

**COMPARISON OF HUMAN RESOURCE
DEVELOPMENT PRACTICES IN PUBLIC
AND PRIVATE SECTOR UNIVERSITIES**

BY

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NATIONAL UNIVERSITY OF MODREN LANGUAGES,

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By

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Candidate of **Master of Philosophy** at National University of Modern Languages do hereby declare that the thesis **“Comparison of Human Resource Development Practices in Public and Private Sector Universities”** submitted by me in partial fulfillment of MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

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ABSTRACT

Title: Comparison of Human Resource Development Practices in Public and Private Sector Universities

This study intended to compare the human resource development practices (training and development, career development, organizational development) in public and private sector universities of Islamabad. The major objective of study was to make a comparison among human resource development practices. Explanatory sequential mixed method approach was used to collect data through stratified sampling technique. Tool consisted of 75 items (717) faculty members and data was extracted from public and private sector universities. Qualitative approach data were collected from ORIC, QEC and Registrar offices of sampled universities. Independent t-test was used as statistical technique and results revealed that there was significant difference in human resource development practices of public and private sector universities. Quantitative approach results of respondents showed private sector universities were focused on employee trainings (M=4.23) career development (M=3.72) and organizational development (M=4.7). On the other hand public sector universities respondent results showed that trainings (M=2.97) career development (M=2.86) and organizational development (Mean=3.8). Quantitative research approach reflected private sector conducted more trainings than public sector. Qualitative approach results revealed through content analysis in last five years (2015-2020) private sector conducted more training (139) and focused on employee career and organizational development. This study recommended that in both public and private sectors use effective techniques for planning faculty trainings for organizational development.

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LIST OF ABBREVIATIONS

Abbreviations	Terms
HRD	Human resource development
HRM	Human resource management
HDI	Human development index
ORIC	Office of research innovation and commercialization
QEC	Quality enhancement cell
HEC	Higher education commission
NIDA	National institute of development administration
HR	Human resource
h_0	Null hypothesis
F	Frequency
M	Mean
Sig	Significance
df	Degree of freedom
t	T-test value
SPSS	Statistical package for social sciences
Covid -19	Corona virus disease
NLP	Nero linguistic programming
NACTE	National assessment of career and technical education
Nvivo	Statistical and qualitative data analysis software
ICT	Information computer technology
Fig	Figure

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DEDICATION

To my honorable and respected parents, family and Supervisor, who never gives up on me and who is always home of encouragement for me.

CHAPTER 1

INTRODUCTION

1.1 Human Resource Development

Human resource development (HRD) is very important for the development of the organizations. HRD is very essential for every organization because people now reflect it as a key of higher productivity, greater effectiveness and healthier dealings for any organization (Vasantham, 2015). Public and private sector organization of Pakistan become complex day by day due to frequent change in world education setting. HRD is the only solution of future challenges. HRD appropriately took into consideration all level of public and private sector departments. Pakistan has enriched by young generation and it is the great source that supports country development through education (Tabassum, 2017). But concentration is not given to applicable use of it because human development index (HDI) presents a sad situation. According to United Nations the HDI of Pakistan was 0.5 and it ranks 147 out of 188 countries (UNDP, 2016).

According to Awan and Zia (2015) education is important section of individual personality. In Pakistan different type of institutes in which private, public, technical and madrasas included. It is composed of three main supports like teachers, students and curriculum. People mostly prefer public and private schools in Pakistan. Private sector nowadays center of attraction for many people due to their education system, knowledge delivery and test criteria. On the other hand public sector are cheap but losing their attention and people's attraction. People avoid public sector.

According to Dejene (2016) organizations nowadays deal with changing and complex environment that effect growth and development. Human assets are required to sustain in this position. Organizations depend on human resource. Study leads to compare HRD practices like trainings, career and organizational development. Human resource development focused on processes and structured for teaching learning development and brings change in the individual, team, community, organizational, National and international levels. Various departments like education, psychology, social and public policy that there is a difference in all these areas. So it is difficult to speak of a common HRD profession to track its current status and evaluation to assess the quality of preparation for professional future scholar and practitioners (Cho & Zachmeier, 2015). Human resource development (HRD) education neglected in the early stage and it make sense that university based education introduced courses and HRD subject matter taught in higher education institutions that respond to Education, technology and social change (Ardichvili & Oh, 2013).

Human resource development practices in which researcher took only three practices that were training and development, career development and organizational development. Researcher took these practices from Human Resource Wheel model by McLagan, 1989. Organization can be developed by the proper and suitable planning of organizational climate, organizational culture and organizational strategies (Ostroff, Kinicki, & Muhammad, 2012). Employee training and development and outcome can be find out through the conduction of trainees training and provide new skills, knowledge

and make more competent workforce. According to Khan, Rajasekar and Asfour (2015) career planning and management can be cause of career development.

Human resource development improves new skills, knowledge and attitudes in the people and makes more people competent in the workplace. Due to the suitable system of human resource development people can be more committed towards their work. A trustful and respected environment is created by human resource developers. Human resource development creates acceptability of change in the employees. Due to change adaptation employee becomes capable to solve the problems. The active employees assess to other institutes and increase efficiency among employee is the purpose of the human resource development (Abed, Mahidy, Alhalboosi, Alhalboosi & Faeq, 2018).

It is important that careers need attention and ways to generate successful and long term employment (Kosseck, Valcour & Lirio, 2014). For supportable in the organization is compulsory like that employees need to change the mindsets and focus on the sustainability in the career and need to think and act in a different way. It is acquired through the reexamining of connection of employees with the workplace, how to increase the organization development and way of the promotion of employee career and life balance between home and work become more desirable (Kosseck et al., 2014).

Shuck, McDonald, Rocco, Byrd, and Dawes (2018) concluded that scholarships related to career development and voices of the scholars motivated to take actions. Hope it will provide equity to everyone and take career development seriously and encourage to everyone to face the challenges. Human Resource Development can uplift empower the people as the scholars and practitioners share their personal career development

experience. Change happen but it occurs slowly as scholar, researchers and practitioners can create the difference in career development.

Human resources are considered as most valuable and vital assets in any organization. Competitive benefits and authority can only be accomplished through the competent, loyal, delegate, enthusiastic and dedicated human resources. Teaching institutes build and knowledge disseminate among mankind for their benefits and also to produce blessed individual with quality education hence to upgrade the whole society. Teachers play important role in the nation building and considered as significant pillars as role model. Competent and educated teachers expert are greatest blessing for any country because their potential assistance contribution uplift the nations to the commanding summits for progress and development.

Human resource administration consumes the central portion in present modest sphere. Proper planning is required for the progress and development of any institute. Effective and efficient management is required for the success and progress of the institutes. Inappropriate management and their progress lead towards the failure of the educational institutes. Planning and management of every activity employee and institutes leads towards success and development. Countries like UK, Australia, Ireland, Taiwan, Japan, HRD exists in the content of HRM in academic subjects. HRD is a single course in HRM that creates difficulties to know about overall HRD field. In UK students have full command and have HRD techniques. US and UK dominance in the perspective of HRD in an academic subject (Cho & Zachmeier, 2015). Pakistan has poor performance in Human development that affects human resource development. Currently

needs to focus on HRD for organizations and Nation development. Furthermore, in Pakistan formal education related to HRD is lacking and not linking students to competitive world of work. Learning about HRD at higher level is not too much vast and that cause of absence of asset and qualified staff of HRD in competitive world (Jamil, Hunjra & Khalid, 2013).

In the 21st century due to the globalization competition among the employee raised the standard of Human Resource Management. Without giving proper time to work it is impossible to sustain the position of the institute. Due to the proper timing, struggle and performance that employees put in the institute is very important for the institute. Proper planning and time management is also important for the success of institute. So employee performance and proper time management directly link with the success and development of the institutions.

Human resource development programs and courses offered in higher education institutes in many countries of the world and there appeared to be growth in teaching of HRD as a subject matter. HRD is vast field like education field, business and behavioral science and professional area. The purpose of HRD is to organize learning for the promotion of employee learning and development. Human Resource Development is to bring change, problem solving, human capacity development and improvement of organizations performance to build communities and Nation (Cho & Zachmeier, 2015).

Employees are useful assets for any institution. For the bright, progressive and developed institute, professional competent staff is required. However it is very important that right person for the right job either for public or private sector institutes. Recruitment

and selection is done in a systematized mode than it conducts to variety of precise applicants. Professional employee can lead institute in a well-organized way than the unprofessional and untrained employees.

In the public sector government tries their best to provide facilities, justice and instruct people to follow. In public service institute they try to provide all facilities to employees and generate effective human capital effectively. Public institutes need most competent employee and they generate the pool of right person at right job. The number of balance work force is important for the workplace. Development is endless process when people develop themselves the new issues and problem arose. People need to develop new competences to meet the changing requirements and problems. Education play strategic role in helping and require more than one goal of HRD. Every organization want to progress and use human asset for quality outcome and employees are asset. Contribution of higher education to Nation development HRD takes steps like employee training, hires professional, technical employees, generates new research based knowledge and disseminated training experience. HRD emphasized on aspects of employee development to acquire knowledge, skills, attitude for individual and organizational development (Sequeira, 2012). Human resource development directly linked to staff improvement. In modern era education enlighten people and quality education is fundamental key of development. Country having young generation can empowered country by quality education at higher education. True education is development of mental, physical, moral and social faculties. HRD is integrated use of training, organizational and career development efforts to improve individual group and

organization effectiveness. HRD is the subset of HRM (Peera, 2018). First Human resource development program was developed in Thailand at the National Institute of development Administration (NIDA). After that South Korea due to emphasis on lifelong learning National HRD experienced strong demand. South Korea developed high profile research team that developed model for the assessment of national human resource development system for country development (Oh, Ryu & Choi, 2013).

Human resource development is the development of the human that is the basic asset in the organizations. Society is by the people and people are very fundamental element of the society. Educated and technical human being in the organizations play their best role for the institute and as well as for the country development. Human resource development can play their best role in organizational development of the institutes. Organizational practitioners and higher authorities can play their best role for the organizational development. The objective of this survey is comparison of human resource development in public and private sector universities. May be due to this study employees and managers can come to know about their weaknesses in certain areas that were discussed in the three practices. It can also be useful for the concerned offices in arranging training programs, career programs associated to the latest trends of learning.

1.2 Training and Development

According to Abdullahi (2018) stated that training and development is distributing subject nowadays because it help institute in so many ways. Day to day maintenance and daily base performance needed to be done by workers possibility is to conduct proper

training sessions. It works like a root for prosperous future. Trainings are very important for every institute whether business is based on small group of people or large number of workers. Important point is that training and development is needed in every workplace for avoidance of future mistakes at workplace.

In the present century, organizations forced to compete and act professionally in the tough time so it is essential for the organization rating to have a competent employee. Employees training and development is important and for the success central focus is employee knowledge skills and competencies. The inquiries were conducted toward find influence of employee drill and expansion and employee enactment. It was resolved that through training employees get knowledge skills and also get the idea of future career way. It is also observed that training does not affect the gender and age of the employees. Females group have bigger mean related to the need of the training and due to these trainings they are well-organized. Conduct of trainings every year enlarge production of the teams and motivate them on the way to select right career path. Training increases the leadership qualities and help in decision making (Bayraktaroğlu & Čičkušid, 2013).

1.3 Career Development

Organizations used career development as a formal approach to confirm the experience and qualifications of the existing employee in institutes and use when they needed. Both the need of organization and careers of the individual were not diverse. Organization must involve the employees in the career planning so the need of organization and individual needs both fulfilled (Mondy, Wayne & Martocchio, 2016).

Many employees were not planning about their career and not actively participate to plan the career and still believe that organization should handle their career development (Quast, 2014). Many organizations were not sure about how to help their employees in career development and had different reasons of unwillingness. May be they are not sure that how to invest in the career development and may be unsure how to support the career development struggles (Inkson & King, 2011; McDonald & Hite, 2016). Inattention as a representative of organization causes the designation dispute in the organization. According to the recent survey the reason behind the employees quit from the jobs was the lack of the career opportunities (CEB, 2015; Randstad, 2015).

In the past ten years according to researcher's point of view more devotion is towards the career development and career issues by human resource development scholars. Researchers focused on the abilities of employees and flexibility and all the essential capabilities of employees that require in the 21st century in the environment career and necessary elements to withstand with careers (Baruch, Szucs & Gunz, 2015). Moreover needs to do work on the individual career and development.

Finally it is important that public policies support the career development. According to Clagett and Barrett (2016): (World Economic Forum, 2016) that career development needs to be started from the early age and economic and societal factors can play their role very well. Public policy makers concerning K-12 and higher education can help in sustaining the career of people lead in ineffectiveness. Human resource development specialists and scholars reflect that how they can educate the individuals public policies that effect employee well-being and careers. Human resource

development have moral duty to involve in the public policy and decision making to confirm the individual and organization prepared for the fourth individual revolution.

