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Designing a Human Resources Development Model with Visionary Leadership Approach in Education

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ABSTRACT

Objective: The objective of this article was to create a model for the development of human resources in the General Administration, as well as in the seven districts and regions of Mashhad, using a visionary leadership approach.

Methods: This study utilized a mixed research method, incorporating both quantitative and qualitative techniques. The qualitative portion of the study consisted of two groups: a) scientific experts, and b) executive experts, which included managers and deputies from the General Directorate of Education, university professors, and field experts. The total number of participants in this section was determined to be 20 individuals. In order to select participants for the qualitative portion, the purposeful sampling method was employed, while the three-step Delphi method was used for the qualitative portion. The quantitative portion of the study included all managers from the General Directorate of Education in Razavi Khorasan and the seven regions of Mashhad, totaling 122 individuals in the General Directorate and 420 individuals in the seven regions of Mashhad, resulting in a total of 542 participants. The sample size for the quantitative portion was determined to be 280 individuals, according to Morgan's table.

Results: The findings of the study analyzed the measurement models for the two main variables: human resource development and visionary leadership. It was discovered that human resource development consists of three dimensions: career development, performance development, and empowerment. On the other hand, visionary leadership encompasses two dimensions: structural and individual.

Conclusions: The suggestion posits that educational administrators must cultivate innovative leadership abilities grounded in visionary leadership and implement them within a fluid educational environment.

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Introduction

When examining nations worldwide and contrasting advanced countries, it becomes evident that the advancement and growth of countries stem from possessing an effective and competent workforce. Without this asset, a society is unlikely to attain its intended objectives (Hosainpour & Ghorbani Paji, 2017). The domain of human resources self-development places significant emphasis on behavior. To alter behavior, it is crucial to initially pinpoint the factors influencing employees' actions. Unraveling the determinants of work behavior presents challenges as they are multifaceted, intricate, and arduous; nevertheless, understanding employee behavior and its underpinnings is imperative as it impacts both personal and organizational results (Forootani et al., 2013). Present-day organizations encounter escalating speed, intricacy, and unpredictability of transformations; failing to adjust to these shifts impedes their functionality and leads to various complications. Human resource development can substantially aid organizations in adapting to evolving circumstances since organizations comprise individuals striving to accomplish established objectives. Thus, human resource development significantly contributes to elucidating effective management of task competencies, harmonizing with organizational strategic plans, and coordinating and consolidating organizational accomplishments (Maula et al., 2023). Human resource development concentrates on strategically managing educational, training, and developmental endeavors for professionals and managers to fulfill organizational objectives, optimize individual employees' knowledge and skills, and promote continual learning concerning business and corporate strategies. This characterization embraces a resource-centered approach and relies on human capital theory. The resource-centered approach in firms views internal knowledge and skills as vital reservoirs for gaining a competitive edge. Human capital theory advocates that companies should enhance and sustain themselves through investments in core competencies training and development. Consequently, the value of human resources for companies lies in the distinctiveness, skill value, and capabilities of their workforce; thus, a competitive advantage is established when companies acquire employees with unique abilities and competencies that are non-replicable by rivals (Taylor, 2020).

Every organization necessitates well-trained and specialized individuals who are deemed as a pivotal factor in the economic, social, and cultural advancement of any nation to accomplish its objectives. Should the current employees possess the required abilities, there would be no need for

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training; however, if they lack the essential knowledge, information, and skills, the organization will encounter various challenges such as financial and administrative issues. In light of the rapid technological advancements, it is imperative for proficient employees to swiftly acquire knowledge and skills post-employment (Snell et al., 2005). This research, delineating the dimensions and constituents of the human resource development model with a forward-thinking leadership approach within the General Administration, the seven regions, and districts of Mashhad, can yield numerous advantages for education managers at the micro level and Ministry of Education officials at the macro level, particularly in enhancing various academic, cultural, and ethical domains to leverage its merits.

With the emergence of visionary and forward-thinking leaders in the realm of organization and management, a contemporary challenge, managers and leaders of organizations, particularly educational institutions, must address this nascent occurrence. Visionary leaders are characterized by their proficiency in visualization, foresight, and envisioning the future. They possess intellect and acumen to formulate an accurate, practical, and motivating vision for their organization in alignment with the economic, political, cultural, and technological landscape, fostering a workforce that is capable, highly efficient, dedicated, and inspired (Karwan et al., 2021).

