

HUMAN RESOURCES, THE MAIN VECTOR OF INCREASING THE QUALITY OF EDUCATION

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Introduction

The management of human resources aims at providing personnel, both in terms of quantity, but especially qualitative, as the main resource of education.

The decentralization of budgetary institutions makes it necessary to master the principles of human resources management, so as to create the conditions for involvement and participation in the institution, given that we want to live in a society where fundamental values are creativity, freedom, pluralism and tolerance².

Pre-university institutions (kindergartens, schools, high schools) do not benefit from a human resources manager.

Weaknesses and proposals for improving identification in the pre-university education system as a result of the centralized management of human resources are:

- the decisions adopted in the educational system regarding the human resources have effects on the educational institution and of the individuals from the institution;
- any imbalance can generate serious dysfunctions at the level of the educational institution taking into account the role of the teacher in the instructive-educational process;

Through human resources strategies, the educational institution can produce individual changes that can be transferred by the staff and in the extended environment.

The human resources manager in an educational institution must focus on optimizing the existing potential of human resources, estimating the need for teaching staff, teaching assistants and non-teaching staff, investments in human resources development needed for the next period.

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² Adrian Gorun, *Contributions to the reconstruction of the identity of national education. Syntheses*, "Academica Brâncuși" Publishing House, Târgu-Jiu, 2015

Human resources should not be seen as a component of cost, but as a profitable investment in the school, not only in production costs, but as the main agent for promoting education and performance³.

Centralized management of human resources at the level of County School Inspectorates, lack of a clear policy in the field of human resources (at the level of the County School Inspectorate, even if there is a human resources management department, those working in this department do not have the necessary training) selected on certain criteria) and the unprofessional intervention of the local authority, these being disruptive factors of the instructive-educational process. The consequences of these disruptive factors at the school level. Ensuring human resources with teaching staff is done centrally at the County School Inspectorate, training and development of teachers is constantly changing, instability of human resources, by reserving a large number of positions for replacement, acceptance in the education system of specialists who do not they have adequate training, ie pedagogical / methodological modules, low salaries disarm valuable young people to enter the education system. As proposals would be, financial and material support of human resources for maintenance and continuous training, ensuring the stability of staff in the school, raising salaries to a motivating level, ensuring human resources based on the principles established at the school level.

Human resources development in pre-university education

In the conditions of the information explosion, of the permanent education and of the efforts for the development of the human resources are in continuous renewal, the formation of the professional level and the raising of the professional level, as a general process of knowledge accumulation in all the contouring fields. to each organization.

The quality of the entire process of training and raising the professional level is, without a doubt, the result of a set of interdependent actions related to: modernization; speed; ensuring the intellectual mobility in which the capacity of the graduates' preparation process competes according to the current experiences / expectations, arming them with the necessary knowledge, with study and lifelong learning skills, forming a prospective, anticipatory thinking; structuring the training process; endowment with teachers, with the technical-material base and didactic equipment; monitoring; obtaining a higher efficiency than the entire permanent education, etc.

³ J.C. Abric, *Communication Psychology*. Polirom, Iasi, 2002

Consequently, all these requirements involve convergent actions and prompt responses to development needs in order to achieve the performance standards pursued in the scientific and technical training of human resources.

In fact, the dynamizing character of education, as a strategic sector of development, consists in it.

There is no creation without accumulation of experience and without competence. Also, there is no invention without science and "savoir-faire !, provided that the competence is doubled and daring.

The true trainer and not an ordinary instructor (a role that a pedagogue can perform at a lower price) must fulfill the following desideratum⁴:

- to train and develop mental flexibility, which involves invigorating self-confidence, removing the rigidity caused by conditioning and routine, fear of the new, as well as lack of experience;

- to teach students the learning techniques, so that everyone can discover their own learning strategy and means of optimization;

- to strengthen their confidence in lifelong learning, as a necessary condition for personal growth and development that can only be achieved through effort to mobilize all their abilities; to fit into the systemic loop, one of the cardinal points of the institution's strategy.

Assuming and achieving these goals triggers the force we call training today, as well as the national education system itself, still focused today on the transmission and control of knowledge, delivering paper tops, so vanity is increasingly displayed. "The fact that I have a diploma proves only one thing," writes an American expert, "that I was able to pass the exam that conditioned the issuance of this diploma."⁵

For the survival of the institution, an essential ingredient of success is learning at the strategic, operational and policy levels, which must be conscious, continuous and integrated.

⁴ I. Petrescu, *Managementul personalului organizației*, Ed. Expert, București, 2003

⁵ V. Lefter, Manolescu A. *Managementul resurselor umane*, Editura Didactică și Pedagogică, București, 2005

The responsibility of a climate, in which all staff learn permanently, is borne by the management team, which through staff training feeds and ensures the transmission of this heritage, an essential element of the value of a modern institution.⁶

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General training, professional training and accumulation of work experience are the triad / triangle of staff training.

Staff training is considered the most profitable investment, involves spending and aims to make a profit, investor expectations can be predictions that come true.

Ensuring the necessary human resources in pre-university education

Based on the curricula, provided in the Orders of the Ministry of National Education, the teaching positions / departments in pre-university education are established, taking into account, with priority, the observance of the principle of continuity of teaching at the same classes or groups of students.

The teaching staff mobility commission validates the list of vacant / reserved teaching positions / departments communicated by the school units to the Board of Directors of the County School Inspectorate.

After assigning the incumbents to the basic positions / departments and solving the didactic norm completions, the vacancies / departments that are put up for competition are declared.

The competition for teaching positions is open.

The legislation in force (Law of Education)⁷ provides the conditions that must be met to participate in the competition.

