

Permanent education of administrative staff and develop their capacity - a worthwhile investment in the functioning of higher education institutions

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Abstract

Each institution of higher education in order to achieve their goals and to address problems that arise as obstacles to its development has a regular need for trained, an accurate and educated administrative staff. On the other hand, an individual through their knowledge, skills and experience running a particular job, faced with new requirements and new things felt need for new expertise and new knowledge and skills. Rational behavior of a particular higher education institution means the alignment of these two types of needs, mutual benefit. Systematically develop staff in the institution is essentially a long-term strategy that maximizes the institution's human capital through investment of time, money and ideas to enrich the knowledge and skills of the employees. When the very institutions of higher education (University units) will create conditions for all or at least most of the administrative staff to be involved in all administrative and technical processes, when you enable permanent education administrative staff, then they feel that that work is part of them, then creates a sense of commitment to the work and responsibility of the same sense of pride and only then success will be guaranteed. Permanent education and lifelong learning in the area of capacity development (personal skills and professional competencies) is a key factor for increasing level knowledge and skills, but also to improve the quality of life of the individual.

Keywords: *permanent education, capacity development, personal skills and professional competencies, administrative staff, higher education institutions.*

Introduction

*Development is an integral part of human
and that is capital, because it is
source of future satisfaction, profits and revenues...*

Development of staff, in terms of dynamic daily changes, a number of innovations in all fields etc. Imposes a need. This need consists in enabling the institution to follow the modern trends of the new age, in order to ensure competitiveness as domestic and world market.

When talking about successful development, i.e. efficiency and effectiveness in the operation of any facility, it is good to remember that it is not possible to achieve without the existence of people who possess:

- the necessary knowledge, skills, abilities and skills and
- appropriate behavior and engagement.

The author Lj. Pechijarevski writes that "*staff development is defined as the process of providing learning, training and development opportunities to improve individual, team and organizational performance results. He is also a continuous learning process that aims to enable the advancement and improvement of the performance and growth of responsibilities among individuals.*"¹

According to the same author "*staff development, treated from the perspective of the institution itself, is aimed at: improving the quality of production and services, increasing competitiveness, adapting to change, improve employee performance, providing greater efficiency in operations, gaining greater standing in front of the other and so on.*"²

1. Need for the development of administrative staff

The last component of the model the performance, according to the author R. Daft³, is called *the need for employee development* (administrative staff), which means that people have different needs for development and progress. If anyone wants to meet the needs of lower level, such as those for security and background model performance characteristics will not have much effect. But when someone has a higher need for development and progress, including the desire for personal challenge, achievement and challenge in the work, this model is particularly effective. People with a high need for the development and expansion of its capabilities argue for application of the model and to

¹ Pechijarevski Lj. (2007). *Selected problems of human resource management and development*, Prilep: Faculty of Economics, p.196

² Pechijarevski Lj. (2007). *Selected problems of human resource management and development*, Prilep: Faculty of Economics, p.15

³ Daft R.. (2011). *Management, eighth edition*: University Vanderilt, Tomson, South-Western, p.543

improve the main dimensions of the work. According to one study, the relationship between internal job characteristics and motivation and professional satisfaction is weaker economically foundering countries with poor government social welfare systems. So, the performance model is expected to be less effective in these countries.⁴

2. Functions in the development of staff

Staff development has multiple functions:

1. *Instrument for improving the quality of the work* (which means reducing the cost of operation, as well as improving the performance of the institution as a whole);
2. *Stimulator competitive spirit in the institution* (with the sole aim to achieve better results in its functioning, i.e. to increase the efficiency and quality of work);
3. *Creator of the learning environment of the institution* (the focus is on the need for continuous (permanent) teaching staff, in order to exploit the creative potential of staff, in terms of faster and more successful development of their career, and in terms of improving performance of the institution) and
4. *Factor in the management of organizational change and development* (anticipating strategic changes, to integrate them into the development strategy of the institution, and later to operate in actual practice through appropriate policies).⁵

3. Design performance in work

One job in one institution, according to the author R. Daft⁶, is a unit of work which is the responsibility of one employee. Jobs are an important reason for motivation because only performance of their obligations can bring rewards that meet the needs of the employees. For example, worker production can strip screwed same screw uninterrupted many times, while the physician in the emergency department every injured patient cared for in a special way. Managers / supervisors need to know which aspects of workplace motivation and how to compensate for the routine tasks that carry very little inherent satisfaction. *The design work* is the application of the theories of motivation in the structure of work for improving productivity and satisfaction. Models of design work usually classified: simplifying the operation, rotation of work

⁴ Xu Huang & Evert Van de Vliert. (2003) *Where Intrinsic Job Satisfaction Fails to Work: National Moderators of Intrinsic Motivation*, Journal of Organizational Behavior, 24, p.157-179

⁵ Pechijarevski Ij. (2007). *Selected problems of human resource management and development*, Prilep: Faculty of Economics, p.15-16

⁶ Daft R. (2011). *Management, eighth edition*: University Vanderilt, Tomson, South-Western, p.539-540

commitments, increasing the volume of tasks and enriching the quality of work.

