sciendo JOURNAL OF EDUCATION, SOCIETY & MULTICULTURALISM

https://doi.org/10.2478/jesm-2022-0019

The human resource between educational management and school pragmatism

Marius, EȘI[1],

Abstract

The school, seen as an organization, is a true barometer for society.Thus, starting from the idea that the development and growth of a school organization must materialize in the same way as an investment over a given period of time, we believe that its performance is also given by the cost of the human resource involved in such a process. The vision on the idea of school organization, as well as on the idea of quality, implies in these conditions a systematic analysis, but also its critique, taking into account what the specialized literature calls "the human resources management". The purpose of our work is to see if and how such an investment in human resources is possible, but also what such an investment stands for. We take into account the fact that the employees of a school organization represent a good part of its costs. Under these conditions, a manager who deals with human resources in the school must know how to manage an entire process of training his or her own employees, who are the true professionals. When we state such an assumption, we have in mind the employees from all the departments of the school organization.

Keywords*: educational management, school pragmatism, the human resource*

Introduction

The human being par excellence is a socializing being and therefore he or she must be supported in the process of the

[1] Lecturer PhD, Ștefan cel Mare University of Suceava, Romania, e-mail address.mariusesi@yahoo.com

This journal provides immediate open access to its content under the Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0) license. Authors who publish with this journal retain all copyrights and agree to the terms of the above-mentioned CC BY-NC 4.0 license.

organizational communication. For these reasons, the human being is a rich human capital that manifests himself or herself at the level of the organizational culture within which he or she carries out his or her actual activity. The organizational success is people-drive. Therefore, considering the human element as a vital resource for organizational culture, it assigns a priority principle for a specialist in the human resource management.

The integration of the human resources management dimension into the organization's strategy is also a fundamental element in achieving the organization's efficiency. Such an image that highlights efficiency and performance at the level of the human resources management brings into discussion the concept of "quality" at the organizational level. In this sense, the specialized literature devotes an important space to an extremely important field that can be correlated with that of human resources management, namely, the quality management.(Anghel, Neculau, 2022)

The motivation of the human resource must be carried out in relation to a potential reaction of the person, a reaction that can to a certain extent condition the success or the failure of the activity. An important role related to this function is also held by the control and self-control existing at the personal and team level. Creativity is, at the same time, an element that must be perfectly combined with the desire for motivation in the field of the human resources (Certo, 2002).Moreover, motivation has as its starting point the desire for power, affiliation, but also the desire for achievement.

1. The management of human resources in the school and the functions thereof

What exactly is the human resource management? This dimension translates into a whole set of activities that aim to use in a pragmatic way everything that constitutes a human resource within an organization with the aim of fulfilling its objectives, mission and vision. That is precisely why, viewed as "a resource", man is valued creatively and actively.(Manea, 2020).

We can very easily note that the dimension of the human resources management can and must be correlated with that of information management or that of conflicts or that of a decision-making type and, last but not least, that of institutional relations.

Moreover, through the managerial dimension, certain needs of the employee are satisfied, taking into account the objectives of the organization, but also the objectives of the employee considered in a particular way. The analysis of the dimension of the human resources management is, therefore, one of a multidisciplinary nature, but also one that involves the analysis of some interdisciplinary aspects.

The argument we make in this respect resides in the fact that a human resource specialist must have knowledge in the field of design of the drawing-up system or the preparation of a job description. He or she must also have knowledge of work and organizational psychology, as well as the evaluation of a potential employee.Last but not least, a human resources specialist must know theoretical and practical aspects of general management very well.

Of course, in such a context, the motivational dimensions or the dimensions of leadership or even management at the organization level should not be ruled out in order to achieve its efficiency. It is understood that in such a situation, the knowledge of a legislative nature must correlate with those of an economic nature in order to optimize the management process of the human resources management dimension (Milkovich, Boudreau, 1991).

