
DEVELOPMENT AND VALIDATION OF THE HUMAN RESOURCE DEVELOPMENT ASSESSMENT SCALE (HRDAS) FOR PAKISTANI UNIVERSITIES' TEACHERS

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ABSTRACT

The purpose of the study was to develop an assessment scale to investigate the execution of existing human resource development (HRD) practices and to develop an applicable model for Pakistani universities. The scale comprises of ten factors viz, awareness towards HRD, training and development, selection and recruitment selection and recruitment, training and development, performance appraisal, organizational development, compensation and benefits, mentoring, career development, promotion practices, and working environment. Four universities were selected amongst public and private sector universities applying a random sampling technique. Data was collected from 200 faculty members,, administrative and executive heads of selected universities. The scale was piloted after seeking expert opinion in the relevant field. After experts' opinions 53 items were finalized by removing weak items. A Confirmatory Factor Analysis (CFA) using Lisrel 8.3 with Structural Equation Modeling (SEM) was applied to check the validation the scale (HRDAS).Comparative Fit Index (CFI) 0.95, RMSEA (Root Mean Square Error of approximation 0.70 and Expected Cross Cross validation Index(ECVI) 16.45

indicates that construct validity of the scale is reasonable. The validity of the scale index was found alpha (α) 0.914 while Factor wise reliability value ranged from 0.909 to 0.925. The significant positive correlation among all factors reflected that all factors contribute towards measuring the construct validity of the scale.

KEYWORDS

Human resource development, Structural Equation Modeling, Factors Analysis, Assessment scale, Reliability, Validity

INTRODUCTION

Human Resource Development (HRD) comprises a set of development practices through which an organization achieves its goals. It improves organizational, instructional, and professional performance to secure the level of desired organizational expectations. Human resources (HRs) are believed as a pivotal constituent for organizational development. The systematic and planned utilization of HRs paves the way to secure organizational goals (Cascio, 2006). According to Haslinda (2009), human resource is the most priced asset of a nation. Without skilled human resources, no country or organization can progress. Effective implementations of human resources development practices (HRPs) are supposed to be decisive factors for an organization to meet its objectives (Marchington & Wiikinson, 2005).

Regrettably, a few studies have been carried out in the educational sector (Kwan, 2009). Astonishingly, the majority of the universities do not have a human resource management department and they run their disciplines through establishment division (Nasreen, 2008). In the absence of the human resource development department, universities are facing many problems. The faculty development program is an essential component of organizational development. The focus of the study was to develop a scale to gather data about human resource development practices being implemented in public and private sector universities of Pakistan and to develop an applicable framework to overcome the shortcoming in the existing system.

LITERATURE REVIEW

Human resources development comprises those learning experiences that are carried out for behavioral change (Khalkho, 2012). According to Hameed and Waheed (2011), HRD is a framework that ensures employees' skills and organizational development. Similarly, Rao (2005) defined HRD as a process that plays a determinant and worth mentioning role in developing employees' skills. Developing human resources is irrefutably the prime requirement of both individual and national development (Azhar, 2004).

In the opinion of Werner and Desimone (2006), HRD is a continuous process wherein

members of an organization are provided opportunities to gain the indispensable proficiency to meet short and long-term institutional objectives. Moreover, Harris (2008) described HR development as organized learning activities; that promote organizational and individual performance. Similarly, Bhupendra (2009) declared HR development as a set of systematic and planned activities that includes selection and staffing, employee training, mentoring, and promotion and compensation benefits career development, employee participation in organizational job design.

Status of Human resources Development in higher education in Pakistan

Unfortunately, HRD has been a mistreated area in Pakistan. According to the United Nations Development Program (2007), the human resource development catalog is 136 out of 177 countries. The sector of human resource development in Pakistan is badly damaged due to shortage of budgetary allocation and skilled staff. Plainly speaking, HRD sector has not been in the priority of the government and government allocates a petite amount for HR development in Pakistani (Aftab 2007).

However now, majority of the universities have realized its importance and established HR department for faculty development in Pakistan. Human resource development needs to be studied from a broader perspective (Budhwani & McLean 2005). There is several factors of HRD across the globe. Most important among these are selection and recruitment, training and development, performance appraisal mechanisms, compensation and benefits, organizational development, mentoring, career development, promotion practices, and the working environment of the organization. Following are a brief description of the important factors.

