

DETERMINANTS OF ACADEMIC HUMAN RESOURCES IN R.A. EGYPT

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Abstract

Human resource is the most important resource of universities. Their success depends on its members, its goals, and the opportunities and the quality of human resources are decisive for the results of the education system. Human resource management can have an important contribution to the rethinking of any organization, primarily due to the increase in benefits, efficiency and risk reduction. It assists each level of governance, orienting and developing action plans that will enable effective use of human resources.

Keywords: Quality, Human resources, Quality management, Human resource assessment.

1. INTRODUCTION

Human resource is the most important resource of universities. Their success depends on how its members act, on its goals, and the opportunities and the quality of human resources are decisive for the results of the education system.

Managerial literature comprises many approaches related to human resources in universities, academic strategies, opportunities and challenges for human resources, competition and professional competence chain, strategies and models for developing students skills, or for increasing human resources management performance (Corbos et al., 2013; Corbos, 2005, 2011; Muscalu and Muntean, 2012; Plumb and Zamfir, 2011a, 2011b; Trifu and Croitoru, 2013; Zamfir et al., 2009; Zamfir, 2008a, 2008b, 2010, 2011, 2013; Zamfir and Plumb, 2011).

For a deeper understanding of the importance of human resources in university there is a need of knowledge of the evolution of human resource management together with the development of society (the default subsystems components; ex: administration, education, culture, health, etc.).

Currently the education system is more complex and has its own structure, having the role to serve more effectively in the society. The importance of human resource management is becoming more prominent, because education involves direct human interaction between teacher and students. Given

the importance of education for students, university staff plays a vital role in the management of courses and seminars, which have the character of uniqueness. Each of the two patients is different, even if to say, suffer from the same disease, i.e. it should be treated properly, given each specific situation and determining factors (Mohtar, 2007).

From the very beginning, the division of higher education was built to allow the use of more efficient employee. As human society developed, and teacher work is varied, appeared that many of the work processes have impact on the organization and management of universities. This fact led to a better organization of work and default management.

Over time, a rule in the system of university education was to focus on the effectiveness of the system, especially in the economic aspect, which led to a particular disregard for the influence of human resources, to have the work done. Work of good quality may affect the flourishing of universities and pedagogical impact quantified in what we call labor productivity (Anderson, 2006).

This effect was realized at the time, and the person responsible for human resources within the education system received about the importance and the influence that the higher in the organizational structure. Human resource to operate with high productivity and great impact on system performance is becoming more important and valued in the units, and even at the university level (Nye et al., 2005).

The environment exerts a wide range of influences on the organization through a complex of system of factors (economic, social, technical, political, knowledge), which facilitates the understanding of its mechanisms, its role and its place within the national economic system. Each category of factors influences in its way the organization and management.

Such factors may be addressed in a systematic vision, given the many interdependencies between them and the community affected area (El Mahdy Said and Iqbal, K., 2005).

The first and most important category of environmental factors, with significant impact on an organization is the one of the economic factors, including the overall elements of economic, environmental direct action on microeconomic activities. The most important economic factors can be pointed to internal market and external economic and financial levers.

Economic bill - which determine the economic environment in which organizations operate – has decisive influence on both the construction and functionality and development. The starting point in addressing specific stages of such activity is the market research, providing relevant information on the level and structure of demand, prices, competition, etc. On this basis, the organization's management based sourcing decisions, manufacturing and sales, along with other elements of the general policies

and strategies that are specific to them (Goldhaber, D., 2007).

2. ANALYSIS OF THE CONTEXT

While some progress has been made in decentralizing the management of public education, the system still needs local governments, communities, and civil society to become more involved. Furthermore, incentives need to be provided for good, innovative management, and proper authority (including budgetary and expenditure decisions) needs to be delegated to good managers at decentralized levels.

Higher education also suffers from overly centralized control. The sheer size of the system with over 1.5 million students and its complexity, including different types of institutions serving a diverse set of clients, mitigates against a centralized system. A rigid and outdated legislative framework governs the system. A moribund civil-service code regulates staffing and promotion policies. Public sector control over mundane operational details raises costs. And, inefficiencies in resource allocation and utilization destroy incentives for improved performance and quality.

The Government has appointed high-level, consultative committees to identify and draft needed reforms to higher education legislation. Consideration is being given to changing or to modifying regulations applying to governance structures, institutional autonomy, the degree of control institutions exercise over budgetary resources, and their capacity to mobilize extra-budgetary resources. The Higher Education Enhancement Project (HEEP) will support the development and implementation of these initiatives (Akkari, 2007, pp. 144-153).

Over the past several years Egypt has initiated serious efforts to upgrade its ability to collect timely and reliable data for the purpose of making informed decisions and developing sound policies in the education sector. While progress has been made in the comprehensiveness of data collection at the school level, as well as processes for cross checking to ensure accuracy, several key issues remain to be addressed. Challenges remain in the areas of questionnaire design, data analysis, and utilization of findings. This has resulted in MOE's inability to produce education indicators according to international definitions. Lack of qualified personnel who can understand and use education data in the school administration is a major concern and subsequently affects data analysis at the national level (Glewwe and Kremer, 2007).

Furthermore, no credible comprehensive assessment of teaching practices, curricular contents, and student learning outcomes has been systematically carried out. Recently, the National Center for Examinations and Educational Evaluation (NCEEE) developed tests for language, math, and critical

thinking skills in pilot governorates. However, these assessments have not been institutionalized and used as a tool to provide feedback to teachers and administrators. These pilot assessments need to be generalized nationwide and used to track progress over time.

