



Evaluating The Dimensions of Human Resources Organization in Schools: A Case Study of Education in Kurdistan Province

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Abstract

Human resource organization is one of the human resource activities that guides each person towards perfection by finding the path of advancement of each person in his professional life. The aim of the current research was to identify the dimensions and components of the organization of human resources in Kurdistan's education system in order to provide a conceptual model. From the objective point of view, the research is of the "applied" research type; because it seeks to apply knowledge in new situations and develop practical knowledge in a specific field. This research, in terms of how to collect the required data, is classified in the "qualitative research group. In the framework of this research method, in order to know the opinions and ideas of these people in connection with the field of human resource organization In Kurdistan province, 21 of these elites were selected by purposeful sampling and the interview process continued until theoretical saturation was reached. Paying attention to the family, not paying attention to quality, high costs for obtaining national positions, low special points for group supervisors, giving grades without degrees and certificates, not paying attention to the conditions and working environment, not paying attention to parents' satisfaction, not paying attention to modernization.

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Introduction

In every society, the education system is considered a vital factor for development and progress. The effectiveness of this system, however, depends on various elements, with human resources playing a central role. Human resources in education include teachers, administrators, support staff, and planners who collaborate to achieve educational goals. Among these, teachers have the most significant role as they interact directly with students. Therefore, the quality and quantity of their work are crucial in shaping the educational process.

For the long-term success of education systems globally, it is essential to ensure a stable and skilled workforce (Al-Thani et al., 2021; Miguel et al., 2021). Teachers in the 21st century are key to shaping educational perspectives and preparing students for the modern world's challenges and opportunities (Carvalho et al., 2020; Ordu, 2021). They contribute by integrating technology into teaching, designing effective learning experiences, encouraging critical thinking, problem-solving, and preparing students for an ever-changing workforce (Abulibdeh et al., 2024; Adebisi et al., 2023). Teachers also support the social and emotional development of students, helping them navigate the complexities of life (Mahoney et al., 2021).

Furthermore, teachers play a crucial role in fostering global awareness and promoting global citizenship (Bosio, 2023; Estellés & Fischman, 2020). They enable students to understand diverse viewpoints and global issues while ensuring equitable access to quality education (Chan, 2023). Teachers are at the forefront of adopting and adapting educational trends like project-based learning, flipped classrooms, and personalized learning to keep education engaging and relevant (Low et al., 2021). In addition to their academic responsibilities, they serve as mentors, offering guidance throughout students' educational journeys (Haryani et al., 2021; Liesa-Orús et al., 2020). As such, teachers are essential in cultivating a generation of flexible and innovative individuals. Their significance lies in their ability to adapt to changes, foster a comprehensive approach to education, and equip students with the necessary skills and values to thrive in an interconnected and dynamic world. Despite this, teacher shortages remain a recurring challenge faced by countries worldwide.

Teacher shortages in the 21st century represent a critical global issue, impacting the quality of education, student outcomes, and overall school performance. Factors contributing to this shortage include the growing demand for qualified teachers (Mason-Williams et al., 2019), high turnover rates (See et al., 2020), retirements (Wiggin et al., 2021),

low teacher salaries (Biasi, 2021), difficulties in attracting talent, changing working conditions, subject-specific shortages, regional imbalances, diversity gaps, and the negative effects on student learning (Edwards et al., 2022; Goldhaber et al., 2020; Potts, 2022). Various strategies have been suggested to address this issue, which are briefly outlined in this article.

Competitive salary and benefits

Addressing the teacher shortage in the 21st century requires a multifaceted approach, including competitive salaries and benefits (Kwon et al., 2020). These elements can help attract and retain qualified people in the teaching profession. To make the profession more financially attractive, salary increases are applied, which generally reflect the level of education, expertise, and job demands. Performance-based pay systems can reward teachers for performance, such as student outcomes or contributions to the school community. Comprehensive benefits packages, such as health insurance and retirement plans, can also contribute to the overall attractiveness of a teaching career (Allegretto & Mishel, 2020). Also, assistance in the area of housing or living subsidies can be provided in areas with high living costs (Yun et al., 2020), especially in urban areas where housing costs may be an essential factor in career choice. Teachers can be given stipends or rewards for additional responsibilities, such as mentoring new instructors, leading extracurricular activities, or participating in curriculum development. Incentives for hard-to-fill positions can include higher salaries, bonuses, or additional benefits to attract qualified professionals to areas of critical need (See et al., 2020; Lentini et al., 2024).

