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ABSTRACT

DOCTORAL THESIS

**MOTIVATION OF TEACHERS IN
PRE-UNIVERSITY EDUCATION – IMPLICATIONS FOR THE
STRATEGIC MANAGEMENT OF EDUCATIONAL
INSTITUTIONS**

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Keywords: strategic management, pre-university education system, human resource motivation, performance evaluation in the school organization, human resource management policies in education.

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The current context of perception analysis regarding strategic management in education

In recent decades, education systems have undergone a long process of restructuring, starting from an educational management model that has been deeply rooted in the past and evolving into a strategic management model focused on the future. The phenomenon of globalization is becoming more and more relevant, generating changes in education systems around the world. The rapid development of information technologies requires major changes in the education sector, which can no longer preserve its traditional, national character, but tends to take on larger dimensions, governed by globally committed and innovative government policies, both at the system level, as well as the educational process as a whole.

Synthetic presentation of the doctoral thesis

Both from a social point of view and from the perspective of the education system, the last years are characterized by a change of educational paradigm that imprints the management of human resources in education both by the objectives proposed in accordance with the new strategies and by changing the requirements of human resources. currently employed in the education system must report.

From this perspective, it becomes obvious that human resources are the factor for transposing new educational policies into practice, as well as the promoter of a teaching-learning process adapted to labor market requirements, corresponding to new social and economic realities and performance-oriented. And the motivation of teachers to support this permanent educational approach is the determining, inexhaustible element of a successful education.

Motivation of the paper

This paper investigates how the human resource employed in pre-university education units perceives and responds to the concerns of school organizations regarding the motivation for teaching career, the factors that favor maintaining an optimal level of motivation and increasing professional satisfaction. The paper aims to highlight the relationship between teacher motivation and performance in education and to analyze the implications they have on strategic management in the pre-university education system - motivation playing a key role in stimulating involvement and determination to organize and conduct an instructional process- educational performance.

The aim, objectives, and research methodology of the paper

The aim of the paper is to quantify in the current conditions the degree of dependence of human resources management in pre-university education institutions of the six states analyzed,

the factors generating changes in the education system, as well as identifying opportunities to increase performance in management the basis of motivational factors and extrinsic factors of the educational process, simultaneously with the identification of the main systemic vulnerabilities of human resources management in education.

The main research direction of the paper is part of the current trend of evaluating the performance of schools in the context of changing organizational culture through a structured questionnaire, applied to teachers in Romania and 5 other European countries whose education systems I had the opportunity to interact, and I become directly acquainted with participation in training courses as well as Erasmus + projects and mobilities. In order to collect the data, a questionnaire was used, written both in Romanian, for the respondents from our country, and in English, for the respondents from the five European countries.

The motivational factors targeted by the analysis are the level of salary, job satisfaction, the degree of adaptability to the requirements of the curriculum, the additional needs of teachers employed in the system, the need for recognition, etc. Extrinsic factors concern the dynamics of national education systems in relation to the European training strategy in the European public system, changes in education policy and their repercussions on human resource management, other conjunctural factors likely to affect human resource management.

The main objective of the research was to perform a comparative analysis between the educational systems of the six participants in the study: Romania, Great Britain, Spain, Cyprus, Greece, and Turkey.

In order to carry out the research, the following research objectives were defined:

1. identifying the role of human resources management for the performance of schools.
2. identifying the role of human resources management for teacher performance.
3. identifying the role of human resources management for student performance.
4. identifying the role of extracurricular activities in obtaining school performance in pre-university education units.
5. identifying the change in human resources management in terms of increasing teachers' motivation.

In order to achieve the research objectives on the issue of human resources management operating in pre-university education institutions, we performed a quantitative analysis. The sample established according to the representativeness criteria was composed of a number of 227 respondents, teachers working in pre-university education in the country and in five European countries (UK, Cyprus, Greece, Turkey, Spain). The proposed objectives for disseminating the results of the analysis aim at organizational and structural aspects of HRM practiced in schools but also prospective aspects regarding the identification of vulnerabilities and opportunities at the level of modifying the management strategy in relation to the strategies identified in the participating states.

In order to realize the doctoral thesis, the research was carried out during the years 2018-2021, using established experimental and statistical research methods. In the research methodology we used both qualitative and quantitative, deductive, and analytical methods, using data analysis procedures based on statistical frequency series, methods that allowed the stratification of vulnerabilities according to the respondent's country of origin, but also the identification general opportunities rooted in the general structure of the European public pre-university education system.

This paper is structured on 5 main chapters that have addressed the following issues relevant to the topic chosen for this academic approach and which can be summarized as follows:

Chapter 1 made the theoretical documentation by analyzing the current state of research in the field of strategic management of pre-university education units, for this purpose, assessing the importance of motivation for teaching career, evolution and current situation of strategic management in school organizations, highlighting - a conceptual and contextual analysis of motivation, professional satisfaction and performance in education.

Chapter 2 entitled *Comparative study on human resources management policies at the level of pre-university education units in Romania and other states* presents the six educational systems related to the participating European states, through the SWOT analysis.

Chapter 3 entitled *Study on managerial efficiency and motivating elements of teachers in the pre-university education system in Romania and other European countries* presents the experimental results and a description of the working methodology and interpretation of the results of the analyzes performed, as well as the analysis comparison of the answers given by the subjects from the states participating in the study.

Chapter 4 entitled *Modeling human resource management strategies in relation to structural indicators at the national level for all levels of education through statistical interrogation techniques* is dedicated to statistical analysis necessary for evaluation to achieve research objectives and addressed working hypotheses, dissemination of results general and individual statistics, statistical modeling of results and demonstration of working hypotheses.

Chapter 5 refers to *Conclusions, personal contributions, the limits of the scientific approach and future research directions*.

The chapters are preceded by this introduction, in which I aimed to highlight the opportunity and timeliness of the paper, the last part of which is dedicated to bibliographic references, lists and annexes that are integrated into the structure of the paper as a solid informational foundation of the academic approach.

CHAPTER 1. CURRENT STATUS REGARDING RESEARCH IN THE FIELD OF STRATEGIC MANAGEMENT OF PRE-UNIVERSITY EDUCATION UNITS

This chapter presents the conceptual approaches to strategic management, the defining features, key components, contextual aspects of strategic management in school organizations, with reference to strategic resources and their implications for increasing educational performance. professional satisfaction, with reference to the link between job satisfaction, human resource motivation and performance in the school organization.

The strategic management process, as well as the entire strategic approach, as a whole, presents a permanent dynamic, because the strategy formulation, its application and updating take place in a continuous evolutionary flow, but leaving room for creativity and aspects related to human, cultural and organizational reality. and unpredictable changes in the environment.

The permanent and often unpredictable changes that the current educational system has to face are largely determined by the decisions taken at national level, with reference to educational policies, to the modification of the school curriculum, to the structure of education levels (introduction of the preparatory class in schools). gymnasiums), or their specifics (for example, the introduction of classes with a profile of arts and crafts). Also, decisions in the financial field, such as per capita funding, lead to changes in the decision-making process at the institutional level, with many school organizations struggling for survival, primarily due to declining school populations.

In the field of education, strategic management is a set of essential elements for effective leadership, which start from the existence of a unitary perspective on the educational system, the development of strategic thinking, continuing with strategic planning and conducting daily teaching-learning activities in a proactively and oriented to meet the requirements of learners.

In each school a certain organizational culture develops. The dominant values that shape and favor a culture of school organization development consist in: orientation towards action and towards direct and indirect educational beneficiaries; stimulating and supporting professional training and development, but also self-improvement; encouraging the development of school partnerships, the existence of a type of participatory management; as well as the participation of members and representatives of the local community in activities and projects as active educational partners. For these reasons, the school organization is based on a set of strategic resources - material, human, informational, structural that make it possible to conduct the entire instructional-educational process at an optimal level of performance. The finality of the whole approach is represented by reaching a high level of performance of the school units, of the employees who work in this system, but also of the direct beneficiaries of education, the students. In terms of performance in education, it can be analyzed as a synergy of the level of performance of the three components of the education system (educational institution, teachers, and students), which support and promote each other. An educational unit that obtains school performance owns and attracts the human resource capable of generating performance, and this, in turn, will carry out a teaching-learning-assessment process that has as effects the performances obtained by students at various exams (National Assessment, Baccalaureate, tests for assessing language skills for admission to classes with intensive or bilingual teaching of modern languages, etc.), as well as competitions and school Olympics.

Each school organization is in a continuous process of evolution and development and therefore decision makers must establish methods for recruiting and hiring staff who have the skills required by its specificity. This process is often reflected in a form of human resource planning. Analyzing the projects and future trends of the organization, an institutional development project (PDI) is made, which estimates the number of people needed and the type of skills and competencies required by possible vacancies.

If we are to analyze the occupational inventory, we can notice that the teaching profession is in a privileged position, most likely due to the fact that it involves a set of requirements and responsibilities: continuing education, altruism, social responsibility, but also the possibility of generating a considerable level of satisfaction personal and professional. The most important criterion for legitimizing the teaching profession in the field of social professions is represented by the existence of a base of specific knowledge and skills necessary for its exercise.

The school institution can thus be compared to a sensitive mechanism, in which each component, and especially the human one, brings its share of contribution to the proper functioning of the system. But the engine that propels the human factor is represented by the motivation with which they are involved in achieving the objectives of the school organization. The motivated teacher shows personal, emotional involvement and empathy towards the issue of teaching-learning-evaluation, is concerned with organizing and carrying out extracurricular projects and activities that add value to the teaching act and places its own training on a coordinated lifelong learning, from the desire to perform in the activity at the department.

Managers must provide opportunities for development by setting measurable standards and objectives for all employees and by providing opportunities for continuing education. Managers must appreciate and recognize the achievements of subordinates by using appropriate

ways of rewarding, along with popularizing and appreciating individual achievements, regardless of their size, among other employees.

