

THE ROLE AND IMPACT OF HUMAN RESOURCES IN PRE-UNIVERSITY EDUCATION

PhD **Luminița-Claudia CORBU**
„Ștefan cel Mare” University of Suceava, Romania
luminitaclusdia@yahoo.com

Abstract:

Today, the intelligence, creativity and adaptability of individuals have become priorities of human existence. The design of human development involves education and culture and has as its purpose the social insertion of the graduate, its spiritual, moral and material fulfillment. Education has become proactive, as more and more of the prospective nature of education has been emphasized, calling for people to be prepared for types of society that do not exist. Through education, social experience is passed down from generation to generation, so that what previous generations have accumulated is a good gain, without practical repetition, by the one to be educated. Thus, education can be characterized as an intentional action of the socio-organization on the ability to process information, specific to each individual, in order to orient in an achievable, previously established direction.

The European context has required strategic decisions for the efficiency, rationalization and improvement of the performances in pre-university education through a re-evaluation of its internal structures, but especially of the human resources involved in the activity. The structural and functional changes find their ultimate purpose only if they are correlated with the variety of the human factor, in the sense of its optimization and professionalization. Addressing the human resources from pre-university education, we automatically refer to the public institutions, as a place of conduct of the learning act, at the same time presenting the national, European and international framework that requests, creates and offers the conditions for the activities specific to this field. Huber discusses the European dimension as a compulsory presence on the education agenda and argues that the analysis of education must be connected today to the current context both at European level and at the internal level of European states.

The consideration in question is based on the aspects related to changing the operating context, both internationally, globally, regionally, continentally, and internally: nationally, regionally and locally. The international dimension makes its presence through differences including in comparative analyzes both the United States of America and Asian countries.

Key words: education, human resource, preuniversity, impact, labor market

JEL classification: I20, J01, J21, J6

1. INTRODUCTION

Active and continuous participation of human resources in pre-university education Romanian has always stimulated the Romanian economic growth in the country, fulfilling a important role in the development of modern and post-modern societies. Continuous training of teachers determine the quality increase at all levels of education, but also the implementation of new programs that attract as many students as possible in the educational act. While the economic literature focuses on individual benefits and uses the results as an indicator of the contribution of education to economic and social development, while the historical perspective emphasizes the relationship between the economic and educational fields. Therefore, the development of education was the consequence of the economic changes that took place in the society, and later, the education a became the catalyst for economic development.

The organization of the education systems in the future implies the establishment of directions, such as: improving the current situation regarding the structure of the population after the level of education, but also its evolution over time. For this purpose, we will make a comparison between the average from the Organization for Economic Cooperation and Development (OECD) and the average from the European Union level. This comparison is due to the fact that in areas such as participation in education, average duration of education or financial support of this sector, the European Union has been one step behind countries such as the United States, Canada, Japan. ,

Korea or New Zealand, countries that have made significant technological, social and economic progress through education.

2. DEVELOPMENTS AND TRENDS IN EDUCATION IN THE EUROPEAN AREA AND WORLD

Globally, a number of researchers have been concerned with the study and quantifying the contribution of education to economic growth and development. Although the studies have underlined the option of mixed results, in principle, it was argued that education, by increasing of human capital stock, contributes to economic growth due to improvement their productivity. At the same time, he was fighting for the right paradigm shift whose development should be seen less as business building, and more as education, a fact certified otherwise by the centralization of knowledge and education in general and of science and technology in particular, in the new economy and in the knowledge society. Of also, according to the World Bank 's KAM report, the correlation between the degree of knowledge storage, certified by KEI, and the level of economic growth is about 87%. Given these considerations, I felt it was necessary to perform a comparison and analysis of different instruments: indicator systems, benchmarking methods, methods that are used in the literature and which are applied to quantify the degree to which economies converge to the demands of the economy knowledge, when highlighting the causality between education and socioeconomic development in the new economy and in the knowledge society as well as the potential of investment in education, of the efficiency and the ways in which it can contribute to the development sustainable economies and in creating a perfect harmony of education systems existing throughout the world.