1.4 Organizational Development

Human resource development now not limited to the technical training but a full education system that should train the employees and staff grown in different extents. For every organization education was speculation for them. Education is related to the satisfaction of the employees and educational accomplishments overall association with the organization activities. Without the contribution of the top management, organization and employee cannot get the benefits or desired outcomes of the training. Trainings conducted to solve the existing problems in the employee and staff skills and create abilities that overcome by the training process. Training meets the needs of organization and individual that is for the execution of one or two years (Abadijoo, Moghadam & Beheshtifar, 2015).

1.5 Statement of the problem

Human resource development is important for employees because it enhances their capabilities and competences related to different tasks that were assigned them at workplace. HRD also play important role in employee present and future set goals. HRD is a continuous and systematic way to utilize employee potential and also for organizational development purpose. HRD improve supervisor and subordinate relationships, teamwork and coordination among different departments in organizational culture and also contribute to the welfare of employees. HRD develops the skills and individual knowledge. It provides competent and efficient human resources that are

having competencies and employments skill. HRD grasp career development opportunities through the development of human skills. Career development include personal development that is through proper trainings opportunities that employee need. Training and development considered as a tools of human resource development. It is the facility for employees to tackle their trainings needs with organizational requirements. HRD is important because it is the investment of employee and trains them to become stronger and competent in challenging world as a strong working force. Progress of employees and institutions development depends upon each other. Human resource development is very important for every employee and also for organizations. The current study aimed at comparing the practices of human resource development like training and development, career development and organizational development in universities of Islamabad. Maximum researches in Pakistan related to human resource management, selection and recruitment whereas researcher focused on comparing the practice of trainings and career development whether organizations arranged it in the institutes and the extent of their effectiveness for the employees. Employees get benefits and implement in the workplace. Educational managers arrange faculty trainings, career development and organizational development practices for employee and institution improvement. From the previous researches it was found that survey piloted in management, engineering and banking sector but special concentration and targeted area of this research was education sector.

1.6 Rationale of the study

Purpose of this research was making a comparison between human resource development practices in public and private sector universities of Islamabad. Focused of this research was on practices of human resource development and these practices included trainings and development, career development and organizational development. Motive of research was to know how teacher trainings affect the performance of employees and how training increases the capabilities of personnel. Recent era deals with economic development and throughout globally HRD is ever changing field. However concepts of HRD similar throughout the world but its practices differ due to some factors like in cultural context, national policies, technology and resources. In Pakistani context lack of attention towards HRD field especially in education area (Asrar-ul-Haq, 2015). Previous researches were related to HR and employee job satisfaction and performance. So this research was conducted to fill this gap especially in education sector.

Trainees without training cannot get the skills and without skills organization cannot be productive. Those trainees that were involved in the training either they utilized in their workplace or not (Alshuwairekh, 2016). Career planning and development make the employee competent and increase the productivity of individual as well as organization. If Managers or organizational developers help their employees and colleagues in the career planning according to their skills and competences they can progress well. Planning and management of employee talent can be cause of progress of organization. The organizational development depends upon the organizational culture, organizational climate and organizational strategies (Lljins, Skvarciany and Gaile-

Sarkane, 2015). If proper working environment provided to employees then they put their efforts for the positive change and prosperity of the organization. Every organization has different background of employees, their education level, experience and qualification is different so every employee is expert in respective area. Progressive organization makes strategies to take benefits from the talented employees so that can be cause of the development of organization.

Researcher conducted this research because it has been observed that previous researches were mostly related to banking sector, management sector, engineering sector etc. But not much research has been done on human resource development in education sector at higher level. This research was novel in a sense that it was purely related to higher education systems, faculty trainings, career development and organizational development. Furthermore, this study was undertaken as a mixed method approach to triangulated data for in depth understanding of the phenomena. This also makes the current study innovative because researcher want to explore about human resource development practices it became imperative to explore it multi-dimensionally. Study will beneficial for Teachers HR managers, administrators and future researchers.

1.7 Objectives of the study

1. To compare Human Resource Development practices in private and public sector universities in Islamabad.
 - 1a. To compare Training and development practices in public and private sector universities.
 - 1b. To compare Career development practices in public and private sector universities.
 - 1c. To compare the Organizational development practices in public and private sector universities.
2. To get information about human resource development trainings in public and private universities of Islamabad.

1.8 Null Hypotheses

- H₀₁ There is no significant difference between human resource development practices in public and private sector universities of Islamabad.
- H₀₂ There is no significant difference between training and development practices in public and private sector universities of Islamabad.
- H₀₃ There is no significant difference between career development practices in public and private sector universities of Islamabad.
- H₀₄ There is no significant difference between organizational development practices in public and private sector universities of Islamabad.

1.9 Research Question

1. What type of human resource development practices were adopted by public and private sector universities for the development of faculty?

1.10 Significance of the study

The tenacity of the present research is comparing practices of Human Resource Development in public and private sector universities of Islamabad. The intension of investigation to deliver evidence connected to the HRD practices. Survey is beneficial for all those who are directly and indirectly involved or participated in it. Study will be useful for teachers because teachers will be able to improve their general skills, time management skill and enhance their workplace competencies. Teachers will also get education certificates and learn different ways to motivate their students and colleagues for progressive learning.

Training and development is beneficial for human resource managers and human resource developers because these professionals reduce employee turnover, manage conflict resolution, employee satisfaction, employee performance and also budget control through proper trainings. Trainings will significant for the Quality Enhancement Cell, Office of Research Innovation and Commercialization and Registrar offices for their self-evaluation. Study will beneficial for Educational Managers, ORIC, Registrar, QEC's, governing authorities and future researchers because they will be aware about their weak areas and can upgrade their departments accordingly. Findings of this study may help the

concerned offices to design faculty training and development programs on latest trends for their capacity building and lifelong learning.

- The study will be beneficial for HR management that will overcome gap between employee's performance and organizations set goals. It is significant contribution in the success of organizations and employee performance.
- Research survey related to human resource development conducted in the field of bank sector of Pakistan but not too much work in education sector (Imran and Tanveer, 2015).
- Research survey was conducted in public universities of Khyber Pakhtunkhwa but it was related to human resource management (Ahmad and Ghani, 2018).
- Amin, Saeed, Lodhi, Mizna, Iqbal and Tehreem (2013), conducted research on employee trainings but it was limited to the employee job performance.

1.11 Conceptual Base

According to Jehanzeb and Bashir (2013) stated employee training and development program have positive outcomes for employees and organizations. In recent world it's difficult to survive in competent world. Success and failure of organizations depend upon employee performance. Organizations finance large amount on employee training and development programs. Trainings program enhanced and focus on employee knowledge and abilities. Researchers and professionals affect employee program.

According to Khan, Rajasekar and Al-Asfour (2015) stated that employee career development play important role in inspiration of human capital. Effective career

development is achieved by proper employee career planning and organizational career management. Career development opportunities provided to employees for their satisfaction. Employee involvement in career development decision making process and bringing transparency and fairness in career development system to create win-win situation. Career management covers career planning; identify career goals and paths to achieve them.

According to Lljins, Skvarciany and Gaile-Sarkane (2015) stated that organizational culture and organizational climate impact in process of change. In competitive world some organizations are effective than others. Research explored that relations between employees and developing organizational culture is key to success. Organizational climate factor is most important to help change agent in organization.

1.12 Conceptual Framework

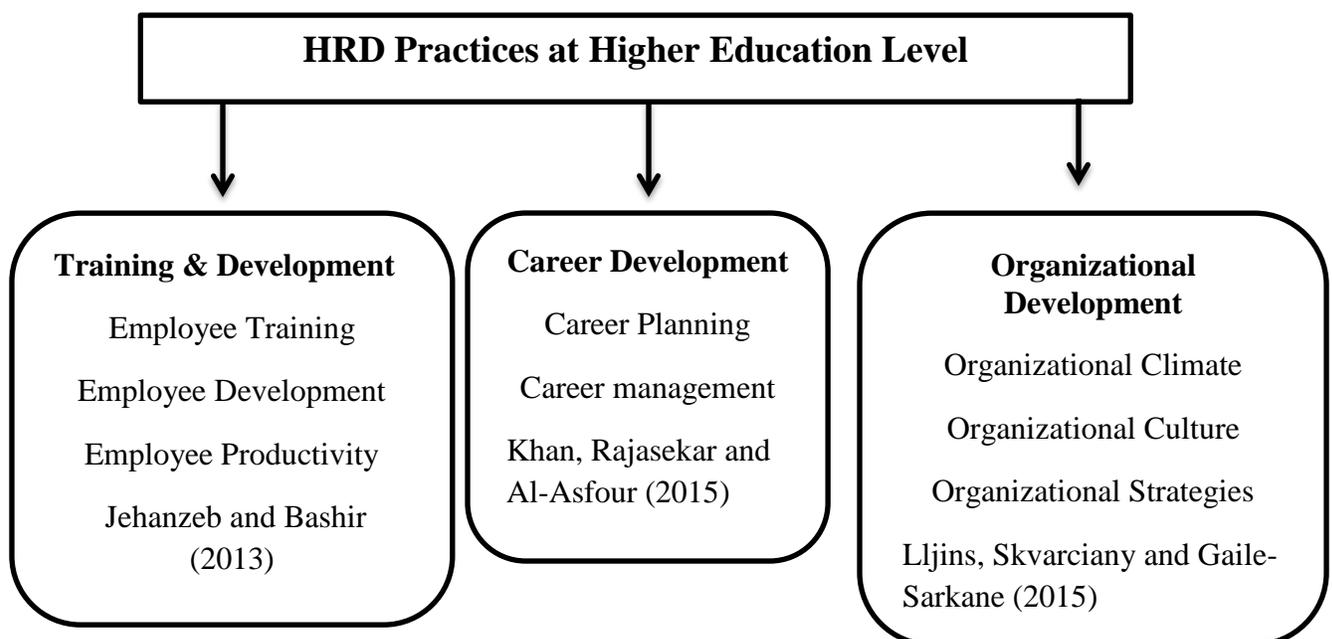


Figure No.1.1 Conceptual framework

1.13 Operational Definitions

1.13.1 Human Resource Development

HRD is organized and planned activities designed by organization provide opportunities to members to learn about skills that meet employee current and future job demands. HRD practices used to improve individual, group and organization effectiveness.

1.13.2 Training and Development

Training is a systematic procedure of development of employee competencies like knowledge, skills that is useful for the development of employees and institution to achieve set goals and objectives. It begins when employees enter the organization and training helps in diagnosing employees' weaknesses to enhance their productivity.

1.13.3 Career Development

Educationists and career managers conduct trainings according to the needs of employee that can help in their career planning and management. Manager provides opportunities to recognition of self-skills, knowledge and interests to achieve set goals. Organizations and managers guidance help out in employee career.

1.13.4 Organizational Development

Implementation of practices, system and techniques that human adopt and develop. Organizational development means to provide employees proper work place guidance, feedback, conducive environment, proper plan of activities, and appreciation

for their development. Supportive environment and fair system in organization employee handle crucial conditions for its organization progress.

1.13.5 Organizational culture and strategies

Culture is collection of values, expectations and practices that guide and inform about actions of team members. It involves experiences, thinking styles, beliefs and future expectations. Organizational strategies are about the plans that how the organizations become successful.

1.14 Delimitations

- Study was delimited to higher education institutes of Islamabad.
- Data was collected through questionnaire and content analysis only.
- Relevant documents of last five years (2015-2020) were collected from sampled universities.
- Study was delimited to only three practices of human resource development.
- Study was delimited to quality enhancement cell, office of research, Innovation and commercialization and registrar offices of universities in Islamabad.
- Response gathered from faculty and offices of sampled universities.

1.15 Limitation

- Only public and private sector faculty of Islamabad were taken as sample. (Distance learning Universities were not included).
- Study limited to Islamabad universities instead of Rawalpindi.

CHAPTER 02

REVIEW OF RELATED LITERATURE

2.1 Human Resource Development

Human Resource Development is a major component in nation and educational development. Like many countries Nigeria also play their best role in achieving organizational developmental goals. Human Resource Development importantly determines the standards of education in country. The survey was based on investigation of low standard of education in Nigeria on its Development of Human Resource. Using secondary data both National Policy on Education and Nigerian Constitution highlighting the importance of Human Resource Development and also emphasize on education policies to enhanced economic, social and political development in the country. Results from the survey were concluded that current proportion of poverty and underdevelopment among social problems experience in Nigeria is in the result of failure of functional quality education in country (Asaju, Thomas and Silas, 2013). It is also suggested that for quality education it is very vital and need proper planning, monitoring and evaluation for healthier learning environment and satisfactory funding. Indiscipline and corruption in the education sector is also a hurdle in the system.