Presently, the emphasis should be placed on empowering education managers and enhancing their management techniques to ensure the transmission of training, self-assurance building, and efficacy improvement from one generation to the next, from the experienced to the novice. Consequently, the education system can effectively instill the principles of visionary leadership and nurture future managers influenced by its allure (Shabani, 2016). Strengthening the operational strategies of resource development is anticipated to fortify organizational values, augment responsiveness and accountability, enhance employees' commitment and loyalty, thus fostering societal trust and confidence in the organization (Yazdan Shenas et al., 2020). Human resource development has been proposed as a component of human resource management since the 1960s (Ahmed et al., 2016). On the contrary, the advancement of human resources is crucial for organizational development amidst the era of swift and ongoing changes (Hosainpour & Ghorbani Paji, 2017). Giving consideration to external elements like technological congruence and environmental shifts can enhance the organization both in terms of proficiency and interpersonal

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skills. Consequently, a decrease in resistance to change is anticipated, along with an acceleration in the enhancement of organizational performance (Yazdan Shenas et al., 2020).

Leadership stands as a fundamental subject in organizational and managerial studies. It encompasses a variety of approaches aimed at optimizing human capital's potential to attain organizational objectives (Okoye & Ezejiofor, 2013). The tandem of management and leadership is indispensable, signifying that successful management necessitates organizational leadership and effective leadership cannot exist without management (Shakour et al., 2012). Human resource management has been an inseparable component of organizations, spanning all phases of employees' organizational journey; encompassing duties from job analysis to retirement. Given its operational essence, the management caliber of the human resources department holds extensive impacts on employee behaviors and attitudes, subsequently influencing organizational performance. Hence, the significance of human resource management as the cornerstone of employee conduct and performance is now more emphasized than ever (Salarieh et al., 2020). Despite the claims of many top executives that human resources are the true assets of their organizations, a simple examination reveals a lack of adherence to this belief. Focusing on meeting the emotional, material, and communication needs of human resources as the central tenet of human resource management in organizations would validate this assertion. Fundamentally, human resource training is viewed as a profitable investment, the dividends of which are crucial and unavoidable. This aspect should remain a continuous consideration within organizations; as training is a fundamental and rational approach to channeling employees' efforts in the organization, necessitating the utilization of latent talents, fostering creativity, and instilling the essential sense of cognitive adaptability in employees (Leonard et al., 2004).

Visionary leadership needs to be institutionalized within educational institutions to foster motivation and innovation in educational interactions, to align with student learning, and to enhance organizational engagement through creativity and advancements in science and technology (Coers, 2018). Rakhshani et al. (2020) introduced a model for human resource development in governmental bodies with an entrepreneurial perspective. Their findings revealed 33 sub-categories and 12 main categories, forming a paradigm model that centralizes human resource development activities within an entrepreneurial framework. This model includes causal conditions (organizational responsibility and competitive advantage), contextual factors

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(managerial development, organizational culture, incentives for human resource development), intervening elements (organizational climate, traditional administrative approaches), strategies (empowerment at individual and organizational levels), and outcomes (individual and organizational growth).

Visionary leadership is tasked with creating and sharing a vision to drive transformation both in the public sector and within organizations, addressing arising questions along the way. These leaders typically embody four key roles: leader, change catalyst, communicator, and mentor. They seize opportunities while also demonstrating a keen awareness in fostering new ones (Ulfa & Waluyo, 2016). Abstracting the essence of visionary leadership poses a challenge due to the theory's vastness and innovativeness, coupled with its evolving position within the realm of education, particularly in educational institutions. Research consistently underscores the pivotal role of leaders in shaping an organization's vision through insight and inspiration. Educational establishments at all levels must actively nurture visionary leaders for the future (Molina, 2018).

The training and empowerment of staff stands as a fundamental objective for organizations, built on the premise that productivity hinges on well-educated and skilled employees. Training, a complex administrative task, is particularly crucial in human resource management, following recruitment and encompassing systems for development and optimal utilization of human resources. Visionary leadership is recognized as a critical element in enhancing the educational effectiveness and quality improvement.

