

Integrating Organizational Culture in Strategic Human Resource Management of the Educational Institutions

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Abstract

Human resources are readily recognized as the most important resource of the resources needed for an organization in order to produce goods and services. Human resources are key to rapid socio-economic development and efficient service delivery. Without an adequate, qualified and well-motivated workforce that functions within a robust human resource management system, organizational development is not possible. Improving organizational performance must be based on a strategic approach to human resource management. Organizational and professional culture can facilitate the strategic approach of human resources in order to achieve good results and outstanding performance. This paper proposes the implementation of a theoretical framework that allows integration of organizational and professional culture into the structure of strategic human resources management, using the change management.

Key words: organizational culture, strategic human resource management, educational system, educational institution

J.E.L. classification: I21, L15

1. Introduction

The crucial role that human resources play in an organization, especially in the tertiary sector, of services, has been the focus of many researchers. Such research has been generated by the fact that it is widely accepted that employees represent the most important resource that enables organizations from service sector to achieve their set objectives (Kinnie et al., 2005; Nishii and Wright, 2008; Liao et al., 2009; Den Hartog et al., 2013). Nowadays, "education changes everything" is a commonly used statement, which shows that teachers play an essential role in contemporary society (Schwittek, 2016, p. 231).

In order to respond to changing needs, school organizations should consider setting up a dedicated human resources management function and invest in the management system. Because student results are a function of teacher performance, it is important to develop and implement creative and innovative practices that facilitate employee attraction, retention and development of human resources. If these needs are neglected, failures can be recorded in achieving the objectives set for the management of the education system. To this end, it is necessary for the school organizations to promote the achievement of an organizational climate and adequate organizational culture to ensure effective and efficient management.

Each education system at all levels depends largely on human resources to implement strategies. The major premise of human resources management in the education sector results in the fact that the final outputs of the educational process will be determined by resource efficiency, including the human resource and the effectiveness of teachers.

The challenge to which paper proposes to respond will be to create a framework for integrating organizational and professional culture into the human resources management system of the education organizations using organizational change management and PDCA cycle of quality improvement. In the first section of the paper I made an introduction to the research theme. The second section presents the theoretical context of the systemic approach of human resources

management in the field of education. The third section presents the methodological tool used, while the fourth section examines the elements of professional culture: the professional roles and the responsibilities of the teaching staff. The fifth section proposes a useful tool for implementing the organizational culture in the strategic approach of human resources management within the educational system, using management of organizational change. The conclusions summarize the findings from the exploratory research on the specialized literature.

2. Theoretical background concerning the systemic approach of human resources management in the area of education

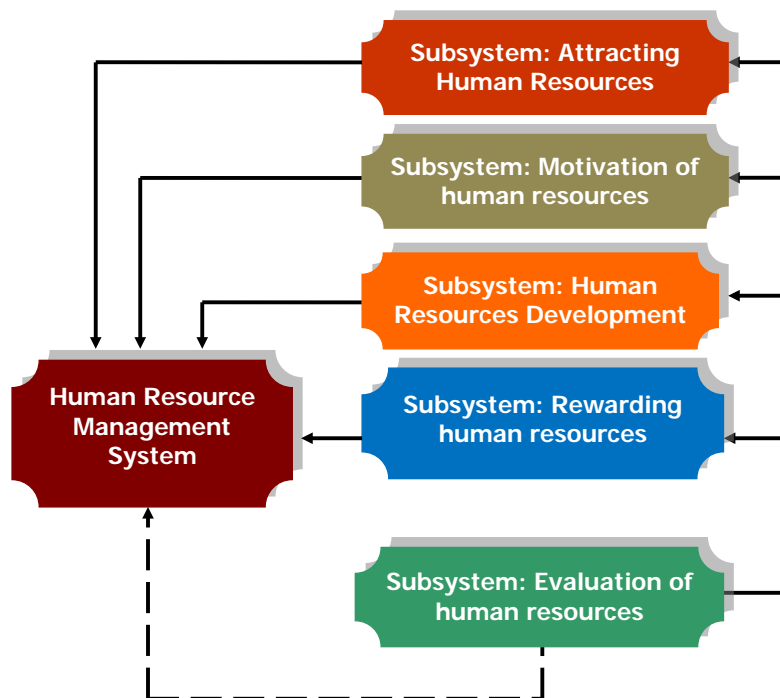
The purpose of a human resource management system is to build a competent and qualified human resource, a teachers body that is endowed with the expertise needed to deliver very good educational outcomes. In order to understand a human resource management system specific to the educational area, it is necessary to analyze the subsystems included.

