

Evaluation of Human Resource Development in the experts of learning's disorders in Tehran Province's towns

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ABSTRACT

This research refers to evaluation of human resource development among the experts of learning's disorders in Tehran Province's towns and the main question is how are the main indicators of the evaluation of human resource development in Tehran province's towns? This method of evaluation is a descriptive background of the survey. The member of questioned community are the employed experts in the centers of learning's disorders in Tehran's towns that consist of five centers in Boustan and Golestan, Shahre-Rey, Pakdasht, Shahriar and Malard and their number is 100. The instrument of the present survey are the questionnaires - index of human resource development that consist of the apparent, exterior and content validity and in addition it has a coefficient higher than 70.0. Statistical models are single group that is a comparison of experimental and theoretical mean of 3 was paid professionals. The research's data showed that awareness's rate of the experts in centers of learning's disorders are in the lower than average (or expected) in comparison with the human development indicators. While the outlook of the experts in centers of learning's disorders to the "human development indicators" are favorable and the functions of experts of learning's disorders are moderate.

Key Words: experts, learning disabilities, human resources development

INTRODUCTION

The indicators of education, election and employment are the human resource development's components and the human resource development's indicators are the average of this three indicators. Improving economic and educational and hygienic conditions improve the quality of life, having enough motivation and firm decision is the key points in having freedom and the active partnership [6]. In other words, the development process is dynamic and continuous, the most important issue in its definition is the vision's type and vision of the human being. In new theories of development, such as human resource development, participatory development and communication, human is as sentient being who has the ability to change their environment and activities are considered the main development's points, because the concept of development is meaningful about human and its ultimate goal in its delivery to a phase that he is satisfied with his life. Human resource development, using participatory methods tries to meet basic needs (food, clothing, etc.) and achieve an honorable life by providing education, skill development and capacity of building and human in order to improve the quality of human's personal and social life and with respect to his knowledge and his ability make it possible to use his life better. This approach in developing is the

base of the Human Development Indicators [4]. Since in the contemporary world, Institute of Education is responsible for education and training in the community, therefore, is the most important domain of production and training workforces. The pervasive and contemporary role of education is one of the foundations that cover the functions defined its goal and at least is one of the major stockholders in this process. Defining the development as a "fundamental evolution process of cultural beliefs, social, political and economical institutions to create and fit the new capacities and enhance the quality and quantity of human abilities, education and economics" suggest that achieving such stage requires cultural transformation .Therefore review of human resource development's indicators is in priority and covers the purpose. Thus the role and responsibilities of Institute of Education is so effective and the working stress of the experts in the exceptional children organizations is more in comparison with the experts in Institute of Education. The main goal of this survey is to review the human resource development in learning disorder's among the experts to be identified through of human resource development indicator in the field of education, employment and election, with emphasis on knowledge, attitude and practice .election, employment and training are based on the assessment. Since the occupational manners are the most important part of organizational behavior, we should always try to illustrate the occupational factors and adaptation of the selection and placement of the experts can be achieved. Reviewing these factors improves the human resource development. Because the Occupational adaptation is an element in determining the appropriate professional conduct. Though there are many uncertainties about the factors in increasing occupational adaptations and its impact on their job performance there, but these can be easily identified and this case require identification in human resources development's field [12]. Choice or election of people that is called recruitment differs from appointing individuals to certain positions that is called the location. The recruitment should be considered first and then the location as an skip to human resource development, but these factors can be easily identified to obtain the human resource development's factors [7]. Nowadays education and human resource development are one of the main strategies to achieve human capital and is seen essential to survival and development organization. It's obvious that this activity such as the other organizational activities needs the correct and basic planning. So, achievement of human resources requires extensive planning, resources management and efficient use of their potential and create maximum productivity. Educational institutions such as universities are the original Foundations of human resource development programs, and their development of training programs is to interact with educational programs. Thus, the role of cultural, social and educational infrastructure should not be overlooked in these interactions. Universities as educational institutions reflect the views and challenges of the experts and it can play an important role in human resource development [2]. Human resource development, which is the subset of human resource management, is considered as an indicator of the effectiveness of human resources. In the area of human resource development efforts on human resources so as to select the most appropriate and subsequent emphasis on characteristics personality on the one hand and the knowledge, skills and attitudes on the other hand, created a favorable occupational adaptation [4]. Human resource development, which is the subset of human resource management, is considered as an indicator of the effectiveness of human resources. In the area of human resource development efforts on human resources so as to select the most appropriate and subsequent emphasis on characteristics personality on the one hand and the knowledge, skills and attitudes on the other hand, created a favorable occupational adaptation [4]. Therefore, it's not easily possible to use the human resource management, unless the appropriate experience that can be provided with good infrastructure, human resource development within the election, employment, manpower recruitment and retention was achieved [5]. This type of research are done in order to identify the indicators of human resource development, especially learning disorder's experts are and can be a vital and necessary step in the career field of fertility. Job fertility, known in some texts as job growth, is referred to the condition in which the worker with full satisfaction and empowerment can do best their job and responsibilities and lead to progress. Job growth will be seen when the adaptation is done between jobs and employees. On one hand we should consider the job and its characteristics and define the analysis of the job according to its grand responsibilities and on the other hand we should pay attention more to the acquaintance, attitude and activity of the experts tried to make a more profound interaction. This deep interaction can change to a mutual interaction and it's the first point of eloquence. Sometimes installation and job placement are the words that can provide the occupational adaptation. When you get a profound and complete understanding of the occupation and the employers, the locating process will take place along the human resource development. Therefore it's not gratuitous that the psychologists try to have a mutual interaction between the occupation and the employers so as to increase occupational adaptation, satisfaction and occupational motivation and to decrease the harmful effects of occupational pressures. In this way identifying human resource development's indicators, with emphasis on knowledge, attitude and the employee's acting have become increasingly important and can show the actual planning of human resources [12]. Identification of human resource development's indicators is one of the fundamental actions of staff's psychologists which they have done in the process of recruitment and the staff's function will be considered which leads to occupational adaptation. It is therefore not easily applicable to the job adaptation and mutual interaction between the employees and their job. Unless a comprehensive understanding of the knowledge, attitude and practice is obtained [7]. Therefore, this type of surveys provides the essential data for planning human resources in order to make the activities and practices of psychologists. This condition is so important in case of the experts in the exceptional children organizations because a complete understanding was not