Financial incentives and scholarships

Financial incentives and scholarships are key strategies to attract and retain teachers while addressing deficiencies in the education system. These strategies aim to reduce financial barriers, encourage people to choose teaching as a career, and support ongoing professional development. Scholarship programs for aspiring teachers can help cover tuition fees, textbooks, and other educational costs, making the profession more accessible. Grant programs motivate teachers to work in high-demand or underserved areas by offering financial rewards for each year of service. Tuition reimbursement for current teachers seeking further qualifications or certifications helps retain experienced educators.

Moreover, offering housing assistance or subsidies in high-cost living areas, particularly in urban centers, can alleviate housing challenges that often influence career choices (Yun et al., 2020; See et al., 2020).

Professional development grants give teachers opportunities to pursue additional training or attend conferences to enhance their skills. Additionally, linking performance-based incentives to student achievements and teacher evaluations can encourage teachers and foster a culture of continuous improvement. By incorporating a blend of financial incentives and scholarship opportunities, educational institutions can create a more supportive and attractive environment for teachers, addressing shortages and emphasizing the importance of the teaching profession. (Smith & Wyness, 2024).

Targeted recruitment strategies

These strategies involve identifying areas with the most critical needs, aligning recruitment efforts with these specific needs, and implementing plans to attract qualified candidates to the teaching profession. A detailed analysis is carried out to pinpoint the subject areas, geographic regions, or particular schools experiencing significant teacher shortages. For instance, targeted recruitment campaigns are designed to attract individuals with

expertise in fields such as science, technology, engineering, mathematics, special education for exceptional students, and foreign languages (McPherson & Lampert, 2024; Tomas, 2007). In this context, partnerships are formed with universities and institutions to help identify and recruit potential educators. Moreover, personal development programs are introduced to encourage people from local communities to pursue careers in education, further contributing to the goal of addressing teacher shortages.

Professional development

Professional development opportunities play a crucial role in addressing teacher shortages by improving job satisfaction and attracting new educators. Strategies include offering specialized training, promoting technology integration, creating leadership programs, and providing opportunities for certifications and further education (Gore, 2017; Kennedy, 2016; Carlson & Gadio, 2002). These efforts support teachers' growth, enhance retention, and help recruit qualified professionals, fostering a culture of continuous learning in education (McPherson et al., 2024).

Table 1. The solutions used by the leading countries in the field of meeting the shortage of teachers

Number	Country	Reference	Solutions
1	Finland	(Webb et al., 2004)	Finland has succeeded in attracting and retaining high-quality teachers by implementing programs to increase the attractiveness of the teaching profession and create favorable working conditions.
2	Singapore	(Ng et al., 2018)	Singapore has used several strategies to deal with teacher shortages, such as increasing salaries and benefits, developing a culture of social education, and increasing teacher education.
3	Canada	(Swanson & Mason, 2018)	Canada has responded to the shortage of teachers by attracting teachers from other countries, upgrading teaching education programs, and increasing commitment to support teachers in their professional and personal development.
4	Netherlands	(den Brok et al., 2017)	The Netherlands has succeeded in increasing the number and quality of its teachers by improving financial conditions, developing teaching skills, and creating support programs for teachers.
5	Germany	(Seeliger & Håkansson)	Germany is trying to solve the shortage of teachers by creating programs to attract students to study in the fields of education and teaching.

		Lindqvist, 2023)	
6	America	(Sutcher et al., 2019)	In some American states and regions, measures such as increasing teachers' salaries, developing student recruitment programs, and increasing teaching benefits have been used.
7	Australia	(Martinez, 2004)	Australia is trying to provide an effective teacher workforce by offering programs to recruit teachers with specific specializations, increasing financial conditions, and establishing professional development programs.

