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Training Strategically Improves Human Resource (HR) Productivity in Academic Institutions of Pakistan

Asim Nasar¹, Muhammad Usman Aleem² and Gobind M Herani³

ABSTRACT

The main aim of this research study is to establish a relationship between training and development with the human resource productivity of academic institutions in Pakistan. To contribute the proactive approach towards training sessions that leads towards the positive perception and image building of institutions. The probabilistic sampling technique has been used to complete the survey in degree awarding institutions based in Karachi. The empirical analysis comprise of two core variables i.e. HR productivity and training & development which shows the highly significant results along with the reliability measurement scale. This study enlighten that training and development also leave positive impact upon the intervening variables i.e. employee knowledge, career, morale and institution image, perception and productivity.

JEL. Classification: P36; M53; M51.

Key words: HR productivity, Training and Development, Productivity of Academic Institutions.

1. INTRODUCTION

The core intention is to find out the impact factor of training on employee's productivity in academic institutions. The utmost impact or benefit of this research work is to highlight those areas, where need of training and development is impetus in academic institutions. This study explores the hidden domain of academic institutions where stock of knowledge already exists but need to exploit it. The basal intention is to point out those areas where academic employees face lack of skills. Training and development have their several impacts on institutional performance but it needs certain tool to utilize the junk knowledge via technological resources and experts orientation. However, this study focus on the how, when and whom questions with respect to the

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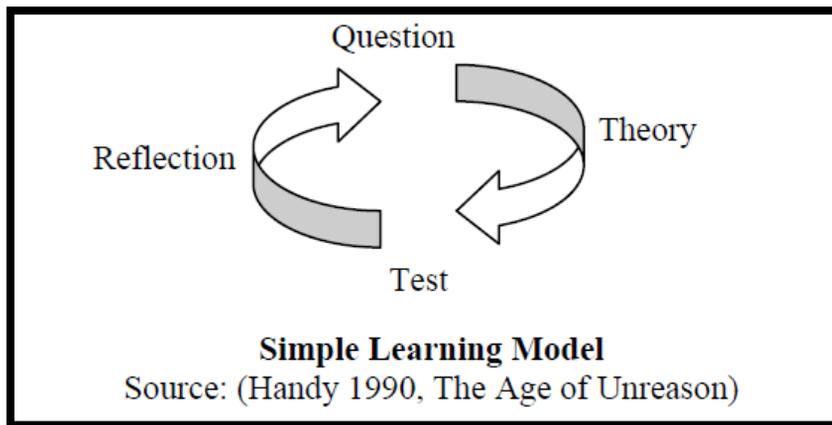
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training and development in academic institutions. The role of knowledge sharing workshop is to accumulate the tacit and explicit information among the academic employees. Furthermore, it disseminate towards the teaching and non-teaching staff. Employee's knowledge sharing culture became an effective tool to pinpoint the actual solution of problem and share their knowledge within the institution to improve their functionality. Knowledge management provide base for training and development programs, learning process model that helps to conduct effective training programs and locate the source of knowledge in the institution as well as for enhancement of knowledge sharing culture within the institution.

This is an idea of wheel to describe learning by another set of questions, once answered by knowledgeable employees and reflect upon it that leads towards another set of questions for solving existing or new problematic situation. This model is a symbol of effective utilization of employee skills (tacit & explicit) and knowledge sharing become an effective source of learning among employees that leads towards excellent performance. Handy (1990) stated that "Learning is not finding out what other people already know, but is solving our own problem for our own purposes, by questioning, thinking and testing until the solution in a new part of our life".



Problematic domain for several academic institutions is to find out the impact of training and development on employee's productivity. Since, government bodies slightly focus towards maintaining the standard of education by effective policies, tools and methods to build knowledgeable societies. Especially HEC is playing a vital role to promote the higher education for youth and provide directly support to upcoming talent in higher secondary and university students. From the above review it is concluded that there is gap between policies which are applied and real results of this policies. HEC is also supporting quality education but still it need to be analyzed that what is the impact of well-defined and aligned training and development programs to improve employee's productivity in the education institution of Pakistan. That is why this study is conducted.