designed and doing such researches not only provides essential database for planning the human force but also can be a good domain for the activities of the psychologists and the identification of occupational activities. Several surveys have also been conducted in the field of human resource development that can emphasize on the inductive study (2011) about "Human Resource Development Indices in Beheshti University of Medical Sciences", Kamkari and Jazani (2010), about "human resources development's indicators in line with the selection of the managers of Iranian petrochemical company, Khorasani and Fathi (2010), in line with" the selection, employment and training of human forces in Iran insurance", Levinson et al (2008) about "application of psychological assessment in improvement of the attitude of the authorities in human resource development" as the internal and foreign researches which are all referred to human resource development's indicators. However there're still several ambiguities about learning disorder's centers. These centers in the Institute of Education are kinds of educational centers where work on the disabilities of children. The experts should update themselves because the survival of each organization is in relation with the expertise and knowledge of its staffs. We should observe the subject on the viewpoints of the organization or institution. The connection between the human resource development seen as a future-oriented program and the strategic upcoming of the organization is considered. So the education and human resource development have an important role in human resources. The present survey's goal is to study the human resource development's indicators in learning disorder's centers in Tehran province. Therefore the main question is: How are the human resource development's indicators among the experts in learning disorder center in Tehran?

In line with the main question, the following sub-questions are posed: How much is the knowledge of experts about human resource development's indicators in learning disabilities centers (selection, placement and training)? How is the experts' attitude toward human resource development's indicators in learning disabilities centers (election, employment and training)? - How is the expert's performance at the Learning Disorders Centers on human resource development's indicators (election, employment and training), how is it?

MATERIALS AND METHODS

This research is descriptive and is a kind of poll and attitude survey. Thus, according to the survey process we should follow a description of the assumptions and emphasizes human resource development's indicators and by use of interviews and questionnaires we can be in touch with the development of human resources at Education and Learning Disorders centers.

The Statistical community of this research include all the employed experts in the learning disorder's centers in Tehran's Town such as Boustan and Golestan, Shahre-Rey, Pakdasht, Shahrriar and Malard that contains 100 people. This present community is limited because all of them are accessible. Therefore all the groups of this community are explored by using head count. The sampling was not used because all of these people were accessible. The table below shows the layers of the population.