CAPITOLUL 2. COMPARATIVE STUDY ON HUMAN RESOURCE MANAGEMENT POLICIES AT THE LEVEL OF PRE-UNIVERSITY EDUCATION UNITS IN ROMANIA AND OTHER STATES

Implementing educational policies at the level of the European states involved in the research represented an element of a special importance for the analysis of the pre-university education systems from the studied European states. The management of human resources is thus constituted in the way of framing and keeping in the system the valuable employees for the organization. Viewed as a subsystem of the social system, the Romanian education system is part of the general structure of society. Having a historical and national character, it evolves simultaneously with the cultural course of the country, being subject to successive reform measures, structural and functional renewal. The changes mainly concerned the related legislative framework, the curricular offer, the reorganization of the educational units.

The reforming educational policies implemented in the last period had as objective the alignment of the Romanian education system to the western standards and the distancing from the communist past. One of the issues of permanent relevance, faced by the pre-university education system in our country, is represented by the human resource considered as a main actor in building a sustainable democratic society. Therefore, an efficient management of human resources in education requires a strategic and coherent approach, which materializes in a complex of measures for recruitment, selection, employment and retention of valuable employees. It also involves the initial and continuous training of human resources, but also the implementation of a system for monitoring and evaluating the level of performance, stimulating employees, and rewarding meritorious results.

SWOT analysis of the pre-university education system in Romania

Strengths:

- the transfer of the administration of the educational units to the public administrations.
- the school board is responsible for its administrative coordination.
- organizing programs to prevent and eliminate school dropout, respectively illiteracy.
- free compulsory education and the provision of textbooks (for grades P-VIII),
- national programs, as well as the system of educational scholarships of different types granted to students by the local public administration.
- the existence, at the level of the education system, of an elite body of highly qualified teachers concerned both with the quality of the educational act and with the elaboration of scientific papers, specialized publications, new methodologies, and textbooks.
- opportunities for improving human resources through accredited continuing education programs, teaching degrees, postgraduate courses, doctoral studies, etc.
- the preoccupation of the professors for research through the elaboration of scientific papers and specialized publications.
- increasing the degree of visibility in the media of the examples of teachers who have obtained outstanding results in preparing students for various national exams.

- the establishment and development of hubs / centers of expertise at regional and national level aimed at the exchange of good practices (for example, the Aspire Teachers Community), promoting and supporting innovation in education.
- the increase of the number of specialists in educational management, due to the participation of an increasing number of teachers in the master's and doctoral programs offered by the university centers in the country.
- organizing tenure competitions for teaching positions.
- alignment and harmonization of national and European methodologies, in particular as regards access to Erasmus + programs
- the Merito project, which aims at the public and material recognition of the merits of Romania's valuable teachers.

Weaknesses:

- legislation in continuous change and poorly adapted to the educational realities in our country;
- reduction of the school population caused by the decrease of the migration birth rate;
- educational policies with a low degree of coherence and vision;
- curriculum not adapted to the requirements of different ages and interests of students;
- large volume of notions, concepts, reduced capacities to adapt to the concrete reality;
- the presence in some schools of an institutional culture marked by confrontation and unfair competition that induces demobilization and lack of concern for the educational needs of children;
- the lack of transparent ways of assessing the performance of teachers leading to a real differentiation materialized even in different salary classes;
- fluctuations in teacher mobility;
- poor motivation of young people to embrace their teaching career;
- the existence of unqualified personnel or those who carry out their activity on other positions, than those for which they are specialized;
- unfair competition from some teachers;
- lack of performance indicators and clear criteria for evaluating the activity of teachers (what does classroom activity mean, what does scientific publication mean, etc.)?
- the lack of coordination of the structures of the education system in crisis management, for example that generated by the Covid-19 pandemic: unprepared staff for online education, infrastructure insufficiently adapted to this type of teaching.

Opportunities:

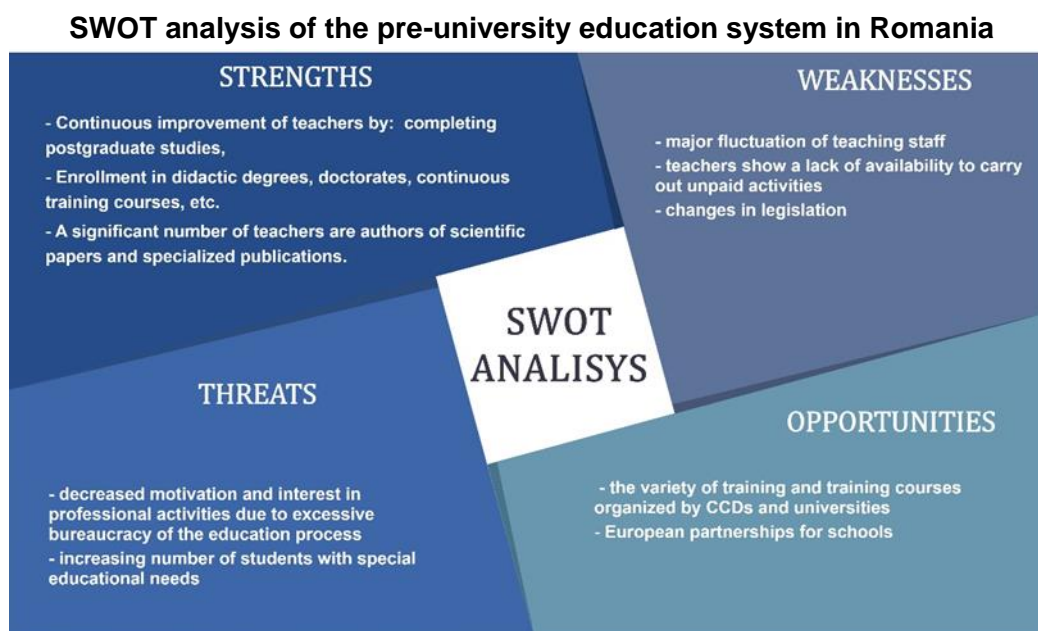
- developing the capacity to identify new opportunities for the teaching-learning-assessment process in the online environment, associated with the current educational context, as well as the goals and objectives established at the level of the school organization;
- interest in participating in international programs and projects, etc., financed from European or other sources;
- increasing the competitiveness of the teachers' activity, corroborated with the improvement of the school performances of the students and of the school units, in general;
- recognition of the activity of teachers who have outstanding performances through a special salary modality (merit gradation) - currently the only differentiation is given by the teaching degree and seniority in work;
- ensuring the right to education and equal opportunities for all children by supporting students from disadvantaged social backgrounds or rural areas;

- recent wage increases and the prospect of a still stable job may attract young people to the higher education system who would otherwise have moved to better paid jobs with better prospects.
- implementation of projects of national scope for the Romanian educational system, regarding the on-line training / teaching / evaluation process: Relevant curriculum, education open to all - CRED.
- increasing the degree of adaptability to the new educational paradigms generated by the context of the Covid-19 pandemic.
- participation in programs, exchange projects, international continuing education courses, etc. financed from European or other sources (Comenius, Leonardo, etc.);
- exemplary budgetary mobilization in order to ensure the infrastructure and access to the online environment for all educational actors: teachers and students (access and internet connection and technical equipment at the appropriate level);
- increasing the capacity to adapt to unforeseen / crisis situations:
- creating common databases for the entire education system in our country to provide teachers, students and parents with free educational resources (materials, lessons, worksheets, tests), developed by professionals and experts in education, attractive and interesting for students.
- the configuration of efficient and coherent educational policies, characterized by realism and practical applicability, transmitted in time to the educational units and to the teachers.
- organization on a national scale of training courses for teachers (introductory courses in the use of online tools and work platforms: e-learning, flipped learning and blended learning).
- optimizing the existing human, administrative and financial resources at the level of the national education system in order to better adapt to online teaching.
- outlining realistic scenarios adapted to the specifics of each school unit for resumption / continuation / development of the instructive-educational process in the next school year, subject to ensuring and respecting all health norms and conditions.
- curricular adaptation and correlation / selection of school curriculum contents in accordance with the new educational paradigm generated by the Covid-19 pandemic,
- the orientation, through a proper management, towards the innovative solution of the pressing problems that the educational system faces in the current context.
- the development, at the level of higher structures (Ministry, School Inspectorates), but also at the level of school organizations, of a more efficient management of innovation in education.

Threats:

- the weak involvement of the local community in solving administrative problems.
- increased risk of dropping out of school by students from disadvantaged families, with emigrant parents or children with SEN (special educational needs);
- the growing gap between rural and urban areas in terms of ensuring the right to education:
- the impossibility of the school units to select the teaching staff due to the centralized selection system.
- political intervention in the management of educational units, with consequences in the allocation of funds on the basis of political affiliation.
- low concern from some teachers for differentiating learning in relation to students' needs and the tendency to move the learning process from home school, meditations, overtime, etc.

- the appearance of crisis situations, such as the current one generated by Covid, which generates a set of problems at the level of the education system, both for teachers and for students and parents.
- the insufficiency of the financial resources allocated to the endowment with the materials necessary for an optimal development of the instructive-educational process.
- the lack of coherence and promptness in the adoption of legislative measures and unitary, efficient, and firm methodologies for organizing online teaching;
- the widening of current disparities between urban and rural education, which is primarily due to the limitation of access to education for students from poor rural areas or urban suburbs



Source: author's contribution

The aspects emerged from the SWOT analysis that require accountability and superior transparency both at the level of central authorities, but especially at local level, refer to the fact that there are discrepancies between schools in urban areas and those in rural or suburban areas, where, especially due to the socio-economic conditions, both the students and the teachers do not obtain satisfactory results at the national exams carried out, being necessary managerial and strategic approaches adapted to them.

