

The Human Resources Management practices in the secondary school and the possible effects on the performance of schools

Les pratiques de Gestion des Ressources Humaines au sein des EPLE et les effets possibles sur la performance des établissements

Sandrine FOURNIER

Docteur en sciences de gestion
Qualifiée Maître de Conférences
sfournier33@free.fr / 0685759944

ABSTRACT

In this article, we will understand the notion of performance in the public domain and more particularly in local public educational institutions. The objective of our work is to determine a possible effect of human performance under the impetus of the human resource management practices implemented by the headmasters. The originality of this study lies in the difficulty of putting forward the artefactual tools of public management concerning

teachers whereas the notion of performance is experienced by them as an antinomy within the educational system where the pedagogical advocates in relation to the consumerist and competitive spirit. For teachers, the pedagogy is more important than competitive spirit or the consumerism approach.

Key-words

Human performance, public performance, managerial practices, local publics schools, post NPM

RÉSUMÉ

Dans cet article, nous appréhenderons la notion de performance dans le domaine public et plus particulièrement dans les établissements publics locaux d'enseignement. L'objectif de notre travail réside en la détermination d'un effet possible de la performance humaine sous l'impulsion des pratiques de gestion de la ressource humaine mises en œuvre par les chefs d'établissements. L'originalité de cette étude se trouve dans la difficulté de mettre en avant

les outils artéfactuels de gestion publique chez les enseignants. La notion de performance est vécue par eux comme une antinomie au sein du système éducatif où l'attachement à la pédagogie s'oppose à l'esprit consumériste et compétitif.

Mots-clés

Performance humaine, performance publique, pratiques managériales, établissements publics locaux d'enseignement, post NPM

INTRODUCTION

To speak about performance in the public domain particularly in the educational domain would be almost about an oxymoron when one observes the worrying figures of school failure, 15% of young people finished from 2010 till 2012 their secondary studies without get diploma or with the college's only patent. Conversely, the goal announced in the mid -1980's of bringing 80% of a generation to the terminal class is achieved¹.

Under the effects of the LOLF (2001)² and the RGPP³ (2007), the theme of performance has become an obligation to took into account by the various actors of the National Education system through more appropriate financial management and the progressive improvement of their organizational management. The development of performance requires a top-down accountability of the agents and a general awareness of the possible effects of managerial practices on the results of the Local Public Education Institutions in place of the secondary schools (Fournier 2014).

The challenges of this theme are multiple with regard to the logic of performance, excellence that is imposed in the educational world. Parents reason as "consumers" on a research of the most, a perpetual progression of performance in transposition to the world of the company.

While public structures evolve in a constant ambivalence of duality, between a conservative environment and an innovative environment in the era of the post NMP or NPG (Osborne 2010).

The questioning of performance, efficiency, quality of service to citizens, transparency (Mazouz and Leclerc 2008) are the main concerns. Therefore, understanding performance through Human Resources Management (HRM) may be one of the possible avenues for achieving the expected objectives. HRM researchers have made considerable efforts to demonstrate that the way human resources are managed strategically can have an impact on performance (Delery and Doty 1996; Huselid 1995; Pfeffer and Veiga 1999). Thus, we assume that the performance of teachers is

a determining factor in the overall performance of the public schools.

To support our research on performance logic, we ask ourselves through this problematic about following issues:

- What are the effects of managerial practices carried out by headmasters on the overall performance of public schools? What are the effects of these practices on the management of teachers and the potential interest they could bring to the expected performance?

Our purpose is to observe the effect of managerial practices on the management of human resources under the aegis of the NMP. In this case, we focus on teachers with the notion of performance in the high school.

In the first part, we will mobilize a theoretical framework around the multidimensional notion of public, educational and human performance by explaining the tools implemented by the measurement organizations. In a second part, we will present both the performance / HRM in the public domain and in the public school activated under the effect of managerial practices adopted. In a third part, we will present the methodology, the results with the proven effects on the link between managerial practices, performance of schools and human performance to finally argue and conclude.

6. THEORETICAL PRESENTATION OF PERFORMANCE: a multidimensional concept

6.1. The notion of performance

Several definitions are complementary. For Ehrenberg (1991), "performance" is the symbol / symptom of a contemporary society that puts all of its collective and individual components under the pressure of the injunction of success. In this respect, performance

¹ ÉTAT DE L'ECOLE octobre 2014

² Organic Law governing the Finance Act.

³ General Review of Public Policies.

becomes a standard of behavior, both for organizations and for individuals in need of a continuous overcoming of oneself, in order to achieve the expected results. For Bourguignon (1995), notion of performance is the focus on the announced result, but it also carries a value judgment on the result obtained and on the approach that has made it possible to achieve it. The concept of performance thus has as many meanings as there are individuals or groups who use it (Saulquin and Schier 2007). In this perspective, performance is a multidimensional concept, with all players not having the same perception of it. Thus, a fundamental distinction can be made between, the results obtained and the behaviors implemented and the potentialities.

The result of an overall performance is the thoughtful combination of all the possible effects of the micro-performance of the sectors or actions in an organization, in a company or in a structure. It would be possible by sharing its practices and/or working towards a possible and active perception of a performance on each of potential improvement points. Fournier (2014) noted that both sector and individual performance will make it possible to achieve a global performance.

6.2. Public performance

Performance is the central of the Organic Law on Finance Laws. Article 51-5 provides for extension of an annual performance project for each program containing “presentation of the actions, associated costs, objectives pursued, the results achieved and expected for the coming year. These programs are measured using precise indicators, the choice of which is justified”. Thus, public performance integrated ability of public organizations to implement public policies and report on their results (Waintrop, Chol 2003) or, to take up the more precise definition of the budget ministry, “capacity to achieve previously defined objectives, expressed in terms of socio-economic efficiency, quality of service or efficiency of management”.

Chappoz and Pupion (2013) suggest that there is a “to be achieved” result in the public domain and assumes that any public action can only be assessed by reference to compliance with the objectives. Besides, Rieder and

Farago (2000); Proeller (2007), shade the veracity of this logic, for them, measuring performance by indicators offers a limited, complex vision of performance or public organizations. It is mainly to manage available resources with procedures in a stable organizational context based on a strong hierarchy.

In the context of education, reference to the concept of performance and their evaluation has become universal. At international level, the development of indicators and comparative studies conducted by the measurement bodies such as OECD, EUROSTAT, UNESCO, WHO, PISA on the performance of education systems increase. In France, measurements began in 1991⁴ with the publication of results indicators of high school, including since March 2009 for the 2008 baccalaureate session the students’ initial level of education according to their success at the National Diploma of the Patent (DNB). To refine results, academies are undertaking additional monitoring measures to assess student achievement, the organization of educational structures and the effectiveness of schools. The Inspectors of the National Education are carried of it through punctual visits made within the establishments of a training area.

These indicators triggers public management practices and justify to the public the effectiveness and efficiency of the public sector.

6.3. Performance in National Education

In the context of national education, the concept of performance confront several perspectives with each of its paradigms depending on the interests of the stakeholders. In the first place, the State reasoned on a logic of means and results (LOLF, RGPP), secondly, users (parents and pupils) reasoned on a “consumerist” logic; (performance indicators, ranking of schools); thirdly, teachers reasoned on a pedagogical logic: to transmit knowledge (Gendron 2004).