Considering the statements made and taking into account that the educational system of the nation falls short of the scientific standards set by fifth-generation education, coupled with inadequate infrastructure, the pivotal role of educational managers in enhancing and maintaining the quality of education cannot be overlooked. It is widely acknowledged that professionals required by society are predominantly shaped by the foundational education system. Consequently, enhancing the managerial skills in education can directly impact school performance and classroom quality. Developing a model that emphasizes human resource development is crucial. Visionary leadership assessment is paramount in this regard. Training stands out as a fundamental aspect of any organization's measures and programs, complementing the recruitment system, empowering the current workforce, and ensuring future success. Through training and development, individuals gain profound insights, broader knowledge, enhanced capabilities, and skills necessary to excel in

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their assigned roles. This ultimately leads to the attainment of organizational objectives with greater efficiency and effectiveness. In today's fiercely competitive landscape characterized by rapid advancements, managers face time constraints that limit their ability to micromanage employees. Hence, they must prioritize training, delegation, and entrust daily responsibilities to their staff. Despite diverse factors influencing human resource empowerment, the lack of a practical model in this domain is evident, given the absence of robust theoretical frameworks and models. Recognizing the significance of delineating the components and dimensions of variables like human resource development and visionary leadership, this study aims to comprehensively review existing research, both domestically and internationally. By consulting esteemed professors and experts, a human resource development model underpinned by visionary leadership has been meticulously devised, explained, and tested. The primary objective is to establish a scientific basis for identifying and defining the development of human resources through the formulation and implications of the model. Ultimately, the research endeavors to address the inquiry: what constitutes a model for human resource development featuring a visionary leadership approach among managers?

Material and Methods

The research methodology employed in this study is a mixed approach, combining quantitative and qualitative methods. Within the qualitative phase, efforts were made to construct a research framework by conducting interviews with approximately 20 experts in human resource management.

Following a Delphi methodology conducted in three phases, a researcher-developed questionnaire was formulated. Application of this technique, aimed at consensus-building in scenarios with undefined objectives and parameters, yields highly valuable outcomes. A key attribute of the Delphi method is its provision of a flexible structure that mitigates various challenges associated with ambiguity and lack of precision. Decision-making challenges frequently stem from inadequate information. Moreover, decisions made by experts are often subjective, based on individual competencies. Hence, representing data using fuzzy numbers, as opposed to precise values, is advisable. The procedural steps of the fuzzy Delphi technique essentially amalgamate Delphi's execution with data analysis. This integrated approach comprises qualitative and

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quantitative segments. In this context, the qualitative aspect employed interviews to gather essential insights on human resource development and visionary leadership dimensions and components. The Delphi method was also utilized to devise research questionnaires. In the qualitative phase, a questionnaire was formulated based on expert interviews, while in the quantitative phase, this questionnaire was disseminated to all managers within the General Directorate of Education in Khorasan Razavi and the seven regions of Mashhad, with their feedback informing data analysis.

The research's statistical population is delineated into qualitative and quantitative categories:

The qualitative segment's statistical population is further subdivided into scientific and executive experts, encompassing provincial education department officials, university professors, and field-specific experts, totaling 20 individuals. Purposive sampling techniques were applied in the qualitative segment, selecting experts based on criteria like executive proficiency, teaching experience, and scholarly contributions.

The quantitative portion's statistical population comprises all managers within the General Directorate of Education in Khorasan Razavi and the seven districts of Mashhad, totaling 122 and 420 individuals respectively, amounting to 542 overall. By consulting Morgan's table, the statistical sample was determined to be 260 individuals, with 280 questionnaires distributed to account for potential dropouts. Given the expansive statistical pool, the researcher opted for a stratified sampling method for sample selection.

To scrutinize the quantitative data acquired from the questionnaire, both descriptive and inferential statistical methods were employed. The descriptive segment entailed the utilization of frequency distribution tables and graphs to delineate the variables under research. Meanwhile, for the inferential examination of the data, the factor analysis method and the approach of structural equation modeling were deployed. The computations in this phase of the study were executed through the application of SPSS-23 and PLS software.