The specialized body of the central public administration is the Ministry of National Education which elaborates and implements national policies in the field of pre-university

⁶ A. Prodan, *Managementul resurselor umane*, Princeps Edit, Iași, 2008

⁷ National Education Law no. 1/2011

education. The Ministry of National Education initiates and executes the financial and human resources policy in the field of education, also in the field of pre-university education has the attributions to elaborate the methodology regarding the movement of the teaching staff in the pre-university education units⁸.

The normative acts adopted at national level and the methodologies elaborated by the Ministry of National Education regulate the management of human resources in pre-university education which is achieved through decentralized exercise at school level.

The bodies involved in the good development of teaching activities and the educational process, at the central level is the Ministry of National Education, and at the local level are the School Inspectorates, institutions that deal with ensuring the necessary teaching staff, teaching assistants and non-teaching staff.

Through the Local Councils and the County Councils, the Ministry of National Education ensures the optimal conditions for the development of the didactic activity, the endowment of the material base, investments, the renovation and modernization of the material base, as well as the salary of the personnel working at school level.

Based on the information received following the census of students and taking into account all legislative parameters, the schooling plan is drawn up.

Based on the framework plans, approved by Order of the Minister of National Education, the positions / departments of pre-university education are established.

In the sense of approved methodologies, by educational units we mean: educational units with legal personality, related educational units, palaces and clubs of children and pupils and the National Children's Palace, county / Bucharest centers of resources and educational assistance, school centers for inclusive education, interschool speech therapy centers and speech therapy offices, psycho-pedagogical assistance centers and offices.

According to the National Education Law no. 1/2011, the didactic norm of the teaching staff from the teaching-learning, practical training and current evaluation units of preschoolers and students in the classroom includes hours provided in the curriculum for the disciplines corresponding to the specialization or specializations registered on the diploma / bachelor's or graduation diplomas, on the graduation diploma of the second cycle of master's university

⁸ A. Prodan, *Human resources management*, Princeps Edit, Iași, 2008

studies or on the diploma / diplomas / certificate / certificates of graduation of some postgraduate courses, lasting at least a year and a half, approved by the Ministry of National Education - in-depth studies, postgraduate academic studies, postgraduate specialization studies, in the job profile, in accordance with the provisions of art. 1 lit. a) of Government Ordinance no. 103/1998, approved and amended by Law no. 109/1999 and the National Education Law no. 1/2011.

The number of staff employed in education, including teaching staff, is in a relationship of interconditioning and complementarity with the evolution of the number of pupils / students, which, unfortunately, tends to decrease.

The initial training for the occupation of didactic positions in pre-university education includes⁹:

- initial, theoretical training, in the specialty, carried out through universities, within programs accredited according to the law;
- didactic master with a duration of 2 years;
- the practical internship lasting one school year, carried out in an educational unit, under the coordination of a mentor teacher.

The staff from preschool and primary education is an exception to these provisions, because the functions of educator, teacher are performed through pedagogical high schools.

In order to obtain other specializations, graduates of undergraduate studies can follow modules of at least 90 transferable credits that certify the acquisition of teaching skills of a discipline in the field of specialization registered on the bachelor's degree (National Education Law, 2011) [10].

Following the analysis of the training needs, the Ministry of National Education establishes the curricular landmarks and the qualifications of the initial theoretical training in the specialty of the staff, as the main financier.

After assessing the need for teachers, plans are developed to ensure the employment of competent and stable workforce through the human resources planning process.

The departments, at the level of the educational units, are constituted following the census, the number of enrolled students and the number of classes, which are sent to the County School Inspectorate.

⁹ V., Lefter, A., Manolescu, *Op Cit.* p.82

The county school inspectorates will elaborate the proposals for the project of the schooling plan and of the network of pre-university education units. The schooling plan will be based on a specialized study from the perspective of pedagogical, psycho-pedagogical, sociological and economic arguments. Teachers and counselors from school centers and offices, specialists from county / Bucharest centers for resources and educational assistance, from the county / Bucharest center for psycho-pedagogical assistance, teachers from all levels of education, trade unions will be involved in its elaboration. From education, the representatives of the county organizations / of the Bucharest municipality of the parents, the local authorities (prefectures, county councils, local councils, etc.) and the Local Committee for the Development of the Social Partnership.

Conclusions

The school operates in a local community - but has its own rules of operation, written and unwritten, transmits locally accepted values. On the other hand - the school "processes human material" from the local community, teachers and students are people who live in the community and bear its influences.

Educational resources, such as human, technical-material, informational (licenses, patents, software, methodologies, technologies, instructions), financial resources (account availability, loans, grants, company investments, etc.) are interconditioned and used in common, making possible the development of activities according to the profile of the educational institution and the achievement of the considered objectives.

The management of human resources aims at providing personnel, both in terms of quantity, but especially qualitative, as the main resource of education.

The decentralization of budgetary institutions makes it necessary to acquire principles of human resource management so as to create the conditions for involvement and participation in the institution, given that we want to live in a society where fundamental values are creativity, freedom, pluralism and tolerance.

By establishing a correct human resources policy, the importance of the staff within the school is established, as well as the responsibility of the management. The correct formulation of the human resources policy largely depends on obtaining efficient results.

The requirements of an efficient human resources policy can be summarized as follows:

- integration of human resources management in the management of the organization;

- obtaining the adhesion of the entire staff;
- acting at all hierarchical levels;
- ensuring a climate of employment and capitalization of the potential of each employee;
- recognition and motivation of staff who obtain high-performance results;
- stimulating the desire for continuous improvement of one's activity;
- training in the decision-making process of those who prove professional competence.

The education system mobilizes considerable material and human resources and thus financial resources.

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