

## Human resources in achieving the educational act

Daniela Neamtu

Preschool teacher

Ștefan cel Mare University of Suceava, Romania

[dana\\_neamtu99@yahoo.com](mailto:dana_neamtu99@yahoo.com)

### Abstract

*The role of human resources is clear, regarding their involvement in increasing the efficiency: people are active resources of the organization, due to their potential, experience and passion. Their initiatives contribute actively in increasing the organizational efficiency and effectiveness, possessing the ability to amplify the effect of using other resources.*

*In this chapter I will refer to human resources that influence the education in a kindergarten. Man himself is a social being and the society and all its components is a human-social production.*

*Education is mandated to prepare man as an active element of social life as the subject of labour and social relations.*

*Durkheim said that education is a methodical socialization of man. This man's socialization is done in an organized and methodical institutionalized framework – kindergarten. From here I conclude that education depends primarily on human resources.*

*This article attempts to bring an answer to the question: Are human resources a positive or a negative factor for the educational process? The answer cannot be found unless you take into account the interaction of many factors that influence it. They will be presented as follows.*

**Keywords:** human resources, education, kindergarten, management, educational act.

### Introduction

During the elaboration of this article I have tried to build the human resources' role in the kindergarten. The starting point was my "little experience" accumulated during the 16 years of teaching as a teacher and also as a parent. The educational process in which I am involved has a wide range of human resources: educators, children, parents, other teachers and the support staff. All of these represent the key factor in achieving education. Many times I asked myself this question: "Do these human resources represent a positive or a negative factor for the education in the institution?" I was able to respond only to a certain extent. Just looking for the answer I wanted to develop this material.

I started with the idea that not every factor involved in education can be a positive act, as any factor is not necessarily negative. The educational act is a complex one, because human being itself is complex. Education being of social nature means that it has a diachronic aspect, i.e. it changes from one stage to another depending on the transformation of the society.

The Romanian teacher, C. Harly, considered education a "social and individual fact at the same time." It is social because all human resources are involved, but at the same time it is individual, because every human being is unique. Attention is directed to the human resources with their positive or negative influence on the

education. Since centuries they talked about human influence on educational act, and this was done by personalities from psychology, philosophy - Plato, Kant, J.F. Herbart, Komensky, M. Montessori.

This article is based on several objectives:

- to define the role of human resources in developing the educational act;
- to identify all the categories of human resources involved;
- to find optimal solutions for human resources positively influence the educational act.

The main objective is to investigate how human resources influence educational process. I was interested to find out if the training level and experience of teachers, auxiliary staff, parents, and children's training level influences the educational act in a positive way and if low training levels negatively influence education.

Although centuries ago it was studied the role of human resources on the educational act, this article aims to highlight the role of all human resources involved directly or indirectly in typical preschool education, teachers, auxiliary staff, family, community, group of friends.

### **1. Characteristics of human resources from an economic and educational point of view**

Although people are "the measure of all things", not always in organizations their importance is appreciated. In practice, nobody, not even the most reluctant or retained manager cannot deny that human resources are those that identify strategic opportunities of the organization. Thus the role of the human factor in achieving progress begins to be well-known. So, many authors characterized them as "important, unique" and Aurel Manolescu synthesized by a simple statement all their merits, "human resources represent the organization".

At the same time, Boudreau and Milkovich state that "although technical facilities, equipment, technology or financial capital are important, human resources are particularly very important."

The notion of "human resources" defines a relatively complex economic social class. Man is a complex resource, because it is more special than the other resources of the institution: money, technology, material resources. Man, with all sides of his personality, with joys and sadness that are specific for him, he is unique, as unique is his contribution in achieving the objectives of the institution to which it belongs. Burciu A. says: "human resources represent the staff assembly which influence, through quality, professional training and the organization's progress".<sup>1</sup>

As a synthesis of the above statements we can conclude that human resources are nothing less than the company's assets that serve to put into practice an organization's objectives through the efficient use of financial resources, material, institutional, by the way they involve their intellectual and creative abilities in order to achieve the tasks.

In a nursery, human resources are the employees that make all the kindergarten staff, both teaching and non-teaching. The teaching staff consists of: headmaster, teachers and the psychologist. Non-teaching staff includes all other employees of kindergarten: accounting staff, secretary, kitchen, laundry and security. All these human resources are very important because they represent the organization. Without them the organization's purpose cannot be achieved. Kindergarten, like an organization, can achieve the objectives only through the efficient use of all resources, especially the human ones.