Some countries have adopted mixed strategies to improve teachers' working conditions, recruit new staff, and retain experienced educators. Abdulahi (2022) emphasized the need for long-term solutions, including developing multi-disciplinary and multi-skilled training, establishing an integrated human resources management system, and revising teacher-related laws. She suggested creating systems for attracting and hiring teachers, ensuring that human resources are allocated according to actual educational needs, and reducing administrative roles in favor of educational staff. Furthermore, she proposed organizing teachers' working hours effectively, merging small educational units, and offering incentive packages to increase teacher retention in shortage areas. Lindsey (2021) in "The Teacher Shortage in the United States" stated in his research results that in the United States, teachers due to the lack of competitive salaries, fear of personal security, and lack of support from The beneficiaries of education have decided to change their profession. Because teachers are not treated fairly, and if the right changes are made, the retention rate of teachers can be improved.

The research by Tropova, Mirberg, and Johnson (2020) found that teachers' job satisfaction is primarily influenced by their workload, cooperation with colleagues, and perceptions of student discipline. Female teachers, more engaged in professional growth, tend to report higher job satisfaction. For male teachers, cooperation with peers plays a larger role in job satisfaction, while for teachers with lower self-efficacy, student discipline is more critical. Razanen et al. (2020) found that 50% of Finnish teachers intended to leave the profession, with the main reasons being a lack of professional commitment and issues related to school systems and workload. They emphasized the need for improvements across multiple factors to increase teacher job satisfaction and retention.

Edward and Chiuk (2018) discussed the global teacher shortage and suggested that AI and robotics could address this issue by providing tireless alternatives to human teachers, thus alleviating the negative consequences of teacher shortages in education. Podolsky, Joseph Bishop, and Darling-Hammond (2016) highlight that the most effective policies to address teacher shortages include increasing teacher salaries, enhancing professional support, improving teacher preparation, bettering working conditions, and strengthening district and school management. Mohammadi (2007) emphasizes the need for accurate forecasting of human resources in Iran's education system, taking into account political, social, and technical factors. Creating motivation to retain and attract teachers in various regions is crucial, and interactive models could be beneficial if conditions for group participation are met.

In Iran, teacher shortages have become a significant challenge, exacerbated by the retirement of many teachers and an imbalance in recruitment and distribution. The implementation of the 6-3-3 educational system has also contributed to the problem, resulting in a higher student-to-teacher ratio, which is particularly severe in urban areas like Tehran, where the ratio has reached 43.57 (Abdolahi, 2022). Factors such as high attrition rates due to job burnout, dissatisfaction with working conditions, low salaries, limited professional growth opportunities, teacher retirements, and the integration of technology in education present new challenges for the teaching profession (Podolsky, Bishop, & Darling Hammond, 2016). Furthermore, geographical inequalities between rural and urban areas have exacerbated the teacher shortage issue (Abdolahi, 2022). In response, educational systems have adopted alternative methods like teacher service contracts and conscription, though some teachers lack the necessary qualifications to ensure quality education (Mohammadi, 2007). Efforts to address these shortages have faced limitations due to recruitment restrictions, infrastructural issues, and

the challenges at teacher training centers. Additionally, a lack of focus on territorial development and certain legislation has contributed to imbalances in the human resources within education, leading to both shortages and surpluses in different regions (Abdolahi, 2022).

The 2023-2024 manual for organizing human resources in education presents several strategies to tackle teacher shortages, including the optimal use of available human resources, both through mandatory and non-mandatory contracts. It emphasizes utilizing mandatory working hours, ensuring the equitable distribution of resources across various courses and regions, and facilitating the transfer of staff between provinces. Additionally, the plan proposes maximizing the potential of retirees, preventing administrative staff from taking teaching positions, and merging under-populated classes or forming multi-level classes. Other strategies include balancing the distribution of students across sectors, focusing on technical and vocational education, and expanding exceptional education programs. The manual also emphasizes in-service training for teachers, enhancing preschool education, and reducing administrative staff-to-teacher ratios. Efforts to increase productivity include strengthening rural education through boarding schools, utilizing the capacities of local elites, and addressing the challenges posed by teacher shortages (Manual for Organization of Human Resources, 2023-2024).