Table 1. The layers of the population

The layers of the population	percentage	abundance
Bustan and Golestan	20	20
Ray City	20	20
Pakdasht	20	20
Shhrriar	20	20
Malard	20	20
Total	100	100

In order to investigate the human resource development's indicators, Kamkari and Jazny's questionnaire (2008), are used to measure the level of knowledge, attitude of the experts about the human resource development's indicators. This questionnaire includes 48 questions that for questions related to the "knowledge" and "performance" range of options are sorted from very low to very high (5 = very much, 4 = high, 3 = medium, 2 = low and 1 = very low), and for questions related to 'attitude', options are sorted from totally agree to totally disagree (5 = totally agree, 4 = agree, 3 = neutral, 2 = disagree, and 1 = absolutely disagree). Thus, the present questionnaire has three parts, each vision (knowledge, attitude and practice of human resource development in the field of human resources), include 16 questions. Kamkari and Jazany's research (2008) use the Cronbach's alpha method for heterogeneity within questions to determine the stability coefficient of reliability in the questionnaire and obtained the following results:

Table 2. questionnaire reliability coefficients

Variable	Cronbach's alpha (Coefficient of internal heterogeneity)	test's intersection (coefficient of stability)
Knowledge of human resource development	0.74	0.74
Approach to human resource development	0.76	0.58
Performance in the areas of human resources	0.79	0.62
Total	0.78	0.71

Table 3. Validity of present questionnaire

Variable	Cronbach's alpha (Coefficient of internal heterogeneity)	test's intersection (coefficient of stability)
Knowledge of human resource development	0.78	0.89
Approach to human resource development	0.81	0.64
Performance in the areas of human resources	0.80	0.69
Total	0.79	0.75

It should be noted that, the validity of the questionnaire determines the validity or factor exploratory factors and the findings showed that the KMO or adequacy of sample size is 0.89 and the sphericity of the level is $\alpha = 0.01$ and the means and the common is 64.0. Three factors such as knowledge, attitudes and practices that came to construct validity of the present. The face and content validity and face validity of the questionnaire with relevant experts in the field of human resource development is approved. The variables of this interval research are related to distance and are quantitative and continuous. Therefore, along with the variables described above, the indicators of central tendency (mode, median and mean), the indicators of dispersion (range, variance and standard deviation) and indicators of distribution (standard deviation, coefficient of deviation and coefficient of retraction) is used. In order to test the research according to a survey of human resource development, the single samples with consideration to the theoretical average in comparison with the average of three experimental knowledge, attitudes and practice of learning disability specialists about the indicators of human resource development are reviewed

Table 4. Statistical indicators of "knowledge, attitude and practice" of the experts

variable	Slenderness ratio	Co of dev	SE	SD	variance	Range of changes	average	middle	View
knowledge	0.84	0.24	0.53	4.73	22.41	16	40.28	40	40
Outlook	0.30	-0.38	0.89	8.52	72.73	43	55.07	58	63
Practice	0.63	0.07	1.26	11.89	141.48	32	49.30	47	64

Table 5. Evaluation of the "intelligence" toward "development indicators"

Question number	Location	Significance level	Df	T rate	Experimental average	Theoretical average
1	educational classes and workshops	0.001	99	7.43	3.49	3
2	Staff training needs assessment, with an emphasis on job	0.001	97	6.58	3.44	3
3	Provide training facilities (for more educated workers)	0.001	97	-6.96	2.57	3
4	Possible career in higher education for employees	0.001	97	7.15	3.54	3
5	Welfare services (entertainment, sports, and ...)	0.001	98	9.56	3.63	3
6	Take advantage of employee fringe benefits (loan, advance, etc.)	0.001	99	12.25	3.72	3
7	Services to maintain the health, hygiene and safety	0.001	99	14.65	3.74	3
8	Allowing the use of an insurance	0.001	99	11.77	3.70	3
9	Provide incentives and rewards, if necessary	0.001	99	10.93	3.69	3
10	consulting services to solve personal problems of employees	0.001	98	6.15	3.49	3
11	Use of psychological test cognitive (intelligence, personality, etc)	0.001	99	4.30	3.37	3
12	Support creativity, invention and innovation in the organization	0.001	99	7.39	3.55	3
13	Embracing new technology	0.001	99	7.12	3.54	3
14	Changes in organizational structure, how often	0.771	97	-0.29	2.96	3
15	Selection, taking into account the applicable job	0.001	96	4.09	3.36	3
16	Assignment, taking into account the applicable job	0.002	96	3.20	3.30	3
Total	Outlook	0.001	90	7.91	3.44	3

With emphasis on the resulting t values, there is a significant difference in $\alpha = 0.01$ between theoretical and experimental means in all relevant factors "awareness" toward "human development indicators". Thus, the "awareness" toward "human development indicator is lower than Middle.

