

THE IMPACT OF EDUCATION ON THE INFORMATION PROCESS OF PERFORMING WORK RESOURCES

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To have the courage to change the things can and must be changed, the strength to accept what cannot be changed and the wisdom to make the difference between the two.

(Oriental aphorism)

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Abstract: Training and intellectual labour and the permanent activity of intellectual functions are elements which are part of the category of main factors of human vitality and longevity, while further intellectual education and continuous execution of auto-training constitute the premises of transforming human resources into performing, competitive labour resource, with major creative valences and availabilities.

But this thing requires the existence of an integration system which can allow the creation's materialization, system in which there can integrate the human resource professionally well trained and who can face the psycho-socio-cultural changes specific to the necessity to harmonize the communitary realities with the realities specific to the own system.

1. Argument

In the perspective of emitting some hypothesis concerning the work resources in the Romanian society, which is in full integration process for the EU, we must point out some important aspects concerning the transition period, passed or still in process, and also of the economical changes that took place.

We cannot deny the fact that the transition process has represented a new event for the Romanian society and not only, since there is no economical theory which can establish clearly the principles, methods and the deployment procedures, with unpredictable and hard to quantify consequences and, specifically in Romania's situation that of passing from an economy based on the principle of hyper-centralization to a concurrencies type economy.

Thus we can state that the transition process was built and has operated following principles and rules established as it was taking place, due to the specific and the reality concerning the evolution of the society on steps.

From the perspective of the integration the society involved is experiencing an adaptation crisis, is suffering a loss of identity or is it a structure crisis?

However the expectations, claims and the priorities of any of us are not as different by those of the community as they are hard to reach.

Also, the crisis, and particularly those of the transition and integration process are producing imbalance in the economical, social and political domains.

The problems identified were intentioned or could they have been avoided? In order to answer we must analyze the dominant characters of the society: to analyze democracy politically and socially, to analyze from an economical point of view the market economy character.

The liaison in this equation is represented by the human resource, but it is integrated in a socio-cultural system although its activity interferes with that of the other specialize groups that are forming the system.

For it to work on the parameters of the creative potential the system must have a high degree of compatibility, of compatibility at the level of the specific components, to solve permanently, through a qualitative jump the conflict between the creative project and the existing reality.

This requires the existence of an integration system which can allow the materialization of the creation, a system in which only well trained human resource can be integrated, and which can face the psycho-socio-cultural changes needed for the harmonization of the communitarian realities with the realities specific to the own internal system.

From this point of view it is obvious the complexity of the transformation process, a major role being played by the redefining of the role of the state meant to realize the law reform through which, through the established positive changes to proceed the moments of the transformations process that have to do with:

- the stabilization and the control of the economy at a macro level;
- the reform of the market with the liberalization of prices;
- the restructuring of the state firms and the development of the private sector.

A simple analysis of those stated prior to this is showing the clear idea that all these are consequences of the human action, of the most important category of resources, which is the human resource.

Thus the redefining of the role of the state cannot be accepted without the human component which can benefit by elements of analysis as the appearance of unemployment, the harmonization of the pension system including the restructuring of the social services from the domains of education, culture, health, etc.

Thus can be noticed the major role of the education in this complex equation of the modification of the structure of the society.

In order to maintain the same idea the essence of the training of the human resource must be shown and commented in the perspective of the becoming of the performing category of work resource, with true possibilities of succeeding in the battle of organized and well managed, in transition conditions to which are added the requirements imposed by the phenomenon of integration and harmonization.

These essential elements can be understood by answering the following questions:

- Is the human resource ready to continue the personal growth and development process?
- Can the human resource understand and support the process of reduction and recon version?
- Is the society ready to produce qualitative changes in the training of the human resource?
- Does the formation system, in a full cycle, can assure the directing of the human resource to the palette of socio-professional categories required by the market?

The answers to these questions can only be obtained in the context of the correct understanding of one of the human and social objectives: insuring a competitive, performing human resource with high exigencies and the valences required by the concurrencies market of the society.

The requirements of an educational process deployed during the entire life span and the approach of the psychological side with all the consequences involved.

When the hopes are contradicted by the development of the economical phenomena the world enters I a dangerous state of tension which can paralyze all the initiatives entering a period of lack of trust.

It goes from overestimating a passing good state to underestimating of the possibility of getting better, thus contributing to the settlement of the human relationships through the many risk factors, which can create an environment full of pessimism and the premises for a war against all (David Goleman,2007). All this time, the social and economical changes can determinate physiological changes on levels of biological stress (alostatic charge, in specific terms) which can lead to sickness.

The main biological systems responsible for the stress-health relationship are the simpatico nervous system and the hypothalamic-pituitary- surreal ax.

Under stress these are activated producing hormones which are preparing the system for facing some emergency situations but this is realized using the resources of the endocrine and immunity system.

It is well known the fact that the chronically cortizol and related hormones secretion is involved in the cardio-vascular diseases and in the damaging of the immunity function.