But the important and noteworthy point here is that Alborz province is still facing a serious shortage of teachers due to the high student population and high geographical extent, despite the measures taken by the Ministry of Education in the past years. It seems that the existing methods to solve the problem of teacher shortage in this province are not efficient and it is necessary to examine the opinions of experts in the field of education, deputy heads of departments, principals and deputy heads of schools, researchers in the field of education and learning environments in Alborz province. , new and more efficient methods should be identified and presented according to the current situation of Alborz province. Therefore, this research has been carried out to answer this question, what methods can be used to solve the problem of teacher shortage in Alborz province?

Research method

The current research is qualitative in terms of practical purpose and data collection method, and in terms of implementation method, it is descriptive and content analysis type. The statistical population examined in this research are all experts and experts in the field of education, including the deputy heads of education departments of Alborz province, principals and deputy heads of schools, researchers in the field of education and learning environments, of which 14 people were selected by sample method Snowball sampling was chosen as a statistical sample. A semi-structured interview method was used to collect the opinions of experts. To ensure the validity of the research, methods of review by participants (members), data alignment, and review by colleagues were used, and for data analysis, content analysis methods (open coding, central coding, and selective coding) were used.) used. In the process of qualitative data analysis, in the first step, essential points (open codes) were made, without bias, from the content of the interviews based on the researcher's impressions. Then, the open codes were examined, and central and selective codes were extracted.

Qualitative analysis was chosen because of its tools for examining detailed and detailed experiences and opinions of individuals, to understand teacher concepts and teachers' professional development. It is possible to gain access to the different perspectives and complexities in the field of education and find meaningful patterns in the data. Qualitative analyses in this research are based on inductive concepts because new patterns and concepts have been addressed through data collection from respondents' opinions and experiences. In this research, instead of starting with previous assumptions, the researcher analyzed data and research based on real and experimental observations of people.

Research Questions

1. What are the most effective recruitment strategies for attracting qualified teachers to address shortages in specific educational contexts?

2. How do community perceptions of the teaching profession impact the retention and professional development of teachers?
3. What role do financial incentives and support systems play in enhancing teacher satisfaction and professional development in the face of shortages?

Research findings

The findings extracted from the semi-structured interviews are presented as tables in this part of the article.

Table 2- Open codes, central concepts, and critical concepts

Abundance	Source code		(Open Codes)	Main concepts	Key categories
	Background research	Interview		(axial codes))optional(
4		i1, i2, i3, i4	Giving priority to the Ministry of Education In the government program	Beyond the system level	Policies and interventions
4		i2, i3, i5, i8	Special attention to Farhangian University		
1		i11	Changing the structure of Farhangian University		
1		i11	Reducing the politicization of Farhangian University		
2		I5, i14	Using the experiences of other countries		
3		i3, i5, i11	Coordination Between Budget, Recruitment, Farhangian, and AP Organizations		
3	Podolsky,A et al (2016)	i11, i12	Establishing a committee for future research and future planning	At the system level	
3	Organizational Manual (2023)	i1, i10	Training Multi-Skilled Teachers		
4	Organizational Manual (2023), Abdollahi (2022)	i9, i11	Organizing and Merging Small Schools		
4		i1, i13, i8, i10	Proper Implementation of Teacher Ranking		
5	Abdollahi (2022)	i10, i11, i12	Preventing Teachers from Being Assigned to Other		

	, Organizational Manual (2023)		Departments and Non-Profit Schools		
6	Räsänen, et al. (2020)	i9, i10, i12, i13, i14	Revision of courses and removal of unnecessary course headings and titles		
3	Abdollahi (2022)	i12, i14	Two shift schools		
3	Organizational Guidelines (2023), Abdollahi (2022)	i12	Extensive use of the capacity of other organizations, soldiers of teachers, elites		
4		i2, i4, i5, i7	Significantly Increasing AP Budget		
3		i1, i5, i7	Increasing Farhangian University Budget		
9	‘ Martinez, 2004, Sutcher et al., 2019.den Brok et al. 2017,Ng et al., 2018)	i2, i4, i11, i12, i14	Reforming Teacher Salaries and Unified Payment System		
4		i7, i11, i12, i14	Increasing Hourly Teaching Wages (Retirees, Overtime)		
2	Räsänen, et al. (2020)	i7	Providing Targeted Incentives for Teachers in Deprived Areas	Financial support	
2		i11, i13	Timely Payment of Teacher Claims		
1		i10	Exponential Increase in Teacher Salaries in Final Years to Reduce Retirement		
5	den Brok et al., 2017 Lindsay, B (2021) Podolsky,A et al (2016)	i1, i2	Improving Teachers' Living Standards to Motivate Attraction		
4	den Brok et al., 2017 Lindsay, B (2021) Podolsky,A et al (2016)	i1	Creating a comprehensive support network for teachers	Competitive advantages	

