



An evaluation human resource improvement programs among elementary school teachers in Salmas

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Abstract

This study aimed to evaluate human resource improvement programs among elementary school teachers in Salmas. The research was applied in terms of objective and descriptive-survey in terms of data collection method. The statistical population included all elementary teachers (1150 teachers) of Salmas in the academic year 2018-19. A sample size of 285 subjects were selected by simple random sampling method and Morgan table. The criteria presented by Rao and Abraham (1990) were used to collect data and measure human resource improvement. The validity of the questionnaire was confirmed by the professors and experts and the reliability of the questionnaire was obtained. For the current status indicator the improvement plan is 0.88 and for the importance index the improvement plan is 0.90 using Cronbach's alpha coefficient. Analysis of questionnaire data using SPSS Ver. 22 and paired t-test, independent t-test and one-way ANOVA showed that there was a significant difference between the existing indicators of improvement (teacher participation in improvement programs, need assessment, educational planning and implementation and evaluation) and the importance of improvement and the status quo was less significant. In addition, there was a significant difference between the opinions of the studied subjects regarding the status quo indicators and the importance of improvement programs in terms of age, but there was no significant difference in terms of gender and there was a significant difference in educational level other than status quo of implementation and assessment.

Keywords:

Improvement, human resources, empowerment

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1. Introduction

Among the necessary factors to present a product, work force as the most basic factor, plays a key role in the production of services and goods, so efficient workers can be considered the most important asset of an organization. Workers in today's world is the driving force of the organization and plays an important role in determining the fate of economic and social development of a country. Training and improving human resources allows people to adapt to performance requirements in accordance with the environment and organizational change, and increase their efficiency.

To adapt to operational goals, environmental change, and organizational development, organizations continuously develop and improve the four variables of human resources: the use of new technologies, equipment, laws and regulations, and the cultural atmosphere of the organization (Baruch. 2003).

Cooper (2004) writes in the definition of human resource improvement. Human resource improvement is related to the readiness to learn and develop training opportunities to improve individual and group performance and organizational improvement. According to Lee (1996), improvement is a natural process of professional growth in which employees gradually take on self-confidence, reaching new perspectives, increasing knowledge, discovering new methods, and playing new methods. Lee considers employee improvement to depend on three things: 1) knowledge, experience and personality of the employee, 2) work environment and 3) professional contacts and discussions outside the workplace. He also considers employee improvement as the result of three factors: the first factor is the individual factor that is the result of continuous personal learning, the second factor is the institutional factor that reflects the interactions in the workplace between employees and the subject of work and the third factor is the management factor.

Teachers are one of the most important pillars in the structure of education and their quantitative and qualitative decline has a direct impact on the goals and performance of education. Therefore, in order for teachers to be able to perform their professional, specialized and educational tasks better, it is necessary to provide them with the opportunity to benefit from new trainings and new skills (Kraut et al., 2016). It was indicated that the issue of assimilation of school spending plans, evenhanded appropriation of school accreditations, and educator issues were significant things that should have been settled right away (Nuryana et al., 2020).

Teacher improvement occurs as a continuous activity by preparing conditions and anticipating specific mechanisms. The success of this activity, which includes the continuous process of development and standardization of teacher competencies, depends more than anything on the active and spontaneous presence of the teacher (Chalmers & Gardiner. 2015). Improving the nature of instructors in youth schooling programs (PAUD) Anak Saleh through inner workshops and courses that are held each Saturday was finished (Sa'dullah & Hidayatullah. 2020).

Vocational improvement and teacher empowerment is one of the most important issues that is directly and closely related to learners' learning and is faced by educational systems in different countries today. Certainly, the more capable teachers are in their profession, the more successful they are in their teaching and teaching, and the more they learn. Improving the teaching profession is "processes and activities designed to increase the knowledge, skills and attitudes of the teaching profession so that they can improve student learning" (Guskey. 1986). A structure outlining the arrangement of instructive human asset the board practices to an educator execution competency

model, which thusly is lined up with understudy accomplishment objectives is introduced (Heneman & Milanowski, 2004).

Engstrom et al., (2012) also define teacher improvement as "any organized, formal or informal program that seeks to help teachers improve the quality of teaching." They see teacher improvement as the continuous learning of teachers as professionals. Utilizing vignettes from three primary schools in the Chicago Annenberg Research Project, what the schools' essential utilization of HRM rehearses meant for their capacity to change training rehearses was inspected (Smylie & Wenzel, 2006). The recipe for compelling human asset the board measures at the essential instruction level was examined (Sukawati et al., 2020).

