Trivent Publishing
© Trivent (2020)
Available online at http://trivent-publishing.eu/

The Evaluation of Human Resources Performances: Between Achieving the Organisation Goals and Motivating the Employees

Constanţa Popescu,[1] Roxana Georgescu[2]

[1] "Valahia" University of Târgovişte, România, tantapop@yahoo.com
[2] "Valahia" University of Târgovişte, România, rox40rox@yahoo.com

***Abstract**: The specialists' opinions with regard to the role and the importance of the performance assessment at organisation level highlight both the practical side, related to how this assessment is conducted, and the philosophical side, approach which focuses on the reasons why such assessment is conducted. There is a powerful connection between these two sides; all and any anomaly in the evaluation process negatively influences the fulfilment of the basic objectives of this action. The assessment of the performances is a motivated, permanent and vital managerial activity, of paramount importance to both the organisation and the individual.*

This study presents the most important results regarding evaluation of the teaching staff in the pre-university education in relation to the performances of the organisation to which they belong. The data represent the results collected following a questionnaire applied on a representative sample of teachers in the pre-university education in Dâmboviţa County, teachers who carry out their activity in theoretical, technology and vocational secondary schools. They were used in outlining an overview of the teachers' evaluation in obtaining notable results at organisational level.

***Keywords**: human resource, evaluation, performance, employees, organisation*

This is an Open Access article distributed in accordance with the Creative Commons Attribution Non Commercial (CC-BY-NC-ND 4.0) license, which permits others to copy or share the article, provided original work is properly cited and that this is not done for commercial purposes. Users may not remix, transform, or build upon the material and may not distribute the modified material (http://creativecommons.org/licenses/by-nc/4.0/)

The Evaluation of Human Resources Performances: Between Achieving the Organisation Goals and Motivating the Employees

Constanţa Popescu, Roxana Georgescu
"Valahia" University of Târgovişte, Romania

I. Introduction

The assessment of the employee performance has a particular affective and psychological connotation. The employees are to relate both to themselves and to others. The assessment of the employees' performances may have a negative influence as some managers consider that variable performances are due to the employee, seen as individual, and not to the inaccurate system of assessment and control which it promotes. Edward Deming appreciates that in terms of work performances, people are similar[1]; the differences come forward as a result of critical findings and assessment errors, as well as the influence of external factors beyond the individual's control. In this case, the managers fail to differentiate between people and assessment systems applied. The literature emphasizes not only the link between the assessors and the assesses, but also the assessment strategies used, strategies adapted to the type of organisation, the specific assessment methods and techniques, the systems of performance assessment. The evaluation of the staff was initially a preoccupation based on common sense and intuition; this formal activity has nowadays become very important to the management. According to Sam Deep and Lyle Sussmann[2], the performance assessment has become an activity generating inconveniences, downsizings and salary decreases for the employees. The employees challenge the managers' decisions and consider that the assessment is subjective. Such situations may be avoided by creating some deontological codes of the organisational culture; these codes are acknowledged and agreed upon by all employees, irrespective of their hierarchy in the organisational chart. Performance evaluation is actually a positive, constructive, future-oriented action. According to some human resources specialists[3], staff evaluation is based on methodologies applied in identified situations, pre-set norms and principles or free choice of assessors[4].

---

[1] Deming W. Eduard, *Out of the Crisis* (Mit Press, 2000), 88.
[2] Deep Sam, Sussman Lyle, *The Secret to All Success: Let's Act Smart* (Bucharest: Polimark, 1996), 267.
[3] O. Klaus, S.A. Pitter, *Personalwirtshcaft-5*, *Uberareitete und erweiterte Auflage* (Ludwigshafen Rhein, Kiehl, 1993), 235-257.
[4] O. Nicolescu. I. Verboncu, *Bases of the Organisation Management* (Bucharest: Tribuna Economică, 2001), 12.