Regarding the theoretical approaches that model the causal links a human capital and economic performance are distinguished: the neoclassical approach adjusted a SOLOW's and new growth theories. Compared to the traditional neoclassical model of Solow economic growth, new theories of economic growth reveal determination endogenous growth rates instead of exogenous influence of technological progress, their determination is likely to be influenced by government policies.

The models used in the analysis of these causal links that are delimited to one or the other of the theories, they are not able to consistently explain and measure the interrelationships between education and economic performance, however, they seem to support theories of development endogenous in this sense. Macroeconomic studies are more important to evaluate the empirical importance of externalities of education, because the impact on investments is rather highlighted at national level. Macro approaches compared to microeconomic, involves many other methodological problems regarding interpretation educational coefficient.

2.1. THE EVOLUTION AND STRUCTURE OF EDUCATION IN ROMANIA

After the communist period, the Romanian education went through a series of major changes, as follows: the multiplication of the public and private institutions of higher education, the diversification of the curricula, the numerous legislative changes, the institutional democratization, the concern to improve the field of research and the extension international communication, etc.

Figure no. 1 shows the evolution of the number of educational institutions in our country, and table no. 1 presents the figures regarding the changes produced in the structure of the higher education system, related to the number of universities and public or private faculties.

Tabel no. 1. Evolution of the number of educational institutions in Romania, by education level, in the period 2010-2017

Education Level / School Year	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Kindergarden	1.985	1.901	1.187	1.205	1.236	1.233	1.229

Elementary school	4.100	4.000	5.784	5.790	4.050	4.037	4.035
High school	1.410	1.400	1.612	1.598	1.576	1.566	1.556
Post-secondary	89	91	127	142	142	146	147
University	109	108	103	101	101	99	99
Total	7.694	7.500	8.813	8.836	7.105	7.081	7.066

Source: Processing according to the Statistical Yearbook of Romania 2017, National Institute of Statistics, Bucharest, 2010-2017

As a result of the measures taken in the reform of the national education system, the number of educational institutions registered a decrease starting with the 2010/2011 school year, with a percentage of 65% between 2010 and 2017. The new configuration of the education network was correlated with the size of the school population and with the existing material base, in order to ensure a qualitative educational process.

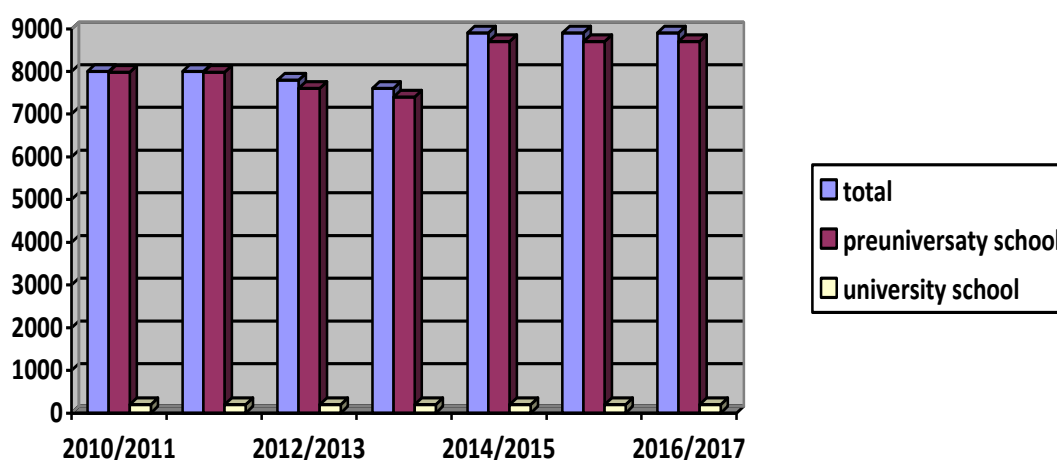


Figure no. 1. The evolution of the educational institutions in Romania, according to the level of education, in the period 2010-2017

Source: Processing according to the Statistical Yearbook of Romania 2017, National Institute of Statistics, Bucharest, 2010-2017