Results

In the qualitative part, it was determined that the number of male participants in the expert group was 14 and female 6. In terms of age, 3 people were under 35 years old, 5 people were between 41 and 45 years old, 5 people were between 45 and 50 years old, and 7 people were over 45 years

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old. According to education, 6 people have master's degree and 14 people have doctorate. In terms of work experience, 3 people have less than 10 years of work experience, 7 people have work experience between 10 and 15 years, 7 people have work experience between 15 and 20 years, and 3 people have more than 20 years of work experience. In the quantitative section, it was found that 51.5% (equivalent to 134 people) were male and 48.5% (equivalent to 126 people) were female. In terms of age distribution of the respondents, 5.8% (equivalent to 15 people) are under 30 years old and 29.6% (equivalent to 77 people) between 31 and 40 years old, 30.4% (equivalent to 79 people) between 41 and 50 years and 34.2% (equivalent to 89 people) are more than 50 years old. In terms of education distribution of the respondents, 6.5% (equivalent to 17 people) associate degree and less, 46.6% (equivalent to 116 people) bachelor, 41.2% (equivalent to 107 people) master's degree and 7.7% of them equivalent to 20 people have a PhD degree.

Qualitative section

The first step of the Delphi method

In the first stage of the Delphi project, a questionnaire including the dimensions, components and indicators suggested by the researcher for the design of the human resources development model with the visionary leadership approach of the employees of the General Directorate of Education and the seven districts of Mashhad was provided to the group of experts to give their opinion on the importance of the subject's presence. to provide the mentioned ones to the researcher. The members of the expert group were asked to present their agreement and disagreement with these issues raised in the research model. In the following, those dimensions that had a positive score higher than 0.7 remained in the study and entered the study for the second stage of Delphi.

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Table 1. The extent of experts' agreement with each of the items

Component	Dimension	Agree		Disagree	
		F	%	F	%
Career development	Career path	19	95	1	5
	Team work	19	95	1	5
	Organizational skills	18	90	2	10
	Interpersonal relationships	18	90	2	10
	Connections	16	80	4	20
	Education	20	100	0	0
Performance development	Responsibility	16	80	4	20
	Flexibility	18	90	2	10
	Discipline	15	75	5	25
	Sustainability	17	85	3	15
	Innovation	20	100	0	0
	Leadership	15	75	2	25
Empowerment	Having the right to choose	18	90	2	10
	Meaningful	18	90	2	10
	Merit	19	95	1	5
	Participation	20	100	0	0
	To be effective	20	100	0	0
Structural dimension	The vision of the organization	19	95	1	5
	Environmental sensitivity	18	90	2	10
	Flexibility	20	100	0	0
	Change and innovation	18	90	2	10
	Strategic Management	16	80	4	20
Individual dimension	Behavioral	16	80	4	20
	Value feature	17	85	3	15
	Personality	16	80	4	20
	Skills	16	80	4	20

The second step of the Delphi method

In the first stage of the study, items were extracted from the review of related texts. In the first stage, no items were removed and all items were confirmed. After determining the important dimensions required for the design of the model from the point of view of experts, in the second stage of the Delphi project, the aim was to examine the dimensions and components proposed for each of the research variables, and according to the opinions and views of the experts, the required dimensions Plan and explain. In the second stage, a questionnaire with a 5-point Likert scale from

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very agree to very disagree was considered. Experts answered the questions. The results of these answers are shown in Table 2. Based on this table, all items entered the third stage of Delphi.

Table 2. The percentage of relative frequency of experts' views in the second stage

