

**The school and the idea of educational resource**  
**Premises of a quality management in the school organization**

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**Abstract**

*The issue brought into discussion allows, in our opinion, for an analysis of the way in which the evaluation of the degree of attractiveness of the school from the perspective of counseling and human resources administration is performed. Thus, our scientific interest is mainly focused, on the one hand, on the educational and social role that teachers have within the school, and on the other hand, how it is possible for the school to become attractive to pupils by assuming by teachers of specific educational policies. In other words, our scientific approach aims at understanding and analyzing ways to assess the attractiveness of the school.*

**Keywords:** school organization management; educational schools; school organization;

**Introduction**

However, the issues generated by such an analysis are given by the integration of the concept of “teacher” in that of “human resource”. Starting from such an approach, the analogy we can make is that between the developments of a school organization by capitalizing on the human resources within it. We mention that our reference highlights, when we talk about human resources, the concept of “teacher” and not that of “pupil”. Of course, through such an approach, we do not want to minimize the particularly important role that the pupil plays at the educational and social level.

Our analysis is rather focused on what the teacher represents as a human resource at the level of the school organization in relation to the current society. The teacher himself is an important human resource at the level of the school organization. He or she is the initiator and engine of the educational process; he or she is a “facilitator of learning, through which the quality of education can be achieved.” His or her actions can and must have positive effects upon the pupils, the school and education in general, on the one hand, but also on the social and economic system, on the other hand. Therefore, seen as a human resource, the teacher is responsible (and here we already note the ethical dimension that must be assumed) for the quality of the teaching-learning-assessment process in the classroom; the teacher is the one who guarantees the subsequent effects felt on the personality of the pupil, as well as on the educational, social and economic system.

It goes without saying that our analysis focuses primarily on school organization. In this case, the human resource we are referring to is the teacher. And the teacher is and represents a human resource at the level of the school organization. The priority of education results from the way in which the financial capital is correlated with the social one. In other words, the quality of education and human resources depends on the way in which they are supported from a financial viewpoint.

Thus, we can appreciate that the support (Schultz, 1967) and the financial investment (Schultz, 1971) are also a momentum in terms of supporting human resources. Also, we cannot support a disruptive scenario where the HR value is separated by its social and economic value, since within every organization, relating strategy to problems of social-entrepreneurship nature is adamant (Posteucă, 2013). We consider the analysis of some visible features at the level of school organizations from an educational and social perspective. Considering such an assumption, we believe that a scientific analysis from the perspective of the counseling and human resources dimension becomes relevant.

Certainly, the interdisciplinary approach becomes more than obvious, but also useful in this epistemic approach. The school organization is basically a social community, and in these conditions, our approach is, we consider, a coordinated analysis designed to identify and explain some of the problems we pursue during this paper. At the same time, we have in mind a series of scientific criteria according to which it is possible to have the qualitative-quantitative analysis of the problem we had at the center of our research approach. Therefore, the human resource is at the heart of our scientific analysis, and when we say “human resource” we mean especially the very concept of “teacher”.

In other words, referring to the *topic* of this paper, we consider in this scientific approach the analysis of some meanings of a theoretical and practical nature regarding the role and importance of teachers in the school organization. At the same time, through the topic brought into discussion, our research aims to deal with the ethical aspects that can be corroborated with the basic idea analyzed in it. Starting from these considerations of theoretical and practical nature, we admit that the title of our paper can be considered to be topical. Also, the scientific character of the research approach can be legitimized by the diversity of interdisciplinary, scientific and empirical approaches found in the literature and practice. Therefore, from the perspective of capitalizing on human resources at the organizational level, we consider that this paper is a useful one for similar subsequent research, as well as a topical one.

### **The school organization and the capitalization of human resources**

Within a school organization we can talk about the value and capitalization of human resources, and when we say “human resource” our reference is made in this research paper on the concepts of “pupil” and “teacher”. In these conditions, the assumption of an entire instructive-educational process implies the assumption from a theoretical and pragmatic viewpoint of some action strategies at the level of the school organization. The coordinates

according to which such strategies are successfully materialized and finalized express the very quality of such an approach.

Teachers play a particularly important role in terms of school success. Thus, it is not possible to talk about a successful education if the teacher does not respond with performance. But the term "performance" itself and, implicitly, the phrase "educational performance" can have different (Downey, 1995) and multiple connotations. (Levitt, 2012). But beyond such meanings, we can admit that school performance and success are relevant indicators in terms of analyzing the value and capitalization of human resources and the quality of learning in a school organization.

However, in recent years, even if the existence of exceptions sometimes refutes this image, a paradigm shift is visible in terms of the perception of social actors towards what school and education means, in general. Such a perception is especially evident in pupils, who no longer have an interest, certain attractiveness towards the school in general. The specialized studies made in this regard bear witness to this.

But what does an attractive school mean? Better teachers? More interested pupils? Better equipped classrooms? A better quality of the learning act? Such questions place our scientific analysis in the area of interdisciplinary research. One fact, however, is sure. Regardless of the theories advanced in the literature, the educational practice and the effects it has generated and still generates on society are those that confirm the attribute of "attractiveness" of the school. As it is perceived from the perspective of the assumed educational policies (Biesta, 2010) or from the perspective of social capital and social ethics (Helliwel, Putnam, 1999), an attractive school basically expresses everything that (re) keeps the pupil close to the act of learning.