Higher education institutions, increasingly required to meet a variety of teaching, learning and research needs, have been forced to respond to an increasingly diverse range of demands of a changing student population, in a system in which hierarchical pressures crystallize not only according to the subjective criteria (prestige, differentiated valuation), but also in financial terms or access to resources. Negative demographic trends affect the number of students in pre-university education. At the primary and secondary level, there is a decrease of about 700 thousand nationally. The reduction of the number of pupils, at different levels of education, will continue to decrease in the coming years, having consequences on the level of the human resource, in qualitative aspect. The percentage approach of the school population from Romanian education - public and private in the period 2000-2016 is presented in the table no.2, and its structure in the last year of the analyzed period is shown by the figure no.2.

Table no. 2. The evolution and structure by education levels of the school population, in Romania, between 2000-2016

Year	Level of education						Total
	pre-school	Primary	Gimnazium	High school	Post-secondary	University	
2000/2001	13,4	23,9	28,9	20,3	1,8	11,7	100

Year	Level of education						Total
	<i>pre-school</i>	<i>Primary</i>	<i>Gimnazium</i>	<i>High school</i>	Post-secondary	<i>University</i>	
2001/2002	13,5	22,6	28,4	21,1	1,6	12,8	100
2002/2003	13,9	21,8	26,6	22,2	1,4	14,1	100
2003/2004	14,0	22,2	24,6	22,7	1,2	13,1	100
2004/2005	14,3	21,6	22,8	22,9	1,1	16,5	100
2005/2006	14,3	21,9	21,5	23,4	1,0	18,6	100
2006/2007	14,3	29,5	20,5	23,0	0,8	20,7	100
2007/2008	14,2	19,0	20,3	22,1	0,9	23,4	100
2008/2009	14,4	19,0	19,7	21,5	1,2	24,2	100
2009/2010	15,1	19,3	19,9	21,6	1,4	22,7	100
2010/2011	17,6	21,6	22,5	22,6	1,8	20,6	100
2011/2012	17,6	21,1	21,4	23,2	2,0	19,7	100
2012/2013	15,9	24,3	21,2	21,7	2,4	18,1	100
2013/2014	14,8	24,6	20,9	20,3	2,6	16,2	100
2014/2015	14,6	24,7	20,5	19,0	2,7	14,1	100
2015/2016	14,4	24,8	20,4	18,8	2,5	13,9	100

Source: Anuarul Statistic al României 2017, Institutul Național de Statistică, București, 2017

The data in table no.2 confirms that, the increase of the duration of compulsory education determines an increase of the weight of the students in the secondary education, but at the same time a decrease of the number of students is observed from year to year; concomitant with this phenomenon there is a corresponding increase in the share of students in high school.

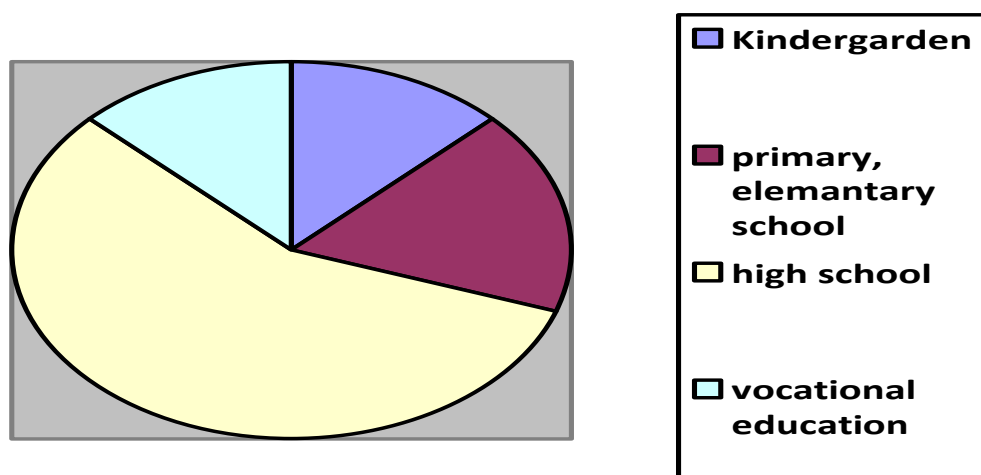


Figure no. 2. Structure of the school population by education levels, in Romania, in the 2016-2017 school year