On the state logic, three main lines of reform are closely linked: a new configuration of finance laws, a new approach in the conduct and evaluation of public policies and new relations between actors. The LOLF clearly defined this triptych “the constant search for an increase

4 (DEPP) Evaluation, foresight and performance management data.

in the effectiveness of public policies, the quality of the service rendered, which must be rendered at the best cost". This extract, transposed to the field of education, highlights a plethora of sub-notions of performance: financial performance, pedagogical performance, human performance, etc. All those working in the education system will be involved in the accomplishment of their missions and in the practice of their professional practices. The multidimensional definition of performance must enable us to enter into the understanding of a reform carried out by educational policy and to analyse the level of appropriation by the headmasters and teachers. Until then, teaching was dependent on the successive ideological currents integrated into the education system (financial, economic, etc.).

On the users logic, defined as "clients" by Emery and Giaque (2008), the quest for excellence implies taking account of worker performance. The high schools, for example, takes more indicators as better additional guarantees of performance. We suggest quality of service, quality of teaching, students' quality of life at school, support for pupils and their families, quality of all services provided by the institution and relationships with partners. We also take note of a new tool for self-evaluation of the performance made available only headmasters who volunteer can use it and inspectors too on all the academies since the beginning of 2015 entitled "QualEduc⁵". The purpose is to set up a process of continuous improvement based on the self-evaluation of the establishments. In 2017, 25 academies are involved in this scheme⁶.

For that purpose, the headmaster must involve and mobilize all pedagogical and educational teams in a participatory approach, carry out a shared diagnosis and take the necessary corrective measures.

They have to develop, evolve and value the best educational practice.

On the teacher's logic, as shown number of significant researches in sciences of the education on the practices of effective teaching (Bressoux 2001), the determinants

of effectiveness, the approach of performance is attached to the means and tools used in a pedagogical way.

Besides, the term of educational performance is associated with performance indicators; Maroy (2010) specifies that the school is no longer conceived as an institution but as a "production system". This area of upheaval brings us to look at the current transition from the notion of performance from the point of view of teachers.

6.4. Performance in HRM

Social performance is defined as a performance that emphasizes both the attention given to human resources within a company (Arcand, Bayad, Fabi 2002) and on human dimensions of the organization and their qualities (Morin *et al.* 1996, Donnadieu 1999). For example, Pfeffer (1994)⁷ identified the best performing firms with 16 effective practices such as job security, promotion opportunities, training and skills development programs, participation mechanisms and accountability, incentive compensation systems. In this case, "HR function" appears as a source of competitive advantage. These studies seem to indicate the relevance of a dynamic HRM approach to support efficiency and performance within private companies and organizations.

Men's performance can be improved if enabling environment are met, Peretti (1997)⁸ confirms this and states that "men are not resources; they have resources."

We choose to transpose this approach of HR practices identified as effective on the management of teachers in high schools.

Over the past three decades, educational science, defined teachers' performance, either as the "lead teacher" by Gendron (2008) or as the "teacher effect" by Nye *et al.* (2004). Several lines of inquiry are developed by

⁵ QualEduc is a tool at the disposal of establishments and inspection sector to develop a quality assurance approach based on continuous improvement.

⁶ [<http://eduscol.education.fr/cid59929/quaeduc.html>].

⁷ This list has been restricted to 11 practices known as mobilizing practices (Pfeffer, 1998).

⁸ Le Berre M. Matmati M. (2007) La contribution des pratiques de GRH à la performance de l'entreprise.

Bressoux (2001) to evaluate the teaching effect. He defines them by stability of a teacher's effectiveness over several years. The impact teachers is therefore a class effect free from the influence of the class's global factors (number of students, type of course, number of courses...) and characteristics of the pupils' public (social tone, level medium, heterogeneity, etc.). The expectations of teacher reflect on the students' success as well as their behavior. Indeed, too high expectations explicitly expressed to each student about his or her success and social behavior are an important factor in academic success. However, unrealistic expectations on the part of teachers can have negative effects on academic success.

For his side, Gendron (2004) examined the role and image of teachers with leadership profile, about how they transfer their knowledge and the means used to encourage students to strive for performance research. Five factors describe his behavior: charisma, vision, inspiration of motivation, intellectual stimulation and individualized consideration.

Den Brok, Fischer and Scott (2005) indicate that the emotionally competent teacher-leader will, beyond exemplarity, stimulate and develop the emotional capital of his students. They can increase the motivation, interest in the discipline and the performance of their pupils or students. In contrast, deficiencies of teachers in emotional competences, on human relationships can indeed decrease their performances as well as those of people they supervise.

To our knowledge, the measurement of the impact of HRM in the educational world on performance is a subject that has been little studied, even though a large number of authors have linked human management to performance (Arcand, Bayad, Fabi 2002, Morin *et al.* 1996, Donnadiou 1999, Pfeffer 1994). Management science researched are beginning to focus on the subject, whereas for many years now the sciences of education and sociology have been interested in the performance of students and institutions through the governance of the education system.

7. COMBINING OF PERFORMANCE NOTION and human notions in the public

With the implementation of the Organic Law, public organization see in their missions and / or directives on performance notions associated with public official's performance. Publications that analyze the perception of human performance in the public domain are underdeveloped.

Nonetheless, those that emerge come from very different contexts with a common point: they unanimously emphasize that performance in the public sector must be seen as a multidimensional concept much more complex than quantitative results-oriented indicators mainly used in performance agreements based on a managerial perspective of public services. In the early 1990s, numerous American and Canadian studies demonstrated that individuals working in public sector organizations have strong motivational bases that are sometimes different from those of their counterparts working in private companies. They established that individuals who opt for employment in public sector according to specific criteria often involve intrinsic factors (willingness to work for the general interest, personal involvement in the development of a particular public policy, determination to help the most deprived). They revealed the existence of a public service motivation, a concept developed since then in Europe (Giauque *et al.*, 2001).

In the human resources management, the difficulty comes from to isolate the significant elements, which contribute to organizational performance, and to address the root causes of the link between HR practices and organizational performance. Emery (2005) has isolated the following elements on the performance of Swiss agents: good organization, respect for a civic attitude, an obligation of efficiency, precision and honesty about users, and assistance with consideration. Thus, Arcimoles and Trébucq (2002) show the competitive advantage of HR practices as a contribution of values creation by the efficiency improvement. Front-office public agents pursue new goals, increasingly performance-oriented, even though classical expectations (legality, equality) are still present; which gives rise to contradictory injunctions (Pollitt and Bouckaert 2004; Emery and Giauque 2005). Following this logic, Theodoloz (2007) observes in the public domain that

both individual and collective performance depend on aspects of leadership and steering of organizations, however, it underlines that management tools, as such, have little direct impact. On the other hand, in the framework of the NMP, Giauque-Guenette (2007) brought together steering elements and social climate with the performance or at least the “feeling” of performance from the point of view of public agents to see if the introduction of these organizational variables promotes or hinders performance.

7.1. From state performance indicators to high schools

In education system, concept of performance by the DEPP⁹ is the comparison, to measure school results between us. In Table 1 below, we present the performance indicators by level with the expectations induced and the benefits of results.