In order to compare the educational systems that we had the opportunity to study and analyze personally, we considered it appropriate to perform SWOT analyzes corresponding to each of them. The motivation for this approach lies in identifying the strengths, but also the vulnerabilities that characterize them, especially in terms of human resources management in the pre-university teaching system, as well as ways to motivate it to achieve appropriate levels of performance.

From the bibliographic research and comparative analysis, information was collected detailing the points of intersection and the similarities between various aspects related to the issue of human resources management in Romanian and European pre-university education institutions.

Following the comparative analysis between the evaluation of human resources management within the European educational system, compared to the Romanian one, there are

a series of common characteristic features, but also differences, generated by the economic, cultural, and social context of each state.

The similarity elements registered at the level of the analyzed educational systems are concretized in:

- coordinating bodies at national level,
- standards for school managers,
- permanent concern for the continuing vocational training of human resources,
- orientation towards achieving educational performance standards,
- availability of teachers for accessing and participating in international educational projects and partnerships (Erasmus +, eTwinning, etc.) that promote cooperation and exchange of good practices, strengthening the European dimension of educational institutions.
- concern for an efficient human resources management.

On the other hand, there is a wide range of differences in:

- the percentage allocated to education in the GDP at the level of each state
- the set and specificity of the educational policies adopted and promoted by each state
- building organizational and curricular architecture
- the degree of institutional autonomy offered to educational institutions by local and central authorities
- socio-cultural, economic, and religious differences registered among the school population, which give the national specificity
- the ways of evaluating the students' knowledge.

CHAPTER 3. STUDY ON MANAGEMENT EFFICIENCY AND THE ELEMENTS OF MOTIVATION OF TEACHERS IN THE PRE-UNIVERSITY EDUCATION SYSTEM IN ROMANIA AND OTHER EUROPEAN STATES

Currently, organizational culture in the Romanian education system is 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 schools in the context of changing organizational culture through a structured questionnaire applied to teachers from 6 participating countries, countries whose adherence to digitalization 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.

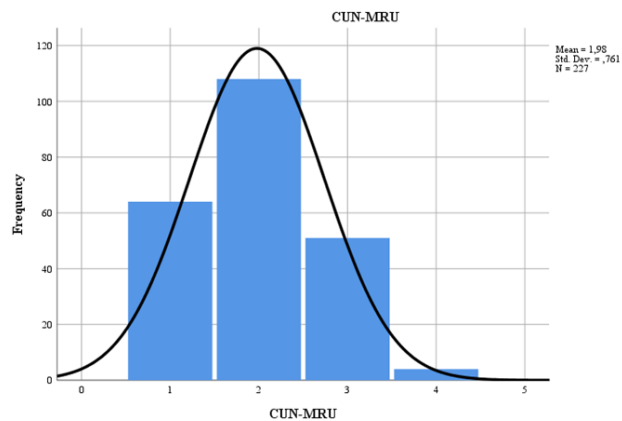
The results of the model indicate the interdependence between variables and present a topical solution for overcoming the crisis in the education system through proactive human resource management measures.

In this chapter there are presented, analyzed, and interpreted the results of the study, which are described based on data obtained from participating teachers through questionnaire responses, along with a set of conclusions. Results and conclusions are based on the answers recorded following the application of the questionnaires and grouped according to the categories

of answers provided by teachers in Romania, respectively by those from the 5 states participating in the study.

The analysis of the comprehension of the HRM concept at the level of teachers reflected an average perception of the attributions and the organizational framework regarding the HRM concept at the level of the whole group of respondents, the general average of the sample classifying the majority opinion as an average knowledge of the concept. The left-right distribution on the histogram shows that at most 30% of respondents have advanced knowledge of HRM, while about 25% of respondents know little or no knowledge of its concept and implications on teaching performance.

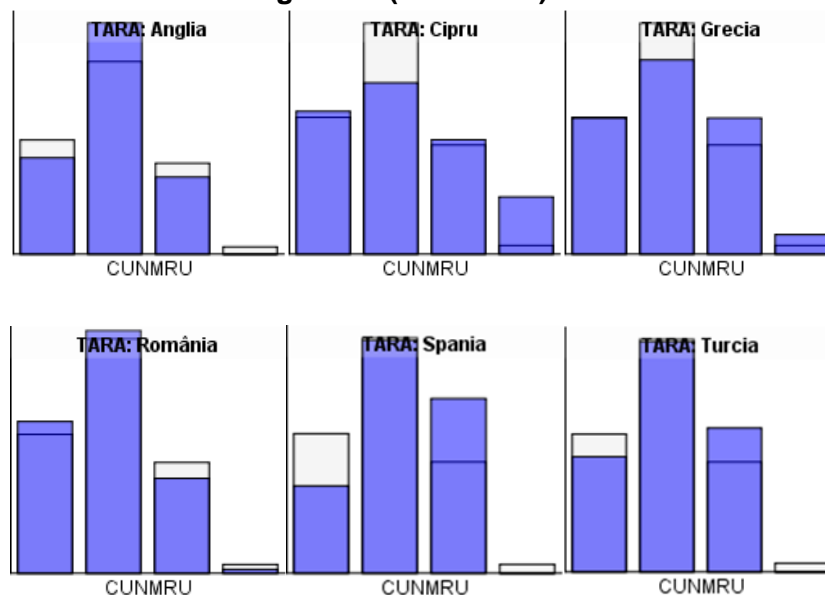
Histogram of knowledge about: Human resources management (CUN-MRU).



Source: author's contribution

In terms of distribution in the comparison countries, it is found that most respondents have average knowledge of HRM and its applicability to coherent educational policies, resulting in the best level of knowledge being held by respondents in Spain and Cyprus (2, 18/4) while respondents in Romania have the lowest level of average representation.

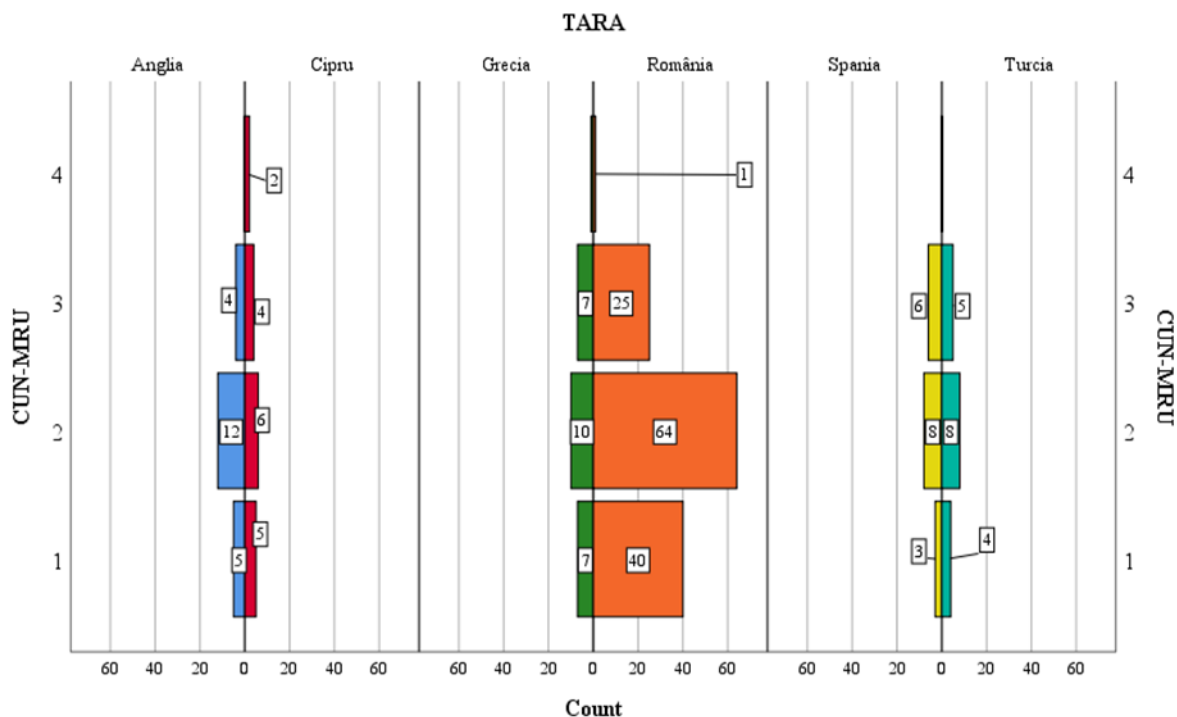
Comparative analysis by country of knowledge about: Human resources management (CUN-MRU).



Source: author's contribution

The diagram of the respondents' representation by country of origin reflects the differences in custom and knowledge about HRM according to the graph below.

Structured diagram of knowledge by country and intensity levels for the indicator on: Human resources management (CUN-MRU).



Source: author's contribution

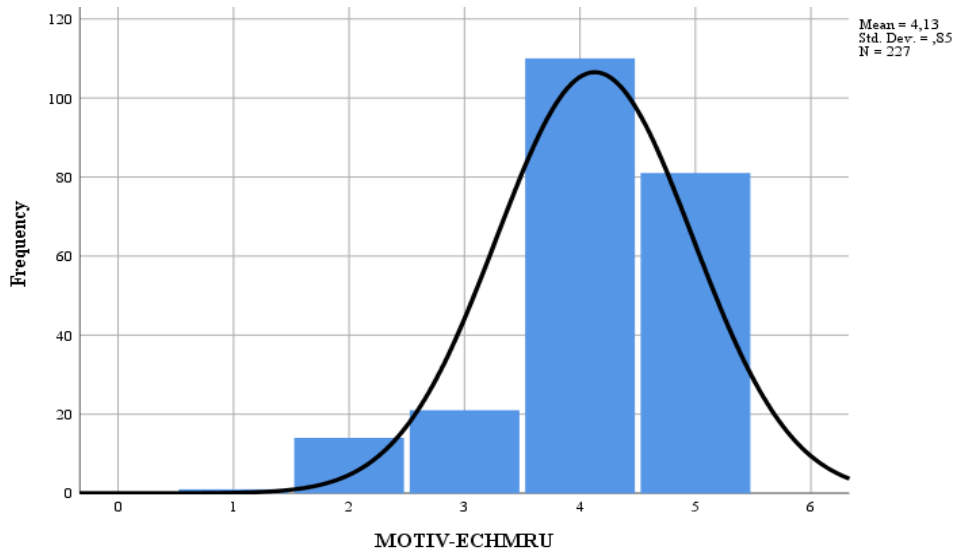
Regarding the question <<To what extent do you consider that these aspects represent factors that lead to the increase of teachers' motivation for teaching activity (REASON-ECHMRU) >>, the subjects stated on average (4.13 / 5) that an HRM coherent and equitable is largely a factor in increasing teachers' motivation.