Moreover, an attractive school, in today's society, also means a school where didactic communication is based upon a mutual relationship between the pupil and the teacher. Therefore, the value and capitalization of the human resource within the school organization implies, from our point of view, an approach from the perspective of the idea of quality of the educational process and, implicitly, of the existing human resource within it corroborated with the idea of responsibility.

The quality of an educational process within a school depends to a large extent on the quality of the existing human resource within it. The development of the human resource implies *de facto*, at the level of the school organization, the raising of the professional level for all the actors involved in the instructive-educational process. Investing in quality human resources at the level of a school organization also means the beginning of obtaining its performance ("performance management"), but also an economic and social development. However, a process of economic development involves awareness of the important role that human resources have, as well as the investment in them.

At the same time, the aspects related to the legislative changes that refer to issues related to the field of social assistance should not be neglected (Rebore, 2000). In this case also, the human resource (for example, the specialist teacher) is a fundamental pillar in terms of achieving and implementing a staff policy in line with reality. Certainly, the social dimension of a system

can be an indicator of how to see if and how much should be invested in education and, implicitly, in human resources. However, there are also theories that specify that even in fragile social conditions, the school performance and the quality of education can be increased. Such theories support the idea that the staff policy and the proper administrative management of resources can contribute to such a process of growth and development.

The efficiency of teachers, say such policies, must be quantified through professional training, adequate recruitment, employment based on competitiveness and quality management. Thus, the quality of the instructive-educational process can be ensured. The very concept of human resource integrates as a whole that of “teacher”.

### **The integration of human resources in the school organization**

We must specify, however, that such integration does not necessarily mean an absolute relationship of subordination. It is rather about taking into account some educational-pragmatic correspondences through which to be able to validate from a conceptual point of view, but also theoretically a series of strategies regarding the evaluation of the degree of attractiveness of the school. Therefore, taking into account the socio-economic reality, we can see that the implementation of such strategies can be validated by assuming a value and pragmatic paradigm from educational decision makers. However, even if we talk about the “human resource”, the “staff” or the “human resource management” we can notice in any of the phrases listed expresses the idea of social, sociability of an organization.

In other words, the very concept of “human resource” is a conceptual generalization through which performance and competitiveness are highlighted (Muntean, 2015). But performance and competitiveness are not the same when we consider the idea of “school success” related to the concept of “human resource”. First of all, at first glance, school success could be an indicator of how human resources manifest at the level of the school organization.

If we add the idea of involving human resources in instructional and educational activities, then we could talk about school success in relation to the responsibility of the actors involved. In other words, the school success is also the result of the way in which the human resource is involved (beyond the motivational process) by virtue of a volitional process in the didactic process. Or quality by force is more difficult to obtain, especially at the level of the school organization.

Moreover, the motivation without the will cannot support the idea of quality of the educational act. Second, in a pyramid of educational needs, we could position school success ahead of performance and competitiveness. In these conditions, however, we need some criteria of legitimacy by virtue of which the demarcation line between success and performance / competitiveness is clearly drawn. Such criteria of legitimacy must, in our opinion, support the very idea of the quality of human resources. And the quality of human resources is and must be correlated with principles of a pragmatic nature and, why not, ethics.

In this second situation, we can talk about the idea of performance management. Thus, we specify that at the organization level it is important to perceive the importance of staff evaluation as a key element in human resource management, a situation that allows an integrative approach to it. We observe, therefore, the role of the staff evaluation process at the level of the organization, in this case, the school organization.

Taking into account such aspects, we can appreciate to what extent the responsibility of educational actors can be correlated with aspects related rather to the idea of quality of the educational process. And in the current conditions, the quality of the learning act depends on the way in which the educational society is optimally correlated, corresponding to what its computerization means. Such an assumption expresses the fact that teacher training for a computerized society is a key factor in the success of the entire human resources development approach.

We mention in this context, the fact that, beyond the advantages and disadvantages invoked by some specialists in the field regarding the computerization of the school, we must try to adopt action strategies meant to ensure the success and performance of the instructive-educational process. Certainly, in such an approach we must not forget that a relevant role is played by the human resources. And such a human resource, not to be neglected, is the teacher himself. The educational reality is basically the result of the social and economic reality. Therefore, a pragmatic approach to the efficient management of human resources in schools must be a fundamental criterion. Such a pragmatic approach means the assumption by educational decision makers of educational strategies and policies meant to legitimize the idea of performance and competitiveness, as well as the quality of the learning act.

## **Conclusions**

The sustainability of an educational system reveals the complexity of all the factors involved in the dynamics of activities carried out through the human resources. In this context, the socio-educational decision-makers must take responsibility for all the actions initiated and carried out in school and regarding the school. Also, the educational / didactic activities that they perform must represent a premise in the analysis of the quality of the educational act.

Starting from the idea of human resources management, such an analysis must aim in the future first of all to identify those coordinates that make possible the integration of the teacher in the very dimension of the human resources. This situation lies in the fact that a full awareness of the role of the teacher at the level of the school organization also implies the assumption of an optimal decision-making model with the educational requirements. Moreover, we will briefly present such criteria in the part intended for empirical research in this scientific research approach. Therefore, we consider it necessary that any analysis regarding the evaluation of the school's degree of attractiveness must take into account precisely the criteria according to which the teacher can be considered a fundamental human resource.

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