



Original Article (Quantified)

Providing a model for human resources development with an approach to employee self-development

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Abstract

The aim of this study is to present a model for human resources development with an approach to self-development of education staff. It is applicable in terms of its purpose, and quantitative in terms of implementation method, and is of descriptive research type. The statistical population of the study includes 770 employees of all staff of the General Directorate of Education of Khorasan Razavi and the seven regions of Mashhad, with a sample size of 260 people selected by the stratified sampling method. A researcher-made questionnaire was used to collect data. Structural equations were used to fit the model; and Excel, Spss version 24, and PLS software were used to analyze and plot the data. The results showed that human resource development has four dimensions (career development, functional development, talent management and empowering processes) and 17 components (training, teamwork, organizational skills, career path, interpersonal relationships, communication, innovation, leadership, responsibility, flexibility, attraction, improvement, retention, meaningfulness, having the right to choose, effectiveness and participation). Also, the individual self-development model has four dimensions (creativity, learning, knowledge management and self-fulfillment) and 17 components (potential creativity, actual creativity, perceived support, individual skills, mental models, shared vision, team learning, systems thinking, perception, refinement, organization, dissemination, application, positive emotion, meaning-making and progress). As a result, managers and officials should develop appropriate training courses for human resources in education and training to maximize the effectiveness and efficiency of the organization's people, while familiarizing them with the environment and justifying them based on their needs. Also, the GOF index was obtained as 0.390, which indicates a strong and overall desirable value of the model.

Keywords:Development,
Human resources
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Extended abstract

Introduction

Humans have long believed, naturally or through trial and error, that it is necessary to educate and teach individuals activities in order to facilitate the performance of some tasks and obtain the desired results. Education acts as a tool that leads individuals to growth and prosperity and causes the individual and social growth of humans. In fact, the roots of all the advances and civilizations that have been eye-catching in the present era should be sought in the belief in education and its role and impact on various aspects of human life (Karimpour & Kazeruni-Shamiri, 2020). The need for education that goes beyond traditional education programs is increasingly felt, and in rigorous scientific methods; concepts such as leadership, communication, and other organizational skills that are rarely presented in research education programs should be considered. Further development and support of human resources requires explicit attention to new training programs and the support of researchers and stakeholders in the systems that aim to improve (Yano et al., 2021). Implementing human resource training and development enables individuals to effectively continue their activities in line with organizational and environmental changes and increase their efficiency and effectiveness. In a rapidly changing society, employee training is not only desirable but also an activity that every organization must consider resources for in order to always have efficient and informed human resources (Prestiana, 2021). Until recently, few people considered human resources to be the source of competitive advantage of organizations, but today it is claimed that human resources are the greatest asset of organizations and countries, and the development and growth of these human resources cannot be achieved without the development of humans (Khalilnejad & Mehri, 2016). Therefore, organizations began to train and develop, and of course, develop resources themselves. Self-development is a set of voluntary and informal activities required by the organization that employees perform to acquire and maintain the necessary knowledge and job skills, which can include activities such as reading, articles, magazines, attending conferences, obtaining certifications, etc. (Ahmadi et al., 2017). Traditionally, improving organizational performance is facilitated through three broader areas including training and development, evaluation, and program and development in the organization. It can be stated categorically that these areas are not simply human resource development concepts and only represent a part of the human resource development literature (Abili et al., 2020). On the other hand, the personal development plan is a correct tool for structuring employee learning in organizations and an appropriate and optimal strategy for individual development (Tsai et al., 2018). Therefore, in this research, we seek to answer the question: what is the appropriate model for human resource development with the approach of personal self-development of education and training employees?

Theoretical Framework

Human Resource Development

Human resource development is a set of individual and organizational actions that aim to increase the potential contribution of individuals to the organization. In new management texts, human resource development is considered a complex idea that emphasizes the processes of learning before, during, and after work (Rakhshani et al., 2020).

Personal self-development

Self-development is a self-discovery process that includes understanding skills, attitudes, and knowledge. This is an ongoing and intentional systemic process that strengthens the individual's self-confidence in realizing a plan for the future through a correct understanding of knowledge, skills, and attitudes (Verma & Agarwal, 2016).



Shariati et al. (2025) studied the identification of factors affecting employee performance management with a human resource development approach in research and technology organizations. Based on the interviews conducted, 6 dimensions of the paradigm model, 23 components, and 105 indicators were extracted. After that, according to the paired comparison questionnaire to identify the influential and influenced dimensions, it was determined that among the 23 components, the components of the workplace, laws and regulations, socio-cultural factors, human resource planning, role clarity, performance measurement, organizational climate, reward system, employee communication, training, performance evaluation, professional ethics, leadership style and motivational factors are the most influential respectively.

Gheiravani et al. (2023) studied the presentation of a smart governance model focusing on the development and training of human resources in the public sector. The results showed that all the components of smart governance in the public sector were identified and confirmed in terms of significance in the research, and by examining the themes, concepts and quantitative and qualitative research, the smart governance model focusing on the development and training of human resources in the public sector was explained.

Research Methodology

The research method is applicable in terms of its purpose, quantitative in terms of its implementation method, and is a descriptive research. The statistical population of the study includes 770 employees of the General Directorate of Education of Khorasan Razavi and the seven regions of Mashhad, with a sample size of 260, selected by stratified sampling. A researcher-made questionnaire was used to collect data.

Research findings

Structural equations were used to fit the model; and Excel, Spss version 24, and PLS software were used to analyze and plot the data. The results showed that human resource development has four dimensions (career development, functional development, talent management, and empowering processes) and 17 components (training, teamwork, organizational skills, career path, interpersonal relationships, communication, innovation, leadership, responsibility, flexibility, recruitment, improvement, retention, meaningfulness, having the right to choose, effectiveness, and participation). Also, the personal self-development model has four dimensions (creativity, learning, knowledge management, and self-fulfillment) and 17 components (potential creativity, actual creativity, perceived support, personal skills, mental models, shared vision, team learning, systems thinking, perception, refinement, organization, dissemination, application, positive emotion, meaning-making, and progress). As a result, managers and officials should develop appropriate training courses for human resources in education and training to maximize the effectiveness and efficiency of the organization's people, while familiarizing them with the environment and justifying them based on need. Also, the GOF index was obtained as 0.390, which indicates a strong and overall desirable value of the model.

Conclusion

The present study was conducted with the aim of presenting a model for human resource development with an approach to personal self-development of employees. The results of this study are consistent with the results of Shak (2018), Rakhshani et al. (2019), Gholipour et al. (2018), Salamat Ahvazi et al. (2020), Salajeghe et al. (2014), and Nnadi et al. (2021). According to the results of the study, the following suggestions are made:



Based on the research findings and identification of the dimensions of the human resource development model in the employees of the General Directorate of Education and the seven regions of Mashhad, it is suggested that managers and officials consider the organization's long-term goals and attract capable teachers by planning human resources and recruiting, justifying and training newly hired employees, selecting qualified volunteers at the beginning of the entry of human resources into the organization.

Based on the findings of the research and identification of the components of the human resources development model in the employees of the General Directorate of Education and the seven regions of Mashhad, it is suggested that managers and officials plan for human resources development by using two-way and continuous communication between the employees of the organization, and interaction between senior managers and employees in the organization.