3.1. Simplifying the work

By *simplifying the work*, according to the author R. Daft⁷ strive poefikasnost and by reducing the number of tasks you must perform an employee. Simplification of the work is based on principles derived from scientific management and industrial engineering. The tasks are designed to be simple, consistent and standardized. Since complexity is excluded from work, the employee has more time to concentrate on performing most of the routine task. Employees with lower levels of readiness can do their job, and the institution achieves high levels of efficiency. In fact, employees are interchangeable because they require very little training or skills and rarely criticize. However, as a technique of motivation, simplification of work proved to be unsuccessful. People are not inclined to routine and tedious duties in relation to the same respond to a variety of negative ways, such as sabotage, absence from work and trade unionism.

3.2. Rotation of work commitments

By *rotation of work commitments*, according to the author R. Daft⁸, systematic transfer of employees from one to another task and so increases the number of different tasks that an employee performs without complicated nature of any job. For example, a mechanic may first week embed vetrobranovni glass, and the next front fenders. Rotation work commitments disposal has engineering achievements, but also offers diversity and incentives for employees. Although there is little chance of the early employees to consider new work is interesting, the novelty soon bore because they serial master work. Such as releasing some institutions in the conservative job categories, employees can perform more tasks and thus reduce labor costs by offering people opportunities to develop new skills.

⁷ Daft R.. (2011). *Management, eighth edition*: University Vanderilt, Tomson, South-Western, p.540

⁸ Ibid, p.540-541

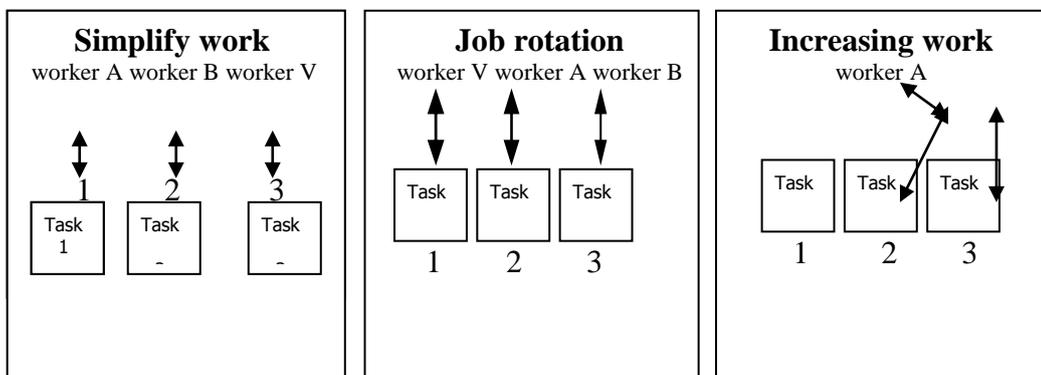


Figure 1: Types of design work, undertaken by R. Daft, 2011, p.540

Figure 1 clearly see the types of design work, as follows: in the *first part* of each of the three employees A, B and C are given appropriate tasks 1, 2 and 3 - which is the *simplification of work*, workers in the *second part* you are replacing their working sites and receive other task (a-2, B-3 and B-2) - which is a rotation of work and in the third part of the first worker a should handle all tasks 1, 2 and 3 - an increase of work.

3.3. Increasing the scope of tasks

By *increasing the volume of tasks*, according to the author R. Daft⁹, is made by combining a series of tasks in a new, more diverse task. This type of design is a response to the dissatisfaction of employees because of the excessive uprostenost tasks. Instead of being responsible for one employee may be responsible for three or four jobs and have more time for their execution. Increasing the volume of tasks provides a variety of work and represents a growing challenge for employees. For example, instead of just calling and answering the phone, the technical secretary by the verbal order of the Dean / Director and leads the archives of the institution, then publish the results lists realized exam coordinate other employees of the institution and so on. Then, the same employee is obliged to try to consult with the users of these services is it ok that has committed or for any problems arising.

3.4. Enrich the quality of the work

To mention the hierarchy of needs of the oil and the theory of two factors Herzberg. Rather than just to change the number of frequency of tasks performed by an employee, *enrich the quality of work*, according to the author R.

⁹ Daft R.. (2011). *Management, eighth edition*: University Vanderilt, Tomson, South-Western, p.541

Daft¹⁰, are built from high level motivators in the work, including professional (vocational) responsibility, recognition and opportunities for development, learning and achievement. Through work that has enriched quality employees have control over the resources needed for its execution, make decisions on how to perform the job, obtain a personal development and the pace of work. Studies show that when things are designed more to be controlled by employees rather than managers, people often feel more involved, committed and motivated, which in turn contributes to higher morale, lower staff turnover and greater success of the institution.¹¹

4. Model the performance

An important part of the design work, according to the author R. Daft¹², is a working model features developed by Richard Hackman and Greg Oldham¹³. Studies Hackman and Oldham are directed towards the design work, which is defined as change jobs to increase and the quality of the work experience of employees and their productivity. These studies carried out in the design of hundreds of jobs have discovered the performance model, which consists of three main parts: the main dimensions of the work, critical psychological states and the growth of labor required.