Source: Own elaboration based on information collected by the National Institute of Statistics, www.insse.ro

The legislative changes have led to significant improvements in the legal framework, foreseeing the extension of the compulsory education duration "from 8 to 10 classes, the introduction of elements to change the system of financing the pre-university education by increasing the attributions of the local authorities and the autonomy of the educational units, the growth of education, growth state from public funds from 2.9% of GDP in 2000 to 3.1% in 2017. For the fastest accumulation of human capital, lowering the level of education and demographic trends, the mentioned data draw attention to the need for a sustained investment for growth proportion of graduates of upper secondary education within the age group 20-24 years" (Institutul Național de Statistică, www.insse.ro). Increasing the rate of adult school enrollment in continuing education programs can compensate for the shortage of highly skilled workforce needed for an economy based on competitive and sustainable knowledge. In addition, from a quantitative point of view, it is imperative to substantially improve the quality of compulsory education.

The development of a system of indicators in the field of education began around the 1970s, when there was a considerable expansion of the education systems, characterized by the following measures: extension of the compulsory school duration, diversification of the post-secondary education offer, development of comprehensive education, adopting the principle of lifelong learning. Subsequently, this process was followed by new aspirations, especially in the 1980s, which led to the allocation of new resources, higher costs and higher quality standards. In this way, education has become the national enterprise that uses the most public resources (about 25% of the active population and 20% of the public budgets) and involves more and more institutions and social actors. In the 1990s, the world stage of education was dominated by a new paradigm that emphasized competitiveness, higher standards of learning and quality of services. Thus the need for international comparisons and rigorous analysis emerged, including within national systems. It is time to relaunch IEA studies and of maximum interest for international surveys such as those conducted by the OECD (PISA surveys), UNESCO (Education for All) or the European Union (the research undertaken by its specialized agencies: Eurostat, Eurydice, ETF and Cedefop). As a result of this evolution, in the context of the impressive development of the media, the indicators have become indispensable tools in defining, implementing and evaluating educational policies.

3. CONCLUSIONS

As a result, in an economic-social system based on the freedom to choose, the way to be followed, at the level of the human individual, it is the democratic mechanism that introduces the rules underlying the educational constraints, rules that emerge from the dominant conception of time regarding the balance of advancement, which is based on the compatibility of individual education needs with the demands of the smaller or larger, private, functional organizations as a whole.

In the era to come, that of the responsibility of using knowledge for the health of the whole common life, education in love and a comprehensive understanding of life plays a decisive role in determining human performance. In order for these human performances to be produced by wisdom, it is essential to note that there are several steps that condition them by aggregation. From the basic step represented by the freedom to choose the profession, to the step based on the behavior of the teachers, on the environment favorable to learning without fear, to the step that results in the road to performance.

ACKNOWLEDGMENT

This paper has been financially supported within the project entitled „Development of tertiary university education in support of economic growth- PROGRESSIO”, contract number POCU/380/6/1 3 I 125040. This project is financed by Operational Programme Human Capital 2014-2020. Priority axis 6: Education and skills.

BIBLIOGRAPHY

1. Cummings, K. William, (2007). *Instituții de învățământ*, București, Editura Comunicare.ro.
2. Dalin, P. (1998). *School Dvelopment. Theories and Strategies*, An International Handbook, London, Cassell.
3. Delors, J. (2000). *Comoara lăuntrică. Raportul către UNESCO al Comisiei Internaționale pentru Educație în sec. XXI*, Colecția Științele educației. Structuri, conținuturi, tehnici.
4. Dobre, A. M., Coman, R. (coord.). (2005). *România și integrarea europeană*, Iași, Institutul European.
5. Dobrotă, Niță, Aceleanu (2007). *Ocuparea resurselor de muncă în România*, București, Editura Economică.
6. European Commission (2015). *Education and Training*, Monitor.
7. Institutul Național de Statistică, www.insse.ro