According to Russ-Eft, Watkins, Marsick, Jacobs and McLean (2014) recommend different perceptions benefits in accepting and analyzing the problem or position to develop alternative situations. After and during the implementation of one or more alternatives the new knowledge is created in the outcome that assembled for future decisions (Russ-Eft et al., 2014). As Vinesh (2014) cited human resource development

term nowadays used by so many people to specify training and development, career development and organizational development as an organization investment for the learning of the employees as a part of human resource management approach

Most interesting finding in past two centuries in Human Development came from social movements. Social movements include manual labor, public moralities, spiritual liberty verified that employee working and improvement idea is not about the business but it is essential to where it is originated recurrent process clue originated, examined, well-run, applied and well-educated (Callahan, 2013). In latest epoch elaboration of human and teaching concentrated on independent objectives and achievement aspiration. Aim of adult education program provides specific career path. Human Development is renovated to chosen path versus one by environmental need (Jacobs, 2014).

Human resource managers suggest that human resource development has lot of responsibilities and work. Human resource development involves the fresh and unskilled employees and they are responsible for providing skills and abilities to them. They are responsible to help the employees and take initiative to control their careers, training of the employee and also coach the managers to facilitate the employee in career development. Due to all this, it helps out the organization in the career development. Human Resource Development needs to be creative in all levels in promoting career development in the organization because organization cannot support promotions based career without the filtration of structure (CEB, 2015).). Akhtar (2015) as cited that human resource development is one of the major issue of present situation. Researcher highlighted the role of education in human resource development. Country is over

populated and maximums people were unskilled, untrained and not developed well. Education play vital role in development process. Manpower comes from education. Education is effective mean for the transformation of society through human resource development. It increases the fundamental need because it increases individual understanding about him. Education improves living standard enhance productivity by improving work skills. Formal and informal education enables individual to be turn into human resource. There is a difference in man and human resource. An individual turn into human resource when activity and mentally participates and involved himself in productive work. Some factors were responsible of low human resource development that were poverty, lack of proper education, technology, limited resources, lack of trainings information and lack of planning.

2.2 Public and private Educational institutes in Pakistan

Higher education is the subject that needs attention of academicians and policy makers. But it lacks the experimental proof concerning to social results and students. To fulfill these gap researchers conduct survey on teachers support and graduate psychological comfort. Study sample was graduate students of Pakistan Sindh universities. Results exposed that graduated student's wellbeing and self-perceived is positively correlated to teachers support and among them there is no difference in gender. It is also found that teachers support effect students' psychological comfort. Research is benefited for policy makers, human resource management specialists, universities concerning graduate employability and improvement (Bakari & Hunjra, 2018).

Pakistan higher education system dealing with quality education and not much had better progress in institutional development. Paper highlighted education quality differences in board of governance of private and public institutes in Pakistan. Qualitative approach and interviews conducted from the instructors and secondary researcher. Governance problems recognized. Higher education governance investigated in term of board of governors of universities their roles and whole organizations structure in both sectors. Paper further discovers Pakistan HEC role on universities and policies about quality assurance in the country. There is a difference in both sector of governance structure. Results revealed that private sector board describe well-organized structure as compared to public sector boards. Public sector lack freedom and political system influenced on it. Public sector should change board structure for good governance promotion to assure universities quality in country (Usman (2014). Employment can be a world changed agent by the use of technology experience societies convert more global. Due to rise in globalization, education system is more diverse. Purpose of study was to provide employees skills and jobs to university faculty. Identification of employability skills and HRD programs among employees in U.S is common. For the evaluation of relationships between employees and faculty members both in U.S and internationally anova were used. Overall results of study were there is relationship between technology usage and communication skills (El-Mansour and Dean, 2016).

HRD is changed due to the usage of technology and advancement in it. Requirement and working environment is changed, labor market and human resource. Usually organizational development and trainings of employee considered as an

important part of workforce development. This study was associated to HRD, developing trends and viewpoints of HRD involvement in Pakistan. HRD depend on organizational sustainability. Trends connect positive effect on country, society and individual. Pakistan is rich in workforce but now misused by lack of attention, preparation, trainings and development and employee utilization. In Pakistan public and private organization still not pay attention on HRD that cause failure in business and organizations. It can be prove through attention on each and every aspect (Tabassum (2017). As Hafeez and Akbar (2015) stated employee are asset in organizations. It depends on their performance higher authority knows in competitive world trainings are expensive and have lots of benefits for individual and organizational progress. Survey was about employee trainings in industry of Karachi. It highlighted the value of trainings and employee performance. From the finding results revealed that there is positive significant relationship between trainings and employee performance. If higher management arrange more trainings according to the employee needs then organizational and individual progress.

Aburumman, Salleh, Omar and Abadi (2020) stated that Jordan banks facing employee disasters that employees leaving their jobs at very high rate. Study was about human resource management practices and employee turnover purpose and mediating role career fulfillment. From the findings human resource management practices negatively impact on employee turnover. Career satisfaction has mediating role with HRM practices. Now research endorse banks in Jordan to provide high wages, promotions, trainings and development, career satisfaction to stay employees at workplace. Abdullahi (2018) stated that training and development play vital role in

competition era and administrations need to survive, shine, grow and expand. Way of survival is training and development. Workforce differentiates between effective and ineffective organizations. When effectively invest on trainings than organizations progress. Study was designed to investigate the training and development and employee productivity in the staff of Kano state, Nigeria. Survey based on quantitative approach to check the effects of training and development on academic staff of Kano in Nigeria. From the findings results revealed that training have positive effect on productivity of employees. Results also revealed that training way of delivery, materials, methods, techniques has positive effect on employee productivity among the academic staff. For the effectiveness of organizations paper is useful for the policy makers, scholar, managers and organization owners.

According to Okechukwu (2017) explored employee performance, training and development and their management at workplace. Purpose of research was identification of employee performance and trainings programs on employee gratification among academics and administrative staff. Results revealed that trainings positively effect on employee performance. Employee performance and trainings was supportive and efficient for employee success and organization. According to Yozi (2018) investigate employee training and satisfaction towards job. From the results it was found there was no relationship between training and employee service. One more finding that there is a bit relationship among training and development and employee satisfaction about job. It also has shown that how higher education learning can retain academics in order to earn investment complete to training and development. Higher education institute easily

handle academic leadership. Simachew (2014) Organizations deals in a complex and every day changing environment that influence the growth and enlargement. To escape from these changing environment organizations need to develop their own human resources. Because for the survival of any institute depend upon the quality of human resource. From findings results revealed that employees well aware about HRD concepts. Results revealed that maximum employee not good in training and development, career, organizational development and performance appraisal. It is also find out that sector had challenges in practices of HRD. Sector also had not proper HRD system. For the effectiveness of program HR need to focus on career development, training evaluation and increase employee effectiveness. To overcome the challenges of HRD practices it is mandatory to skilled financial resources and human resource. It is also essential HRD process more sustainable to support technically trained employees in organizations.

According to Mujtaba, Jamal and Shaikh (2018) stated importance of HRD practices in the context of economic development of Pakistan. Researchers also try to assess the HRD policy in the country how much associated with the country development. Without policy about human resource development in country means that no way and strategies about human flourish. . This research is only useful for HR specialists, investors and policy makers to know about the significance of HRD in development of Pakistan. As Asrar-ul-Haq cited (2015) human resource development is a dynamic change field. Principles and concepts of HRD to some extend same in all over the world but it is different in its practice, background like technology, culture, national policies and resources. Study was about current, future trends and development of HRD

in Pakistan. Results revealed from the study that HRD in business, non-profitable, education development and public settings. Study planned the significant role HRD for education and social development of Pakistan. Khan, Yusoff and Khan (2014) HRD is energetic process that needs some time and energy to bring changes in management sector to flourish organizations properly. Qualitative resource either in the form of employees or management needed to command on future challenges and current human resource problems. Employees were main center and need attention from higher authorities. Study identified in the viewpoints of Pakistan. Shah and Attiq (2016) stated in developed countries HRD is major source of improvement. Pakistan put their best effort in extension of capacity of employees to meet the challenges of development. Knowledge about current problems and their solution on right time lead to overcome the future harms.

According to Naz, Aftab and Awais (2016) stated that minor and average initiatives become cause of support in human resource and provide opportunities to employees in the country. HRM practices engage employees through training and development, motivation reward strategies and actual selection and recruitment process. Competition is the force that influences institutes to accept human resource management. Human resource is the source of organization development and quality element in competitive world. Human source is the capital that cause of organizational development. In Pakistani education sector or any other area is in competition to survive and sustain their positions. Human resource practices were positively linked by the performance of employees and workplace. It was also seen that when HR experts focus on improvement

of practices organizational performance was increased. Jamil, Hunjra and Khalid (2014) survey that developed Asia nation record can be better by the performance of their human resource. Aim of research was to find out relationship and its impact of essential factors of human resource development in Pakistan. Questionnaire was about education and human resource development, training and education, good governance. sample was experts of Pakistan public organizations and managers. From the findings results revealed that there is a relationship between human resource development, training and education, good governance and education. Sial, Jilani, Imran and Zaheer (2011) stated that Pakistan is a developing county and need of time is to provide quality education system to university students. World is now advanced so organizations need best human resource to run modern tools. This can be only possible if country is enriched with strong and expert faculty members that well known about organization commitment and educational standards. University level students meet the high education values. Research purpose was investigation of HRM practices among faculty in Pakistan universities. From the findings results revealed that quality education enrich the faculties of students and help out students in their workplace.

2.3 Human Resource Management

Rodriguez-Ruiz (2014) described that another makeover from a hard Human Resource Management approach to a softer Human Resource Management approach began to start. The focused of inflexible attitude on straight suitable and secure enactment. Easy tactic lectured mainly influence resources for human on external and internal shareholders of the institute. Distinct slants moved the viewpoint of Human

Resource Management from planned observes marked to efficient and operative use of the resources to decisions controlling which appreciated worker and company. Richman (2015) agreed that management of human resource appeared by the appreciation of human as asset and by the guidance of government bring out useful changes. Employee management supported two principles that were human is the asset for every institute and secondly social development is compulsory to preserve in altering surroundings. Review also agreed that pressure on organizations from internal and external exist worldwide. Influence of these kinds of pressures is basic for interest and proactive skills. Great performance in organization cannot exist without personal management and developing human resources. Balancing of both paired always exists. Development in both brings change in human acquaintance and assistances. Change in politics, social and environment is the need of organization. Due to these actions companies can demonstrate their position and leadership qualities.

2.4 Role of HR professionals in Higher education institutes

According to Hsu and Yancey (2015) pointed out in the survey that trainings conducted and HR professionals certified get more pay and had higher professional commitment than uncertified HR professionals. Certification was way of attractive option for worker learners those who avoid the common limitations of educational programs that based on 'seat time' to get job related capabilities. Certification is just the indicator of measurement of individual knowledge and skills. Certification does not mean the replacement of traditional educational programs. Indeed they were provided the

alternative way for students for their career and professional development that were not able to afford the cost of the university degree.

2.5 Human Resource Development in undeveloped and underdeveloped countries

Krishna (2019) highlighted that United Nation repeatedly stressed upon the role of Human Resource Development as a medication for undeveloped and underdeveloped countries to overcome shortfalls. In the last two decades for capacity building and economic growth national Human resource development applied growth interest. Moreover, focus of national Human Resource Development much focused on construction and delivery rather than capability evaluation and performance. Historically, countries trusted on human capital in contribution of education. Growing concern is that educational world in not preparing people for jobs. Division between education and service managed to stress on industry united credentialing systems. Based on evidence assessment that is performance based are vital to competency-based education system. This paper linked education and employment by industry renowned employee's certification and framework to support National Human Resource Development. The context assimilates all identifications from diploma, degree, vocational training and documentation. Associations of National Human Resource Development consider marvelous impact on economic development.

2.6 Human resource development and Productivity

According to Okoye and Ezeijiofor (2013) inspected the consequence of human development in logistic productivity. Survey was based on human resource development

that enhances productivity to overcome deprived performance in organization. Researcher also focus on define competence of human resource preparation and advance in organizations for the tumor to conclude that humanoid expansion have noteworthy control on governmental production. Researcher also tried to introduced and identify those factors that affect human resource development and organizational productivity to learn the senior management attitude and need of the employee available human resources that marvelous effect on the profitability. Major function of hominid supply is worker's engagement towards achieve set goal. Conclusion of survey was that human resource development; trainings make employees more effective towards their job. Due to trainings and guidance workers in organization motivate and accomplish well at workplace. Employee and organization productivity depend upon the attention of employee and higher authority. Collective struggle results of employee and organization enlargement in every aspect. As Priya and Amutha (2015) cited that training is important in competitive world. Conducting trainings help in achieving long and short term goals. Trainings were one of the most important strategies for many organizations in tern to improve employee performance and organization productivity. Through trainings employee can improve the quality of work which is helpful in achieving organizations set objectives and goals that lead to the effectiveness of employee and organization. Trainings are the way through employee can achieve better career opportunities and enhance position in organizations that organizations improve their efficiency.