Distribution of the frequency series of the analytical-qualitative indicator factor for increasing teachers' motivation - coherent and fair HRM

Options	Distribution	Percentage
1. Foarte mica	1	0,4
2. Mică	14	6,2
3. Indiferent	21	9,3
4. Mare	110	48,5
5. Foarte mare	81	35,7
Total	227	100,0

Source: author's contribution

The statistical analysis of the frequency series revealed that the median of the sample is at a distance of -0.13 points respectively corresponds to the value 4/5, which indicates a moderate homogeneity of the sample. The best represented option (with maximum distribution) is of the respondents who stated that a coherent and fair HRM is largely a factor in increasing teachers' motivation.



1. Foarte mică; 2. Mică; 3. Indiferent; 4. Mare; 5. Foarte mare

Histogram of knowledge about: the factor of increasing teachers' motivation - coherent and fair HRM

Source: author's contribution

21 teachers in the UK voted on average (4.19 / 5) in favor of the option that a coherent and fair HRM is largely a factor in increasing teacher motivation. The statistical analysis of the frequency series revealed that the median of the subsample is at a distance of -0.19 points respectively corresponds to the value 4/5, which indicates a moderate homogeneity of the subsample. The standard error of the average of the options expressed by the respondents 3.95 / 5 to the question is 0.164. The best represented option (with maximum distribution) is of the respondents who stated that a coherent and fair HRM is largely a factor in increasing teachers' motivation. The fewest responses highlighted the respondents' opinion that a coherent and fair HRM is to a small extent a factor in increasing teachers' motivation.

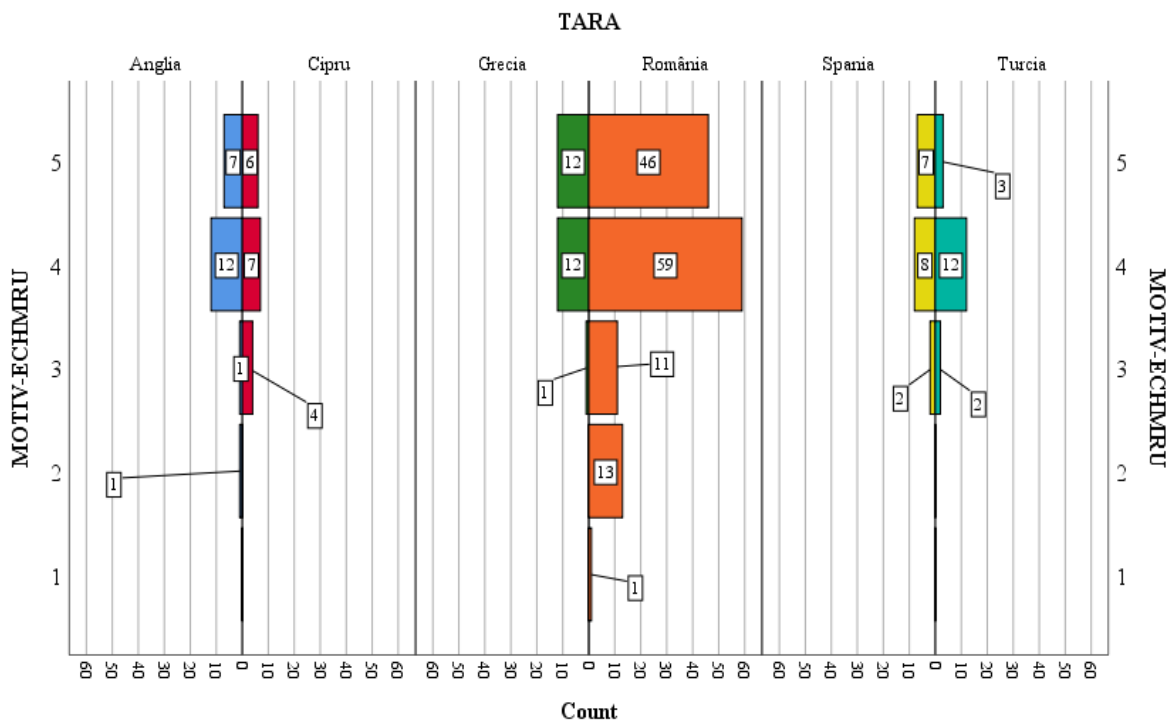
Respondents in the Cyprus education system stated on average (4.12 / 5) that a coherent and equitable HRM is largely a factor in increasing teacher motivation. The statistical analysis of the frequency series revealed that the median of the subsample is at a distance of -0.12 points respectively corresponds to the value 4/5, which indicates a moderate homogeneity of the subsample. The standard error of the average of the options expressed by the respondents 3.47 / 5 to the question is 0.189. The best represented option (with maximum distribution) is of the respondents who stated that a coherent and fair HRM is largely a factor in increasing teachers' motivation. The fewest responses highlighted the respondents' opinion that a coherent and equitable HRM is an average factor in increasing teachers' motivation.

25 respondents from Greece argued, on average (4.44 / 5) that a coherent and fair HRM is largely a factor in increasing teacher motivation. The statistical analysis of the frequency series revealed that the median of the subsample is at a distance of -0.44 points respectively corresponds to the value 4/5, which indicates a moderate homogeneity of the subsample. The standard error of the average of the options expressed by the respondents 4.24 / 5 to the question is 0.117. The best represented option (with maximum distribution) is of the respondents who stated that a coherent and fair HRM is largely a factor in increasing teachers' motivation. The fewest answers highlighted the respondents' opinion that a coherent and fair HRM is an average factor in increasing the motivation of employees in the pre-university system.

A subsample of 130 respondents from Romania stated on average (4.05 / 5) that a coherent and fair HRM is largely a factor in increasing teachers' motivation. The statistical analysis of the frequency series revealed that the median of the subsample is at a distance of -0.05 points respectively corresponds to the value 4/5, which indicates a moderate homogeneity of the subsample. The standard error of the average of the options expressed by the respondents 4.15 / 5 to the question is 0.084. The best represented option (with maximum distribution) is of the respondents who stated that a coherent and fair HRM is largely a factor in increasing teachers' motivation. The fewest answers highlighted the respondents' opinion that a coherent and fair HRM is to a very small extent a factor in increasing teachers' motivation.

17 respondents from Spain stated on average (4.29 / 5) that a coherent and fair HRM is largely a factor in increasing teacher motivation. The statistical analysis of the frequency series revealed that the median of the subsample is at a distance of -0.29 points respectively corresponds to the value 4/5, which indicates a moderate homogeneity of the subsample. The standard error of the average of the options expressed by the respondents 3.65 / 5 to the question is 0.166.

17 teachers and school managers from Turkey stated on average (4.06 / 5) that a coherent and equitable HRM is largely a factor in increasing teacher motivation. The statistical analysis of the frequency series revealed that the median of the subsample is at a distance of -0.06 points respectively corresponds to the value 4/5, which indicates a moderate homogeneity of the subsample. The standard error of the average of the options expressed by the respondents 3.94 / 5 to the question is 0.135.



Structured knowledge diagram by country and intensity levels for the indicator of teacher motivation growth factor - coherent and fair HRM.

Source: author's contribution

Demonstrating research objectives

Regarding the first objective, the analysis of the answers provided by subjects from Romania and the five European countries, showed that human resource management plays an important role in achieving performance in schools, both by decentralizing the education system and reducing bureaucracy, as well as by attracting and maintaining in the system the employees that will bring added value to the institution, respectively by the efficient management of the internationalization elements: mobilities, European projects / training courses.

The second objective of this academic approach was to identify the role of human resource management for teacher performance, in this case the data obtained indicated that, on average, respondents believe that an effective HRM influences structural aspects of teacher performance, of which we mention: coherent and realistic educational policies, decentralization of the education system, promotion of a correct status of the teacher, rewarding teachers with meritorious results, as well as access to free training courses. This is achieved by identifying training needs at the level of pre-university education system, respectively at school level (for example: teacher training for online teaching), followed by organizing or increasing the performance of teachers is their promotion in mass media. Respondents recommended a broader media coverage of the meritorious results obtained by different schools, students and teachers, which would lead to an improvement in the way the teaching profession is perceived, thus motivating both graduates to pursue a career in education and employees should not leave the educational system. At the same time, stability, and predictability, together with a correct competitive environment, stable from a legislative and curricular point of view, contribute to the performance of teachers.

The objective of identifying the role of human resource management for student performance has shown that elements such as material reward for students who win prizes at school competitions, consulting and informing the Student Council on issues of interest to them, and a legislative framework on schooling predictably are aspects that can generate performance in students.

After analyzing of the role of extracurricular activities, we found that the implementation, organization, and development of these activities with various educational, cultural and institutional partners in the country or other European countries, including Erasmus + programs, generates a number of positive effects in achieving school performance. in pre-university education units.

The final objective of this research was to identify the change in human resources management in terms of increased motivation of teachers. Thus, both higher level management and medium and lower-level management are considered to be responsible on average for maintaining an appropriate degree of motivation among teachers. Work organization, materialized in the clear definition of tasks, correlation with effort, manner of communication within the institution and requesting-providing feedback, corroborated with an appropriate salary level increase the degree of motivation of human resources in the pre-university education system.