The five independent subsystems fulfilling the five essential functions of an effective human resource management system specific to the educational area are as follows (Myung et al., 2013):

- attracting talented human resources: recruiting, selecting and employing adequate teaching staff in suitable positions;
- motivating teachers to retain them within the system and to achieve high performance;
- evaluation: making decisions about human resources based on a correct system of assessment of activities and results;
- development of existing human resources: support for professional training and personal development as well as professional orientation;
- reward human resources, based on the principles of equity, based on the rewarding of contributions, special merits and performances.

A representation of a human resource management system specific to the educational area is presented in Figure no. 1.

Figure no. 1. The human resource management system specific to the educational area



Source: (Adapted from Myung et al., 2013)

Figure 1 illustrates the major ways in which subsystems influence the purpose of the system. The Attraction, Motivation, Development and Reward subsystems significantly and directly influences the purpose and objectives of the human resources system. The Evaluation Subsystem has a lower direct influence on the purpose and objectives of the overall system, being more a supportive subsystem, providing the necessary data and support for management decisions. However, the Evaluation Subsystem is essential because it provides information on skills shortages that can be covered either by recruitment, selection and employment, or by developing existing human resources, enabling those who have contributed and recorded performance, encouraging the replication of those behaviors that have leading to performance through a fair and performance-based reward, act indirectly to strengthen the workforce in education. The Subsystem Evaluation affects the other four subsystems through the data they provide by facilitating the activities that take place within them.

Given that the human resources management system specific to the educational area is a system involving interconnected processes, it can be said that the isolated improvement of a system will not lead to the improvement of the quality and performance of human resources in the educational system (Myung et al., 2013). All subsystems and the processes that define them are crucial to enhancing teachers' skills. Synthesizing, it is not appropriate to explicitly or implicitly rank the importance of these subsystems in order to improve the performance of the system as a whole. As a rule, the political factor interferes with running activities within the human resources management system, favoring the concentration of resources and efforts on one or two subsystems, which will ultimately lead to compromising the process of improving the system as a whole (Odden, 2004). This is the case for Romania, where there is much talk about rewarding human resources and attracting them into the system, ignoring the motivation and development subsystems (Bocean, 2009). A systemic perspective, rather, requires inspectorates or school organizations to optimize multiple interdependent processes to create a stronger and more efficient human resource.

In addition to the interconnection of subsystems, there is also inter-conditioning of the subsystems and processes that make up the system. For example, the values and preferences of the teachers that a school organization employs should influence their professional development. Better rewarding of early-stage teachers (including the provision of facilities such as transportation to school, subscriptions to magazines and book series, etc.) will influence the process of attracting human resources, bringing more talented individuals into the system (Kinnie et al., 2005). Attracting talented human resources will reduce the need for further professional development. Better rewarding of higher professional degrees will encourage the professional development of existing resources. Evaluation is the subsystem that influences all others with a supportive role (Bocean, 2008).

The systemic outlook suggests different needs and starting points, especially for school organizations with limited resources or capacities for a particular subsystem. In conclusion, all processes are equally important, but not all processes need to be improved at the same time.

3. Research methodology

In this paper we conducted a qualitative exploratory research of specialized literature in the area of human resource management specific to educational systems, using a series of research techniques such as analysis, synthesis, deduction and induction. The proposal of the instrument for integration of organizational and professional culture in the strategic management of human resources has occasioned the use of conceptual integration and interconnection techniques to provide a synthetic and intelligible model.

4. Professional roles and responsibilities of teachers

A key challenge for many education systems and education institutions is to develop systems, procedures and arrangements with teachers to balance the changing roles, provide professional support, freedom and autonomy to teachers on the one hand and establish effective and robust forms of supervision and evaluation to promote public accountability and improve teaching and learning in schools, on the other hand. Balancing quality and responsibility objectives with

teachers' rights and responsibilities requires the design and implementation of effective teacher evaluation systems, the promotion of codes of conduct and codes of good practice as self-regulatory strategies, the protection of the professional and academic freedom of teachers, respecting citizens' rights and ensuring that correct disciplinary procedures are enforced (Rosenblatt, 2001).

