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**MANAGEMENT OF PRE-SCHOOL
EDUCATION INSTITUTIONS - TRAINING AND
INCREASING STAFF QUALITY**

BY

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Abstract. This paper presents a bibliographic analysis of human resource management focused on improving personnel quality. It addresses three questions: whether personnel quality is a managerial issue, how human resource quality can be improved, and how personnel policies influence the quality of the educational process. The analysis supports the view that human resource management is a scientific field requiring integrated personnel policies aligned with organizational strategy. Such alignment contributes to improved work processes, increased employee commitment, higher performance, and greater organizational efficiency.

Education and educational management remain interdisciplinary research areas shaped by organizational and social change. Key contributions in personnel management and educational leadership are provided by authors such as Filippo, Boxall and Purcell, Farnham, Storey, Wright and McMahan, Keenoy, and Armstrong. Studies by Hoy, Bayne-Jardine, and Wood emphasize that staff professionalism is a central organizational indicator, directly influencing parents' and students' trust in school management. Effective organizational change must recognize human diversity within institutions (Walker *et al.*, 2007). The paper highlights the social importance of educational quality and human resources, echoing John Gray's view that human potential can always be improved.

Keywords: quality, human resource, management, research, studies.

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1. Introduction

If, according to Peter F. Drucker's well-known definition (1974), "management means organizing resources in order to achieve satisfactory performance and carry out economic activity based on material and human resources," more recent studies show that the issue of quality in education has become significant for the social environment because all the fundamental aspects and activities of civilization begin with and depend on the level of education and, as an expression of it, the quality of the human resource. Among the important directions that guide managerial activity here, we can mention: combining leadership and personal responsibility, promoting staff based on competence and professionalism, promptness, and efficiency. These aspects are far from negligible, especially when the level of training is clearly reflected either in discrepancies between targeted objectives or in a deficient leadership act. In a simple deterministic expression, the quality of education in some institutions is merely an echo of Peter's Principle, the qualitative level of the staff being the percentage-based expression of the ratio between compliance with existing standards and the negative effects of current personnel selection practices.

2. Quality—a systemic ideal

The means of improving the quality of human resources are generally defined as "a set of methodological, organizational, informational, decisional, psycho-sociological, and motivational elements (subsystems) within the school institution through which managerial processes and relationships are exercised, aimed at in order to achieve efficiently the objectives" (Nicolescu, 1993).

In this regard, within educational management, the following principles are activated for quality improvement:

1) the principle of efficiency – which involves using managerial methods and techniques that ensure the objectives of the institution are achieved with maximum efficiency.

2) the principle of motivation – which can be achieved by establishing and using moral and material stimuli by higher-level managers to encourage organizational behavior in everyone for meeting the proposed goals.

3) The principle of participative management – which involves engaging employees in solving management processes and relationships, regardless of their complexity (it has been observed that such involvement increases loyalty, motivation, and participation in the functionality of the system and improves efficiency).

4) the principle of aligning capabilities with requirements – expresses the necessity of adapting the management system to external demands by increasing the quality.

Therefore, we can consider that the director of educational institutions

and, by extension, any person involved in a reform process, should have a behavior similar to that described by the Harvard Professor Chris Argyris (1985), who defined the effective manager's behavior within the process of improving staff quality as everything "human beings use to cope with these problems". Scientific management proves to be a consistent remedy against empirical – chaotic leadership, because science has its saying. The practical outcome is also imposed due to these characteristics, as research projects targeting the human resource of an educational institution (and not only) have a series of reference points to follow. If the term "person" refers to the concrete human individual, "personality", on the other hand, is a theoretical construct developed by psychology for the purpose of understanding and explaining – at the level of scientific theory – the way of being and functioning that characterizes the psychophysiological organism we call the human person. This first clarification allows us to differentiate the scientific connotation of the term "personality" – as a category, a theoretical construct – from its common meaning, namely the trait/traits or quality/qualities that someone may possess or the image from Fig. 1 represents the essence of the MRU Process Schema for Selection and Improvement of Professional Quality. This analysis is essential for developing a simple yet effective tool at the managers' disposal, enabling them to assess and analyze the manifestation of each managerial role in enhancing the quality of staff during each stage of the organizational change process. Scientific management proves to be a consistent remedy against empirical – chaotic leadership, because science has its saying. Strategic management practices contribute to improved organizational performance in public institutions when they are adapted to contextual conditions and take into account human diversity within organizations (Walker *et al.*, 2007).

