
FACULTY DEVELOPMENT PRACTICES: A STUDY EXAMINING EFFECTS ON FACULTY PERFORMANCE IN PAKISTAN

Abdul Shakoor Rana

Visiting Lecturer
Department of Education, University of Okara,
Punjab, Pakistan
Email: ranaashakoor4@gmail.com

Muhammad Tahir Khan Farooqi

Associate Professor
Department of Education, University of Okara
Punjab, Pakistan
Email: drtahirfarooqi@uo.edu.pk

Shehzad Ahmad

Assistant Professor
Department of Education, University of Okara
Punjab, Pakistan
Email: shazy91@yahoo.com

ABSTRACT

Several researches have documented the relationship between human resources development practices and employee's perceived performance but the majority of work has been done in the developed world. The impact of HR development practices on faculty performance has always been a researchable area in Pakistan. This paper intended to study the impact of human resource development practices on faculty performance from the perspective of Pakistani universities. The study was quantitative in nature and survey method was applied to collect data from the selected sample. Data was collected through a self-developed, piloted and structured questionnaire comprises of 5 points Likert scale from 525 faculty members, executive and administrative heads of 10 public and private sectors universities. Data were analyzed by applying AMOS Software version 24 and a faculty development model was drawn by applying AMOS 24. Findings, conclusion, and recommendation were drawn on the basis of analysis. The findings of the study affirmed that all HR practices inducted in this model significantly contributed to faculty development as well as overall excellence

of education. The results of the study also indicate that this proposed model can resolve many problems faced by faculty of higher education institutions.

KEYWORDS

Human resources development, Human resource practices, Structural Equation Modeling, Faculty development, Pakistani Universities

INTRODUCTION

The study aimed at analyzing the existing faculty development practices being applied in public and private sector universities of Pakistan and to develop such an applicable model that would not only boost up the faculty performance but universities also. Human resources development means an integrated use of systems and practices to select and recruit, maintain, and develop employee's potential to achieve set goals. In other words, human resources development is a set of systematic and organized activities through which the skill and potentialities of individuals are transformed in such a way to make them self-reliant to achieve individual and organizational goals. In generic terms, HR development is taken as systematic and planned practices executed by organizations to develop the professional skills of their employees for the accomplishment of organizational goals. In the opinion of Swanson and Holton (2001) Human resource development is a procedure of promoting and unleashing human skill through training and development. Whereas, Jacobs and Washington 2003 conceptualized human resource development as a set of methodical and organized activities to enrich employee's knowledge, skills, expertise to meet current and future challenges. Furthermore, Werner and Desimone (2006) declared human resource development an unending process that enables individuals to achieve organizational goals. HR development is generally, deduced as training and development only and frequently arranged in organizations (O' Donnell, McGuire, & Cross 2006). Whereas, Economic development has been the top priority of developed nations and higher education is the key lever to achieve these objectives (Hussain, 2008).

LITERATURE REVIEW

Human resource development particularly in higher education institutions (HEIs) has been a mistreated area in Pakistan. According to (UNDP, 2002) report, Pakistan is investing merely 2.7 % of its Gross National Product (GNP) on education against the UNESCO recommendations of 4% for all the developing countries. Higher education in Pakistan is badly affected by low budgetary allocation. In the opinion of Iqbal (2003), the issue of poor governance, insufficient budgetary allocation, opaque selection, and recruitment procedure, lack of faculty development program, and research culture, politicizing educational institutions are the blockade in quality higher

education in Pakistan. Similarly, Moosa and Saeed (2003), disclosed that the insufficiency of the applicable quality development framework also distresses the quality of higher education. The higher education of Pakistan is in an immature stage and needs more focus to uplift its standard. That's why; the paper aims at developing an applicable HR model for faculty development. Hopefully, it will promote faculty and resultantly the quality of higher education if universities and other organizations induct discussed HRD practices and apply the suggested model. Brief description of practices included in the proposed model are as under.

Compensation and benefits

Moreover, Frye (2004), assessed the correlation between compensation and benefits practices and organizational performance and pointed out a positive relationship between both practices. Awards, rewards, incentives, pay plans supplemented with flexible job design, effective role in problem-solving, training opportunities, and knowledge sharing positively and significantly affect the employee's performance. The researcher further propagated that compensation and rewards practices are a strong motive for attracting and retaining the potential teachers. Similarly, Teseema and Soeters (2006) found a positive and significant relationship between the above-cited faculty developmental practices. Generally, there is a trend in employees to compare their income and benefits with financial returns of the same and similar positions. There are numerous precedents of varied payments for the similar job and these differences are justified in term of skill, performance and individual potential. To equalize financial unbalance, transparency and equality in the reward system is an utmost priority (Aljumah, 2015).

