THE IMPORTANCE OF NON-TEACHING STAFF TRAINING AND PUBLIC ADMINISTRATION IN HIGHER EDUCATION INSTITUTIONS (LITERATURE REVIEW)

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ABSTRACT: *This article provides an overview of the literature on training and public administration, human resource management and emphasizes the training of non-teaching staff and public administration in public higher education institutions. In particular analyzed the importance of training non-teaching staff and public administration in public higher education institutions. The sequence of studies is as follows: Introduction; training in institution / organization contexto (training concept, training of non-teaching staff in higher education institution, the importance of training non-teaching staff at higher education institution, Non-teaching staff training within the CSOP of public administration); Public administration (administration / management, public administration, human resource management, personnel management, personnel management in public administration); Public administration in the context of university public higher education (administrative dimension, formative dimension). Conclusion. This paper is based on theoretical and bibliographic assumptions.*

Key Words: *Training; Public administration; Human Resource Management; Higher education institutions.*

1. INTRODUCTION

Today's higher education institutions need quality human resources. Therefore it is necessary to have a training and development program carried out by higher education institutions, where training and development factors are considered the most important to improve employee work performance, as well as increase daily tasks in serving the public. Professional human resource training can be seen as an estrategic investment to be competitive in the world of work and organizations.

Improved quality of work is a key outcome that can be expected from training initiatives. However, it is worth mentioning that such practices are increasingly focused and personalized. They seek to meet specific demands in a particular field or professional profile, accelerate their assimilation and improve work outcomes. However, this quality is reflected not only in public services, but also in the level of professional trust. We recognize that he is doing a good job and, as a result, he feels more confident about proposing improvements. Each work program must address all problems in public administration, and the absence of certain competencies, that is, contribute to the development of new skills, knowledge and attitudes in a professional or work team.

Human Resource Management (HRM) is an important instrument for an organization to achieve its various objectives. Public administration institutions, which are largely responsible for the bureaucracy in providing services to the community, must be supported by professional and competent Human Resources (HR) staff. The effective and efficient utilization of human resources is the main function of HRM for the bureaucracy, from planning to HR termination.

Human resource management is considered to play an important role in achieving organizational performance, both in higher education institutions and in the public administration sector. Quality human resources have an important role in achieving the targets set, so the bureaucratic managerial process is always in the form of direction, implementation, and evaluation and must be supported by qualified administrative staff. The community as users of bureaucratic services often complains about the quality of staff in carrying out their functions. Various forms of complaints arise from the service process, the time it takes to resolve affairs, the attitudes and behavior of administrative staff, to the quality of service results.

So, fundamentally the quality of HRM in the public administration sector has become an important part of every effort to reform the bureaucracy in providing services to fulfill the needs and accommodation of various interests and welfare of the community, both higher education institutions and other public administrations.

2.   TRAINING IN INSTITUTION/ORGANIZATION CONTEXT
2.1. Training concept

Training is often considered as the most common activity and leaders support training because through training, workers will become more skilled and therefore more productive even if it is useful.

According to Braga e Silva (2016), Training is any attempt to improve work performance in a particular job which is his responsibility. Ideally, training should be designed to achieve organizational goals, while at the same time realizing the goals of individual workers.

Training according to Dessler (2011) is "The process of teaching new or existing employees the basic skills they need to carry out their jobs". Meanwhile, according to Schermerhorn (1999: p. 323), training is "a series of activities that provide opportunities to acquire and improve work-related skills".

Training is an effort to improve the quality of human resources in the world of work. Employees, both new and already employed, need to take part in training because there are job demands that can change due to changes in the work environment, strategies, and so on.

While training is seen as a global process, shaped along the trajectory of life, involving dimensional complexity, experiential learning is placed in the specificity of these dimensions; therefore, they are transformations which give capillarity to life and, articulate, produce formations. According to Josso (2002), experiential learning articulates knowledge and knowledge, theory and practice, function and meaning, techniques and values. In this sense, we can even return to the concept of praxis, as reflective and purposeful action in the world. Experiential learning, promoted by the (automatic) biographical approach, implies three existential dimensions: knowledge of oneself, knowledge of one's actions, practices, and critical reflection on one's own conception, which translate into a philosophical attitude toward life.