Providing a quality educational act in support of training future personality of the child is the main objective of the nursery. This objective is achieved by using especially the human resources from the institution. The

---

<sup>1</sup>Burciu A., Management, Stephen the Great University Publishing, Suceava, 1998, p. 136

teachers and children are primordial human resources in achieving the educational act. The first are factors that lead and guide implementation of this act and therefore they depend on the progress or regression of the organization.

A well trained teacher, with remarkable dedication to his profession influences the process of education. Do not forget the fact that the pre-schooler is also his own agent in educational activities. The effect of an activity depends on both its educator preparation, but also the availability, the involvement of preschool child in educational act.

Some human resources can be considered favourable factors for progress, while others may slow down the progress of the organization. Didactic human resources have the ability to greatly amplify the effect of using other resources. Unlike the others who regularly face depreciation, human resources can continuously adapt to revolutionary changes in the current environment in terms of information and technology evolution -adaptation to the new curriculum from pre-school education, to activities based on an integrated teaching-evaluation etc.

The status, age, level of culture influence human resources policies. The question is if the principle of the personnel's individuality is respected. Each person in the institution is unique, in its own way, just as each child is unique. Decisions in human resources field are the most difficult to take because they affect social structures and the lifestyle of the individual, despite that the name "human resources" allows the detachment, the one who is affected is the individual. Particularly important, human resources compete the other resources of the institution. It was noted that the term "human resources" is often used instead of the preferred one: "people". Although it is a distant term, it is preferred because requires a certain objectivity, while the term "people" always leads to subjective interpretations. The department of human resources, within an educational institution, consists of secretariat and accountancy. It is the structure of the organization and highlights the other available resources, in order to achieve strategic and immediate objectives. (after Stanciu St., M. Ionescu 2003).

Monitors activities related to:

- ensure adequate qualified personnel and positions (planning, recruitment and selection, professional integration);
- staff-development (defining strategies for human resource development, training and retraining the employees, career management);
- motivating the employees, stimulating the efficiency (analysis, designing or redesigning jobs, defining professional assessment strategies, application of pay policies and rewarding the employees);
- keeping staff (advising employees on professional issues, monitoring stress and other risk factors, the application of disciplinary labour measures, health and safety).

All these functions of the human resources department are aimed at two major objectives: to facilitate individual and organizational performance and creating an incentive climate. An important role has the evaluation of human resources in education.

Personnel evaluation approach should be a common practice in any organization, in the context in which man is no longer regarded as mere labourer, as part of production costs, but also a productive agent.<sup>2</sup>

Periodic actions of evaluating the quality of professional work are making employees to be aware of the importance and quality of their services through feedback that they receive to make efforts to recover

---

<sup>2</sup>Iosifescu, Ș.(2001), Management for educational institutions, TipoGrup Publishing, Bucharest, p.34

professional gaps as long as it is not too late. The recognition of the professional value gives to the assessed one self-confidence, being a motivational factor.<sup>3</sup>

The objective assessment of the personnel will be passed directly on the increase of efficiency. Assessment of human resources brings beneficial to both organizations and employees in order to motivate the productivity quality and the improvement of their professional qualities.<sup>4</sup>

Knowing the importance and usefulness of evaluation of human resources for the success of an organization, school managers should adopt another attitude towards this activity. This will require an overcoming of formal activities, just because they are required by law. Personnel's evaluation should be approached without prejudice on both sides and based on mutual trust. Evaluations and its results must have a clear goal. Consultants and managers say that people are "the most valuable asset" of an organization.

## **2. Kindergarten – educational organization with educational purpose**

Kindergarten is a learning institution, organization aimed at educating and training pre-school children (3 to 7 years) for school work that will follow for the entire life. Kindergarten is primarily an organization and the "organization, after all, is a group of people constituted to achieve common goals."<sup>5</sup>

Without people's participation in defining goals, in coordinating actions and efforts for their achievement - without organization - they will remain inaccessible and unattainable. The institution where I work is an organization with an educational purpose. The first beneficiary is the child. It is a normative organization with different social systems. Studying perspectives over organizations, kindergarten as an educational institution, is fitted (after Morgan 1986) in "living organism metaphor"- because it includes organizations that are living organisms, adaptable to changes in the environment. Organizations within preschool educational institutions, according to the theory of organizations, fall into neoclassical theories. Activities with preschoolers consider first, human psychology, relationships between individuals. In such an organization, employees do not have necessarily productive purposes, but human. The essence is the human interaction. The organizational structure of preschool includes:

- educational activities and other auxiliary activities;
- departments (education, accounting, secretariat, kitchen);
- links between these compartments (educative compartment is the most important, accounting keeps track of money involved in this activity);
- kitchen has the role to provide healthy and secure food.