CHAPTER 4. MODELING HUMAN RESOURCE MANAGEMENT STRATEGIES TO OPTIMIZE PERFORMANCE IN EDUCATION

Based on the analysis performed in Chapter 1, it turned out that the issue of strategic management in education allows a flexible response to change. In the context of the educational space in our country, the human resource involved in the educational process is subject to pressures of managerial efficiency both inside and outside the system, due to the interaction with the human resource formed but affected by the crisis outside the system, but also due to interaction with the ever-increasing requirements and performance standards of the education system amid attempts to align the system with the performance of European systems with a tradition in education.

We are witnessing in recent years (starting with 2017) a change of educational paradigm that imprints the management of human resources in education both through the objectives proposed in accordance with the paradigm shift and by changing the requirements for reporting these objectives by the current human resource employed in the system. education.

These elements allow the objective determination of problems of optimization and efficiency of human resources in the Romanian education system, the result of which can be determined by using statistical modeling procedures, respectively by modeling strategies in relation to performance in education.

Analysis of the evolution of personnel policies in relation to the main structural indicators, respectively the school population and the dynamics of the educational units

In the analyzed period, between 1991 and 2019, characterized by the need to modernize and reform the education system, there are the main stages in changing the structure of the school population (due to factors such as: school dropout, urbanization, lack of qualified staff in rural areas, frequencies personnel policy and curriculum changes, etc.).

For a more complete and statistically coherent picture, we queried the databases of the National Institute of Statistics where we centralized in dynamics between 1991 and 2019 the evolution of the main structural indicators in education.

Dynamics of educational units

From the analysis of the statistical data reported through the National Institute of Statistics, it results that in the period 1991-2019 there was a significant reduction (of 400%) of the educational units in the Romanian educational system, respectively from 28,303 units in 1991 to 7020 units in 2019.

These units have experienced a dynamic structured according to the age level of the educated (participation in education), so it can be seen that in preschool education the dynamics of the number of educational units has been steadily decreasing, following the general trend with a progressively reduced share of from 44% to 17% in 2019.

In the primary cycle, the number of units remained relatively constant as a share in the total number of profile units with a slight increase towards the end of the period above 50%, due to the restriction of the number of state units in pre-university education in the preschool and vocational segment.

An	T.Unitati	Pre.Unitati	PrimGim.Unitati	Lic.Unitati	Prof.Unitati
1991	▲ 28.303	▲ 44%	▼ 48%	▼ 4%	▲ 2%
1992	▲ 28.951	▲ 44%	▼ 48%	▼ 4%	▲ 2%
1993	▲ 29.129	▲ 43%	▼ 48%	▼ 4%	▲ 2%
1994	▲ 29.376	▲ 43%	▼ 47%	▼ 4%	▲ 3%
1995	▲ 29.327	▲ 43%	▼ 48%	▼ 4%	▲ 3%
1996	▲ 29.536	▲ 43%	▼ 47%	▼ 4%	▲ 3%
1997	▲ 29.815	▲ 43%	▼ 47%	▼ 4%	▲ 3%
1998	▲ 29.084	▲ 43%	▼ 48%	▼ 5%	▲ 3%
1999	▲ 29.409	▲ 43%	▼ 47%	▼ 4%	▲ 3%
2000	▲ 27.633	▲ 46%	▼ 48%	▼ 5%	▼ 0%
2001	▲ 24.481	▲ 41%	▬ 52%	▼ 6%	▼ 0%
2002	▲ 24.304	▲ 41%	▬ 52%	▼ 6%	▼ 0%
2003	▲ 23.679	▲ 40%	▬ 53%	▼ 6%	▼ 0%
2004	▬ 18.012	▲ 42%	▼ 48%	▼ 8%	▼ 0%
2005	▼ 14.396	▲ 40%	▼ 49%	▼ 10%	▼ 1%
2006	▼ 11.865	▬ 32%	▬ 54%	▬ 12%	▼ 1%
2007	▼ 8.484	▼ 20%	▲ 59%	▲ 17%	▬ 1%
2008	▼ 8.230	▼ 21%	▲ 58%	▲ 17%	▬ 2%
2009	▼ 8.221	▼ 21%	▲ 57%	▲ 18%	▬ 2%
2010	▼ 8.244	▼ 21%	▲ 56%	▲ 20%	▬ 1%
2011	▼ 7.588	▼ 20%	▲ 56%	▲ 22%	▼ 0%
2012	▼ 7.204	▼ 19%	▲ 56%	▲ 22%	▼ 0%
2013	▼ 7.069	▼ 17%	▲ 57%	▲ 23%	▼ 0%
2014	▼ 7.074	▼ 17%	▲ 57%	▲ 23%	▼ 0%
2015	▼ 7.127	▼ 17%	▲ 57%	▲ 22%	▼ 0%
2016	▼ 7.108	▼ 17%	▲ 57%	▲ 22%	▼ 0%
2017	▼ 7.010	▼ 17%	▲ 57%	▲ 22%	▼ 1%
2018	▼ 7.047	▼ 17%	▲ 57%	▲ 21%	▼ 1%
2019	▼ 7.020	▼ 17%	▲ 57%	▲ 21%	▬ 1%

The table of educational units by dynamic schooling levels in the period 1991-2019

Source: author processing according to INS data [<https://insse.ro/cms/>]

If in pre-school education the educational offer was taken over by private units, in vocational education this contributed to the drastic reduction of representativeness (which since 2009 has reached 0% of the total existing educational institutions at national level). The year 2009 can be considered a critical point, vocational education being practically abolished following the decision of the Ministry of Education, Research, Youth and Sports not to allocate tuition for arts and crafts schools (SAM), the consequence being an increase in the number of places in high school education by assimilating the schooling figures related to SAMs (METCS, 2010). The effects on vocational education have materialized in the disappearance of a form of education with a long tradition in our country, but especially in the fact that it has generated an accentuation of the discrepancies between the existing requirements on the labor market and the educational offer provided by secondary education.

Dynamics of the school population

If the dynamics of educational units relates to the material aspect of the demand for human resources in the pre-university education system by direct reference to the dynamics of the units, we could consider that the demand for human resources is constantly decreasing. This aspect is false because, concerning the background of the development of the school curriculum and the

curricular changes, the Romanian education system has been adapted in recent years, due to the European objectives of operationalization and efficiency of the education system, corroborated with cohesion and development policies. promoted by the European Union.

In this sense, it is interesting to study the school population and its structure represented horizontally (over time) and vertically, by age levels related to the various stages of student training. It is observed that in the period 1991-2019 the dynamics of the school population is increasing on the background of the access to the system of the preparatory class and of the increase of the accessibility of education through digitalization.

The picture of the school population in pre-university education by dynamic schooling levels in the period 1991-2019

An	T.populatie	Pre.populatie	PrimGim.populatie	Lic.populatie	Prof.populatie	Post.populatie
1991	179	15%	54%	20%	7%	1%
1992	166	15%	55%	16%	8%	1%
1993	160	16%	55%	15%	7%	1%
1994	156	16%	55%	16%	7%	1%
1995	157	16%	55%	16%	6%	1%
1996	159	15%	54%	17%	6%	1%
1997	157	14%	54%	17%	6%	2%
1998	160	13%	55%	16%	5%	2%
1999	157	13%	55%	16%	5%	2%
2000	166	13%	55%	15%	5%	2%
2001	186	13%	53%	15%	5%	2%
2002	187	14%	51%	16%	6%	2%
2003	190	14%	49%	16%	6%	1%
2004	248	14%	47%	17%	6%	1%
2005	306	15%	45%	18%	7%	1%
2006	368	15%	44%	18%	7%	1%
2007	512	15%	42%	18%	6%	1%
2008	535	15%	41%	18%	5%	1%
2009	526	15%	41%	18%	4%	1%
2010	534	15%	39%	19%	3%	1%
2011	557	16%	40%	20%	1%	2%
2012	554	17%	41%	22%	0%	2%
2013	550	15%	45%	21%	1%	2%
2014	537	15%	46%	20%	1%	3%
2015	524	15%	46%	19%	1%	3%
2016	512	15%	47%	18%	2%	3%
2017	513	15%	47%	18%	2%	3%
2018	508	15%	47%	18%	3%	3%
2019	505	15%	47%	18%	3%	3%

Source: author processing according to INS data [<https://insse.ro/cms/>]

It is observed that the preschool population maintains its relatively constant level of representation in the total school population at 15%, the school population in the gymnasium is decreasing by at least 7% at the end of the period compared to the beginning of the period - 1991, while the population in the vocational education system it has a representation of 0% in 2011, and then, until the end of the period, there will be (under the impact of the pressure exerted by economic agents) a small recovery that brings it to a percentage of representativeness of 3%, which means that pre-university vocational training is not very desirable in Romania, in the same situation being the school population employed in post-secondary education.