2.7 Employee association and organizational performance

According to Otoo (2019) examined the purpose of the research was to inspect the character of operative capabilities and overtone amid organizational performance and developing humans. Government act depend upon the organization development. Outcome of survey was that employee capabilities on the connotation among human expansion performs and member performance. It is also found that study help in policy making, sponsors and management in promoting HRD Practices that encourage positive behavior in employees and appreciate knowledge, skills, boldness in return increase organization output and operative concert. Survey donates HRD literature, participating HRD practices and worker abilities into complete research model that encouragements organizational performance.

2.8 Human Resource Management in Higher Education

According to Khalid, Rehman, and Ilyas (2014) survey assumes the inquiry of falling conditions of government institutes in Lahore. Study was apprehended to check human source practices association of employee performance in organizations. The research was conducted to know human resource practices affect the enactment of employees and teach the modern HR practices for the performance of organization. Pakistan is under developed country and had low GDP and institutes relay on workers quality work. HRM practices were the clue to measure the understanding of every worker performance and also check out the overall output. In Government sector lack of resources to check the performance and effectiveness of employee and institutes. From the conclusion it was found that HRM practices had directly affect employee

performance and found positive and significant clues. Result also extracted this survey taken government workers attention towards usefulness of HRM practices (Khalid, Rehman & Ilyas 2014). As Rees cited that (2018) human resource development and employee capacity appeared as comparatively different as part of theory and practice related with development of people, institutes and economics. On the other hand term HRD had used extensive variety of national, international and local situation. Term capacity building has mostly link with organization development and connecting to develop nation and organization (Venner, 2015).

According to Sheehan, Garavan and Carbery (2014) researcher used term HRD for employee capabilities to meet the challenges provide supportable and sustainable development. Thus human resource development reflected in building of employees and organization. HRD theory and practice focused on short term tangible outcomes, though literature also suggest effective capability building depending on noticeable HRD activities that had sometime both direct and long terms effects. By comparing HRD and it was found that both aimed to employee development were differ in nature of activities. HRD activities designed to address performance and improvement issues at individual, institutional, organizational and national levels. Main conclusion of the study was had prominent role in governance, advocacy and accountability trends than HRD features prominent in institutional learning, talent and management development and organizational development. HRD and management needs to set promote and stand at individual, organizational and national level. Opportunity of promotion of HRD was to

engage researchers in information exchange and collaboration to enrich HRD practices (Sheehan, Garavan & Carbery, 2014).

2.9 Human resource skills and productivity

According to Ashraf (2017) survey highlighted factors like responsibilities, decision making skills, creativity and problem solving abilities were very important for employees at workplace. Employee creativity is very necessary for the employee and also for the organization. Employee skills and team work increase the capability of workers. These abilities were very important for the job productivity. In the entire era different writers describe the management of human in different ways. According to Armstrong (2016) organization of human is the development and well-being of working people in the organization their essential, planned and coherent approach towards the employment. Human resource management is to stay, labeled or defines the personal management practices (Podsakoff, Mackenzie & Podsakoff, 2016) human Resource system focused on the teamwork or employee service while some scholars used it generally Human Resource bundle or human resource system without representing its leading plans (Jackson, Schuler & Jiang, 2014). Human Resource Management had changed now with the passage of time. From the observation it was found that how the system is categorized and how labeled and how practically implemented and which factors were similar to the other system and which were different from each other. From the Conceptual boundaries and to increase the knowledge it was different than what we actually exist and need to examined. According to Den Hartog, Boon, Verburg and Croon (2013) as examined from

the different studies result was extracted that 74% respondent either human resource managers or employees depend on the HR system while 21% use multiple sources but they were changed with the passage of time. But most studies depend on the HR system variable. Different levels in different institutes vary from each other and had different viewpoint and it caused problems. Different constructs reflected the different meaning of HR system. By using managers and employee respondent's employee and manger rated HR system done in 14 studies by the arrangements with the modest and best views.

According to Podsakoff, Mackenzie and Podsakoff (2016) HR practices focus on targeted HR system and terms like involvement, performance was mainly not used and descriptions and differences not clearly recorded. Different Categorizes represent different system. Different labels were used for the highly similar system so it creates ambiguity. While some systems were labeled same and measure differently than it is impossible to measure the results of such kind of studies. First step to measure the HR system, it was very important to clearly label and definition and well explained the target and construct related to set research constructs. Research focused on programs, policies, and actions of HR managers and system and also differentiates HR practices and HR concept.

2.10 HRD is the subset of HRM

Management of employees in the institute is concerned with human resource management department. Human resource management covers the activities like human resource planning, recruitment, selection, and compensation and talent management. It is also concerned to the health and security of the employee at workplace. HRM practices

idea was extracted from the strategic management, behavioral management and human capital theories. This base is built by the help of gathering of research plans. The aim of the chapter is to introduce to the concept of human resource management. It will cover the definitions, concept, components of HRM, and functions of human resource management. According to the World Health Organization (2014) Malaysian public sector institutes faced difficulties in holding the employees talent. In bureaucracy system brain drain is the problem. In the public sector of Malaysia many talented people leave the jobs from various departments due to the realistic and frequent evidence. Their jobs were in different sectors like in science and technology, academic and health care. The reason that was the cause of leaving the workplace was lack of motivation and more work load. In Malaysian public sector they are facing problems in the management of employee talent and due to the competition many sectors are facing a lack of top talented work force. E.g. seven professional people resigned the job and join the highly paid sectors for job (MOSTI, 2014).

2.11 Public sector and management

According to Ibrahim, Hashmi and Rehman (2018) the study in the public sector related to employment practices and employee maintenance, it was concluded that study brought importance in the learning of employee marking. The thoughtful about the nature of work and well-being of people and most focused on phrase of “people first, performance now”. The talent management was only factor that brought success in the institutes. Brain gain scheme should be planned well to avoid the brain drain for the welfares of institutes. As Benitez, Castro and Menendez (2016) cited higher education is

very important and it is studied in relation to State, Government and politics. Public universities create policies in the institution with the logics, rules and regulations. It shaped the overall patterns of action and behavior of students. It also introduces innovation in the institution and provides incentives and introduces changes in the institution which transforms in them. Current era was to bring changes and innovations in public sector. Employee's management and their talent according to their work enhanced employee and organizations performance. Higher education and well educated employee play key role in organization success.

2.12 Population effect Human resources

According to Singh (2015) due to increase in population quality of human resources decrease and in limited resources the management of human resource is the need of the time to manage people effectively and efficiently. The passing out students were the outcome of the higher education institutes. The faculty members polished and developed the students. Trained students provide knowledge, skills, abilities etc. to fresh employees. The purpose of study was analyzed through different models and development of human resource practices at higher education level Furthermore it was concluded that different human resource models can be used in higher education after some amendments. The knowledge, skills, technical, managerial and behavioral acquired through knowledge management provide individual and to groups under training program.

2.13 Quality education and outcome

According to Gberevbie (2010) Human resource management play important role in the success and improvement of the institutes. In different institutes every institutes judge the employees success by such features like employee skills and abilities and how they work efficiently, how employee achieve set goals, training and level of motivation of employees. Healthier academic performance has been linked with the effective teaching, teaching approaches and teacher's presence that can caused the better-quality outcomes in the institutes. Due to some evidence supports the responsibilities of teachers the employees work effectively (Ohara, 2012). Employees in organization judged according to their abilities and expertise. Employee motivation and enthusiasm towards their work and efficiency leads them towards quality work and outcomes.

2.14 Employee performance and development

According to Jamil and Lodhi (2015) examined knowledge management practices role in enhancing performance of Pakistan universities. Identification of knowledge and its management can be a cause of individual and organizations. From findings results revealed that knowledge management and knowledge infrastructure that was human resource and culture was significant predictor of the performance of universities. It was also found that human being is the first and most prefer asset for organizations. At university level infrastructure, community environment, learner's behavior and adjustment also enhanced them to work well among their competitors.

According to Imran and Tanveer (2015) survey conducted to highlight significance of training and development and employee performance for the progress well in all sectors of Pakistan. Study conducted in banks because it highlighted the economy of Pakistan. Economy plays a significant role in the human development and country as well. Competition in organizations conducted to strengthen bound among the organizations. Competition is for enhancing knowledge and skills and then delivers to other employees for using some planned and systematic approach. From the findings results revealed that training and development have positive impact on knowledge performance, quality and quantity work, skills, motivation and loyalty were linked to support employee performance in a supporting direction. Hence researchers found that training and development have positive impact on employee performance in the bank sector of Pakistan.

According to Darma and Supriyanto (2017) as cited that employee performance was affected by the employee benefit. When employees facilitated by the reimbursement than their quality of performance will be better. Provide facilities to employees in the form of income increase, holidays, tourism packages and other facilities also encouraged employee to stay in organizations. It impacts the positive effect on the employees. Employees become facilitate and may be their progress well at workplace. Due to compensation employee satisfied and motivated towards jobs. However when organization provides reward to their employees than automatically employee performance increase and employee satisfied about their job and secure future. This is all for employee satisfaction. For the organization efficiency leaders need to maintain

employee jobs. As Rehman, Ahmad, Allen, Raziq and Riaz (2019) stated that researcher checked correlation between workplace high performance and organizational performance that focused on western settings and limiting knowledge effect on performance in other countries like Pakistan. Pakistan is the country that is different in settings, standards, background, performance, and culture and different in institutional settings. From the finding it was found that training and employment associated with low turnover, higher financial performance and higher productivity. Employee's contributions were related with low turnover and more productivity and more financial performance.

According to Khan, Abbasi, Waseem, Ayaz and Ijaz (2016) investigated employee training and development and job satisfaction were different component for employee performance. Survey studied about employee performance and training development through job satisfaction. Study was conducted among the managers of Pakistan. From the findings it was found that positive results among training and development and job fulfillment with employee performance. Proper training brought changes in employee development that brought satisfaction among employee and they fulfill their duties with full responsibilities. According to Tiwari and Saxena (2012) as concluded results from the review of the literature related to Human Resource Management practices (HRM) can manage effectively and efficiently in the institution. Those institutes who can organize and manage well always can stay in the competition because they have capabilities to face the problems. If employee committed about their work and fulfill their duties and task on due time then these practices lead the institute toward success. According to need, time and demand of employees these HRM practices

updated. Middle Manager is the link between the employee and top manager and survey conducted about the HRM practices and diagnoses the opinion about the practices. It helps the organization to make the right decision on the right time.

According to Saleem, Dar, Shahid, and Rana (2012) examined the role of human resource development in progress of Pakistan. Research based on human resource development and expenses on education i.e. primary, secondary, tertiary education and learner's enrollment. Research based on quantitative approach. From the findings results extracted that secondary and tertiary education effect on financial development in Pakistan. From the findings result correlation found among human resource and its development. Development in Pakistan depends on education and satisfactory outcome from overall process. As cited by Anita (2014) human resource and competent staff is the first priority in many organizations and in the competitive world only money is no more restraint for many organizations. Employee's capabilities and abilities matters a lot for organization productivity Human capital is the ultimate goal of every organization. Commitment of employees at workplace is key factor that serve in competitive world. In this era employee engagement is the attention seeker for the development of the organization and also to achieve the set goals. Reward is the vital component for employee commitment that encouraged workers and more focused on employee individual growth and institute.

According to Ravikumar (2013) Employees are the central part of institute and their interest towards work help in attaining set goals. Psychologically and intellectually involvement of employee at workplace employee commitment towards work is very

important. Engagement of employee is unit in which they showed their concern by giving worth to organization mission, vision, values by displaying it by their work attitude towards workers. As Nyangaresi, Nejeru, Mutavi, and Waithaka (2013) concluded from the study that for healthy competition institutes select the most skillful and competitive workforce for the development of the institution. Public sector achieves their target by providing the facilities to their employee and only demand skillful outcome from them. Moreover while advertisement it should contain proper job description and specification and also selection should be according to the job description and specification. In addition when finally employees selected employee should introduced to the workplace. Due to this employee know about the environment, culture, goals and objectives of the workplace. So employees easily understand and adjust in the workplace.

2.15 HRM and competitive world

According to Tan and Nasuridin (2011) rapid development and innovation make the world and workplace more competitive sustain the positions. So Many countries in competitive era fight battle for their survival. New ideas were useful to sustain position in the competitive world. From the study it was concluded that human resource management practices have direct relationship with institution innovation and indirect relationship with knowledge management. HRM practices had positive impact on organization innovation. Introduced to new ideas bring changes in individual and organization. The study also focused on the employee training due to trainings employee skills develop and employee had more potential to learn and explore their hidden abilities.

According to Inayat (2018) nowadays in the competitive world the institutes require a competent, active, enthusiastic, workforce and researchers getting a huge attention for employee arrangement. This study also tinted significance of the compensation for employee commitment so according to the results there were relationship between employee engagement and reimbursement. Institutes created policies that demonstrate justice of reward among employees. Results also extracted from the study that private sector awarded employee in return of their quality work, employee more engaged in the work as previously. Further also explored the new doors for new researcher to explored employee engagement in different scenario like work environment, teamwork and team relationship by using the reliable analysis practice.

