

## **Review of Factors Contributing in Faculty Development Program of Pakistani Universities**

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### **Abstract**

The purpose of the study to analyze the effects of human resource development practices in the faculty development of Pakistani universities. This was a two folded study, i.e. to examine the existing HR practices being applied in higher education institutions of Pakistan for faculty development and to suggest an applicable faculty development model for universities. The study reviewed effect of HR practices i.e. training and development, performance appraisal, and working environment on organizational growth. Data was gathered from 525 faculty members, executive and administrative heads of social sciences departments of randomly selected ten public and ten private sector universities of Punjab. Structural equation modeling was applied to develop a model through AMOS Software version 21. The results of the study reflected that the above-mentioned HR practices positively contribute to faculty development program if implemented in true spirit.

**Keywords:** Human resources development, Human resource practices, Faculty development, Pakistani Universities

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**Introduction**

Human resource development (HRD) is an organized procedure through which individuals are trained individually or in groups to develop their skills and to make them self-reliant to achieve organizational goals. In the opinion of Mclean (2001), HR development is a systematic process that develops skills, experience, productivity, and more importantly, internal satisfaction. Likewise, Rao and Rothwell (2005), viewed HR development as a set of practices that significantly contributes to identifying and promoting obscured competencies of the employees of an institution. Furthermore, Werner and Desimone (2006) described human resource development as an unending process that enables individuals to achieve organizational goals. Whereas, Harris (2008), declared HR development as pre-arranged learning activities intended to promote individual and organizational goals.

It is a universal truth that economic development has been the top priority of developed nations and higher education is the key lever to achieve these objectives (Hussain, 2008). But regrettably, human resource development has been a neglected area in Pakistan and it is severely affected by a lack of budgetary allocation. Higher education of Pakistan needs more focus as it is still in an immature phase. The purpose of the study at hand is to analyze the existing HRD practices and to suggest an applicable HR model for faculty development. Hopefully, it will promote higher education if universities and other organizations induct HRD practices and apply the proposed model.

**Review of Literature**

Human resource development means to promote knowledge, skills, abilities, talent, creativity, and aptitude of the workforce of an organization (Burke & Ng 2006). It is admitted fact across the globe that the development of a nation largely depends on its workforce. As countries like China, Singapore, Hong Kong, Japan, and South Korea made an incredible development despite limited natural resource. According to UNDP (2007), the human resource development index of Pakistan is 136 out of 177. The human resource development area in Pakistan is severely damaged due to a lack of funds and trained staff. HR development has not been in the priorities of the Pakistani government. The government allocates a small amount for the HR development program (Aftab, 2007). In higher education, the majority of the universities have now realized its importance and established the HR department. As stated by Budhwani and McLean (2005) that HRD needs to be studied in a broader perspective in Pakistan. There are several components of HRD but the focus of the present study was to examine the effect of training and development, performance appraisal and working environment on the organizational development especially institutions of higher education (HEIs) in Pakistan.

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**Training and development**

It is widely recognized that in the 21st century the workplace would be the place of only trained and professionally developed workers. According to Mondy (2010), training and development are believed as the heart of persistent exertion planned to promote employee's proficiency and organizational performance. Training provides desired job skills to the recruits (Dessler, 2006). It is a crucial instrument to transform the capabilities of newly recruited into skillful and dynamic employees. Training and development develop vital competencies and enable individuals to confront present and future challenges. It is a continuous and organized process to transform the attitude, knowledge, and skill of employees to make them an effective performer. According to the Manpower Services Commission, 1981 training and development develop the potentialities of individuals to accomplish the needs of an organization.

**Performance appraisal practices**

Performance appraisal means measuring, evaluating, and influencing employees those attributes which are associated with their job and outcomes. Its purpose is to scrutinize individual and group performance of employees to improve productivity (Brown & Heywood, 2005). It establishes the current productivity of the employees and leads to how to get better. As Dessler (2006) stated, it compares the present and past performance and puts forward the strategies to enhance it. A transparent appraisal mechanism not only minimizes the behavioral and quality issues but also instigates the individuals to put it more. Furthermore, it assured to stay focused on a better performance. The appraisal mechanism needs to be transparent and compatible with the organizational culture (Soltani, Ebrahim, Meer & Williams, 2005). Similarly, Singh (2004) argues that appraisal can be applied for coaching and counseling to transform a preferred attitude and conduct.

**Working Environment**

The working condition of an organization plays an imperative role in attracting and retaining the employees. It is firmly believed that the working conditions of an organization positively affect the productivity of employees. The working environment of an organization is three folded. It comprises of the technical, human, and organizational climate. As Noah and Steve, (2012) stated that the working environment of an organization means the composition of mutual trust and understanding among the employees and employers and the working condition in which they have to work. The human environment means interaction between higher and lower hierarchy and team members within and outside the organization. Professional environment based on infrastructure, apparatus, mechanical setup, and latest technologies. Environmental factors like health, safety, and compensation benefit considerably influence the

performance of the employees (Jain & Kaur, 2014). As for as higher education institutions of Pakistan are concerned, there is a severe lacking of empirical practices to probe the campus environment.