The human factor is the fundamental element of the analysis and management of an organization from the perspective of human resources management. In this respect, a human resources specialist must not forget that the organization is a dynamic, alive and constantly changing system. Moreover, the human resource is complex and therefore it is not very easy to work with it. In other words, the human being as a biological entity represents a fundamental human resource in the organization which, if not given due attention and respect, could carry out his or her activity taking into account certain interests that are not in agreement with the mission, vision and objectives of the organization. Separated from the area of the general management, the human resources management constitutes a strategic dimension of any type of organization and it is understood by some authors rather as a wide-ranging concept that relates to the philosophy, policies, procedures and practices with the help of which employees are managed.

Under these conditions, it is said that there is a hard and a soft conception concerning the human resources management. The specific

elements of the soft structure are given by everything that stands for the internal conditions at the organization level; the specific elements of the hard structure are those that correlate the mission, vision, objectives, culture, human resources and principles at the organization level. The contents and meanings assigned to the sphere of the term "human resources management" are those of survival and success (Rotaru, 1998), of effectively capitalizing on alternative resources (Burciu, 1998), of linguistic formulations that disturb people (Huczynski,Buchanan, 2001).

The need for scientificity in the management of human resources becomes pressing at the level of the organization in the conditions in which the achievement of the organization's objectives is sought.Thus, according to Mondy and Noeone can talk about the following functions of human resources management (Mondy & Noe, 2002):

- *the*function of the human being consideration– becomes a priority to the extent that the human being is seen as a fundamental resource in relation to other resources within the organization.
- *the*function of correlating the strategies assumed and applied at the organizational level – becomes relevant under the conditions where the mission of the organization is effectively connected with the objectives assumed at managerial level.
- *the* pragmatic management function of the resources involved – becomes useful when all the capacities and skills of the human resources employed in the organization are taken into account
- *the*organizational culture development function– becomes applicable to the extent that it is possible within the organization to achieve an optimal organizational environment in relation to the specific behaviors of both employees and the organization as a whole.

It is understood that starting from these functions of the human resources management, a process of continuous rearrangement and readjustment of the way in which they are coordinated at the organization level is necessary.In other words, the characteristics of each type of organization also reflect the functions they reveal at the societal level.The educational organization isan example. Even if the starting management principles are general, when onetalks about a

private educational organization and a state educational organization, their principles, norms and functions differ in the degree of applicability and implementation by virtue of which efficiency is sought.

Moreover, concerning the human resources management, a continuous flow of communication and implementation of decisions must be permanently ensured through specific procedures. Thus, the autonomy of the organization and its efficiency largely depends on the way in which such information and data circulate at the human resource level, how they are understood and applied. The operativeness and effectiveness therefore represent specific criteria by virtue of which an optimal transfer of information can be obtained.

Some specialists in the field have also identified a series of other functions of the human resources management (Muscalu & Todericiu, 2007), starting from the idea of development and efficiency of the organization in relation to external factors (insurance and development) orinternal factors (motivation and mediation) of the organization.

The exercise of the four functions can be achievedby taking into account the context in which they are applied, but also certain conditions of an external and internal nature in relation to the organization. Thus, we can briefly express the following ideas:

- The assurance function – considers an entire decision-making process within the organization. Stages such as the selection, recruitment, personnel planning are thus targeted, taking into account competitiveness criteria (Pitaru, 2000) / (Pitaru, 2000) simultaneously with their assimilation at the team level. The personnel selection plays an important role in this function. In such a situation, an interesting aspect is the conditions for an efficient selection. Thus, the availability of vacancies and the provision of as objective competitions as possible facilitate the success of hiring efficient personnel. Such a procedure becomes more than obvious in units that are focused on achieving organizational performance. Such activities must consider specific strategies for directing the conversation in the case of a job interview, asking clear, precise, coherent questions according to a predetermined, professional interview

guide as well as quantifying and evaluating the answers received.