Table 6. Evaluation of learning disorders centers on human resource development indicators

Number	Location	significance	Freedom degree	T rate	Experimental average	Theoretical average
1	educational classes and workshops	0.001	99	7.43	3.49	3
2	Staff training needs assessment, with an emphasis on job	0.001	97	6.58	3.44	3
3	Provide training facilities (for more educated workers	0.001	97	-6.96	2.57	3
4	possible career in higher education for employees	0.001	97	7.15	3.54	3
5	Welfare services (entertainment, sports, and ...)	0.001	98	9.56	3.63	3
6	Take advantage of employee fringe benefits (loan, advance, etc.)	0.001	99	12.25	3.72	3
7	Services to maintain the health, hygiene and safety	0.001	99	14.65	3.74	3
8	Allowing the use of an insurance	0.001	99	11.77	3.70	3
9	Provide incentives and rewards, if necessary	0.001	99	10.93	3.69	3
10	consulting services to solve personal problems of employees	0.001	98	6.15	3.49	3
11	Use of psychological test cognitive (intelligence, personality, etc)	0.001	99	4.30	3.37	3
12	Support creativity, invention and innovation in the organization	0.001	99	7.39	3.55	3
13	Embracing new technology	0.001	99	7.12	3.54	3
14	Changes in organizational structure, how often	0.771	97	-0.29	2.96	3
15	Selection, taking into account the applicable job	0.001	96	4.09	3.36	3
16	assignment, taking into account the applicable job	0.002	96	3.20	3.30	3
total	outlook	0.001	90	7.91	3.44	3

With emphasis on the difference between the T values obtained in the $01.0 = \alpha$ theoretical and experimental means, there are significant difference between all relevant factors to "attitude" in of learning disorders centers on" human resource development indicators". Therefore, considering that all the components, the empirical mean are above average, it's said that the "outlook" of experts in the centers of learning disorders is positive. So it indicates that the expert agree with educational courses, providing welfare services, bonuses and fringe benefits.

Table 7. Evaluation of classes and workshops training and allowing the use of insurance with performance

number	Location	significance	Freedom degree	T rate	Experimental average	Theoretical average
1	educational classes and workshops	0.028	97	2.22	3.18	3
2	staff training needs assessment, with an emphasis on job	0.091	96	1.70	3.13	3
3	presents educational facilities (for continuing education of employees)	0.301	95	1.04	3.09	3
4	possible career in higher education for employees	0.415	96	0.81	3.07	3
5	provide welfare services (entertainment, sporting)	0.822	94	0.22	2.97	3
6	allows employees fringe benefits (loan, advance, etc.)	0.734	95	0.34	3.03	3
7	services for healthcare, health and safety	0.075	95	1.80	3.15	3
8	allowing the use of Insurance	0.001	93	3.95	3.32	3
9	offers rewards and incentives, if necessary	0.134	97	1.51	3.13	3
10	consulting services to solve personal problems of employees	1	94	0.01	3	3
11	cognitive (intelligence, personality, etc.)	0.260	95	-1/13	2.89	3
12	supporting creativity, invention and innovation	0.822	96	0.22	3.02	3
13	Embracing new technology	0.158	97	1.42	3.12	3
14	changes in its structure, how often	0.630	96	0.48	3.04	3
15	selections, with a view to adapting Job	0.538	95	0.61	3.05	3
16	assignment, taking a job matching	0.614	94	0.50	3.04	3
total	outlook	0.304	88	1.03	3.08	3

With emphasis on T values obtained, there's difference in the $01.0 = \alpha$ between theoretical and experimental means of the components" classes and workshops training "and" allowing the use of insurance" which associated with the "performance" of experts in the centers of learning disabilities on" human development indicators" .Thus, with regard to the factors above, the empirical mean are above average, as is the "performance" experts in the centers of learning disorders than "classes and workshops training" and "provide to take advantage of the insurance "is above average (or expected), while there're not significant differences between the experimental mean the other components related to performance of educational experts specializing in learning disorders centers, this suggests that the "performance" of experts in the relevant centers of learning disorders in welfare and fringe benefits, incentives and rewards, consulting, technology is in the average level (or expected) .