Component	Dimension	Very disagree	Disagree	Moderate	Agree	Very agree	Mean	SD	Results
Career development	Career path	0	0	6	7	12	4.24	0.83	Accepted
	Team work	0	0	11	5	9	3.92	0.90	Accept
	Organizational skills	0	0	8	8	9	4.04	0.84	Accept
	Interpersonal relationships	0	0	10	8	7	3.88	0.83	Accept
	Connections	0	0	13	9	3	3.60	0.70	Accept
	Education	0	0	10	9	6	3.84	0.80	Accept
Performance development	Responsibility	0	0	12	6	7	3.80	0.86	Accept
	Flexibility	0	0	8	12	5	3.88	0.72	Accept
	Discipline	0	0	11	5	9	3.92	0.90	Accept
	Sustainability	3	6	6	6	4	3.08	1.28	Accept
	Innovation	0	0	10	8	7	3.88	0.83	Accept
	Leadership	2	3	6	11	3	3.40	1.11	Accept
Empowerment	Having the right to choose	5	6	4	4	6	3	1.50	Accept
	Meaningful	1	8	3	7	6	3.36	1.28	Accept
	Merit	2	4	8	8	3	3.24	1.12	Accept
	Participation	4	3	4	5	9	3.48	1.50	Accept
	To be effective	0	0	6	8	11	4.20	0.81	Accept
Structural dimension	The vision of the organization	6	3	3	7	6	3.16	1.54	Accept
	Environmental sensitivity	4	3	3	9	6	3.40	1.41	Accept
	Flexibility	2	2	7	5	9	3.68	1.43	Accept
	Change and innovation	2	2	6	7	8	3.68	1.24	Accept
	Strategic Management	4	3	2	10	6	3.44	1.41	Accept
Individual dimension	Behavioral	4	4	5	8	4	3.16	1.34	Accept
	Value feature	3	4	7	4	7	3.32	1.37	Accept
	Personality	2	3	6	11	3	3.40	1.11	Accept
	Skills	0	4	8	5	8	3.68	1.10	Accept

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The third step of the Delphi method

In this research, in order to check the validity, content validity has been used, to check the content validity in a quantitative way, two coefficients of the content validity ratio and the content validity index are used (table 3).

Table 3. Content validity of third-stage Delphi codes based on criteria

Component	Dimension	N of Items	Cronbach's alpha	CVR P< 0.7	CVI P< 0.7
Human recourse development	Career development	18	0.932	0.92	0.97
	Performance development	18	0.942	0.72	0.93
	Empowerment	15	0.943	0.92	0.97
Visionary leadership	Structural dimension	15	0.961	0.88	0.97
	Individual dimension	12	0.839	0.76	0.94

According to Table 3, Cronbach's alpha, content validity ratio and content validity index are more than 0.7, which indicates the validity and reliability of the questionnaire. After completing three Delphi steps based on the remaining items (78 questions - 3 questions for each component), the questionnaire was designed and prepared for the quantitative part, replicated, completed, collected and analyzed by the statistical community.

Quantitative section

After checking the content validity of the identified components, a 78-question questionnaire was designed and 260 people (out of 280 replicated questionnaires) were analyzed. Using structural equation modeling, the research was designed and the relationships between the variables were examined and tested. Before implementing the structural equation model, the sampling adequacy index was calculated.

The main question of the research: What is the human resources development model with visionary leadership approach in the general administration, regions and seven districts of Mashhad?

The measurement models for each of the two main variables, i.e. human resource development and visionary leadership, were examined and indicators, components and dimensions that played a certain role in explaining each of the main variables were identified. After confirming the

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appropriateness of each of these models, the final fitted research model included both the variables of human resource development and visionary leadership along with their dimensions and components as well as the relationship between these two main variables. Figure 1 shows this model.