The management information system (MIS) problems that were identified at the pre-university level are replicated in the system of higher education. The Government's strategy, supported by the HEEP, is to introduce an effective institutional and system wide MIS that will support better monitoring of system operation and performance and inform policy decisions. Specifically, it will support monitoring of student flows, student performance, faculty teaching, and faculty research performance. Supported by the introduction of a National Quality Assurance Council, this system will also establish conditions under which universities and associated faculty can be held more accountable on issues of quality and student performance.

The allocation of resources to higher education institutions is driven by historical spending patterns that do not reflect either institutional needs or system priorities. Once universities and MTIs receive their budgets, they do not have the discretion to allocate budgets across different faculties according to needs. This has resulted in a system that is totally supply-driven without accountability for student results or market needs. Current budgetary practices stifle rational planning, do not promote efficiency, and discourage the development of sound management (Berrman, 2006).

As a result of these budgetary practices, funding levels and staffing are skewed. They reflect neither student demands nor changing market needs. Recent data show that the four faculties that enroll three quarters of the students-commerce, arts and humanities, education, and law-have an average student: teacher ratio of 119:1. If associate faculties (teaching staff without a Ph.D.) are excluded, the ratio increases to 201:1. The situation is very different for the faculties enrolling the remaining quarter, notably medicine, agriculture and economy, and political science, where faculty-student ratios can be as low as 2:1.

The processes of education cycle in Egypt are presented in Figure 1.

There is no doubt that there was an explosion of knowledge and it was estimated that the volume of new knowledge would double every three to five years. Also, there is now the remarkable potential of information technology and telecommunications to improve access to knowledge, to help students to learn and to overcome disadvantages. If we were to give students the best chance for the future, we had to embrace with vigor the new learning methods from information technology and telecommunications, especially multimedia (Mullis et al., 2005a, 2005b).

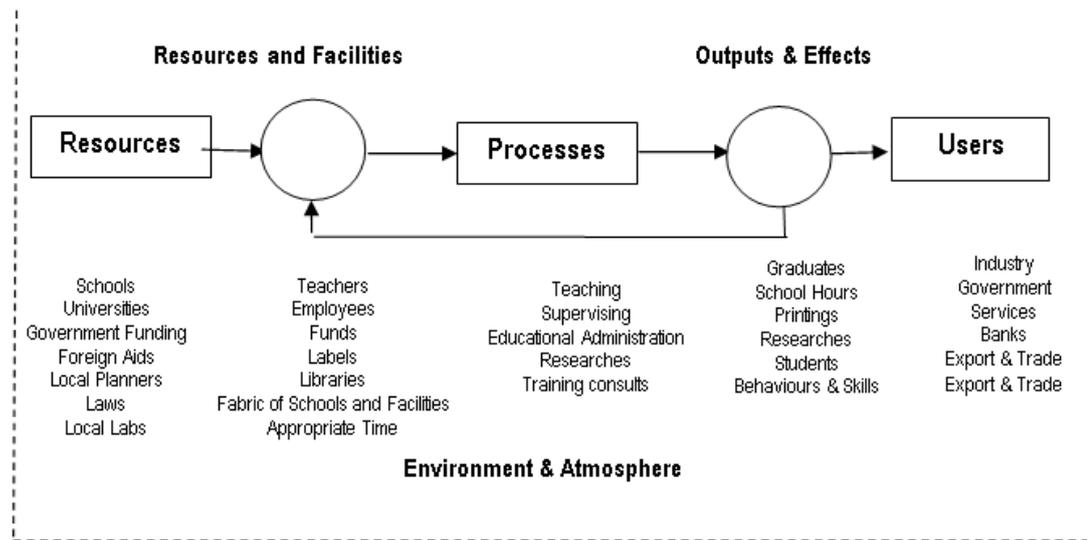


FIGURE 1 - PROCESSES OF EDUCATION CYCLE IN EGYPT

During the last fifty years, the issues of progressing and developing individuals, organizations and society emerged at all levels including education. It seems that the issue of education has become more important and vital today than before. This was because of the decline of individual productivity, the mismanagement in the organization, unemployment with its different kinds, corruption, decreasing standards of living of life and security, resources waste, and the decline of the educational process and behaviors. A central question arises here: does the problem lie in production and revenue that led to the decline of education and degrading of the level of motivation for not satisfying the human needs of employees or the opposite of this fact is true? The crisis of education and schooling is due to many social problems (for example, problems occur in industry, health, civil services and productive sectors).

3. CONCLUSIONS

In order to improve quality, we should replace the existing examination system with rigorous, continuous, cumulative and comprehensive evaluations, create a Learning-Innovations Fund managed by the school council, develop teacher capacity in new curriculum, teaching practices, and technology use, continue to introduce new technology in the classroom and establish a competitive fund to foster change in higher education.

For strengthening management, the education system should involve local communities and school staff in the education process, provide information to schools on teaching practices and student learning outcomes and train managers at all levels to use Education Management Information System for decision making and decentralize decision making authority to school managers.

For increasing efficiency, we should rationalize higher education funding and introduce quality assurance mechanisms, Rationalize enrollments in public higher education institutions and encourage private provision and open universities and redeploy and retrain excess teachers and administrators.

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