Training and development of people implies the transformation of individuals in their values, attitudes, behaviors and skills to serve organizational change and not only provide them with information so that they learn new knowledge (Chievenato, 2009).

So, training is concerned with the efforts made by every organization to enable its employees to develop their skills in the workplace including the knowledge, skills and behaviors that are fundamental to successful performance. " (Rahman & Nas, 2013). On the other hand, training is considered as a fundamental human resource management tool for substantial improvement in employee performance and commitment.

2.2. Training of non-teaching staff in Higher Education Institution

Within the scope of training of non-teaching staff, resources can be shared between apprentices and external staff, apprentices are qualified individuals, who perform functions in the organization as institutions of higher education, and holders of knowledge that must be shared with other workers under the form of training for non-teaching staff. External resources, on the other hand, are individuals who are hired from external entities, and have the relevant knowledge and skills to pass on to workers, in order to pursue better jobs.

In many organizations, due to limited resources, specialized workers have been used to provide training for non-teaching staff to other colleagues. This choice of modality is in most cases advantageous because it provides lower costs in relation to external trainer resources, contributes to a closer trainee-trainee relationship, which facilitates the process of knowledge transfer, change and commitment (Martin & Hrivnak, 2009, p. 607-615) (cited by Luz, 2016).

For (Cunha et al., 2009), the correlation between training of non-teaching staff and development and other measures of training and human resource assessment (such as salary, potential and performance evaluation, harmonization of individual praxis with organizational / institutional strategy) is closely related with planning practices that are aimed at individual collaborators and that positively affect outcomes in terms of productivity and service delivery.

As for other comments, that the changes currently occurring require new skills, knowledge and abilities from all people and training involves the possibility that each of them can contribute effectively to the organization to proactively adapt to these changes, ensuring that only the continuity of the process and its dynamics. but an increase in its capacity to meet social demands.

According to (Brás, 2007), the idea of training includes the transfer of knowledge, the standard is represented by actions on individual performance, which aim to improve team performance.

So, training non-teaching staff in higher education institutions to increase work creativity, knowledge and skills in the field of administration in supporting the teaching and learning process, productivity and the provision of public services.

2.3. The importance of training non-teaching staff at Higher education institution (HEIs)

The training of non-teaching staff in higher education institutions is viewed differently from that of business enterprises. More and more, they recognize their importance in facing the challenges and changes of today's world.

There is a clear awareness of the importance of training, updating, and preparing employees for challenges, "even though they are directly related to the human resources of the company, the effect will be felt in parallel across the organization" (Khan, Khan & Khan., 2011, p. 67).

The training of non-teaching staff helps institutions of higher education meet new challenges, making them competitive. Therefore, higher education institutions need to continue to look for training mechanisms and practices that are combined with the strategies and realities of these educational institutions.

It seems relevant for the approach to training of non-teaching staff as it relates to being directed to a professional context, because here it is important to reflect on the importance of training in the professional performance of operational assistants in educational or teaching institutions.

The training of non-teaching staff in experiential higher education institutions makes it possible to act with a certain meaning in certain situations. This allows for greater direct contact, strengthens the relationship between the individual and the object and supports reflection, recall of experiences. It is in this context that the exchange of experiences and comparisons of methods and results becomes relevant, creating space for collective work. It is a return to experience that enables transformation into formal knowledge, where the presence of partners translates into social interventions, essential for experiential knowledge to grow.

The development of Human Resource Management, seen as a strategic factor, the phase where we see changes in human resource management developed through administrative techniques, where there is a department of people to maintain only a predetermined order, for management based on the competitive advantage that is achieved by the factors people in the company (Bilhim, 2009).

There is a clear awareness of the importance of training, updating and preparing employees for challenges, even though they are directly related to the human resources of the higher education institutions, the effects will be felt in parallel across organizations ”(Khan, Khan & Khan., 2011, p. 67.).

Human resource training can be done informally or formally. Informal is unscheduled or certified training, that is, training that usually takes place on the job, for example, the most experienced workers explain to the most specific procedures. In turn, formal or professional training refers to structured and planned, certified and conscious training (Salazar, Torres & Rocha, 2012) (cited by Luz, 2016) training which requires monitoring of all previous structured processes, taking into account the company's strategic goals and needs.