Richter et al., (2011) consider teacher improvement to be a long-term activity that ranges from teacher training at the university to in-service courses during employment and individual study. It was indicated that engaging school assets is expanding HR, particularly educators and understudies, school office and foundation in improving school quality, and elective approaches to improve the nature of training by improving quality instructor training, expanding showing hours for instructors who need showing hours, adding school framework required by utilizing BOS reserves and expanding training advancement in rural zones (Romlah, & Latief).

Implementing a teacher improvement system has many effects and achievements that can be expressed in three dimensions: individual, organizational and social. Its personal benefits include raising the morale and self-confidence of the teacher, providing professional advancement, increasing efficiency, increasing the sense of job security in terms of strengthening competencies, performing the task optimally, strong and stable job satisfaction, increasing salaries and benefits. Organizational dimension includes more interest, less absenteeism, achieving goals, less transfer and transfer, strengthening organizational sense of belonging and commitment. In the social dimension, defending the prestige and credibility of the organization, helping to prevent the occurrence of social anomalies, helping the durability and strength of the family center, etc.

In this regard, Grau et al., (2017), in their research found that school-university participation in educational and research categories is effective on teacher improvement. He et al., (2017) also found in their research that sending teachers to other countries for education and research has a significant effect on their cultural and educational improvement. The final model was designed in four parts: philosophy and goals, dimensions and components, implementation process and model output. In addition, according to the results of the research, in the dimensions and components section, the value of the goodness-of-fit index was 0.97 and the value of the mean square index of estimation error was estimated to be 0.048, and the total validity of the model was approved by experts. Kherdeghir, Askari and Ranjbar (2016) in a study examined the indicators of human resource improvement and its effect on the effectiveness of the staff of the General Endowment and Charity Department of Fars Province. The results of this study generally showed that human resource improvement indicators affect the effectiveness of staff performance. There is also a significant relationship between the components of participation, needs assessment, implementation and evaluation with the effectiveness of employee performance.

A look at the effects and benefits of staff training shows that the organization, without designing and implementing an accurate system of growth and improvement of its human resources, valuable opportunities to keep pace with change, meet new professional needs, organizational effectiveness, improve job performance and the possibility of success in competitive conditions. Loses.

Undoubtedly, the present age is the age of organizations, and the custodians of these organizations are human beings. Human resources are the most valuable and valuable resource of an organization; Effective and useful use of other resources such as technology, capital and environment depends on having specialized and committed human resources. All governmental and non-governmental organizations need specialized, experienced and trained people to achieve their goals, mission and mission. Therefore, training and development of human resources in the human resource management system, not only plays an important role in creating special knowledge and skills in employees, but also causes people to contribute to improving the efficiency and effectiveness of the organization and adapt to environmental pressures.

Accordingly, changes in the workplace today have forced organizations to rethink their systems in order to survive in today's turbulent world, and employee empowerment should be considered as one of the main tools related to the performance of organizations.

Today, teacher improvement has become one of the biggest challenges for education. The lack of knowledge and skills required by teachers in the formal education system and the gap between academic learning and the classroom further highlights the need to improve and develop teachers' careers during their service. In fact, teacher improvement is a continuum that begins before service and continues with training, supervision, supervision and support of officials during service.

Also because of the consequences that teacher improvement for the education system and society, such as lower quality of education, student weakness and lack of inclination to become a teacher, etc., and how education can be improved through effective educational programs to improve teachers. This research examines elementary human resource improvement programs in the city of Salmas.

1. There is a significant difference between the indicators of the current state of improvement and the importance of improvement
2. There is a difference between the opinions of the subjects regarding the indicators of the current situation and the importance of the improvement program in terms of gender
3. There is a difference between the opinions of the studied people regarding the indicators of the current situation and the importance of the improvement program in terms of education leve.
4. There is a difference between the opinions of the studied people regarding the indicators of the current situation and the importance of the improvement program in terms of age
5. There is a difference between the opinions of the studied people regarding the indicators of the current situation and the importance of the improvement program in terms of service history.