Outcome policy can induce actors of education system to take more account of this need for accountability.

7.1.1. Human resource management practices: sources of individual performance

The report of the Institute of Public Management and Economic Development (IGPDE) of 2008 on human resources performance functions in the public service in France demonstrates the trend towards more individualized management with both an individual performance management and collective. In the long career management context, study reveals that a more differentiated managerial policy, listening, consulting, with capacities to manage careers with the needs of services in a predictive way is paramount to impulse agent’s performance. For Spillane, Halverson, and Diamond (2008), management seeks to ensure stability and

Table 1 – Quantifiable performance: from national to high schools

	PERFORMANCE INDICATORS	EXPECTATIONS AND EXPLANATIONS
NATIONAL	<p>Until 1992: 1 indicator</p> <ul style="list-style-type: none"> ▪ The success rate at the A levels 	<ul style="list-style-type: none"> ▪ How many pupils aged 15 or over, who entered the second year three years ago, obtained their A levels this year?
	<p>Since 1992: 2 indicators</p> <ul style="list-style-type: none"> ▪ Access rate of second and first to A levels (higher level) ▪ Proportion of graduates among the outgoing crowd <p>Since 1994: 20 indicators grouped into four categories:</p> <ul style="list-style-type: none"> ▪ Destination of the pupils when they graduated from high school... ▪ Indicators relating to the population in care (gender, occupations and socio-professional categories, proportion of repeaters, school origins, etc.), ▪ Indicators of resources and resources (hourly resources, staff, teachers) and indicators of functioning and environment (proportions of teaching hours per pupil, proposed training offers, school life services, contacts with the economic world). 	<ul style="list-style-type: none"> ▪ How many pupils entered in the second year leave high school with their A levels in their pocket? <p>These indicators seek to integrate the school’s repetition policy, and school dropouts corresponding to academic failure.</p>

⁹ It is a multidimensional concept of socio-economic effectiveness, service quality and efficiency that has recently been refined thanks to the new June 2007 RGPP.

	PERFORMANCE INDICATORS	EXPECTATIONS AND EXPLANATIONS
<p>The aim is to provide reliable and objective measures used as piloting performance tools that reflect the abilities of schools to make their students succeed.</p>		
ACADEMIC	<p>Each institution has an “objectives contract” in the form of axes corresponding to the academic objectives.</p> <p>Each secondary schools establishes its establishment plan (orientation law of 10/07/90) with general and operational objectives to be set by the rector.</p> <p>In this perspective, IA-DSDEN should use annual reports on the pedagogical functioning of institutions.</p>	<p>Indicators are tools for assessment and assistance to territorial pilotage for general inspectors and rector who examine the final “value added” of the establishments. They are elements of comparison of academic results.</p> <p>Information and sensitization of staff to the objectives of academic policy, actions taken, steps taken and the role of the different actors is a necessary condition for team mobilization.</p>
<p>Each institution receives pre-established success rates. They are calculated by taking an academic basis for all pupils where the institution is located; it is the expected rate on the academic base and the second on the national base. However, it must be born in mind, that high schools offer different teaching structures. For each high schools, an expected success rate is calculated.</p> <p>This expected rate is a simulation of what would be the success rate of each high school if its students had the same success in the A levels as all the candidates of all the high schools of both the same ages and social origins.</p> <p>It would be possible to imagine that the actions carried out by high schools have provided students more than what they would have received had they been enrolled in a different school with average A levels performance. If difference between the gross rate and the expected rate (gross rate - expected rate), called “contribution” or “value added”, is positive. This phenomenon is an indication of good relative efficiency.</p> <p>If the difference is negative, the opposite presumption shall prevail. The approach that opposes input or benefit is relative, but from the results, it is possible to compare the different levels of average efficiency.</p> <p>This notion of negative added value does not mean that the high school is bad about a contribution on the pupils for whom they are responsible, or a drop in their level during their school education.</p> <p>Note: Data must be available for all public and private secondary schools (2,265 general and technological high schools and 1,812 vocational high schools) and must be published within one year of the A levels session.</p>		
EPLÉ (since 2006) The scoreboard of establishments	<p>High schools scorecard</p> <p>It includes information on pupils: parent occupations and socio-occupational categories, percentage of fellows, single-parent families, families where both parents work, foreigners, the Maghreb or Europe.</p> <p>The entry level can be identified for high schools by the results to the patent.</p>	<p>The headmasters can verify the implementation of its management and management policy by:</p> <ul style="list-style-type: none"> ▪ Assignment of a class to such teacher, ▪ Choice of duplication of living language groups (for example) ▪ Tools and means made available to the pupils, ▪ Various actions to be undertaken, to be maintained or modified. ▪ Reflective elements for teachers; <p>Helping to improve the effectiveness of methods (teamwork, individual work, revision of their courses, and revision of their teaching approach...).</p>

	PERFORMANCE INDICATORS	EXPECTATIONS AND EXPLANATIONS
	<p>Then “performing” institution will be one, goes further than the others will and that will have better results for various reasons. It is necessary to integrate if high schools has been able to mobilize and develop among pupils who have included the institution with difficulties at the beginning. Alternatively, if the high performance value is due to good pupils at the beginning and to gather the knowledge and capacities that have made it possible for them to succeed.</p> <p>Additional external factors such as age and social background of students are integrated because their cross-fertilization gives a good estimate of chances (in the statistical sense of the term) of access to and success of a student is A levels. On average, the differences in success are therefore very sensitive according to the age and the social origin of the pupils who are known to be related.</p>	
STAKEHOLDERS	<p>At local level, announcement of results leads trust in the high schools from families and media. We will talk about good or bad establishments based on the results posted and announced. Place of media in this “promotion of excellence” exacerbates the pressures of the various actors of education system to perform.</p>	

proper functioning of high schools. Thus, research on managerial practices carried out by headmasters is developing (Draelants, Dumay 2011, Attarca, Chomienne 2011). Many practices are considered better for individual performance such as information sharing, skills development, feedback from performance to non-mone- tary recognition (Wood and Albanese 1995).

Since 2006¹⁰, Canada has developed across the federal government a skills development strategy and a human resources development program through the creation of career paths within the Public Service. Initial results show that it promotes long-term sustainable performance.

In the case of teacher management, we observe some practices within high schools. Some headmasters have set up annualized interviews “although these are not imposed” as in private sector in order to optimize available human resources. These interviews allow us to fine-tune and manage existing staff and/or new staff as well as possible. Its generalization would also allow stimulating training policies that would adapt to the

evolving missions of teachers according to their se- niority or career plans. They would serve as a basis for more appropriate career management, while reinforcing efficiency by adjusting individual competencies and allo- cating assignments to teachers. These interviews enable headmasters to propose to each one an adapted career path (corresponding class) and to retain the teacher in the “right” place to create a synergy around welded teaching teams, more efficient and sustainable.

Through this listening practice, which we qualify as optimization of organizational performance, the head master will promote a superior involvement of his staff, which should activate the individual and collective per- formance of these.