In terms of formal and informal structures, kindergarten is an informal structure, because it reflects direct interactions between people (social-emotional relationships, tensions, conflicts, and customs). The presence of a psychologist in primary and pre-primary schools is not always possible. The psychologist has an important role, he must implement and start from the idea that organizational structures are neither good nor bad; they are more or less functional because they are populated by human beings.

---

<sup>3</sup>Catalano, H. (2006), Professional teacher's book, OmfalEssential Publishing, Bucharest, p.79

<sup>4</sup>Pitariu, H. (2001), Management of human resources: Measurement of professional performances, All Publishing, Bucharest, p.85

<sup>5</sup>Zlate, M. (2007) Managerial-organizational Treaty of Psychology, Polirom Publishing, Iași, p.25

Organizational efficiency increases if it pays more attention to subordinates:

- creating the conditions for people to feel valued, recognized, important in the organization;
- the existence of a rapid and complete exchange of information in the organization;
- joint decision-making.

In our society special attention should be paid to organizational change. Organizational change primary goal is overcoming resistance to change. It should be noted that resistance to change is a natural phenomenon, inherent, and its promoters are the members of the organization. Individuals do not oppose to change, but to the replacement of their old behaviour with another. They have direct implications on the educational performance. It is therefore recommended to identify individuals who oppose to change (it must not contradict opinions, but rather analysed). Resistance to change can take different forms: gossip, hostility between teachers, anxiety. In this situation, the manager (who is usually the head) or the psychologist must find ways to compensate the losses. Staff should be informed about the change, about behaviours they must give up and behaviours that they will maintain in the future. In any important change is to treat the past with respect.<sup>6</sup>

### **3. Management of human resources in a teaching context**

The word "management" is an English loan verb: "to manage" meaning to lead. It was then derived in English as "manager" and "management", which means "leader" and "leadership".

Human resource management is a relatively new field of study. It is recently in this form and name, because that the management of human resources activities has existed in one form or another and has evolved with practical and modern economic theory. The field dealing with management or those who work carried different names: job management, work organization, work standardization, personnel's function. With the incoming of management and the introduction of the term in multiple fields of activity, it was natural that the concept of management to reflect in obtaining superior results. All the activities, which in the past were the personnel's responsibilities, nowadays are part of human resource management. The importance of human resources and their management has increased due to the need of organizations to adapt to a dynamic and competitive environment. According to some authors, "human resource management" emerged from general management, it differentiated and specialized itself, narrowing the subject of study, having a well-defined place in general management.<sup>7</sup>

Unlike general management, human resource management has a limited object of study but more specialized, and in terms of scientific approach, it is subordinated to the much broader general management which includes many other specialized areas. Human resource management is a complex of measures, interdisciplinary designed, regarding the recruitment, selection, classification, browsing or using the ergonomic organization of labour, material and moral stimulation until the ending of employment.<sup>8</sup>

The involvement of science of management in studying the problems in education, their research in the light of managerial activities, offunctions, the manager's roles, the basic principles of successful management is a reality of the past decades. The management has expanded its field of study and research on curriculum, educational relationships, disciplinary situations, formative partnership and mechanisms of quality assurance in education.

