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**ABSTRACT**

of the dissertation for the degree of Doctor of Philosophy

**SOCIAL-PSYCHOLOGICAL CHARACTERISTICS OF  
HUMAN RESOURCE MANAGEMENT IN  
ORGANIZATIONAL OPERATIONS**

Speciality: 6114.01 – Social Psychology

Field of science: Psychology

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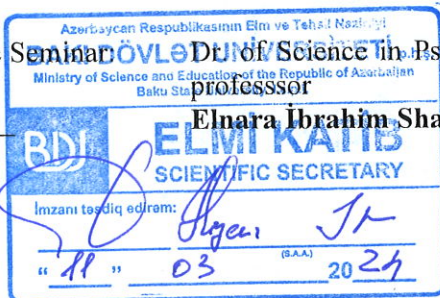
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# INTRODUCTION

**Relevance of the topic and degree of elaboration.** The process of managing human resources in the organization and operation of enterprises is a whole system organized for the purpose of carrying out tasks in the fields of science, production, and services based on a scientific-strategic approach. In this system, there is a specific hierarchy of rulers and ruled. Appropriate rights, duties and functions are provided for those operating at each level of the hierarchy. Each of them is regulated on the basis of directive documents established by the relevant state bodies and private organizations. The central subject of the mentioned issues is human relations. In each enterprise, these relationships have their own essence. Therefore, the problem of human resources management in the organization and operation of enterprises is one of the topical topics widely studied in social psychology.

The management of human resources becomes more complex in organizations and enterprises where they gather more. In order to achieve high results by correctly directing the activities of enterprises, the resources of the personnel working there should be properly directed and used efficiently. *"Management of human resources is the process of managing areas that meet the goals of the organization. Human resources management includes areas such as their selection, recruitment, performance evaluation, professional development, safety and health, ensuring their future success, and active participation in business relations"*<sup>1</sup>.

The scientific basis of management is the knowledge system. Studies conducted in the field of management in different periods provide us with rich material. It can be concluded that the activity aimed at organizing and regulating the activities of the managed enterprise and people in the field of management is established by studying (diagnosis), measuring the level of training of personnel (attestation) and accompanying (management). *"Psychological*

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<sup>1</sup> Gordeev, A.E., & Cherdantsev, V.P. (2015). Human Resource Management. Perm: Perm State Agricultural Academy. [Original title: Управление человеческими ресурсами]

*guarantee of human resources management is a set of technologies, measures and procedures, principles of their application, which include the psychological mechanisms of human activity acting as a subject of labor, collective activity and social unity, the use of its examples. The role of psychological support is to optimize the economic, organizational, informational and hygienic conditions for employees' activity"*<sup>2</sup>.

It is also important to conduct research in this direction so that personal interests, vital goals, and personnel directions are aligned with the goals and tasks of the enterprise. The enterprise's goals should be clear to the personnel. It is more efficient for them to allocate their resources to the activities of the continuously working enterprise, to engage in the development process, and to achieve high results within a specified time frame when it aligns with their personal interests. If human resources are properly managed, specialists have a clear idea of what and how to do to achieve high results. Personnel are stimulated to act and move towards results. They should build their activities according to their individual style, correctly determine their psychological potential, share their activities, own their emotions, be interested in protecting the psychological climate of the enterprise, etc. Experience in acting purposefully in such matters arises. In this case, the specialist works by integrating into the collective's work, which is based on the general goals of the enterprise and is directed towards improving results. In fact, this process is not so simple. On the other hand, the socio-psychological basis of this process should be clarified and scientifically explained to adapt human resources management in each field to the activity of the enterprise. Taking into account what has been mentioned, the research topic was defined as "Social-Psychological Characteristics of Human Resource Management in Organizational Operations".

Numerous studies have been conducted in the field of human resources management in the organization and operation of enterprises both in foreign countries and in Azerbaijan. The fundamental topic that

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<sup>2</sup> Mitina, L.M. (2014). Psychology of Personality and Professional Development of Educational Subjects. Moscow, Saint Petersburg: Nestor-Istoriya. [Original title: Психология личностно-профессионального развития субъектов образования]

attracts attention in this field is the management of personnel activities in organizations. A. Fayol, who is considered the founder of management science, and his colleagues G. Emerson, F. Taylor, G. Ford approach the management process from the point of view of the relationship between science and art. From contemporary researchers such as V.L. French, E.A. Loske, D.E. Yusifov, U.K. Alakbarov, R.Z. Rahimli, Z.Z. Habibova, R.B. Aliyev, M.I. Həsənov, H.Y. Ersoz, L. Shahin, M. Arslan, E.A. Klimov, and others worked in the direction of investigating the relationships for the development and growth of the institution, entrepreneurial personality, psychology of labor, and social-psychological methods of management by emphasizing the necessity of a new approach to human resources in all areas of society.

