
18th edition of the Conference "Risk in Contemporary Economy",
RCE2017, June 9-10, 2017, Galati, Romania

Risk in Contemporary Economy

The Impact of Standardization on Growth of Performances of Human Resources within an Organization

Constanța POPESCU, Roxana SURCEL (GEORGESCU)*

<https://doi.org/10.18662/lumproc.rce2017.1.18>

How to cite: Popescu, C., & Surcel (Georgescu) R. (2017). The Impact of Standardization on Growth of Performances of Human Resources within an Organization. In S. Hugues, & N. Cristache (eds.), *Risk in Contemporary Economy* (pp. 217-225). Iasi, Romania: LUMEN Proceedings.
<https://doi.org/10.18662/lumproc.rce2017.1.18>

© The Authors, Faculty of Economics and Business Administration, Dunarea de Jos University from Galati, Romania & LUMEN Proceedings.

Selection and peer-review under responsibility of the Organizing Committee of the conference



This is an Open Access article distributed under the terms of the Creative Commons Attribution-NonCommercial 4.0 Unported License, permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited

The Impact of Standardization on Growth of Performances of Human Resources within an Organization

Constanța POPESCU¹, Roxana SURCEL (GEORGESCU)*²

Abstract

“In terms of work performance individuals are not significantly different” (Deming, 2000). To eliminate subjectivism and errors in assessing performances of human resources within an organization, managers have to relate to well-defined standards of performance. Once assessment criteria have been established, they will be compared to standards and elements of reference in measuring results. This study introduces the most important results regarding teaching standards, their requirements in relation to knowledge, skills and mentalities developed by teaching staff in Dâmbovița county. The data has been obtained by applying a questionnaire on a representative focus group of teaching staff in pre-university education.

Keywords: *performance, professional standard, qualities, skills, competences.*

1. Introduction

The standards reflect the level of performances pursued and enable assessment of the degree of achieving activities. By establishing the tasks of an employee at work as well as how well such tasks should be carried out, the standards orient the employee towards getting familiar with the rigours and the requirements of the position held. What is important for the human resources of an organization is that they know the significance of the scores used in assessing their performance: very good, good, satisfying, poor, very poor. The European “Education and Formation 2020” strategy for

¹ Valahia University in Târgoviște, Romania, tantapop@yahoo.com

² Valahia University in Târgoviște, Romania, rox40rox@yahoo.com

<https://doi.org/10.18662/lumproc.rce2017.1.18>

Corresponding Author: Roxana SURCEL (GEORGESCU)

Selection and peer-review under responsibility of the Organizing Committee of the conference



professional education and training lays a special emphasis on the quality of the teacher, the devoted “very good teacher” who puts passion in and energy into his or her day-to-day activity [1].

2. Problem Statement

In most countries there are descriptions of the skills and competences that a teacher should possess. The statements on teaching staff's competences include fields such as: knowing the discipline and related pedagogy, assessment competences, team work competences, social and interpersonal competences required to teaching, being aware of the aspects concerning diversity, research competences and organizational and management skills. Most countries include in their guides on initial training of teaching staff a list of competences to be acquired. Norwegian regulations on teaching staff training rely on the European Qualifications Framework and stipulate what candidates should know, understand and be capable to undertake in the form of “teaching results”. In Belgium (the Flemish Community) there are two documents detailing the basic competences required in case of debutant teachers and another document for experienced teachers. In Ireland, in addition to guides for the providers of initial training for teachers, there are professional conduct codes for teachers. However, in Estonia, Latvia, Holland, Great Britain and România, the frameworks of competences are elaborated as professional standards for teaching staff. In România, there are different standards for each teaching position [2].

3. Research Questions/Aims of the research

The objectives of the research are:

- to identify knowledge, skills and mentalities which meet the standards of the teaching profession in pre-university education;
- to state the means of standardized teaching at the level of pupils' class;
- to assess teaching results in a standardized manner.

The qualitative research on standardization of teaching profession in pre-university education relies on the following **hypotheses**:

- Teachers have solid speciality knowledge and transfer them to pupils using methods adapted to the latter's learning style, personality and capacity to learn.
- The teacher is responsible for organizing and monitoring what the pupil learns.

- There is a close connection between application of teaching profession standards and actual results in class.

4. Research Methods

The investigative endeavour in relation to the impact of standardization on growth of performances of human resources in pre-university education establishments has used a complex research strategy which combines both quantitative and qualitative investigation methods. We will enumerate below the set of methods and techniques used in collecting information and the purpose for which there were used.

5. Findings

Study has been made of the laws, methodologies and examination syllabi which orient the direction and the content of the teacher's training throughout initial and continued training, as well as the different stages in the career evolution of the teaching staff in România. A thorough analysis highlighted that the standards of the teaching profession have not always been correlated so as to sustain a solid and stable national program of continued training and professional development of the future teachers.