On-the-job training provides an opportunity for workers to learn in a relevant way (Noe, Employee Training and development II, 2010), because training must be related to the actual work context, because otherwise the form will separate knowledge from action, losing its essence (Torres and Palhares, 2008). According to (Tavares, 2010) the main advantages of on-the-job training are the direct transfer of learned knowledge for job performance, cost savings of trainers and motivation of workers who see work more clearly and have learning value for the implementation of functions.

There are several ways to improve training, such as collective discussion on specific subjects, case studies or group work, which should be undertaken for training that is more stimulating and more practical in a work context (Torres and Palhares, 2008, pp. 108-109).

Although colleges have an interest in fully equipped operational facilities and spaces with state-of-the-art equipment, the results of all efforts to acquire and maintain these spaces and equipment may be far from desirable if strategies are not implemented. The qualifications of non-teaching staff in tertiary institutions are the same and have not changed.

Higher education institutions that are committed to enriching non-teaching staff through investment in training are the most successful in surviving the competition in higher education institutions. Training must be adapted to the specificity of the functions performed and the operational area of non-teaching staff, and to the quality of training provided to non-teaching staff, to ensure renewal of knowledge, such as changes in mentality, especially in terms of behavior change (Torres and Palhares, 2008).

Investing in the training and skills development of non-teaching staff at higher education institutions and also including so-called soft skills, transverse skills essential to non-teaching staff relationships with everyone in the work environment. Skills such as friendliness, empathy, and a good ability to handle conflict or solve problems effectively are still examples.

In selecting training actions it is considered important that they are taught by higher education institutions for training purposes and to gain experience, are able to transmit concepts and encourage human resource trainees to emphasize their active role in carrying out a commitment to competence, innovation, originality, availability, life and efficiency.

Therefore, the importance of coaching non-teaching staff in working in tertiary institutions is a significant increase in the productivity and profitability of non-teaching staff who attend quality training courses tailored to the functions they carry out; increase the knowledge of non-teaching staff in contributing to improving the quality of non-teaching staff working as professionals who are able to develop higher education institutions and lead them to success; updating knowledge and mastery of work in their respective fields.

On the other hand, the importance of investing in training for non-teaching staff in higher education institutions is therefore more qualified in work. If the training is carried out properly according to predetermined needs, of course the trained human resources will be an investment for higher education institutions in the future. The most important thing in training in higher education institutions must be to provide a large budget and support from the government to provide training for non-teaching staff in all fields in terms of improving employee work performance, and also improving the performance of higher education institutions in terms of quality of public services .

2.4. Non-teaching staff training within the scop of Public Administration

In every country there is always a public training institute and this training institution provides an opportunity for each institution to project its staff to attend training. The training to be held is of course adjusted to the needs and requests of interested institutions.

In general, human resource management has systematic actions relating to the training of non-teaching staff. Systematic actions are strategic for the survival and competitive advantage of an institution.

According to (Cunha et al., 2009), the correlation between non-teaching staff training and development and other measures of training and human resource assessment (such as salary, potential and performance evaluation, harmonization of individual praxis with organizational / institutional strategy) has a strong relationship. closely related to planning practices that are aimed at individual-collaborators and that positively affect outcomes in terms of productivity and service delivery.

In terms of human resource training, Cunha in (Cunha et al., 2009) shows that it should be noted that this training should include teamwork, offer new perspectives for human resource management, involve a correlation between training, education and development, with good practices. aimed at employees and users / customers.

According to (Ponchirolli, 2006) all staff have the possibility and duty to develop themselves, participate actively in achieving the desired goals, contribute to their work, potential and qualifications for production qualifications and service provision.

There is another thought that can be presented that skills and knowledge will have a positive impact in terms of increasing new capacities to contribute effectively to the organization. The training is more proactive in increasing the possibility to adapt to changes that will occur in the future. The need for training for non-teaching staff is only for the continuity of the process and its dynamics, and a greater demand is an increase in work capacity to meet social demands in terms of public services.

According to (Brás, 2007), the idea of training includes the transfer of knowledge, the standard is represented by actions on individual performance, which aim to improve team performance. Thus, there are three main challenges in terms of knowledge transfer, which can be converted into training ideas: a) harmonizing knowledge, learning aimed at achieving an organization's productive and operational excellence, achieving its goals and increasing its productivity. b) understand their respective roles and the importance of their qualifications for overall performance. c) ensures real learning, which makes individual and team work more productive and internal and external processes efficient.