2. Methodology

This research is applied in terms of purpose and descriptive-survey data collection method. The validity of the questionnaire was confirmed by professors and experts, and the reliability of the questionnaire was 0.88 using the Cronbach's alpha coefficient for the status index of the improvement program and 0.90 for the importance index of the improvement program. The statistical population of the study includes all primary school teachers in Salmas in the academic year 1397-98 with a number of 1150 people. A sample of 285 people was selected using Morgan table using simple random sampling method. SPSS.V.22 software was used to analyze the collected data through paired t-test, independent t-test and one-way analysis of variance.

3. Results

Kolmogorov-Smirnov test was used to check the normality of the distribution of scores of variables. The results of the Kolmogorov-Smirnov test are given in Table (1).

Table (1): Results of Kolmogorov-Smirnov test to check the normality of the distribution of variables

Variable	The significance level	Statistics Z Kolmogorov-Smirnov	Number
Improve the current situation	0.082	1.293	285
Current status of teacher participation in improvement programs	0.078	1.302	285
Current status of needs assessment and educational planning	0.073	1.315	285
Current status of implementation and evaluation	0.070	1.326	285
The importance of improvement	0.100	1.388	285
The importance of teachers' participation in improvement programs	0.081	1.294	285
The importance of needs assessment and educational planning	0.062	1.334	285
The importance of implementation and evaluation	0.092	1.284	285

According to the results of Table (1) in the field of significance levels obtained, it is concluded that all variables have a normal distribution ($p < 0.05$).

Hypothesis 1: There is a difference between the indicators of the current state of improvement and the importance of improvement.

Paired t-test was used to test this hypothesis. The results of paired t-test are presented in Table (2).

Table (2): Paired t-test results to compare the current situation and the importance of improvement indicators

Variable	The significance level	Degrees of freedom	The amount of t	Standard deviation	Average	Number	
Improvement	0.001	284	-67.69	0.38	1.74	285	Current situation

				0.35	4.33	285	Significance
Teachers' participation in improvement programs	0.001	284	-54.89	0.49	1.75	285	Current situation
				0.44	4.37	285	Significance
Needs assessment and educational planning	0.001	284	-61.76	0.44	1.74	285	Current situation
				0.39	4.32	285	Current situation
Implementation and evaluation	0.001	284	-67.91	0.40	1.72	285	Significance
				0.39	4.32	285	Current situation

According to the results of Table (2), it is observed that in general, improvement and indicators of teachers' participation in improvement programs, needs assessment and educational planning, and implementation and evaluation of the current situation are significantly less important ($p < 0.05$).

Hypothesis 2: There is a difference between the opinions of the subjects regarding the indicators of the current situation and the importance of the improvement program in terms of gender.

Independent t-test was used to test this hypothesis. The results of the independent t-test are presented in Table (3).

Table (3): Results of independent t-test to compare the current situation and the importance of improvement indicators for male and female teachers

Variable	The significance level	Degrees of freedom	The value of t	Standard deviation	Average	Number	Gender
Improve the current situation	0.981	283	-0.02	0.39	1.74	151	Female
				0.37	1.74	134	Man
Current status of teacher participation in rehabilitation programs	0.513	283	-0.66	0.49	1.73	151	Female
				0.49	1.77	134	Man
Current status of needs assessment and educational planning	0.838	283	-0.20	0.46	1.73	151	Female
				0.43	1.74	134	Man
Current status of implementation and evaluation	0.407	283	0.83	0.43	1.74	151	Female
				0.36	1.70	134	Man

The importance of improvement	0.883	283	-0.15	0.37	4.33	151	Female
				0.32	4.34	134	Man
The importance of teachers' participation in improvement programs	0.937	283	-0.08	0.48	4.37	151	Female
				0.40	4.37	134	Man
The importance of needs assessment and educational planning	0.534	283	-0.62	0.42	4.30	151	Female
				0.36	4.33	134	Man
The importance of implementation and evaluation	0.866	283	0.17	0.41	4.33	151	Female
				0.37	4.32	134	Man

According to the results of Table (3), it is observed that in general improvement and indicators of teachers' participation in improvement programs, needs assessment and educational planning and implementation and evaluation are not significantly different in the current situation and in the degree of importance in terms of gender ($p < 0.05$).

Hypothesis 3: There is a difference between the opinions of the subjects regarding the indicators of the current situation and the importance of the improvement program in terms of education level.

One-way analysis of variance was used to test this hypothesis. The results are presented in Table (4).