1.2 Research Objective

- a) To establish a relationship between training and development with the human resource productivity of academic institutions in Pakistan.

- b) To find out the basis for estimation of the training needs and required skills necessary to meet strategic goals of educational institutions.
- c) To narrate the significance of training and development in academic sector to meet market requirements.

2. LITERATURE REVIEW

Training is the systematic processes that change the behavior and attitude of working peoples in organization they willingly to increase productivity of institutions to achieve the goals and objectives of organization. Training is the one vital tool of an organization that creates full effectiveness and willing to achieve their targets. Development is the primary process that the organization or individual that can grow and achieve their target with potential efforts within the certain time period. Training and development program facilitate to find out the opportunities, and design how to achieve the organizational objectives with the learning process of employees via training programs (Danielson 2001). Training and development are relating one another directly the employee learn from training and organization get high profitability with the working efficiency of employees that's why the training program directly impact on development of an organization (Jerling 1999). Training leads to innovative, means to link and enable people to directly exchange ideas and learning to increase the relevant knowledge available for use in their institutions. Managers are also responsible for training and development of their staff. Many managers are taking their responsibility positively and properly to get some advantages from trainings (Donaldson and Tobbe 2000). And some managers have power of measurement to understand their staff have really need of training. The manager have to identify the staff marinating their working level or not and Completing their tasks properly? Training programs may increase the power of competition and know how management will be in control (Landale 1999).

Training is a unique tool that directly impact on organization profitability and productivity. The training must involve academic, operator, technical, sales, customer services, and various level of leadership training (Duke 1995). Training grows organizational efforts that show maximum effective results (Mullins 1996). The training is committed to continually change towards: success, and organizational profitability and productivity external and internal traditional process of an organization covered via training for development program. According to Murdock (2000) the important part of training design is to know:

The skill lacking participants and point out the key factors that need to improve. Training program at what level of employees in organization and what kind of task they are seeking, what level of trainer must be, what kind of participant should be, what kind of knowledge and skills they have need, to analysis the organizational behavior.

The objective of development training is to break the main component of training and get action on it properly and must know how to deliver training to the participant properly as they can get complete and proper task that is skillful (Trethowan 1991).

Perception of the different organization about the designed training is that, it improves performance of overall management and employee work efficiency to achieve organization targeted objectives. Overall management of an organization always welcome to skill based training to improve their skills via development trainings (Wilson and Western 2001). Overall management wants to be part of skill based training and extend its efforts in their organization and

they want to be part of competitive and skill based organization. On managerial level every manager makes desire to be most competitive and skillful (problem solving, resolution, coaching, team work, communication, counseling, positive attitude, planning and controlling). These all skills increase working and developing efficiency of manager(s). Structured training programs are skill full and motivate and used internal and external dealing of an organization. These practices may increase to promote working efficiency. The skillful trainings improve development rating of overall management (Fink and Longenecker 1998).

Development training composes on four-level model that will be a distinctive feature between behavior, learning, results, and action. Learning level- knowledge and the skills are most important factor. Behavior level- impact how trainee behaves after attending training. Reaction level- how participants satisfy from accrued training (Trethowan 1991). Results-level after the completion of specific training what is the impact in organization that effect cost or quality (Danielson 2001). The successfulness of training is also based on trainee(s) how this training has imparted skills and knowledge after the training session. Organizations are investing vast amount for resources and permanently keep changing their work environment (Murdock 2000). Challenges of an organization involved three elements, competition, technology and facts based on knowledge. Those organizations want to be a part of global market that they required attention on advance employee training, skills development, abilities and positive attitude.

3. RESEARCH METHODOLOGY

3.1 Research Design

This research study is descriptive and explanatory in nature. Here this research was concern with finding out, what, when and why questions regarding training required for academic employees. Whereas it also explain the contemporary correlation among variables that how training impact on employee's productivity. Furthermore explanatory study helps to explain the relationship among variables.