### **Organizational Development**

Organizational development is a technique to bring a change in an organization aiming at improving organizational effectiveness (Wamwangi, 2003). Organizational development refers to such constructive activities by which an organization grooms the capabilities of individuals to work effectively and efficiently over a long period. According to USAID (2010), organizational development (OD) is a course of action of change according to the needs of the hour and it is an essential principle for survival in the global age. It is a set of designed activities based on humanistic democratic principles aiming at developing employees and organizational usefulness (Robbins & Judge, 2003). It prioritizes the entire performance of the organization (Singh, 2012). Furthermore, organizational development is a continuous effort carried out with the assistance of top management, to boost up the organizational vision, through learning, and problem-solving processes (French & Bell 1999).

### **Purpose of the study**

The primary purpose of the research work was to analyze the current faculty development practices being applied in public and privately managed universities of Pakistan and to develop such an applicable model that would not only enhance the performance of individual faculty members but universities also.

### **Delimitation**

The study was delimited to the public and private sector universities of Punjab province

### **Hypothesis**

The following hypothesis was formulated to test the effect of different human resource development factors on organizational development.

H1: There is a significant positive correlation between training and development and organizational development.

H2: There is a significant correlation between performance appraisal and organizational development.

H3: There is a significant and positive correlation between the working environment of an organization and organizational development.

## Methodology

The population of the study was public and private sector universities of Punjab province. Ten universities were selected from each sector as samples of the study using a random sampling technique. Data was gathered from the executive, administrative heads, and faculty members a self-developed and piloted questionnaire (HRDAS). Overall 525 respondents responded to the survey and shared their valuable opinion. AMOS version 21 was used for the analysis of collected data and (SEM) Structural Equation Modeling was applied to develop a model. Conclusions and recommendations were made based on the results given below.

Table 1

*Cutoff Criteria for model fit*

Measure	CMIM/DF	CFI	RMR	RMSEA	P Close
Terrible	> 5	<0.90	>0.10	> 0.08	<0.01
Acceptable	> 3	<0.95	> 0.08	> 0.06	<0.05
Excellent	> 1	>0.95	<0.08	>0.06	> 0.05

Source: Hu and Bentler (1999) Source: "Cutoff Criteria for Fit Indexes in Covariance Structural Analysis:

Table 2

*Model Fit Measures of the study*

Measures	CMIN	DF	CMIN/DF	CFI	SRMR	RMSEA	P
Close							
Threshold	-----	Between 1 and 3		>0.95	<0.08	<0.06	
>0.05							
Estimate	622.438	350	1.778	0.939	0.043	0.39	
1.000							
Interpretation	---	---	Excellent	Acceptable	Excellent	Excellent	
Excellent							

**Congratulation, your model fit is acceptable** (Source: Amos output; primary Data)

Table 3

*Model Fit Summary*

CMIN (Minimum Discrepancy)

Model	NPAR	CMIN	DF	P	CMIN/ DF
Default model	85	622.438	350	.000	1.778
Saturated Model	435	.000	0		
Independence model	29	4890.489	406	.000	12.046

Source: Amos output; primary Data

The CMIN and DF have no specific cutoff value for a fit model, while the CMIN divided by/DF (CMIN/DF) ought to be Between 1 and 3 for a model fit. The CMIN/DF

value of the suggested model was 1.778 which revealed the good model fit (See table 1 & 3).

Table 4

*Baseline Comparisons of the structural model*

Model	NFI Delta 1	RFI rho1	IFI Delta 2	TLI rho2	CFI
Default model	.873	.852	.940	.930	.939
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Source: Amos output; primary Data

Comparative Fit Index (CFI) estimates the overall improvement of the suggested model. CFI value .90 or above reflects a model an adequate fit. The CFI value of the developed model was .939 which showed the model a good fit (See table 1 & 4). Two other criterions were also kept in consideration while determining the adequacy of a model (Raykov& Marcoulides, 2006). The details of the other criteria are as under:

Table 5

*Root Mean Square Error of Approximation (RMSEA)*

Model	RMSEA	LO90	HI90	PCLOSE
Default model	.039	.034	.043	1.000
Independence model	.145	.142	.149	.000

Source: Amos output; primary Data

RMSEA calculates the degree to which the model approximates the data. The RMSEA value below than .05 is regarded as a good fit and below than .08 visualized as enough fit (Brown & Cudeck, 1993). A maximum-likelihood method was used method to estimate the goodness of fit of the model. The RMSEA estimated value of the recommended model was .039 which indicated the suggested model a good fit (See table 1& 5).

Table 6

*Root Mean Square (RMR) and GFI*

Model	RMR	GFI	AGFI	PGFI
Default model	.048	.923	.904	.742
Saturated model	.000	1.000		
Independence model	.316	.319	.271	.298

Source: Amos output; primary Data

GFI goodness of index is an analogous to a model R2 in multiple regression analysis. The value for GFI .90 is an indication of model good fit. The GFI of the proposed model was .923 which indicates the suggested model a good fit (see Table 1 & 6).