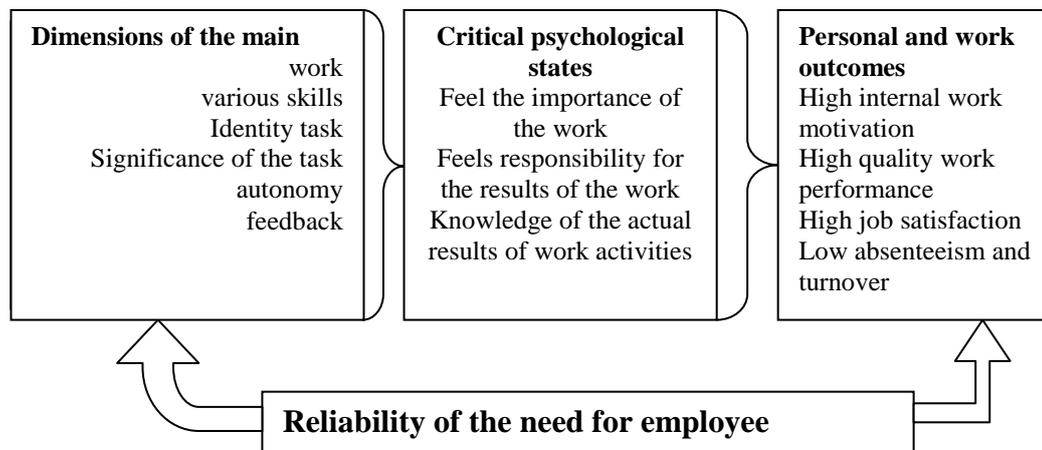


Figure 2: Model features work
(taken from J.Richard Hackman and Greg Oldham ,1976, p. 256)

¹⁰ Ibid, p.541

¹¹ Riordan C., Vandenberg R., Richardson H. (2005). *Employer Involvement Climate and Organizational Effectiveness*, Human Resource Management, no.4, p.471-488

¹² Daft R.. (2011). *Management, eighth edition*: University Vanderilt, Tomson, South-Western, p.541

¹³ Hackman R. & Oldham G. (1980) *Work Redesign* (Reading, MA:Addison-Wesley); and J.Richard Hackman and Greg Oldham.(1976) *Motivation through the Design of Work: Test of a Theory*, Organizational Behavior and Human Performance 16, p.250-279

5. Main dimensions of the work

Hyman and Oldham identified five dimensions that determine the motivating potential of labor institutions, and that the original author R. Daft¹⁴:

1. *Variety of skills*. Number of different activities that are an integral part of a job and the number of skills for its execution. A routine, repetitive work product tape has little variety, while the position for conducting research that involves new problems daily work is quite diverse.

2. *Identity task*. The extent to which an employee performs the work with a recognizable beginning and end. Cook who prepares meals has a greater identity task than cafeteria worker who puts mashed dishes guests.

3. *Significance of the task*. The extent to which work is perceived as significant and has an impact on the institution and service users. People who perform distribution of penicillin and other medical drugs during emergencies should think that they have an important job.

4. *Autonomy*. The extent to which the worker has the freedom, direction and determination in the planning and fulfillment of tasks. A painter can decide how to select a house and worker assembly line has very little autonomy.

5. *Feedback*. Extent to which performance of the employee provides feedback on his work. Jobs differ in how they allow employees to have insight into the results achieved by the operation. Football coach knows if the team won or lost, but for the scientific researcher may have to spend years to find out whether a research project proved to be successful.

According to the model of the performance, the more you implement these five key features of the work, the greater number of employees will be motivated, the higher will be the quality and satisfaction and you'll be more successful in work.

6. Critical psychological states

The model assumes that the main dimensions of the work more rewarding employees, explains author R. Daft¹⁵, when individuals demonstrate three psychological conditions as a result of design work. Variety of skills, task identity and significance of tasks tend to affect the psychological state employees concerning the *significant work experience*. Employee work itself is *satisfying and brings intrinsic rewards*. Performance characteristics of autonomy affect the responsibility that comes with experience. Performance characteristics of the employee feedback giving *information about real results*. Thus, the employee knows how he can go and make changes to maximize desired results.

¹⁴ Daft R.. (2011). *Management, eighth edition*: University Vanderilt, Tomson, South-Western, p.542

¹⁵ Ibid, p.543

7. Developing effective workforce

One of the objectives of human resource management is to develop effective workforce employees. Training includes development and evaluation of performance.