In the scope of public administration, continuous training is considered very important although it is not always a concern, but over time and social demands and this theoretical concept. Training in public administration is often assumed to be a distinct method, whereas training of non-teaching staff always gives a better degree of quality to civil servants in higher education institutions.

Martins and Lopes (2010) comment that human resource management through continuous training actions, management and knowledge transfer, becomes able to invest in specific and efficient training actions, with positive consequences. Non-teaching staff is more useful if the training action in increasing knowledge is more intense so that the staff is more motivated, effective and efficient and ultimately non-teaching staff is transformed into strategic competence.

So, the action of training non-teaching staff in the public administration environment aims to develop competence, increase knowledge, improve skills and improve work behavior. On the other hand, they present better outcomes in terms of the ability to transfer learning into individual employee professional practice, in individual performance and as members of work teams.

3.   PUBLIC ADMINISTRATION
3.1. Administration/management
Administration or management is a social science that studies the art of managing a work system. Meanwhile, administration means a direction in management. So someone's behavior to manage people or human resources in order to achieve a goal that has been determined by the organization.

Administration or management is a field that is always based on principles, rules and management functions to achieve its goals, in this case, work productivity and organizational performance in serving the public.

In the work process, an institution or organization has human resources who always have a relationship with a certain environment where this relationship is a shared orientation in achieving goals.

Often people say that management has the same meaning as administration. Which means human efforts to organize, made together with a specific goal, and objectively.

In short, in every organization, management is an administrative management in an institution. And on the other hand, institutional management requires knowledge and application of various administrative models and techniques, while management is one's art in managing its administration to achieve specified goals.

3.1.1.   Public administration
Public administration has a role and a process of activity that occurs between two or more people to work together. The goal is to meet common needs and not to benefit from Boleto (2007) (cit.in Costa, 2012).

According to Bilhim (2007) (in-Costa, (2012), Public Administration problems can be resolved with the support of concepts, models and techniques that are experienced in their fields. Facilities and infrastructure in this case are people who are directly involved and have a goal to be carried out, has the nature of cooperation that can be developed in order to achieve government goals.

In various legality, public administration has public resources and personnel who are organized and coordinated to formulate, implement and manage decisions in public policy. Therefore, according to Viana (2007) the working relationship between hierarchies is a dependency between all parts and, their professional status is general and impersonal in administrative organizations.

Meanwhile, public administration shows the role of government as a determining factor in terms of regulators, who are active and always take the initiative in making decisions in the field of management and administration in particular.

In the increasingly modern era of globalization, management is required to always carry out its functions properly. According to Gil (2001) public administration in the 20th century is well known as traditional management which always upholds human and administrative rationality. Meanwhile, liberal focuses more on millennial public administration, which means controlling rationality, namely humans and the economy. And this is very unethical and has a negative impact on public administration.

The characteristics of public administration are of course public-oriented. This means that decisions produced by public authorities related to public services must prioritize the public interest (O'Toole, 2006: 3) (Cited by Lawton, Rayner e Lasthuizen, 2013). Public administration oriented to the public interest is that public servants must not be value free. He must take sides, that is, side with the public interest. This is because public servants have a role as the guardian of public interest. The public service process must be participatory and empowering, fast, flexible, and free (Milner, 2002: 15). The actions of public administration servants consider certain ethics (Lewis & Gilman, 2005: 22). Ethics is a set of morals. Moral values cannot be eliminated from the public service process because this activity still places humans as the main actors. Even though the human role as public administration servants is regulated in the framework of a certain mechanical system, it still cannot eliminate the existence of moral values which will become the glue of components in the public administration service system.

The modern public administration context, of course, has a good management value to be applied, if the modernization of public administration is always a performance orientation which means increasing the efficiency and effectiveness of state administration. On the other hand, modern public administration can increase the capacity of work units, improve human resource management and reform the bureaucracy, where bureaucratic reform is a refinement and directs human resource management to realize a public administration that has superior working power. The important thing in improving human resource

management is to improve the recruitment system and improve the quality of services to citizens with an electronic process. Thus, a modern and efficient public administration will have a positive impact on productivity and growth, which in turn will encourage increased competitiveness.

