

INCREASING THE EFFICIENCY OF EDUCATION SYSTEMS BY IMPROVING HUMAN RESOURCE MANAGEMENT

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In today's economies, investment in education and in the training employees are at least as important as investments in heritage. We live increasingly longer in an economy based on information, technology and production, in which methods are changed rapidly and constantly. Human capital formation should be approached at least as good as physical capital formation and the reform in education should strive to treat the former obviously.

Key words: *Human resources, human resources management, education systems, education efficiency.*

1. INTRODUCTION

We can say without too much that error that contemporary society is an educational society - a society in which a man is educated from a formal point of view in a much higher proportion. Comparative analyses of the various educational systems highlights current strong bond that exists between the degree of social development, economic and cultural undertakings of a certain system's viability. In other words, we should note that a valuable educational system contribute to the overwhelming socio-economic and cultural society, through appropriate education of the members of the respective communities. With any doubt, the more a society is developed, the more it will have a better educational system. This mutual dependence requires doubling the need for rigorous research about the possibilities of contemporary

educational systems, as well as linking these educational systems with changes that occur in the socio-economic sphere.

2. LITERATURE REVIEW

Researchers such as Simatwa 2013 [1]; Kelly & Odden 2008; Wang, Chich-Jeng & MeiLing 2010; Jane, Mattew & Bedi 2010; Raccah 2012 [2] suggests that the study of HRMD implies a combination of theories dealing with the social, psychological and economic dimensions of the leadership and employees. The major role of human resource management in such a context is to promote alternative ways of controlling behavior to reduce the effects of such conflicts and minimize the cost to the organization. This includes the two approaches of monitoring and incentive giving (Act of Managing Institutes, UK, 2009). While HRMD can be defined as the utilization of

individuals to achieve organizational goals, effective HRMD is required in organizations to get things done (Koc' 2010) [5]. Individuals dealing with HRMD matters face a multitude of challenges, ranging from a changing work force to government regulations, technological revolution and the recent global competition.

Those engaged in its management must develop and work through an integrated HRMD system comprising such functions as staffing, human resource development [6], compensation and safety and employee labor relations (Mondy 2009). Badri and Mourad (2012) stated that HRMD strategies enhance productivity and the effectiveness of the organization.

Dessler and Varkkey (2011) highlighted the importance of HRMD for any organization to work and prosper. They hold that the paradigm shift in HRMD from the corporate sector to the education sector is a result of rapid globalization in the field of knowledge and education, increased competition in the education market, reduced financial budgets for the education sector and changing economic downturn.

McClelland (2008) claimed that effective HRMD revolves around three major categories: achievement, affiliation and power. In an educational organization, the leaders use effective HRMD to build a framework where employees with different needs are motivated differently. To manage the employees suitably, high achievers in the organization should be given challenging projects with reachable goals and be provided frequent feedback. It is expected that the employees with a high affiliation need, perform best in a cooperative environment, hence

HRMD managers strive to develop a collaborative environment in their respective organizations. Furthermore, the potential leaders within the educational organization should be picked and assigned with tasks and opportunities to manage others. In this way an effective system of management would be developed and the process of goal seeking would be made relatively easy (Mabin: 2007). HRMD mainly works to promote the productivity, performance and efficiency of the staff for the achievement of organizational objectives and progress.

Human resources are critical for effective educational functioning. Human resources were once relegated to second-class status, but its importance has grown dramatically in the last two decade. Again, its new importance stem from adequately recruited, selected and supervised, inducted and adequately rewarded, provided for, properly develop, appraised and promoted on the job. They will be committed to the job, remain dedicated and productive in the education system. It also represents a significant investment of the educational efforts. If managed well, human resources can be a source of competitive [3] strength for the education. Strategically, human resources must be viewed in the same context as the financial, technological and other resources that are managed in any organization (Onah: 2008) [4].

3. HUMAN CAPITAL IN AN EDUCATIONAL GLOBALIZED WORLD

At present, at the global level is increasingly observed that society as a whole is moving towards an era whose future essentially will be determined

by the ability of individuals to effectively use the knowledge and skills to adapt to changing economic and social environment. Economists of the twentieth century have shown the importance of investment in capital and infrastructure to gain competitiveness. However, the failure of a few countries to achieve significant growth despite large investments in infrastructure and capital, has led to the granting of an increased attention to other categories of factors. Scientists have subsequently turned their attention mainly towards other factors that generate wealth, and therefore determines the level of competitiveness, such as: human capital, technical progress, macroeconomic stability, corporate governance, legislation, effective and transparent functioning of the institutions, the absence of corruption, bringing to the market, modernisation of firms, demand conditions, market size, etc. [7]

In the new economic context characterized by instability, crisis and competitive pressures, human capital thus turns into an essential pillar leading to economic growth and development, being recognized as one of the engines of economic development, both at the social and community level and at the individual level. Closely related to human capital is made available in the academic world, and not only the importance of education, being well known that educational systems carried on through the ages have sought to adapt to the imperatives of economic change, to cause those transformations which ensured social cooperation.