Meanwhile, the high levels of cortizol and norepinifrin interfere with the normal functioning of the neural mechanisms for learning and memory, aggressing the hippocampus. The anxiety, anger, sadness affect the cognitive efficiency of the brain.

In this context the society must answer to the education needs no as much in the sense of showing at any cost of some peaks but also in the preparation of the members of the society as potential competitive work resources.

This is why the future human resource must be assisted during its educative formative course (high school, university), observing, discovering, establishing and ensuring the main conditions for reaching the established desiderate.

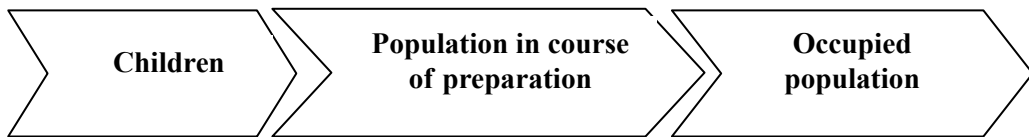
2. The physiological support of the professional training

The physiological bases of the training process state that the education takes place specific for every age group, during the entire life, with all the specific characteristics of the lifelong education system. It must be performing in order to ensure the premises of a performing work potential which requires a continuous training process.

In order to create and correct the system must be brought into discussion more than ever, the positive consequences of research studies, applications from the domain of creatology where, sequentially, are presented the actions and the effects of working with the intellect in the preparation and the obtaining process of performing work force.

The work resource and implicitly its quality are not the result of a singular process, in a predefined period of one's life, but is the consequence of a logical process of progressive continuity in the development and gathering of knowledge, behavior, competences and aptitudes.

Any syncope of the process or deviation from the logical course will jeopardize the initial purpose that of obtaining a competitive work force, performing for the society found in full process of integration and harmonization.



In its action, the society benefits on a society actively centered, at the beginning, on the population occupied and that in training, as a result of the reforms appearing the population of unemployed people. It is well known the fact that the flow of the training process for the human resource and of feeding the work resource follows the pattern:

It is important to notice that a segment of the inactive population, that is the children after a significant period of growth will have to answer to the requirements of the segment of population dealing with the respecting of the OIM rules which states the minimum employment age must not be smaller that the minimum age required for graduating the compulsory studies.

In creating the educational programs must be taken into consideration the degree of participation of the genetic endowment versus the importance of the education in the development of some aptitudes and abilities.

Thus, the data obtained from the studies realized have built the hypothesis according to which "the learning ability of a teenager is due 60% to the genes while the feeling of self esteem is only 30% genetically, while morality is only 25%" (David Goleman,2007).

We may state that a human resource in order to be competent and preferment must begin the learning process once with the first moment of the educative process; having ensured a logical continuity in the process of transforming it in a work resource with multiple creative qualities.

Actually, creativity must be understood as a phenomenon which marks the whole human life, because there has always existed a concern for analysis of the human mind, in order to find new solutions to promote ideas or facts unknown at the represent moment and implicitly of perfecting the creative aspects of the main actor, the performing work resource.

3. When and upon whom can we act?

The ability of the human brain to receive, record and store the information with the purpose of amplifying the competence and performance are in a profound connection with the age and the anatomic-physiologic evolution in general and particularly that of the nervous system.

In the performantic (Vitalie Belous,1995) works it is pointed out that once with the advancing in age the sensorial capacity decreases especially that of the visual and hearing analyzer, maximum capacity being registered between the intervals 10-20 years old.

The hearing acuity reaches the optimum level of discrimination at the life intervals of 10-14 years old and after the age of 40 a visible and continuous decrease is noticed.

The swiftness of reaction to hearing and optical sensors and also the swiftness of movement are maxim in the interval 20-5 years old, which means that this segment is characterized by a high and constant ability for learning.

Attention in the information process decreases starting with the 30s influencing in a negative way the emotional flow.

The memory in evolving in a more complex manner once with the passage of time a variation existing function of the degree of training, profession and the logical memory, if it is permanently activated it will develop until very late.

From those stated above it is to be noticed the extremely complicated liaison between intelligence and age in the process of the transforming of the human resources in performing ones, with true creative values, being obvious the fact that the decrease of the number of active neurons with the passage of time influences in a negative way the intelligence and through gaining experience and continuous learning the number of interneuron connections will grow, increasing thus the brain's creative capacity.

The gerontology has established that the progressive intellectual work, the permanent training of the intellectual functions represent the essential factors in the maintaining the vitality and longevity, essential condition for situating the human resource in the performing and creative occupational plan.

The acknowledgement of creativity as a supreme productive human asset will be more and more required by the society of the future since "creativity is conjoint with work, with the intense, long time effort with mental labor being very important for these two human values to come together in the conscience of the present society" (T. D. Stănciulescu , 1998).

4. Conclusion

Training and intellectual work, the continuous training of the intellectual functions are elements entering in the category of main vitality and longevity factors and extended intellectual education and the continuous performing of self-training are the premises for transforming the human resource into a performing and competitive one with major creative value.

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