Specifically, personality and interpersonal relationships underlying the social-psychological problems of human resource management have been studied by C. Kelley in cognitive, A. Bandura, and C. Rotter in social-cognitive, and K. Lewin in gestalt psychology directions. L. Festinger explored the resolution of dissonance situations for individuals experiencing internal or external conflicts. Researchers such as R.S. Lazarus investigated ways to discover the internal resources of personality in emotional perception motivation, O.A. Konopkin in self-organization, S.I. Seyidov in creativity, R.I. Aliyev in ethnic psychology of personality, and M.S. Aliyev in self-regulation.

Personality and group relationships in management, as well as the social-psychological explanation of personnel activity, are elucidated by researchers such as Sh.T. Guliyeva, M.B. Aliyeva, E.A. Mammadova, P.V. Rasulova, I.V. Denisova, K. Prutkov, and E.R. Grozina. Efficiency, quality, and results-orientedness, important issues in management, are addressed by researchers including P.F. Drucker, M. Armstrong, V. Zigert, L. Lank, E.L. Erina, and S.D. Yakusheva.

L.S. Batrakova, taking a more concrete approach, has clarified the evolution and modern specifics of the understanding of human resources. T.A. Quliyev and T.S. Kabachenko analyze the psychology of human resource management, while Y.M. Zabrodin examines the consideration of personality psychology in managing human

resources. S.N. Moskvina and E.A. Kostromina illuminate how this issue is approached in educational institutions, and U.L. Mertin explores the necessity and effectiveness of human resource management in educational institutions. H. Uygur investigates the impact of training and development activities on employee motivation in managing human resources, while A.E. Gordeev, V.P. Cherdantsev, and S.I. Seyidov work in the direction of management psychology. Q. Larionov proposes suggestions for the formation of innovative practices in this field.

Dissertation works close to the subject of our research include P.Y. Turchayeva's "Mechanisms of increasing efficiency in the human resources management system of the enterprise," L.V.Saubanova's "Human resources management service as the main factor of social production in labor collectives in new economic conditions," T.Y.Bazarov's "Social-psychological methods and technologies of personnel management in the organization," and "Social-psychological mechanisms of information influence on human resources management in the region" by V.V. Lukin.

Another direction was the study of psychological climate conditions in the collective in the management of human resources. V.B. Olshansky, G.A. Vinogradova, A.M.Isayeva, and N.B.Cheldishova investigated the impact of the social psychological climate on mutual relations and labor activity in the enterprise in their research. The role of psychological service in the field of human resources management in the organization and activity of enterprises is clarified in the works of R.I.Aliyev on the theoretical and practical issues of psychological service to schools, S.Sh.Nuriyev, and D.R.Ibrahimov on the implementation of social-psychological service in education.

**The object and subject of the research.** The object of the study is the management of human resources in the organization and operation of educational institutions.

The **subject** of the study is the socio-psychological features of human resources management in the organization and activity of educational institutions.

**Research goals and objectives.** The purpose of the study is to determine the socio-psychological characteristics of human resources management in the activity of educational institutions. The research aims to solve the following tasks:

- to investigate the theoretical issues of the human resources management problem in the organization and operation of enterprises, to bring new scientific approaches and proposed provisions to the center of attention regarding its socio-psychological problems;

- to give a psychological explanation of the concept of human resources, to clarify which structures are important in the management of enterprises;

- develop a methodology for researching the problem of social-psychological characteristics of human resources management in the organization and operation of enterprises;

- show directions of human resources management in enterprises;

- to determine the ways of creating a favorable social and psychological environment for the use of human resources in the organization and operation of enterprises;

- to clarify the socio-psychological aspects of the work conducted with human resources in the formation of professional competences of those who manage and those who are managed in educational institutions, to determine the ways of realizing their psychological resources through motivation and stimulation.

**Hypothesis of the study.** If the management personnel who manage human resources in the organizational activity of the enterprise have social psychological knowledge in this field, if they benefit from the psychological factors that affect that process, if they show appropriate effects as a guide to their own management style, then the work of human resources management in the collective can be organized effectively.

**Research methods:**

- to obtain information related to the problem, surveys have been conducted on "Self-Assessment Questionnaire for Personnel Managing Human Resources in Organizations" and on "Self-Diagnostic Program" with students, including surveys on "Real Self" - "Ideal Self", "How Am I?", and "Determining the Level of Claims";

- assessment: tests such as the "Leadership Style Determination Test" with leaders, teachers, and students, the methodology of the "COS-1" test, the "Conflict Resolution Test" by Knoblox-Falkonett, the "Investigation of Response Reactions in Conflict Situations" test by K.N.Tommas, the "Evaluation of Leadership Communication and Organizational Skills" test for leaders, the "Determination of Emotional Distress Level in Teachers" test, and the "Assessment of Intellectual Potential Test" with students have been implemented;

- experiment: The impact of changes occurring in specialists responsible for human resources management due to testing proposed hypotheses on the pedagogical staff and students' academic results has been studied;

- mathematical and statistical analysis: The results of survey questionnaires, tests, and experiments have been generalized, and correlations have been established.