Promotion Practice

Promotion means a higher position and better status, power, and consequently additional monetary benefits. Promotion inspires and motivates the employees and offered them opportunities for professional development. Different studies have explored that promotion practices and employee performance are strongly correlated. The studies of Teseema and Soeters (2006), revealed that there exists a significant and positive correlation between promotion opportunities and employees' expected outcomes. In this proposed model HRD factor was used as a mediator. Based on the literature and finding of the various studies discussed above it can be assumed that promotion opportunities strongly instigate the perceived faculty performance.

Career Development

Career development relates to an organized, formalized and planned attempt to accomplish a stability of organization workforce requirements (Adekola, 2011).

According to Noe (2009), career development involved a series of stages for an employee's progress. Whereas, Mondy and Martocchio (2016), viewed career development as an appropriate approach applied by organizations to ascertain the availability of qualified and experienced persons. Career development focuses on individual career planning and career management to achieve individual and organizational goals (Mclagan, 1989). In the university context, the tenure track model is an adequate career path for university faculty to gain professional stability (Werner & DeSimone, 2012).

Mentoring

Mentoring is a trusting and long-term professional relationship between an experienced person (mentor) and less experienced (mentee or protégé). In mentoring a mentor assist a mentee to develop his/her professional skills and knowledge that will enhance his/her professional and personal development. Mentoring is generally taken as an encouraging relationship intended to lead the successful adjustment of newly recruited employees into an organization to promote their new members into an organization and to develop their abilities (Mott, 2002). Mentoring has become a "Buzzword" in higher education and indispensable for the individual and professional development of faculty members, researchers, and ministerial staff (Sands, Parson, & Duane 1991). Mentoring is a process of informal transmission of knowledge, psychological and social support to the beneficiary. It also involve career and professional development, informal communication and problem solving strategies to resolve the issues and problem faced by the mentees professional (Bozeman & Feeney).

Organizational Development

Organizational development refers to long- term strategies aiming at the holistic development of an organization (Werner & DeSimone, 2012). Likewise, Wamwangi (2003) conceptualized organizational development as a technique used to improve organizational effectiveness. According to the Economic Survey of Pakistan (2011,p.138), a highly- skilled workforce is a decisive need to face future challenge. Diligence and efficiency in the knowledge economy demand a variety of new skills. According to the task Force on higher education Society (2000), people need to have qualifications and intellectual independence for organizational development. Furthermore, Rena (2010) viewed, that the developed world has realized much earlier than people with higher education has an extremity over their counterparts

RESEARCH OBJECTIVES

1. To identify existing practices of the human resource development framework for Pakistani Universities.

2. To analyze the human resource development framework implemente by goverment sector universities in Pakistan.
3. To investigate the human resource development framework implemente by private sector universities in Pakistan.
4. To develop an applicable human resource development Framework for Pakistani universities

RESEARCH QUESTIONS

1. Does there exist any relationship between compensation and benefits practice and faculty performance?
2. To what extent mentoring practices influence faculty and organizational performance.?
3. Is there any contributory relationship between career development opportunities and faculty development?
4. Do promotion practices effect employee's moral and performance of organization?
5. Does there exist a positive correlation between HRD practices faculty development programs?
6. What kind of faculty development framework is applicable to Pakistani universities?

RESEARCH METHODOLOGY

The study in hand was quantitative in nature and a survey technique was applied to collect data from selected sample. The population of the study was faculty members, HR managers, administrative and executive heads of public and private sector universities functioning in Punjab province. Among both sectors, ten universities were selected from each sector by applying a random sampling technique. Opinions of the respondents were sought through a self-developed and piloted questionnaire. On the whole 525 respondents participated in the study and responded to the questionnaire. Analysis of moment structure (AMOS) statistical software version 24 was applied for the analysis of data and Structural Equation Modeling was used to develop a faculty development model. Based on the analysis conclusion and recommendations were drawn for implementation.