---

<sup>6</sup>Stanciu, M. (2003), Introduction to pedagogy, Ion Ionescu de la Brad Publishing, Iași, p.142

<sup>7</sup>Manolescu, A. (2003), Human resources management, Economic Publishing, Bucharest, p.23

<sup>8</sup>Burloiu P. (1997), Human resources management, Lumina Lex Publishing, p.16

Educational management aims at all organizational activities, at different levels: class (the teacher), school (executives and boards) and educational system: regional and international (ministry managers, respectively from international schools and from specialized departments). We have to make a difference between teachers' leading, headmasters' leading and inspectors.<sup>9</sup>

Educational management plays a crucial role, of human training for the future specialists and managers, to translate into practice the goals of a society. One thing is to remember: experiments in education are not recommended, and when reforms are made, they must be based on a deep study of what is good and obsolete in the old system and what we want to accomplish in the future. Nowadays, the school barely makes a socio-professional orientation, because the society has not established the way for a medium and long-term development. Correct orientation of the youth, taking into account the skills, talent, intellectual needs and abilities of each, must be made according to the external factors (economic, professional and social environment) to determine an evolutionary succession of activities and professional positions, generating satisfaction and professional performance.<sup>10</sup> The managerial qualities can be divided into three levels: the knowledge, the skills and attitudes. They exist only to the extent to which they are assimilated and knowingly exercised. Knowledge and power have no relevance if they are not in a management relationship, so if it does not manifest.

The first level that of knowledge, refers to information acquired by a person, and in terms of quantity are immediately acquired and the acquired knowledge are experimentally emotional.

The second level refers to skills which transform knowledge into action and gets performance. If the first level can be associated with the verb "to know", the second level can be associated with the verb "to do".

The third level characterizes the manager's behaviour to whom we can associate the verb "to be" that suggests how it tends to rationalize an action or a managerial process. Changes occur at an increasing rate, discovering the determinant role of the social act that we call education. School must find the most appropriate ways to respond to such requests and to change the methods of education to target to an age of computers and Internet. I will present a few practical ways of achieving the educational management:

- teaching must be done in such a way as to provide time and space for individual learning activities, but to be discouraged any tendency to segregation or isolation in the classroom;
- to provide specific methods and supports for children with learning difficulties and those with special needs, also teachers specialized in working with these groups of children;
- educational programs to be accompanied by complementary support;
- creating an effective learning environment for all, which claims to satisfy the children's learning topics, types of practical projects, ways to work independently or in groups;
- constant concern for a climate of respect and acceptance of differences, the avoidance of discrediting and stigmatizing practices;
- the use of some flexible ways of grouping children for learning activities, based on learning needs and in accordance with the type of educational support that children need.

---

<sup>9</sup>Țoca, I. Educational management, E.D.P Bucuresti, p.23,

<sup>10</sup>Țoca I. (2008), Educational management, Didactic and Pedagogic Publishing, Bucharest, p.16

Worldwide, there were recognized two schools of management:

- North-American, the pragmatic one, being far more prevalent;
- Japanese, oriented to super efficiency, using all resources.

After 1970, we can speak about an European school manifested by French, English, Swedish and German schools. Taking into account all these, we can say that educational management consists in studying of the processes and relationships that occur within educational institutions, during the progress of the educational process, in order to discover methods that ensure the increasing of the efficiency of this process.<sup>11</sup>

Given all this, we can say that the educational management consists in studying of processes and relationships that occur within educational institutions, during the progress of the educational process, in order to discover and developing leading methods and techniques, to ensure the increasing of efficiency. "Qualitative research values somehow the subjectivism and natural situations. It is based on small groups, case studies, various interviews, observations, and the description of subjects' interaction. The qualitative research is multivariate, depending of methods"

#### **4. CASE STUDY AND INTERVENTION PLAN**

The child U.A., in the big group B, from the Extended-Day Kindergarten in Bucharest, aged 5 years, shows mental and neuropsychiatric delay and eyelid tics, a slight deficiency in preschool and social adaptation and integration, reflected in low levels of preschool efficiency and an identity crisis.

##### **Objectives:**

- determining causes;
- eliminating causes;
- implementing an educational intervention project.

##### **Steps: Case approach:**

##### **4.1 Presentation of the case, the current situation:**

- concentration problems in solving tasks;
- difficulties in speaking (peripheral dislalia and bradilalia);
- problems in solving new tasks;
- superficial relationships with group mates.