**The main provisions defended:**

1. 1. Proper planning, control, decision-making, monitoring, and evaluation in organizational activities enable human resources to be managed more optimally.

2. The social-psychological aspects of the work carried out in modern management concerning human resources require the revelation of psychological resources of personnel, the creation of a conducive environment for their effective utilization, the recognition of personnel's own responsibility in the overall activities of the institution, and their active involvement in this process.

3. The management of human resources in the organization and operation of institutions is regulated based on social-psychological factors that affect this process. Among these factors, social-psychological relationships within the institution, mutual responsibility, the status of colleagues, creativity resources, and leaders' synergetic approach to personnel are essential.

4. When a conducive environment is created for the utilization of human resources in the organization and operation of institutions, and motivation and stimulation are provided, it is more effective to direct personnel towards results by revealing their social-psychological resources.



5. Aligning the shaping of professional aspirations in students with the main goal of organizing and managing the activities of institutions enables achieving common goals while meeting the main objective of shaping professional aspirations in human resources.

**Scientific novelty of the research.** The dissertation work explores the problem of managing human resources in the organization and operation of institutions based on the experience of vocational education institutions. Theoretical and practical approaches concerning the methods and means of implementing these tasks in specific conditions are presented. The distinction between managing human resources and personnel management is emphasized. Unlike organizational and administrative methods based on requirements and obligations applied in personnel management, activities focusing on social-psychological nature, spiritual-psychological motivation, and stimulation are highlighted. The objectives, tasks, functions, and principles of developing the psychological resources of personnel are outlined, and relevant methodologies are applied in this direction. Leadership qualities, skills, personal qualities, and professional competencies required from leading personnel for enhancing the effectiveness of teachers' and students' activities by utilizing human resources more efficiently and scientifically are systematized. Guidelines for applying managerial experience in creating a positive psychological climate in the collective for the purpose of reconciling leadership and employees' interests in the specific activities of vocational education institutions are provided. The importance of considering social-psychological factors in the effective management of human resources in the organization and operation of institutions is emphasized for stimulating activity.

**Theoretical and practical significance of research.** The results obtained from research can enrich the theories proposed in social psychology, personality psychology, educational psychology, and general psychology, and the ideas and theories of foreign psychologists can be used in the application of Azerbaijani psychology. The theoretical significance of research, as well as the management of personnel, depends on concrete socio-psychological approaches to human resources. In the psychological approach to

human resources, organizational and administrative rather than specific scientific principles are expected. In this approach, it is assumed that in the understanding of human resources in the education system, the emphasis is on the spiritual-psychological potential of personnel, their suitability for the efficient operation of the institution, their professionalism in specialist training, their ability to align their activities with those of the institution, and their ability to develop creative and professional qualities for common purposes. This approach to organizing and operating institutions requires those responsible for managing human resources in the organization to make more effective use of the knowledge and skills of the employees and students working and studying in the organization. The implementation of these principles by leaders requires scientific knowledge and experience in social psychology. Methods and methodologies applied in research, experiments conducted, results obtained, and proposals made can help increase the theoretical and practical knowledge of specialists, psychologists, educators, and students working in the field of managing human resources in the education system, as well as in the application of professional activities and teaching processes.

**Approval and Implementation.** The approval of the research results has been confirmed in 8 published articles and 4 theses. The results of the research were discussed at the Psychology Department of Azerbaijan Languages University and presented at international and regional conferences.

**Name of the organization where the dissertation work was carried out.** The dissertation was carried out at the Psychology Department of Azerbaijan Languages University.

**The volume of separate structural sections of the dissertation is indicated separately, with the total volume of the dissertation marked with an asterisk.** The dissertation consists of an introduction, three chapters, conclusions, a list of references, and appendices. The Introduction section of the dissertation is 11 pages, 21,056 characters; Chapter I is 43 pages, 77,056 characters; Chapter II is 27 pages, 51,954 characters; Chapter III is 49 pages, 79,529 characters; Conclusion

section is 5 pages, 10,163 characters. The total volume of the dissertation, excluding the list of references, is 239,758 characters.

## **THE MAIN CONTENT OF THE DISSERTATION.**

In the **introduction**, the relevance of the research is justified, the object and subject, purpose, scientific novelty, tasks, and methodological basis are explained, as well as the research methods used, scientific innovations of the research, theoretical and practical significance, arguments in defense, and comprehensive information about the results are provided.

