



Approaches Regarding the Continuous Training of Human Resources in Education as an Element of School Performance in the Context of Organizational Culture

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Currently, organizational culture in the Romanian education system represents a vulnerable point because, under the impact of the pandemic, the organizational hierarchy and traditional elements of organizational culture have undergone significant changes to transform the systemic balance of the educational environment, this aspect being even more intense. how much human resource has faced a challenge related to adapting to digital media as a support for online schooling. In this context, the research aims to assess the performance of educational institutions in the context of changing organizational culture through a structured questionnaire applied to 6 countries, countries whose adherence to digitization is different but which are European countries with a reputation in education. The means used are represented by the prospective analysis and analysis of the data obtained by applying the questionnaire, the results being modeled through a Bayesian regression model in which the variables were defined at the level of need for continuous training and adaptation to organizational culture. The results of the model indicate the interdependence between the variables and present a topical solution regarding overcoming the crisis in the educational system through proactive human resource management measures.

Keywords: Human resource management, education system, performance, pandemic, organizational culture

1. Introduction

Nowadays, schools are marked by major changes in the organizational culture, especially due to the challenging online courses and maintaining performance in the context of new teaching methods, adapted to remote learning. The high volume of activity, the important degree of underfunding, as well as the lack of recognition and appreciation of work by the local community, against the general background of socio-economic transition have visible repercussions on the level of the performance in pre-university education. In this context, the evaluation of the organizational culture in schools and the adaptation of the management style to its characteristics represent major advantages for the management teams of the schools, giving them the opportunity to use all human resources of the organization to their full potential. and the involvement of teaching staff in fulfilling the mission of the organization and in the best interests of the students.

The culture of an organization is decisive for the manager's strategy because it establishes the conditions and ways in which it can influence the members of the organization, determining them to fulfill their duties as efficiently as possible.

Culture also influences the manager's perceptions, critical thinking, and feelings. As the culture develops, emerges, and gains strength, it becomes more persistent and influences every decision made by the school manager, including thinking and leadership style. Management decisions reflect the history of the organization and how to perform tasks at this

level. It can also be said that a strong organizational culture restricts the manager's opinions regarding the elaboration of decisions regarding the organization.

In this context, the purpose of the research is to identify the performance of the Romanian education system after affecting the organizational culture by changing the teaching method and including identifying solutions to eliminate adaptive vulnerabilities of teachers to the new teaching-learning context.

2. Literature review

The concept of organizational culture has its roots in social situations, in sociology, anthropology, social psychology as well as in the behavior of the organization. Organizational culture is what gives personality and identity to an organization. It is recognized as one of the important factors that make their mark on the functioning of the organization, as well as its performance, regardless of the field in which it operates: public or private.

Edgar Schein considers organizational culture as “a model of basic assumptions learned, discovered or developed by a certain group, a certain community, in the process of learning how to successfully solve the problems of external adaptation and internal integration, which it has worked well enough for a certain period to be validated and to be passed on to new members as the appropriate way to perceive, think and feel about those issues”.

Gănescu, 2011, considers that “each organization has its own identity because its personality is created, first of all, by the people who work within it, with their own values, beliefs, attitudes. Meeting the values, beliefs, attitudes, customs, norms within the organization, people are the ones who either assimilate them or try to propagate their own.” Analyzing the organizational culture and communication, Usman (2019) states that members who form an organization develop their organizational culture by constantly reinterpreting their work areas and environments.

In Volocariu's opinion, organizational culture represents “the most important factor of resistance in any process of change, regardless of its scope.”

According to Singh, 2020,” the perception of any educational institution is built not only on the basis of the student's achievement but also how well the teaching methodologies are adapted”, concluding that „job satisfaction and culture have a positive relationship” for human resource in education.

In the same register, Spicer, A. (2020) assesses that changing culture requires experimentation, related to the wide range of changes of cultural the processes. At the same time, organizational members should be encouraged to use pre-existing ‘cultural toolkits’ to put together a new culture which is more aligned with new environmental challenges (Howard-Grenville, 2020).