Table (4): Results of one-way analysis of variance to compare the current situation and the importance of teacher improvement indicators based on education level

The dependent variable	Level of Education	The significance level	The value of F	Duncan test result	Standard deviation	Average	Number
The dependent variable	Associate Degree	0.013	3.628	A	0.53	1.97	13
	Bachelor MA			B	0.41	1.77	141
	P.H.D			B	0.32	1.66	109
				B	0.28	1.75	22
Current status of teacher participation in rehabilitation programs	Associate Degree	0.007	4.415	A	0.56	2.01	13
	Bachelor MA			AB	0.50	1.79	141
	P.H.D			AB	0.45	1.64	109
Current status of needs assessment and educational planning	Associate Degree	0.049	2.646	A	0.57	2.00	13
	Bachelor MA			B	0.49	1.77	141
	P.H.D			B	0.38	1.68	109
Current status	Associate Degree	0.121	1.958	-	0.57	1.88	13

of implementation and evaluation	Degree Bachelor				-	0.43	1.76	141
	MA				-	0.33	1.66	109
	P.H.D				-	0.36	1.73	22
The importance of improvement	Associate Degree	0.002	5.198		B	0.53	4.09	13
	Bachelor				A	0.37	4.30	141
	MA				A	0.28	4.42	109
	P.H.D				A	0.21	4.31	22
The importance of teachers' participation in improvement programs	Associate Degree	0.001	5.551		B	0.55	4.10	13
	Bachelor				AB	0.48	4.31	141
	MA				AB	0.35	4.49	109
	P.H.D				A	0.38	4.32	22
The importance of needs assessment and educational planning	Associate Degree	0.013	3.664		B	0.58	4.05	13
	Bachelor				A	0.42	4.28	141
	MA				A	0.33	4.38	109
	P.H.D				A	0.29	4.36	22
The importance of implementation and evaluation	Associate Degree	0.043	2.748		B	0.49	4.16	13
	Bachelor				AB	0.42	4.29	141
	MA				A	0.34	4.40	109
	P.H.D				AB	0.32	4.24	22

Common letters indicate non-significance and non-common letters indicate significance at the 5% level.

According to the results of Table (4), it is observed that the current situation of improvement, the current situation of teachers' participation in improvement programs, the current situation of needs assessment and educational planning, the importance of improvement, the importance of teachers' participation in improvement programs, the importance of needs assessment and educational planning, The importance of implementation and evaluation in terms of education level are significantly different ($p < 0.05$).

However, the current situation of implementation and evaluation is not significantly different in terms of education level ($p < 0.05$).

Hypothesis 4: There is a difference between the opinions of the subjects regarding the indicators of the current situation and the importance of the improvement program in terms of age.

One-way analysis of variance was used to test this hypothesis. The results are presented in Table (5).

Table (5): Results of one-way analysis of variance test to compare the current situation and the importance of improvement indicators based on teachers' age

The dependent variable	The significance level	The value of F	Duncan test result	Standard deviation	Average	Number	Age
Improve the current	0.001	7.268	A	0.60	2.28	16	25 years and less

situation			B	0.37	1.69	39	26-30 years
			B	0.22	1.68	54	31-35 years
			B	0.38	1.78	74	36-40 years
			B	0.42	1.65	38	41-45 years
			B	0.28	1.67	58	46-50 years
			B	0.25	1.77	6	More than 50 years
Current status of teacher participation in rehabilitation programs	0.001	4.538	A	0.68	2.33	16	25 years and less
			B	0.45	1.72	39	26-30 years
			B	0.44	1.70	54	31-35 years
			B	0.49	1.75	74	36-40 years
			B	0.50	1.63	38	41-45 years
			B	0.43	1.72	58	46-50 years
			B	0.27	1.79	6	More than 50 years
Current status of needs assessment and educational planning	0.001	6.108	A	0.72	2.30	16	25 years and less
			B	0.42	1.68	39	26-30 years
			B	0.28	1.64	54	31-35 years
			B	0.47	1.81	74	36-40 years
			B	0.42	1.67	38	41-45 years
			B	0.37	1.66	58	46-50 years
			B	0.29	1.77	6	More than 50 years
Current status of implementation and evaluation	0.001	5.513	A	0.54	2.20	16	25 years and less
			B	0.39	1.68	39	26-30 years
			B	0.28	1.71	54	31-35 years
			B	0.41	1.77	74	36-40 years
			B	0.45	1.61	38	41-45