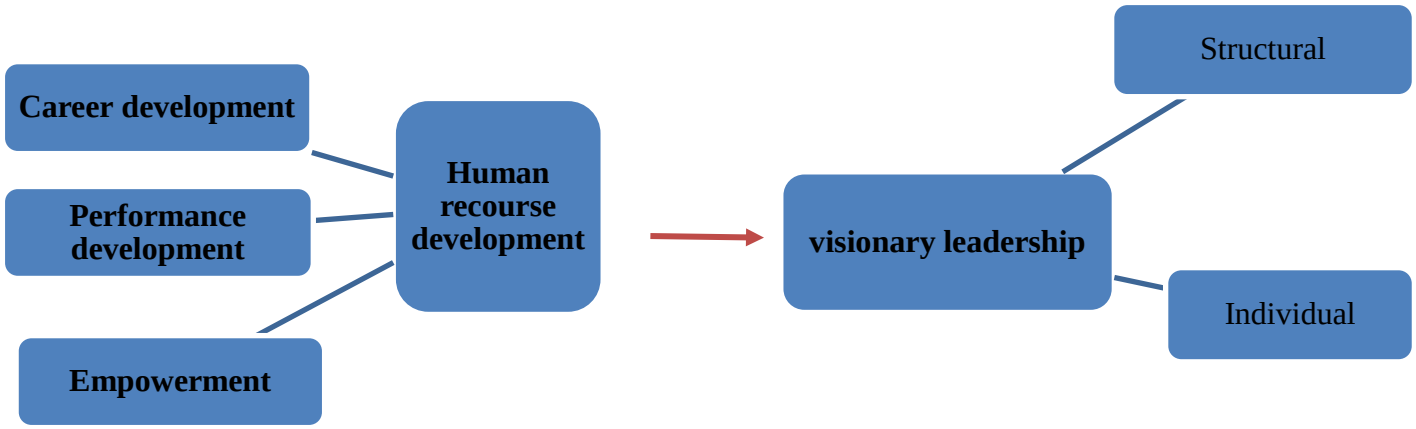

Figure 1. Thematic model of human resource development and visionary leadership

Discussion

The research's primary focus was on examining the measurement models of the main variables, namely human resource development and visionary leadership. It was identified that human resource development comprises three dimensions (career development, performance development, and empowerment), while visionary leadership consists of two dimensions (structural and individual dimension). This finding is consistent with previous studies by Hosainpour and Ghorbani Paji (2017), Coers (2018), and Rakhshani et al. (2020).

Upon thorough examination of theoretical underpinnings and empirical findings, it can be deduced that in the current era marked by significant changes and advancements, human capital is recognized as a crucial strategic asset. It is pivotal for enhancing organizational effectiveness and efficiency. The commitment of human resources to organizational goals and values is not only a distinguishing factor between organizations, but it also serves as a sustainable competitive

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advantage for many. Human resource development must align its initiatives with the system and organizational requirements. Furthermore, a systemic approach and focus on system concepts are imperative for the advancement of human resources. The societal dimension represents the third level of human resource development analysis, emphasizing community progress, national competitiveness, and network facilitation. Educational segmentation and human capital development are key aspects at this level to bolster national competitiveness and enhance citizens' quality of life. The impact of human resource development on national culture, the reinforcement of social and human capital in the economy, and the establishment of learning societies are the primary currents at this level of analysis (Tounkehnezhad & Davari, 2009)

Organizations constitute the cornerstone of contemporary society, with management and human resources being pivotal factors. Management is crucial for an organization's survival, growth, or decline, while humans are the primary drivers within any organization. Fundamentally, the objective of all human resource management endeavors is to boost productivity, enhance job satisfaction, elevate the quality of work life, increase employee motivation, and accomplish organizational objectives. Therefore, strategic human resource management, incorporating holistic perspectives and fostering innovation and transformation, should ensure the provision, development, and utilization of human resources to enhance their quality of life effectively.

Developing appropriate training programs to enhance the efficacy and efficiency of the personnel within the organization is crucial. Similar to the maintenance of physical assets, training employees is essential. Just as tools and equipment require regular repairs and adjustments to optimize their performance, it is necessary to design suitable training programs for the organization's workforce. The productivity of the organization heavily relies on the knowledge, skills, and attitudes of its employees. One could argue that skill acquisition plays a pivotal role in ensuring organizational flexibility and efficiency. By providing training to the workforce, it is possible to enhance their competencies, enabling them to adapt to new processes and technologies, consequently fostering a significant increase in productivity.

Drawing upon the outcomes of a study conducted to identify the various dimensions of human resources development within the employees of the General Department of Education in Khorasan Razavi and the seven districts of Mashhad, it is recommended that managers and authorities prioritize establishing a two-way and continuous communication channel among the employees.

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Prompt responses to administrative correspondence, fostering interactions between superiors and subordinates, and aligning organizational strategies with human resources development are essential. Furthermore, organizational leaders should set ambitious objectives for the institution, focusing on human resources planning, recruitment, orientation, training of new staff, early identification of talented individuals during the recruitment process, and the attraction of skilled educators.

Data availability statement

The original contributions presented in the study are included in the article/supplementary material, further inquiries can be directed to the corresponding author.

Ethics statement

The studies involving human participants were reviewed and approved by ethics committee of Islamic Azad University. The patients/participants provided their written informed consent to participate in this study.

Author contributions

All authors contributed to the study conception and design, material preparation, data collection and analysis. All authors contributed to the article and approved the submitted version.

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Conflict of interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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