Most OECD countries (2004) highlighted the idea that there would be more performance if managers were more empowered, if managers became accountable for both budget and human resources. In France, we ob- serve a new program called “ÉCLAIR¹¹” the experimen- tation of recruitment of teachers¹². This program, allows

¹⁰ Canada Public Service Agency. HR Community and Functional Communities Secretariat.

¹¹ Decree n°2010-888 of 28 July 2010 on the general conditions for the assessment of the professional value of civil servants. Order of 18 March 2013 on the application of Decree n°2010-888 of 28 July 2010 to certain officials of the Ministers responsible for National Education and Higher Education concerning the general conditions for the assessment of professional status of civil servants of the State (OJ of 6 April 2013).

¹² Report n°2012 076 July 2012 Extension of CLAIR program to ECLAIR program. The creation of ECLAIR program is the result of the transformation of CLAIR program and of the Ambition Success Networks (RAR), two families with different foundations. They have, however, in common their belonging to territories with the same social and cultural characteristics, most CLAIR colleges previously belonging to RARs. CLAIR program has in fact been added to an already complex priority education organization. This label, by designating institutions of the second degree, has generated many difficulties inherent in a negative image conveyed by violence context and has not provided a satisfactory answer in this field: this program therefore joined very naturally the problems priority education.

headmasters to recruit their staff on specific positions (sensitive or difficult position, conversely elitist). Since 2012, recruitment of secondary school teachers has been on the horizon, and we are moving towards strategic management of human resources management.

7.1.2. Human management practices: collective performance sources

The collective performance concept is came from “Team Cognition”, initially developed in the field of “Industrial / Organizational” psychology and number of sport researchers refer to it (Seve, Bourbousson, Poizat, Saury 2009). For example, in sports world Picq’s study (2005) shows the transfer of the usual methods on high-level handball players. The author lists the conditions for achieving collective performance as follows: to develop individual talents, to develop individual strengths, to create interactions by creating teams based on individual talents, to foster proximity, to build a know-how to make, to create well conditions performance, to define a mobilizing goal to stay at the top.

In high schools, the headmasters could optimize their managerial practices and articulate their actions of collective performance activation around the above elements. However, they have little room for manoeuvre because of the following regulatory requirements: the authorities define the number of teachers and classes; the academy allocates the allocated total hours (ATH) per institution. In order to reach their objectives (pedagogical policy, school project, academic axes) and in line with an efficient HRM logic, headmaster will have to take into account the personal expectations of the teachers to compose the teaching teams. Headmasters will lead them both in an efficiency and favourable synergy search to activate group performance as a principal condition for organizational performance.

7.1.3. Management practices on human resources: sources of organizational performance

Numerous publications on organizational performance explain difficulty of obtaining a relation between organizational performance and the HRM practices in the

private structures. For Becker and Gerhart (1996) effect of best practices exists, but it is likely to be in the heart of the system and not only in the choice of best practices HR. For this, Huselid (1995) and Schuler (1998) state that they must be integrated and coherent. They confirm their additive and marginal effects if taken in isolation, such as selection, training or performance evaluation (Weber 1994; Becker and Gerhart 1996). Several authors have attempted to explain the relationship between HRM practices in team context management (Kandel and Lazear 1992, Milgrom and Roberts 1995). The best combination is the one that achieves the highest level of internal consistency, with the highest potential to influence organizational performance (Wright and Mc Mahan 1992).

Using the article on public health organizations, we choose to translate the four essential functions of organizational performance on secondary schools (Sicotte, Champagne and Contandriopoulos (1999).

The essential functions for achieving organizational performance for a school are:

- The improvement of the pupils’ level (efficiency dimension),
- The optimization of resource savings (efficiency),
- The satisfaction of different stakeholder groups (teachers, parents and stakeholders),
- Improvement of the results obtained (national, European and global comparison).

Evaluation of performance then consists in estimating the extent to which the organization has achieved its objectives through its functions and by implementation of appropriate corrective actions.

7.1.4. Headmaster’s Leadership

As managers, headmasters must simultaneously adhere to standardized management practices (Pelage, 2011) and evolve into leadership practices¹³. Leadership is a process by which one person influences others in order to achieve a common goal (Northouse 2007).

¹³ The OECD (2011) work shows that the notion of “leadership” is a restrictive translation of the English term “leadership”.

New practices within schools imply a synergy between leadership and educational change (Gaussel 2007). In our study, we choose to use the term “leadership”, which is the intentional influence of headmasters on one group, on another person. It is based on the formulation of objectives or results to be achieved, with an emphasis on organizational focus, change and innovation. It differs from management and bureaucratic administration of a secondary school. We hope to see in our study more proactive attitudes of headmasters, who act on environment and promote collective and individual commitment within their establishment. As Wart (2003) points out, the leader proposes a vision of the future and gives meaning to action.

8. RESEARCH METHODOLOGY

We adopted a hypothetical-deductive approach, based on quantitative research. We used SPSS statistical software processed for all data.

8.1. Data collection

We chose to conduct the study in French public secondary schools (general schools, technical schools and professional schools) with permanent and non-permanent teachers. Initially, we conducted semi-directed interviews used as a pre-test before the questionnaire was distributed.

In a second phase, we disseminated it via internet (on 7000 shipments only 80 were duly completed and exploitable). In addition to these approaches, we have associated longitudinal observation in a secondary school for two years. We presented the characteristics of sample in Table 2 below.

Our sample is made up of almost 50% of teachers aged between 31 and 50, 72% of whom have less than 20 years of teaching experience. The proportion of permanent responding is 81%. We have 4% of trainees awaiting validation and the others are non-permanent staff (contractual, temporary) in a precarious situation for 15%.

Sector	Public Educational Institutions								
Sample Size	80								
Situation of the establishments	Urban area: 65% ; Rural area:25% ; %; ZEP (Priority Education Zone):10%								
Gender	Male: 60% Women: 30%								
Age (%)	20-30 years: 7,50% ; 31 to 40 years: 20% ; 41 to 50 years: 31,25% ; 51-60 years: 26,25% ; 61 to 70 years: 5%								
Seniority (%)	≤ 5	[5-10]	[10-15]	[15-20]	[20-25]	[25-30]	[30-35]	[35-40]	[40-45]
	19	17	17	19	10	7	6	2,5	2,5
Level of studies (%)	< Bac: 9% ; Bac +2: 29% ; Bac +3: 21% ; Bac +4: 12,5% ; Bac +5: 26,5%, Doctorate: 2%								
Holder (%)	Permanent: 81% ; Trainee: 4% ; Precarious : 15%								

Table 2 – Characteristics of the quantitative study sample

Practice of HRM and leadership	Communication developed by the head of the school	Facilitated communication, facilitated consultations
	Educational collective consultation	Educational exchange and coordination around objectives
	Organizational effect of the institution and collective work	Good organization, team spirit facilitated by the development of consultation time for team collaboration
	Responding to expectations in terms of working conditions	Teachers' satisfaction with slots, assigned classes
	The effect of the organization of the school, the collective work and follow-up of the students	Development of the collective spirit Enable class tracking over several years
Performance	Collective atmosphere and performance	Pleasant atmosphere - Welded Teaching Teams
	Welded Teaching Teams	Individual performance, teachers and student outcomes
	Follow-up of the results by teachers	Individual performance, teachers and student outcomes
	Teacher performance and effect on students	Teacher fatigue, effect on student performance
	Effect of rhythm on performance	Week holiday alternate working weeks
	Effect of stress on long-term performance	Stress and Individual Performance Link

Table 3 – Conserved variables

The sample included 52% of teachers who considered the job as vocational, 27% applied to job security, 16% came out of a situation of precariousness and 5% replied to the family pattern and carried out the same activity as one of his ancestors.