Personnel dynamics in the pre-university education system

The dynamics of the personnel in the pre-university education system is increasing up to 3 times in the analyzed period, the most significant share being found in the primary and secondary education system where at the end of the period approximately 50% teachers in the education system

The picture of the staff employed in pre-university education on dynamic schooling levels in the period 1991-2019

An	T.personal	Pre.personal	PrimGim.personal	Lic.personal	Prof.personal	Post.personal
1991	10	14%	60%	19%	2%	0%
1992	9	13%	58%	20%	2%	0%
1993	10	13%	58%	20%	2%	1%
1994	10	13%	57%	21%	2%	1%
1995	10	13%	57%	20%	2%	1%
1996	10	13%	56%	20%	3%	1%
1997	11	13%	56%	21%	2%	1%
1998	11	12%	56%	21%	3%	1%
1999	11	12%	56%	21%	2%	1%
2000	11	12%	55%	22%	1%	0%
2001	12	12%	55%	22%	2%	0%
2002	12	12%	55%	22%	2%	1%
2003	12	12%	54%	21%	2%	1%
2004	16	12%	54%	21%	2%	0%
2005	20	12%	53%	22%	2%	0%
2006	24	13%	51%	22%	2%	0%
2007	33	13%	51%	22%	2%	0%
2008	34	13%	50%	22%	2%	0%
2009	34	14%	50%	22%	2%	0%
2010	33	14%	50%	22%	1%	0%
2011	33	15%	49%	24%	0%	0%
2012	34	15%	49%	24%	0%	1%
2013	35	14%	50%	23%	0%	1%
2014	35	14%	51%	23%	0%	1%
2015	34	15%	50%	23%	0%	1%
2016	33	15%	50%	23%	0%	1%
2017	34	15%	49%	23%	0%	1%
2018	34	15%	50%	23%	0%	1%
2019	33	15%	49%	23%	1%	1%

Source: author processing according to INS data [<https://insse.ro/cms/>]

On the 2nd place, with an ascending dynamic (of 4% in the analyzed interval) we can find the staff employed in high school, on the 3rd place - the staff from preschool education, while the staff from vocational or post-secondary schools is very poorly represented (critical level 0 being reached in 2011) so that currently the level of representativeness of these 2 categories is 1%. It results from the analyzed above that the structuring based on curricular documents of learning contents is the main factor generating human resource demand in the Romanian education system, emphasizing especially basic training levels, based on the minimum knowledge of the student and being characterized by a poor representation of performance at the transdisciplinary and intercurricular level.

Modeling human resource management strategies in relation to structural indicators at national level for all levels of education through statistical query techniques

The proposed model is based on the least squares method using multiple linear regression and was developed through SPSS version 2 statistical programs and Gretl version 2020.

In order to determine the human resource management strategies in relation to the structural indicators at national level, the following working hypotheses are formulated that will be demonstrated to model the structural indicators at general and sequential level on schooling levels:

H1 The intrinsic motivation of the efficiency and effectiveness of the human resource management process in the education system is represented by the educational finalities based on the relationship of direct proportionality and dependence between the variables of the general model.

H2 Due to the liberalization of the educational offer on the preschool segment for private entities, the entropy of the system in terms of correlating human resources with the determined factors is low.

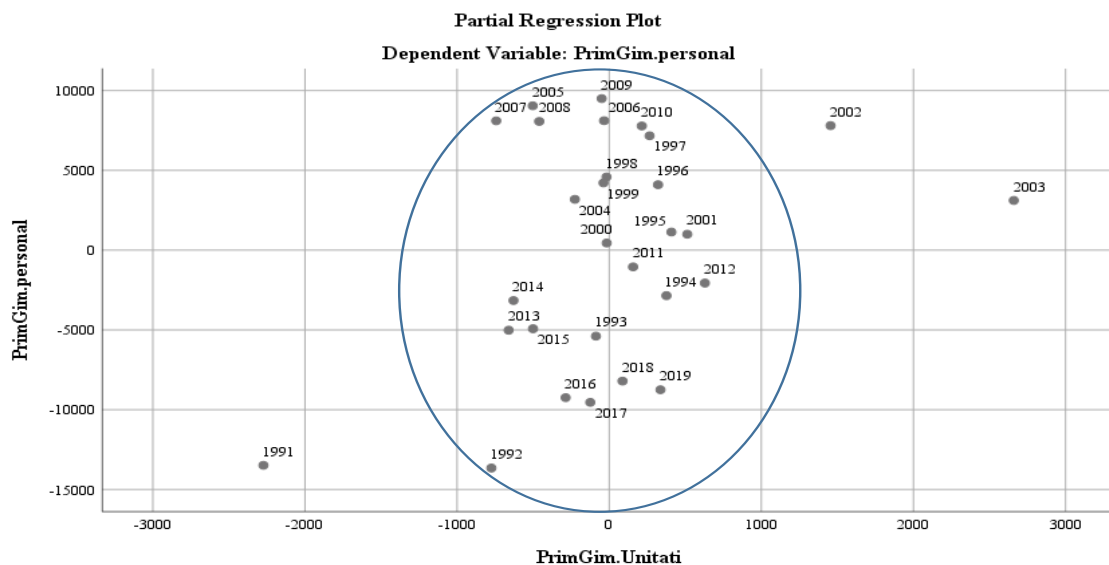
H3 HRM pressure on the active involvement of teachers in performance education is directly dependent on the desirability of the occupational-performance issue for teachers in the pre-university, primary and secondary education system.

H4 At the high school level, the number of teachers employed in the education system increases depending on the educational strategies promoted by the authorities.

Next, we modeled the human resource management strategies by general evaluation according to the students' level of schooling: the general model, as well as the particular models related to the preschool, primary-gymnasium, respectively high school level.

We find that the distribution is mononucleic, which means that the entropy of the system related to the curricular dynamics is high and rigid. The turning point is 2003 and the year of the change in the educational structure after the 1989 Revolution. consistent in the field.

Thus, we can deduce that HRM pressure on the active involvement of teachers in performance education is high and requires the facet of occupational performance in such a way that it becomes desirable for teachers in pre-university, primary and secondary education (H3). The modalities of transforming the issue into an optional issue are the subject of modeling the motivation of teachers based on the questionnaire administered at European level.



Scatter diagram - for the representation of the dependency variable in relation to the values of the first regression variable - number of school units

Source: author's contribution

Following the modeling performed in this chapter we noticed that there is a relationship of variable interdependence of macroeconomic indicators: school population, school infrastructure, number of staff employed in the pre-university education system, and this variability is directly influenced by the level of schooling for which it is evaluated the interdependence relationship. The dynamics showed binucleic variations, which is assimilated to the paradigm shift of education starting with 2003 and continuing with 2011 and 2017, years that represented major structural changes in education and had repercussions on HRM. From the point of view of the motivational

relationship (factors and results) it is found that modeling has determined at least two motivational models of teachers in European countries.

The model of proactive mentality represented by teachers working in Spain, England, Cyprus is the model that reacts sensitively to performance driven by educational and professional development goals.

The model of the mercantile mentality is represented by the teachers from Romania, Turkey, and Greece, who condition the performance by the advantages perceived as sufficient after the performance of the didactic activity.

At the same time, it was found that Cyprus represents a mixed mentality that reacts to professional stimuli but finds its motivation through the mercantile spirit.

CHAPTER 5. GENERAL CONCLUSIONS, ORIGINAL CONTRIBUTIONS, LIMITS OF RESEARCH AND PERSPECTIVES

In a constantly evolving educational world, one of the keys to success is knowing how to anticipate the change and the possible impact it will have on all aspects of the education system, in the medium and long term. As a result of the increasing progress registered at the level of all fields of activity, the pre-university education institutions face a series of challenges that determine the recalibration, rethinking and adaptation of the educational act, of the human resources management or of the way of rendering the performances to the new realities. and requirements of both labor markets and society at large.

Thus, pre-university education institutions need to adapt to current trends, continually improve and identify opportunities for improvement in order to make progress. In the face of changes imposed by global institutional development, pre-university institutions must show a particular interest at national level and cope with changes in technology, opportunities for rapid access to information and identify tools and ways to improve activity carried out in the context of sustainable development.

As the impact of the pandemic has been abrupt and, in the vast majority of states, there has been no strategy for such situations, it is important at this time to start a process of conceptualizing the way out of the crisis, respecting the principle of inclusion and equality. chances.

At both systemic and institutional level, it is recommended to anticipate a possible extension of the course suspension, which would lead to the configuration, debate and adoption of educational policies and institutional strategies in the short, medium and long term, clear and with practical viability, which must be directed in the following directions:

- concentrating efforts in the direction of training and continuous training of human resources for online teaching (free courses with addressability to all teachers, regardless of specialization);
- guaranteeing equity and equal opportunities in terms of access to education for all students, regardless of their social background.
- designing pedagogical approaches for formative evaluation.
- generating support mechanisms for students from disadvantaged backgrounds or risk categories (children with parents who have gone abroad, from single-parent families / with many children / from migrant families);

- ensuring clear measures, methodologies and application norms that regulate the conditions of organization and development of classes within the educational units, in compliance with the sanitary security norms.
- identifying and allocating the financial resources necessary to continue the instructive-educational process in the online environment (providing tablets, connection and internet access), but also in the physical environment (providing disinfectants, protective masks, textbooks, reducing the number of students at class, providing replacement staff in case of teachers' illness);
- promoting collaboration at national and international level, encouraging the exchange of good practices and the common use of educational and technological resources.

Regarding the impact of the pandemic on the pre-university education system and implicitly on the performance of all actors in the system, it can be seen that the way students became involved in online learning during the pandemic was affected by infrastructure and equipment. electronic, respectively internet access, but also the support and involvement shown by their parents in motivating and encouraging them to participate in lessons and use the educational resources provided by teachers.

During the second semester of the 2019-2020 school year, the poor organization of online teaching involved, for the most part, the use of written messaging applications, along with platforms that facilitate the organization of educational content in a format dedicated to this mode of interactions in the educational process (Moodle, Google Classroom, etc.) or platforms that allow video conferencing with a large number of participants (Zoom, Webex).

With all the unfavorable and totally new context in which the instructive-educational process took place, there are, however, elements of academic performance registered at the level of pre-university education: the results registered at the National Evaluation and at the Baccalaureate. According to the final results recorded by the 8th grade graduates who took the National Evaluation 2020 (including after solving the appeals in the special stage), out of the 160,663 candidates present, 122,357 candidates obtained averages greater than or equal to 5, representing a percentage of 76, 20% of the total. Of these, 892 candidates obtained an overall average of 10. At the baccalaureate exam, out of 155,639 registered candidates, 64.5% passed, and 307 graduates obtained an overall average of 10, an unprecedented number in the last 16 years.

