Presenting and explaining a model for developing human resources policies in education

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A r t i c l e   I n f o

A B S T R A C T

Objective: Human resource policies create and sustain a suitable infrastructure for developing new products, technologies, and organizational procedures by promoting employees' values of creativity, cooperation, independence, and ambition. Therefore, the research aimed to present and explain a model for developing human resources policies in education.

Method: The present study was qualitative. The process of conducting research in the way of processing the data theory of the foundation includes research questions, note-taking and data collection, analysis, theoretical sampling, and theoretical saturation, writing and compiling theory, and comparing texts. The analysis process started with open coding and ideally ended with selective coding. In order to collect the primary components, 50 domestic and foreign articles and book titles were studied using the criterion-based purposeful sampling method. With this number of samples, the researcher reached theoretical saturation. After coding and categorizing the components (by 20 experts) using the Kendall coefficient, the reliability of the components was estimated at 88%.

Results: The results showed that the dimensions and components can be classified into 5 main dimensions and 50. According to the main loads, the research model has good validity.

Conclusion: The results of the present study showed that this planning model can be considered as a continuous and dynamic process to improve employees and achieve organizational goals.

Keywords: Development, human resource policies, education.

1   Introduction

Innovation is a prerequisite for a company's survival, growth, and business success. Hence, finding out what makes some firms more creative than others is one of the key areas of research in various disciplines (Cohen & Levinthal, 1990). Among the many explanations presented and reviewed, organizational behavior researchers have paid special attention to employee creativity as one of the channels through which innovation flourishes in organizations (Sears & Baba, 2011). Creative people are hired through a selective hiring process, as well as proper assignment and training. Therefore, organizations can benefit from "exploratory learning" (Shipton et al., 2005),

where ideas and thoughts flow freely and risk-taking is part of cultural norms (Barros & Lazzarini, 2012; Engel et al., 2015). However, more than finding, selecting, and hiring high-quality and creative employees is needed to encourage innovation (Ali & Miller, 2017; Chatterjee, Ghosh, & Chaudhuri, 2020; Hitka et al., 2019; Kafouros, Aliyev, & Krammer, 2021; Malik, 2019; Mikalef et al., 2020; Suoniemi et al., 2021; Trainor et al., 2014). As management scholars note, company policies must also be "tuned" to adapt the work environment to the company's strategic focus on innovation. Therefore, an optimal mix of policies (autonomy, flexibility, training, leadership style, or information-sharing patterns) must be included for organizations to fully exploit their employees' inherent creativity. (Shalley, Zhou, & Oldham, 2004). Therefore, one of the main organizational challenges for innovative companies is to "create space for individuality within a bureaucratic culture in order to unleash the creative potential of employees" (Khorraminia et al., 2019). In this regard, the right mix of human resource policies can provide opportunities for encouraging creativity, risk-taking, and general innovation of employees for organizations. In addition to taking advantage of employees' creativity, a company's ability to innovate has important levers at the organizational level (Banmairuroy, Kritjaroen, & Homsombat, 2022; Bloom & Van Reenen, 2011). One of these levers uses specific human resources procedures (Bloom, Sadun, & Van Reenen, 2010). Human resources procedures and systems named "Management of work and people" have been linked with organizations' innovation performance in various fields. Therefore, and according to the said material, the main goal of the current research was to present and explain the model for developing human resources policies in education.

2 Methods and Materials

2.1 Study design and Implementation

The current research was an exploratory applied study in terms of its purpose and fundamental in terms of its implementation results. The data and information of this research were collected in 2019-2022. A sequential exploratory design is a design that starts with the phase of collecting and analyzing qualitative data to discover a phenomenon and then continues with the collection and analysis of quantitative data to explain the relationships in the qualitative data. The purpose of this research was to identify the factors affecting the presentation and

explanation of a model for developing educational human resources policies from the perspective of different groups using grounded theory. From the point of view of the implementation process (or the type of data), it is of a qualitative type because the information was collected through interviews about the factors affecting the presentation and explanation of a model for the presentation and explanation of a model for the development of human resources policies in education.