Incentives and financial support

1		i2	Strong Health Insurance, Excellent Retirement Services		
4	Mohammadi (2008)	i4, i11, i12	Providing High-Level Welfare Services to Teachers		
2	Engel & Cannata 2015	i10	Proximity of Residence to Workplace (Especially for Women)		
4	Abdollahi (2022)	i4, i8, i12	Providing Special Bank Facilities / Housing Subsidies to Teachers		
3	Abdollahi (2022)	i4, i10	Reducing stringent recruitment criteria in the selection process	Internal organization	Recruitment strategies
2		i3, i6	Coordination of AP and Farhangian University in accurately predicting the number of students and fields of study		
5	Abdollahi (2022)	i2, i3, i5, i12	Reforming Recruitment System		
2	Organizational Manual (2023)	i1	Speeding Up Teacher Qualification Certification Processes		
6		i1, i2, i4, i5, i11, i14	Hiring Elite and Efficient Managers at All Management Levels		
3	Engel & Cannata 2015 Abdollahi (2022)	i10	Hiring Local Teachers	External organization	
3		i2, i11, i14	Increasing Farhangian University Capacity		
2		i7, i12	Changing Farhangian University Recruitment Policies		
2	Seeliger & Håkansson Lindqvist, 2023	i2	Launching campaigns to make society aware of the position of the teacher	Spiritual support	Community participation and cooperation
1	Edwards, I . B.Cheok, D.A 2018		Using Smart Robots		
6	Webb et al., 2004	i1, i3, i5, i14	Improving the status of teachers in society (using all		

	, Sutchet et al., 2019		media and improving livelihoods)		
1		i11	Programs where experienced teachers are professional ambassadors and discover new talents		
2		i6, i12	Elevating Farhangian University's Status Among Other Universities		
4	Lindsay, B (2021) Toropova , A. Myrberg, E. Johansson, S (2020).	i1, i6	Independence and immunity of teacher parties and organizations		
2	Abdollahi (2022)	i11	Use of student teachers in the final year	Academic arrangements	human resources
1		i8	Use of 12-hour university students (both students in the same class))		
1		i8	Employing Students During Internship Days		
3	Abdollahi (2022)	i8, i14	Shortening Study Period (Associate Degree)		
2		i8, i14	Closing the program in three days and teaching in another three days		
4	Abdollahi (2022)	i6, i7, i9	Using Student Teachers' Capacity to Study at Other Universities		
1		i13	Attracting Final Year Students from Other Universities		
3	Abdollahi (2022)	i8, i13	Training and Employing Graduates of Other Universities		
2	Organizational Manual (2023)	i6	Employing Retired Teachers	Arrangements of the Education Organization	
5	Abdollahi (2022)	i7, i3, i14, i11	Reducing the Number of Support and Administrative Staff		

3	Organizational Manual (2023)	i4, i5	Teaching by Assistants, Managers, and Administrative Staff		
2	Abdollahi (2022)	i14	Increasing Mandatory Teaching Hours		
2	Organizational Manual (2023)	i14	Raising the Ceiling of Hourly Teaching		
2		i2, i12	Flexibility in Working Hours and Methods (Online or Distance Learning)		

Based on the findings presented in Table 2, after aggregating the codes and examining 54 open codes, nine central codes, and five selective or critical codes were extracted. The obtained selective or key codes are policies and interventions (with two central codes and 13 open codes), recruitment strategies (with two core codes and 13 open codes), incentives and financial support (with two core codes and eight open codes), community interaction and cooperation (with

one core code and six open codes), human resources (with two core codes and 14 open codes). In the meantime, internships play an essential role in providing teachers' professional development, and it is necessary to identify their effectiveness in addition to recognizing global approaches (Karimi and Rahmati, 2022, Rahmati and Karimi 2022: Rahmati and Karimi, 2022).

