ORIGINAL PAPER

The Role of Human Resources Management on Enhancing the Teaching Skills of Faculty Members

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ABSTRACT

Introduction: Human performance in organizations reflects on the knowledge, skills, behaviors, and values . Since the abilities and skills will help the organization to better performance and productivity,any expenditure on education and development is a long term investment that as long as the organization can benefit from it. The aim of this research is assessment of influence of structured workshops by resource management at different levels of acquaintance, skills, updates, and upgrades in field of teaching before teaching for invited professors and tuition. **Methodology**: So in a case study in the first semester of the academic year of 91- 92 , 30 teachers with no teaching experience in tuition PNU after internal interview was selected as a sample .Then their awareness of indicators of effective teaching and training allowance of two categories before and after the workshop assessed and evaluated by a questionnaire. **Results**: The results of descriptive and inferential statistical analysis indicates that the 52/4% of the professors of the age group 25-30, and 38/1% are in the age group 31-36. Also 76/2% percent of teachers have graduated from the National University and the rest of the teacher have graduated from Azad or Payamenoor University. Also there is significant difference between the knowledge of laws and regulations and effective teaching index before and after the workshop on four indicators: evaluation of students, teaching methods, planning, behavioral patterns and rules and regulations PNU. So it shows the impact of targeted workshops and the role of education experts in the process of recreating human resource management in higher education systems.
Key words: The Resource Management, Effective teaching,Workshop, the teachers, PNU.

1. INTRODUCTION

Nowadays organizations as communities that their Life and stability depend to Strong link between the component and its constituent elements, by strategic approach to human resources that are valuable as a smart investment (1,2). Human capital, is not only physical or financial capital But it is defined as the knowledge, skills, creativity and health (3). Experience has shown that the human ability impact on the development of societies and organizations, it is more likely than other inputs such as physical inputs. Therefore, the importance of human resources performance in developing countries for researchers and planners caused to researchers and planners pay attention to the issue of human resource management (4). In the areas of human resource management, the impact of human resource management policies and practices on the organizational Performance is important subject. And organizations can Improve and enhance the quality of the staff by providing education and promoting inclusive. Indeed, Studies show that investment in education will lead to greater efficiency. Therefore, learning organization chooses to invest on people, because people are actually valuable human capital that has different qualities and

create added value for the organization (5).

The results of research by '' Oladipo Jimoh Ayanda '' and '' Abdoulkadir Danlami Sani '' on '' Evaluate the use of strategic human resources management at the University of Nigeria '' showed that there is a significant difference between adjust the level of human resource management and training and development in public and private universities in Nigeria (6). Also the results of research by " Mirzaee" on " Factors influencing the enhancement of labor productivity in industry, mining and commerce in Tehran " showed that there is a significant relationship between educational planning and improving labor productivity (7).

Therefore, this paper intends the first by emphasizing the role of human resource management practices of the teaching staff and focusing on the job training, discuss the role of pre-service training for teachers tuition at State University, then discuss identify and define indicators of effective teaching then determine laws and regulations , public skills, basic training in this workshop.

Human resource management objectives
Human resource management depend on policies and opera-

tions and systems that influent on staff's behavior, attitude and performance. Human resource management is a process include 4 tasks: attract, develop, motivate and retain human resources. Therefore Human resource management objectives is achieve the desired results of the collective efforts of staff conduct:

- Supply of staff at low cost;
- Nurture and develop the talents and skills of people;
- Maintaining of competent personnel good and create of relations between them;
- Providing material and spiritual needs of staff satisfaction that to be created necessary alignment between their personal goals and objectives of the organization.