II. The relevance and importance of research

The performance assessment focuses on actual results or results differently formulated depending on the positions held and their characteristics. It is a difficult activity and the results underlying this assessment are not always under the supervision of the organisation. Normally, the evaluation of the employees' performances, irrespective of the organisation to which they belong, serves both to achieving the organisation objectives and complying with the organisation requirements, on the one hand, and meeting the employees' needs, on the other hand. Most researches in this field have highlighted the fact that most employees seek to acquire the best understanding possible of their responsibilities, what is expected of them, assessment criteria and norms, their superior's opinion in relation to the work performed, promotion opportunities, ways to increase performance, their organisation support.

The activity carried out by the teaching staff in the Romanian pre-university educational establishments and institutions is evaluated for the entire activity, throughout a given timeframe, similarly to any other type of organisation. More precisely, the performances of the employees in education are assessed throughout the whole school year. In any sector other than the educational one, the managers prefer to conduct assessments at a timeframe exceeding one year, as such assessment provides a clearer image of the actual performance of the employee. Whereas the evaluation carried out in the education system has two components: self-assessment; assessment in line with the job description and the assessment sheet, the evaluation of any other type of organisation relies on methods or techniques which take into consideration the level of responsibility, the work efficiency and the personal behaviour of the assessor.

The annual methodology on assessing the activity of the teaching staff, as approved by the Ministry of National Education, governs the assessment procedures, sets the assessment norms and criteria and the relating instruments; these components ensure coherence between the assessment system, on the one hand, and the internal environment, external environment and organisational strategy, on the other hand, aspects highlighted at the level of any other organisation.

It ensures the framework for a unitary, objective and transparent evaluation of the teaching staff. In addition, it provides a motivational system which should lead to enhanced individual professional performances at organisational level.

A recent OECD mention on the tendencies of the global education policy has pinpointed the "the assessment of the performances" in education as the key element in all European Union countries. The improvement of the pupils' learning results, regardless of their education level, starts with how the education act is conducted. This fact mainly relates to teachers and their own performances.

The evaluation of the teaching staff may lead to better teaching processes within schools, in cases when the teachers are evaluated as part of the internal assessment.

The results of this type of evaluation may be used in order to identify the teaching needs and contribute to better teaching strategies applied in schools.

The teachers' evaluation contributes to the development of the organisation; the teachers are more and more appreciated as individuals responsible for their own professional growth and also for their contribution to the school management and the improvement of the school image within the community.

More and more European countries link the teachers' professional growth to the development and coordination priorities of education within the school organisation. Additionally, there may be an interconnection between the teachers' evaluation and the pupils' results. Whether they are part of the internal or external school evaluation, the results of the pupils are standardised at national level and create the framework required to assess the school performance and indirectly, the quality of the didactic act (Sweden, Scotland). The transition to the teachers' result-based assessment represents an important step toward elimination of the gap between the individual responsibility forms and the collective responsibility ones. In the European Union countries, the mechanisms used to monitor and assess the activity of an organisation are increasingly referring to teachers as both individuals and members of a community interconnected to the challenges of the actual business environment.

Starting from researches carried out at European level, according to http://eacea.ec.europa.eu/education/eurydice/documents/key_data_series/151RO.pdf, some teachers do not consider that constantly poor results may have negative effects on the organisation and lead to dismissals (Ireland, Austria, Slovenia, Norway and Turkey). In contrast, the teaching staff in Bulgaria and Lithuania believes that the work results may have an impact on the entire image of the organisation. In Belgium (Flemish community) and Slovakia, over 30% of the teachers consider that the teachers in their school may be dismissed owing to their poor performance. The need to evaluate the personnel is determined by the accelerated rate of technical and scientific development, new technologies emerged, strong competition in any type of activity. This is the reason why in a large number of sectors, including schools, the difference and the competitive advantage are determined by the performances of the human resources.

III. Research methods

The investigative approach regarding the assessment of human resources performances has used a complex research strategy combining both quantitative and qualitative research methods. We are enumerating below the set of methods and techniques used to collect information and the purpose to which they were used.

