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Mihaescu, Diana and Mihaescu, Liviu and Andrei, Olivia
and Bologa, Lia

Lucian Blaga University of Sibiu

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STUDY REGARDING THE INCREASING OF HUMAN RESOURCE QUALITY IN ACADEMIC ACTIVITY

Lecturer PhD.c. Diana Mihaescu
Senior lecturer PhD Liviu Mihaescu
Lecturer PhD.c. Andrei Olivia
Assistant PhD.c. Lia Bologa
“Lucian Blaga” University of Sibiu

Abstract: *The life of any organization is not only manifested through its activities, but also by subjective states that its members live and shape its human dimension. Involved in carrying out different activities, the TTD's academic human resource interact and cooperate, their work is accompanied by all kinds of experiences: dissatisfaction-satisfaction, happiness-sadness, confidence-deterrence, etc. These states are the subjective dimension of work, influencing, at a high level, the overall condition and the smooth running of the organization, its performance.*

JEL: M12, M14, M52, I23

Into the modern society, education is constituted as a particular subsystem that is ultimately under the laws of operation and development of the global system. Therefore, the problems of the educational organizations culture must be placed in the context of the society's general problems in which the academic institution exists and operates. In this context, the effect of the succession of the historical events, the current education system in Romania and, in particular, organizational culture of academic institutions aggregates "heavy" trends, latent elements, factors of change that act simultaneously¹. Normally this overlapping of elements more or less contradictory forms are found in extremely nuanced organizational culture in the Romanian school.

In this organizational culture, we can mention: the influence of totalitarianism - that propagate their presence through perceptions, mentalities, attitudes, behaviours - found at the level of the actors of the educational organizations; the dormant potential and with a high potential of upgrading the traditional cultural elements who lost influence or have been devalued during the dictatorial regime; the appearance - in the decade of "transition" - of some new cultural factors as the effect of specific social context and the opening to the exterior.

The life of any organization is not only manifested through its activities, but also by subjective states that its members live and shape its human dimension.

Involved in carrying out different activities, the TTD's academic human resource interact and cooperate, their work is accompanied by all kinds of experiences: dissatisfaction-satisfaction, happiness-sadness, confidence-deterrence, etc². These states are the subjective dimension of work, influencing, at a high level, the overall condition and the smooth running of the organization, its performance. These subjective phenomena are what were called the **organization's climate**³.

By the term climate at TTD's level it is integrated the concepts of intellectual and moral atmosphere that reigns at the academic staff level, all the collective perceptions and emotions in the TTD. Through them, the teachers show their attitudes towards the functioning of the

¹ Atanasiu G. M., *Managementul internațional și asigurarea calității în învățământul superior*, Editura Economică, București, 2000;

² Diana Mihaescu, Olivia Andrei, Lia Ilie-Bologa, *Unele aspecte privind evaluarea cadrului didactic preuniversitar prin climatul psihopedagogic - o abordare din perspectiva mutațiilor din învățământul românesc*, în *Psihologia și Aderarea Europeană, Cercetări și aplicații în psihologie*, Simpozionul Internațional: ediția a XV a, Ed. Augusta, Timișoara, 2006;

³ Păun E., *Școala-Abordare sociopedagogică*, Ed. Polirom, Iași, 1999;

organization, colleagues, managers etc. *The climate* expresses the circumstances generated by the confrontation between the employees' expectations and working and living conditions offered by the organization¹. The climate at TTD expressed subjective conditions, particularly by emotional and moral factors. This is a state of collective psychology, a group phenomenon, a state of collective contagion that objectivize in what can be called human environment of the organization.

The climate is the group's morale. Moreover, the two terms are often used as synonyms, although we have to mention that, while climate refers only to collective realities (groups, organizations), morale may be a descriptor for individuals also. Thus, we can talk about the climate at TTD, but not a climate of a teacher, while "the teacher's moral", is an expression indicating its psycho- affective state, what can occur in an extremely broad and diverse way . Often a teacher's morale can be the expression of a climate in which he/she lives and works².

The climate is a latent variable, which is gradually structured and gets involved in the relationship between teachers and their work environment. Its manifestations may be caught more intuitive than as objective circumstances. That is why, they rarely can be rigorously described. They represent the atmosphere inside an organization, which consists of intangible elements impregnated with what surrounds us and gives some specific, some subjective identity-intuitive organization.

While the organization's culture is more dominant objective dimension that can be captured more rigorous in the teachers' behavior, the climate is a subjective dimension of the TTD. Of course, this distinction should be taken with a degree of relativity. The climate is strongly subjective, since it involves the meanings that teachers gives to the one with which they interact and various particular situations faced. Therefore, in most cases, climate is contextual, a certain stability, an increased dynamic. It can add the next specific element to the TTD's climate, which is influenced by the extra - organizational environment, academic human resource bringing with it the TTD the feelings generated by the extra- professional situations (family, friends groups, etc.)³.