Public administration is of course formed by the government and its policies are always publicly oriented and regulated by law. According to (Paula, 2007) this approach has two types of management, namely • Management - generally related to the private sector. This is a rational approach to decision making. Administrators maximize the use of resources to achieve organizational goals and drive company growth. • Administrative - related to the public sector. They implement government policies determined by public authorities and are based on a legal framework and optimization of resources is of secondary importance.

3.1.2.   Human resource management

The development of technology in the era of globalization is an inevitable part of public administration services. Even so, human resources remain an indispensable part, even though some of the functions that humans usually perform have been replaced by machines (Sales, 2015). Public administration has different values and goals from business administration, where customer complexity demands the best service (Rocha, 2011). Besides, the moral burden of public administration is heavier than business administration.

The management of human resources in Public Administration cannot be separated from the legal framework that underlies the main practice currently in public sector organizations (Pereira, 1996). In fact, in a very strict environment activities related to worker management in public functions are carried out, thus becoming an obstacle to the implementation of policies and practices, especially when programs of budgetary constraints and public spending are involved.

According to Araújo (2008) (cited by Chamorro Ibarrola, 2012), goal-based management is seen in a strategic perspective, associating public bodies with goals and results, in a new management philosophy, emerging as a power catalyst that introduces changes in organizational functioning and people's organizational behavior. The goal-based management instrument created by the Government is the Integrated Performance Evaluation System for Public Administration.

In this regard, said Fuentes-García, Núñez-Tabales, & Veroz-Herradón (2008), career evolution is related to the management of human resources for each service, which is in line with the management model for the objectives set by the Government. In terms of remuneration policies, the changes introduced by the reform have focused on creating a single remuneration table covering both general and specific careers.

Human resources in public administration still play a central role (Texeira, 2012). This is because the function of public administration is to provide basic services, such as decision making, regulation and policy making that are not possible for business administration. Services that are of such importance will be successful when the human resources provided have adequate abilities to understand and solve problems in society as a whole (Tavares, 2010).

The values adopted by public organizations are always management oriented with results, efficiency and accountability that underlie new public management perspectives (Gomes, 2009). To achieve these values, the administrative process that takes place must be in accordance with predetermined rules so that the results of each activity can be clearly determined. Human resource management in public organizations must be designed to understand and achieve these values, because human resources occupy an important position in the process of achieving organizational goals (Carvalho, 2017).

Human resource management based on the perspective of public administration includes employee recruitment to employee dismissal, which has been arranged in such a way as to support administrative processes that take place in public organizations. Human resources - employees to be recruited will undergo initial training. This training aims to provide understanding to prospective employees about the staffing system used in public organizations (government organizations) (Schlesinger, dos Reis, Silva, de Carvalho, de Sus, Ferrari & de Paula Xavier, 2008).

The new public service perspective is a paradigm in public administration that emphasizes the implementation of democratic and socially just public services. Service providers try to understand the public interest in the delivery of public services. The public interest is the basis for the preparation of various public service programs. The administration of public services does not emphasize the use of management techniques in business organizations, because each business and public organization has a different orientation (Lawrence & Weber, 2014).

Thus, public service systems and human resource management systems are more oriented towards democratic values and social justice. Procurement and development of human resources emphasizes the ability to understand the interests of citizens and involve them in the process of resolving public service problems. Apparatus human resource development programs are designed to produce human resources who have the ability and skills by involving them in the process of solving public service problems (Chevalier, 2016).

3.1.2.1. *Personnel management*

In general, personnel management is a type of management that deals with planning, recruiting and selecting employees, education, job descriptions, training and development, and maintenance of human resources that aim to help achieve goals, be they individual, corporate or community goals.

Personnel management is also not always about the competence of our employees, but also how we can foster a sense of "belonging" to an employee for the company.

If an organization masters this management, the organization will be able to carry out the company's functions well, starting from recruiting workers, holding training, to motivating employees to work optimally.

When referring to personnel management in the public sector, Bergue (2007, p. 18) defines it as an endeavor oriented towards the provision, maintenance and development of people in public organizations, in accordance with the constitution and observing the needs and conditions of the environment in which they operate.

In each organization, public administration institutions have their own bureaucracy, where all administrative matters are more focused on planning and developing mechanisms and training for civil servants, with the aim of improving work quality in serving the public or society.

