

SECTION IV SOCIAL AND EDUCATIONAL POLICIES

ANALYSIS OF PERFORMANCE IN EDUCATION IN TERMS OF HUMAN RESOURCES COMPETENCES

Bidireanu Florin-Valentin¹

Abstract:

Performance in education must also be analyzed from the point of view of the quality of training of existing human resources at the level of the school organization. For an even more efficient measurement of performance, it is good to take into account external indicators, but also internal indicators. This paper analyzes the performance in education in terms of human resources skills, taking into account the European directions of development in the horizon 2025, which aims at cross-border mobility, lifelong learning and social education and the development and awareness of a common European identity, through capitalization and enrichment. European cultural. Among the recommendations of this paper are the encouragement of cultural, social and intellectual mobility at European level, lifelong learning, the development of a common mechanism for the recognition of diplomas, the correlation of study programs and the promotion of areas of study agreed at European level.

Keywords: *performance, skills, human resources*

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1. Introduction

Performance in education is influenced by the attitude towards learning of learners, cultivating and respecting certain values, involvement in the act of education. In educational management there are two components: a procedural component and a structural one. The strategies used by the manager are based on authority, attitude, balance, impartiality, sanction. The training profile of the intermediate level graduate (gymnasium) includes the development of key competencies. The key competencies allow the graduate to adapt to the labor market and to today's society. These must be integrated into the design of the training. They are a cross-cutting application of the framework by developing creativity, the ability to solve risk assessment and decision-making problems. Every competence related to communication in the mother tongue, communication in the foreign language, skills in mathematics, science and technology, digital skills, the ability to learn to learn, interpersonal relationships and civic spirit, initiative and entrepreneurship is to be translated into manifestations in life. everyday. The communication process represents the way in which the exchange of information between the members of the school organization takes place.

2. Theoretical approach

Quality management in the educational system is distinguished by establishing reference standards, by ensuring the achievement of objectives, by involving all factors and by correlating with social needs. The role of the teacher is very important in obtaining quality. That is why his professional development has an important role. Teachers are considered the category of key stakeholders in achieving the quality of the educational product. Efficiency in the field of education has a complex character, and can be approached from the point of view of the conception that man is both the subject and the object of activity. There are a lot of factors that influence educational activity, quantifiable factors, among which we list economic

¹ Profesor, Școala Gimnazială 'Candiano Popescu' Ploiești, Student, Univeristatea din Pitești, florin_bidireanu@yahoo.com

factors, demographic factors, technical factors, non-quantifiable factors, among which we mention psychological and social factors. People are a valuable resource for the organization, regardless of its field of activity. (Maican, 2001) They determine the degree of evolution, progress and success in a changing market. Without employees, organizations do not achieve their goals. Organizations live through people, they develop them, they keep them on the market, they close them in order to adapt to the new requirements of society. (Popa I., Filip R., 2001)

In today's educational society, the teacher must be an educator and a counselor, concerned with the development of the abilities and interests of his students, putting these goals on the main and secondary level his role as a transmitter of knowledge and source of information. The quality of human resources leads the organization to performance. Competence means action, the conditions of implementation, it depends on the situation and the contexts in which it is expressed (Dulamă, 2011)

Competence is the ability to decide on a thing based on knowing the problem. (Cojocaru, V., Sacalciuc, 2013) Competence is the remarkable professional capacity, springing from knowledge and practice. (Schiopu, 1997)

Teacher training has also been addressed at the level of European policies. The European Union has issued as common principles for the competences of the teacher quality and multidisciplinary university training, lifelong learning, mobile profession, profession based on partnerships. (Code of Ethics and Integrity, 2020) Key competencies refer to the ability to work with information, technology and knowledge, to work with peers, to work in society. Thus appears the concept of mentor teacher, the one who supports the beginning teacher. The profile of the teacher refers to the level of professional training and the level of personality development. The profile of the teacher includes intellectual, emotional, managerial, motivational, communication skills. The profile of the manager, in the educational system, refers to a series of competencies. The competencies of the manager in the educational system are: communication, relationship, use of technology, monitoring, evaluation, management, administration, knowledge and application of the law, strategic vision. The manager has a set of cognitive, affective, motivational, managerial abilities. (Jinga, I., Istrate, E., 1998)