The ILO and UNESCO Recommendation (1966) and the recommendations of education authorities, private employers and trade union organizations of teachers (ILO, 2000, pp. 34-35, OECD, 2005, pp. 97-98) underline the roles and responsibilities teachers in teaching as a profession and as a form of public service. They focus on several roles and responsibilities in a changing, lifelong learning environment and operate on several levels (Table no.1).

Table no.1. Roles and responsibilities in a changing learning environment

Teacher level	• knowledge: acquiring and maintaining specialist knowledge in at least one learning area;
	• pedagogical skills: developing specialist skills to convey the knowledge of students, acquired and maintained through continuous professional development, including the integrated use of ICT;
	• Learning dynamics: facilitating the acquisition of generic skills for learners in order to manage life situations, including the promotion of interactive learning techniques, problem solving skills and self-directed learning;
	• evaluation: assessing the strengths, weaknesses and progress of students and guiding their further development through a series of methods (observation, test results, homework, teamwork within a project and others, both formative and summative);
	• self-learning: research, reflection and changes in teaching practice as teachers are also students in the process of continuous professional development.
At the class and school level	• collaboration: development and implementation of collaborative and team teaching practices;
	• diversity of learning: teaching of trans-curricular subjects (life skills, civic education, sustainable development) and integration of students with special needs in classrooms;
	• school cohesion: social inclusion and cohesion in a multi-cultural school population from an ethnic and religious point of view;
	• school planning and management: teamwork to set common goals through school plans and management of school;
	• decision-making: participating individually and collectively (through associations or unions) in the decision-making process at the classroom and school (school councils, evaluation commissions or disciplinary bodies).
At the level of parents and communities	• Relations with parents: feedback and reconciliation of parents or guardians on students' difficulties, their progress and the role of parents in the education process;
	• community mobilization: building broader support for school and community mobilization and partnerships with community leaders, institutions, businesses, private employers, trade associations and trade unions.

Source: (Adaptation after ILO, 2000, pp. 34-35; OECD, 2005, pp. 97-98)

All these roles are constantly evolving over time, as a result of the impact of social, economic, political and technological changes on the teaching and learning environment. In order to these roles be successfully fulfilled by teachers individually and collectively, a strong professional and organizational culture is needed which, through professional and personal development programs, facilitates the accumulation of skills and encourages performance.

5. Implementation of organizational culture in the strategic approach of human resources management

To be strategic, human resource management should aim to find, develop and maintain intelligent people with the necessary knowledge, skills and competencies and with the ability to implement strategies in order to improve educational services. If all elements of the strategic human resources management system function properly, the results should be the following (Odden, 2004):

1. The inspectorate and each school should have enough talented people distributed equitably to all strategic posts (teachers and directors);
2. Teachers should have the basic skills required to successfully carry out the work tasks;
3. The strategy for improving the education system must be clear to everyone and must be implemented effectively;
4. Teachers' performance as well as student performance should improve, i.e. teachers should become even better at teaching, and students should achieve higher levels of performance.