3.2 Data Collection Methods

This research study used a Survey Method. It was designed to collect information about different factors which significantly impact employee efficiency in academic sector. The demographic aspect included age, gender, job level, number of employees working in academics, education level and age of participants. The human resource productivity works as dependent variables towards training as independent variable. Furthermore, use of different scholarly journals, research papers, conference proceedings also supported as secondary source of data.

3.3 Sampling Technique

In this research study, the targeted population was employees of academic institutions. Whereas the population to be sampled (the sampled population) was a proper blend of 60% teaching staff and 40% non-teaching staff including administration staff taken from different degree awarding institutions, universities, training institutions of Karachi. The probabilistic sampling technique was used for this research study.

3.4 Data collection tools

As far as primary research is concerned, here we used structured close end questionnaire as the instrument for data collection. Since human behavior is rational which depends upon logics, though every wellbeing have his/her own justification for specific benefits they are gaining from certain knowledge domain even by utilizing training and development, this is main justification of choosing questionnaire as our primary data collection tool.

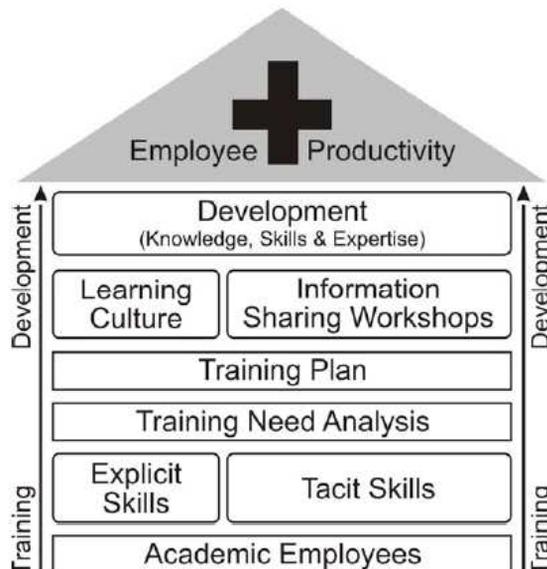
3.5 Hypothetical framework

H₀= Training strategically failed to enhance the employee’s productivity in academic institution of Pakistan.

H₁= Training strategically enhance the employee’s productivity in academic institution of Pakistan.

3.6 Schematic Diagram

By considering all core variables, the proposed model leads towards employee positive productivity by effective delivering training session and building knowledge culture. Training is playing the role of mega variable which one called the function of rest of the variables. Overall impact of training is producing a vital and strong influence on employee’s efficiency in academic institutions. Identification of employees’ existing skills (tacit & explicit) directly leads towards the analytical process for creating its need and requirement, similarly category of employee with its expertise playing significant role in deciding their learning capability and knowledge, skills enhancement towards getting trained. In this sense, it is also obvious to know that how much institution and employees’ are flexible or tolerate the change according to their job requirement. Also knowledge sharing culture in the institutions directly relate to the training and development. Finally need of education, learning potential during training and development, evaluation of individual performance to appraise and reveal the imparting results in this connection.