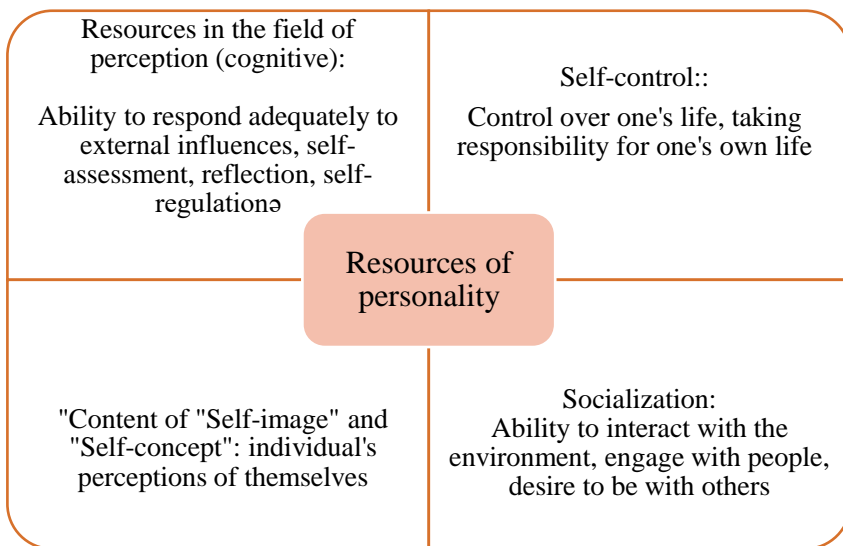
**The first chapter of the dissertation** is titled "**Theoretical Issues of Managing Human Resources in Organizational Structure and Activities.**" This chapter consists of three paragraphs.

In the first paragraph, titled "*The Social-Psychological Nature of the Concept of Human Resources*," the nature of this concept is clarified from a social-psychological perspective. It is noted that in social psychology, the term "human resources" is understood as the general potential of social-psychological organizations, such as "psychological potential" (L.S.Rubinstein), "sources of personality" (V.V.Lukin, L.V. Saybanova, R.Lazarus, F.Luhans, S.Yozef, etc.), "subjective activity," "skills," etc. Other researchers (P.F.Druker, R.Y.Turçayeva, T.M.Şukayeva, A.M.Imran, etc.) further specify psychological resources as "personal potential," "social adaptability," "mental resources," "intellectual resources," "spiritual resources," etc. Y.Pakhomov, E.Yemelyanov, and S.Yemelyanova categorize psychological resources into three directions: internal, external, and hidden resources. Based on the analysis of research conducted by scholars (Z.Freud, R.S.Lazarus, L.Festinger, V.N.Chumakov, T.S.Kabachenko, etc.) on human resources and their types, it can be observed that these resources are viewed from two aspects in social-psychological content: spiritual resources and intellectual resources. These concepts elucidate organizations related to human resources, emphasizing aspects such as self-esteem, self-regulation processes, psychological knowledge and skills resources, and personal potential.

The second paragraph of the first chapter, titled "*The Literature Review of the Research*" explores theoretical sources related to the issues. The psychology of management in institutions and organizations, working with human resources, developing and directing them, has been extensively researched in the world. Additionally, various aspects of the individual's activity in the labor collective have been reviewed from different perspectives. Researchers, including R.S. Lazarus focusing on emotional aspects of motivation perception, O.A. Konopkin examining the functional essence of self-regulation, S.I. Seyidov delving into management psychology and the phenomenology of creativity, and M.S. Aliyev developing a conceptual model of self-control, have investigated the internal dynamics of individuals and the organizational factors that influence their motivation. Social psychology of the collective, psychological supervision of organizations and personnel, formation of innovative practices in educational institutions (Q.Larionov, E.L.Erina, Q.B.Morozova, S.D.Yakusheva, etc.) have also been addressed. Furthermore, the nature of the problem is elucidated in the psychology of human resource management, and the management of human resources in educational institutions. Issues such as communication problems in establishing mutual relations in organizations, regulation of training conditions, and the responsibilities of managers in this field have been the subject of research.

Another direction we address regarding the problem is the significant influential factor of "psychological climate in educational institutions" in managing human resources (V.B.Olshansky, G.A.Vinogradova, A.M.Isayeva, N.B.Cheldysova, H.K.Mammadov). The role of psychological service in managing human resources in the organization and activities of institutions has been explored by researchers such as R.I.Aliyev, L.Sh.Amrakhly, S.Sh.Nuriyev, D.R.Ibrahimova, A.D.Yevmenyev, E.M.Sazonova, and V.V. Lavrov. R.I. Aliyev emphasizes the importance of management activities in the enterprise and notes that "*the management process, being a complex system, is creative work and requires deep psychological knowledge from the management. In addition, the system of relations, its*

consideration also suggests that each management must acquire psychological knowledge and apply it in practice as a necessary quality”<sup>3</sup>.