Personnel management has a very big role in public organizations where it controls the recruitment of employees who will later work in a public institution, besides that, personnel management pays attention to the performance of the recruited employees.

Many people have an understanding that the personnel department and the Human Resource management (HRM) are the same thing. Although the two are closely related, they are in principle two different things.

The most basic difference between HRD and personnel is in the scope of work of both. Personnel management is in the administrative scope that supports the implementation of the HRD function.

Personnel responsibilities are limited to tasks related to employee compliance, administration and data retention. In other words, without the presence of personnel, the HRM function will be difficult to carry out because both have related aspects.

The objectives of personnel management are related to general organizational goals. This is because personnel management is trying to create efficiency in the field of labor as profit efficiency and continuity. And the other side of the organization is more focused on developing competencies in achieving better performance as well as the growth and development of the organization and the people within the organization.

According to Lacombe (2004 apud Claro, 2009) that "management is defined as a set of efforts that aim to: plan; organize; direct or lead; coordinate and control the activities of a group of individuals who are associated to achieve common results".

The most basic concept of Personnel Management is how to provide a facility for development, work, and also a sense of work participation in an activity or activity. This is confirmed by Claro (2009 aput Dutra, 2009) that "a series of policies and practices that allow reconciliation of expectations between organizations and others so that both can achieve them over time."

In public institutions or public administration institutions always think about how to organize and create a drafting framework for a person in the work environment in results-oriented management, so that in the end they can achieve organizational performance with a mechanism that leads to the stated organizational goals.

According to Milioni (2002, apud DUTRA, 2009, p. 21) (cited by Gomes, 2018), defines people management as "a set of strategies, techniques and procedures that are focused on mobilizing the talents, potentials, experiences and skills of employees of a company. organization, as well as the management and operationalization of internal and legal norms. "

Personnel management always involves everyone in the organization. The aim is to increase effectiveness and efficiency in public provision, because in organizations with a small scope of work, of course there will be less employee training planning, but always have hopes of achieving good work performance in accordance with organizational goals.

According to Dutra (2009, p. 21), states that "people management consists of the ability to mobilize employees to achieve organizational goals."

If we know that the greatest role of a personnel manager is to be able to provide direction in any form of assistance to an employee, so that employees can understand, be motivated, improve work performance and can achieve the goals set by the company.

According to Ribeiro (2007, p. 3) people management is an area or department of an organization that deals with a series of activities related to people. There is no organization without people. Because personaliza management always provides facilities for development, work and a sense of work participation in an activity.

According to Gil (2009 apud DUTRA 2009, p. 21) (Cited by Jóia, 2018), "people management is a special branch of Administrative Sciences which includes all the actions taken by an organization, with the aim of integrating employees in the organizational context, and increasing your productivity."

So it can be said that: personalization management has interactions between organizations and employees to achieve the specified results. And on the other hand, a good relationship between personnel management and employees is desirable, because personnel management always tries to create conditions in which every employee is encouraged to make the best possible contribution to the organization. Work efficiency is not optimal without the full cooperation and good relations of the employees.

3.1.2.2. *Personnel Management in Public admnistration*

Personnel management is a collection of people who have common interests in the organization and have a relationship in work in administration.

Every organization requires personnel management arrangements so that the organization can run systematically and efficiently.

In carrying out public administration activities the organization always has a work system in public administration in terms of improving good personal management. Therefore, in responding to the various challenges of organizational change, personnel management always performs good public services, in order to realize the predetermined goals, namely good governance.

One of the functions of personnel management in public administration is to provide the number of employees and the types of expertise needed to achieve organizational goals.

Public Administration represents an ancient organization whose birth fulfilled a specific purpose, whose function was adapted to the forces that created it and which it represented, giving rise to distinctive and particular phenomena, which are the parameters of some work organizations. (SILVEIRA and TRINDADE, 2013).

Thus public administration as a whole has its own working system which in the end the system can be used as an organizational model to be applied in state administration.

However, in administration, personnel management is considered as part of human resource management where both have different functions and tasks but with the same goal, namely to provide services to state administration.

As we know that all public administration employees are always required to work according to the specified time, and this is a rule prepared by personalization management where the demands are to work with high motivation and always oriented to work and work results. But "the implication, little by little, decreases and reaches a level of apathy, passive resistance, presentism, or even negative values (active resistance, absence, flight)". (SILVEIRA and TRINDADE, 2013, p. 17).