Table 3- Key categories of policies and interventions

Percent	Abundance	Source code		(Open Codes)	Main concepts (axial codes)	Key categories)optional(
		Background research	Interview			
8/7	4		i1, i2, i3, i4	Prioritizing the Educational organization in the government program	Beyond the system level	Policies and interventions
8/7	4		i2, i3, i5, i8	Special attention to Farhangian University		
2/2	1		i11	Changing the structure of Farhangian University		
2/2	1		i11	Reducing the politicization of Farhangian University		
4/3	2		i5, i14	Utilizing the experiences of other countries		
6/5	3		i3, i5, i11	Coordination Between Budget, Recruitment, Farhangian, and AP Organizations		

6/5	3	Podolsky,A et al (2016)	i11, i12	Formation of future research and future planning committee		At the system level
6/5	3	Organizational Manual (2023)	i1, i10	Training multi-skilled teachers		
8/7	4	Organizational Manual (2023), Abdollahi (2022)	i9, i11	Organizing and merging small schools		
8/7	4		i1, i13, i10, i8	Proper implementation of teacher ranking		
11	5	Organizational Manual (2023), Abdollahi (2022)	i10, i11, i12	Preventing teachers from being assigned to other departments and non-profit schools		
13	6	Räsänen, et al. (2020)	i9, i10, i12, i13, i14	Revision of courses and removal of unnecessary course headings and titles		
6/5	3	Abdollahi (2022)	i12, i14	Two shift schools		
6/5	3	Organizational Manual (2023), Abdollahi (2022)	i12	Extensive use of the capacity of other organizations, soldiers of teachers, elites		
100	46	Total				

Based on the findings presented in Table 3, in the category of policies and interventions, two core codes beyond the system level and at the system level were identified, which include 13 open codes. Among the open codes, in order of priority of the codes, revision

of courses and removal of non-harmful headings and lesson titles with 13%, preventing teachers from being assigned to other offices and non-profit schools with 11% were ranked highest.

Table 4- Key components of incentives and financial support

Percent	Abundance	Source code		(Open Codes)	Main concepts (axial codes)	Key categories)optional(
		Background research	Interview			
8/9	4		i2, i4, i5, i7	Significantly Increasing AP Budget	Financial support	Incentives and financial support
6/6	3		i1, i5, i7	Increase in Farhangian University budget		

20	9	‘ Martinez, (2004) Sutcher et al., (2019).den Brok et al. 2017,Ng et al., 2018)	i2, i4, i11, i12, i14	Reforming teachers' salaries and coordinating the payment system		
8/9	4		i7, i11, i12, i14	Increasing Hourly Teaching Wages (Retirees, Overtime)		
4/4	2	Räsänen, et al. (2020)	i7	Providing targeted incentives for teachers in disadvantaged areas		
4/4	2		i11, i13	Timely Payment of Teacher Claims		
2/2	1		10	Exponential salary increase for teachers in final years to reduce retirement		
11	5	Den Brok et al., (2017) Lindsay, B (2021) Podolsky,A et al (2016) .	i1, i2	Improving Teachers' Living Standards to Motivate Attraction		
8/9	4	Den Brok et al., (2017) Lindsay, B (2021) Podolsky,A et al (2016)	i1	Creating a comprehensive support network for teachers	Competitive advantages	
2/2	1		i2	Strong Health Insurance, Excellent Retirement Services		
8/9	4	Mohammadi (2008)	i4, i11, i12	Providing High-Level Welfare Services to Teachers		
4/4	2	Engel & Cannata ‘ (2015)	i10	Proximity of Residence to Workplace (Especially for Women)		
8/9	4	Abdollahi (2022)	i4, i8, i12	Providing Special Bank Facilities / Housing Subsidies to Teachers		

100	45	Total
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Based on the findings presented in Table 4, two core codes of financial support and competitive benefits were identified in the category of incentives and financial support, which had 13 open codes. Among the open codes, in the order of priority, the open codes

reform teachers' salaries and coordinated payment system with 20% and improve the quality of teachers' livelihood to create motivation to attract people with 11% having the highest frequency.