RESULTS

Table 1: Cutoff Criteria for model fit

	Measure	CMIN/DF	CFI	RMR	RMSEA	P Close
Terrible	>5	<.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 Co variances Structure Analysis:

Table 2: Model Fit Measures of the Study

Measures	CMIN	DF	CMIN/DF	CFI	RMR	RMSEA	P Close
Threshold	----	----	Between 1&3	>0.9	<0.08	<0.06	>0.06
Estimate	812.412	375	2.166	0.930	0.042	0.047	0.850
Interpretation	---	---	Excellent	Acceptable	Excellent	Excellent	Excellent

Table 3: CMIN (Minimum Discrepancy)

Model	NPAR	CMIN	DF	P	CMIN/DF
Default Model	90	812.412	375	.000	2.166
Saturated Model	465	.000	0		
Independence Model	30	6650.082	435	.000	15.288

Source: Amos output; primary Data

There is no specific cutoff value for a good fit model. However, (CMIN/DF) should range from 1 to 3. The CMIN of the model was 812.412 and DF was 375. The CMIN/DF estimated value of the proposed model was 2.166 which indicated the suggested model a good fit (See Tables 1 & 3).

Table 4: Root Mean Square Error of Approximation (RMSEA)

Model	RMSEA	LO90	HI90	PCLOSE
Default Model	.047	.043	.052	.850
Independence model	.165	.162	.169	.000

Source: Amos output; Primary Data

RMSEA (Root Mean Square Error of Approximation) approximates the degree Mean Square Error of the developed model because of the complexity of the model. RMSEA value >0.06 is considered as a good fit whereas, the value <0.08 indicated an adequate fit value (Brown & Cudeck, 1993). A maximum-likelihood method was used to estimate the goodness of fit of the six factors model. The RMSEA calculated value of the suggested model was .047 which reflected the proposed model a good fit (See table1& 4).

Table 5: Baseline Comparison of the Structural model

Model	NFI Delta1	RFIrho1	IFI Delta2	TLI rho2	CFI
Default Model	.878	.858	.930	.918	.930
Saturated Model	1.00		1.000		1.000
Independence Model	.000	.000	.000	.000	.000

Comparative Fit Index (CFI) evaluates the overall development of the recommended model over an independent model where the observed variables are correlated. According to cutoff criteria, CFI value of .90 or above points toward an adequate model fit. The analysis showed the CFI value of the proposed model was .930 which indicated the model a good fit (See Tables 1 & 5). Moreover, two more criteria were also considered to determine the goodness of the recommended model (Raykov & Marcoulides, 2006). The details of the additional parameters are given below:

Table 6: Root Mean Square (RMR) and GFI

Model	RMR	GFI	AGFI	PGFI
Default Model	.042	.905	.883	.730
Saturated Model	.000	1.000		
Independence Model	.366	.240	.188	.225

Source: Amos output; primary Data

The goodness of the fit Index (GFI) is an absolute model fit index. A GFI is an analogous to a model R2 in multi regression analysis. According to cutoff criteria the GFI value .90 or above reflected an adequate model fit. The GFI of the suggested model was .905, RMR was .042, and AGFI was .883. The above values are the indication of the adequacy of the developed model (See Tables 1 & 6).

Faculty Development Model

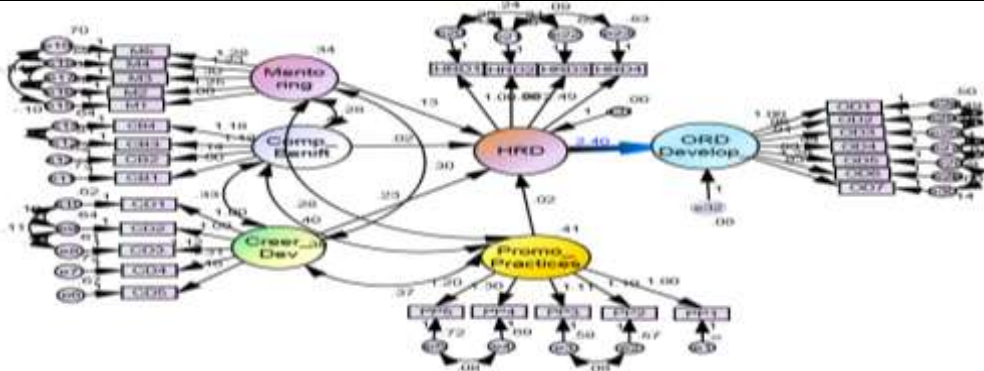


Figure 1 Source: Amos output; primary Data

Table 7: Co-variances: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Label
Comp_	<-->	Ment_	.285	.036	7.972	***	Par_44
CR	<-->	Promo_	.373	.039	9.613	***	par_47
Comp_	<-->	Promo_	.384	.041	9.309	***	par_48
Ment_	<-->	Promo_	.286	.034	8.317	***	par_49
Ment_	<-->	CR	.302	.037	8.281	***	par_50
Comp_	<-->	CR	.328	.038	8.587	***	par_52

Table 8: Correlation :(Group number1- Default Model)