8. Elements of staff development

Elements of the development of staff, according to the author D. Petrovski¹⁶, content for which the institution strategically determined and that can be planned: learning, education, training and personal development.

8.1. Learning as an element of staff development

From the point of view of our interest, *"learning is "permanent" or at least relatively permanent change in individuals, which under certain conditions can be manifested and which is the result of past actions of individuals"*. While there are many definitions of learning, what should be emphasized is that the acquisition of knowledge and skills of individuals, that they can contribute to the better functioning or development of the institution. Such knowledge individuals acquire spontaneous or systematic, through practical work, with the help of specific literature, with the help of teachers and instructors alike.

8.2. Education as an element of staff development

Education is the systematic institutionalized learning or gaining knowledge in broad areas that are the basis for future governance with practical knowledge and skills. Education enables the individual safer orientation not only in the various organizational problems, but also in various life situations and usually provides sufficient practical ability for specific things in the workplace, but greatly facilitates various forms of training.

8.3 Training as part of the development of professional competencies

Vocational training¹⁷ or training in a certain sense is the final part in the process of development of the frame, as it leads to empowerment of the individual to successfully perform their work in the institution. In this sense, training is rationally planned systematic learning work behavior, specifically for certain tasks. Hence it can be concluded that a well-organized training is a process that is focused on acquiring only the important and necessary knowledge, skills, or skills needed to perform the actual work.¹⁸

¹⁶ Petrovski D. (2007). Human Resource Management, Bitola: Ss. Kliment Ohridski, Faculty of Administration and Management Information Systems, p.198-200

¹⁷ Graphene c. R.. (2010). *Fundamentals of management*, Kocani: Genex, p.202

¹⁸ Gruevski D.& Jovanovska M. (2010). *Modeling approach to training employees in the units of local self-government in Macedonia*, Bitola: Proceedings of the FAMIS

Understanding the need for training is understanding the need to maintain and improve the working knowledge and skills of staff, and creating appropriate plans and training programs for employees and new recruits. Hence the approach that institutions need to plan training. It must not be incidental, unstructured or "random" activity. When planning training institution should be guided by their training needs and to use as a means of achieving their own goals.

Overall, attitudes towards training reflect the social attitudes of individuals and the institution to work for reasons that training is an investment in staff working in the institution. The benefits of this investment have a triple effect. The training provides: staff development, institution development, development and improvement of business processes.¹⁹

Allows staff development: greater commitment, motivation, morale; better execution of tasks; better governance; reduced need for supervision and more creative ideas and more.

Allows the development of the institution: better use the full potential; effective teamwork; planning more time management; fewer problems with staff and others.

Enables the development and improvement of business processes: efficient use of resources; better, faster and cheaper services; reduced costs; reduced errors in operation; improve customer relations and more.

8.4. Personal development as an element of staff development

Personal development represents progress and achievement of individual abilities and opportunities. But progress is partly a result of learning and education, and in another part, and alone contributes to the empowerment of knowledge and skills. This double sense of personal development most visible in the individual's career development.

9. Development of personal skills

9.1. Skills

Skill²⁰ means:

- The ability or talent to perform a specific task well, or better than average;
- Ability, usually acquired through learning and training, to perform certain actions that lead to a certain result.

Skills can be²¹:

¹⁹ Gruevski D. (2009). *Planning, coordination and training needs assessment and training*, Skopje: ACS

²⁰ retrieved on 04.02.2012 from: <http://en.wikipedia.org/wiki/Skill>

²¹ Keys B. & Wolfe J. (1988). Management Education and Development: *Current Issues and Emerging Trends*, *journal of Management* 14, 230-231

- Soft Skills (personal skills) - personal, subjective, immeasurable. Conclusions are made through observation and outcome of interpersonal relationships, interactions and behavior.²²

- Hard Skills (technical skills/abilities) - acquired through professional education, that are objective and measurable.²³

- Formal skills - specific skills for a particular discipline such as accountability, finance, marketing or logistics.

*Formal skills*²⁴ in the context of quality performance tasks by administrative staff should include the following areas: communication, organizational, information-technological, emotional, bon-tone and time management.

10. Development of professional competencies

Competence means²⁵:

- Personality traits that lead to superior performance in a particular situation, role or job

- INPUT group knowledge

- Behaviors and skills that affect an individual's ability to perform an activity and allowing the individual to successfully perform tasks or activities in specific activity and job.

Competency is described by behavioral indicators that enable that feature to be observed within the workplace.²⁶

Competency Model is valid, and returns a list of available knowledge, skills and attributes demonstrated by the investigated behavior leads to successful performance in a particular work context.²⁷

The model usually includes: name of competencies, definitions of competencies and key behavioral indicators.