If we look at the professional work culture, a person who works in public administration sometimes survives to work to survive because most people who work in public administration are always oriented that the important thing is to have a salary and always win in making ends meet. This can have a negative impact on public administration and a reputation for personnel management, meaning that it can face difficulties and obstacles in maintaining good governance. With more or less lags and difficulties, conflict arises between the three poles: disorder, customs and culture, where, always, cultural issues prevail. (SILVEIRA and TRINDADE, 2013, p. 19).

So it can be said that personalization management in public administration is a more efficient, effective and quality public service provided by an organization to every citizen. On the other hand, the personnel management always adapts the skills needed by an employee for institutional purposes based on plans made by the public administration.

3.2. Public administration in the context of university public higher education
3.2.1. Administrative dimension

Public higher education institutions have administrative technicians, especially for the implementation of the Education Support Plan. The new perspective of the higher education institution must go through integrated work with the most experienced civil servants, to promote the necessary changes in the academic and administrative environment of the institution. Preferably, higher education institutions in the field of public administration must absorb the field of humanistic administration to think about planning and implementing these changes. New people at work can bring new ideas and perspectives to action. Therefore, it requires a structured environment, based on management policies in favor of the use, guidelines, and most importantly, the development of these people. For Vergara (2000), it needs to be challenged to reach its standard of excellence, because everyone has the potential to be ready to develop.

The formation of human resource management policies in organizations is fundamental to the implementation of strategic plans of organizations and public administration and especially in universities, new ways of working in public administration and the development of community management policy thinking towards the academic and managerial environment, where administration is actually public higher education should be a priority.

Today's university institutions must have new employees, innovating very strongly in human management policies. However, the management of higher education is carried out by people, namely developing reliable administrative technicians in accordance with the existing professions in each administrative team.

Of course, public institutions have public administrations, their management will be adjusted to management policies that truly meet the demands of public institutions and teaching and technical-administrative staff must adapt to these policies. According to Dutra (2002), the effectiveness of strategic people management is to meet the requirements for clarity on the part of the organization about what people expect. The management policy of people in public administration is in accordance with the scope of the profile that applies to work and its performance in a motivated and efficient manner, in a management model that aims or achieves satisfactory results and services for citizens (MARCONI, 2004).

Higher education institutions with a public administration context certainly want to improve the performance of professional administrative techniques, where employees must take the courses offered (Souza, 2009).

Higher education management should focus on personnel management and administration, so that these institutions are more motivated to disseminate good knowledge about management and administration and ultimately provide incentives through appreciation, encouraging innovative ideas in higher education management.

lso note that each department has its own way of developing learning practices in various fields of knowledge about public administration management, that knowledge is passed on informally or formally. Therefore, the importance of knowledge in public management is to maximize efficiency and institutional effectiveness (Souza, 2009). Regarding the assessment of the administrative apparatus, he is still very bureaucratic and always follows orders from state public administration agencies.

Talking about the concept of public administration in higher education, of course, has an organizational culture that is always associated with support and innovation, with a focus on the future of the organization (Chiavenato, 2010, p. 39).

The administrative dimension refers to the general organization of the university, its strategy, information systems, management philosophy, and the development of an evaluation culture for public educational institutions.

It is concluded that, taking into account the specifics of public administration and, in particular, the universities and literature mentioned above, it is possible to emphasize that this application develops a people management policy which considers public management administration techniques important for university management, monitoring, assessment and coordination.

In fact, attention to the Human Dimension, in the management of higher education institutions, has found new trends in human resource management, because the management of state universities must prioritize the importance of this, by prioritizing new aspects in the current era.

Therefore, the general management of the university always prioritizes the socialization and orientation program for the new general administration and, in addition to the need for socialization, a special program needs to be created to explain the usefulness of the university and the administrative and academic functions that the university's professors and technicians can use.

In the same direction, higher education institutions seek to create a culture of university assessment systems that are integrated with institutional planning. In both academic and public administration contexts, it is the responsibility of the university, through university administration, to develop sound management policies for the future of the university.