Table 5- Key categories of recruitment strategies

Percent	Abundance	Source code		(Open Codes)	Main concepts (axial codes)	Key categories)optional(
		Background research	Interview			
11/5	3	Abdollahi (2022)	i4, i10	Reducing stringent recruitment criteria in the selection process	Internal organization	Recruitment strategies
7/7	2		i3, i6	Coordination of AP and Farhangian University in accurately predicting the number of students and fields of study		
19	5	Abdollahi (2022)	i2, i3, i5, i12	Reforming the recruitment system		
7/7	2	Organizational Manual (2023)	i1	Speeding Up Teacher Qualification Certification Processes		
23	6		i1, i2, i4, i5, i11, i14	Hiring Elite and Efficient Managers at All Management Levels		
11/5	3	Engel & Cannata 2015, Abdollahi (2022)	i10	Hiring Local Teachers	External organization	
11/5	3		i2, i11, i14	Increasing Farhangian University Capacity		
7/7	2		i7, i12	Changing Farhangian University Recruitment Policies		
100	26	Total				

Based on the findings presented in Table 5, two core codes of intra-organizational and extra-organizational factors were identified in the recruitment strategies category, which had eight open codes. Among the open codes, in the order of priority, the open codes of

recruiting elite and efficient managers at all management levels had 23%, and reforming the recruitment system with 19% had the highest frequency.

Table 6 - Key categories of community interaction and cooperation

Percent	Abundance	Source code		(Open Codes)	Main concepts (axial codes)	Key categories)optional(
		Background research	Interview			
12/5	2	Seeliger & Håkansson Lindqvist, 2023	i2	Launching campaigns to make society aware of the position of the teacher	Spiritual support	Community participation and cooperation
6/2	1	Edwards, I . B.Cheok, D.A 2018		Using Smart Robots		
37/5	6	Webb et al., 2004 , Sutchter et al., 2019	i1, i3, i5, i14	Improving the status of teachers in society (using all media and improving livelihoods)		
6/2	1		i11	Programs where experienced teachers are professional ambassadors and discover new talents		
12/5	2		i6, i12	Elevating Farhangian University's Status Among Other Universities		
25	4	Lindsay, B 2021 Toropova, A. Myrberg, E. Johansson, S 2020.	i1, i6	Independence and immunity of teachers' parties and organizations		
100	16	Total				

Based on the findings presented in Table 6, one core code named spiritual support was identified in the category of community interaction and cooperation, with six open codes. Among the open codes, in the order of priority, the open codes of

improving the position of the teacher in society (use of all media and improving livelihood) with 37.5% and independence and immunity of teacher parties and organizations with 25% had the highest frequency.

Table 7 - Key categories of human resources

Percent	Abundance	Source code		(Open Codes)	Main concepts (axial codes)	Key categories)optional(
		Background research	Interview			
6	2	Abdollahi (2022)	i11	Use of student teachers in the final year	Academic arrangements	human resources
3	1		i8	Use of 12-hour university students (both students in the same class)		
3	1		I8	Employing Students During Internship Days		
9	3	Abdollahi (2022)	i8, i14	Shortening Study Period (Associate Degree)		
6	2		i8, i14	Closing the program in three days and teaching in another three days		
12	4	Abdollahi (2022)	i6, i7, i9	Using Student Teachers' Capacity to Study at Other Universities		
3	1		i13	Attracting Final Year Students from Other Universities		
9	3	Abdollahi (2022)	i8, i13	Training and Employing Graduates of Other Universities		
6	2	Organizational Manual (2023)	i6	Employing Retired Teachers	Arrangements of the Education Organization	
15	5	Abdollahi (2022)	i7, i3, i14, i11	Reducing the Number of Support and Administrative Staff		
9	3	Organizational Manual (2023)	i4, i5	Teaching by Assistants, Managers, and Administrative Staff		
6	2	Abdollahi (2022)	i14	Increasing Mandatory Teaching Hours		
6	2	Organizational Manual (2023)	i14	Raising the Ceiling of Hourly Teaching		
6	2		i12, i2	Flexibility in Working Hours and Methods		

				(Online or Distance Learning)		
100	33	Total				

Based on the findings presented in Table 7, two core codes were identified in the human resources category with the titles of university arrangements and AP arrangements, which had 14 open codes. Among the open codes, according to the order of priority, the open codes of reducing the number of support and administrative staff with 15% and using the student education capacity of teachers in other universities with 12% had the highest frequency.