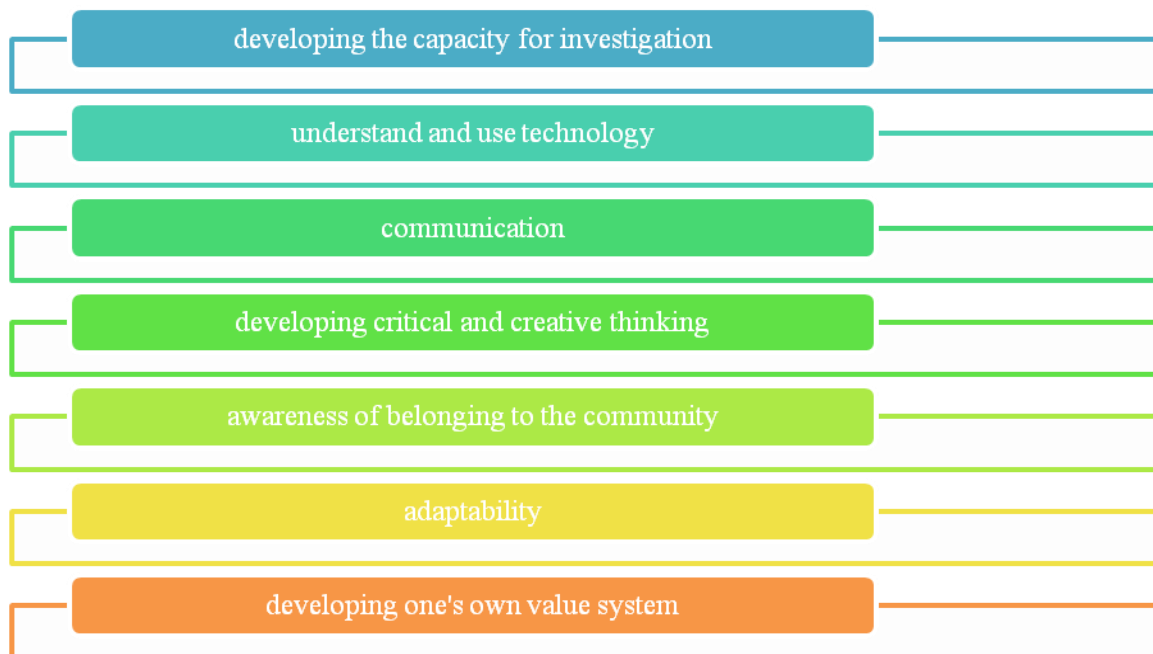
3. The relationship between human resources competencies and the performance of the school organization

Competences refer to the intermediate level, so that, at the end of the learning cycle, the graduate can easily integrate into the labor market. To this is added the training profile of the graduate of vocational, technical and vocational education. In addition to key competencies, the training profile includes transdisciplinary attitudes and values. The graduate develops critical and creative thinking, is able to communicate in various situations, is aware of belonging to a cultural, ethnic and social community, is able to adapt to various life situations, achieves a quality life, understands and uses technology, has developed the capacity for investigation and capitalizes on his experience, develops his own system of values based on which he develops his career.

The European Recommendation provides for the harmonization of national systems with European directives, in this respect it leaves to the discretion of each state how to apply them. Control-evaluation is the process that verifies the extent to which the activity is correlated with the proposed purpose. Control optimizes education outcomes and quality improvement. There are standards for measuring the performance of managerial activity. Each standard is based on the achievement of indicators. Regarding the change of the educational management paradigm, various aspects are taken into account, starting from the quality of the human resource, the capitalization of the previous experience, communication and

collaboration, managerial culture, the capitalization of the new tendencies. Through change in school organizations, the efficiency of the education system is ensured by the efficient use of resources and the capitalization of the particularities of the social environment in which the organization develops.

Figure 1: Training profile of graduates



Source: processing according to the education legislation

Based on this argument, the scientific approach should not be limited to investigating their opinion on the educational product, the educational process and their quality, but aims to research their behavior on the development and updating of specific skills through continuing education. The characterization of this type of behavior can identify the strengths and weaknesses of the skills held by trainers, in order to anticipate their training needs to ensure the sustainability of the quality level of the entire educational process. The quality of human resources directly influences the quality of the education system.

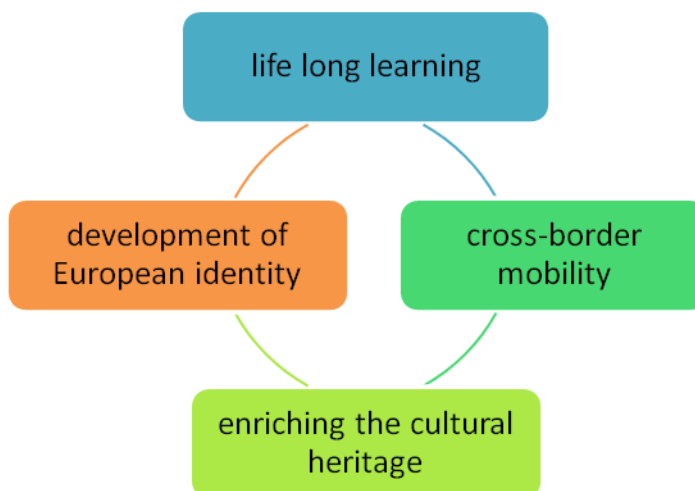
School managers decide, lead, but need to share, share information about how they improve their performance, about what they do and what they convey through their experience. Leaders are responsible for the work and learning climate in the school and for the professional development of both themselves and their subordinates. School managers are required to have a productivity of knowledge, a quality of work, an innovative and implicit potential, the prosperity of the educational unit they lead. Students must learn to develop their skills, to acquire new knowledge, to be able to apply this knowledge and to reflect, to make value judgments on their unity and capitalization. To achieve all this they need research and information spaces and must be helped to find their own way in laboratories, meditation and study rooms. The media news, the diversity of learning sources and resources, this abundance of information available, these new conditions in today's society, demand high learning skills, and traditional education no longer provides answers to these new requirements.