##### **4.2. Acquisition and systematizing information:**

###### *4.2.1. Analysis of preschool activity:*

- insufficient and incomplete answers to all kinds of activities;
- fulfils his duties with great effort or helped by colleagues;
- He do not actively participate in activities and runs to toys whenever there is opportunity;
- shows interest in physical education activities;
- manifests disinterest in most activities;

###### *4.2.2. Pedagogical observations:*

- intelligence - under age;

---

<sup>11</sup>Țoca I. (2008). Educational management, Didactic and Pedagogyc Publishing, R.A., Bucharest, p.20

- thinking – poor;
- written / oral language / poor in meanings;
- memory – mechanical;
- imagination - reproductive type;
- reduced capacity of focusing; he's easily tired;
- the will - is missing, avoids taking major decisions, he is undecided, has no patience, easily influenced by others;
- extrinsic motivation;
- sensorial skills - under age level;
- thinking and perceptual skills - under age possibilities;
- affection- shows major imbalances, oscillates between positive and negative affective dispositions in a very short period of time. He is hyper emotive, especially in the morning, sometimes when separated from his mother;
- character - cooperates if asked, uninterested in activities, gets bored easily and then cries;
- nervous system balance shows a pronounced mental instability, driven mainly by mental problems;
- becomes sociable only if approached by others;
- no self-confidence.

#### 4.2.3. Medical problems:

The child has a normal physical development for his age, but has medical problems that require special attention:

- medium neuro-mental delay;
- palpebral tics;
- functional peripheral dislalia and bradilalia.

#### 4.2.4. Social relationships:

- family – cold relationship with father;
- mother is the closest to child;
- says he visits the maternal grandparents, but they have never cared about kindergarten;
- he is the only child;
- group of friends – he hasn't friends, plays alone, if he is required enter their game;
- group-mates - relationships with them are removed because hardly fit in their game, not being always able to respect and understand their rules.

### 4.3. The evolution of problems

#### 4.3.1. Problem history

The child was desired, even during the pregnancy mother was advised by the doctor (after analyses) that this child would be born with Down syndrome. After performing amniocentesis parents were informed that they will have a normal child. The child was not born with Down syndrome, but he received 9 at birth, after a long labour of 11 hours. Physically, the child developed normally, but still had small delays in mental development. Doctors have advised parents that despite the problems, they have to integrate the child in an ordinary kindergarten and parents did so.

The child has integrated in the group, but his exaggerated sensitivity was the first thing that differentiated from other children (cries when it is cold, when he is cold or hungry, cannot stand hot food, the noise).

#### 4.3.2. School evolution history

In kindergarten the children somehow evolved. He is more cooperative, enjoys the activities and he is not so sensitive to noise. He learnt by heart his role for the school celebration.

#### 4.3.3. History of intellectual development:

- intellectual development is below age.

#### 4.3.4. Psychical development history:

- psychosomatic development – according to his age;

- he is always sick;

- palpebral tics.

#### 4.3.5. Family history

Familiar situation is satisfactory. The child lives with his parents in an apartment with 3 rooms, of which only 2 are used. Parent's income is low, only father being employed; mother is a housewife. Father is an introverted nature, has difficulties to communicate with educators, but also with the child. In some specifications of the child it can be deducted that sometimes both parents are alcohol consumers. Mother often delays when she has to take her child from the kindergarten.

### 4.4. Discovering causes

- treated (by parents) superficiality the problems during pregnancy;
- alcohol consumption: before, during and after mother 's pregnancy;
- poor integration of the child into a group of children;
- poor communication with the child;
- disinterested father's involvement in child's education;
- uncontrolled when watching TV.

### 4.5. Configuring situation

Following discussions with parents I've found that these do not perceive the situation in a realistic way. Mother specifies that the child is healthy, normal, just "born with a certain sensibility and sensitivity." He is not happy that her baby is unaware of the activities and she shows fear regarding the child's integration in the primary cycle. She states that, if she had another child, she wouldn't want to look like this. She is optimistic about the child's future, he sees him as a very smart kid who will eventually pass over obstacles, but will remain in time with the sensitivity.

For the future, parents but especially mother, proposed:

- to pay more attention to the child;
- not to delay when she must take her child from the nursery;
- not leaving the child unattended for hours in front of the TV;
- to spend more time outdoors with her child;
- to integrate the child into a group of children and constantly keep in touch with them;
- to involve grandparents in extracurricular child's activities.

**4.6. Action strategies:**

They operate on a personal level, as follows:

- increasing the self-esteem of the child;- stimulating the motivation for learning activities;
- involvement in regular speech therapy, by a speech therapist;- involving the child in therapy sessions, by the psychologist of the institution;
- putting in personal contact with the staff of the institution;
- integration of the child in more extracurricular activities;
- encouraging and assessing any progress made by the child.