Selection and recruitment

Selecting & recruiting talented, experienced, and well-disciplined people is the first step in building an effective workforce. Selection and recruitment is a process of selecting and offering people services in any organization or institution. In the opinion of Shen and Edwards (2004), selection & recruitment is a process of searching for a sufficient number of potential candidates to meet organizational needs. Similarly, Paphos and Galanaki (2019), reported that the top priority of institutions is to select the right person for the right job. The better the process of staffing the better will be the performance of the organization.

Training and Development

According to Mondy (2010), training and development is the compulsory component for sustainable development, promotion of employees' competency, and resultantly organizational performance. Training means to provide required job skills to the recruits (Dessler 2006). Training is a key lever to transform the potential of newly recruited into skilled and productive employees.

It also transforms attitude, enriches knowledge, and gives perfection to the skills. An inclusive training and development program can be a determinant of progress performances (Department of Labor, 1993).

Performance appraisal practices

The performance appraisal is an integral part of the human resources development practice which includes observation and judgments (Brown & Heywood 2005). It aims at evaluating the current and past performance of the employees by setting aims at evaluating the current and past performance of the employees by setting performance indicators with the view to improving performance (Dessler, 2006). Effective appraisal practices not only reduce behavioral and quality issues but also enthuse individual. It pledges, that the employees stayed focused on effective performance (Mustapha & Daud 2011). It also provided an opportunity for the employees to get the desired expertise in the particular trade that needs to develop the organization (Boswell & Boudreau 2000).

Compensation and benefits

Compensation means the amount of financial and nonfinancial, awards, rewards incentives, prizes, and other monetary benefits offered by the companies to their employees in return for duty performed. In other words, all forms of payment or incentives that institutions pay to their employees in exchange for their services are termed as compensation and benefits (Mmbusa, 2019).

Compensations and benefits are constituent of the HRD framework through which employees gain all types of rewards in exchange for performing assigned tasks (Niorogs&Kwasira, 2015). It can be in the shape of commission, fringe benefits, bonuses, reimbursement, and expense allowances (Vlachos, 2009). Likewise, Bateman and Snell (2007), claim that compensation and benefits improve the employee's performance and motivate them for better contributions.

Organizational development

Organizational development is set of premeditated change, intervention, based on humanistic democratic principles.that aims at improving employees and organizational poromance (Lumley, 2009). It prioritizes the performance of the organization as a whole (Singh, 2012). Moreover, it is a long- term progression supported by top management to perk up the organizational vision, through learning and problem solving skill (Lalonde, 2007). It develops team spirit and collaborative execution among various units of an organization.

Mentoring

Mentoring refers to a kind of one's development where an experienced person supports

others in improving his knowledge (Klasen & Clutterbuck, 2012). Generally, the mentor bears higher skill, knowledge, and wisdom than those who are mentored. This is a teaching, learning process wherein an experienced person transfers his expertise to juniors for improvement of their skill. Likewise, Bozeman and Feeney (2007) further elaborated that mentoring is the transmission of knowledge, skills, experiences, and expertise with psychosocial support. According to Parsole and Leedham (2009) mentoring is frequently being used in the context of capacity building in America since 1970.

Career development

Career development opportunities are major machinations of attracting, motivating, and retaining quality personals (Purcell, Hutchison, Kinnie, Rayton & Swart, 2003). It is a continuous process as employees of an organization develop their personal and professional qualities through knowledge, practice, and skills. A career is defined as the combination and sequence of the role played by a person during his life (Donald, 2004). The study of Kebede and Smbavasima (2013), explored that no HRD exercise can be productive if it fails to provide career development opportunities.

Promotion practices

Promotion refers to upward mobility in an existing job which results in a high salary, better job, superior status, and responsibilities. In other words, promotion is the transfer of employees to a superior job position that pays them more and higher status. Promotion is an inspiration and compensation as well. The study carried out by Hidi and Renninger (2006), revealed that promotion stimulates self-development and creates attraction in the job. Promotion practices act as strong inspiration for the capacity building of the faculty members (Teseema & Soeters, 2006).

Working Environment

The working conditions of an organization play a pivotal role in attracting the employees. It is generally believed that the conducive working conditions of an organization extremely influence the performance of employees. The working environment comprises of technical, human, and organizational environment components. The working environment is the composition of mutual trust, understanding and knowledge sharing among the employees (Yusuf & Metiboba, 2012).

