

CHALLENGES IN EVALUATING THE QUALITY OF HUMAN RESOURCE MANAGEMENT IN EARLY CHILDHOOD EDUCATION

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Abstract: *Assessing the quality of Human Resource Management in the preschool education system is considered one of the most relevant areas of development of modern society. Because the quality education and education of children from an early age, their initial attitudes and perceptions of education, life, are primarily directly related to the potential, qualifications of human resources in this system and the effectiveness of their management. Preschool educational organizations today need educated and strongly competitive personnel, in accordance with the requirements of the modern labor market. Therefore, the process of assessing and analyzing human resource management is also becoming more complex Day by day. A number of problems that arise at this stage also have a direct impact on the quality of Education.*

Key words: *human resource management, early childhood education, quality assessment, evaluation challenges, staff performance, professional development, assessment criteria, organizational transparency, leadership effectiveness, policy implementation.*

One of the most fundamental problems in assessing the quality of Human Resource Management is the fact that the assessment criteria are not formed on the basis of a clear and unified standard. The assessment criteria applied to pedagogical, auxiliary and managerial personnel working in preschool educational organizations are often General and varied, and some discrepancies

can be seen on the scale of each area or organization. As a result, the principles of objectivity and fairness are not always fully ensured in assessing the quality of Human Resource Management. Since the evaluation criteria are not developed perfectly enough, in some cases the human factor is over-emphasized or, conversely, the human potential remains completely ignored. Studies devoted to the assessment of Human Resource Management in the preschool education system on a global scale show that in the process of analyzing personnel potential, there are many systemic and organizational defects that prevent the growth of the quality of preschool education. In order for the assessment system to be organized on modern grounds, it is necessary first of all to thoroughly analyze the real and potential potential of human resources, their professional knowledge and skills, their need and motivation for professional development, working conditions and factors of their stimulation. Otherwise, the assessment leads to subjective and superficial conclusions [1].

There are also organizational problems in assessing the quality of Human Resource Management in preschool educational organizations. Specialists in this field need special representatives who analyze their activities and evaluate them. In most cases, various subjective factors are covered in the assessment of educators who are sent to training courses or undergo certification by the heads of the organization. This leads to the fact that talented and potentially tall shots are not adequately evaluated. As a result of such situations, preschool education cannot implement clear strategic plans for managing human resources, using them effectively, and improving operational efficiency. The use of digital technologies and modern monitoring systems for assessment can increase efficiency. However, the fact that information and communication technologies are not equally developed in all preschool educational organizations, the lack of the necessary technical means for the processes of training and retraining personnel limits the possibility of an effective

assessment of the quality of Human Resource Management. Also, the insufficient level of information literacy of personnel in the field is considered one of the important problems. Another problem in assessing the quality of Human Resource Management is the insufficient level of openness and transparency in the system. The results of the assessment, consequential indicators, documents confirming qualification are often discussed in a closed form, only within the framework of the organization's leadership. As a result, the transparency of these processes is not sufficiently ensured. Due to the fact that personnel do not know exactly what criteria are assessed for their training and professional development, protests and insecurities arise in several cases [2].

Another key factor in quality assessment is the correct implementation of incentive mechanisms in relation to human resources and the implementation of an assessment system established on the principle of Justice. In some preschool educational organizations, the incentive system is based only on awarding high-performance, or personnel close to leadership, which undermines the confidence of potential professionals in the effectiveness of the assessment system. When the incentive, motivation and assessment system are not consistent, the opportunity to fully and effectively use human resources in the organization is reduced. The diversity of approaches in human resource assessment also takes its toll. In assessing the quality of personnel on the example of Europe and developed countries, an approach based mainly on competencies, that is, an assessment system based on the practical results of professional knowledge and skills, is widely used. In some cases, however, the assessment systems that are solved within the state are based more on documentation, filling out formal indicators. As a result, it is determined by analysis that this process does not fully correspond to the advanced foundations of modern human resource management [3].

The results of assessing the quality of management are often aimed at improving the overall efficiency of the organization's activities, training courses, retraining programs, but at the same time, will not suit their real needs. For example, trainings related to professional development are organized not on the basis of individual needs and potential, but on the basis of general requirements specified in regulatory documents. This may not provide a favorable ground for effective human resource management and evaluation. Problems in the legislative and regulatory framework are also important factors in assessing human resource management. The example of laws and statutes adopted in the country often must cover the industry in all aspects. However, some experts in the field argue that the regulatory documents available in practice are not sufficiently clear and carefully designed. As a result, a variety of confusion and ambiguities occur in the assessment of Human Resource Management. The introduction of new methodologies requires continuous training and professional development for personnel [4].

While personnel capacity assessment systems take into account the human factor, the issue of compliance with the professional ethics and values of the industry also plays an important role. In preschool education, genuine humanism, commitment to the profession, a responsible approach and a loving attitude towards children are seen as the main areas of Human Resource Management. The consideration of these indicators in the assessment system also plays an important role in the correct assessment of Personnel potential. But in practice, the possibility of determining and evaluating professional ethics is limited, subjective decisions are more likely to take priority. The results of assessing the quality of Human Resource Management in the field of preschool education should simultaneously serve as a basis for Strategic Planning, increasing labor productivity, improving the attitude towards service activities and improving the management mechanism on the basis of modern requirements. In this case, it is necessary to establish a personnel reserve,

provide them with professional and social support, create conditions for continuous professional development, fair assessment for the results of activities and introduce an effective motivation system. When it is said based on the above, the assessment of the quality of Human Resource Management in preschool education does not completely stop at many problems and complexities. In our time, changes in the field, labor market requirements, information technology, labor potential, management and assessment systems are closely related. To create a qualitative and effective assessment system, it is necessary to develop practical mechanisms using impartial and complete data, modern technologies and advanced foreign experience, create standard and unified assessment criteria, strengthen the principles of openness, transparency and Justice, restore personnel capacity and advance them. As long as the existing problems are not eliminated, the effectiveness of Human Resource Management and activities may not give the expected result [5].

Conclusion:

In conclusion, it can be said that the system of human resource management and assessment of their potential in the field of preschool education is a complex, multi-stage and constantly evolving system. Problems present in practice-insufficient accuracy and imperfection of assessment criteria, priority of subjective factors, lack of modern technologies and methodologies, low level of Information Literacy, weakness of motivation and incentive system and low level of openness, incompatibility of Skill Development and retraining programs with individual needs, uncertainty of the regulatory framework – all limit the possibilities of managing quality human resources in preschool education. Advanced results can be achieved by systematically solving these problems, improving the quality of preschool education, introducing modern and effective management mechanisms. For this reason, the issue of assessing human resource management should be in

constant attention as one of the strategic priorities of the national education system.

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