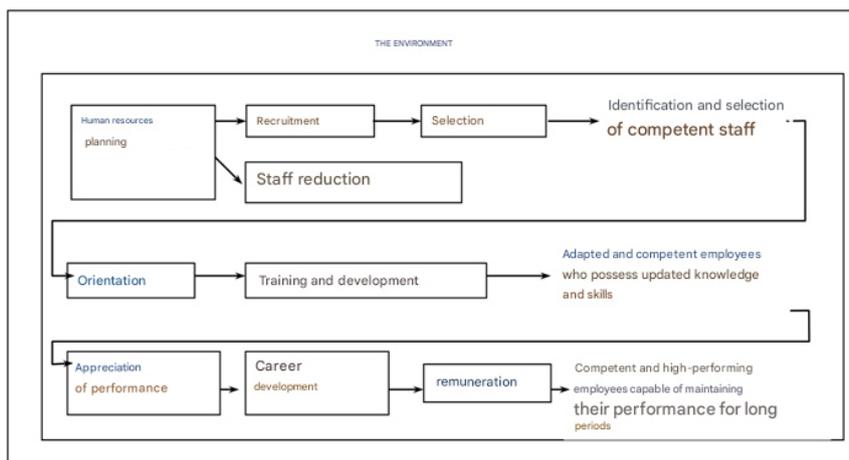


Fig. 1 – The diagram of the process of Human Resources Management
The source: Rabbins and Coulter (2003).

Institutions are constantly subjected to various challenges that force them to continuously and systematically identify different calibration tools to achieve organizational objectives. The success of an educational institution depends on its ability to innovate, adapt to new information technologies, but the development in terms of improving the quality of human resources is fundamentally at the core of the development process. From the perspective of human resource development, professional growth is understood as a continuous learning process rather than a series of isolated training activities. Wilson (1999) conceptualizes human resource development as an integrated framework that links learning, training, and development to both individual and organizational objectives. In educational institutions, this approach reinforces the role of leadership in creating learning-oriented environments that support reflective practice, adaptability, and long-term professional competence.

3. Bibliographic research on human resources

This study, as stated in the title, aims to highlight a series of research works from the specialized literature that address the issue of human resources, the identification and role of managers in the process of organizational change through qualitative growth process. We believe it is obvious to everyone that societal reform in general—and educational reform especially – is inevitable. Consequently, it is absolutely necessary for managers to adopt an unwavering attitude that supports qualitative changes in the selection and qualitative development of personnel resources. Analysed at a reference point, the social dissipation of information—through the effect of dilation caused by the centrifugal spread of knowledge from group level to the individual—develops a series of gaps through which one can penetrate, with utmost sensitivity, into the core of the phenomenon. This fact opens an observational pathway toward those formulations in which the synergy of self-organization becomes the sole premise for deciphering the numerous aspects of professional becoming.

The literature on strategic human resource management emphasizes that the contribution of human resources to organizational performance depends on the coherence and integration of HR practices. Boxall and Purcell (2000) underline that HR strategies are effective only when they are aligned with organizational goals and contextual conditions. Further developments of this perspective show that high-performance work systems generate positive outcomes when HR practices are bundled and mutually reinforcing, particularly through the interaction of employee ability, motivation, and opportunities for participation (Boxall and Purcell, 2003). Applied to educational institutions, this framework supports the view that staff quality improvement requires systemic, rather than fragmented, managerial interventions.

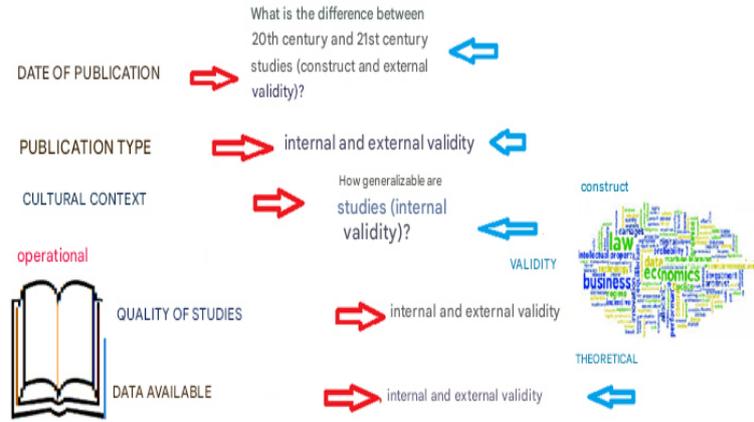


Fig. 2 – Criteria for assessing the theoretical and methodological validity of bibliographic sources Adapted by the authors based on Campbell and Stanley (1963), Cook and Campbell (1979) and Shadish et al. (2002).