Indeed, selection strategy is a stage to accept or reject the request applicants to be chosen so that the most qualified and most appropriate (5). The applicant state their readiness to coteach by sending of required document in most cases, like the Higher Education system. Documents required for teachers tuition academic units are (8):

- Filling the application form for teaching;
- A photocopy of ID card;
- A photocopy of National ID Card;
- Photocopy of the card or of military service for men;
- Four new photos 4 × 3 color (full face);
- A photocopy of qualification;
- All documents stamp Staffing Unit;
- Stamped photocopy of the original , with the approval of the deputy education;
- All Document's Teaching and Research;
- Teachers certified pre- school years.

Therefore, the first stage of Human Resource Management refers to staff's attraction and the twice stage refers to achieve of skills, updating, and promotion of staff by education. So in the organizations, development of human resource by education as inseparable process that create ability and talent, increase knowledge, change attitudes and ultimately influence on behavior and performance; has an important role in the development of the organization (9).

Also William James (1995), at Harvard University, in a research concluded that the staff of organizations use 20 to 30 percent of their ability to learn. His research showed if staff are trained and deserves to be encouraged, show 80 to 90 percent of their ability. So Human Resource Management has an important role in the different levels include: Introduction, skill acquisition, updating and promoting effective teaching skills for teach (10).

Staff training and development methods

The aim of training for administrative staff is increase their expertise and capabilities in performing duties and the act of putting some of their potential. To enhance the skills of administrative staff, different training methods are used that the most common methods are as follows: 1. Job training, 2. Master of Education – Prentice, 3. Learning in a similar situation before you begin, 4. Training with theoretical education, 5. Distance Education, 6. Courses outside the institution, 7. Introduction to Organization (11).

The results of research '' Soltani''(2000) showed that trained staff than untrained employees have more knowledge and this people embrace change and innovation, and have job satisfaction and more confidence. Also ''Sheibani''showed the role of job training is improve strength and ability to analyze issues,

solve problems and create interest in education and to increase of the ability employment (10). Also job training caused staff for Legal Accountability to Supervisor use innovation and the new method (12). So the role and Importance of education for education systems and organizations is clear but in this research the emphasis is on training before starting work.

Primary education before work

The aim of Primary education before work is introduction with the new working environment. Experience has shown that the main memory of each employee in the workplace, is dealing with a boss or co-workers who have been in the beginning. Studies have shown this subject increase sense of loyalty and belonging to the organization for new staff. Basically justify or training usually takes place in three stages:

a) Meet new people with a history of the organization, policies, administrative regulations and discipline, working hours of domestic and facilities that employees are allowed to use them; b) Introducing new people to his direct supervisor and other colleagues; c) Understanding the different parts of the organization (11).

Indicators of effective teaching

5-1. Planning

Planning is a Process of identifying and defining goals and providing the means and measures that Makes it possible to realize the objectives (13). It should be noted that the definition of the concept of the lesson plan is scheduled similar meaning which it is represent four specific role of planning in effective teaching PNU that they are: a) Efficient use of class time to teach; b) Arranging meetings have been set according to the outline of all the chapters focus on challenging topics; c) Do not waste time teaching basic and important book.

5-2. Organization:

The best and most complete of learning and study strategy is organization that it Plays an important role in learning of how to learn by the classification of Contentsand create a logical and meaningful connections between content and different seasons (14).

5-3. Evaluation:

In the general sense evaluation in order to determine the value of a thing and specifically Evaluation determines the success of a program, a course, a test that considers the primary purpose (15). It is noted that the evaluation system PNU the design of the final exam questions and test time can be centralized with two forms: paper and paperless (16).

5-4. Teaching Methods:

Teaching Methods is a teacher practice in the classroom and creates opportunities for learning. However, due to the variety of teaching methods, experienced teacher can creates effectiveness of learning and transfer of learning using a combination of teaching methods and instead of a mere transmission of content (2). Provide learning conditions and instead of focusing on the teacher-centered instruction emphasize to learner-centered education and cognitive processes (14). Thus the educational conditions is proportional with semi-person structure of students.