From the point of view of the result of implementation, it is of a fundamental type, which is done to discover the nature of phenomena and, test theories and expand the existing knowledge. In fact, it creates a conceptual framework so that the factors influencing the presentation and explanation of a model for the development of human resources policies in education can be recognized comprehensively and grouped. From the point of view of the logic of implementation (or the type of reasoning), it is inductive because in this research, the interviewees, according to their experiences regarding the results of the phenomena, put forward the factors affecting the presentation and explanation of a model for the presentation and explanation of a model for the development of human resources policies in education. In addition, the researcher formulates a model for developing human resources policies in education by examining the relationships between these factors. From a temporal perspective, it is temporary because the interviews will take place in 2022. From this point of view, it is exploratory for three reasons: firstly, few studies have been done on the subject of the research, secondly, this research has led to the presentation of a theory (theorizing grounded theory), and thirdly, it is done to expand the concepts in management literature. To design and explain the model, first by referring to the subject literature, the various models presented in this review area and while identifying the dimensions, components and indicators of the results obtained by implementing the Delphi method were provided to them in order to comment and receive the opinions of experts and experts. The final model was extracted and finalized based on the opinions of experts. In the statistical population, there will be 10 to 20 people in the qualitative section, including professors and elites with more than 4 years of experience in high management. The qualitative grounded theory method using Delphi method was used for data analysis. The result of this part was the main index and sub-branches, which were used in making the main research tool (semi-structured interview with grounded theory). The data collection materials in the qualitative part of this study were: All

articles included in international databases and websites and passages between 2006 and 2022; All domestic articles in the period of 2008 to 2022, which are indexed in the field of studies, provide and explain a model for the development of human resources policies in education. Based on this, there were 50 separate cases, including 80 foreign articles, 32 domestic articles, and four books.

3   Findings and Results

The definition and description of categories in the grounded theory method are based on the concepts and key points of their subcategories. In other words, since the primary reliance of this method is on first-hand data and in the induction path, abstract "concepts" and then more abstract "categories" are made from the key points of open coding. Therefore, each concept and category is defined according to the path followed until their formation and appearance. The title of the concept or category may have a theoretical background in the subject literature, but what is obtained through the database method (even if the title is similar to the example in the subject literature) has a different definition. The first source is the existing written theories and experiences (second-hand data); the other is the data obtained during the research (first-hand data). Therefore, in order to fully understand the meaning of "concepts" and "categories," it is inevitable to refer to the research data, especially in the open coding stage. Each of the categories consists of one or more concepts, which actually express the "characteristics," "conditions," or "situation" of the desired category in the country. Another important point is the simultaneity of "description" and "recommendation" in the main and subcategories of the research. The sense that the formed categories do not only have a descriptive load related to the description of the existing situation or the description of the desired situation, but they also have a prescriptive load. In other words, each has dos and don'ts to achieve the desired situation. Paying attention to the prescriptive aspect of the categories, which itself leads to the prescriptive aspect of the "theory" resulting from the database method, will be very helpful in a more complete understanding of the outputs of the method.

To integrate and present the final model, after identifying the central category and relating other categories in the form of a grounded theory systematic paradigm, refining the designed model and developing the main action factors and the final model of the research was obtained as follows (See).

Context conditions
Paying attention to details, paying attention to the culture of result orientation, the existence of humanism

Consequences
Step by step implementation of educational projects

Strategies:
Investigating the inconsistency of policies or infrastructures with the needs of communities Review management reports Health in efficiency Employing committed and expert human resources Quantitative and qualitative assessment and improvement

Categorical conditions:
Productivity management and risk management Health Information Management Access to Updating governance structures and technical personnel. Effectiveness of policies and laws

Causal conditions:
Establishing a balance between human resources and human structure jobs Increasing coordination in work Flexibility and creating a competitive advantage