1. Research objectives and hypotheses

1.1. The objectives underlying the quantitative research are:

- O1 – Identifying the teachers' perception on the objectivity and relevance of the assessment of their own work performances
- O2 – Setting the manager's position in the system of assessment and control of the employee's performances

- O3 – Eliminating the subjectivism in assessments by using some deontological codes of the organisational culture

1.2. The quantitative research on the evaluation of the human resources in relation to performances of the organisation for the pre-university education, secondary school, starts from the following **hypotheses**:

- H1 – The employees consider that the performance assessment generates discontents, downsizings and salary decreases. In addition, they do not see this as a way to motivate at personal and collective level.
- H2 – The manager considers that poor work performances are the employee's responsibility and not the result of the assessment system fostered within the organisation.
- H3 – Depending on the actual results, there is a strong connection between personal characteristics of the employees and recognition at organisational level.

1.3. Documentary analysis

Evaluation of human resources in an organisation may easily lead to both motivating and de-motivating the employee. A motivated employee may at any time, following a subjective, groundless and unreasonable evaluation, become an employee who is no longer confident in how they are able to carry out tasks included in the Job Description.

The permanent transformations to which the Romanian education is subjected entail strategic and operational changes. Therefore, the school becomes an important factor in the community life. In this respect, we have methodologies, procedures, norms used in assessing the activity of the staff, assessment criteria and instruments used at organisation level.

2. Selecting the Sample

The sample used to conduct the quantitative research – secondary school teachers in Dâmboviţa County – is composed of 303 teachers of 1,403 in total. The distribution of the questionnaires applied is as follows:

Table 1. Distribution of questionnaires by type of secondary school. Source: author, following quantitative research

No.	No of questionnaires	Academic secondary schools	Technical secondary schools	National secondary schools	Vocational secondary schools
1403	**303**	**62**	**131**	**87**	**23**

The types of secondary schools were distributed in line with the proportion of the teachers who teach in these schools.

Following the analysis of the research sample, we observed a majority of **female** teachers (75.91%), compared to **male** teachers (24.09%).

In terms of criteria regarding **age**, **seniority in education** and **seniority within the organisation** for the teaching staff interviewed, we are presenting the sample characteristics in the table below:

Table 2. Distribution of the sample by age, seniority in education, seniority within the organisation. Source: author, following quantitative research

Age	Percentage	Seniority in education	Percentage	Seniority within the organisation	Percentage
below 30	7.92 %	below 5	8.58%	below 5	30.36%
31 to 40	40.92 %	6 to 10	13.53%	6 to 10	28.38%
41 to 50	33.33 %	11 to 20	46.20%	11 to 20	27.39%
51 to 60	14.85 %	over 20	31.68%	over 20	13.86%
over 60	2.97 %				

The analysis of the socio-demographic features for the teaching staff interviewed emphasizes the teachers between 31 and 40 (40.92% of total). Instead, the teachers below 30 (2.97%) are the most poorly represented; this tendency remains the same for all four types of secondary schools questioned. In terms of seniority in education, the teachers having 11 to 20 years of experience in education are ranked first; the lowest percentage is represented by the teachers having less than 5 years' experience. The percentage of young teachers is low, fact which is also seen at national level; the didactic career is unattractive among professional occupations. In terms of seniority within the organisation where they carry out their main activity, we can see that most respondents (30.35%) have less than 5 years of seniority compared to those who have over 20 years of seniority within the organisation. We may identify the fluctuation of the teaching staff toward organisations which guarantee them personal and professional growth.

The analysis of the sample by residence area is presented in the table below:

Table 3. Distribution of sample by residence area. Source: author, following quantitative research

Residence Area	Rural	Urban
	75.25%	24.75%

Most teachers interviewed have reached a high level of didactic maturity (teacher certification – level 1 – 53.14%, level II – 21.45%, PhD – 2.97%).