Job security is the most important component of HRD practices (Aksom & Hadikusumo 2008). Environmental factors like safety, health, financial benefits, and promotion opportunities greatly influence the performance of the employees (Jain & Kaur, 2014). As for as higher education is concerned, there is a serious lack of experiential practices to probe the campus environment and employees' job

commitment.

RESEARCH OBJECTIVES

1. Develop and validate a research scale to measure the execution of HRD practices in public and private sector universities of Pakistan.
2. To examine the employee's perception as they are in the best position to describe the true picture of execution of HRD practices. (Guest, 2002; Macky& Boxall, 2007; Wright, Gardner, Moynihan, & Allen, 2005)

RESEARCH METHODOLOGY

For the development of the scale, data were collected from 200 faculty members and administrative heads of two public and two private sector universities of Punjab. University of the Punjab and GC University Faisal Abad from the public sector and the University of Lahore and University of Management and Technology (UMT) were selected as samples by using a random sample technique. Data was collected through a self-developed questionnaire that was piloted on university teachers.

Pilot Testing of the Scale

The Human Resource Development Assessment Scale (HRDAS) was self-developed by the researchers. Initially, the scale was consisting of 57 items and 11 factors. It was validated by the subject matter experts (SMEs) and after validation, it was piloted on 200 faculty members of two public and two private sector universities of Punjab. During the piloting, it was observed that some items show low factor loading. After removing these items confirmatory factor analysis (CFA) was applied to determine the factor for the final structure of the questionnaire. Cronbach Alpha (Reliability Co-efficient) value of the instrument was 0.914. The procedure of factor analysis is explained as under:

Confirmatory Factor Analysis of Data

LISREL is the pioneering statistical software package for structural Equation Modeling developed by Karl Jöreskog and Dag Sorbom in 1993. LISREL is an acronym for "Linear structural relations" the qualifier Linear is too restrictive for the current version. LISREL has become synonymous with "Structural Equation Modeling" or generally termed as SEM. The researchers commonly use Structural Equation Modeling in management sciences, biological sciences, behavioral sciences, and educational sciences to value their theories. It is used for the estimation of linear structural relationships and many other types of multivariate analysis, such as factor analysis, multiple regressions, and path analysis, analysis of the mean structure, and multi-sample analysis.

LISREL model generally comprises of two parts: the measurement model and the

equation model. The measurement model specifies to what extent latent constructs or observed variables depend upon each other. It depicts the measurement properties (reliabilities and validities) of the observed variables. The structural equation model specifies the casual relationships among the latent variables describes causal effects and assigns the explained and unexplained variance.

A confirmatory factor analysis was conducted on the ten-factor model using LISREL. The model would not be trustworthy if measurement models do not fit, then any resulting information about the constructs is useless. We have considered the following model fit indices for evaluation

DATA ANALYSIS AND RESULTS

Table 1: Fit Indices for Human Resource Development Assessment Scale HRDAS

Sr. No.	Fit Index	Values
1	GFI	0.68
2	AGFI	0.620
3	NFI	0.89
4	NNFI	0.94
5	CFI	0.95
6	RMSEA	0.07
7	ECVI	16.45

The values above indicate that the construct validity of the questionnaire appears to be reasonable. Besides, all factor loadings were statistically significant at the $p < .01$ level suggesting that the 10 factors were reasonably constructed by items. Factor loadings of questions and correlations are shown in the table no3.

Table 2: Factor wise Reliability of the assessment scale HRDAS

Factor No.	Factor Name	Item Number (as in the Scale).	Reliability(α)
1	Awareness of HRD	1,2,3,4	.925
2	Recruitment & Selection	5,6,7,8,9	.917
3	Training & Development	10,11,12,13,14,15	.917
4	Organizational Develop	16,17,18,19,20,21,22	.913
5	Mentoring	23,24,25,26, 27	.914
6	Carrere development	28,29,30,31,32	.909
7	Performance appraisal	33,34,35,36,37,38	.910
8	Compensation & Benefits	39,40,41,42	.917

9	Promotion practices	43,44,45,46,47	.910
10	Working environment	48,49,50,51,52,53	.913

N= 200 Cronbach alpha (α) of the scale= 0.914

The reliability score was measured through Cronbach Alpha and found 0.914. It shows that the reliability of the scale is reasonably reliable. Factor-wise Reliability ranged from 0.909 to 0.925.