5-5. Expression Technique:

Use simple, direct and organized are behaviors that most clearly attributed to teachers. At first in an education research by "Hiller" (1986),"Gisher" and "Kaess" (1969) Was evaluated ambiguity of expression in teacher and then by the other researcher for example "Smith" and "Cotton"(1980),"Land" (1981),Seif

(2006), Kadnoghabi (2007) was developed. The results of this researches showed clear expression is directly proportional with high levels of teacher knowledge and word ambiguity is directly related to the low level of knowledge (17).

5-6. Meme

In researches by "tang" (1997),"Haris" (1998),"Khaier" (2001),"Kad" (2004), "Konaprokropley"(2007)[9] ,"Sharifian" and el (2005), "Andalib" and "Ahmadi" (2007), "Shabani Varaki " and "Gholizade" (2006) was discussed the role and importance of the relationship between teacher and student, scientific ethics in word and deed, observance of human relationships, communication skills or behavior in effective Teaching. Also in researches by "Zohour","Eslaminejhad","Raoofi","Mozafa ri",Shabani Varaki"at el,"Sharifian"[18].[19],"Greenwood"at el (2001-2010) (20, 21) were discussed measures of Effective Teaching in Higher Education includes: a) Skill in using a variety of teaching methods; b) Student-teacher relationships; c) Evaluating; d) Feedback and using designed lesson; e) Class management; f) Organization, logical connection of subjects; g) Having high expectations of learners; h) Planning. In this research, of the above mentioned skills, 5 skills includes: planning, organization, evaluating, teaching Method,Meme; are regarded as a basic skills in the teaching process.

2. METHODS

This research is an experimental study that in the first semester of the academic year 91-92, 30 tuition teachers without teaching Experience in the Payame Noor University were selected as a Sample after interview. It should be noted that the age group of 52.4% teachers is 25-30 and the age group of 38.1% of teachers is 31-36. Also 76.2% of teachers were graduated from national University and the remaining were graduated from Azad or Payame Noor University.

In this research was monitored and evaluated Teachers' level of knowledge about the two indicators: effective teaching and learning rules, before and after workshop by a questionnaire includes: 27 questions (20 questions on 5-fold component of effective teaching and 7 questions on the rules and regulations of the University) with the alpha coefficient 0.84. It should be noted that in the context of educational rules, the teachers were learning the important University's web site (www.pnu.ac.ir) (22) and (www.reg.pnu.ac.ir) (23) and to register marks of the semester and the requirements and application to determine the source of lessons and to determine the removed sources. Also they were learning effective teaching skills and measures as indicators in the evaluation forms that were completed by students in the classroom.

3. RESULTS

Results are discussed in reply to two main question and two hypothesis
- Which of the five components of effective teaching before and after the workshop for teachers is not clear?
- Which of the five components of effective teaching before and after the workshop for teachers is clear?

It should be noted that in this research, were used effective teaching and education regulations as two main categories and five components meme: planning, organization, evaluating, teaching Method, Meme. ods

The above table indicates measures of descriptive statistics

Variable	Test	Average	Standard deviation	Lowest	More
Overall Effective teaching	Pre test	32.23	7.22	0	20
	Post test	38.52	2.11	0	12
Meme	Pre test	3.14	1.27	4	6
	Post test	3.80	3.33	0	6
Method of teaching	Pre test	8.71	2.90	6	12
	Post test	11.33	1.20	0	12
evaluating	Pre test	2.19	1.28	0	6
	Post test	3.71	2.2	0	6
organization	Pre test	3.33	1.06	0	8
	Post test	3.90	1.2	0	8
planning	Pre test	4.95	1.56	0	8
	Post test	5.76	2.3	0	8
Rules and regulations	Pre test	11.42	6.59	0	14
	Post test	18.14	2.63	0	14

Table 1. Descriptive statistics component of teaching meth

effective teaching indicators	Frequency	T test	Significant level
Method of teaching	30	3.8	0.00
Meme	30	2.9	0.01
Evaluating	30	3.7	0.00
Organization	30	1.7	0.06
Planning	30	3.1	0.00