2.16 HRD in Indonesia

The study was conducted in Indonesia and purpose of the study was to know the consequence of operative motivation, employee presentation and organization guarantee. The results of the study were related to employee benefits that play a very important role in the increase of the employee motivation. It also reflected the employee achievement and association. It is also found out that compensation strengthen the organization commitment that understood by affective, normative and continuation commitment by the employee of local revenue management. High compensation, salaries incentives always increased employee performance. Organization commitment is strengthen by the motivation and achievement need. Motivation improves employee performance. It is also find out from the study that direct effect of employee performance and compensation is positive but not significant (Rizal, Idrus & Djumahir 2014).

Higher education is the most important factor in the development of any nation. Working of both administration and academic capabilities of employee can contribute in the development of institute as well as in the progress of nation. It is most important need to hire right person on the right job. Berry, Petrin, Gravelle and Farmer (2011) detected that educational agencies recruit the professional and capable teachers for the improvement in the educational institutes. Every institute has not so competent and valuable teaching staff (UNESCO, 2015). It is the fact that every institute has not well qualified staff that affects their performance. In the entire scenario it is very important to introduce the appropriate technique that select capable staff. According to Muscalu (2015) in every institution most important function of Human Resource Management is competent employee. Attract those candidates who have potential, skills, abilities and enough talent to fill out the vacant place in the institute. It may be internal and external however both ways are suitable for institute to attract the most qualified people. In most of the organizations people attracted through different ways, in the form of incentives, bonus etc. Only because organization need talented and well educated workforce for organization development.

2.17 Higher education and public sectors

According to Otoo, Assuming and Agyei (2018) the tenacity of survey to measure the staffing and assortment of government institutes. Higher education trusted on disseminating vacancies in public sector universities. Vacancies advertised through print or electronic media. Most of the recruitment leads to favoritism or bias. Most of the employee informed their relatives and friends about vacancies and then contact the

management authorities for their selection. It was concluded that public sector higher education institutes were not effective. Misuse of vacant positions, mode of selection, favoritism, bias attitude, and advertisement process was not reliable. According to Pepra, Adjei and Agyei (2017) organizations attracted their employees through different means and incentives. The study was designed to check whether teacher perception about benefits in organization attract them or not. It was also studied that reward affect teachers and satisfaction that laid them towards future leaders. The study exposed that teachers had negative affect about employee attraction through incentives. The most satisfy employee get benefits and showed devotion and commitment towards their work.

2.18 Human Resource in different countries

According to Sarip and Royo (2014) Strategic role of Human Resource professionals at higher education institutes in Malaysia and Denmark and investigated the factors that stimulus difference in human resource department. The focused was on higher education departments. The competition among the top universities creates challenges for human resource department. Globalization and internationalization create challenges for the employees and also for human resource departments. It was also examined that how human resource professionals fulfill their roles and how can they do it. According to the conclusion it was found that higher education institute fulfilled their roles. It was also found that institute due to lack of champion role and change agent it was quite shocking that human resource department not worked with the higher authorities. A study in UK extracted results that human resource department not worked as a change maker. It was very bad situation that human resource department was in

strategic position but not fulfilling the role of change in private higher education institutes. It may be due to the lack of trainings, knowledge and practices. Study also claimed that Denmark is the highest rank HR Department than line manager. It also offered findings on centralization and decentralization of human resource function.

2.19 Human resource development and innovations

According to Zarqan and Sukarni (2017) nowadays time of innovation and technology based learning. Use of technology changes business; organizations strengthen and bring improvement in Human Resource. Technology is the single element for human resource management that identifies and brings change in human resources. Technology can be efficiently useful for the management of human resource and capable to expand employee's skills. Innovative human resource development can be positively impacted by the use of technology on human resource development. Technology has positive results on organizations but also changed the way of human resource management work. It allows HR management to facilitate human resource plans, decision making, define jobs and employee performance evaluation and effective cost that employee want. Technology also helps in communication with both internal and external bodies. It also altered humanoid supply supervisors position sequence and grow personnel and assistance in managing career.

According to Adeoye and Fields (2014) objectives of the survey were to investigate relationship between human developments through incentives and use of innovative. Findings from the study showed employee were not satisfied with the benefit that offered and it was less significant and inadequate. If employee were not satisfied

with organizations management than organization also suffered with low performance. Employees in the private and government sector organization not affected by motivational factors as employee in the other institutions. From the study it was found that affiliation among employee management and employment support was very low and institutes bear high level of employee absenteeism and they leave workplace. These factors had negative effect on the organization's productivity.

2.20 HR system in Khyber Pakhtunkhwa

According to Ahmad and Ghani (2018) untrained staff, persistent behavior and outdated organization structure in the public sector universities in Khyber Pakhtunkhwa were ruled in a traditional way. Human resource management still not pursue the attention. Not too much attention towards private sector but a little bit towards the public sector Universities. Yet limited research had done in Human resource system in the public sector in Peshawar. The study was investigation of HR system in public sector. The study was focused on human resource system and its construction, volume, employment and collection, teaching and improvement, promotion, showed assessment and profession expansion in academies. Learning identifies gaps in HR system in universities that were the major gap found out through that study. The study help out academic, policy makers restructure of HR system and meet the challenges of world academic expectations of the stakeholders. According to the conclusion it was found that today era is related to technology and world is more complex day by day. So HR officers in the universities must learn that right person for the right job. University need to acquire strong HR system. Recruitment and selection must be based on transparent and

promotions should be based on merit. For this motivation highly technical, competent and empowered human resource force required. Academic setting and stakeholders can play key role in this innovation.

2.21 Employees Preparation and expansion

Employee training is the component that engaged the employees in the workplace and makes organization productive. If employee wants to get their desirable career and not achieve it than it become useless. For every organization career development is very meaning full for the engagement of employees in work and to reduce turnover rate. From the study found that engagement of employees is significant (Carasco-Saul, Kim, & Kim, 2015). Researchers liked the career development and engagement (Albrecht, 2012) occasions of employees in one context of organization. Career development helps employees in recognizing talent, motivate and maintain them. The finest way of the career development of the employees is the individual meeting with the managers in which manager diagnose their hidden abilities, talent and the areas in which they are weak to make them strong in their long term career goal.

In today competitive world top priority of organizations is the managing human resources. To gain maximum benefit organizations should increase employee competence for organization productivity (Gamage & Imbulana, 2013). In every organization employee is asset of association and consider as a backbone and resource of organization (Anam, Rashi, Rad, Mizana, & Anam, 2013). Therefore due to the enactment of employee organization invest more on workers that finally increase employee and organization concert. Performance reflected as a multidimensional paradigm to attain

consequences to make robust connection to attain set aim and objectives of an institute (Raja, Furguan & Mohammad, 2011).

According to Jagero, Komba and Mlingi (2012) related that training and development is one important function of human resource management. Practically everybody knows the importance of training for the realization and progress in the workplace. Employee consider central and luxurious component of organization. Employees need some changes according to set values. With the changes in values employees also required knowledge and skills. Trainings brought change in employee knowledge, skills and attitudes. Employee had previous knowledge but trainings the way that enhanced their further information and brought changes in other colleagues. Sultana, Irum, Ahmed and Mahmood (2012) stated that employees were essential and special source for institutes. Organizational development and progress was significant to enhanced workers involvement in organization set goals and objectives. A workforce considers main but most tough resource. It is not sufficient to recruit and used them but also certify them that they perform jobs professionally. This can only be probable by trainings. Worldwide managers trusted that employee improvement is possible by trainings and development. It also helped employee at workplace to have knowledge and skills need to perform their jobs efficiently (Bature & Mustapha, 2013).

As per Vinesh (2014) teaching and enlargement is very important because it diagnose the employee's strengths, bring improvement in the employee's performance, punctuality in duty, employee satisfaction, and increase the output, better-quality, compressed cast, and decrease in command. So through the staff motivation training and

development achieves its goal. Due to the increase in the knowledge and skills, the turnover rate low and increase employee ability. Employee can perform better when organization provide trainings to them. Directly involvements of employees in trainings, workers job performance increase but organization provide chances and ways to understand their duties. Trainings polished employees' abilities and competences and new techniques provide to them to perform well at workplace. Trainings upgrade employee talent in different ways to cope up in crucial situations. Consequently their performance skills, knowledge upturns and overall it increase the productivity and employees work efficiency (Samson & Gungul, 2014).

Ezeani and Oladele (2013) referred training as a sequence of exercise and diet for employee development and contribution in effective, cognitive and psychomotor skills that contribute in organizations for employee development that enhance their productivity. Training and development was also very important in almost all organizations for manpower development. As Malaolu and Ogbuabor (2013) claimed that on job training particular skill that is the need of individual to sustain position in organization while individual is on job. Employees have insufficient academic qualification and trainings arranged for staff to enhanced their skills. According to Dang Kum, Cowden and Karodia (2014) examined effect of training and development on employee performance. From the findings some hurdles find out in which working conditions effect and main obstacle was less trainings of employee that affected by the lack of resources. Malaolu and Ogbuabor (2013) conducted research to check the effect of training and manpower expansion on productivity of employee and organization

performance. According to findings result was that most of the employees agreed that training and development improve their effectiveness and job productivity. Moreover maximum respondents agreed training and development enriched performance of the organization. According to Amin, Saeed, Lodhi, Mizna, Simra, Iqbal and Tehreem (2013) stated that trainings showed strong and positive relationship between on time training, development, on and off the job training and work performance. Study also revealed positive and strong relationship between development and on time training and organizational policies. Meanwhile it showed strong relationship between constructs and variable. Another study was conducted by Tahir, Yousafzai, Jan & Hashim (2014) whether impact of training and development on organization productivity and employee performance. Results revealed that there is a relationship between them. Training not only a cause of organizational development and employee productivity but in so many countries it is cause of prosperity and reflected the design and delivery of training and development at national level (Nda & Fard, 2013).

Human resources utilization in organization is very important for employee efficiency and organization effectiveness. Previous research reviews revealed that different factors like teamwork, employee training and empowerment (Bhat, 2013). Training is continuing process in which train employees required knowledge and information to employee that how they can perform well in organization. To obtain healthier commitment organization arranged training environment to values their employees to derive best output in institutes (Hanif & Abdullah, 2013). Similarly employee needs to be well-organized in their jobs to empower them then they need to

improve their strengths and involvement in their work environment (Saifullah, Alam, Zafar & Humayon 2015). Moreover Benrazavi and Silong (2013) stated that teamwork is that factor which mutually affects employee performance. Organizations set goals and objective and include their employees for teamwork in different groups and share knowledge and skills with each other. Individual employee performs well but teamwork in institute's progress well.

According to Kawara (2014) stated that most common way of employee productivity is giving reward to them in turn of their efforts and also provide motivations to them to motive for self and organization productivity. Incentives in return of employee struggle encourage them to put energies for better outcome. Training is considered as basic factor for organizational productivity. Nowadays world is global village and every organization focused on employee empowerment to facilitate employee in important decisions and bring changes according to the need of time. Employee empowerment related to flexibility or freedom in decisions making but in certain conditions (Elnaga, Amir & Amen Imran, 2013).

2.22 Training and Employee performance

Training is activity to manage human resource in organization. Purpose of training was focused on individual differences, effectiveness of employees and provides meaningful learning programs (Diab & Ajlouni, 2015). As Al-Karim (2019) stated that in many organization training and development component is very essential because it is very important for human resource development and it prime to worker high performance. Trainings had significant effects on the organization success by improving

employee performance. Abbas (2014) cited that several employees had lack of skills, knowledge and competences and mostly unsuccessful to complete mission on due time but training is element of employee development. Further, training is lead as a learning action to gain specific skills and knowledge for the aim of a purposeful duty. Sultana (2013) expected that role of trainers flowing from simple skill provider to active speaker, that struggle in achieving organization and trainings set goals and objectives. In every training chief objective to develop skills in trainees, improve their behavior and bring change in attitude of employees for the organization production and adaptation of new technologies.

Diab and Ajlouni (2015) managed human assets in institutes among them training is very important. Most important is to emphasis on the needs of the employees to significant work by the process of learning in the light of individual differences, employee effectiveness and efficiency that supports scientific theories. Wanjala and Kimutai (2015) stated that employee performance assessment has become essential part of strategic business polices and human resource activities through which institute struggle and assess employee performance and judge their capabilities. Moreover Anso (2014) stated that performance is endless technique in which identify employee abilities, value them and improve employee potentials at workplace. This procedure include various observations like acknowledgement of employee weaknesses and strength their satisfaction and career development. Employee that has less experience organization faced failure in achieving set objectives. Different workplaces need workforce for employee performance and developemnt (Iqbal, 2013).