The climate is a powerful mobilizing factor (or demobilization) of the employees from an organization. It may have positive values, and in this case, is a supportive factor, or negative values and becomes a disturbing factor.

By its particulars, the TTD is an organization where the climate is a key variable that affects the quality of educational activities as a whole, but especially the performance of teachers and students.

The analysis's climate at TTD was realized starting from the academic human resource's structure of the DPPD (Table no.1). Thus, the work of teaching at TTD is developed by 14 teachers, but only 11 were part of the sample.

Table no.1
The structure of TTD's teachers having in view the degrees

No.	Teachers	Number
1.	Professor PHD	3
2.	Senior lecturer PHD	2
3.	Lecturer PHD	2
4.	Lecturer, PHD candidate	2
5.	Assistant, PHD candidate	2

¹ Joița Elena, *Management educațional. Profesorul manager: roluri și metodologie*, Ed. Polirom, Iași, 2000;

² Becker G. S., *Capitalul uman. O analiză teoretică și empirică cu referire specială la educație*, Ed. ALL, București, 1997;

³ Liviu Mihaescu, Diana Mihaescu, Andrei Olivia, Lia Ilie Bologa, *The Analyses of the Teacher's Activities Facing with Efficiency*, International Conferences, Venice, Italy, November 21-23, EDU 08;

To catch the issues related to the TTD’s climate, was applied a questionnaire “*The fellow-like questionnaire of evaluation the climate*”, for all the TTD’s members. The questionnaire contains 25 items with closed answers. The results of the teachers’ emotional competencies and analysis of the climate-TTD LBUS are presented in Table no. 2, and the generalized results are illustrated in Figure no.1. By conducting this analysis is to establish the level of emotional competence of TTD’s teachers.

Table no. 2
 “*The fellow- like questionnaire of evaluation the climate* “

No.	Evaluated teacher	The average CD
1	CD 1	4,99
2	CD 2	4,916
3	CD 3	4,92
4	CD 4	4,728
5	CD 5	4,835
6	CD 6	4,97
7	CD 7	4,43
8	CD 8	4,97
9	CD 9	4,906
10	CD 10	4,493
11	CD 11	4,813
<i>The average for the TTD</i>		4.82

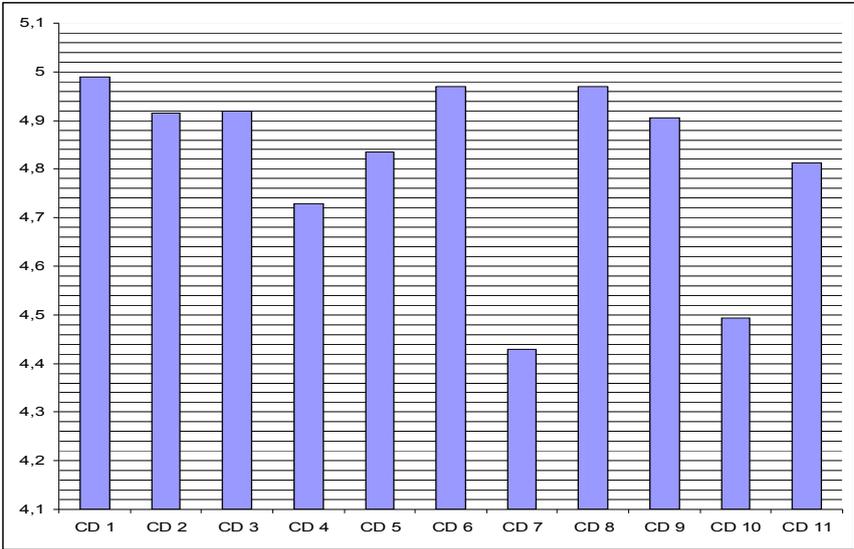


Figura no.1 *The fellow- like questionnaire of evaluation the climate* “

Based on the obtained results can be achieved a rating of teachers. (Table no. 3). It can be observed that the best positioned teacher obtained the score of 4.99 - excellent, and the last result being 4.43 and an excellent result, according to the TTD’s referential.

Table no.3
The classification the fellow- like evaluation the climate

Classification CD	Evaluated teacher	The average CD
1	CD 1	4,99
2	CD 8	4,97
3	CD 6	4,97
4	CD 3	4,92
5	CD 2	4,916
6	CD 9	4,906
7	CD 5	4,835
8	CD 11	4,813
9	CD 4	4,728
10	CD 10	4,493
11	CD 7	4,43

The general average of the climate at TTD is 4.82 favorable evaluations (Table no.4), illustrated in Figure no.2. What we have mentioned allows us to conclude that the climate at the TTD's level, evaluated by the members of TTD, falls under the category according to the LBUS's referential in "Very good" category, a category that can be considered "empirical standard", serving as a criterion for individual results obtained in this activity.