Table 2. T-test to assess the effectiveness of initiatives 5 dimensions of effective teaching in workshops

on two main subject with five component in reply two questions before and after workshop. As can be seen out awareness component of effective teaching on pretest equals to 32.33 with standard deviation 7.22 that after workshop, its average changed to 38.52 and standard deviation changed to 2.11. Out awareness component of meme on pretest equals to 3.14 with standard deviation 1.27 that after workshop, its average changed to 3.8 and standard deviation changed to 3.33. Out awareness component of evaluating on pretest equals to 2.19 with standard deviation 1.28 that after workshop, its average changed to 3.71 and standard deviation changed to 2.2. Out awareness component of organization on pretest equals to 3.33 with standard deviation 1.06 that after workshop, its average changed to 3.90 and standard deviation changed to 1.2. Out awareness component of planning on pretest equals to 4.95 with standard deviation 1.56 that after workshop, its average changed to 5.76 and standard deviation changed to 2.3. Out awareness component of rules and regulations on pretest equals to 11.42 with standard deviation 6.59 that after workshop, its average changed to 18.14 and standard deviation changed to 2.63. So the whole of 5-fold component of effective teaching and rules and regulations is obvious after holding workshops for teachers than before.

Assumption 1. The teachers' knowledge of effective teaching indicators before and after the workshop, there are significant differences.

Assumption 2. The teachers' knowledge of rules and regulations training before and after the workshop, there are significant differences.

Table 3- Affiliate T Test was used to measure the effectiveness of workshops on teachers' awareness of educational rules and regulations. As can be seen the results of t-test is 2.8 with significant level 0.02 that shows differences in teachers' level of

Affiliate T	Frequency	T test	Significant level
rules and regulations	30	2.8	0.02

Table 3. T-test to assess the effectiveness of workshop on rules and regulations Training

knowledge after participating in the workshop is meaningful than before. So this assumption confirmed with a confidence level 0.99 and error 0.01.

4. CONCLUSIONS

Results of assumption 1 that between the teachers' knowledge of effective teaching indicators before and after the workshop, there are significant differences; shows educational workshop could increase teachers' basic skills in four indicators: teaching method, evaluating, planning, meme; but there isn't significant difference in organization' component. The mean scores of organization slightly modified before and after the workshop. According to the classified material and make a reasonable and meaningful connections between subjects and different seasons for learners and their familiarity with the conceptual model and the organizers as organizing principles is a highly specialized concept in the field of education and teaching and learning that teachers are less able to learn through personal experience or trial and error, so this indicator doesn't show a significant difference. So spatial workshops and books and educational materials will have a significant role in the empowerment of teachers. If the "soltani" in his research notes that increased knowledge leads to empowerment of individuals and job satisfaction and self-confidence. Also "Sheibani" reports the role of in-service training courses on increasing of analysis issues' power and ability to solve problems and create interest in education and increasing of work capacity. So as in-service training courses has a significant role in the empowerment and increasing of interest and motivation, this teachings can create significant effective on performance and eliminate teachers' weaknesses. Results of assumption 2 shows that between the teachers' knowledge of rules and regulations before and after the workshop, there are significant differences; so as introduction to the general skills of teaching and organizational expectations has a significant role on increasing of individuals' empowerment; teachers' knowledge of rules and regulations, increases people' collaboration. As results shows in-service training courses on rules and regulations leads people to use of administrative Regulations that according "James" if in service training is planned appropriate to the duties of individuals, it will increase their work ability. Thus, given that there is a missing link between graduation time and teaching time in the universities and university graduates doing teaching skills based on trial and error but not as a skill and educational experiences, so the role of human resources management in educational system is clear for teachers' empowerment by workshop.

CONFLICT OF INTEREST: NONE DECLARED.

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