According to Agyen-Gyasi and Boateng (2015) explored criticism on employee performance that is about prejudices like error in rating, bias and preferences. In the same circumstances another survey was conducted by Ahmed (2013) some blocking aspects of employee performance in universities of Pakistan rated very less motivation and not too much focus on performance of employee job. Moreover Oshode, Alade & Ogunro (2014) assumed that employee performance evaluation is official procedure that takes place once a year or semi-annual year, includes employee measurement and values which is used in employee assessment process with the agreement of organization. Furthermore Mollel, Eliphah, Mulongo & Razia (2017) concluded that those employees who are satisfied by performance scores and overall performance appraisal it is find out they are highly loyal, helpful and hard working in attainment of organizational set aims and targets. They were high performer and goal orienteers. On the other hand those employees which were dissatisfied or disappointed found less incompetent, uncooperative and perform less than satisfied workers. As Elnaga, Amir et., al, 2013 conducted research on connotation of worker performance and surveys conducted on training and development of employee and their effort performance. Similarly Matolo (2015) deliberated work on association of worker work performance and satisfaction of job among employee. Furthermore Agarwal & Doko (2016) investigated about different expressions and trails partially and usual problems of employee assessment than impartial workers capabilities.

2.23 HRD and Resources

According to Nda and Fard (2013) Human Resource Development have a noteworthy participation in development of different countries like United States, Britain

and Japan. Developing countries similarly Pakistan is very abundant in the natural resources and it's very imperative to pay attention towards the training development of human source. In Pakistan now organizations focuses on the knowledge and skills of the employees. Organizations arranged sufficient systematic and long term training programs for the development of employees because for quality aspect in every activity of organization organizers involves people for organizational development. For example, decision-making in an institute cannot be effective until they have assistants. People are well fortified with talents, knowledge, talent because increasing diversity in current workforce in languages and environments. When employees in institutes lack training then employees loses a skill that is essential to communicate and enhance their performance. Trained employees well equipped with knowledge to perform well in organizations. Untrained employees never able to handle the changes either it happens from outside or inside of the organization. Training and development is the investigating process in employees that they are well prepared to perform their responsibilities and duties (Elnaga and Imran, 2013) This is part of human resource management approach to motivate the people to put their best for work. It is not wrong that training and development is the issue that overall union faced. Nonetheless quality and quantity is very from institute to institute but organizations have to train their employees very well. Purpose of survey was to check conclusion of training, progress and worker's recital. Training is about individual and organization performance. From the results extracted there is a relationship between training development and employee presentation. One of the finding of survey was that trainings had positive influence on employee recital. It is found that trainings lead to better performance. Organizations spend a lot of budget on

employee development and trainings and in return got employee reasonable positive output (Diab and Ajlouni, 2015).

According to Alshuwairekh (2016) as cited that Training is a dynamic word in competitive market setting. In achieving long and short term goals organizations explored effective training and development for human workforce. Organizations provide trainings for employees and organization productivity. Due to organizational, technical and social changing aspects employees should continuous update their knowledge and skills valuable. Thus for organization the best approach of attaining outcome is by managing training and progress sequencers effectively. However, for every organization most vital and essential asset is human capital. Training and development work as a tool that supports human capital to explore their skills. Therefore training and development cause of basic element of employee productivity in organizations. For successful organizations productive, effective and efficient employee need. Knowledge, skills and motivation is techniques that grasp employees in workplace. Trainings are systematic way of learning that brings improvement in individual, group and organization. Whereas, employee development leads to attainment of capabilities that continuously cause of employee as well as organization progress. From the survey it is found that employee success cause of organization development. Organizations pick that work force that absorbed abrupt changes. 21st century will be in favor of those institutes that quickly adapt the change and also maintain their position among their competitors. Training enhances employee work quality and motivates them to attain set goals and objectives and improve employee effectiveness within the institutes (Diab and Ajlouni, 2015). Training is not only limited

to employees and organizations development and success but it is also link with the success of Nation. As national policies and set objectives to improve nation human capital that cause economic growth of nation.

2.24 Human Resource Participation in Training

According to Khan, Shamsudin, and Ismail (2015) as cited that human resource is the fulcrum of every organization either is revenue or non-revenue orientation. Without human force institutes never exist. Fulfillment of employees need and attention towards them lead to accomplish set aims. In competitive and challenging world employees enactment is more challenging and multi-tasking in institutes. Due to struggle and continue work organizations attain excellence in their fields. On the other hand it is mandatory for employees to become creative, capable, inventive, flexible, and enough trained to handle information efficiently. Employee performance is affected by various factors in a workplace. If a person performs well it evaluate employee job performance. In attainment of organizations goals effectiveness indicates worker concert. The study was investigated the training platforms on member's enactment at Saudi Arabia's private sector. Findings of the survey was training is useful for employee concert and help out organization to hold employees through motivation and satisfaction. Globally world is changing rapidly that create dares for organizations. Training is the way that overcome and make employee competent and work efficiently. Results of the finding was that private organizations provide effective training programs but it is also find that training material is not enough and trainer not enough motivate trainees. It is also find that training helps in employee improving performance at private sector in Saudi Arabia and

knowledge about training and skills that provide help out in solving problems. One alternative hypothesis it was also accepted that employee functioning in private institutes of Saudi Arabia have positive outcome in trainings.

According to Aziz and Akhtar (2014) conducted research survey to diagnose training influence on competencies of teachers in Pakistan education institutes. Study was about the trained and untrained teachers in the Pakistan institutes. For the capacity of teacher competencies three categories designed that was teaching, assessment, and management and research capabilities. Result revealed it was highlighted that significant difference in trained and untrained teacher's capabilities. Teacher that having trainings were more competent in research, teaching and assessment practices as compared to untrained teachers. Trainings illustrate teachers' competences and proficiencies.

2.25 Training and development in Saudi Arabia

According to Jehanzeb, Rasheed and Rasheed (2013) Researchers explored employee turnover and organizational commitment in private region of Saudi Arabia. Focus of survey was bond between administrative assurance and dropout of workers at workplace. Study accompanied on the private region. From the results it is extracted the negative affiliation between employee turnover and executive obligation. On the other hand employee preparation is correlated with organizational commitment, turnover and commitment incomings connection. These consequences provide vision to organizational commitment on turnover intensions to exact private sector of Saudi Arabia it may be valued for managers and policy makers. Convenience of teaching platform and supervision have positive link with each other. Hence organizations should know how to

get their employees strongly familiar by the set organizational goals, mission, and vision through applicable training. This study conducted because comparative study was yet not conducted in education sector especially at higher education level.

According to Jehanzeb and Bashir (2013) researcher highlights the benefits of training and development program in the conceptual study of his survey. The paper was based on the review the elements and structure of providing skills to workers and expansion platform and later on studies also describe the optimistic outcome for personnel and establishment. Organizations find it difficult to stay competitive in current global economy. Employee development program among organizations is to get advantage among the competitors. Organization rely on employee performance and success and failure of organizations depend upon the employees and these are the honored resource. Organization invest more on employee polishing skills and extension to workers additionally instruction platform is concerned for organization and more stress upon employee knowledge, skills and abilities of workforce. Researchers and professionals extensively debate about instruction program's for employees. Study defined the attentive valuation of literature for member enlargement and its advantages to societies and workforces. Consequences extracted from survey it is finalized that employee coaching indications to authoritative prosperities for entities and initiation. It is most necessary for organizations to evaluate achievement of employees and all those platforms that is designed for them.

Motivation, effort engagement, works as a mediator between the relationships of traversable training. The fresh candidates and young people more engage in the

vocational training and get the higher level of training satisfaction and self-abilities recognition. Due to people engagement they get the chance of motivation towards work and involvement in work is also appreciated (Nagai, Cheung, & Yuan, 2016). Employee development is very important in the process of success of organization in the direction to hold the employees at workplace (Jehanzab & Bashir 2013).

2.26 Trainings in Education Sector

According to Chaudhary and Bhaskar (2016) conducted survey to check relationship between training and development employee job satisfaction in education sector. In today scenario business world is more competitive and with the passage of time organizations faced new challenges. To sustain position in the world organization initiate new strategies to cope up with problems and hurdles. Organizations deliver their best to their customers to move on. The only way to move on is to adapt new skills and knowledge that enhance employee's abilities. Organizations should arrange trainings development programs according to employee's demands and new trends in competitive era. These trainings not only limited to employee skills but also motivate them and enhance their performance and build sense of job satisfaction in them. Training and development programs enhance individual capabilities, experience and competences. According to Karim, Choudhury and Latif (2019) for every organization human being is strength. Organizations focus on efficient and active employee that were fully trained and have expertise to enhance skills and knowledge. Training and development leads worker healthier performance. Organization success depends on employee performance. In challenging world trainings have central and vital role. It enhance employee lives quality

work and their development. Purpose of study was found out employee training and performance development. Results revealed employees well aware about trainings, employees motivate through training. For the improvement of employee performance trainings should be compulsory for all employees. Continues training program change the life of employees and organization.

According to Mbiya, Egessa and Musiega (2014) stated that trainings have so many benefits among competitors in institutes. Survey was conducted to define training and development practice on employee productivity in public sector of Kenya. Study was based on mixed method and data was collected through interview and questionnaire. After findings results revealed that 40% employee have trainings experience and knowledge while 60% employees had not attended any sort of trainings and 70% employees even don't know about how to select employees for training. Further survey concluded that majority of respondents (84%) believed trainings has positive effect on their performance. Opoku, Arthur and Antwi (2016) cited about the issues related to American society for training and development proficiency supported by United States. Issues included HRD definition, HRD capability studies conducted among 1970 to 2015. HRD practices involvement and its components and role of HRD specialists as well as its development. In that study articles, journal, these papers revised in survey. HRD professions should take step experiencing a revolutionary alteration that needs attention of academicians and practitioners. HRD establishment journey is different field of certified study and it is just the beginning. HRD progress and paper participate in the

field of academic study and expert training in competency models that help in growing role of ASTD.

According to Rana, Haque, Bhuiya and Barua (2015) review as based on articles findings. Review was based on training and development in bank sector and descriptive in nature. World is globalized and in this era use of technologies is on its peak for the development of individual and organization subsequently with the passage of time procedure and system is also changed so need of time to come up with upcoming challenges go through the process of training and development. Target area was Bangladesh banks. From the review result extracted that training and development is used in banking area to learn about new system, procedure, modern activities, technologies etc. innovative idea, concepts, techniques, methods must learnt by human resources of banks. Semwal and Dhyani (2018) the study was conducted on employees training and the career development whether affect the performance of the employees. They conducted the study to check whether career development increases the performance of employees or employee training increases the level of performance of employees. The whole process is done and result was extracted that employee encouragement and career development cause of development of organization. Training alone is not only helpful but career encouragement support individual and organization development.

According to Nda and Fard (2013) as cited that trainings are very significant in competitive world. Mostly organizations invest in effective and efficient trainings for the organization productivity. Through these trainings short and long terms goals of organization achieve. By learning employee adapt skills and knowledge that is gone in

their long term practice and experience. Therefore by organizational investment effective outcome achieved in return quality employee learning. Training and development is instruments that explores employee skills and polish them to sustain position at workplace. 21st century will be advantageous for those who learn faster and adapt changes to their competitors. Through achieving set objectives and goals of organization in turn employee enhance effectiveness within the organization.

2.27 Employee benefits from trainings in higher education institutions

According to Onyango and Wanyoike (2014) as cited the benefits of training: it help employees to get job safety and job satisfaction. It improves employee morale, satisfied employee participate more in organization and turnover rate become less. Well trained employee need less supervision and attention of supervisor. More trained employee less wastage of time and energies. Employees well trained perform well both qualitative and quantitative and chances of promotion also increase. Training if conducted well than chances of failure, time, effort and money will be less. As Okechukwu (2017) as cited that survey was conducted to explore the influence of worker expansion and occupation gratification. Results revealed from study that both constructs have correlated with each other. It is well-organized and reassuring for employee and organization success. Paper fulfills the purpose of academic information and executive contribution for experts. Organization and employees fully take advantages of the trainings because it is the key of success for both.

According to Amin, Saeed, Lodhi, Mizna, Iqbal and Tehreem (2013), as cited that training is process that is for employee work quality improvement. Purpose of training is improvement of employee performance. Organization have to keep the employee current

record and after attending training keep the record whether employee get benefit of training or not. Training is the direction for improvement of employee behavior, skills, attitude to achieve the set organizational goals. In achieving the need of education sector keep updating the employee with new abilities and technologies for skillful and brilliant manpower. Paper purpose was to cater the need of customers in education sector and make employee productive.

According to Daniel (2018) training is key function of human resource in organization. When institutes hire new candidates they don't have enough capabilities to fulfill all the necessities of required work so they need trainings according to work condition. World is active and gradually change with circumstances. Institutes success depends on trainings and innovative ideas and learning environment. In competitive era technology advancement keep organization on their track for progress. According to people expectation institutes organize their employees to fulfill their requirements. Employee can have right skills, knowledge through proper trainings. Trainings affect the individual work quality. From the findings results revealed that employees that got skills from training have major impact on organization productivity and employee commitment.