- The development function – aims at improving and training the human resources in accordance with a series of performance criteria. Such trainings can take place within the organization as well as outside of it (specialist courses, training courses, etc.).The purpose of such activities is that of training and completing specific skills, abilities, and competencies. Even if such organizations talk about continuous training, we would like to make it clear that training does not have to be continuous for all the members of the organization. In other words, it becomes necessary only for those people who need it and who follow a certain professional path. Beyond such trainings, a series of obstacles can occur that can hinder the smooth running of the organization.
- The motivational function – it is one of the most important given its positioning from a temporal viewpoint. In other words, the incentives provided to the employee can be in the short-term or in the long-term and they can be translated into salary remuneration, rewards, etc. The incentives provided to the employees are closely related to the degree of attractiveness of the task they received, but also to the group of which they belong. (Glava, 2009) Therefore, the literature states that such incentives should not be onerous, because this can generate conflicting situations at the group level, but also at the personal ego level.
- *The* mediation function – refers to the idea of concretizing some actions that become effective in relation to the good smooth of the organization. For these reasons, an important role must be given to the ergonomics of the organization (everything related to work and personal hygiene), as well as to the idea of counseling employees when the situation requires it. A special role relates to the aspects concerning the dimension of stress and the conflict management (stress and conflict management).

Starting from these specific functions of the human resources management we can state that, from a historical standpoint, the human

resources management has faced and it is still facing changes that have occurred (Ionescu, 1996) and as a result of the development of new technologies on the labor market (for example, the use of specific software for recruiting personnel and assessing their results).

2. The educational management and the new technologies

When one talks about the management of the human resources in relation to the development of new technologies, one must also take into account the political, economic and social transformations (Cole, 2000). Thus, one observes major changes within organizational cultures and value systems.Paradigm changes and the applicability of some managerial models are obvious both at the theoretical and at the scientific level.

On the one hand, when one talks about the understanding and assimilation of functions, one must take into account the management responsibilities, the nature of the objectives undertaken and the predetermined and fulfilled tasks, the typology of the group, the organizational environment (Drucker, 1999).On the other hand, relating to the organizational culture becomes highly necessary, and in this respect one can bring into discussion a series of aspects related to: the structural and technological components of the organization, the variety and multitude of tasks, the assumed/preset purpose and objectives, the systemof values and attitudes of the organization, leadership styles, human resource management, interpersonal relationships.

When one talks about the optimization of the strategies characteristic of the management of the human resources in the school organization, one must especially consider what the school organization represents as an independent entity within the education process, as well as what the optimization as such entails within it. On one hand, one must relate to everything that represents the satisfaction of needs at a personal and group level. On the other hand, one's relating must aim at a series of advantages and disadvantages of involving the human resource in the process of optimizing the smooth running of the school organization.

It becomes more than obvious that assuming and reporting to a specific organizational culture is an approach that should not be neglected when considering such an optimization process. That is

precisely why a school manager must be aware that he or she cannot equate behavior with motivation, precisely because the system of needs is different. Perhaps not coincidentally, motivational theories represent a benchmark for managers in the process of managing, leading and evaluating human resources.

One can bring to attention, in this context, the idea according to which the fulfillment of the organizational mission of an educational nature is closely related to the process of satisfying needs. In other words, an unsatisfied need represents extra energy to fulfill a goal.

The role of the school organization managers is to show responsibility regarding the smooth running and carrying out of management activities within the school. Another relevant role of such a manager is to oversee all school-related documents. In other words, school managers are directly accountable to their employees. The school manager's collaboration with the other departments must be excellent. The assumption of an assessment methodology and procedure is also a relevant stage in the process of managing and strengthening the management of human resources within the school.

One can state in this context the fact that the human resources management involves a real complex of strategies for managing and leading human resources within the school. By personnel management, a series of costs are also brought into question that most often need minimization. However, the specialized literature notes the fact that the phrase "personnel management" is outdated and, therefore, it proposes "personnel management" or "human resources management". Under these conditions, the human resource must be used so that each stage of the strategy corresponds to a certain structure.