11. The importance of the need for permanent education staff

Each institution in order to achieve their goals and to address problems that arise as obstacles in its development there is a constant need for trained, up to date and educated workers. On the other hand, an individual through their knowledge, skills and experience running a certain edge, faced with new

²² retrieved on 05.02.2012 from: <http://bemycareercoach.com/1704/soft-skills/hard-skills-soft-skills.html>

²³ Ibid

²⁴ Marušić S. (2002). Upravljanje ljudskim potencijalima, Zagreb: Narodne novine, p.67

²⁵ Bolonder J. & Shnel S. (2011). *Human resource management*, Kocani: Genex, p.216

²⁶ retrieved on 05.02.2012 from: http://en.wikipedia.org/wiki/Competence_%28human_resources%29

²⁷ Keys B. & Wolfe J. (1988). Management Education and Development: *Current Issues and Emerging Trends*, *journal of Management* 14, p.231-232

requirements and new things feel a need for new professional support and new knowledge and skills. In addition it has its own personal aspirations, expectations and projects of various kinds. Rational behavior of the institution implies harmonization of these two types of needs, mutual benefit. Time and place when these needs will align when the institution will determine that there is a discrepancy between the real situations and planned, desired, anticipated. At that point they can sketch learning needs, education, or training relevant to the institution and the individual.

Permanent education in the narrow sense of the word enters lifelong learning through training and development of employees in an establishment. This study of the need for training activities, organization and implementation of appropriate training programs, evaluation of the effectiveness of the training through a variety of methods, developments and proposing a system of permanent education of employees and the like.

The refore need to learn is the difference between existing and required knowledge, skills and different abilities to deliver current and planned activities and organizational roles.

11.1. Learning from peers

In each institution, year should be practiced so-called internal crossover control. The internal crossover control is through teamwork and mistakes made in the control register and project documentation to contribute to reducing errors. Teams, along with responsible management position, check the documentation, knowledge transfer taking place between team members and between the team and the individual (responsible managing person), which is the purpose of the action, and that is learning from colleagues.²⁸

11.2. Training vis-à-vis education

Training²⁹ is: "Planned learning process that aims to influence the knowledge, skills or attitudes of individuals for effective performance in an activity or several activities (tasks)."

Definition determines the training as: planned process, a process that has an impact on the knowledge, skills or attitudes of individuals and directly related to the work of the administrative staff.

Education³⁰ is: "Activities aimed at developing knowledge, skills, moral values and life in general, not just for a limited scope of activities (related to

²⁸ retrieved on 22.04.2009 from: <http://civicworld.org.mk/defaulten.asp?ItemID=92C1ACF9D72DF9408C7C8D93A8E5C90D&arc=1>

²⁹ retrieved on 04.02.2012 from: <http://en.wikipedia.org/wiki/Training>

³⁰ Marušić S. (2002). Upravljanje ljudskim potencijalima, Zagreb: Narodne novine, p.67

specific job, as is the case in training). The purpose of education is to enable young professionals and adults to understand the traditions and ideas that affect the society they live in enabling their contribution to it ..."³¹

Education as a long-term process aimed at preparing the individual for different types of roles in society: as citizens, workers, family members, etc.. The focus of education is directed towards the needs of the individual, but also to the needs of society.

11.3. Training vis-à-vis learning

Learning is: "A relatively permanent change in behavior that occurs as a result of the experience."³²

Learning as opposed to training can be realized independently of informal, unplanned and unstructured way. In learning the focus is on the individual and its personal development. Hence the possibility of a collision, or a mismatch between the individual and organizational interests. In the training focuses on the work or the workplace and aims to help the individual to perform tasks better. In training³³ priority organizational rather than individual interests.

For faster, more successful and progressive development of an institution, it is necessary to bring the right people at the right place at the right time. To have a clear picture of what kind of people are needed which positions require planning job preparation and analysis: determination and description of the tasks, duties and responsibilities that are part of the job and the knowledge, skills and abilities needed to perform tasks in the workplace.³⁴

12. Conducted research related to the topic

Theoretical part of the subject is supported by empirical research to investigate and establish the proposition for the quality of work of the administrative staff in higher education institutions by the degree of agreement on the introduction of a system of permanent education and enhance their personal skills and professional competencies. In a sample survey covered 11 units within the University "Ss. Kliment Ohridski" - Bitola from 7 cities in the Republic of Macedonia (Bitola, Prilep, Ohrid, Veles, Struga, Kicevo and Skopje) with **99 employees were interviewed administrative staff** (such as: *secretary, secretaries technical officers for Students Affairs, Head of Department of Student Affairs administrators ECTS, other administrators, librarians, accountants, cashiers,*

³¹ Reid & Bamington (1977)

³² Bass & Vaughan (1966)

³³ KraleV T. (1995). *Fundamentals of management*, Skopje: Center for International Management

³⁴ Jones G. and others., *Modern management script* adapted translation of the Faculty of Economics - Prilep, p.230