**Figure 1.** Key Psychological Resources Essential for Personality Development

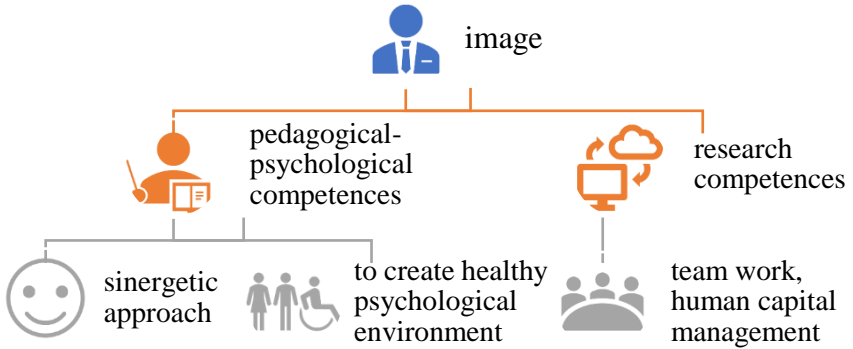
The third paragraph is titled "*Methodology of Problem Research.*" In this paragraph, the methodology of the problem research is elucidated. Information is provided regarding the Baku State College of Communication and Transport and Baku Technical College, which served as the research sites and are affiliated with Azerbaijan Technical University. The stages of the research and the activities carried out during those stages are outlined.

Based on our analysis, we have summarized our perspective as follows: there are three primary responsibilities for management

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<sup>3</sup> Aliyev, R.İ. (2012). Məktəbə psixoloji xidmət: nəzəri və praktik məsələlər [School Psychological Service: Theoretical and Practical Issues]. In Müasir təhsilin psixoloji problemləri [Psychological Problems of Modern Education] (pp. 21-83). Baku: Mutarcim.

personnel overseeing the enterprise's operations: 1) managing employees (personnel), 2) overseeing production and technology, and 3) handling information. Each of these responsibilities entails additional tasks.



**Figure 2.** The main aspects characterizing personnel managing human resources in the activity of an educational institution

Stage I: Theoretical analyses were conducted covering the period from September 2019 to March 2020, the literature review of the problem was studied, and research directions were identified.

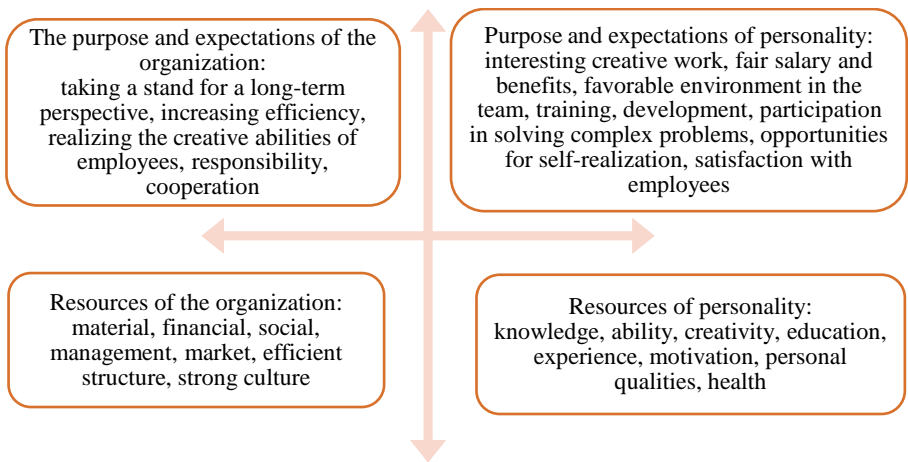
Stage II: From April 2020 to October 2021, objectives and tasks were defined, the research methodology was established, and initial materials were collected.

Stage III: Spanning from November 2021 to April 2022, experimental and control institutions were distinguished, guidelines for determinative and formative experiments were prepared in four directions, and the process was organized.

Stage IV: Encompassing the period from October 2022 to February 2023. During this time, the results of practical work conducted on the socio-psychological issues of managing human resources in the institutions where the research was conducted were generalized.

**The second chapter, titled "Regulating the Process of Managing Human Resources with the Influence of Psychological Factors in the Activities of Institutions,"** consists of two paragraphs.

In the first paragraph, the *"Social-psychological problems conditioning the efficient management of human resources in the organization and activities of institutions"* are explored. It becomes evident that for the more efficient management of human resources in the organization and activities of institutions, creating a conducive psychological environment within the workforce is paramount. The creation of a conducive psychological environment primarily hinges on the integration of organizational and human resources, ensuring their unity. Both organizational tasks and the selection of personnel are regulated based on scientific principles to ensure the organization's continuous and sustainable operation. Moreover, a specialized, individualized, and differentiated coordination system specific to the institution is established. Initial diagnostics with personnel are applied through the creation of a monitoring and evaluation system to determine the accuracy of the results, ensuring their intellectual, moral, and psychological resources are appropriately relocated and developed.