Factors			Estimation
Comp_	<-->	Ment_	.731
CR	<-->	Promo_	.913
Comp_	<-->	Promo_	.892
Ment_	<-->	Promo_	.763
Ment_	<-->	CR	.817
Comp_	<-->	CR	.773

Table 9: All implied Correlation- Estimate: (Default model)

Factors	Promo	CR	Ment	Comp	HRD	OR Develop
Promo-	1.000					
CR	.913	1.000				
Ment-	.763	.817	1.000			
Comp-	.892	.773	.731	1.000		

HRD	.907	.961	.911	.810	1.000	
OR Develop	.805	.853	.809	.720	.888	1.000

FINDINGS

The analysis of the data confirmed that human resource development practices e.g compensation and benefits, promotion practices, career development practices, mentoring, and organizational development positively and significantly affect faculty performance. Structural equation modeling estimation and model fit indices reflected that human resource development practices and organizational development are strongly correlated.

DISCUSSION

After an intensive review of the literature and analysis of the gathered data, the authors developed a faculty development model. It has now become evident from different studies that an appropriate and applicable faculty development model could enhance faculty performance. It also enables management to cater to future problems like brain-drain, primitive methods of teaching; advancement in information technologies. This study has investigated the effect of different human resource development practices on organizational development. The area under study was the faculty development of Pakistani universities. The development of a country mainly depends on the quality of education particularly; higher education and the quality of higher education mainly depends on the quality of the teaching the quality of the teaching faculty. It is the reality that Pakistan has a weak educational infrastructure that needs instant and solid uplift. For faculty development, certain human resource development practices need to be implemented. In the present study, the impact of three human resource mentoring, compensation and benefits, promotion practice and career development was examined. The human resource development factor (HRD) as a mediator. Three hypotheses were tested and the results of the analysis are as under:

H1: The first hypothesis anticipated that there is a positive and significant correlation between promotion practices and organizational development promotion practice<-->organizational development. A well designed and equity-based promotion mechanism with clarity of career progression enhances the commitment of employees towards their organization. The results of the paper are in line with a similar study carried out by Indiya, Obura, and Mise, (2018), wherein the researcher explored that promotion opportunities offer inducement and aspiration to the employees who diminish unrest and dissatisfaction. Promotion opportunities magnetize a skilled workforce towards an organization and an attractive career progression package

diminishes the chances of institutional migration. The findings of the study were also ascertained by the study of Teseema and Soeters (2006) wherein they declared that promotion practices and employees are strongly correlated.

H2: The second hypothesis predicted that there is a strong and positive correlation between chances of career development and organizational development (Career development <-->organizational development). Career development opportunities excite the employee's commitment to their job and organization. The results of the paper are validated by a similar study carried out by Smbavasima and Kebede (2013). They found that career development is a source of attraction, retention, and motivation for better productivity. The findings of the study are in line with the study of (Abdulah, 2009), who discovered that career development opportunities are the best possible solution for attracting and retaining skilled professionals.

H3: The findings of the study endorsed the third hypothesis and disclosed that mentoring significantly affects employee's performance (Mentoring <-->organizational development). The results and findings of the present paper are supported by various past studies. The findings of the study were accredited by the study of Mott (2002), in which the researchers established that mentoring direct successful adjustment of the newly recruited employees into an organization to promote their abilities and develop socialization among employees.

H4: The results of the present paper accepted the hypothesis and found that compensation and benefits practices are a strong motive for attracting and retaining skilled professionals. Compensation and benefits and organizational development are strongly correlated. Compensation and benefits (<-->)organizational development are strongly correlated. The study of Njorogs and Kwasira, (2015) pointed out similar findings and declared that compensation, awards, rewards, prizes, and incentives play an imperative role in attracting and retaining well qualified and skilled professionals.

The development of an organization largely depends on developing its human capital. The government of Pakistan, in collaboration with the HEC of Pakistan, 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 present study has several implications for Pakistani universities. The recommended model illustrated that if faculty development practices are truly implemented in the universities the performance of faculty and quality of university education can be improved. The suggested model will also guide the

policymakers and management to devise improved policies and strategies to confront future problems.

RECOMMENDATIONS

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

1. There is a strong need for the implementation of equity-based compensation and benefits practices in public and private sector universities of Pakistan.
2. The promotion mechanism should be devised in such a way that it should instigate the employees for devoted services.
3. Universities should ascertain an observant mentoring body to mentor the mentees. Organizations must encourage and arrange a mentoring program to develop a better senior- subordinate socialization.
4. A well structured and equity-based career development system with clarity of career progression should be incorporated to the faculty members irrespective of their sect, caste, creed, gender, and political affiliation.

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