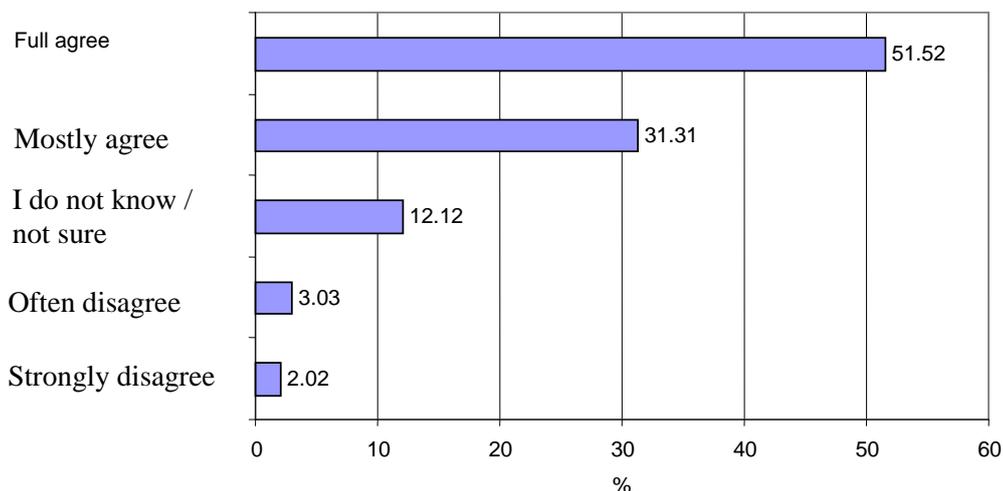
archivists, IT and procurement officers) and **320 students** from the same units of the University. Survey was carried out during the second half of April 2012.

12.1. Determination of extreme "+" extremely, "-" degree of freedom for proving the hypothesis

Quality of work of the administrative staff according to the statement: I believe that permanent education will positively affect the development of personal skills that are needed to carry out the current work of the administrative staff, who was charming and students received the following graphical results:

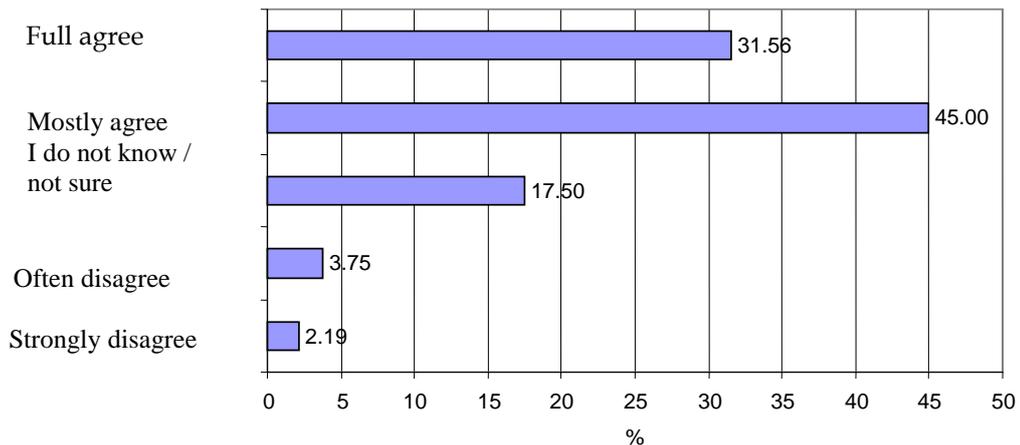
Graph 1: Administrative staff

I believe that permanent education will positively affect the development of my personal skills that I needed to carry out the current work:



Graph 2: Students

I believe that permanent education will positively affect the development of personal skills of administrative staff:



To prove the hypothesis by determining extreme "+" level of consent (the average of the responses for the degree of compliance under 5-full agree or 4-mostly agree) increased by 3% for administrative staff than students, while extremely "-" degree of consent (the average of the responses for the level of compliance under 2-often disagree or under 1-strongly disagree) increased by 2% for administrative staff in relation to students.

Table 1: Impact of permanent education the development of personal skills

Categories	Administrative staff		Students	
	<i>f</i>	%	<i>f</i>	%
extreme "+" (completely or mostly agree)	41	41,42	123	38,28
extremely "-" (do not usually or under strongly disagree)	5	5,05	10	2,97

According to data obtained from the analysis of the impact of permanent education on the development of personal skills that are needed to carry out the current work of the administrative staff, it is obvious that the actual situation indicates approximately equaling the answers provided by respondents (administrative staff and students), or that totally/ completely or mostly agree respondents on this issue. This confirms and proves the incremental hypothesis 1:

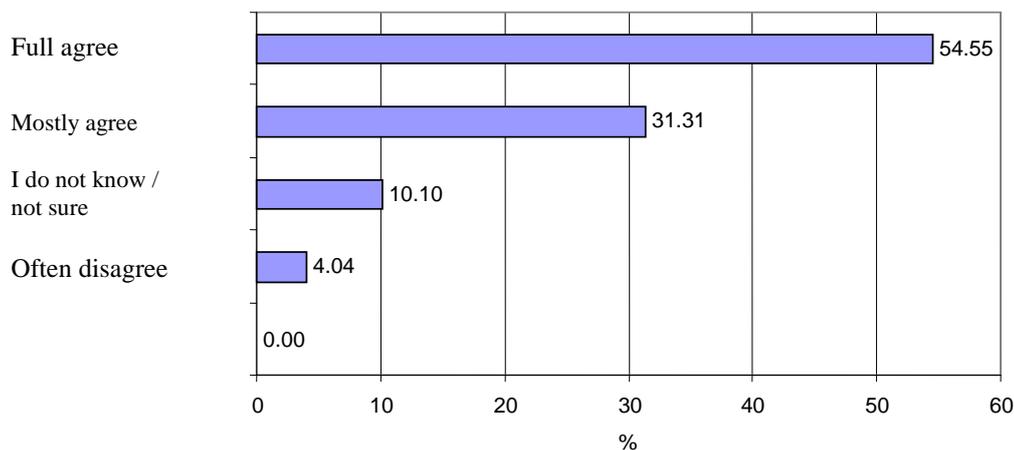
The development of personal skills needed to perform the work of the administrative staff, will positively affect the permanent education.

* * *

Quality of work of the administrative staff according to the statement: I believe that permanent education will positively affect the development of professional competencies that I needed to carry out the current work of the administrative staff, who was charming, and students, who was charming and students results were obtained following graphic:

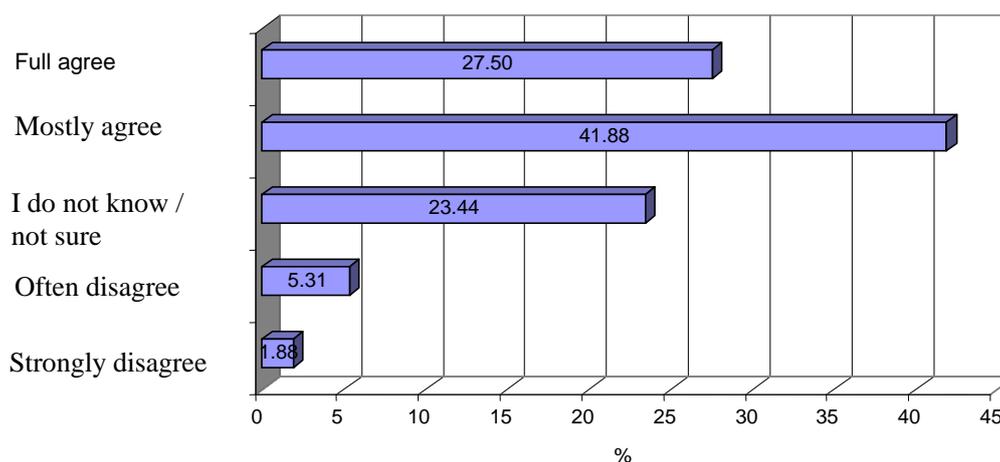
Graph 3: Administrative staff

I believe that permanent education will positively affect the development of professional competencies needed to perform the current job:



Graph 4: Students

I believe that permanent education will positively affect the development of professional competences of the administrative staff:



To prove the hypothesis by determining extreme "+" level of consent (the average of the responses for the degree of compliance under 5-full agree or 4-mostly agree) increased by 8% for administrative staff than students, while extremely, "-" degree of consent (the average of the responses for the level of compliance under 2-often disagree or under 1-strongly disagree) is equal in terms of administrative staff and students.

Table 2: Impact of permanent education on professional competence

Categories	Administrative staff		Students	
	<i>f</i>	%	<i>f</i>	%
extreme "+" (completely or mostly agree)	43	42,93	111	34,69
extremely "-" (do not usually or under strongly disagree)	2	2,02	9	2,66

According to data obtained from the analysis of the impact of permanent education on the development of professional competencies that are needed to carry out the current work of the administrative staff, it is obvious that the actual situation indicates approximately equaling the answers provided by respondents (administrative staff and students), or that totally / completely or mostly agree respondents on this issue. This confirms and proves the incremental hypothesis 2:

The development of professional competencies needed to perform the work of the administrative staff, will positively affect the permanent education.

12.2. Determining the arithmetic mean and standard deviation to prove the hypothesis

In this section you will be comparatively analyzed the survey data by determining the mean and standard deviation according to the formulas for this purpose.

Incremental hypothesis 1 is a suitable proposition for administrative staff and students, as follows: *I believe that permanent education will positively affect the development of my personal skills that I needed to carry out the current work / administrative staff, who obtained the following values (see Table 5):*

1. *The arithmetic mean is 4.27 with administrative staff and 4.00 for the students, pointing to the fact that the degree of compliance with the answers given by the respondents ranged slightly above answer 4 or respondents "mostly agree" that permanent education will positively affect the development of personal skills of administrative staff to carry out the current work.*

2. *Standard deviation is 0.930 (for administrative staff) and 0.911 (for students), ie the deviation of the data distribution is insignificant, amounting to only 0.019% of the mean and the distribution is more homogeneous, and the data are densely clustered around the mean.*

The analysis of the responses shows incremental hypothesis 1:

The development of personal skills needed to perform the work of the administrative staff, will positively affect the permanent education.