When selecting the teachers for the interview, we also took into account the curricular area to which they belong, as shown in the table below:

Table 4. Distribution of sample by curricular areas. Source: author, following quantitative research

Curricular area	Percentage
Language and Communication	25.74%
Mathematics and Science	25.74%
Man and Society	19.80%
Arts and Sport	8.91%
Technologies	19.80%

The analysis of the respondents, by their curricular area, demonstrates that the Mathematics and Science teachers (25.74%) and the Language and Communication teachers (25.74%) are the best represented, to the detriment of the Arts and Sport teachers (8.91%), fact which corresponds to the number of hours assigned by school subjects, depending on types of secondary schools, lines of study, qualifications, years of study.

In terms of the status in education of the teachers interviewed, the permanent teachers prevail (83.50%) to the detriment of the unskilled substitute teachers (0.66%).

IV. Discussions

Assessment of employees' performances represents one of the basic activities of the human resource management[5]. This activity seeks to determine the extent to which the staff within an organisation carries out the tasks and responsibilities set in the Job Description in an efficient manner. The assessment of the performances is, in a broad sense, a cognitive activity, by which an assessor appreciates the performance of an employee in relation to the performance ratios set. When it is not a mechanic, repetitive activity, the assessment has an important influence on the organisational context, with economic consequences (increased efficiency and work productivity) and psychological consequences (at the employee's level).

In particular, in terms of assessment of performances of teachers in the pre-university education institutions and establishments, this is carried out on an annual basis, for the entire activity of the school year, at the level of each education institution and establishment. It has two components: self-assessment; assessment in line with the job description and the assessment sheet.

The methodology on annual assessment of teachers in pre-university education governs the assessment procedure, sets the assessment norms applicable to individual professional performances and the norms to apply assessment criteria as well as the assessment instruments.

[5] A. Manolescu, *Human Resource Management* (Bucharest: Rai Publishing House, 1989.

Any assessment methodology, not only the one used in education, ensures the framework required for a unitary, objective and transparent assessment of the teachers and also the motivational system which should determine the increase of individual professional performances. In terms of enforcing some relevant, objective and unanimously accepted criteria to assess the teachers, criteria which should not generate discontents, downsizing or salary decreases, the employees expressed the following opinions:

Table 5. Assessment of teaching staff according to relevant, objective, unanimously accepted criteria. Source: author, based on interpretation of quantitative data

Type of secondary school	Respondents' opinion on assessment criteria					Total
	Definitely disagree	Dis-agree	Slightly agree	Agree	Definitely agree	
Technology Secondary Schools	2	3	9	53	64	131
	1.5%	2.3%	6.9%	40.5%	48.9%	100.0 %
Academic Secondary Schools	0	3	6	30	23	62
	0.0%	4.8%	9.7%	48.4%	37.1%	100.0 %
National Secondary Schools	1	2	1	8	11	23
	4.3%	8.7%	4.3%	34.8%	47.8%	100.0 %
Vocational Secondary Schools	1	3	12	35	36	87
	1.1%	3.4%	13.8%	40.2%	41.4%	100.0 %

In the respondents' opinion (slightly over 85%), in pre-university education, secondary school, use is made of a unitary assessment system, based on relevant criteria for the activity of the teacher. After teachers are granted annual scores, the self-assessment sheet is drawn up according to the skills that a teacher should possess. Nevertheless, not all criteria are based on objectively measurable descriptors. Standardisation of the didactic profession would be a solution for a much more objective assessment system, system which would turn the appreciation of the teacher's performance into a purely formal action, most times in a process which should take into consideration the pupils' progress, their social inclusion, decrease in the school dropout rate. Equal involvement of the teacher, the pupil and the family in assessing the didactic act, using a standardised Public Assessment Sheet, which includes well defined performance descriptors focusing on education-related skills, would create a much better adaptability of the education to the current needs of the pupils and the labour market.

In order to appreciate teachers, the school management sets the annual score, in different stages of their activity. This enables the teachers' access to commissions, work groups, management positions or salary incentives (merit scores).