The relationship between the quality of the bibliographic material and its theoretical-scientific validity

I underline why approaching a research topic such as human resource management from the perspective of improving staff quality requires thorough documentation through a systematic review of the available literature—an objective achievable with the help of specific tools, namely bibliographic research (articles from databases such as ProQuest, ScienceDirect, EBSCO, Cambridge Journals, Springer, Persée, Wiley Blackwell, etc., books, journals, etc.), as illustrated in Table 1.

Table 1
Reference criteria for selecting bibliographic material

*	THE QUALITY OF STUDIES	We included exploratory studies in favour of those with empirical content well defined
* *	CULTURAL BACKGROUND	We included only European and USA studies
* * *	THE TYPE OF PUBLICATION	We included only relevant studies, published in scientific format
* * * *	THE SOURCE	1) ISI Web of Knowledge; 2) ProQuest; 3) ScienceDirect; 4) Sage Journals

4. Analysis

The analysis reveals that almost all studies have taken into account the research stage referring to human resources, and the conclusions have been conclusive. Firstly, due to the large number of people involved in evaluating feedback with multiple sources, many specialists have confirmed that the first direction of research requires a complex analysis and presentation, which can be carried out based on documentation and research of works developed by specialists who have analysed the longer process of human resource selection. This involves highlighting the stages, pathways, and methods of stimulating its quality, with measurable effects at the educational process level. Additionally, it should be emphasized that sometimes the results of an evaluation action will bring normative and comparative data. The difference between these can cause confusion and negative reactions (Bono *et al.*, 2005). The studies included indicate a lack of interest in addressing the influence of cultural changes, focusing instead on the organizational changes generated by the qualitative growth of human resources within institutions. We can appreciate both the cautious conclusions and the general conclusions, which lead to the same underlying conclusion: there is always a need for qualitative changes in human resources to enable the institutions to innovate and develop.

5. Conclusions

The most important observations from specialized studies indicate that professional development will occur best when there is strong communication and cooperation. Therefore, these results, which show qualitative growth, are directly linked to professional development, which, ultimately, is a personal choice. If the evaluation of qualitative growth does not bring this type of result to management, the methodological tools should be reconsidered for dysfunctionality.

Of utmost current relevance, the research stage is designed not only to present the theoretical preparation stage but also to provide an image of the level reached and the issues that raise interest at the continental or global level, along with projections regarding the educational phenomenon at this level. In employee development processes within a company, the need for professional development is always considered to evaluate them along the way. The theme of employee training is a constant in studies aligned with this purpose.

Being an intelligent, rational, and communicative entity, humanity has always felt the need to become creative, to give birth to completely new and valuable things and actions, interacting and relating at the same time with its peers, with nature, as a being seeking, through creative management, to transform the created order, while also seeking fulfillment through social efficiency by constantly increasing qualitative parameters. Education, being a priority field of

social life, akin to a long-term undertaking with the aim of forming the most important factor of the nation, namely the educated person, prepared through studies, with workforce, does not tolerate failures in its evolutionary plan. In this regard, it requires competent and efficient leadership, both at the system level and at the educational institution level, necessitating scientific grounding. The basis of this grounding is, ultimately, the institutionalized expression of communication, on which the science of educational leadership or educational management is edified.

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MANAGEMENTUL INSTITUȚIILOR DE ÎNVĂȚĂMÂNT PREȘCOLAR – FORMAREA ȘI CREȘTEREA CALITĂȚII PERSONALULUI

(Rezumat)

Această lucrare investighează managementul resurselor umane în instituțiile de învățământ preșcolar, din perspectiva creșterii calității personalului și a impactului acesteia asupra procesului educațional. Scopul cercetării este de a analiza în ce măsură

dezvoltarea profesională a personalului constituie o responsabilitate managerială esențială și de a evidenția mecanismele prin care politicile de personal influențează eficiența organizațională. Demersul metodologic se bazează pe o analiză bibliografică sistematică, realizată prin selecția și evaluarea critică a surselor în funcție de criterii de validitate teoretică și metodologică. Această abordare permite structurarea unui cadru analitic coerent pentru examinarea relației dintre politicile de resurse umane, calitatea personalului și performanța instituțională în educația preșcolară.

Rezultatele analizei indică faptul că implementarea unor politici de personal integrate, corelate cu strategia organizațională, contribuie la optimizarea proceselor de muncă, la creșterea angajamentului profesional al personalului și la consolidarea performanței instituțiilor educaționale. Studiul evidențiază, totodată, că managementul resurselor umane, fundamentat științific, reprezintă o condiție necesară pentru susținerea calității educației și pentru adaptarea instituțiilor de învățământ preșcolar la cerințele schimbărilor organizaționale și sociale.