that the human resources should be considered the first strategic resources of an organization and regarded as investments, and not the costs? (Using the scale with 5 steps), whose value was 4.68 .

The question If you were the headmaster of your organization, which would be, in your opinion, the top three coordinates of the strategy of human resources promoted in your organization? had the main purpose of assessing the extent to which people surveyed could and would be willing to use the competences acquired in order to develop or build an efficient and effective strategy of human resources which can be applied in the organization to which they belong.

Thus, in the opinion of the investigated people, the future strategy of human resources of the organization to which they belong should be based on the following pillars: formation of human resources, staff recruitment and selection, performance evaluation, team work, motivation of human resources and assurance of a good social climate (fig. 2).



**Fig. 2 The main coordinates of the strategy of human resources**

By analysing the data in fig. 2, we can conclude that the main pillars of a strategy of human resources should be the following: high quality (provided by the formation and the recruitment and selection of human resources), motivation in work (supported by the processes of financial and non-financial motivation), management of performance (highlighted by the aid of the assessment of performance), mutual support and respect (as main coordinates of team work), and a good atmosphere in the organization (maintained by ensuring a good social climate).

## Conclusions

The results of the qualitative study with a view to underlying the instruments of efficient management planning and organization in the schools and institutions with management functions in the field of education at county level, carried out from July to December 2010, within the project E-manager school plus!, at the level of the two regions where the project was implemented, south Muntenia and south-west Oltenia, highlights a series of deficiencies regarding the practices of management of human resources used in organizations in the field of education of Teleorman and Olt counties. In the opinion of the investigated people, the hierarchy of the domains in which changes should be made, from the point of view of the practices of human resources, is dominated by strategic management of human resources (51.22 % ), team work (37.8 %), performance evaluation (35.37 % ), career management (34.15 % ), leadership (32.93 % ).

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