Table no.4
TTD's rating catalog climate level

Grading	Grading score	No. of teaching staff
Unsatisfying	1-1,99	0
Satisfying	2-2,99	0
Good	3-3,99	0
Very good	4-5	11
TOTAL		11

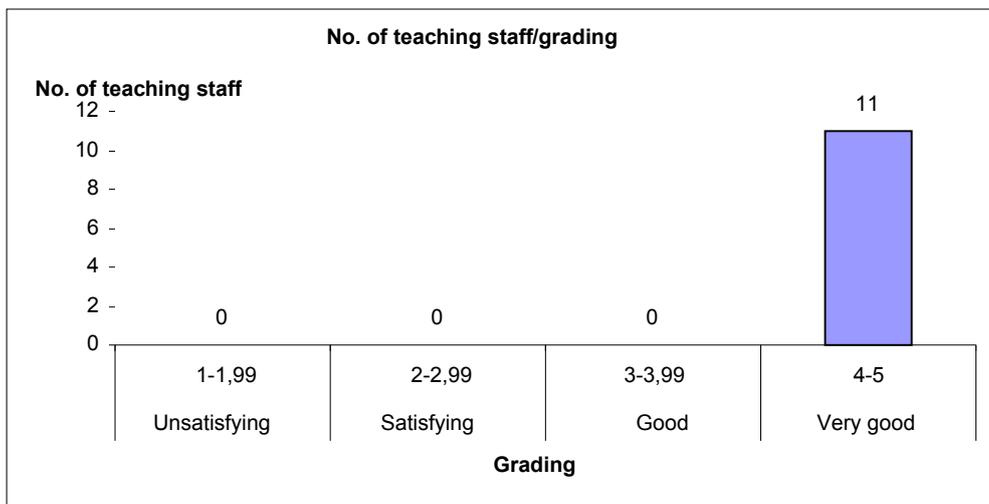


Figure no 2. No.of teachers/grading climate TTD

Based on the obtained results it can be concluded that at the TTD's level, the climate is manifested through the psychosocial relationship of the TTD, by type of authority, degree of motivation and mobilization of human resources, states of satisfaction or dissatisfaction, cohesion level inside the TTD.

At the TTD 's ethos level , the ethos show the managers attachment, academic human resource and students toward the TTD, it is shown a "high" ethos which contributes to a positive climate, able to mobilize members to achieve the TTD's members high performances.

Thus, the *climate* is the product of multiple factors, some of which emerges through their impact more evident. But there are also factors whose influence is less noticeable; they are based in the teachers and students everyday experience, all of which constitute the entire TTD's staff, who face the most varied and sometimes unexpected situations¹.

LBUS 's Department of Teacher Training based on a constructive organizational culture, open and adaptable which produces better results on the long term, due to the synergy between the organization's culture and members 's aspirations produces motivated employees, aligned to the TTD's objectives, energetic and participatory giving efforts to achieve their common objectives.

Thus, at the TTD's level there is an institutional climate adequate to academic life through the presence of a permanent concern for creating a culture of quality, with the participation of the TTD's entire staff.

Despite the reform strategy implemented during the last decade, the maintenance of some old and structural elements as well as the perpetuation of the outdated mentalities still put their imprint on the organizational culture of educational establishments, resulting in the perpetuation of the old mentality level actors involved in the educational process, limiting the preparation of students for autonomy, creativity, responsibility, it is held in a vicious circle.

Cantoning the organizations and universities and their organizational cultures on outdated coordinates the university will limit the ability to produce an adequate education for a democratic society and market economy, acting as a factor in blocking the path of change, development, increase educational organization, resulting in negative consequences in the area of development, youth and adolescents within the educational establishments university.

From this perspective it is necessary in the educational reform to promote new elements of organizational culture with the final result the training of students in universities, in the spirit of global values, personal autonomy, creative and flexible reporting to groups and organizations in Romanian society. In order to meet the desiderata related to personal development and social integration of young segment, the university should build an organizational culture that will include a balance in the specific principles and values: education for the future, permanent education, education for self, educational partnerships, quality and excellence in terms of change.

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¹ Mihăescu Diana, *The Subjective Dimensions of the Teacher's Evaluation*; în Man in the knowledge based organization, Internatinal Conference, Land Forces Academy „Nicolae Bălcescu” Sibiu, 2006;

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