**Figure 3.** The scope of socio-psychological problems in the organization and management of the activities of enterprises

In the second paragraph, titled *"Considering Social-Psychological Factors in the Management of Human Resources as one of the Key Factors Optimizing the Activities of Institutions,"* the problem of

managing human resources in the activities of institutions is viewed as a comprehensive social-psychological system. The necessity of adhering to a set of principles and expecting synergy in managing human resources is emphasized. The importance of having a general understanding of the age, gender, and social-psychological characteristics of management subjects, collective activity subjects, and individuals representing the social group, as well as diagnostic results, is highlighted. *"This allows us to understand the psyche of individuals. This, in turn, exerts a strong influence on their life philosophy, mission, beliefs, willpower, labor activity, etc. All this affects the performance of companies as a major factor."*<sup>4</sup>

By analyzing the sources, we identified modules that could be effective for implementation in the colleges we researched.

**In the third chapter, "Application of human resources management experience to the activity of secondary vocational education institutions"** is studied. The second paragraph, entitled *"Considering the Characteristics of Vocational Education Institutions in the Application of Social-Psychological Technologies to Managing Human Resources,"* analyzes the normative documents regulating the management of human resources in the Baku Technical College and the Baku State College of Communications and Transport, affiliated with Azerbaijan Technical University.

Initially, the organizational skills of the managerial staff were determined using the self-assessment methodology. According to the results, this indicator was 85% for RNK and 84% for TK. They had primarily rated themselves highly across the four modules. The COS-1 method yielded more objective results, which were slightly lower than those of self-assessment.

The next research involved tutors. The results of the "Social Intelligence" survey conducted with them were closely matched. Tutors from both colleges showed average results on the five-point

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<sup>4</sup> Guliyeva, S.T. (2018). Management Psychology and Sociology [İdarəetmə psixologiyası və sosiologiyası]. Baku: University of Economics.



scale. To determine the ability of teachers to manage their psychological resources, we first assessed their level of preparation in this area.

Following these tests, we identified emotional distress situations based on the adaptation of K. Maslach, S. Jackson, and N.E. Vodopyanov's tests for modern teachers. It became clear that the initial results obtained at the colleges we researched were largely consistent. The test results of professionals responsible for managing human resources (leadership, tutors, and teachers) were not significantly different between the two colleges. Some results were superior in Baku Technical College, while others were in Baku State College of Communications and Transport.

The second paragraph of the third chapter is titled *"Creating a Positive Social-Psychological Environment in the Organization and Activities of Institutions to Manage Human Resources."* To achieve this goal, we conducted research to learn about the psychological climate conditions that encompass personnel working with human resources in colleges. For this purpose, we developed a methodology called "Research on the Psychological Climate in the Collective," which includes examples such as H. Eysenck's "Assessment of Personal Psychological Situation," A.F. Fidperin's "Assessment of Psychological Climate in the Collective," and "Study of Interpersonal Relationships in the Pedagogical Collective."

Finally, when we collected answers to the options, the possible range of scores was between 6 and 24. The high level of scores collected indicates a good evaluation of mutual relationships in the collective. The results of the *"Study of Interpersonal Relationships in the Pedagogical Collective"* survey revealed that the leadership staff of the Baku State College of Communications and Transport approaches this matter more positively.

### **Interpersonal interaction in the pedagogical team results of an attitude study survey**

**Table 1**

P.p	Baku State College of Communication and Transport				Baku Technical College			
	management personnel		tutors		management personnel		tutors	
	bal	faiz	bal	faiz	bal	faiz	bal	faiz
1.	16	66,6 %	13	50,1 %	21	87,5 %	15	62,5 %
2.	15	62,5 %	13	50,1 %	13	50,1 %	13	50,1 %
3.	13	50,1 %	12	50,0 %	12	50,0 %	12	50,0 %
4.	12	50,0 %	11	45,8 %	19	79,1 %	16	66,6 %
5.	13	50,1 %			14	58,3 %		
6.	19	79,1 %			15	62,5 %		
7.	14	58,3 %			16	66,6 %		
8.	15	62,5 %			20	83,3 %		
9.	20	83,3 %			15	62,5 %		
10.	11	45,8 %			10	19,0 %		
Yekun	60,8 %		49,0 %		61,8 %		57,3 %	

60.8% of managers believe that mutual relations in the team are at a good level. In Baku Technical College, this indicator is 61.8%. In this college, the indicator is superior.

After these diagnostic works, we applied practical works at the next stage. The events were divided into two parts.

Part I covered management personnel and tutors. In this part, management personnel and tutors were invited to participate in the experiment on "Management of psychological resources in the collective".

Part II with teachers and students. Measures aimed at improving the psychological climate in the collective, uncovering the psychological resources of teachers and students, and managing them.