Discussion

Iran's education system is facing a significant teacher and human resource shortage. Despite various organizational efforts to address this issue, the challenge remains unresolved, necessitating the exploration of new solutions. Engaging experts, consulting individuals directly affected, and analyzing successful international strategies could offer valuable insights. This study seeks to answer the critical question: What strategies can be implemented to mitigate the teacher shortage crisis?

The research identifies five key themes: policy reforms, recruitment strategies, financial incentives, community involvement, and human resource management. These findings align with Lindsay's (2021) research, which emphasized the role of financial support, fair treatment, and job security in teacher retention. Similarly, Pedoski et al. (2016) highlighted salary increases, professional development, and improved working conditions as essential factors in attracting and retaining educators. Tropova et al. (2020) also stressed that opportunities for professional growth play a crucial role in keeping teachers in the profession.

In terms of policy interventions, the study suggests prioritizing curriculum revisions, removing redundant topics, preventing teacher transfers to non-profit schools or administrative offices, and strengthening Farhangian University. Studies indicate that excessive textbook content negatively affects student performance (Joan Chalek & Shukri, 2014) and creativity (Tawakkal Boghda & Marashi, 2015). Simplifying curricula and removing unnecessary subjects could reduce the demand for teachers. Furthermore, shifting educational responsibilities to private institutions exacerbates staffing shortages, making it essential to limit such reallocations.

Farhangian University plays a vital role in preparing teachers and education professionals in line with the Islamic Republic's educational framework. However, it faces significant challenges, including limited infrastructure, faculty shortages, and financial constraints. Strengthening this institution could provide a long-term solution to the teacher shortage.

Financial incentives are also crucial in addressing this issue. The study highlights the need for salary reforms, improved living conditions, banking and housing subsidies, and comprehensive support systems for teachers. Low salaries and insufficient benefits discourage young professionals from entering the teaching field and drive existing teachers to leave. Research shows that competitive compensation, financial stability, and performance-based rewards enhance the attractiveness of teaching careers (Allegretto & Mishel, 2020). Additionally, providing housing assistance in high-cost areas could improve teacher retention (Yun et al., 2020). Without addressing these financial challenges, the teacher shortage is likely to persist. Recruitment policies also play a vital role in solving this crisis. Findings suggest that hiring competent administrators, reforming recruitment procedures, and easing strict hiring criteria are essential steps. The rigid admission standards of Farhangian University discourage many from pursuing teaching careers. Adjusting these criteria in alignment with national employment needs could help attract a larger pool of qualified candidates. Moreover, enhancing the social status of teachers, leveraging media to improve public perception, and ensuring the autonomy and security of teacher organizations are critical. The financial struggles of educators and ongoing union protests over wages and benefits have made teaching a less appealing profession for younger generations. Addressing these issues requires coordinated efforts from policymakers, education authorities, and media representatives.

In terms of human resource management, key recommendations include reducing administrative staff, utilizing student teachers from other universities, and shortening training periods for certain fields. Collaborating with universities to train future educators can be an effective way to meet staffing needs. According to Article 28 of Farhangian University's statute, when certain teaching positions cannot be filled through the university's standard training programs, graduates from other institutions may be recruited,

provided they complete a one-year skills training course (Farhangian University Statutes, 2013). Additionally, accelerating training for certain teaching fields can facilitate a quicker transition of new teachers into schools.

Considering Iran's ongoing challenges in teacher staffing, a comprehensive, multi-pronged approach is necessary. Implementing the strategies outlined in this study could help address the issue effectively. Education policymakers, planners, and human resource managers should tailor these solutions to their specific regional and institutional contexts.

Research-Based Recommendations:

- Restrict the reassignment of teachers to non-profit schools and administrative roles.
- Expand Farhangian University's campuses, particularly in Alborz Province, to accommodate more students.
- Hire additional faculty members to match increasing student enrollment.
- Increase funding for Farhangian University.
- Provide banking and housing subsidies to teachers.
- Enhance welfare programs for educators.
- Reduce administrative staffing to prioritize direct teaching roles.
- Utilize student teachers from other universities as a supplementary workforce.
- Shorten training durations for certain fields to expedite teacher deployment.

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