Therefore, it needs to be highlighted that general management in public universities must create a sophisticated management system, therefore, general management in higher education must adapt to the talents and skills of the institution to meet the needs of universities.

3.2.2. Formative dimension

One of the functions of human resource management is to conduct job evaluations to assess the performance and contribution of human resources in achieving organizational goals. If we look at the interests of the organization, of course, information from management is to enable it to make decisions. The assessment of a manager certainly has a big benefit, namely how to see the performance of an employee in contributing, if the performance is lower than expected, then creative action must be taken and, if the performance is satisfactory, the manager must reward or encourage more achievement.

As we all know that public administration institutions have their own rules in terms of evaluating employee work performance. This assessment is the most important thing to assess an employee, properly and correctly, so that loyal managers are considered a big challenge in implementing this system.

This assessment system is a system that is carried out by public administrations in various public administration services. This assessment is carried out by public institutions every year to find out the work performance of each employee.

In fact, Universidade Nacional Timor Lorosa'e (UNTL), every year there will be an evaluation of employee work performance with the aim of knowing and analyzing the opinions and attitudes of evaluators towards an administrative employee. And this evaluation is carried out in collaboration with the national commissioners of public administration in Timor Leste.

In general, activities that are increasingly important in organizations because of humans, therefore professional training can be defined as "the systematic acquisition of skills, norms, concepts or attitudes that lead to increased performance in a professional context" (Ferreira, 2001: 5).

Basically, training is a work program that is always held by the government through public administration institutions and government training institutions that are provided to provide training and at the same time evaluate each employee according to the expertise of each employee.

Although the state of the state budget demands strict financial management of expenditures, training should not be seen as a cost or burden, but rather as an investment, a right or an obligation because the results of the training are guaranteed. In addition, special legislation for non-teaching staff in higher education institutions as one of the special duties of non-teaching staff, the obligation to participate in training activities, under the provisions of the law, and strive for their success.

The rule of law for professional training in Public Administration considers that people have the right and the obligation to attend "professional training acts that have been assigned to them, especially those aimed at improving their professional performance or to meet any deficiencies detected in their performance appraisals".

According to (Cruz, 1998: 60), that the performance evaluation system is considered as one of the main tools that can contribute to a survey of training needs in organizations, because it "allows to collect data about possible deviations between performance shown and desired performance, identifying critical áreas of intervention". In other words, when a person's actual performance is less than what is expected, "we can assume that there is a need for training" (Pereira and Brito, 1998: 120).

According to Cardim (2005: 149) says that the only need that is needed in a country is the need to increase professionalism. This is defined as a strategy and policy in terms of organizational development for effectiveness and success in meeting training needs. It also takes into account that the performance evaluation process should be a mandatory input for training planning in organizations.

Training is often organized by public administration institutions and public training institutions with the aim of measuring the work performance of an employee both before training and after training. According to Madureira (2006: 64) that the main training problem in Portuguese Public Administration continues to be related to the problem of needs diagnosis, training evaluation and the lack of intervention by various organizational actors in the training process".

The weaknesses that are often found in public administration institutions and general manpower agencies are the analysis of information and performance gaps and the lack of knowledge needed to carry

out professional activities, with a view to planning and implementing training and personal development projects and programs.

So the basic concept of public administration institutes and public training institutions is to help all public administration employees to develop skills in the field of knowledge and technical abilities in their professional activities. Performance appraisal and evaluation in particular are instruments for training needs.

4. CONCLUSION

Training and human resource development in higher education institutions are the most important factors for improving employee work performance, as well as increasing daily duties in serving the public and also as an estrategic investment in the world of work and organizations.

Public administration institutions, which are largely responsible for the bureaucracy in providing services to the community, must be supported by professional and competent Human Resources (HR) staff.

The quality of HRM in the public administration sector has become an important part of every effort to reform the bureaucracy in providing services to meet the needs and accommodation of various interests and welfare of the community, both higher education institutions and other public administrations.

Higher education institutions are required to have innovations in the bureaucracy to develop various policies and support administrative functions.

The bureaucracy must be supported by human resources that are managed in an effective system based on integrated HRM in the public administration sector.

Empowerment of Performance Management Training and Human Resource Development in improving the quality of human resources, be it work creativity, knowledge and skills in the field of administration in supporting teaching and learning processes, productivity and provision of public services in accordance with their respective functions.

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