8.2. Measuring scales retained

There are three measurement scales. The first is the work of Borman *et al.* (2001) on measuring the collective atmosphere and organization at work and its effects on performance. The second scale is that of Williams and Anderson (1991) on citizen behaviours employees in the work itself by observing the tasks accomplished that promote citizen behaviours required and expected of employee in order to achieve an individual performance to regular and progressive

work. The third is the effect of organizational stress of Steffy and Jones (1988) on performance. We verified before using the multidimensionality of our scales using Principal Component Analysis (PCA), purified, and retained items of variables with a significance greater than 0.7 in order to obtain valid and reliable statements. The calculation of Cronbach's alpha completes the analysis of the reliability of the measuring instrument. We present the 11 items used of the scales in Table 3

We chose to use the Spearman test correlation indicators (ρ)¹⁴ to test the correlation between variables. We present the set of links established between the variables in table 4 and figure one following the results obtained from the ACP analysis. We presented a summary of the most significant cross-references to our research question in Table 5.

¹⁴ For each pair (x_i, y_i) , we associate the pair (r_i, s_i) where, r_i is the number of pairs of numerical values (x_i, y_i) , the rank of x_i in x_1, x_2, \dots, x_n and if the rank of y_i in y_1, y_2, \dots, y_n then the rank correlation coefficient (Pupion, 2008) is calculated.

DATA CROSSING N: 8o	Correlation coef	Meaning
Work Conditions / Teacher Performance and Impact on Students	-,313	,005
Work Conditions / Pace Effect on Performance	,263	,018
Work Conditions / Effect of Stress and Individual Performance	,229	,020
Classroom monitoring / Collective atmosphere and performance	,207	,066
Class follow-up / Follow-up of results by teachers	,229	,041
Class follow-up / Effect of stress and Individual performance	,296	,004
Pedagogical team with defined objectives / Collective atmosphere and performance	,319	,004
Pedagogical team with defined objectives / Teacher performance and impact on students	-,242	,030
Pedagogical team with defined objectives / Follow-up of results by teachers	,342	,002
Educational Collective / Collective Atmosphere and Performance	,286	,010
Pedagogical group / Follow-up of results by teachers	,229	,041
Pedagogical group / Effect on performance	,186	,098
Pedagogical Collective / Stress Effect and Individual Performance	,361	,001

Table 4 – Verification of the links established between the variables

We confirm from our results that using simple and appropriate HRM managerial practices within institutions affects both individual and collective performance of teachers. Moreover, these practices moderately influence the attention paid to the organizational performance of high school.

9. RÉSULTS

The results of our survey show that individual attention paid to teachers by the headmaster impacts directly and moderately individual performance of them. Application of human resource management practices that are attentive and concerned about the collective

CROSSES	Number of significant results	Percentage of correlations
Crossing 1: Working conditions	3 convincing over 6	50%
Crossing 2: Follow-up of classes	3 convincing over 6	50%
Crossing 3: Organizational effect of establishment	0 convincing over 6	00%
Crossing 4: Pedagogical team with defined objectives	3 convincing over 6	50%
Crossing 5: Pedagogical group	4 convincing over 6	66.66%

Table 5 – Synthesis of significant crossings

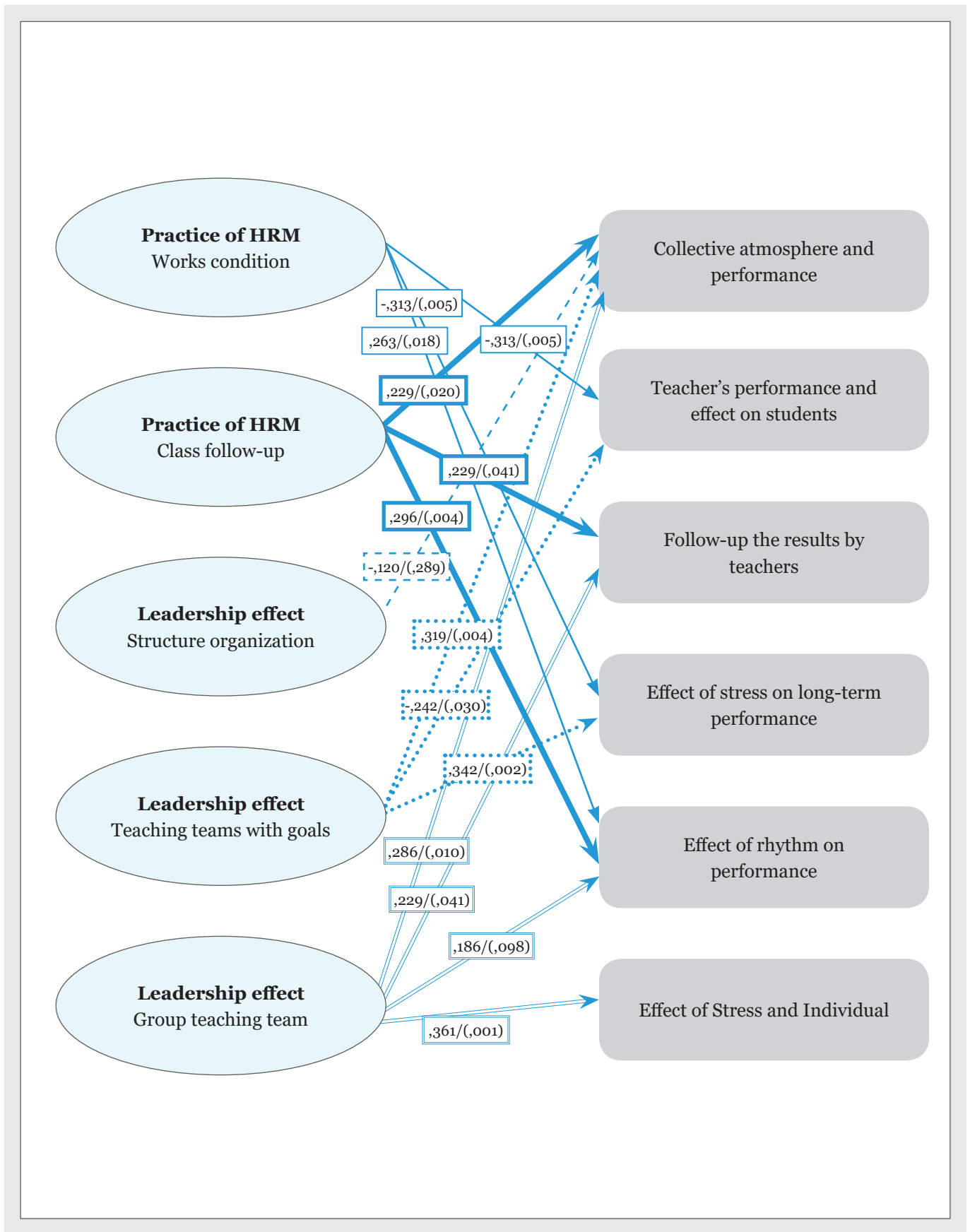


Figure 1 – Graphical representation of significant crosses

The first digit is the Spearman Rhô value,
the second in brackets is the level of significance of the test.

well-being of the workplace, based on a participatory and communicative approach, directly affect group performance. The analysis shows two main dimensions: one concerning human resource management practices and the other about leadership of headmasters. We present our main results through these two dimensions.