Qualitative analysis of learning disability specialists:

- 1 - Creating legal policy and implementing procedures between students
- 2- Training acceptable behavior to make order
- 3 - Change the program of the Institute of education especially by using new Technology
- 4- Developing the new strategies in order to respond the student's needs
- 5 - Keeping the notes about the student's condition and managing the policies about them
- 6 - Meeting with the specialists to talk about student's progress

- 7 - Providing good exams and beneficial home works
- 8 - Talking with parents, teachers, counselors, and managers in order to solve the behavior problems
- 9- Employing the new strategies and technique to improve the techniques of learning
- 10 - Teaching how to improve the skills, independence

DISCUSSION AND CONCLUSION

Manpower is the cornerstone of any organization or organ and the countries never get to their desirable states, unless they develop their human force according to the needs of society and people. Administration and human resource development are also more or less accepted as one of the fundamental rights and are going to develop human resources in order to achieve a worthwhile goal, so as human capital to work diligently. There for, in order to monitor and evaluate the activities of the units human resources in organizations, human resource development indicators are considered essential. The evaluation and monitoring form out the detailed criteria for judgment and decision making to be [2]. It is therefore the purpose of this research to identify and extract of human resource development indicators for learning disabilities experts in Tehran province. Therefore, this survey is about the experts in the study of learning disabilities in human resource development by using a single statistical model group emphasizing the main question and sub research question, the following findings were obtained :

Main question: how are the parameters of human resource development among the experts who are in charge of learning disabilities centers of education in Tehran? As the research showed very well: in these centers, there is a great difference between theoretical and practical awareness and outlook of the experts for the parameters of human resource development. Thus, Experts awareness in these centers about this matter is less than normal, whereas their outlook is more than normal and favored.

All in all, these researches represents that the function of the experts in these centers is generally normal.

Subsidiary question 1: How much is experts' awareness about the parameters of human resource development (election, employment, education) in the learning disabilities centers? As the research showed there is a great difference between theoretical and practical 'awareness' of experts. It's said that the awareness of the experts in these center is lower than expected in comparison with human resource development's indicators.

Subsidiary question 2: What is the outlook of the experts who are in charge of learning disorders centers about human resources development (election, employment and education)? Researches showed that there is significant difference between theoretical and practical average in all the components associated with the "outlook" of experts who are in charge of learning disabilities center about the human resource development indicators. It's said that the outlook of these experts is positive. Therefore, considering the positive outlook of these experts, so they do agree with the educational sessions, providing welfare services, bonuses and fringe benefits. While the in the component of "changes in the organizational structures" significant difference between experimental and theoretical average is not seen. The experts in these centers expect to see it moderately.

Subsidiary question 3: How is performance of the specialized experts at learning disorders centers to human resources development indicators (election, employment and education)? The researches showed that there is a significant difference between theoretical and practical average in all the components of participating the classes and workshops and using the insurance services. Thus, with regard to the factors above, the empirical average is more than the practical. It's said that the performance of the experts in the centers of learning disorders is more than "classes and workshops training" ,while in the other components related to the performance educational experts specializing in learning disorders centers ,the significant difference is not seen. This shows that the performance of these experts who are in charge of learning disorders center in the fields such as welfare services, rewards, consulting services, technology a learning disabilities is as much as expected. Finally, by comparing the findings of the research and background investigations inside and outside the country ,this surveys is done by the researches of Kleven (2010) on "knowledge and outlook of university's experts towards human resource development ", Sullivan (2008), on " factors affecting the development of human resources," Madani (2008) on "increasing awareness, creativity, empowerment and development of human resources quality," Asgharpour (2006) on "performance Management with emphasis on human resource evaluation, "Rahmani (2005) on" the relationship between human resource development and performance "and Shokrzadh (2007) on" assessment of cognitive psychology , intelligence, creativity, characteristics of personality, interests, job and career attitudes". Finally, two practical suggestions are offered according to findings of the studies and suggestions for future research as follows:

Practical suggestions based on the findings:

- Since it was found in this study, the expert's knowledge of learning disabilities is low. It is recommended that in

order to raise awareness and the source of information to the experts, take appropriate actions.

- Since the study was to determine the outlook of experts to human resource development indicators such as education, welfare is to increase motivation for specialists, changes in the organizational structure, assignment selection. So it's recommended that these efforts should be provided.

- According to the experts in the study, the performance in the areas of education, welfare and side advantages increase the motivation of the experts, changes in the organizational structures and election with emphasis on job adaptation. Hence the appropriate actions should be done by the authorities.

Next suggestion of the researchers:

- It is recommended that in the future surveys, the researchers use the statistic models in order to find the effective factors (by analyzing the carrier) and determining the factors of human resource developments (by analyzing the factors)

- It is recommended to use the experimental data in future studies and to put more emphasis on the effective factors on human resource development.

- This kind of study should be done in of the other experts of exceptional groups so that the comparison would make sense.

- More training workshop should be held to increase the awareness of learning disabilities experts in line with the principles of human relations and organizational expertise through in-service courses, conferences, books and journals, and motivate them to do these principles.

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