Teachers have a particularly important role to play in creating a strong learning environment tailored to the needs of students or trainees. Teachers create a group that ensures the learning conditions and standards necessary to achieve the educational-formative process. The role of teachers has changed radically in the last ten years, from the traditional transmission of knowledge to another more complex role, adding qualities and qualities of mentoring and coaching. In this context, training, coaching, guidance acquire more

importance than teaching. This change in the formative-educational processes also requires a change on the part of the teacher, who reaches the position of studying and training, respectively continuous improvement. These new requirements for the teacher require a new position from the manager, a review of attitude. The manager must convince the teaching staff of the school unit of the new requirements that are facing them, to ensure the constant and sustained motivation of teachers, to identify the most favorable environment for development, according to society's requirements for the students they train. From this perspective, the main steps to consider in the case of a school self-assessment can be changed in an assessment plan. Only those who want to study, adapt and change will be able to keep pace, control and be able to fulfill their teaching tasks, thus meeting the needs of the current generation. The recognition of the particularly important role of teachers regarding the development of the educational process has a much longer history than the recognition of the role of the curriculum related to the same aspect. In today's educational society, the teacher must be an educator and a counselor, concerned with the development of the abilities and interests of his students, putting these goals on the main and secondary level his role as a transmitter of knowledge and source of information.

The quality of human resources leads the organization to performance. The quality level of products or services is often significantly influenced by the nature of human resources. Regarding the improvement of the initial training, the professionalization of the teaching career is subject to a diversity and sometimes inadvertence of the professional competencies to be developed, understanding by this pedagogical competence, specialized competence, psychosocial competence, managerial competence. A harsh critique, brought to the initial training, refers to the emphasis on the predominantly theoretical training, irrelevant for the practical training, respectively, the confrontation with the class. Regarding the retention of valuable teachers in the system and the efficient use of competence issues, these are considered important issues, the solution of which takes into account the probationary period, professional development, professional development and improvement of career paths. Regarding the motivation and morale of teachers, ways to increase teachers' motivation can be defined, if the existing motivational theories in the literature are analyzed in detail. The content and nature of the activity is able to influence the motivation of teachers. Continuing education is carried out on two coordinates: improvement and professional conversion. These coordinates are thought from the perspective of the role of the teacher in the new educational paradigm, the formation of the teacher's personality, from the perspective of work psychology, the efficiency of the pedagogical activity, the professional training of the teacher;

Figure 2: The most important directions of development



Source: processing according to the European directions of development

The European Commission mentions lifelong learning as an activity that enriches knowledge, skills and competences. Continuing education in order to achieve institutional goals and standards results in quality. The training is carried out according to certain professional standards based on efficient indicators and descriptors that ensure quality. Professional standards refer to the level of performance, achievement of inclusion, ensuring equal opportunities, professional development, collaboration with social factors. The evaluation aims at the level of professional development, the level of quality assurance and the identification of disadvantages or deficient aspects. The Code of Ethics and Professional Integrity aims to increase quality by promoting moral, social and professional values, cohesion and quality. The European directions of development in the horizon 2025 aim at cross-border mobility, lifelong learning and a social education, the development and awareness of a common European identity, through the capitalization and enrichment of the European cultural heritage.

4. Conclusions

Human resources are representative for maintaining the market of any organization through specific values and features but especially for the condition of its employees. Teacher training is a priority of education reform, given that the teacher training system has developed more slowly compared to the other elements of the reform: curriculum and training, assessment and management. Regarding the attraction of valuable candidates for the profession of teacher, there is the problem of the social status of teachers, a status that is lower than that of other intellectual professions and even than other professions in which it is not necessary to pursue higher education.

Achieving European objectives can be achieved by encouraging cultural, social and intellectual mobility at European level, developing a common mechanism for recognizing diplomas, linking study programs and promoting areas of study agreed at European level, promoting multilingual knowledge and lifelong learning. of life. All this also involves material support and the implementation of financial programs at European level for education. Continuing vocational training aims to train and develop the skills of teachers. It involves career development, development of managerial skills, development of new skills, professional conversion, extension of skills, transversal skills. The professional training of teachers represents that continuum of learning.

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