The internal assessments are conducted by headmasters/school leaders, department heads and Boards of Administration. The score "very good" obtained upon internal assessment entitles the teacher to recognition and career development. The score "unsatisfactory" has no salary implications, yet the teacher will be advised/guided by the department head/mentor toward improving his/her performances. Leniency or exigency relating to assessment processes, applicable to any domain of activity, leads to the tendency of showing a higher level of subjectivity, by unjustifiably granting extremely favourable or extremely unfavourable scores. The management team may avoid such situations by using multiple assessment criteria and several assessors, trained so that the evaluation of the staff is unitary.

The evaluation of the teaching staff is mainly considered a formal activity, with no impact on the performance of the teacher, as indicated in the table below:

Table 6. Annual evaluation of teaching staff. Source: author, based on interpretation of quantitative data

Type of secondary school	Respondents' opinion on assessment criteria					Total
	Very good	Good	Poor	Very poor	N/A	
Technology Secondary Schools	15	32	32	24	28	131
	11.5%	24.4%	24.4%	18.3%	21.4%	100.0%
Academic Secondary Schools	9	19	14	11	9	62
	14.5%	30.6%	22.6%	17.7%	14.5%	100.0%
National Secondary Schools	13	17	25	15	17	87
	14.9%	19.5%	28.7%	17.2%	19.5%	100.0%
Vocational Secondary Schools	0	9	7	6	1	23
	0.0%	39.1%	30.4%	26.1%	4.3%	100.0%
Total	37	77	78	56	55	303
	12.2%	25.4%	25.7%	18.5%	18.2%	100.0%

A real analysis of the teacher's activity, analysis which should go beyond the formalism of an annual self-assessment of the didactic performance, may lead to identification of those sensitive points in relation to which the teacher should improve his/her activity. As shown by the data presented above, the teachers (37.6%) have a very good opinion regarding annual assessments. However, a much higher percentage has the exact opposite opinion, fact which invalidates the first hypothesis (*H1*) by which the assessment generates discontents, downsizings and salary decreases, and not a motivation at personal and collective level. On the contrary, the teachers consider this to be a formal, not motivational thing, as highlighted in Table 4.3.

The opinion of the persons interviewed according to which the annual assessment on the employee's performances is formal and not motivational 36.7%

(18.5% - very poor, 18.2% - inexistent), is a worrying fact, especially when an objective assessment, based on conclusive criteria, would lead to an improvement of the activity in class and more.

The evaluation of human resources aims at the results obtained or differently formulated, in line with the characteristics of the position held. This is a difficult activity and the results underlying this assessment are not always under the supervision of the organisation.

As a permanent, coherent and self-guided process, the evaluation of the human resources encompasses several stages relating to the objectives of such evaluation, setting the evaluation policies, the timeframe and the team involved. All and any assessment/evaluation starts from procedures popularised a long time prior to the actual process[6].

Table 7. Formal, not motivational assessment. Source: author, based on interpretation of quantitative data

Type of secondary school	Formal, not motivational assessment					Total
	Very good	Good	Poor	Very poor	N/A	
Technology Secondary Schools	15	32	32	24	28	131
	11.5%	24.4%	24.4%	18.3%	21.4%	100.0%
Academic Secondary Schools	9	19	14	11	9	62
	14.5%	30.6%	22.6%	17.7%	14.5%	100.0%
Vocational Secondary Schools	0	9	7	6	1	23
	0.0%	39.1%	30.4%	26.1%	4.3%	100.0%
National Secondary Schools	13	17	25	15	17	87
	14.9%	19.5%	28.7%	17.2%	19.5%	100.0%
Total	37	77	78	56	55	303
	12.2%	25.4%	25.7%	18.5%	18.2%	100.0%

The need to appreciate the employees and to assess their work performances has led to identification of some methods and techniques used in this respect. The quality of the assessment of an employee's performances depends on the level of methods and systems used when assessing[7]. If one were to choose the methods and techniques