3. Research methodology and results

In the past years, organizational culture in education has become an important study topic for researchers, however the pre-university education needs more attention in this issue, because of the specific features and the importance of school culture for the education system.

To achieve the scientific objectives, we designed a questionnaire addressed to teachers from 6 countries (United Kingdom, Spain, Greece, Turkey, Cyprus, and Romania) which aimed to identify the level of performance perceived by teachers of different nationalities in the context of the transition to digital education and changes in traditional teaching-learning methods. The data collected following the application of the questionnaire

were analyzed through Excel program being performed the transformation from quantitative data to qualitative data, data on which subsequently applied the statistical modeling procedure based on Bayesian regression with 95% representativeness database references for 227 valid response records obtained from the application of the questionnaire. The modeling results by the Anova Test reflected that the proposed model is a valid one with 3 degrees of freedom for regression variables, 223 degrees of residue freedom, the sig value of the F test tending to 0, according to the table.

Table 1 – ANOVA table regarding the continuous training as a determining factor of the organizational culture
ANOVA^{a,b}

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	26,641	3	8,880	9,068	,000
Residual	218,381	223	,979		
Total	245,022	226			

a. Dependent Variable: EDMRU-FORMCC

b. Model: (Intercept), CUN-EDDEZVORG

The correlation coefficients of the dependent variable continuous training with the regression variable knowledge of organizational culture reflects the fact that the lower the level of knowledge of organizational culture, the higher the need for training and vice versa, respectively that the need for training decreases the more the integration in the operational culture and the mastery of the working mechanisms become more efficient, this aspect being directly dependent on the efficiency of the education system.

Table 2 – Summary of the estimates of coefficients regarding the level of knowledge regarding organizational culture
Bayesian Estimates of Coefficients^{a,b,c}

Parameter	Posterior			95% Credible Interval	
	Mode	Mean	Variance	Lower Bound	Upper Bound
(Intercept)	2,083	2,083	,082	1,520	2,646
CUN-EDDEZVORG = 1	-,576	-,576	,097	-1,187	,035
CUN-EDDEZVORG = 2	-,288	-,288	,094	-,888	,312
CUN-EDDEZVORG = 3	,317	,317	,099	-,300	,933
CUN-EDDEZVORG = 4	. ^d	. ^d	. ^d	. ^d	. ^d