In order to organize formative experiments, experiments were conducted in the Baku State College of Communication and Transport with the aim of revealing the skills and competences of personnel working with human resources and increasing their professional competence. In the program, we have also included measurement tools related to the actual issues in human resources management and evaluation of professional skills and competences of personnel.

After the second stage, the tested were able to group the factors affecting the development of internal resources, to clarify whether they are more related to personal life or work.

In the third paragraph, *"The role of social-psychological experience in activating the psychological resources of personnel"* was studied. These works were carried out in the direction of activation and actualization of the psychological resources of the management personnel. The work we conducted in the experiments with the management staff and teachers of the Baku State College of Communication and Transport, the psychological effects we exerted on them created a number of independent changes. These changes have improved the human resource management of the college. The process of forming their professional skills was organized more effectively.

### **Results of self-professional evaluation of management personnel on modules**

**Table 2.**

Colleges	Before the research	After the research
Baku State College of Communication and Transport	85 %	91 %
Baku Technical College	84 %	86 %

In the initial diagnosis, the high level of self-assessment among senior staff at the Baku State College of Communication and Transport was 85%. At the end of the study, the indicator increased by 6% to 91%. Changes in Baku Technical College were 2%.

### **Results of the "Social intelligence" survey with tutors**

**Table 3.**

colleges	Before the research		After the research	
Baku State College of Communication and Transport	3,5 points	58,3 %	4,6 points	76,6 %
Baku Technical College	3,6 points	60,0 %	3,9 points	65,0 %

Table 3 describes the tutors' communication style. Before the research, 3 out of 4 tutors in the Baku State College of Communication and Transport had a cooperation style, 1 person had an agreeable style,

and 1 person had an adaptation style. After the research, cooperation style was recorded in 3 people and adaptation style in 1 person.

No changes were recorded in the tutors of Baku Technical College. We checked the changes in teachers on the basis of "Indicators of pedagogical qualities of teachers by levels" that we conducted with them. Table 4 summarizes the results of the primary study. In conclusion, the indicators of teachers have also increased. According to the results, there were 8.4% changes in the indicators of teachers' pedagogical qualities at the Baku State College of Communication and Transport.

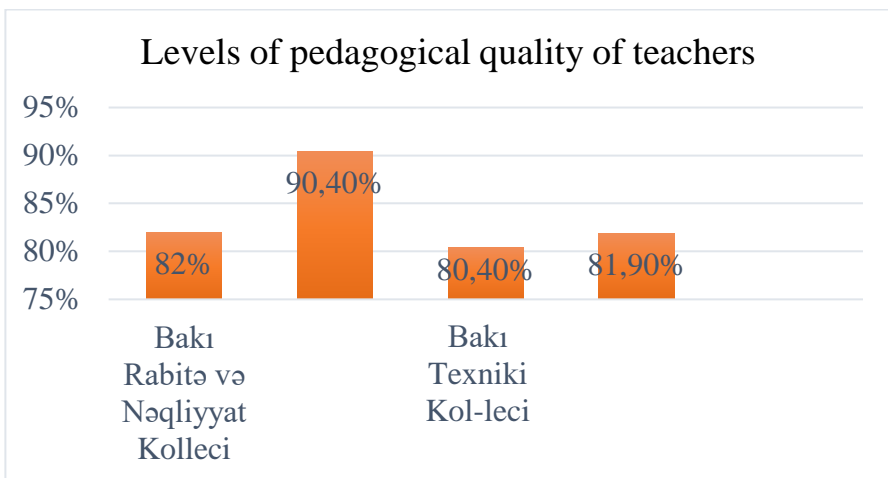
### **Indicators of teachers' pedagogical qualities by levels**

**Table 4.**

Baku State College of Communication and Transport				Baku Technical College			
initial result		final result		initial result		final result	
17,3 point	82%	19,0 point	90,4 %	16,9 p.	80,4 %	17,2 bal	81,9 %

In Baku Technical College, those changes were only 1.5%. This, of course, was achieved thanks to the research we conducted with the staff of the Baku State College of Communication and Transport (leaders and teachers) in order to reveal their psychological resources and direct those resources to the general goals of the institution, that is, to the pedagogical activity.

According to the results, the importance of our work with managers and teachers was that we obtained accurate information about the skills and competences (attention, memory, thinking, intelligence) of those working in the communication system and computer services operating systems, in which area it is necessary to develop oneself. were informed about.



**Figure 5.** Changes in teachers' pedagogical quality

The teachers gained experience in developing competencies, utilizing their internal resources, and managing them effectively. Additionally, there was an improvement in teachers' pedagogical communication and interest in one-time operations. These changes were influenced by the management personnel of the college. Overall, the improved psychological environment encouraged each employee to develop and actualize themselves, leading to increased motivation and activity interests. This resulted in the mobilization of human resources within the college and the discovery of inner capabilities by individual representatives.