			B	0.32	1.65	58	years 46-50
			B	0.31	1.75	6	years More than 50
The importance of improvement	0.001	4.187	B	0.61	3.95	16	years 25 years and less
			A	0.27	4.40	39	years 26-30
			A	0.24	4.36	54	years 31-35
			A	0.36	4.31	74	years 36-40
			A	0.43	4.36	38	years 41-45
			A	0.24	4.39	58	years 46-50
			A	0.28	4.31	6	years More than 50
The importance of teachers' participation in improvement programs	0.005	3.148	B	0.61	3.96	16	years 25 years and less
			A	0.40	4.41	39	years 26-30
			A	0.35	4.43	54	years 31-35
			A	0.46	4.34	74	years 36-40
			A	0.46	4.49	38	years 41-45
			A	0.41	4.37	58	years 46-50
			A	0.42	4.29	6	years More than 50
The importance of needs assessment and educational planning	0.001	4.315	B	0.67	3.87	16	years 25 years and less
			A	0.32	4.39	39	years 26-30
			A	0.27	4.34	54	years 31-35
			A	0.39	4.31	74	years 36-40
			A	0.48	4.32	38	years 41-45
			A	0.31	4.38	58	years 46-50
			A	0.26	4.31	6	years More than 50
The importance	0.026	2.443	B	0.65	4.02	16	years 25 years

of implementation and evaluation	A	0.33	4.39	39	and less 26-30 years
	A	0.36	4.31	54	31-35 years
	A	0.40	4.30	74	36-40 years
	A	0.47	4.31	38	41-45 years
	A	0.27	4.41	58	46-50 years
	A	0.23	4.43	6	More than 50 years

Common letters indicate non-significance and non-common letters indicate significance at the 5% level.

According to the results of Table (5), it is observed that the current state of improvement, the current state of teacher participation in improvement programs, the current state of needs assessment and educational planning, the current state of implementation and evaluation, the importance of improvement, the importance of teachers' participation in improvement programs, the importance.

Needs assessment and educational planning, the importance of implementation and evaluation are significantly different in terms of age ($p < 0.05$).

Hypothesis 5: There is a difference between the opinions of the subjects regarding the indicators of the current situation and the importance of the improvement program in terms of service history.

One-way analysis of variance was used to test this hypothesis. The results are presented in Table (6).

Table (6): Results of one-way analysis of variance test to compare the current situation and the importance of improvement indicators based on teachers' service history

The dependent variable	The significance level	The value of F	Duncan * test result	Standard deviation	Average	Number	Years of service
Improve the current situation	0.001	6.440	A	0.60	2.18	22	5 years and less
			B	0.39	1.75	59	6-10 years
			B	0.32	1.73	46	11-15 years
			B	0.32	1.67	61	16-20 years
			B	0.30	1.68	56	21-25 years
			B	0.32	1.66	38	26-30 years
			B	0.25	1.72	3	More than 30 years

Current status of teacher participation in rehabilitation programs	0.001	4.735	A	0.69	2.22	22	5 years and less
			B	0.49	1.81	59	6-10 years
			B	0.45	1.69	46	11-15 years
			B	0.38	1.63	61	16-20 years
			B	0.48	1.72	56	21-25 years
			B	0.45	1.70	38	26-30 years
			B	0.36	1.67	3	More than 30 years
Current status of needs assessment and educational planning	0.001	4.172	A	0.71	2.16	22	5 years and less
			B	0.46	1.71	59	6-10 years
			B	0.38	1.74	46	11-15 years
			B	0.37	1.68	61	16-20 years
			B	0.40	1.71	56	21-25 years
			B	0.35	1.64	38	26-30 years
			B	0.25	1.75	3	More than 30 years
Current status of implementation and evaluation	0.001	5.916	A	0.54	2.15	22	5 years and less
			B	0.39	1.74	59	6-10 years
			B	0.41	1.76	46	11-15 years
			B	0.38	1.66	61	16-20 years
			B	0.29	1.61	56	21-25 years
			B	0.34	1.65	38	26-30 years
			B	0.22	1.75	3	More than 30 years
The importance of improvement	0.007	3.027	B	0.56	4.06	22	5 years and less
			A	0.32	4.33	59	6-10 years
			A	0.34	4.32	46	11-15 years
			A	0.34	4.39	61	16-20 years
			A	0.28	4.36	56	21-25 years
			A	0.27	4.38	38	26-30 years
			A	0.09	4.15	3	More than 30 years