According to Hanaysha (2016) stated that employee productivity is aim of every organization and creative employees cause of organization development. Survey conducted in the education sector to check the effect of employee trainings on employees' act, collaboration and empowerment. From the past review it is find out that few researches conducted on employee productivity, especially in higher education sector

in Malaysia. From the findings outcomes it was exposed that employee teamwork and empowerment have positive effect on productivity of employees. Furthermore from the findings one more result extracted that trainings also have remarkable positive effect on employee productivity. Findings can be helpful for policy makers to set approaches with respect to human resource factor to enhance both organization and employee productivity.

According to Asha (2007), it is stated in his article that while planning and designing training material themes, content, and psychosomatic aspects all things in one line make training program enjoyable, interested and beneficial for long term. Trainings program set according to different people and in different situation to fulfill the requirements of participants. Trainer set objective of training and try to fulfill to achieve the set objectives. Trainees learn ideas, knowledge and acquire new skills. Employee learns competencies for current job and tries to achieve end products. Psychological view point training is a learning way through training trainee gets additional skills that enhance employee performance that skills remain till long time.

According to Imran and Tanveer (2015), as cited that the study was conducted on training and development and employee performance for all sectors in Pakistan. In business or education sector it is important to invest money to acquire knowledge and competencies to survive in competitive world. Now it is compulsory to capture innovative skills and knowledge to sustain position in market and world. Acquisition of updated skills to fight in competitive world training is vital component. Result revealed that training and development have influence on skills and attitude of employee

performance and it has a positive impact and direction towards employee incentive and loyalty. Qayyum, Sharif, Ahmad and Rehman (2012) suggested that is accountability of organization to train workers to keep on skillful in their jobs. Expenditures of employee training and interest in organization are itself responsibility to make their competitive in their field. Organizations organize it for their productivity because if employee perform well in their field than organization will productive.

HRD always focuses on the variety of activities in the organization to engage the workforce. Every workplace has different variety of workforce. HRD is there to manage everyone. Different styles, ambitious people, variety of people from different background, education is also different so every one approach differently for the outcomes and productivity of overall organization. These ways creates lot of leaders and responsible workforce. HRD make altered strategies that connect one another to achieve the workplace activities. HR manger play their role in the motivation, training and development, career planning, career management, its culture and climate to follow the discipline by every employers and employee correspondingly. These strategies maintain the standard and increase productivity. Framework shows the sequence for the development of organization. Human resource manager role is to identify the best and the talented people that are beneficial for them. It also appreciates the diverse thinking at workplace and every one participates in best ideas to lift up the organization. The appreciation is only take reimbursements to the variety of people with variety of ideas to tactic problem solving. Trainings are conducted to provide knowledge and skills to employee to make them competitive (Kolachi, & Akan, 2014).

2.28 Career planning and Career management

According to Zahid, Hooley and Neary (2020) examined the career development and direction in higher education in Pakistan. Study was based on the literature review complemented and new data also collected from the websites of higher education and interview from five case studies. Study includes both global and local effects in context to understand the career guidance in Pakistan higher education taking place. Skills that is demanded and that is supplied key motivated and focused both for higher education reforms and career guidance. From the results it is found that career guidance in Pakistan is covering policies and they need to strengthened by resources, original theories and polices. Khan, Shamsudin and Ismail (2015) conducted survey on discover and evaluate predictors of career success for public sector faculty in Pakistan Universities. Targeted sample was the faculty members that are enrolled in various universities of Malaysia either on scholarship or on study leave. Results of study were positive relationship HRM and planning with career success. Study was significant for faculty members and their career success in public sector universities of the Pakistan. Wesarat, Sharif and Majid (2014) stated that organization career management and individual career management is the combination of career management. Organizational success depends upon personal career management. Effective career management adopts individual career growth that withstand organization standard in competitive world. According to organizational environment organizational managers proactive and respond on it. Career management concept is important for all those who involved in it especially practitioners and academics.

According to Rahman, Rahman, Ali and Khan (2016) stated that knowledge is the way of survival of organization. Knowledge is the strength that employee carry alone in organization. Organizations developed only if their setting and culture is structured as learning purpose. Researchers try to validate it through evidence from Malakand college faculty khaber pakhtunkhwa in Pakistan. Related Literature explored for the evidence of study and its validation. From the results it was found that present theoretical base have optimistic and straight relationship with variables and degrees of strength. Hypotheses supported data. Results have practical implication as well as academic concern for the policy makers. Khan (2014) conducted research on career planning and development in Pakistan banking sector. If employees choose right profession then develop it at the highest possible level to become a competent employee. Study investigated career planning and development on job satisfaction, employee commitment at workplace. Banks of Karachi was the sample study and study based on primary data. Managers were the targeted sample. From the result it was found there is relationship between variables. It is also recommended that Pakistan banks managers pay attention towards employee career planning and development. If managers may sure the reliable environment then organizations and employee positively progress.

According to Khalid and Khalid (2015) study proposed relationship between career satisfaction, employee engagement and organizational commitment. Aim of study was responsiveness of employee related to worker career satisfaction and appointment that is positively related to institutional commitment. Study applied in university of Gujrat campus. Data collected through questionnaire and results revealed that is positive

relationship between career satisfaction and organizational commitment. But employee engagement thoroughly linked to organizational commitment and career satisfaction is significant but not too much closely associated. When learning chances provided to employees they involved in their career and more gratified and also organizations progress escalated. Salleh, Omar, Aburumman, Mat, and Almhairat (2020) examined employee career satisfaction, career planning and arbitrating role of career satisfaction of bank employees in Amman, Jordanian. Data collected from the banks employee. Findings show career satisfaction and career planning have negative effect on employee turnover.

According to Semwal and Dhyani (2018) conducted research to assess employee engagement on their career development and employee training. They try to evaluate whether career development increase employee engagement or increased by trainings. It departments were the sample and data collected through questionnaire. Data analyzed by using descriptive statistics, correlation, regression and results revealed from the study that trainings motivations alone is not enough but career development projections importantly contribute in organization progress. Al-Shawabkeh (2017) survey was based on influence of career planning and career management on organization social concern conduct in Amman city. Sample was managers and middle managers of the city. Research based on Quantitative method and data was analyzed by using regression test. From the findings results revealed that there is impact of career planning and career management on organization and employee behavior. It is also find out that about 70% people vary in behavior in organization and also differences career planning and career management dimensions.

2.29 Comparison of educational institutes

According to Khan, Aajiz and Ali (2018) conducted management practices research in public and private sector universities of Pakistan, Khyber Pakhtunkhawa. Study based on the comparison of accessibility of written rules, task distribution, managers' accessibility, work load, designation increase, amount of work and evaluation system. Moreover study also based on comparison of political interference; decision making power, HR accessibility, policy making, committees and management styles. From finding results revealed that private sector detected as weak as compared to public sector in the areas of deficiency in staff position advertisement, low salaries and authority delegation was rare. Furthermore public universities found weak in areas of merit base polices, staff initiation and political interference is more in them. Monitoring system is weak among university staff. Malik, Shah, Saqlain, Hanif, Hussain and Bano (2014) stated professional teachers provide quality education cause positive effect on learning achievement of students. Teachers are change maker. Practical strategies must put into place to identify and attract teachers. Without professional trained teachers education purpose and quality cannot fulfill. In Pakistan education quality is low because due to lack of teacher competences, textbook poor quality, lack of management and governance, lack of resources. Quality of teacher depends on quality of education. New strategies address teacher's role for the preparation of students for developing knowledge based and technology determined economy. Previous researches about teachers' professional development in Pakistan. From the researches it is find out quality of teacher depend

upon the education qualification of teachers, merit based selection, monitoring, incentives and teachers skills and growth in career development (Malik et al., 2014).

According to Nasreen and Mirza (2012) study examined practices in public and private universities of Punjab, Pakistan. Aim of research was to find out current faculty development practices and trainings in old and new universities in Lahore. Study sampled was head of departments, teachers and human resource management experts. Mixed method approach used data collected from teachers and heads through questionnaire and interview conducted from HRM experts. Results disclosed that old university teachers were expert in trainings than new faculty. There were no human resource management offices in institutes. Iqbal, Arif and Abbas (2011) conducted research in Pakistan, Punjab province. Data collected through questionnaire and related to training and development, employee participation, team work in universities. Results revealed that there is significant difference in HRM practices in public sector than private. Moreover performance evaluation in private is better than public sector.

According to Kum, Cowden and Karodia (2014) research focused on effect of training and development on worker performance at ESCON. Training is a serious procedure that needs employee concert in organization. Effective team's needs appropriate employees skilled and their academic ability needs to be upgraded. According to some previous findings ESCON failed in developing project because proposal awarded at lowest price to supplier. Furthermore incompetent employee training material decrease effectiveness and productivity of organization. Effective organizations depend upon the competent, skilled and organized employee to attain set institute aims.

Research method was quantitative and only ESCON was targeted. Findings of the result were insufficiency of resources and working circumstances effect employee training and development. Incompetent trainers also effect the working environment. It is also finding out that trainings can improve employee enactment.

2.30 Career Development and Higher education

Current survey is to some extent predicting success in government higher education institutes. Career success is very essential among maximum faculty members. At the same time it is judged neither that Government sector institutes are nor much effective and these kinds of institutes are analyzed as waste institutes of the state (Saher, Bibi, Farmanullah & Abbas, 2014). Universities of Pakistan are supposed to be like a degree mills because of low employability of graduates from these institutes. According to an estimate about 3.7 billion graduates are jobless in the world. Therefore it is extreme important to engage this unemployed youth asset for nation building through training and education for making the personality development. So it is expected as most vital element of the universities by taking the steps to grab down unemployment by producing highly trained professional and graduates. Though presently there is 06% of total population that is 197 million people are unemployed around the globe. Whereas it is not considered that 39 million employees are dropped out from the organizations (Orhangazi, 2015).

According to population Labor Force and Employment in 2012 about 397 million people living under poverty line and 472 million public's difficulty manage their basic need of life. However, 06% is globally unemployment in the world but in Pakistan the

rate of ratio a little bit low that is 05% greater than border countries like China and India 4.6 and 3.6% correspondingly (Orhangazi, 2015). Out of 139 million the ratio of young people have been detected 73.8% unemployed in overall around the circle are not deceived in any sort of training, education and employ in the world. Results revealed that institution of higher education have power to recover production to produce workforce in specialized revisions. Gradation is not enough till it cannot prove by the individual that already have (Pavlin & Svetlik, 2014).

The word career has been derived from Latin word "*Carraria*" but in English its meaning is like road, carriage. Career success is transformation of two different words, Career and Success. But it is inferred as an individual journey like journey in learning, struggles, professional experience and all other phases of life. Career has a countless techniques to define it. So we can say that it use the agenda or purpose of individual progress from first to last (Saher et al., 2014).

Purpose of the survey was to determine and estimate predictors and career success for the faculty members of Pakistan universities in public sector. It is unique study in Pakistan. Only one study found in public sector departments regarding to career success with analyst of human capital and networking by (Saher et. al., 2014). The study is exploration of HRM Practices and career planning as a major determine of faculty members career success. The main purpose of the study was the evaluation of the HRM practices dominant upon faculty members or career success in Pakistan public sector universities. From the findings it is found that HRM practices and career planning have positive role on career success. It is also find reliable that goal setting and social career theories that education and training experience are modest tool in professional success

and career in life. From the literature it is also find out that career planning and career success have a positive link. Results of the study also focus on HRM practices for professional improvement through various prototypes like Job security, job independency, working conditions for employees in government zone institution of higher education of Pakistan, compensation, employee performance, training and development.

According to Kaya and Ceylan (2014) examined the influence of organization assurance on job satisfaction of employees, career development in institutes. Study was conducted in province of Turkey Istanbul. Group sample was different industries and sector functioning in Turkey and Istanbul. From the findings results revealed that organizational commitment and career development have partially influence on job satisfaction of employees. Moreover, Kimani and Gachunga (2013) surveyed about influence of employee engagement and career management. Results exposed that employee well aware about every stage and point of their career workforce which were agreed to start career management sequences and supervisory reflect compulsory progress in one's career according to qualification and experience. Study also concluded that managers guide employees in their career according to organizational plans and requirements. Chebet (2015) simplified employee awareness about career is associated between individual and organization needs and set objectives. According to work organization involve individual and assigning work. Career word in organization is taken as sequences of job experience may involve staff members may keep workers in completeness of time.