From our point of view, outlining ways to evaluate the human resources in the school must be based on significant criteria (Nicolescu & Verboncu, 2004). Thus, a good performance of the human resources management activities correlated with the achievement of the specific mission and objectives involves taking into account an organizational framework and specific organizational forms. So, the idea of innovation is found together with the process of transformation or change of the organizational forms of the way in

which the management of the human resources is achieved within the school.

In this regard, one discusses some models used in the school organization (Petrișor, 2006):

- the "arbitrary model of relational organization" – in this case clear management criteria are not allowed; hierarchy is important;
- the "objectifying relational model" - there are a series of rules and norms derived from specific criteria; such rules and norms are applied to all company members who make up the human resource in the organization;
- "the conventionalist model of the relationship" – there is a process of formalizing the criteria that come from the contractual contents;
- "the value relationship model" –sets of values are discussed, but these are values associated with the group; therefore, such values become questionable in objective contexts (for example, schools that emerged as family businesses fall into such a situation);

Another idea that relates to the school organizations and that is linked to the dimension of the human resources management is that of diversity.The diversity, whatever its form of manifestation, deals with the satisfaction of a set of needs in accordance with certain principles of ethics and behavior.(Pfeffer, 1998).

In this context, the dimension of human resource management can bring into question the fact that diversity represents a (re)source of performance and competition.Quality human resources in a school reflect, in accordance with an optimal management, an increased, effective instructional-educational process. In addition, innovation is determined by diversity, and diversity also implies a combination of communication, empathy, tolerance, good practices and sensitivity to specific inclusion policies. The cultural diversity represents the image of an organization that wants to be multicultural."Multiculturalism is characterized by cultural pluralism, structural interpretation, integration of informal networks, absence of cultural discrimination, low level of intergroup conflict".

Also, when one talks about multicultural involvement (Anghel, Neacsa, 2013) at the level of the school organization, the attention is directed towards aspects of a linguistic nature (foreign language classes, foreign language teachers).Thus, one can talk about a whole adaptation process of the "diversity" management of the human resources. Therefore, the multicultural diversity, at the level of human resources management, reveals the need and existence of means that are culturally adapted to the school organization (for example, the existence of a deontological code or a code of ethics or even procedures related toquality, all of which differ in structure and content from one school to another).

The good human resource management practices in educational organizations are largely determined by the amount of knowledge from the instructional-educational dimension, a dimension that must be corroborated with the experience accumulated by managers in general, and principals in particular. In this way, as a contribution to the human resources management one can note, on the one hand, a conceptual and methodological transfer, and on the other hand, an import of theoretical and practical models adapted to the Romanian organizational culture. Thus, a large number of tools and methods with specific applicability to the human resources management have emerged. A series of aspects related to the analysis, evaluation and structure of positions, ergonomics, planning and evaluation of satisfaction and performance have been developed.

That is why, when one talks about the specific activities of human resource management in the school organization, one must consider:

- *the* planning - the design and analysis of positions, the ratio between demand and supply, the identification, formulation and application of human resources strategies are targeted.
- *The* organization – only the analysis and methods of identifying and carrying out positions in relation to departments and specialized commissions are concerned.
- *The* recruitment and selection – aims at the permissiveness and access of new employees in the educational organization; this is possible through interview/competitions.

- *The* accommodation - aims to facilitate the acceptance of new members within the organizational culture by taking into account competitiveness and performance.

It is obvious that when one talks about quality in education, one has to consider the cultural heritage within it. In other words, one can define the quality in the instructional-educational process according to the values promoted and found at the school, in the family, and in the social environment. The issue is whether the assessment really produces or generates education. Certainly, the existence of specific criteria legitimizes such an assumption to a certain extent.

In the human resource management, the personal and professional development can influence the way the organization develops through specific optimization strategies. Communication and the type of management assumed at school level are relevant factors regarding the idea of organizational development. Moreover, the managerial communication becomes an element of the human resource management (for example, the interview or the feedback process). Therefore, the human resource management is one of the main dimensions of general management along with the strategic management of the school organization, change management, administrative management, and so on. Likewise, when one talks about the human resources, at the level of the school organization, one means what the specialized literature used to call "school staff". Today, this phrase, as shown before, is replaced by that of "human resource", moreover, some specialists include both the pupil and the teacher in the structure of the dimension of human resources.