a. Dependent Variable: EDMRU-FORMCC

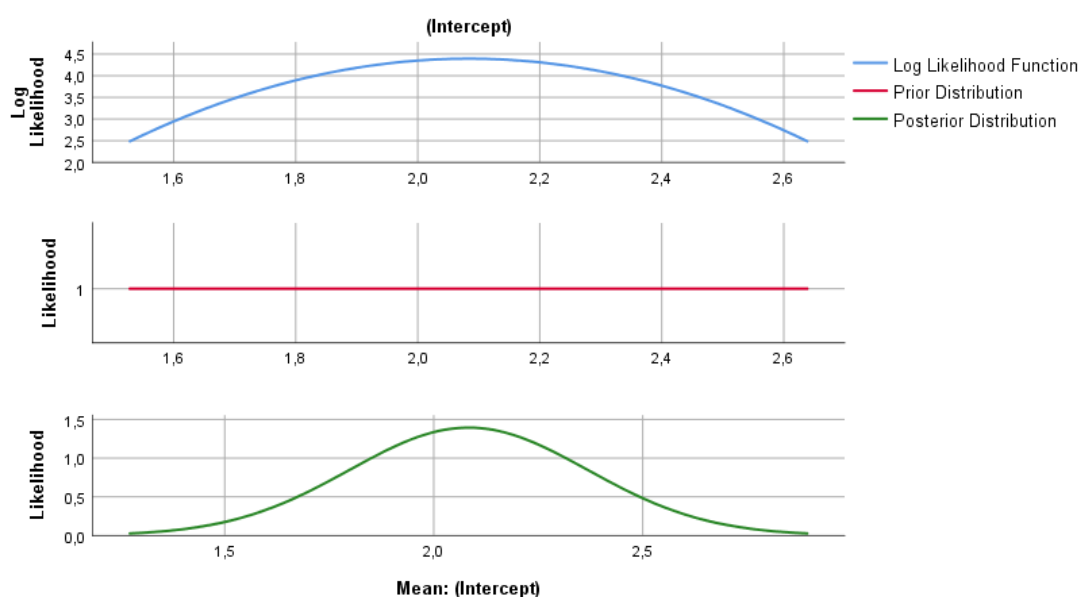
b. Model: (Intercept), CUN-EDDEZVORG

c. Assume standard reference priors.

d. This parameter is redundant. Posterior statistics are not calculated.

It is found that the place distribution of the dependent variable differs on intersection points depending on the level of knowledge of the organizational culture from the value of interception 2 in the general case to negative values of -0.5 in the case of good knowledge of the organizational culture up to close to 0 in the absence of knowledge of organizational culture.

Figure 1 - General case - the level of knowledge of the organizational culture

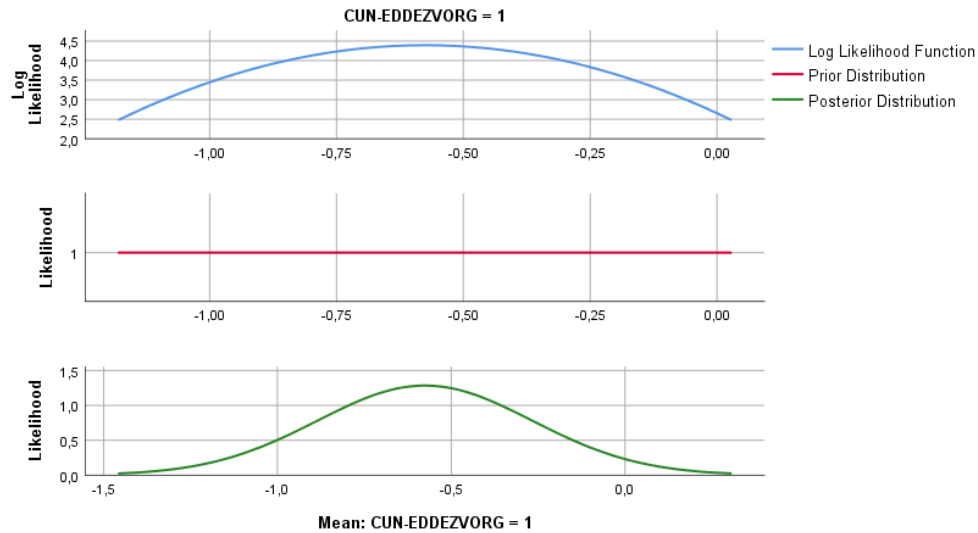


A good knowledge of the organizational culture of the school, as it shown at the level of managers, teachers, parents, and students, allows the adoption of managerial practices specific to knowledge management, along with providing training opportunities and development of professional skills and competencies of human resources, indispensable in the current context generated by the shift of educational paradigm.

Another important element generated by the optimal knowledge of the organizational culture is materialized in the managerial style adopted by the management team, regardless of whether it is upper-management or middle or lower management.

Adopting a participatory leadership style, impartial, fair, and equitable treatment in interpersonal relationships, ensuring a favorable psychological climate, ensures a greater attachment of employees to the educational institution in which they operate and is a motivating factor in the effective achievement of objectives, which in the end would contribute to increasing the performance of teachers, students and, implicitly, of schools.