Table 3: Correlations among Domains/Constructs

Factors	Awareness of the concept of human resource development	Recruit & Selection	Training & Development	Performance Appraisal	Compensation & Benefits	Organizational Development	Mentoring	Career Development	Promotion Practice	Working Environment
Awareness of HRD	0.4									
Select & Recruitment	0.5	0.6								
Training & development	0.6	0.5	0.7							
Organization Development	0.7	0.7	0.8	0.5						
Mentoring	0.3	0.4	0.4	0.5	0.4					
Carrere development	0.5	0.6	0.8	0.6	0.8	0.5				
Performance appraisal	0.6	0.6	0.7	0.6	0.8	0.5	0.9			
Compen & Benefits	0.5	0.4	0.4	0.6	0.6	0.5	0.6	0.6		
Promotion practices	0.4	0.5	0.7	0.5	0.8	0.4	0.9	0.8	0.7	
Working Environment	0.4	0.6	0.7	0.5	0.8	0.5	0.8	0.8	0.5	0.9

N=200*correlation is significant at 0.01(2-tailed). The correlation of every factor was calculated by excluding the sum of factors. The above tables revealed the correlation among factors.

Table 4: Factor Analysis, Mean, Std Deviation of (HRDAS)

Q No.	Items	M	SD	Factors loading	No
Q 1	I am quite aware of the concept of human resource development and its importance.	2.0400	0.88448	.689	200
Q 2	HRD program integrates the institutional as well as employee's needs.	2.4150	0.98367	.496	
Q 3	I am familiar with organizational development needs in the context of HRD.	2.0750	0.92393	.594	
Q 4	Our organization allocates sufficient funds to carry out the HRD program effectively	1.9800	0.98205	.781	
Q 5	Our management realizes the fact that potential human resources are key to the performance of an organization	2.2050	0.96313	.575	
Q 6	Special care is taken while utilizing human resources to improve the performance of our institution.	2.1850	0.94085	.798	
Q 7	The management strictly the principle of selecting the right person for the right job.	2.1450	1.02921	.778	
Q 8	Transparent and merit-based criteria are applied to ensure the selection of potential candidates.	2.3250	1.01217	.584	
Q 9	The selection criterion is comprehensive and transparent and potential people are selected only.	2.4250	1.14496	.733	
Q 10	Training and development programs are organized in our institution to develop our skills.	2.5100	1.18614	.670	

Q 11	The contents of our training program are always relevant to our job needs.	2.0900	0.96257	.593
Q 12	Training in our institution includes social as well as problems solving skills to broaden knowledge of jobs.	2.4400	1.10567	.653
Q 13	The management takes a holistic view of updated training and development program	2.4150	1.05277	.658
Q 14	Induction, as well as on job training, is imparted on regular basis.	1.9300	0.88828	.633
Q 15	Training helps reduce the gap between acquired and the required level of skill.	2.0850	0.97598	.555
Q 16	Our organization appraises the performance of its employee at regular intervals.	2.2050	0.88140	.569
Q 17	We get proper feedback on our performance.	2.3750	2.39647	.650
Q 18	We feel the performance appraisal system has been fair and purpose in our institution.	2.3350	0.9734	.682
Q 19	Performance goals are set at a realistic level.	2.2600	0.93637	.653
Q 20	There is an institutional mechanism that constantly monitors the loopholes in the system.	2.4650	1.75905	.669
Q 21	The remedial measurements are taken instantly when and where the need arises	2.3250	0.98704	.635
Q 22	We are being paid adequately against the work we do.	2.3100	1.22532	.630

Q 23	Both financial and non-financial rewards are given to best-performing employees	2.2450	1.01495	.714
Q 24	Compensation is made over and above favoritism, nepotism, or political prejudice.	2.2950	1.08344	.734
Q 25	Our institution follows the policy of performance matching pay.	2.3400	1.08178	.714
Q 26	Our institutions provide good management attached with requisite qualification and experience	2.0200	0.97176	.676
Q 27	There is an inclusive working environment where each can get the output.	2.0250	1.00969	.563
Q 28	The organization strictly adheres to principles of optimum utilization of resources.	2.2350	0.94565	.569
Q 29	The top hierarchy of the organization is credible and competent enough to lead the organization.	2.4100	1.04275	.526
Q 30	We are often asked and encouraged to offer solutions to the problems.	2.3750	0.93743	.519
Q 31	Our organization promotes honest and open self-expression.	2.5300	1.06526	.720
Q 32	We are motivated to work collectively to achieve common goals.	2.2500	0.98097	.505
Q 33	Mentoring is done on regular basis in our organization.	2.2950	0.98122	.564
Q 34	Mentors possess higher skills, knowledge, and wisdom	2.3750	1.0047	.694
Q 35	Relevant knowledge, social capital, and support are provided to the mentees.	2.5950	2.39786	.684