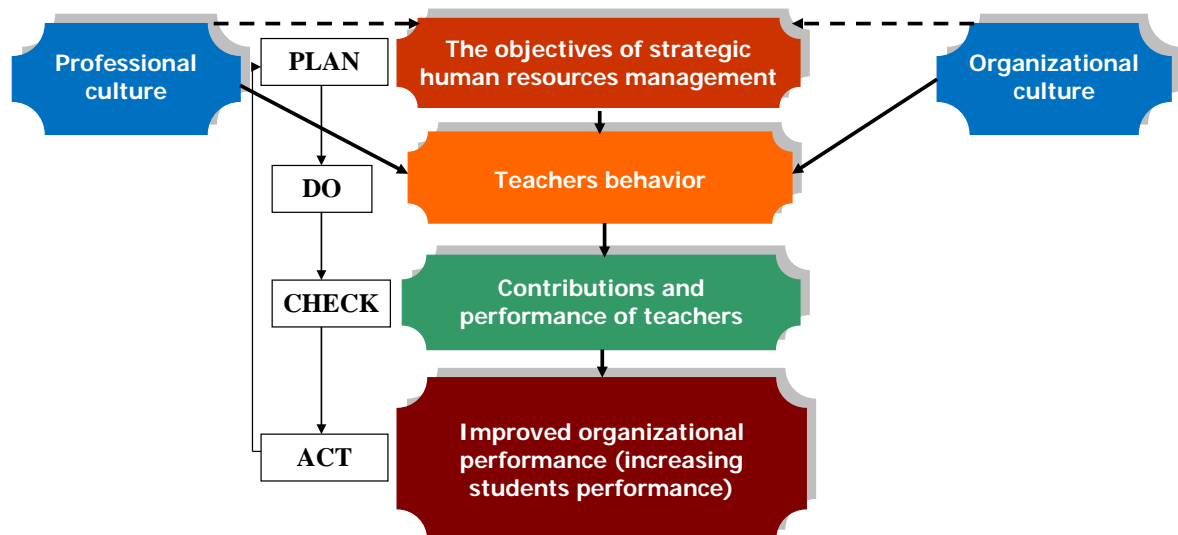
A wider view on the role that a strategic human resources management system can play in inspectorates and school organizations can include designing, promoting and supporting a professional and organizational culture characterized by (Liao et al., 2009):

- high expectations for student learning;
- common understanding of effective training practices;
- support for strategy and vision for improving education;
- collective responsibility for student achievement in the system.

Somacescu and others (2016) show that a strong organizational culture is the safest way to improve organizations' performance. Elmore (2004) came to similar conclusions when he argued that in order to external responsibility influence schools in positive ways, it must meet the development of internal responsibility for the practice of teacher training.

A two-way relationship is established between organizational culture and strategic human resources management. The implementation of the various strategic resource management system programs has an impact on organizational culture. On the other hand, organizational and professional culture influences teachers' behavior, enhancing contributions and achievements, leading to improved organizational processes and results. By implementing an organizational and professional culture based on competency and performance-oriented, the strategic human resources management system will achieve its objectives by reinforcing high expectations and focusing on quality training (figure no. 2).

Figure no. 2. Integration of organizational and professional culture into the strategic management of human resources



Source: (own concept)

The entire implementation process of organizational and professional culture is reinforced by integrating the PDCA cycle to ensure improved process and outcome quality.

There are several contextual aspects that shape the design and effectiveness of a comprehensive strategic human resources management plan (Nishii and Wright, 2008). Changes in the human resources management system should be done with the agreement of the teachers and reflected in a revised collective bargaining agreement. Almost all the changes that are imposed without the involvement of teachers or trade unions meet resistance, cause disturbances and return to their initial state in a few years.

Ultimately, the goal of implementing a strategic human capital management system is to improve students' academic achievements and teaching practices for teachers. As a result, adequate organizational and professional culture will enable continuous improvement of results and achievement of outstanding performance.

6. Conclusions

Creating a workforce within educational systems requires careful orchestration of several interdependent processes within a human resource management system. In this paper we presented a human resources management system in the educational area composed of many interdependent factors. On the system, we tried to find a balance between representing the multitude of connections between processes and maintaining the model at a synthetic and easily understandable level. Subsystems for attracting, motivating, developing and rewarding resources have a strong and direct influence on teacher development, while the main contribution of the evaluation subsystem is manifested through support and provision of information to the other three subsystems. A systemic approach to human resource management in education is essential. Interventions cannot be random done. The subsystems are interconnected in order to shape the system. Thus, any intervention designed to influence a part of the system will produce effects that will influence subsystems.

In order for the human resources management to acquire strategic dimensions, it is necessary to relate vertically with the strategy of improving the whole national education system, as well as horizontally uniting all its key elements - recruitment, selection, retention, mentoring, professional development, performance management, evaluation, reward. In this way people will come and remain in the system with the knowledge and skills necessary to operationalize the overall strategy of improving the quality of education.

A deep understanding of the need to improve the performance of the education system may be the motivation factor to stimulate both the creation of a strategy for improving education and the creation of a human resource management strategy aligned with it, which consider organizational and professional culture. In conclusion, it is imperative that in Romania a strategy for improving education also includes new approaches to human resources in the educational area, such as the integration of organizational and professional culture into the strategic approach to human resource management.

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