Today, more than ever, education makes the difference, and general interest policy appears increasingly

centred on the power of education in general, the higher, particularly in increasing the level of well-being and competitiveness of a nation. Famous economists have shown that between time and the level of development of a nation and education, there is a close interdependence. Moreover, under the conditions of globalization, drawing all the international institutions, along with a suite of scientists and policy makers, highlights the role of universities and graduates in the processes of innovation, so necessary to achieve the objectives of an economic nature.

Furthermore, the education and the division of knowledge guide individuals towards saving and investing in human capital, turning it into a vehicle of social inclusion policy; powers that individuals acquire and permit them to participate meaningfully in social and economic development (R.: 2010). At EU level, progress is more than visible; and over time was observed along with the increasing number of students and the increasing number of institutions, which is understandable if we consider the fact that we live in a knowledge-based economy and the demand for it is normal to record an uptrend. [8]

4. POLICIES OF QUALITY IN THE FIELD OF EDUCATION AT THE EUROPEAN LEVEL

Today, in Europe, there is a risk of weakening social cohesion from several causes, among which the most important are a considerable part of the unemployment population and in particular of young people's mistrust of democratic institutions, nationalism, corruption, violent

conflicts taking place in some parts of the continent and the growing gap between rich and poor. Therefore, the question arises to reinforce social cohesion is needed at different levels, in particular in order to guarantee the equality of all citizens as regards access to education, social dialogue between different groups and nations, the active participation of all citizens in the social, economic and cultural, as well as in decision-making processes. In Europe, companies are very different due to the presence of various ethnic and cultural minorities and immigrant communities, as well as a growing mobility of people. This increasing diversity is not risk free, because life becomes more complex social relationships become more diverse, and the school is faced with the presence of foreign pupils and students, and with an increase in violent demonstrations.

Education and vocational training is carried out in conditions when mobility is increasing at an international scale of pupils, students and employees, when it felt more and more the impact of new technologies, when it causes a radical change with the emergence of labour market and employment of multinational enterprises, when training is no longer can limit only at certain periods in the life of the individual but must be carried out throughout their lives, when education cannot be achieved without the participation of the local community. All these have resulted in the fact that, at present, European educational policies and strategies are geared primarily towards education in the spirit of democratic citizenship and social cohesion. [9]

Educational systems must face various challenges, developments and issues related to both the education and society as a whole. Under these circumstances, there is an increase role of education as a factor contributing dramatically to social cohesion. National and international competition requires quality approach in higher education, and performance can be achieved only where quality policy in essence becomes the life of the university. These policies are structured institutional goals and objectives of the organizational culture. In the first case it is pursuing, structures and procedures while in the second case it is pursuing value systems, evaluation metrics and creating new behavioural attitudes.

5. HUMAN RESOURCES DEVELOPMENT - PLANNING OF EDUCATION - TRAINING OF TEACHING STAFF

The development plans of the educational institutions are supported by well trained teaching staff, involved in professional development and personal training through specific arrangements. Continuous training ensures the updating and development of the competences of the teachers, including the acquisition of new competencies in the light of changing needs of education, the curriculum, and in the light of the requirements relating to the powers of adaptation to changes in the teaching staff structures/processes of education.

Continuing training of teachers:

a) updating and development through training programs/training, competence in the field

of specialization corresponding/didactic function obtained through initial training in skills development for

b) evolution in teaching career through training system and the teacher's degrees;

c) the acquisition or development of skills of leadership, guidance, control, and evaluation structures of organizations of education;

d) acquiring new competencies, through programs of rehabilitation of the professional skill retraining/for new specializations and/or new functions, other than those obtained through the initial training;

e) acquiring additional or competent extension which broaden the range of activities and functions that can be provided by teaching staff, namely teaching E-learning, teaching in foreign languages, educational counselling and career guidance in adult education, etc.;

(f) the development and extension of competences) cross-relating to social roles and personal and professional development, interaction and communication with the social environment and pedagogic environment. [10]

Continuous training is carried out in accordance with the provisions of the methodology of continuous formation of teachers from pre-university education mainly through:

a) the programs and activities of training scientific training, psychopedagogical and teaching or in the areas of leadership, guidance and evaluation of education;

b) training and courses examinations for obtaining education and debate in the teaching grades II and I;

c) conversion programs.

6. CONCLUSIONS

The fact is that, at present, education must respond to several major challenges: to achieve a level of quality that would pass the test of comparison internationally, to improve management and accountability, to increase funding and to diversify funding sources.

These major goals involve changes in education, since we are in a pretty difficult situation: either we admit that the time has come for some vigorous action to identify and enhance the quality of education, where they exist, and sanction, direction and quality improvement, where needed.

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