9.1. Link between Human Resource Management Practices and Individual, Collective and Organizational Performance

HR Practices and Individual Performance

The focus on working conditions (rest room, equipment, meeting schedules) will have little or no positive effect on individual performance. They are associated as normal working conditions and thus have no effect on the expected impact on students.

Moreover, propose favourable working conditions is significant, -desired schedule-, and affects positively individual performance (such as follow-up the classroom, atmosphere, choice of teaching teams, etc.). We note that teachers focus more on the means allocated, the organization, their personal demands and industrial relations than on the working environment or the working environment.

We find that respect for personal and professional balance of individuals (organization of working time, current school pace, respect for their choice of classes, meeting schedules or proposed class councils) reduce pressures due to job stress and thus promotes individual sustainable performance. We confirm, like Wood and Albanese (1995), that the use of open communication and information practices are conducive to improve individual performance. Through by appropriate HRM practices, headmasters can induce favourable and behaviours attitudes to public management performance dimension. Careful and personalized human resource management promotes individual teacher performance.

HR practices and collective performance

Successive reforms encourage new pedagogical practices with inter-disciplinary exchanges. Teachers must work in teams. The composition of the teams thus becomes a strategic managerial challenge for achieving a certain collective performance.

Our results confirm that a teacher as an individual needs to find the satisfaction of working with a group of colleagues. He needs to know the colleagues and recognizes it as a good one for several reasons (professional efficiency, positive relationship with a taking into account "affect", fluid communication and pedagogical osmosis). We join the sports practices world on the promotion of individual talents in a group (Picq 2005) for the education world. In the case of teachers, our findings corroborate and confirm the need for headmasters to act both as a manager of human resources management and as an actor responsible for collective performance. We confirm, as in education science (Bressoux 2001), that follow-up the classroom is better for teachers' interest and for the follow-up of their pupil's results. It encourages collaboration, a positive atmosphere and the pedagogical collective.

HR practices and organizational performance

With simple managerial practices, the headmasters create dynamic and active collective working atmosphere. Through organization, optimal team management and participatory leadership supported by bottom-up and top-down communications, headmasters amplify attention to organizational performance. All of its direct effects, both at the individual and collective level, indirectly affect organizational performance. We corroborate just as (Wright and Mc Mahan 1992) the need to find the ideal combination to achieve the highest level of internal coherence, having the highest potential to influence organizational performance. Teachers with a well-respected work environment and working conditions will be concerned staff. They will be concern about the outcomes of their students and the institution in which they work.

9.2. Link between the effect of leadership on collective and organizational performance

Effect of leadership and collective performance

The determination of objectives by headmasters to educational teams favours a dynamic and a favourable atmosphere for the group teacher's performance, and they have little direct effect on individual performance.

The meaning given to his or her work for each teacher in the group has a strong influence on collective performance and encourages him or her to surpass themselves through the collective effect. The team spirit and the pedagogical collective (good working atmosphere, collaboration) are positively linked to the follow-up of student's results through exchanges between colleagues. The group effect is experienced as psychological support for the job. Listening and speaking attenuates the effects of stress and promotes a higher level of performance.

The effects of the pedagogical collective are paramount on possible effects on teacher's attention paid to performance. Good communication with clearly defined objectives will promote teamwork and group performance. The positive atmosphere and the articulation of a school year, alternating weeks of holidays with weeks of activities (school rhythm), maintain at the same time the level of satisfaction, the quality of work provided, individual and collective performance. Like Gausse (2007), we confirm a synergy between leadership and educational change. The leadership effect of the headmaster is positive in achieving a collective performance and indirectly in the attention paid to the high school results under conditions of good communication of the subordinates in the teaching team.

Leadership effect and organizational performance

The leadership effect lead by headmaster on the overall performance of his institution show a moderate effect on organizational performance. Teachers poorly monitor the results published by the performance indicators (DEPP) individually. They do not perceive

the practice of their profession as "their knowledge transfer" as an interwoven element with educational and organizational performance of the high school in which they work.

The notion of "culture of public organization" does not exist, as there is in the private sphere the notion of "corporate culture" (Fournier 2016). The same applies to the emerging role of the headmasters as a community manager or the acceptance of the implementation of human resource management or leadership practices in high schools.

To date, secondary school teachers refute the notions of performance and results, even though they are expensive in public management approach (Fournier 2016). We perceive a gap between the recognition of practices and their actual application. Mostly, teachers participate in the life of the school; they invest and mobilize themselves to make the maximum number of students succeed. The quality of their teaching is provided but is often remains unnoticed by the majority of citizens, as it is difficult to measure through current performance measurement indicators.

10. DISCUSSION

Our research is an extension of the emerging work in management sciences on human resources and management in educational structures and public bodies. Giauque and Guenette (2007) begin a trail that consists of remembering that human beings need meaning to work, collaborate, engage and ultimately perform.

We show that HRM practices applied by headmasters can induce attitudes and behaviours conducive to the "dimension" performance measured by the indicators in the spirit of the NMP.

In addition, we would like to propose avenues of research in public management related to the development of humanized management practices, sources of cohesion and activation of teacher's group performance, to a lesser extent, with effects on individual performance and impact on organizational performance.

Through this study, we see the development of practices centred on the implementation of personalized

flexible working conditions that are attentive to teachers' expectations an individual and collective level. For example, Fournier (2014) develops some examples of tools used to organize working time, manage teachers' timetables through the wishes formulated at the end of the school year for the next school year, overtime or paid educational missions. The author describes her practices as opportunities offered by the system to mobilize and involve staff. Staff member's expectations of public service are different from those of the private sector, with 50% of teachers choosing this profession by vocation. Salary valuation is not a decisive factor of reward for teachers, as pointed out Pfeffer (1994) and Arcand, Bayad, Fabi (2002) on the link between performance and incentive pay. Our research confirms the imperative to integrate specific HR practices with the implementation of appropriate management methods in public educational structures. They will promote the achievement of the goals set in the establishment project as a multiple source of performance (Fournier 2016). Adjusting HRM decisions integrated into a structure's strategy in a source of performance (Delery and Doty, 1996, Maybe *et al.*, 2004, Arcand, 2000, Carrière and Barrette, 2005).

Gerstner and Day (1997) attest to a significant relationship between the quality of leader-member exchange and work performance. Conducting group management encourages satisfaction and the spirit of collective performance. In the same vein, the weight of the collective and a favourable work organization stimulated by adequate steering promote teachers' attachment to the notion of collective performance.

The interaction between favourable working conditions, individuals, pedagogical teams, top-down and bottom-up hierarchical relationships encourage the collective and (to a lesser extent) individual involvement and performance that results. The flexibility of headmasters are minimal, but they will have to act on these different levers to keep the teachers in a positive and involved work dynamic. It is no longer just a question of making men work, but of transforming work into performance by getting employees to behave according to the expected standards.