[6] J. M. Peretti, *Gestion des ressources humaines*, 18th edition (Paris: Vuibert, 2013).
[7] R.L. Mathis, P.C. Nica, C. Rusu, *Human Resource Management* (Bucharest: Economică, 1997), 160.

used in assessment of the human resources, the literature pinpoints[8] the ones which provide relevant (valid) outcomes in relation to the employee's performances, the ones which ensure steadiness upon repeated assessments, an equivalence of the results for several assessors who are independent from one another, who use different instruments and obtain the same results and who may truly differentiate in terms of performances reached by different employees[9]. As already mentioned, the manager considers that poor work performances are the employee's responsibility and not the outcome of the assessment system fostered within the organisation. In particular, the opinion of the teachers interviewed with regard to their poor performances highlighted in the pupils' national examination results, is presented in the table below:

Table 8. Pupils' examination results, teaching staff assessment criterion. Source: author, based on interpretation of quantitative data

Type of secondary school	Pupils' examination results, criteria to assess teaching staff					Total
	Funda-mental	Very important	Impor-tant	Secon-dary	Unim-portant	
Technology Secondary school	49	51	23	5	3	131
	37.4%	38.9%	17.6%	3.8%	2.3%	100.0 %
Academic Secondary Schools	24	13	21	3	1	62
	38.7%	21.0%	33.9%	4.8%	1.6%	100.0 %
Vocational Secondary Schools	9	12	1	0	1	23
	39.1%	52.2%	4.3%	0.0%	4.3%	100.0 %
National Secondary Schools	28	34	15	5	5	87
	32.2%	39.1%	17.2%	5.7%	5.7%	100.0 %
Total	110	110	60	13	10	303
	36.3%	36.3%	19.8%	4.3%	3.3%	100.0 %

Slightly over 72% of the teachers interviewed (fundamental – 36.3%, very important – 36.3%) consider the results of the pupils in the national examinations to be an important criterion in assessing a teacher. The headmaster of the school shares

[8] D.C. Fisher, F.L. Schoenfeld, B.J. Shaw, *Human Resource Management* (Boston: Houghton, 1996), 413.

[9] P. Timms, *HR 2025-Human Resource Management in the Future: Book 1-Work, People and HR in 2025*. [ed.] bookboon.com. 1st edition, 2013.

the opinion of the teachers interviewed. From our point of view, there would be many controversies in this respect. Let's consider factors such as 9th form admission average, line of study chosen, resources of the school establishment, etc. Nevertheless, the pupils' education is basically the result of a team effort. In order to attract the performing pupils toward a certain field, one should also seek to foster the collaboration among teachers and not the competition. Under competitive circumstances, the transfer of good practices is blocked; the non-performing pupils are not granted equal chances. The very good pupils end up being headhunted by teachers seeking performance, their education shall be provided beyond any doubt, they will develop skills for domains of mutual interest. It remains to be seen what can be done for the unmotivated pupils, the ones who have accumulated gaps throughout time, the pupils exposed to a higher risk of school abandonment.

The same applies to the pupils' results in school competitions, 70.9% of the respondents (35.1% - fundamental, 35.8% - very important) consider the results in competitions / Olympics / school contests to be an important criterion when assessing the activity of the teacher, fact also valued in all assessment grids seeking access of the teachers to national commissions / experts' bodies / methodologists / management.