The analysis and research conducted in the dissertation have led to the following generalizations and conclusions:

1. Properly organizing staff work and considering their potential lead to a clear understanding of their role in improving the enterprise's activities. This fosters adequate relationships and communication, helps avoid conflicts, and creates a positive psychological climate within the collective.

2. Creating an environment for specialists' self-realization occurs when management personnel enable them to realize their professional

potential, activate themselves, and engage in free thinking. The effectiveness of this activity increases when three main approaches are utilized together:

a) Educational methods based on internal control of personnel lead to internal changes, with employees directing these changes themselves.

b) External influence through educational methods directs behavior, leading to internal changes through the satisfaction derived from positive results.

c) Continuous development of skills and competencies through various means such as conversations, discussions, and training sessions helps personnel understand and affirm themselves as professionals.

3. Establishing subject-subject relations between managers and subordinates motivates them to expect hierarchy in mutual relations while utilizing their rights creatively. This fosters creative performance and reliance on their own capabilities.

4. Managing human resources in enterprises by fostering a favorable working environment and resolving conflicts positively contributes to employees' self-awareness as professionals, reduces emotional tensions, and strengthens interest in joint activities, ultimately enhancing enterprise efficiency.

5. Teachers' utilization of psychological resources and motivation of students to be active increases students' self-actualization and institution efficiency. Providing motivation and stimulation is crucial for utilizing psychological resources effectively.

6. Creating interest in students to use their own resources and fostering a positive attitude among managers and teachers increases students' confidence in their internal potential, encouraging knowledge expansion.

7. Achieving high results in enterprises relies on a synergistic approach to management, emphasizing the discovery and purposeful utilization of personnel's psychological resources by managers. Effective relations with personnel, quality training, and a favorable psychological climate are essential for success in activities.

8. Our work in human resource management colleges has demonstrated that when managers acquire experience in obtaining complex information about their own and employees' professional competences, consider aspects of their psychological resources related to individuality, and strengthen positive tendencies in communication and mutual relations, they become familiar with effective learning methods. Awareness of management style, learning methods for determining social evaluation, management, leadership competencies, and creating conditions for personnel adaptation to work conditions and professional activity enhance positive interest and productivity among employees.

9. Research findings indicate that when management staff handling human resources gain experience in addressing challenging situations they encounter, and their employees also develop these skills, they learn to navigate psycho-emotional situations by adjusting behavior in problematic circumstances. Overcoming difficult situations related to personnel management, resolving conflicts, and establishing professional-emotional relationships with colleagues fosters a positive psychological environment in the collective, reflecting in the enterprise's activities.

10. Research highlights that interest in actualizing internal resources increases among management staff, tutors, and teachers when important tasks are set. In applying personal resources to management processes, discovering and actualizing management resources from global experience, typical of educational managers, becomes essential for enterprise activity. Evaluating personal management skills and competencies against modern requirements, providing scientific oversight of tutors' and teachers' activities, and developing a management style conducive to positive results in managing personnel's psychological resources are key.

11. Revealing and directing personnel's psychological resources towards enterprise operations, creating a functional network for managing these resources, and fostering a favorable psychological climate in the collective streamline the management process and mitigate employee conflicts.

12. Pedagogical relations, effective in utilizing human resources, develop further when personnel are treated fairly, strict control is maintained over assessment mechanisms, effective discussion methods are implemented, and positive trends in the moral and psychological environment are reinforced, fostering mutual understanding.

13. Socio-psychological knowledge and experience enhance the efficiency of leading personnel's activities, developing skills in adequately evaluating, persuading, and reducing emotional tension through accepting interviewee opinions in pedagogical approaches. Improved focus on work, enhanced skills in detecting human resource issues in company activities, collecting and applying new information on human resources, and taking proactive measures in human resource management are observed.

14. Results of leading personnel's human resources management experience also impact teachers and students' activities. Employees' business acumen and competitiveness increase, while collective self-defense against stress factors emerges during professional activities. Changes are seen in considering group interests, objectively evaluating others, caring for students in challenging situations, facilitating educational activities through dialogue, and conducting effective discussions.

15. Research reveals that self-regard and management skills of human resource managers significantly influence team dynamics. These leaders typically manage pedagogical collectives with a democratic style and foster positive relations among collective members and leaders. They adeptly regulate psychic energy potential, evaluate it according to requirements and values, and enhance their ability to collaborate with collective members and creatively organize professional activities.

***The general content of the dissertation work, the main provisions defended, as well as the results obtained during the research are reflected in the following articles and reports:***

1. Əhmədova, N.N. İnsan resurslarının qrup fəaliyyətində idarə olunmasının xüsusiyyətləri // – Bakı: Bakı Slavyan Universiteti, Elmi



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