4. RESULTS AND DISCUSSION

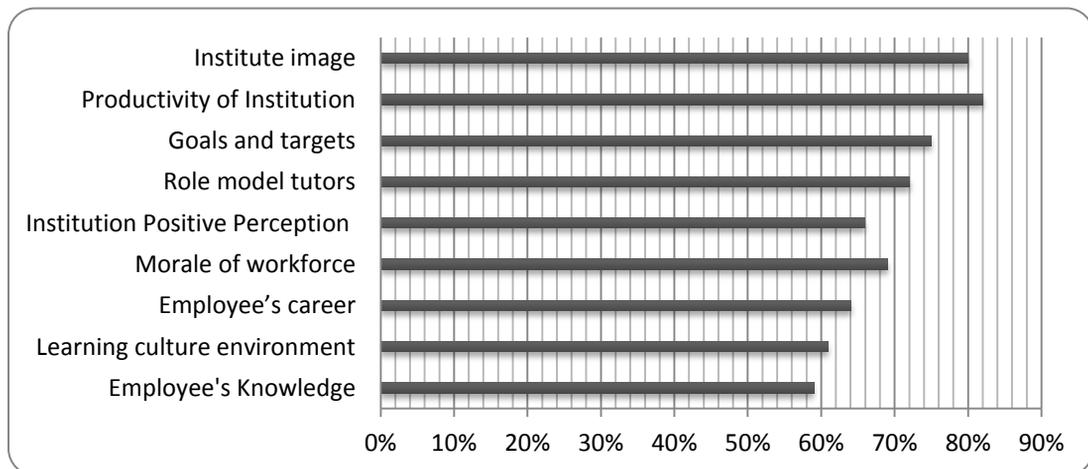
The demographics characteristics of the respondents (n=123) highlight that the 66.7% are male while 33.33% are female that belongs to the different academic institutions in Karachi. Around 34.1% perform their job at middle management position with holding 4 to 6 years working experience in the academic institutions. The age group of the participant's categories into 5 groups, 36 to 40 years old shows the highest number of response which is 33.3%. The education credentials of respondents show that the 55% respondents achieve their post-graduation certifications. The demographics characteristics related to academic institutions are based upon the number of employees and age of institute. The highest percentage of institute age 46% comes under the bracket of 6 to 10 years, while 51 to 200 number of employees working in these institutions.

Table 01: Demographic characteristics of participants

Variables	%	Variables	%
Gender		Age of institute	
Male	66.7	6-10 year	46
Female	33.3	11-15 year	24
Job level		16 or above	30
Top management	26	No. of employee	
Middle management	34.1	11-50	24
lower management	29.3	51-200	60
professional/technical	10.6	201-500	16
Work experience		Education level	
1-3 year	14.6	Graduation	24
4-6 year	30.1	Post-graduation	55
7-10 year	29.3	PhD	21
10-15 year	15.4		
16 or above	10.6		
Age of participants			
25-30 year	20.3		
31-35 year	17.9		
36-40 year	33.3		
41-50 year	21.1		
51 or above	7.3		

Training plays a vital role to improve the work performance of the academic staff. It also provides extensive support to improve the management skill of the inefficient worker. According to several studies, need based training also work as a catalyst to enhance the leadership skills among the academic staff. About 59% of the academic human resource believed that the training enhances

the employees' knowledge and intellectual capabilities. It also provides extensive support to polish the employee's tacit and explicit skills. While, 61% of employees working in different academic institutions realized that the training plays a significant role towards positive contribution in learning culture environment. It also urges the motivation level of employees and helps to disseminate value able information to students as well. Nearby, 64% of academic employee agreed that the schedule training plays a vital role to grow their career on fast phase. It also clarify that the training programs in academic institutions increase the morale of workforce which is supported by 69% of the respondents. Alternatively, findings related to training shows that 66% response of participants comes in the favor of positive perception of academic institutions. Above 70% response rate shows that the training makes tutors as a role model for the students and their respective societies. It also helps to meet the academic goals and targets in an efficient manner. Above 80% response highlight that the training and development helps to increase the productivity of institution and their brand image in the market.



Graph 01: Impact factor of Training and Development in Academic Institutions

4.1 Empirical Analysis

Proposed hypothesis is tested on the bases of respondent's opinion and empirical analysis provides extensive support to prove the end results as predicted by the researcher during this research study. The core variables discussed previously were taken for empirical test by using analytical tools on the basis of variables, which directly correlates among each other and leaves positive impact on human resource productivity in academic institution. In resultant, core variable training leaves positive impact on the employee performance in a short period of time. These variables show the exclusive relationship with each other and academic employee willing to attend the schedule training in their institution. The reliability statistics shows the pre-test value of questionnaire for sample (n=15) Cronbach's Alpha (.971) shows the excellent internal consistency among the variables. Thereby, questionnaire circulate to 150 academic staffs but the 82% response rate recorded as a sample size (n=123). The reliability statistics for sample (n=123), Cronbach's Alpha (.766) shows acceptance level of internal consistency among the variables and their responses.