Dietrich (2009) defines the manager as follows terms. "He must then give meaning to these new action frameworks and create the conditions for performance: adapt, allocate his resources according to the

needs and skills available, develop them where they are lacking, to promote versatility and skills, manage change and support the learning of autonomy, responsibility, promote decision-making and the regulating activity of its teams".

The evolutions of the profession of headmasters come within this essential framework of new skills in team management, steering and change management. Indeed, the adoption of new managerial practices is necessary in high school to optimize the potentialities of each one.

CONCLUSION

The aim of this research was to highlight the effects of the role of headmasters as initiators of human resource management practices that are the source of individual and teacher's group performance, taking into account the notion of overall performance.

The main results show that the implementation of HR practices activates the teacher's performance at several levels. We have particularly emphasized the predominant influence of collective performance, which is somewhat less significant than individual performance with common effects on organizational performance.

The first contribution concerns the need to create an appropriate team-working environment by proposing favourable working conditions (exchange time, work area, real upward and downward communication, encouraging team spirit, etc.).

The second contribution, methodological and practical, concerns practices by insisting on taking into account of individualities. This step is essential for the well-being of teachers, such as offering a favourable timetable, monitoring students over several years or staying on a same level of education. The managerial practices adopted at the individual level by headmasters will lead both individual and group involvement behaviours with a collaborative synergy effect, leading to the achievement of superior performance. Quality of life at work and the meaning given to work are precursors to additional human performance.

The third contribution, theoretical and empirical, concerns the relationship between collaborative work, and teamwork promoted by practices concerned with human resource management. We see the importance of the collective, open communication and exchanges between subordinates and managers.

The strategic choices of headmasters, who emphasize human resources and pedagogical teams, will perpetuate the smooth functioning of their schools and, through the various advantage effects available to them, encourage multiple performances. The different actions to be implemented can be spontaneous daily decisions (change of schedules), medium-term and long-term decisions (follow-up classroom, team

building ...) or through the establishment project lead the high school to a higher efficiency.

A current trend within the NMP (Desmarais *et al.* 2008) announces a proximity of functions between private and public officials with acceptance of methods transfer.

In view of our results, we differ slightly from this trend in human resource management practices within the education system. We have emphasized the contradictory perception of this notion of competition, performance and results that has not yet integrated into the minds of teachers, most of whom consider themselves pedagogues responsible for a pure educational mission.

At the level of high school, the brutal application of private practices will be confronted with the obstacle of teachers. In addition, a headmaster who practices transformational management within the educational structures will promote positive and active emulation.

We regret, however, the lack of initial or continuous training of head masters and teachers in managerial concepts. Through this study, we find the application by headmasters of instinctive and inductive management and leadership practices within schools as a starting point to the common language between stakeholder paradigms (the state, consumers, and teachers).

BIBLIOGRAPHY

- ARCAND, M.; BAYAD, M.; FABI B. (2002). "L'effet des pratiques de gestion des ressources humaines sur l'efficacité organisationnelle des coopératives financières canadiennes". *Annals of Public and Cooperative Economics*, Vol. 73, n° 2, p.215-240.
- ARCIMOLES (D'), C.H.; TREBUCQ, S. (2002). "Ressources humaines et création de valeur: Essai de modélisation et application à l'actionnariat salarié". *Gestion des compétences et knowledge management*, Dupuich-Rabasse F. (dir.) et al., Éditions Liaisons, p.23-35.
- ATTARCA, M.; CHOMIENNE, H. (2011). "Le rôle managérial des chefs d'établissement: une évolution symétrique aux mutations des "bureaucraties professionnelles". *Cahiers de recherche du Larequoi*, 2012-2.
- BECKER, B. ; GERHART, B. (1996). "The Impact of Human Resource Management on Organizational Performance: Progress and Prospects". *The Academy of Management Journal*, vol. 39, n° 4, p.779-801.
- BOURGUIGNON, A. (1995). "Définir la performance: une simple question de vocabulaire". *Revue Française de Comptabilité*, n° 269, p.60-65, juillet-août.
- BRESSOUX, P. (2001). "Réflexions sur l'effet-maître et l'étude des pratiques enseignantes". *Les Dossiers des Sciences de l'Éducation*, 5, p.35-52.
- CHAPPOZ, Y.; PUPION, P.-C. (2013). "La quête de la performance". *Gestion et Management Public*, n° 3.
- COYLE-SHAPIRO, J.A.M.; KESSLER, I. (1998). "The psychological contract in the UK public sector. Employer and employee obligations and contract fulfilment". *Academy of Management Proceedings*, San Diego.
- DELERY, J.E.; DOTY, D.H. (1996). "Modes of theorizing in strategic human resource management: Tests of universalistic, contingency, and configurational perspectives". *Academy of Management Journal*, 39, p.802-805.
- DESMARAIS, C.; ABORD DE CHATILLON, E. (2008). "Existe-t-il encore des différences entre le travail des managers du public et ceux du privé?". *Revue française d'administration publique* 128, p.767-783.
- DEN BROK, P.; FISCHER, D.; SCOTT, R. (2005). "The importance of teacher interpersonal behavior for student attitudes in Brunei primary science classes". *International Journal of Science of Education*, Vol. 27, n° 7, June, p.765-779.
- DIETRICH, A. (2009). "Le manager intermédiaire ou la GRH mise en scène". *Management & Avenir*, 1/2009 (n° 21), p.196-206.
- DONNADIEU, G. (1999). "la performance globale: quels déterminants des salariés dans les entreprises françaises". Thèse de doctorat, Université de Bordeaux I.
- DRAELANTS, H.; DUMAY, X. (2011). *L'identité des établissements scolaires*, Paris, Presses Universitaires de France "Éducation et société", 164 pages.
- EHRENBERG, A. (1991). *Le culte de la performance*, Calmann-Lévy, Paris.
- EMERY, Y.; GIAUQUE, D. (2005). *Paradoxe de la gestion publique*, Édition L'Harmattan.
- EMERY, Y.; GIAUQUE, D. (2008). *Repenser la gestion publique: bilan et perspective en Suisse (Le savoir suisse)*. Lausanne: Presses polytechniques et universitaires romandes.
- FOURNIER, S. (2014). "L'implication et prise en compte de la performance dans le secteur public: le cas des enseignants dans les établissements du secondaire". Thèse de l'Université de Poitiers 2014.
- GAUSSEL, M. (2007). "Leadership et changements éducatifs". *Lettre d'information de la VST*, n° 24, janvier, Lyon: Institut national de recherche pédagogique (INRP).
- GAUTHIER, C.; MARTINEAU, S.; RAYMOND, D. (1998). "Schéhérazade ou comment faire de l'effet en enseignant". *Vie pédagogique*.
- GERSTNER, C.R.; DAY, D.V. (1997). "Meta-analytic review of leader-member exchange theory: Correlates and construct ideas". *Journal of Applied Psychology*, 82, p.827-844.
- GIAUQUE, D.; GUENETTE, A.M. (2007). *Moteurs de la performance individuelle et collective dans les organisations publiques en transformation*.
- GIAUQUE, D.; RITZ, A.; VARONE, F.; ANDERFUHRENBIGET, S. ; WALDNER, C. (2011). "La mise en contexte de la motivation à l'égard du service public. Comment concilier universalisme et particularisme". *Revue Internationale des sciences Administratives*, vol. 77, n° 2, 2011, p.223-249.
- HUSELID, M.A. (1995). "The impact of Human Resource Management Practices on Turnover, Productivity, and Corporate Financial Performance". *Academy of Management journal*, 38.
- Institut de la Gestion Publique et du Développement Économique (2008). "La performance des fonctions "ressources humaines". Étude préparatoire réalisée par le département Recherche, Études, Veille par Chemla-Lafay A.; Deleplace M.-T.; Le Flécher C.; Meimon J. et Trosa S. édité par le Ministère du Budget, des Comptes Publics et de la Fonction Publique.
- KANDEL, E.; LAZEAR, E. (1992). "Peer Pressure and Partnership". *Journal of Political Economy*, vol. 100, n° 4, p.801-817.
- MAROY, C. (2010). "L'école comme système de production: impasses et voies de dépassement". *La Revue Nouvelle*, 65 (5-6), p.61-72.