The leader of a school possesses skills required to analyse, diagnose, organise, project, plan, implement programmes (operational management, control, final evaluation). Yet, the coordination of the teachers, the human dimension of the organisation, fall under the school leader's responsibility, especially in terms of forming teams, counselling and motivating teachers, professional growth; negotiation; prevention and settlement of conflicts etc. The roles that any manager, including the school leader, should play are based on a set of skills pertaining to communication and networking, psychosocial skills, skills relating to using computer science technologies, leading and coordination, assessment, management and administration of resources. A genuine assessment of the teacher's activity, which should be more than just a formal annual self-assessment of the didactic performance, may support the school leader in identifying the teacher's weaknesses and strengths, identifying those measures intended to improve activities conducted. 36.9% of the teaching staff interviewed support this idea. However, the contrary standpoint of the respondents – i.e. 37.6% - shows the lack of confidence in the way the management assesses the didactic performance at school level and also in the fact that the management considers the teachers to be responsible for their poor performances. This validates the second hypothesis (H2). In this case, the literature suggests conducting appropriate training of the assessors with regard to content of the assessment, so that the evaluation carried out at workplace is subjective. This implies: knowing the objectives of the assessment system, integration in the management of the respective organisation, getting familiar with the assessment criteria, scoring scale, analysis of the main errors which may be committed etc.

In order to identify the connections among personal criteria (gender, age, curricular area, residence area, seniority and didactic maturity), Pearson's coefficient was calculated for each particular situation. We have pinpointed the association between the elements intended to highlight the didactic profile of the teaching staff

in Dâmboviţa who participated to this research.

With regard to the third hypothesis "Depending on the actual results, there is a strong connection between personal characteristics of the employees and the recognition at organisational level", the responses are presented in the table below:

Table 9. Correlation between personal characteristics and recognition at organisational level. Source: author, based on interpretation of quantitative data

Personal characteristics		Recognition at organisational level	Type of establishment	Seniority	Teacher qualification	Curricular area	Age	Gender	Status	Area of residence
Recognition at organisational level	Pearson's correlation	1	-.113 (*)	-0.055	-.154 (**)	0.062	-0.008	.135 (*)	0.086	0.043
	Sig. (2-tailed)		0.049	0.339	0.007	0.283	0.885	0.018	0.134	0.454
	N	303	303	303	303	303	303	303	303	303

The following aspects were identified:

There are reverse connections between the causal variable impact of the development programmes on personal recognition at organisational level and resulting variables – **type of education establishment, qualification level** and **gender** of the respondents. These connections are not statistically representative.

In case of these connections and according to Sig's values, the probability to guarantee the results is within accepted limits.

The impact of the development programmes on personal recognition at organisational level has **neither positive nor negative influences** on the other variables, fact indicated by Sig's extremely high values.

They invalidate the third hypothesis by which, according to actual results, there is a strong connection between personal characteristics of the employees and recognition at organisational level. In fact, the personal characteristics do not

influence the work results. These results are influenced by an entire series of factors: dynamic nature of the employee's professional skills, getting to know the employee and their resources means predictability in relation to performance of the employee at workplace.

V. Conclusions

High performances represent the basis for success, irrespective of the position held in an organisational chart. Obtaining performance in all and any field of activity entails appreciation of the management team and respect of the colleagues and subordinates. In addition, it draws one's attention to the high potential of each and every individual. In is generally indicated that an employee should have a professional growth plan as new chances and opportunities present themselves. The employee should be permanently prepared to cope with new professional challenges. At the same time, the team should be able to adopt an appropriate attitude both in relation to personal career limitations and limitations of subordinates' careers. Throughout one's professional development, the employee should remain active and should seriously think of improving his/her own performances.

In their vast majority, the participants to the empiric research consider that *creation of a common basis of teachers' assessment* is extremely important, especially due to the fact that at present some criteria in the Annual Assessment Sheet are insufficiently explicit. Support is advocated for a unitary, non-formal assessment, with an impact on the motivation of the teacher.

37% of the people interviewed consider that involvement of the school management in improving the professional results of the teacher, as an important activity of human resources management, is poor. Additionally, they believe that the analysis of the needs and the identification of the areas requiring improvements are purely formal, whereas poor performance in the didactic activity is exclusively the responsibility of the employee. The leader of the educational organisation should pursue, similarly to any manager of an organisation, the individual performance of the employee and the team to which they belong, should get actively involved in assessing the employees' performances and should propose, where appropriate, methods to improve the performance, develop the skills and the competences of each and every subordinate.