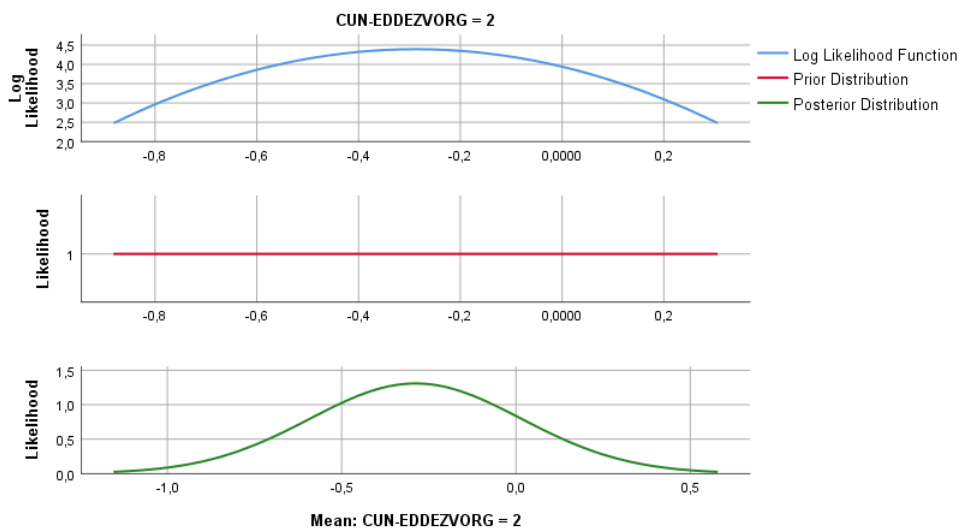
Figure 2 - General case - the good level of knowledge of the organizational culture



Thus, the lack of knowledge of organizational culture has the worst effects on all components of the teaching-learning-assessment process, especially in the exceptional conditions generated by the Covid-19 pandemic.

On the one hand, a poor knowledge of the school organization makes it difficult to objectively assess the educational needs and the material and human resources necessary to organize and carry out the teaching activity in optimal parameters. As noted in the onset of the pandemic, elements such as poor IT equipment in schools, internet access, lack of coherence in communication between decision makers and teachers, along with insufficient preparation of human resources for online teaching have led to major discrepancies in terms of equity and access to education.

Figure 3 - General case - the lack of knowledge of the organizational culture





The solutions identified because of this research approach are outlined around the following aspects:

- Identifying solutions adapted to each school unit, depending on its specifics and needs.
- Providing free training programs and courses for training human resources in education in online teaching.
- Stimulating school-family-community partnerships to support, encourage and motivate all actors involved in the educational process to achieve the highest possible level of performance.
- Promoting in the media examples of good practices in online teaching.
- Allocating sufficient financial resources for the material endowment specific to this type of distance learning.
- Anticipation of possible recurring situations that could arise in the event of a return to online teaching, imposed by health conditions.

4. Conclusions

Organizational culture represents one of the factors that visibly make its mark on the way activities are carried out in a school and on the results and performances it achieves, especially in the atypical context generated by the Covid-19 pandemic. The analysis of the organizational culture in the education system represents a component of a much more complex analysis of the school organization. For example, the introduction of a new leadership style, innovative teaching technologies and methods, reorganization processes in school curricula or educational policies must be preceded by a detailed and realistic study of the current conditions within the organization, of the necessary human and material resources, of the degree of acceptance of the changes by its members, as well as of the opportunities and threats that characterize the educational environment.

This research shows that there is a relationship of direct proportionality between the level of knowledge of the organizational culture and school performance. Analysing the responses of teachers and school managers, the limits of this approach consist in the lack of opinions coming from the upper-management representatives and decision-makers, which we intend to further investigate.

The main source of school organization` development is represented by its ability to adapt to a complex and constantly evolving external environment, specific to the information society, based on knowledge.

Thus, the training of human resources is considered the most effective method for increasing the performance of schools in the atypical conditions generated by Covid 19. All measures related to human resource management must be approached with the utmost care, both in terms of attracting and retaining valuable employees in the system, as well as in the efficient and practical-applicative coordination of the professional training of the teachers for the on-line teaching-evaluation process.

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