Table 7

Correlations :( Group I- Default model)

			Estimate
Performance	A <---	Working E	.866
Training	<---	Performance A	.764
Training	<---	Working E	.646

Source: Amos output; primary Data

Table 8  
Validity Measures of the Model

	CR	AVE	MSV	MaxR(H)	Training_	Perfmnce_	Working_
Training_	0.753	0.310	0.584	0.770	<b>0.557</b>		
Perfmnce_	0.706	0.277	0.750	0.758	0.764***	<b>0.527</b>	
Working_	0.804	0.374	0.750	0.819	0.646***	<b>0.866***</b>	0.612

Malhotra N K; Dash S. (2011), argues that AVE is often too strict, and reliability can be established through CR alone. Marketing Research an Applied Orientation. London: Pearson Publishing.

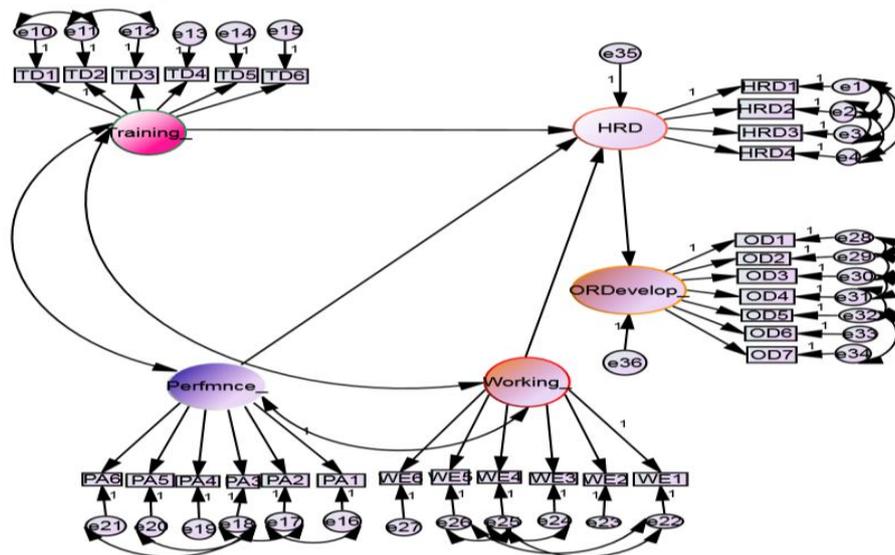


Figure 1

## **Discussion**

Present research work has investigated the effect of different HR development practices on organizational development. The area under study was the faculty development of Pakistani universities. The development of a country mainly relies on the quality of education particularly; the higher education and the superiority of higher education depend on the quality of the faculty. Honestly speaking, Pakistan has a weak educational infrastructure that needs instant and substantial uplift. For faculty development certain HR practices need to be implemented. In the present paper, the impact of HR development practice viz training and development, performance appraisal, and the working environment was examined. The human resource development factor (HRD) as a mediator. The hypotheses were tested and the outcomes were as under:

H1: The first hypothesis anticipated that there existed a significant positive correlation between training and development and organizational development. If training and development programs are implemented regularly, the skill and expertise of the faculty would be improved. The results of the study at hand were in line with a similar survey conducted by (Dessler, 2006) in which the researcher declared that training and development transform the hidden potentialities of the employees and made them more productive.

H2: The second hypothesis predicted that effective and transparent performance appraisal mechanisms would enhance faculty performance. The results of the study at hand are supported by previous literature and similar research carried out by Brown and Heywood (2005), who revealed that performance appraisal practice, enrich the performance of employees.

H3: The third hypothesis was also supported by the results of the study and explored that the working environment and organizational development are strongly correlated. The results of the study were in line with the previous literature and similar study conducted by Solkhe and Chaudhary (2011), in which the researchers pointed out that the working environment and job satisfaction significantly improve organizational development.

## **Conclusion**

The development of an organization largely relies on developing his human capital. The government of Pakistan, in collaboration with the HEC has taken several initiatives to promote higher education through various plans including faculty development programs. Despite all these steps yet there is a need to make the higher education sector more spirited. The analysis showed that human resource development practices viz human source development, training and development, performance appraisal, organizational development, and working environment positively influence faculty

performance. Structural equation modeling estimation and model fit indices reflected that human resource development practices and organizational development are strongly correlated. The researchers recommended that there is a strong need for training, performance appraisal, and a pleasing working environment program for faculty development.

### Recommendations

In pursuance of the discussed above following recommendations were made for faculty development.

- 1- There is a strong and immediate need for induction as well as on the job training and development program for faculty development.
- 2- A transparent and unbiased appraisal system should appraise the performance of the employees.
- 3- The working environment of the university must be made pleasant for faculty and ministerial staff.

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