The sample of the teaching staff in the pre-university education in Dâmbovița County used for the quantitative research is made of 295 teachers of 1267 in total. The distribution of the sample in line with the type of education establishment where teachers perform their activities and their residence area is presented in the tables below:

Table 1.

SAMPLE SIZE	TYPE OF EDUCATION ESTABLISHMENT					
	ACADEMIC		TECHNOLOGICAL		VOCATIONAL	
	number	%	number	%	number	%
295	112	37.97	122	41.35	61	20.68

Source: <http://statistici.insse.ro>

As data provided by the National Institute for Statistics in 2014 indicate, in Dâmbovița County there are 30 high schools in total in which 1267 teachers work (482 teachers teach in academic high schools and colleges, 442 in technical high schools, 83 in resource major and 260 in vocational schools). In terms of their representation by sex, in Dâmbovița County there are 393 male teachers and the rest of them are female teachers.

The distribution of the sample on the age criterion shows similes with the academic seniority criterion and is similar to the distribution by age bracket in the total of the teaching staff in the county as shown in table 2:

Table 2.

AGE (YEARS)	BRACKET	teaching staff interviewed (%)	academic seniority (YEARS)	TEACHING STAFF (%)
below 30		4.3	below 5	5.6
31-40		33.5	6-10	9.0
41-50		42	11-20	39.5
over 50		20.2	over 20	45.9

Source: made by authors using data from the quantitative research

A higher weight is held by teaching staff in the urban area that carry out their activity in technological high schools, academic high schools and colleges, vocational high schools; most of these education establishments are situated in towns/cities, as indicated by the table below:

Table 3.

TEACHING STAFF/RESIDENCE AREA	rural %	urban %
295	22.4	77.6

Source: made by authors using data from the quantitative research

Most of teaching staff interviewed (89.4%) reached a high degree of didactical maturity (didactical qualification: level I – 60.3%, didactical qualification: level II – 23,5%, PhD 5,6%). In selection of teaching staff account was taken of the curricular area to which they belong: mathematics and sciences 22.3%, language and communication 20.1%, technologies 34.9%, arts and sport 3.5%, man and society 19.2%.

In terms of access to a tertiary education establishment which provides initial training of respondents and the field in which they specialized and passed examinations, the sample analysed shows the following:

Table 4.

Means of access to high education graduated	%	Field of specialization graduated	%
Dossier	34,43	Technical	24,6
		Economic	28,69

Entrance examination	65,57	Artistic University	3,28 43,43
----------------------	-------	---------------------	---------------

Source: made by authors using data from the quantitative research

6. Discussions

The methodical, psychological and pedagogical training of respondents was achieved by completion of a two-year Psycho-Pedagogy Module (8,2%), a one-year Psycho-Pedagogy Module (59,01%), by obtaining a Master's Degree in Didactics (4,1%) and by graduation of a Pedagogic High School (28,69%). The respondents were employed in the establishment where they conduct their activities by governmental distribution (18,03%), residence dossier/family reunification (2,46%), national tenure examination (70,53%), law no. 253 (5,7%), substitute teacher examination (3,28%). The respondents enlisted to sit for their permanent teacher's certification examination after a one-year internship (2,46%), a two-year internship (77,04%) or after a mandatory three-year time of probation (16,4%) with actual didactic activity conducted in class. 4,1% of respondents do not have a permanent teacher status.

7. Results

Taking into consideration the teaching activity, we can say that in România there is a multitude of standards in the form of laws, methodologies, examination syllabi, etc. [3]. Some lay emphasis on academic knowledge, others on professional skills. 73% of respondents consider that these standards fail to express explicitly the expectations concerning professional knowledge, skills and teaching mentalities. The fresh graduate trying to build a didactic career comes into contact with a world he or she knows nothing about, a world full of new experiences and styles, challenges but also potential threats [4]. Many professions already benefit from explicitly elaborated professional standards of which we can conclude that the professionalism requirements include a rich series of knowledge specific to the professional domain chosen, on the one hand, and ethical standards to guide speciality practice, on the other hand. Legal regulations on entrance/certification are rigorously set forth [5].

The standards of the didactic profession, seen by respondents as absolutely necessary for the teacher's activity, are presented in the table below:

Table 5.

No.	Types of standards	%
1.	Teaching standards	24,6
2.	Assessment standards	57,38
3.	Standards for domains of specialization	32,79
4.	Continued training standards	73,77
5.	Entrance/initial training standards	20,5
6.	Certification standards	65,57

Source: made by authors using data from the quantitative research

As far as the activity of the teacher is concerned, on a scale from 1 (lowest value) to 5 (highest value) the respondents perceive the qualities of a good teacher as follows:

Table 6.