Incremental hypothesis 2 is a suitable proposition for administrative staff and students, as follows: *I believe that permanent education will positively affect the development of my professional competencies that I need to execute the current work / administrative staff, who obtained the following values (see Table 5):*

1. *The arithmetic mean is 4.27 with administrative staff and 4.00 for the students, pointing to the fact that the degree of compliance with the answers given by the respondents ranged slightly above answer 4 or respondents "mostly agree" that permanent education will positively affect the development of professional competencies of administrative staff to carry out the current work.*

2. *Standard deviation is 0.930 (for administrative staff) and 0.911 (for students), i.e. the deviation of the data distribution is insignificant, amounting to only 0.019% of the mean.*

The analysis of the responses shows incremental hypothesis 2:

The development of professional competencies needed to perform the work of the administrative staff, will positively affect the permanent education.

Table 3: Arithmetic mean and standard deviation questions for administrative staff and for students

Statements about the quality of work administrative staff	Administrative staff							Students						
	Degree of compliance					Total a.s.	Total s.d.	Degree of compliance					Total a.s.	Total s.d.
	1	2	3	4	5			1	2	3	4	5		
<i>Permanent education affects development of personal skills</i>	2	3	12	31	51	4.27	0.93	7	13	60	153	107	4.00	0.91
<i>Permanent education affects development of professional competencies</i>	0	4	10	31	54	4.36	0.82	6	18	79	142	93	3.86	0.93
Arithmetic mean						4.14							3.98	
Standard deviation						0.20							0.14	

In what proved incremental hypothesis 1 and individual hypothesis 2, it follows that proves specific hypothesis 2 which states:

Permanent education positively affects the development of the capacities of the administrative staff required to carry out work (personal skills and professional competencies).

Conclusion

We live in a time of strong corrections highlighted in the entire social structure, processes, designated as a period of transition. Whether the times are changing, and we with him or we change, so time with us - it is nonetheless. It is important that we exist to change. Changes are the real thing in this world. In the 21st century, everything is based on knowledge; knowledge will determine the path of the man in the future.

Economic development of some countries depends on the quality of its human resources. Use of those resources in investing in their quality is essential factors for development. Core of permanent education is a basic prerequisite for growth and development and is becoming a necessity in a time of rapid change for the skills, competencies and knowledge. Reform and restructuring for competitiveness seeks educational system to be adapted and to provide opportunities for retraining and qualification. Permanent education offers the possibility of applying the methods of teaching and learning tailored to the specific interests in multicultural European countries. Individuals become active participants in the educational process, thus contributing to the use of information and communications technology, which offers an opportunity for innovation in teaching and learning methods.

Successful management of permanent education leading to the achievement of better results, greater effectiveness and greater job satisfaction among administrative staff. Lack of knowledge of this area and inadequate deployment of personnel in all activities in the process of planning, organizing, leading and control analysis for development - discouraged, creates resistance to any change, innovation or accepting the newly created situation.

Before the survey was placed on the main goal, which then serve as the foundation for the development of this paper: Examination paragraph introducing permanent administrative staff in education (higher) educational institutions, through the given statements about the quality of work and convey the degree of agreement on them by respondents (ie administrative staff and students UKLO).

Proposals

Analysis and interpretation of data obtained helped to conclude merits hypotheses. In this sense, the most significant are several *opinions, findings and conclusions*:

1. Increasing interest in the management team of the units and the University to invest in permanent capacity education administrative staff UKLO;

2. *Amendment Bylaw University* (specifically Regulation on professional training and development staff UKLO), where you have to predict *systematical solutions*, in addition to the above administrative staff and in *the development of staff capacity* (personal and professional skills competencies) that represent a worthwhile investment in the functioning of the institutions of the administrative staff, which should be a challenge institutions themselves and the University as a whole;

3. Need to establish *a system of permanent education ma capacity of administrative staff* in higher education institutions of UKLO which will enable continuous monitoring and appropriate transfer of additional knowledge, skills and abilities, with the sole purpose of increasing the quality of effectively carrying out their work. Examples of this, according to ISO standard for quality management and *staff training specified procedure* implemented by the central technical and administrative services UKLO;

4. The need for *capacity defined mechanism* for permanent education of administrative staff, through which the central level on educational institutions will be carried out periodically testing, surveys and the like with appropriate impact their benefits etc..;

5. Of great importance is the establishment of a *central body* where they formed: *University center for permanent education of administrative staff*. It will include the administrative staff in various forms for upgrade their knowledge,

skills and interests to facilitate ongoing operations, such as: training, seminars, consultation and expert meetings, etc.

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