Q 36	The mentor behaves professionally to improve the skill of mentees.	2.5500	2.37607	.701
Q 37	Highly qualified mentors transfer their experience and skill to unskilled mentees	2.4100	0.99844	.697
Q 38	A conducive environment is provided in our organization where ample opportunities for career development are available	2.3800	1.02511	.672
Q 39	There is a mechanism by which potential employees are upgraded	2.3450	1.01545	.705
Q 40	The institution offers opportunities for good career planning and development	2.1800	1.22273	.719
Q 41	A good performer gets a promotion first in our organization.	2.1750	1.00969	.696
Q 42	Organizational objectives and HRD practices are well integrated.	2.2450	0.85946	.683
Q 43	Promotion is based upon 3R'S which are rank, responsibilities, and remuneration.	2.2900	0.97501	.664
Q 44	Promotion is done purely on merit without any religious or political prejudices	2.3450	0.95947	.708
Q 45	Our organization recognizes that career development is the needs of employees.	2.3150	1.01039	.686
Q 46	A good performer gets a promotion first in our organization.	2.2750	0.95073	.711
Q 47	Promotion is being awarded as per the rules and regulations of the organization without any delay or excuse.	2.2750	0.98704	.683
Q 48	The management ensures a conducive environment where employees' skills can be polished	2.3100	0.95838	.745

	and refined.			
Q 49	The employees are provided with physical and job security.	2.3000	1.03215	.639
Q 50	Our organization is a recommendable place to work	2.3950	0.97144	.525
Q51	We work without any fear of the threat of losing our job	3.560	1.1080	.562
Q52	No religious, political, sectarian bias or favoritism is there in our organization	3.477	1.1581	.652
Q53	An inclusive managerial approach is applied to encourage the employees to participate in problem-solving decision	3.509	1.1165	.663

Table 5: Overall statistics of the scale Scale Statistics;

Mean	Variance	Std	No of items
1.1432E2	755.726	27.49048	53

N= 200 Scale HRDAS comprises of 53 items shows Mean 1.1432E2, Variance 755.726 Std Deviation 27.49048. The analysis reflected that positive, significant, and strong correlation of each factor reflected that all factors contribute towards assessing the construct validity of the scale.

DISCUSSION AND CONCLUSION

Human resources developments play a pivotal role in the development of any organization, particularly in the educational sector. Enhanced employee performance is a vital factor in achieving organizational goals. Only modern techniques and ad technology are insufficient for organizational development unless it is not supported by a skilled professional. That's why universities must cautiously monitor the execution of their existing HRD practices. Effective implementation and execution of HRD practices are needed for developing an organization.

As pointed out by Robbins and Coulter (2006), if any organization does not develop its HR the organizational performance certainly suffers. HR can put adverse effects on the overall performance of an organization if it is not properly developed and executed. Poor working conditions and declining institutional performance may demoralize its employees; resultantly they may search for alternative employment opportunities. Contrary to that effective execution of HRD practices enhance overall performance

which helps in achieving organizational targets (Audretsch & Thurik, 2001; Bowen & Ostroff, 2004; Gelade & Ivery, 2000).

RECOMMENDATIONS

There are many human resources development assessment scales around the globe. The problem is that these scales have such factors that focus on administrative viewpoints about the implementation of HRD practices.

HRDAS is developed and validated from the Pakistani universities' faculty perspective. Initially, the scale consisted of 57 items of 11 factors but after peer review, constructive feedback of subject matter experts, and analysis of the scale, a factor of orientation and the items showing weak factor loading were removed from the final questionnaire. Finally, 10 factors and 53 items were selected.

The confirmatory analysis was used for the appropriate placement of statements in the 10 compact factors. It is recommended to use this scale all over Pakistan to amplify its worth.

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