The importance of teachers' participation in improvement programs	0.029	2.390	B	0.59	4.07	22	5 years and less
			AB	0.44	4.36	59	6-10 years
			AB	0.43	4.34	46	11-15 years
			A	0.40	4.47	61	16-20 years
			AB	0.37	4.38	56	21-25 years
			AB	0.46	4.42	38	26-30 years
			A	0.30	4.52	3	More than 30 years
The importance of needs assessment and educational planning	0.008	2.942	B	0.64	4.00	22	5 years and less
			A	0.36	4.32	59	6-10 years
			A	0.36	4.32	46	11-15 years
			A	0.39	4.37	61	16-20 years
			A	0.33	4.33	56	21-25 years
			A	0.34	4.38	38	26-30 years
			A	0.13	4.50	3	More than 30 years
The importance of implementation and evaluation	0.136	1.639	-	0.62	4.11	22	5 years and less
			-	0.39	4.32	59	6-10 years
			-	0.38	4.30	46	11-15 years
			-	0.40	4.33	61	16-20 years
			-	0.31	4.39	56	21-25 years
			-	0.30	4.36	38	26-30 years
			-	0.13	4.50	3	More than 30 years

Common letters indicate non-significance and non-common letters indicate significance at the 5% level.

According to the results of Table (6), it is observed that the current state of improvement, the current state of teacher participation in improvement programs, the current state of needs assessment and educational planning, the current state of implementation and evaluation, the importance of improvement, the importance of teachers' participation in improvement programs, the importance of Needs assessment and educational planning are significantly different in terms of service history ($p < 0.05$). However, the importance of implementation and evaluation in terms of service history is not significantly different ($p < 0.05$).

4. Conclusion

Human resource development and productivity increase as a necessity to improve the standard of living of human beings and the development of more prosperous societies, as well as the development, protection and success of human beings has always been a lofty goal for all governments and organizations. There is a direct reason why most organizations try to place their human resources at a high level of capability in order to be able to operate in the global arena as a competitor.

The results of the present study showed that there is a significant difference between the indicators of the current state of improvement (teachers' participation in improvement programs, needs assessment, educational planning and implementation and evaluation) and the importance of improvement. It can be said that teacher-training courses play an important role in the quality of each country's education system, but no course can explain teachers in a way that equips them for 30 years of service and does not require training and improvement. Therefore, teachers in rehabilitation courses must be equipped with the minimum competencies and skills necessary to understand the heavy responsibility they have taken on, in addition to taking on the task of educating students, to provide growth commensurate with the needs of their profession. Therefore, due to the increasing development of new tools effective in improving staff performance, teachers must be equipped with up-to-date knowledge in order to achieve professional skills and train literate and effective citizens in society.

The results showed that in general, improvement and indicators of teachers' participation in improvement programs, needs assessment and educational planning and implementation and evaluation are not significantly different in the current situation and in the degree of importance in terms of gender. Therefore, it can be said that the gender of teachers is not an obstacle to teachers' participation in the rehabilitation program. Male and female teachers have almost the same opinion about the implementation of rehabilitation programs. Today, due to the high importance of teachers' efficiency, more attention is paid to the skills and abilities of individuals in education, and the selection of such people is one of the biggest challenges for education. In addition, according to the research results, there is a significant difference between the opinions of the studied people regarding the indicators of the current situation and the importance of the improvement program in terms of age and service history, and in terms of education level other than the current situation of implementation and evaluation. This shows that the age, service history and education of teachers significantly influence their views on improvement programs, and perhaps the factors that make a difference in the above three cases can be introduced experience, the amount of knowledge of teachers and...

5. Suggestions

According to the results obtained from this research, the following practical suggestions are presented:

1- During the activity of teachers, holding courses under the title of increasing the level of teachers' efficiency and equipping them with up-to-date knowledge can increase their level of efficiency.

2- Paying attention to the professional and personal needs of teachers can also be a factor in moving in the direction of improvement programs.

3-Considering that the results of the research showed that the indicators of human resource

improvement have a significant effect on the effectiveness of teachers' performance, in order to maintain and sustain this effect, it is necessary to consider special trainings and programs

4- Paying attention to teachers' opinions and criticisms about job facilities, working hours, job benefits and anything that causes their dissatisfaction.

5- Designing mechanisms for evaluating teachers' performance and creating opportunities for promotion and reward according to their performance.

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