Conclusions

The achievement of this research work materialized starting from the concept of "human resources".Thus, taking into account the human potential within the school organization, we focused our analysis on the term "human resources management".The need for the scientificity of human resources led us to see what are, on the one hand, the functions of human resources management, and on the other hand, if from a methodological point of view one can identify a series of concerns materialized in the achievement and implementation of procedures and methodologies specific to the human resources management efficiency process.

At the same time, we had in mind the analysis of the relationship between quality and the human resources, an analysis that we carried out from a pragmatic perspective.In this context, we brought up the idea of conflict and how it can be managed at the level of educational organizations. The carrying out of a research that has as its starting point, on the one hand, the teaching staff, and on the other hand, the level of satisfaction of the pupils in terms of the quality of the instructional-educational process, comes to complete the analysis we carried out- regarding the role of the human resources management in the process of implementation and quality assurance in the school organization.

By summarizing, we can establish the following argumentative coordinates:

- In the human resources management, the personal and professional development can influence the way the organization develops through specific optimization strategies. Evaluating the quality of the educational act means examining according to certain criteria what is achieved in relation to the quality standards.
- Extrapolating such total quality management in the Romanian educational space, we can note the fact that the idea of quality itself is legitimized educationally by the service beneficiary himself or herself.
- The continuous development of what the human potential stands for involves considering how it may or may not represent an investment over a period of time.

References

Anghel, G.A. Neculau, B. (2022). Quality education as a predictor of education for sustainability, in *Journal of Education, Society & Multiculturalism, vol. 3, no. 1, pp. 132-141*

Anghel, A., Lupu, R. (2013). Multicultural counseling in school, în *Procedia-Social and Behavioral Sciences, vol. 92, pp, 32-35*

Burciu, A., (1998), *Management*, Editura Universităţii Ştefan cel Mare, Suceava, p. 136.

Certo, S. (2002), *Managementul modern*, Editura Teora, Bucureşti, p. 465.

Cole, G.A., (2000), *Managementul personalului*, Editura CODECS, Bucureşti, p. 99.

Drucker, P. (1999), *Societatea postcapitalistă*, Editura Image, București, p.33.
Glava, C., (2009), *Metacogniția și optimizarea învățării*, Editura Casa Cărții de Știință,Cluj-Napoca.
Ionescu, G., (1996), *Dimensiunile culturale ale managementului*, Editura Economică, București, p.34.
Manea, Adriana Denisa, (2020), *Managementul organizației școlare*, Editura Eikon, Cluj, p.141.
Milkovich, G. T., Boudreau, J.W., (1991), *Human Resource Management*, Homewood, Boston, p. 2.
Mondy, R.W., Noe, M.R., (2002), *Human resource management* , Prentince Hall, New Jersey.
Muscalu, E., Todericiu, R., (2007), *Managementul universitar din perspectiva europeană și a globalizării*, Editura ,,Lucian Blaga" din Sibiu, p. 49.
Nicolescu, A., Verboncu I. (2004), *Fundamentele managementului organizației*, Editura Universitară, București, pp. 51-52.
Huczynski, A., Buchanan, D. (2001), Oragnizational Behaviour – An Introductory Text, Prentice Hall, Harlow, p. 674.
Petrișor, I., (2006), *Îmbunătățirea demersului strategic al organizațiilor din România prin inovare*, MEC.
Pfeffer, J. (1998), ,,Six dangerous Myths about Pay", *Harvard Business Review*, pp.109-119.
Pitariu, H.D., (2000), *Managementul resurselor umane, Evaluarea performanțelor profesionale*, Editura All Beck , București.
Rotaru, A., Prodan, A., (1998), *Managementul Resurselor Umane*, Editura Sedcom Libris, București, p.2.