It operates in the classroom:- facilitates integration of children;

- soliciting the child in achieving group activities;- participation in extracurricular activities, tours, entertainment programs. All factors are involved:- teachers and the auxiliary staff, family, physicians, the psychologist, speech therapist, colleagues and acquaintances.

**4.7. Taking and supporting decision**

- developing an intervention educational program;
- making predictions on the further evolution of the child.

**Educational Intervention Project**

Jointed action plan: school-family

*Purpose:*

- to enhance collaboration between kindergarten and family to stimulate the child to work in groups;
- the child must be stimulated and motivated for learning activities;
- differentiated and individualized treatment of the child, according to his physical and cognitive development;
- speech therapist and psychologist involvement in child's program;
- supporting and encouraging child in school and extracurricular efforts.

*Objectives:*

- awareness of the family's responsibility to educate the child, its treatment according to age;
- family-awareness that this child needs constant support and encouragement in everything he does and it needs special attention;
- father's behaviour change in relation to his child for a greater openness and spending free time with him;
- partnership family-educators to achieve a real cooperation;
- changing child's attitude towards the given tasks;
- motivational stimulation suitable for learning;
- achieving a balanced work program, without overstressing, with appropriate tasks, according to child's possibilities, strengthening and reducing the failure;
- developing self-confidence, self-image, keeping permanent connection with the psychologist;
- correction of speech defects by establishing a rigorous speech therapy;
- group-favouring integration by developing joint actions with colleagues;
- orientation sessions, individual and group psychotherapy, with the child and parents to solve any unforeseen and unpleasant situations.

*Child's prognosis*

Teaching status:

- increasing interest in educational activities;
- favourable evolution of language;
- successful integration in the group of children.

Intellectual status:

- it will increase the child's ability to concentrate on activities
- the results of learning activities will be improved.

Health:

- he will be protected from any cold through proper nutrition and by wearing appropriate clothing.

Forecast personality development:

- self-confidence development;
- eliminating, as much as possible, of the unjustified emotional states.

Social relationship:

- he will react positively in contact with his colleagues, he will join the group;- he will be accepted in achieving tasks;
- will be able to respect the rules of the group.

Family relations:

- improvement of the relationship with his father;- mother will perceive in a realistic way the child's development;
- grandparents will be more often around the child.

Taking into account these conclusions, I will answer the first question of this article: "Are human resources a positive or a negative factor in the educational act achievement? At first glance it seems almost an unjustified question and too obvious the answer.

Working sixteen years as a teacher, the teaching practice gave me the opportunity to find the answer. I didn't find this answer easily. It was the result of putting together the encountered cases over the years, the cohesive team work, some failed relationships, children of different generations, different environments where I practiced as a teacher.

Human resources overwhelming influence education. In fact, they are an integral part of it. Any factor that acts on teaching can also be negative, but at the same time positive. Everything depends on the skills of the human beings involved in this act. Man is the only one able to change the trajectory of his actions, to guide them to a favourable direction.

## **References**

1. Burloiu, P.(1997), Human resources management , Lumina Lex Publishing, Bucharest
2. Catalano, H. (2006), Teacher's book
3. Chasovschi, C. (2009), Human resources – their importance and role for success –(report), Stephen the Great University, Suceava
4. OmfalEssentialChelcea, S. (2007), Methodology of sociologic research, quantitative and qualitative methods, 3<sup>rd</sup> edition, Economic Publishing, Bucharest
5. Edvison, L., Malone, M., (1997) Intellectual capital, Harper Business Publishing, New York

6. Iosifescu, R. (2001), Educational management for learning institutions, Tipogrup Publishing, Bucharest
7. Manolescu, A. (2003), Human resources management, Economic Publishing, Bucharest
8. Mathis, L. (1997), Human resources management, Economic Publishing, Bucharest
9. Milkovich, G.,T., Boudrea, J.,W., (1991), Homewood Publishing, Boston
10. Panisoara, G., Panisoara, I.O., (2007), Human resources management, practical guide, 2<sup>nd</sup> edition, Polirom Publishing, Iasi
11. Pitariu,H. (1994), Human resources management: interpretation of professional performances, All Publishing, Bucharest
12. Toca, I. (2008), Educational management, E.D.P. Bucharest