While considering the descriptive statistics many respondents has marked above neutral response and showed their agreed behavior towards training directly enhances the employee productivity of

academic institutions. The F value (73.935) shows the analysis of variances at 5% significant level. It clarifies that the test statistics is larger as compared to the critical value. The null hypothesis is rejected via considering p-value for (73.935) is highly significant (.000) at that point. This hypothetical framework shows the pure significant results and F value (73.935) shows the strong model fitness between the variables. Both variables have a strong relationship with each other which contains high regress value via considering the value of (R .631) and adjusted R square value (.393) shows the less biasness via recording the response of the targeted sample. There is no data manipulation required for this model. It is justified that the hypothesis is proved that the training strategically enhances the employee's productivity in academic institution of Pakistan.

Table 02: Empirical Analysis

Reliability Analysis				
Cronbach's Alpha (pre-test of questionnaire)	0.971	Sample size	(n=25)	
Cronbach's Alpha	0.766	Sample size	(n=123)	
Descriptive Statistics Analysis	Mean	Std. Deviation	T test	(Sig. level)
1. Employee's Knowledge	3.51	0.645	60.405	0.02
2. Learning culture environment	3.49	0.706	54.825	0.00
3. Employee's career	3.51	0.717	54.321	0.01
4. Morale of workforce	3.56	0.715	55.269	0.00
5. Institution Positive Perception	3.55	0.68	57.949	0.02
6. Role model tutors	3.61	0.685	58.432	0.03
7. Goals and targets	3.66	0.638	63.598	0.00
8. Productivity of Institution	3.72	0.631	65.429	0.01
9. Institute image	3.7	0.639	64.168	0.00
10. HR Productivity	3.47	0.739	52.09	0.00
11. Training and Development	3.59	0.619	64.385	0.00
Regression Analysis				
R	0.631			
R square	0.398			
Adjusted R square	0.393			
ANOVA (F value)	79.93			
P value (Sig. level 0.05>p-value)	0.00			
F _{observed} 79.935 > F _{critical} 3.88				

The F observed value is greater than the F critical value so far null hypothesis is rejected. During testing this hypothesis, the output results of regression statistics clarify that there is no problem exists among these variables. This hypothetical model shows the positive sign of the coefficients and positively correlates with each other.

5. CONCLUSION

Academic employee's training helps to groom their professional skills and embed intellectual capability. It also facilitate the young intellect (student) to acquire the wisdom form their tutors. Knowledge able and skilled tutors can be produced with the help of effective training sessions. There is no doubt that "training is a learning process" but there is need to keep in flow and disseminate the knowledge to their peers and fellows. There is a need to focus on trained and competent tutors in academic institutions. Thereby, students will give prestige and honor to their role model tutors. In resultant, it will positively impact upon the productivity and business enhancement of the academic institutions but more than that "Only a good teacher can make a good role model society".

5.1. Corrective Actions for Employee Productivity Enhancement

- Correct identification of current and required skills of employees leads to launch correct training and development program.
- Employees' age from 25 to 40 is showing their keen interest in managing and disseminating the knowledge through different training and development program.
- Training and knowledge management are using as tool for combating change in institutional culture.
- To justify the knowledge culture, need for educational learning and identification of existing knowledge and skill is necessary. It includes both types of knowledgeable skills such as explicit and tacit.
- A performance evaluation and appraisal identifies the key areas where rectification needed for enhancement of overall employee's efficiency.

6. IMPLICATIONS

Basic implications of this research study, the emerging concern for all aspects of an academic institution, including culture, policy, process, management and technology, that affect its ability to create and transfer knowledge i.e. turning intellectual assets (Human capital or organizational employees' skills and knowledge) into competitive advantage for that institution, which elaborate the high potential and rapid efficiency of institution. This research is helpful to design more effective training and development programs for whole staff of an academic institution. This research provides extensive support to understand significance of knowledge skills for academics employees and identify current knowledge management position in Pakistan's academic institutions.

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