From our research perspective, we can conclude that the proposed models manage to capture the differences between theoretical and practical approaches to educational development strategy based on skills and performance, building a useful tool for decision makers to adjust vulnerabilities through concrete measures such as : combining formal schooling with extracurricular activities and motivating teachers through HRM actions / strategies (mainly aimed at: promoting a fair status of teachers, attracting the local community and educational partners in collaboration with teachers; increasing flexibility and creating appropriate tools to facilitate bureaucratic tasks, involving high-level management in providing motivational tools for staff).

From the presented research, there is a relationship of direct proportionality and dependence between the vectors of school activity (number of school units, school population and staff employed in the education system). The intrinsic motivation for the efficiency and effectiveness of the human resources management process in the education system is the educational objectives translated into clearly defined training objectives (SMART type), which professionally motivate human resources as a factor of competitiveness and access to the education system.

We considered that a comparative study on the motivation of teachers in our country and in five other European countries: Great Britain, Spain, Greece, Turkey, and Cyprus, to analyze the determinants, so as to reach a level of performance as higher, based on specific indicators of comprehension, is a topical and useful topic for both representatives in the area of upper-management, middle-management, and school managers.

The results of the research confirmed that following a study of efficiency and effectiveness, pre-university education units can significantly improve their educational performance both by implementing educational policies in human resource management and by creating a synergistic link between non-formal learning and education. formal by combining the teaching-learning activity with the extracurricular activities.

From an empirical point of view, this scientific approach deals with significant aspects regarding the topicality of the option for motivating teaching staff, making an educational journey that brings to attention the characteristics of the pre-university education system, as shown by the SWOT analysis for each educational system. From a pragmatic perspective, the study is a useful assessment for both teachers and school management teams, as well as local and national educational partners (representatives of the local community and ATUs, parents of students, various cultural institutions, media), as well as and European partners (pre-university and university education units with which transnational educational projects are implemented and carried out, training courses and mobilities within the Erasmus + strategic partnership programs).

Personal contributions

The research in this doctoral thesis aimed to highlight the theoretical and practical aspects of the relationship between strategic management and motivation of human resources in the pre-university education system and is embodied in an original and objective approach. Thus, throughout the various stages of research, I aimed to obtain results in accordance with the proposed objectives by using methods and techniques specific to quantitative research, considering that they were the most appropriate for my scientific endeavor.

For this doctoral thesis, the research was carried out for three years 2018-2021, using standardized working methods established for research and statistical analysis.

The analysis methodology was adapted to the above-mentioned research, my contributions can be summarized as follows:

- comparative study on the educational systems in Romania and five other European countries.
- clear and concrete definition of the indicators regarding the motivation of human resources in the Romanian pre-university education system.
- elaboration of questionnaires to evaluate the options of teachers and school managers in the six countries in connection with the motivation of human resources in education and its implications on the strategic management of educational units.
- the application of evaluation questionnaires, as well as their processing through the use of statistical query methods.
- identifying and proposing measures and recommendations necessary to improve the motivational climate in pre-university education units, adapted to the identified situational contexts (the new educational paradigm generated by the Covid-19 pandemic).

As can be seen from the aspects mentioned above, this doctoral research represents a methodological guide for identifying the factors that influence the motivation of teachers, which can be used as a starting point in conducting future research. At the same time, I believe that the results obtained contribute to a deeper understanding of the relationship between performance in education and the level of motivation of staff, a topic with particular relevance and practical applicability.

Research ethics

Throughout my doctoral research, I followed all the recommendations of academic ethics. After we initiated the research, we took several ethical actions in order to ensure that all employees in the pre-university system were interested in participating in the research respectively to make them trust that we would not disclose any information about their identity and also that they are allowed to quit at any time during the study. We also complied with the requirement to analyze and discuss the research results, without commenting on a specific respondent participating in this study.

Limits of research

The author's scientific approach has the following limitations:

- The questionnaires were sent physically but also online, which required access to online communication networks and electronic communication skills from the respondents.
- The way of structuring the questions in the questionnaire can generate a certain degree of subjectivism on the part of the respondents and some of the answers can be affected by the professional experience and the way of understanding some concepts present in the research.
- The research was carried out on a sample of teacher's representative for Romania, and regarding the sample from European countries it covers only 5 countries, the area being conditioned by the size of the Erasmus + project.
- The existence of some schools / school managers that did not send for completion the questionnaires among the teachers.
- The existence of a group of subjects who did not comply with the request to complete the submitted questionnaires.

Future directions of research

Starting from the results of this scientific approach framed by the limits of research but also by the series of research opportunities, the following future research directions can be outlined:

- Implementation of new methods and tools to increase the performance of both the activity of teachers and the level of school managers.
- Identifying new ways to solve the problems currently facing, especially in a pandemic context, the education system and, especially, teachers, through continuous research of the effects and ways to improve performance.
- Development of sets of practical measures on how to improve online and offline teaching to increase the performance of both teachers and students.
- Extending the research to schools and other regions of the country, possibly other states, followed by comparative analysis of these results.
- Accessing funds, respectively implementing various projects that allow appropriate mobility and facilities and that will generate benefits for the entire community.

- Extending the study and the modeling process using other indicators, respectively their dynamics in order to capture several facets of the process of motivating human resources in Romanian pre-university education.
- Creating new performance indicators at the level of human resource management within the educational units, starting from the need to improve the teachers, the school managers but also the students' performances.
- Carrying out a comparative analysis of the impact of human resources management policies on the motivation of teachers in university and pre-university education systems, respectively, from the perspective of increasing the quality of the educational act and performance.
- The author also aims to expand, at a future stage of research, the issue of human resource management in the new educational paradigm generated by the Covid-19 pandemic, with the intention of disseminating to the state and private educational environment the results obtained. in a useful tool that would help school managers and teachers in awareness of the importance of motivating human resources and in choosing the most effective strategies and tools to motivate employees, in order to effectively improve the parameters of school performance.

Dissemination of research results in academia and science

✦ Elaboration and publication of articles in the ISI journal with Impact Factor as sole author, first author or corresponding author

📖 Daniel Lovin, Monica Raducan, Alexandru Capatina, Nicoleta Cristache. 2021. *Sustainable Knowledge Transfer from Business Simulations to Working Environments: Correlational vs. Configurational Approach*, Sustainability 13, no. 4: 2154. <https://doi.org/10.3390/su13042154>

✦ Elaboration and publication of articles in specialized journals and volumes of scientific events (including ISI Proceedings volume), as sole author, first author or corresponding author

📖 Monica Niță Răducan, Nicoleta Cristache, Cosmin Mățiș, *The Role of Human Resource Management In Romanian Pre-University Education During the Covid-19 Pandemic*, PROCEEDINGS OF THE 14th International Management Conference “Management Strategies For High Performance” 5-6th November, 2020, Bucharest, ROMÂNIA, ISSN 2286-1440, ISSN-L 2286-1440. 2019, (13th International Management Conference on Management Strategies for High Performance (IMC)). (http://conferinta.management.ase.ro/archives/2019/pdf/1_18.pdf).

📖 Tincuța Vrabie, Geanina Colan, Aura Colan, Monica Răducan, *Quality Management in Public Institutions: Meaning and Implications*, PROCEEDINGS OF THE 13th International Management Conference “Management Strategies For High Performance” 31st October – 1st November, 2019, Bucharest, ROMÂNIA, ISSN 2286-1440, 2019;179-186, WOS:000587901000018, (13th International Management Conference on Management Strategies for High Performance (IMC)). (http://conferinta.management.ase.ro/archives/2019/pdf/1_18.pdf).

📖 Monica Răducan, Tincuța Vrabie, Nicoleta Cristache, Liviu Marian Popa, *A Strategic Approach to Human Resource Management in Romanian Pre-University Education*,

Proceedings Of The 13th International Management Conference “Management Strategies For High Performance” 31st October – 1st November, 2019, Bucharest, ROMÂNIA, ISSN 2286-1440, 2019;931-940, WOS:000587901000092, (13th International Management Conference on Management Strategies for High Performance (IMC)).

(http://conferinta.management.ase.ro/archives/2019/pdf/4_15.pdf).

❖ Articles in journals indexed in international databases

📖 Răducan Niță Monica, *Approaches Regarding the Continuous Training of Human Resources in Education as an Element of School Performance in the Context of Organizational Culture*, Conferința Internațională „Riscul în Economia Contemporană”, Ediția a XXII-a, Secțiunea Management - Marketing, Facultatea de Economie și Administrarea Afacerilor din cadrul Universității „Dunărea de Jos” din Galați, sub egida Asociației Facultăților de Economie din România (AFER), Societății Academice de Management din România (SAMRO) și European Foundation of Management Development (EFMD), ISSN 2067-0532, ISSN-L 2344-5386, http://www.rce.feaa.ugal.ro/images/stories/RCE2021/Conference_Program_Sections.pdf.

📖 Răducan (Nita) Monica, Matis Cosmin, *The Impact of Human Resources Management Policies on Teachers' Performance in Pre-university Education: A Comparative Analysis of Romania and Other States*, Conferința Internațională „Riscul în Economia Contemporană”, Ediția a XXI-a, Secțiunea Management - Marketing, Facultatea de Economie și Administrarea Afacerilor din cadrul Universității „Dunărea de Jos” din Galați, ISSN-L 2067-0532 ISSN online 2344-5386 , http://www.rce.feaa.ugal.ro/images/stories/RCE2020/Raducan_Matis.pdf

📖 Monica Răducan, Tincuța Vrabie, Aura Colan, Natalia Blănaru, Nicoleta Cristache, *The Assessment of Risk Management and the Main Characteristics of a Proactive Educational System in Romania*, Annals of “Dunărea de Jos” University of Galați Fascicle I. Economics and Applied Informatics Years XXVI, 2020;2:136-141, Print ISSN-L 1584-0409, ISSN-Online 2344-441X, (<http://www.eia.feaa.ugal.ro/index.php/archive/2020-no-2>), (http://www.eia.feaa.ugal.ro/images/eia/2020_2/Raducan_Vrabie_Colan_Bulgaru_Cristache_Matei.pdf)

📖 Monica Răducan, Tincuța Vrabie, Aura Colan, Gianina Colan, Nicoleta Cristache, Vasile Cristia, *The Influence of Management Style and Socio-Cultural Factors on the Education System in the European Union Countries*, Annals of "Dunărea de Jos" University of Galați, Fascicle I. Economics and Applied Informatics Years XXVI, 2020;26(1):115-120, Print ISSN-L 1584-0409, Online ISSN 2344-441X, (<http://www.eia.feaa.ugal.ro/index.php/archive/2020-no-1>), (http://www.eia.feaa.ugal.ro/images/eia/2020_1/Raducan_Vrabie_Colan_Colan_Cristache_Cristia.pdf).