Intervening conditions
Dealing with cumbersome rules and regulations
Adapting to political changes in the environment
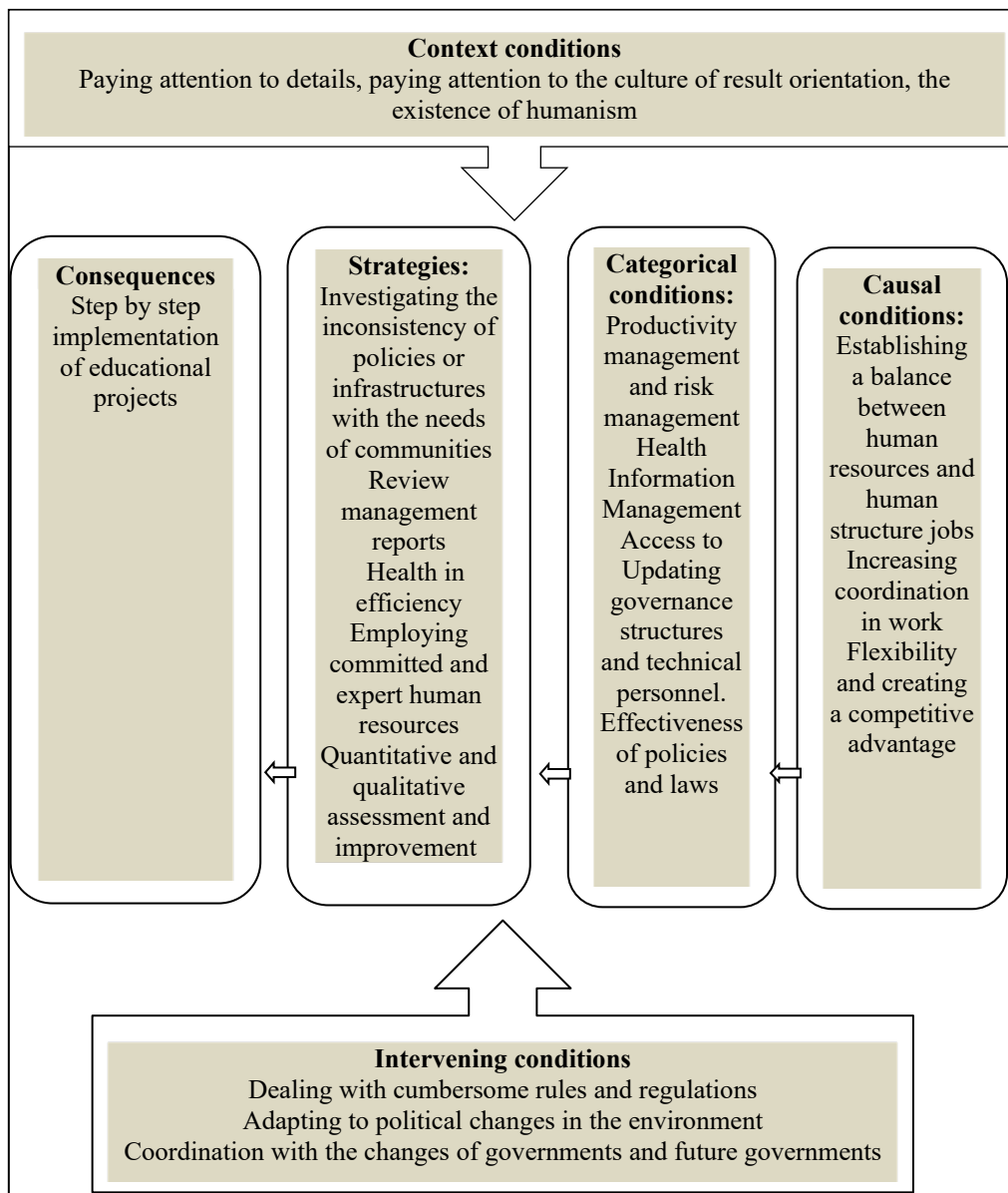Coordination with the changes of governments and future governments

Figure 1

Paradigm model of design and explanation of the model

4   Discussion and Conclusion

This research aimed to present and explain a model for developing human resources policies in education. Innovation is vital for organizations to create value and sustainable competitive advantage in today's complex and changing environment. By being more innovative, organizations will be more successful in responding to changing environments and creating and developing new capabilities that allow them to perform better. Innovation initiatives and actions are highly dependent on employees' knowledge, expertise and commitment as inputs to the value creation process. Over time, changes affect the attitude towards the people working in organizations and, their knowledge and intellectual capital and the values of responsibilities and social attitudes. Therefore, if human resource management is effective in managing employees, and if the most valuable resource of employees is knowledge. Therefore, human resource management and the application of knowledge are closely related. Knowledge-based human resource managers in organizations can take measures to design and develop the organization. Measures include expanding work groups and teams, networks and work community, proper design of jobs and management. Today, human resources are the main asset and capital of the

organization and the main factor of the competitive advantage of organizations, and this source is the only capital and asset in the organization that cannot be imitated and has a unique feature. In addition, this resource is one of the assets that can grow and develop. This development is achieved only through learning and knowledge, and human resource development emphasizes the leadership's perspective on employees to gain knowledge, expertise, experience, and efficient decision-making and problem-solving skills in the organization.

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