Qualities of the teacher	1	2	3	4	5
Mastery of the fundamental scientific concepts relating to the discipline/module taught				20	102
Update of scientific concepts		2	10	45	65
Making connections between disciplines/modules taught and other domains		21	34	29	38
Accurate and complete didactic projection				23	99
Accurate and efficient application of discipline didactics			18	33	85
Use of pupil-oriented educational strategies	15	23	35	34	15
Creation and use of suitable didactic materials		19	27	23	53
Stimulation of pupils to learn through discovery, to ask themselves questions, to seek efficient solutions for problem solving	26	22	2	43	29
Efficient integration of assessment methods and instruments in the didactic process		4	15	32	71
Development of self-assessment capacity and improvement of performances			26	33	63
Forming attitudes and behaviours among pupils		10	112	39	49
Collaboration with pupils, parents, colleagues, management team, local community			12	32	78

Source: made by authors using data from the quantitative research

90% of respondents consider standardized assessment and use of assessment instruments to eliminate subjectivism to be an orientation means through which the pupil could get an understanding of his or her own

performance and also a solution to optimize learning [6]. Assessments are made on the basis of national assessment standards for each discipline, domain of study and training module.

Development of assessment competences of responding teaching staff is exemplified in the table below:

Table 7.

Development method	%
Individual documentation	3,28
Completion of training course	3,28
Continued training (permanent teacher status, level qualifications)	89,4
Didactic Master's Degree	3,24
Experiential learning	0,8
Team work	0

Source: made by authors using data from the quantitative research

8. Conclusions

Even though the importance of a standardized didactic profession in pre-university education has been highlighted, this would not be sufficient in solving the shortcomings of the current educational system, a system which is still organized on certain traditional components. Standardization leads to a modern education of which human resource guides the pupil towards performance and adaptability to requirements of the present job market. National standards for teachers are what outline the professional itinerary of the teaching staff, as shown in the table below:

Table 8.

Standards on access to tertiary education	Standards on training programs through Teaching Staff Training Departments	Standards on tenure examinations	Standards on permanent teacher certification examinations
<i>National Standards for Teaching Staff</i>			
Standards on continued training of teaching staff – first and second levels	Standards on post-graduate studies	Professional Standards on continued training for the didactic teaching position (every 5 years)	Standards on assessing teaching staff's activity

Source: made by authors using data from the Professional Standards for the Didactic Profession

Most times these standards are not very explicit. Everybody cannot understand them. However, they create a coherent vision guiding the activity of continued training and offer the possibility to outline an itinerary for a performance-oriented didactic career [7].

Comparing national standards for teaching staff to standards for doctors or lawyers, we can draw the following conclusions:

Table 9.

<i>Similarities</i>	<i>Differences</i>
Mastery of a volume of systematic knowledge specific to a professional domain of activity	Existence of a rigorous entrance system for the doctors/lawyers
Existence of some ethical and career professionalism standards	Existence of a rigorous certification system for doctors/lawyers
Setting an itinerary to access and develop/train professionally	Regulated relations with colleagues (doctors/lawyers)

Source: made by authors using data from the professional standards

Coherent standards throughout professional development of teaching staff ensure the possibility to use a common unitary language so as to reduce misunderstandings and communication barriers at organizational level [8]. Knowing the access, training and professional development-related requirements and more importantly having a standardized orientation of the teaching and assessing activity conducted in class enable the teacher to relate to a standard of values and to identify measures to improve his or her didactic performance. In practice, the existence of a well-defined standard for each profession reflected in the organizational structure leads to a projection of an accurate assessment system and especially to a fair interpretation of actual results. Drawbacks prevent growth of general performance and staff with drawbacks in their activity benefit from support and training so that they can reintegrate and adapt to novelty and progress.

References

- [1] Revista Market Watch, available at [http://www.marketwatch.ro/revista/2202/Decembrie_2015_-_Ianuarie_2016_\[Nr_181\]/](http://www.marketwatch.ro/revista/2202/Decembrie_2015_-_Ianuarie_2016_[Nr_181]/)
- [2] Date cheie privind cadrele didactice și conducătorii de școli din Europa, available at

http://eacea.ec.europa.eu/education/eurydice/documents/key_data_series/151RO.pdf

- [3] Gliga L. (coord). Professional Standards for Didactic Profession. Bucharest; 2002
- [4] Pânișoară G, Pânișoară I. O. Human Resources Management. Iași. Polirom Publishing House; 2016
- [5] Standarde profesionale pentru profesia didactica, available at <https://didactika.files.wordpress.com/2008/05/profesiadidactica.pdf>
- [6] Cucuș C. Pedagogy. Iași. Polirom Publishing House; 2006
- [7] Ordinul nr. 4476/2016 privind aprobarea standardelor profesionale de formare continuă pentru funcția didactică de predare profesor din învățământul preuniversitar, pe niveluri de învățământ - preșcolar, primar, gimnazial și liceal - și pe etape de dezvoltare profesională din cariera didactică - gradul didactic II, gradul didactic I, formare continuă o dată la 5 ani
- [8] Gherguț Alois. Strategic and General Management in Education. Iași. Polirom Publishing House; 2007