📖 Geanina Colan, Tincuța Vrabie, Monica Răducan, *Marketing Mix Approaches in Educational Services and Public Administration*, volumul International Conference “Risk in Contemporary Economy”, ISSN-L 2067-0532 ISSN online 2344-5386, XXth Edition, 2019, Galați, România,

“Dunărea de Jos” University of Galați, România – Faculty of Economics and Business Administration, 2019; 361-377, DOI <https://doi.org/10.35219/rce2067053242>, (http://www.rce.feaa.ugal.ro/images/stories/RCE2019/Colan_Vrabie_Raducan.pdf).

📖 Irina Antoaneta Tănăsescu, Monica Răducan, *Intercultural Education - Motivating and Growing Factor of the Didactic Act among Teachers and Pupils*, volumul International Conference “Risk in Contemporary Economy”, ISSN-L 2067-0532 ISSN online 2344-5386, XXth Edition, 2019, Galați, România, “Dunărea de Jos” University of Galați, România – Faculty of Economics and Business Administration, 2019; 278-287, DOI <https://doi.org/10.35219/rce2067053232> http://www.rce.feaa.ugal.ro/images/stories/RCE2019/Tanasescu_Raducanu.pdf

📖 Geanina Colan, Monica Răducan, Georgeta Beatrice Petrache Lang, Irina Susanu, *Using the focus group method to determine the adults’ needs for continuous professional development*, Conferința Internațională „Riscul în Economia Contemporană”, Ediția a XIX-a, 2018, Facultatea de Economie și Administrarea Afacerilor din cadrul Universității „Dunărea de Jos” din Galați, ISSN-L 2067-0532 ISSN online 2344-5386, DOI: <https://doi.org/10.26397/RCE2067053225>, (http://www.rce.feaa.ugal.ro/images/stories/RCE2018/Colan_Raducan_Lang_Susanu.pdf)

📖 Geanina Colan, Marilena Râpă, Diamanta Bulai, Monica Răducan, *Adults’ Educational Needs and Continuous Professional Development*. Conferința Internațională „Riscul în Economia Contemporană”, Ediția a XVIII-a, 2017, Facultatea de Economie și Administrarea Afacerilor din cadrul Universității „Dunărea de Jos” din Galați, LUMEN Proceedings. <https://doi.org/10.18662/lumproc.rce2017.1.6>, http://www.rce.feaa.ugal.ro/images/stories/RCE2017/papers/RCE_2017_74-82.pdf

✦ Participation and presentation of papers, within the Scientific Conference of the Doctoral Schools SCDS-UDJG (volumes of national conferences)

📖 Monica (Răducan) Niță, *The impact of motivating factors on human resource performance in Pre-University Education*, Conferința Științifică a Școlilor Doctorale din Universitatea „Dunărea de Jos” din Galați, ”Perspective și provocări în cercetarea doctorală”, 5-6 iunie 2021, Galați, (poster), (<http://www.cssd-udjg.ugal.ro/index.php/abstracts-2022>)

📖 Monica (Răducan) Niță, *Analysis of human resource management policies at the level of pre-university education systems in Romania and other states*, Conferința Științifică a Școlilor Doctorale din Universitatea „Dunărea de Jos” din Galați, ”Perspective și provocări în cercetarea doctorală” Decembrie 2020, Galați, (poster), (<http://www.cssd-udjg.ugal.ro/index.php/2020/programme-2020>)

📖 Monica (Răducan) Niță, *Influence of Motivation on Human Resource Management Competitiveness in Pre-University Education*, Conferința Științifică a Școlilor Doctorale „Perspective și provocări în cercetarea doctorală” Universitatea „Dunărea de Jos” din Galați (SCDS-UDJG)-2019, (poster), (<http://www.cssd-udjg.ugal.ro/index.php/2019/abstracts-2019>)

❖ **Participation and presentation of papers in national / international conferences in the field, proven by the conference program (volumes of international conferences)**

- 📖 Răducan Niță Monica, *Approaches Regarding the Continuous Training of Human Resources in Education as an Element of School Performance in the Context of Organizational Culture*, Conferința Internațională „Riscul în Economia Contemporană”, Ediția a XXII-a, Secțiunea Management - Marketing, Facultatea de Economie și Administrarea Afacerilor din cadrul Universității „Dunărea de Jos” din Galați, sub egida Asociației Facultăților de Economie din România (AFER), Societății Academice de Management din România (SAMRO) și European Foundation of Management Development (EFMD), ISSN 2067-0532, ISSN-L 2344-5386, http://www.rce.feaa.ugal.ro/images/stories/RCE2021/Conference_Program_Sections.pdf.
- 📖 Răducan (Nita) Monica, Matis Cosmin, *The Impact of Human Resources Management Policies on Teachers' Performance in Pre-university Education: A Comparative Analysis of Romania and Other States*, Conferința Internațională „Riscul în Economia Contemporană”, Ediția a XXI-a, Secțiunea Management - Marketing, Facultatea de Economie și Administrarea Afacerilor din cadrul Universității „Dunărea de Jos” din Galați, sub egida Asociației Facultăților de Economie din România (AFER), Societății Academice de Management din România (SAMRO) și European Foundation of Management Development (EFMD), ISSN-L 2067-0532 ISSN online 2344-5386 http://www.rce.feaa.ugal.ro/images/stories/RCE2020/Raducan_Matis.pdf
- 📖 Monica Niță Răducan, Nicoleta Cristache, Cosmin Mățiș, *The Role of Human Resource Management In Romanian Pre-University Education During the Covid-19 Pandemic*, PROCEEDINGS OF THE 14th International Management Conference “Management Strategies For High Performance” 5-6th November, 2020, Bucharest, ROMÂNIA, ISSN 2286-1440, ISSN-L 2286-1440.
- 📖 Tincuța Vrabie, Geanina Colan, Aura Colan, Monica Răducan, *Quality Management in Public Institutions: Meaning and Implications*, Proceedings Of The 13th International Management Conference “Management Strategies For High Performance” 31st October – 1st November, 2019, Bucharest, România, ISSN 2286-1440, 2019;179-186, WOS:000587901000018, (13th International Management Conference on Management Strategies for High Performance (IMC)). (http://conferinta.management.ase.ro/archives/2019/pdf/1_18.pdf)
- 📖 Monica Răducan, Tincuța Vrabie, Nicoleta Cristache, Liviu Marian Popa, *A Strategic Approach to Human Resource Management in Romanian Pre-University Education*, Proceedings Of The 13th International Management Conference “Management Strategies For High Performance” 31st October – 1st November, 2019, Bucharest, România, ISSN 2286-1440, 2019;931-940, WOS:000587901000092, (13th International Management Conference on Management Strategies for High Performance (IMC)), (http://conferinta.management.ase.ro/archives/2019/pdf/4_15.pdf).

- 📖 Irina Antoaneta Tănăsescu, Monica Răducan, *Intercultural Education - Motivating and Growing Factor of the Didactic Act among Teachers and Pupils*, volumul International Conference "Risk in Contemporary Economy", ISSN-L 2067-0532 ISSN online 2344-5386, XXth Edition, 2019, Galați, România, "Dunărea de Jos" University of Galați, România – Faculty of Economics and Business Administration, 2019; 278-287, DOI <https://doi.org/10.35219/rce2067053232>
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- 📖 Geanina Colan, Marilena Râpă, Diamanta Bulai, Monica Răducan, *Adults' Educational Needs and Continuous Professional Development*. Conferința Internațională „Riscul în Economia Contemporană”, Ediția a XVIII-a, 2017, Facultatea de Economie și Administrarea Afacerilor din cadrul Universității „Dunărea de Jos” din Galați, LUMEN Proceedings. <https://doi.org/10.18662/lumproc.rce2017.1.6>,
http://www.rce.feaa.ugal.ro/images/stories/RCE2017/papers/RCE_2017_74-82.pdf

❖ Quotations (in BDI articles) for two articles

- 📖 Monica Raducan, Tincuța Vrabie, Aura Colan, Gianina Colan, Nicoleta Cristache, Vasile Cristia, *The Influence of Management Style and Socio-Cultural Factors on the Education System in the European Union Countries*, Annals of "Dunărea de Jos" University of Galați, Fascicle I. Economics and Applied Informatics Years XXVI, 2020;26(1):115-120, Print ISSN-L 1584-0409, Online ISSN 2344-441X, (<http://www.eia.feaa.ugal.ro/index.php/archive/2020-no-1>),
http://www.eia.feaa.ugal.ro/images/eia/2020_1/Raducan_Vrabie_Colan_Colan_Cristache_Cristia.pdf).
- 📖 Tincuța Vrabie, Geanina Colan, Aura Colan, Monica Răducan, *Quality Management in Public Institutions: Meaning and Implications*, Proceedings Of The 13th International Management Conference "Management Strategies For High Performance" 31st October – 1st November, 2019, BUCHAREST, ROMÂNIA, ISSN 2286-1440, 2019;179-186, WOS:000587901000018, (13th International Management Conference on Management Strategies for High Performance (IMC)). (http://conferinta.management.ase.ro/archives/2019/pdf/1_18.pdf).

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