- MILGROM, P.; ROBERTS, J. (1995). "Complementarities and Fit: Strategy, Structure, and Organizational Change in Manufacturing". *Journal of Accounting and Economics*, vol. 19, p.179-208.
- MORIN, E.M.; GUINDON, M.; BOULIANNE, E. (1996). *Les indicateurs de performance*, Guérin, Montréal.
- NYE, B.; KONSTANTOPOULOS, S.; HEDGES, L.V. (2004). "How large are teacher effects". *Educational Evaluation and Policy Analysis*, vol. 26, n° 3, p.237-257 dans "Que disent les recherches sur 'l'effet enseignant'?". Centre d'analyse stratégique, n° 232 juillet 2011.
- NORTHOUSE, P. (2007). *Leadership; theory and practice*, Sage Publications, Thousand Oaks.
- OCDE (2011). *Autonomie et responsabilisation des établissements d'enseignement. Quel impact sur la performance des élèves ?*
- PFEFFER, J. (1994). "Competitive advantage through people". *California Management Review*, winter, p.9-28. 'Resource-based view of the firm' [Barney, 1991], 'Competence-based view of the firm' (HAMEL & HEENE, 1994).
- PFEFFER, J.; VEIGA, J. F. (1999). "Putting People First for Organizational Success". *The Academy of Management Executive*, vol. 13, n° 2, p.37-48.
- OSBORNE, S. (2010). *The new public governance? Emerging perspectives on the theory and practice of public governance*, edited by Stephen Osborne.
- PELAGE, A. (2011). "Les chefs d'établissement: La fabrique des cadres", in BECHTOLD-ROGNON, E.; LAMARCHE, T. (dir.), *Manager ou server ? : Les services publics aux prises avec le Nouveau management public*. Paris: Éditions Syllèpse.
- PICQ, T. (2005). "Comment développer la performance collective ? Quand le handballeur vient au secours du manager". *Gérer et comprendre*, mars 2005, n° 79.
- POLLITT, C.; BOUCKAERT, G. (2004). *Public Management Reform: a comparative analysis*. Oxford, Oxford University Press.
- SAULQUIN, J.-Y.; SCHIER, G. (2007). "Des perceptions managériales aux pratiques RSE: une étude exploratoire". *Gestion*, vol. 6, novembre-décembre 2007, p.181-195.
- SCHULER, R.S. (1998). "Strategic Human Resource Management: Linking People with the Strategic Needs of the Business". *Organizational Dynamics*, vol. 21, n° 1, p.18-31.
- SICOTTE, C.; CHAMPAGNE, F.; CONTANDRIOPOULOS, A.P. (1999). "La performance organisationnelle des organismes publics de santé". *Ruptures*, revue transdisciplinaire en santé, vol. 6, n° 1, p.34-46.
- SPILLANE, J.-P.; HALVERSON, R.; DIAMOND, J.-B. (2008). "Théorisation du leadership en éducation". *Éducation et sociétés*, n° 21, p.121-149.
- STEFFY, B.D.; JONES, J.W. (1988). "Workplace stress and indicators of coronary-disease risk". *Academy of Management Journal*, 31, 3, p.686-698.
- THEODOLOZ, R. (2007). *Impact des réformes de NGP sur la perception des agents publics concernant le fonctionnement de l'administration*. Institut Économie & Tourisme. Sierre, HES-SO Valais, travail de diplôme.
- WAINTROP, F.; CHOL, C. (2003). "Une vision systémique de la performance: quelques leçons tirées des expériences étrangères", contribution pour le 13^e colloque international de la Revue Politiques et management public, Strasbourg, novembre.
- WART, M.-V. (2003). "Public-sector leadership theory: an assessment". *Public administration review* 63 (2), p.214-228.
- WEBER, C.L. (1994). *The Effects of Human Resource Management Practices on Firm Performance*. HRM project series, Industrial Relations Centre, Queen's University at Kingston: IRC Press.
- WRIGHT, P.M.; MCMAHAN, G.C. (1992) "Theoretical Perspectives for Strategic Human Resource Management". *Journal of Management*, vol. 18, p.295-320.
- WOOD, S.; ALBANESE, M.-T. (1995). "Can we speak of Human Ressource Management on the shop Floor?". *Journal of management Studies* 3(2), p.215-247.

APPENDIX 1

ITEMS	Standard deviation	Percentage > 4	Alpha of Cronbach
-------	--------------------	----------------	-------------------

Satisfaction with working conditions related to pilotage

3.3	Is the choice of your classes appropriate for you?	1,70	70,1%	0,764
3.4	Were your wishes respected?	1,90	66,4%	
3.7	Is the work rate of the institution appropriate for you?: Schedule of class councils, various meetings	1,70	61,3%	

Student Tracking

3.5	Working on the same level of class over the past several years, does it promote your involvement	1,89	78,8%	0,497
3.6	Does your class follow-up over several years allow you to invest more?	1,56	90,1%	

Collective atmosphere and performance

7.1	Working in a good atmosphere (agreement) facilitates investment and performance	0,61	100%	0,670
7.3	Students work harder when they feel welded teaching teams	1,00	95,1%	

Organizational effect of the institution and collective work

7.2	The good organization of the institution fosters my performance	1,80	83,8%	0,740
7.4	The group effect makes me want to be more efficient	1,58	87,6%	

APPENDIX 1

ITEMS	Standard deviation	Percentage > 4	Alpha of Cronbach
-------	--------------------	----------------	-------------------

Follow-up of results by teachers				
7.8	I am performing so my students succeed	1,52	40,1%	0,824
7.9	The energy given to students is rewarded by their good results	1,65	55%	
7.10	The favorable results of my students in the examinations lead me to continue	1,53	67,5%	
7.13	Participating in the success of my students pushes me to be always performing	1,34	92,6%	

Participating in the success of my students pushes me to be always performing				
7.14	When I am tired I am not performing well	1,54	57,6%	0,694
7.16	Fatigue alters my short-term performance	1,73	62,6%	
7.17	Fatigue alters my long-term performance	1,73	60,1%	