In terms of future directions relating to development programmes which may improve their annual results, the teachers interviewed favour the directions connected with the capacity to adapt to the specificity of the class and the assessment in class, use of methods intended to get the pupils involved in their own learning process and also to motivate them toward performance.

Based on the conclusions pinpointed above, we seek to analyse in Table 10 the validation and the invalidation of the assumed research hypotheses.

As a conclusion to our empirical research, we may state that, despite the fact that the Romanian education is not among the leading countries with good results in European tests or in financing instructive–educative activities, the teaching staff show professionalism in conducting their activities in class. Although the teachers are not beneficiaries of appealing offers in terms of the image of didactic profession

and salary levels, they are professionals and seek to develop their profession-related skills, skills which should be much more than merely vocational. The school, as any other organisation, is interested in attracting the best candidates, maintaining and motivating the competent employees, who should promote the image both locally and nationally. As any other manager, the leader of the educational organisation should promote, establish new connections among the employees, motivate them for performance and competitiveness in this sector. Irrespective of the type of organisation to which they refer, the employees' evaluation systems should be adapted to the specificity of the activity carried out, be as objective as possible, as it is necessary to advance an appreciation on the requirements and the characteristics of the workplace and to conduct differentiated assessments, in line with the responsibilities assigned to every workplace.

Table 10. Validation/invalidation of hypotheses. Source: author, based on interpretation on quantitative data

Hypothesis	Validation/Invalidation of hypothesis
H1- Employees consider that performance assessment generates discontent, downsizings and salary decreases; this is not a way to motivate at personal and collective level	Invalidated
H2 – The manager considers that poor work performances are the responsibility of the employee and not the result of the assessment system fostered within the organisation	Validated
H3- Depending on actual results, there is a strong connection between personal characteristics of employees and recognition at organisational level	Invalidated

As long as it is rigorous and determines the employee to seek professional growth and to improve the skills as requested by the employer and in line with the Job Description, the evaluation is a necessary process, with multiple positive effects at the level of any organisation.

The result of the assessment of the employees' performances has an impact both on the organisation (which is the case in terms of the employees' performances and the identification of the needs for professional growth, the training need for the timeframe to come, fostering some key attitudes/behaviours for each individual position, the strong points of the organisation and the competitive advantages unidentified by that date, introduction at the organisational level of a training system/professional development system based on confidence and organisational culture) and the employee (raising awareness in terms of the relation existing between one's own performances and the performances of the organisation, more confidence in one's own forces, the need to improve sensitive aspects which generate

errors/non-conformities at the workplace, higher motivation for work, development of the professional career).

This article focuses mainly on the formal evaluation of the human resources' performances. Nevertheless, one should not disregard the fact that in any organisation there is also an informal, permanent evaluation of performances; the superior – employee relation generates on multiple occasions an evaluation of the employee.

References:

Deming, W. Eduard. *Out of the Crisis*. Mit Press, 2000.

Deep, Sam, Sussman Lyle. *The Secret to All Success: Let's Act Smart*. Bucharest: Polimark, 1996.

Fisher, D.C., F.L. Schoenfeld, B.J. Shaw. *Human Resource Management*. Boston: Houghton, 1996.

Klaus O., S.A. Pitter. *Personalwirtshcaft-5*, *Uberareitete und erweiterte Auflage*. Kiehl: Ludwigshafen (Rhein), 1993.

Manolescu A. *Human Resource Management*. Bucharest: Rai Publishing House, Bucharest, 1998.

Mathis R.L., P. C. Nica, C. Rusu. *Human Resource Management*. Bucharest: Economică Publishing House, 1997.

Nicolescu, O., I. Verboncu. *Bases of the Organisation Management*. Bucharest: Tribuna Economică, 2001.

Peretti, J. M. *Gestion des ressources humaines,* 18th edition. Paris: Vuibert, 2013.

Timms, P. *HR 2025-Human Resource Management in the Future: Book 1-Work, People and HR in 2025*. [ed.] bookboon.com. 1st edition, 2013.