According to Chetana and Mohapatra (2017) in the competitive world and dynamic environment organizations faced different challenges worldwide. Several intersecting elements like economic disorder, advance technology, varied labor force, government policies and organizational work culture must be considered while enfolded planned organizational policies. In these conditions human resource plays important role in making competitive benefits. Career development is improvement of employees which is effective process and it is alternation to respond to new era of career expectations that is beneficial for individual and organization. Individual recognize their career goals and organization supports them. Career development is the challenge that organization face. Every organization focus of those activities that is useful for individual growth as well as organization growth. Effective career development practice is essential that bring competitive benefits by holding employees, attracting and developing them. It also involves both individuals and organizations. It is consequence of career planning and organizations support ideally it is cooperative process. It includes individual profession preparation and organizational occupation growth. Career planning is the procedure through which individuals identify skills, abilities and implement different steps to accomplish career goals. Career management is process of making, developing, applying, and checking career plans. Organizational career development is considered as thought-provoking and changeable mission custody in view of separate occupation prospects and administrative improvement. Effective job enlargement procedure is attained by appropriate understanding of worker career arrangement and managerial career controlling. The study exposes the job scheduling and occupation managing on organizational profession change. Combination of individual career preparation and

profession legislative board set up to the chief precursor of career development programs. From the analysis it is found that career management and career development have a strong relationship as compared to relationship between career forecasting and development. Individual Job scheduling and organizational profession supervision result as an effective career development program in organizations.

According to Long and Peramal (2014) as cited that Human resource management is the progressive concept to become authoritative sector of management practices and policies as well as business area. Even in 19th century many researchers and professional developers formulated exact slogans which define HRM and its significant ideas were derived from personnel management. In the current scenario of competition in each area of business or either education people try their best for their organizational and institutional success. Thus, it is harmless for organization to attain success in organizations by different strategies and practices of Human Resource Management system. But still many organizations that are independent and have distinct department for HRM are very low due to deficiency in some factors like lack of resources or lack of comprehension regarding the implication and possible influence of Human Resource Management activities. Major objective of HRM is to attain success in organization through the formulation of motivated and experienced workforce. HRM establishment is based on many practices such as recruitment, selection, designing and analyzing jobs, training and development of employees, career guidance such as planning, compensation system, and employee performance appraisal, and employee involvement in different activities. Finding of study was career planning is the element that have highest

regression as compared to motivation and development growth. Career planning and development was apparent to be one of the most essential human resource management practices. Career development and growth needs deliberately planned effort for individual career that cannot be left on chance. It is compulsory there should be balanced cooperation between individual and organizational need. In organization if favoritism or preference is more given to an individual then it create frustration among employees and as a result it damages the organization growth and development.

According to Crawshaw and Game (2015) Stated that line managers play significant role in career progress system in establishments. Few researches are about employee conduct, attitude and roles and not too many researches on employee's role. Two studies conducted to find out the employees career attitude and behavior. One study was in-depth interviews and from the results it was found that employee takes career management as interpersonal process in which employee expect that manager behave like a caregiver to support individual career development. Second study was based on a larger scale that was international level participation in which employee ignored line manager that cause negative career growth occasions. Due to lack of participation employee turnover rate increases. Trust plays mediating role among employees and managers.

2.31 Career Management in Romania

According to Fagateanu, Nicolaescu, Kifor and Mărginean (2015) in current scenario in private schools number of students increasing continuously because of use of innovation in teaching learning as well as because private school and management follow the latest trends that are demand of market. That was the case study and it is related to

private sector and cooperation with educational zone for job executive plan launched for the students. It was checked that it have a positive trend. Main aim of paper was investigation of project that immense impact on students education from Romania with the association between public and private sector. In this project knowledge is organized into education level with inspiration from isolated and government region. Innovative support in this paper was classical career corridor that contains information enlistment for scholars to acquire right job for them. Prototypical was authenticated in a scheme of Romanian learners. It emphasized on the apprehensive regions that is sequestered or community and efficiency of profession managing task for learners. Findings of the study were that student's career management reaches innovative phase, the stage in which pupils get advised then guided by the secluded division specialists. Positive impact of private sector highlighted and advised the career management into student's education system.

2.32 Career program and career development in Bomeo

According to Ismail, Madrah, Aminudin and Ismail, (2013) conducted research to extent the association between profession, occupation improvement and individual consequences using self-administered surveys collected from bodies who have worked at a Sabahlocal management in Bomeo. Two most important findings and outcome of research are that association between career platform and expansion has optimistic and significant correlation with job satisfaction. It is also finding that relationship between career development and programs have positive and significant correlation with career commitment. Result demonstrates that career development act as a facilitating variable in link between career database and particular conclusions in organization.

As Triandani and Anggriani (2015) cited that organization success depend upon the quality of activities and collective struggle of employees that involve in achieving the goals. Activities that carried out in institute is reproduced by countless deeds that happen in institutes i.e. workplace setting and chances to progress business. Most important is to preparing individual with different skills and make suitable career alterations for supporting them in their journey to all over the life. If children appropriately support and guidance in their career than they recognize importance of learning. The purpose of this study was to regulate the outcome of career planning and path for the increase of workforces. Vocation growth is the procedure for employees to increase chances of success by their efforts. It increases position, responsibility and authority. Clarity in career system motivates employees to work harder and with full attention that have direct and positive effect on other employees. Result of the survey illustrates that proper planning in career and different ways easily help out in employee career enlargement. Leading element is career arrangement. After results extraction it is recommended to institutes to be responsiveness to career design and occupation pathway as a proven factor that manipulating profession advance.

Capital components of the company play important role by inspiring through their career development. It is tactically the way to influence employee talent, attract them and hold the competent people at workplace. Management of right person by the right choice leads organization towards success by using the vision on talent, leadership and culture of the employees (Ulrich, 2014). As Lysova, Richardson, Khapova, and Jansen (2015) according to them career identity is so essential that powers the perception of work, our behavior at workplace, practical career behavior to guide career development and

influence the perception of our work. It also focus on the concerned with values of the work that mark as employee engagement at higher level as well. Well-developed organization has best human capital force to achieve the set goals and objectives (Ramboarison-Lalao, Alariss, & Barth, 2012). As cited that Kulkarni (2013) recommended that in the development of employees these areas should be cover like attention towards employee education, skill development of employees, effective employees training and quality of work life. Success of organization depends upon the employee performance. It is authoritative way for employers to find the technique to develop the employee's skills. Methods need to develop off and on the job learning.

2.33 Career development and organizations

According to Khan, Rajasekar, and Al-Asfour (2015) career development practices acquire significance due to the workplace demands, and the initiative taken by these organizations. The research was held in an Omani organization in which employee's career development was evaluated. The effectiveness of employees brings satisfaction to employees in Omani organization. The conclusion of the study was that employees that were ignored by the organization have negative effect on their level of satisfaction. The suggestion of the study after research was that employees should include in the career development and decision making procedure. Win-win situation is created by the fairness and clearness of the career development. Organization aspiration outcome can be getting by the trust of the both parties in the career development. Human Resource Development practices are important planned and opportunities for the organizations. In the present HR environment lots of issues exist in the implementation and consumption

in the up-to-date competition era. Below discussion will provide review of modern HRD issues and will provide the relevancy for HRD to the employed setting.

As Vince (2014) cited that HRD must be inspected by the viewpoint which involves the understanding of power relations that defines people experiences and organizational processes that having the different and dynamic range of people force at workplace and emotions that defines and stress upon the way of ongoing relations and how development can be shaped. Researcher agreed upon the idea that individual growth and development effect on the organization development. Researcher also cares that power and emotion have indirect association amongst employee production and organization. For example Vince, (2014) often organizational leaders sometime accused by maintenance of uniformity during operation and allowing change in the organization at the same time. This inconsistency create tension in both firm and individual with power relation and emotions that is not neglect but sometime it is ignored by the HRD researchers. HRD revisions address these types of flaws and characterize the authenticity of HRD dares in the field of research.

According to Rao and Salunkhe (2013) HRD exploitation and develop organization is important positive change and growth. In the research developmental climate is responsible for HRD effective implement for the management and progression of teams in an institute. Environment consist of so many trends in organization that treat with the people as a principal resources and confirm subordinates developed by the supervisors and also believe the capabilities of the employees to have open communication for the learning and growth of the employees.

2.34 Role of Manager in HRD

The incapability is the result that prolongs the management concept that involves the narrow opinion of human resource as disposable component that is generated due to the lack of trust between the employees and the managers (Rao & Salunkhe, 2013). When employees motivated to learn and grow than the effective utilization of HRD and developmental climate is the component of best use. HRD manger's role is to develop, monitor and evaluate the training platform for employee's promotion, individual and organization, knowledge is way of growth and information that is acquired by the individual and employee throughout the career life cycle.

According to Thoman and Lloyd (2018) as cited that paper describes the Human Resource (HR) evolution from its start as the priestly, utility of worker administration for the development role of the planned partner that help the growth of organization. Human resource development needs high performance organization through the petition of the next stage of HR intangible growth. HRD covers the practitioner's viewpoint and academic lens. Paper also discussed the organization traditional way to the developmental stages. HRD current issues also discourse the current business environment to examine the HRD. Human Resource is the greatest asset for every organization to achieve the set goals and objectives. According to Susas (2014) human resource management provides direction to employees in an organization and focus on recruitment and management of employees. It is the management of work force culture and environment in the workplace. Effective human resource management and organization set goals and objectives permits workers to overcome the workplace burden Susas (2014).

According to Lawless, Stewart, Sambrook and Stewarty (2012) claimed that the human resource development nature in the present scenario is helpless. Relay on some activities like coaching, mentoring and organizing are superseding but other activities of HRD are needed that are bit complex. Furthermore HRD is developed from the United States in mid-20 century and have the diffident roots. In the understanding of human resource development the activities like cultural, psychological and influence of organization paradigm (Stewart & Sambrook, 2012). The wide range of the stakeholder participation and globalization of the organizations contributions complexity from HRM processes to HRD activities. They also claim that priorities between the employees and stakeholders this important purpose of human resource development will be lost. Scholar's activity worked on it and the practices of HRD is worldwide increasing rapidly. Moreover the research criticizes the instrumental view of persons and expectations of humanist which was established by the HRD (Lawless et. .al, 2012). The result from the research is extracted that HRD not give more attention to human power and their emotional connectivity. In the principal of Human Resource Development understanding academia is not a singular element of influence. In the kingdom of human resource development and human resource management political and environment interferences bring change (Lawless, 2012).

According to Nda and Fard (2013) conducted on Human Resource Development and productivity. If poor performance of employee reduces than human resource productivity will increase. The attitude of the senior human resource management also affects the organization productivity. The major function of human resource is the

engagement of employees to attain growth rate and profitability. Less Training and worker development in the society is due to lack of fund plus insufficient revenue. It is suggested according to the study that organization conducts and engage in the seminars and conferences and the struggle of workers must appreciate and selection, promotion recruitment should be based on the fair educational qualification.

2.35 Human Resource Development in Bangladesh

The study was conducted for the examination of teaching methodology and as Human Resource Development on students and teachers in universities of Bangladesh. According to the study forty percent of the students and teachers of public sector were in the favor of lecture as a teaching method. The private sectors forty percent were in favor of presentation and group discussion as the finest teaching method while rests were in the favor of individual presentation. Teaching is challenging occupation in our culture and also the management of education in Bangladesh. Training of trainers and teachers training create pleasurable learning environment. Well-designed teacher's training is also very obligatory to meet the demands of teachers and learn in a better and effective way in the competitive world (Uddin, Khan, & Solaiman, 2014).

To withstand operational performance it is very significant to enhance participation of personnel in involvement of employees' objectives and aims. By some research studies it is recognized that for the management training is very important. Furthermore, (Jehanzeb and Beshir, 2013), consult to the participation of organizational manager to give others vision and ability to execute. Training is needed to guarantee of technically sound and socially experienced staff that deserve the management positions in

the specialist department. It is the process of fulfillment of training and development of repeated staff. Training observed as a process of total quality management (Sabir, Akhtar, Azzi, Sarwar, Zulfigar, & Irfan, 2014).

According to Asfaw, Argaw and Bayissa, (2015) the revision was about the preparation and growth of the employees and its effectiveness. The result of the study was training and developments have positive correlation and have correlation with worker's performance and its efficiency. After detail study it is recommended that Region Five Supervision Workplace provide operative preparation and progress actions confirm employee planning and identification of training and development programs.

2.36 Leader's role in Organizational culture and climate

Organizational climate and culture emphasis on the how employees contribute and make sense of work environment by personal observation and experience. Climate and culture are unified if employees want to understand the different features of social context and the perceptions that grow in organizational life. Researchers, practitioners and theorists advised to that they are sensible in rising the useful culture and climate in organization or describing the benefits of perception of the psychologists at higher level by developing the culture and climate by removing the misperception of two concepts by the analysis at different level. But they claim by imminent two bodies differently better to learn two streams of researches from the literature. We first focus on the structure, policies, practices which have the connection with culture and climate, give more attention to less practices with cultural values that unpredictably result with the culture. Researches in the area of human resource practices and the structural role have less

investigation yet. Throughout the chapter researchers focus the role of leaders that how they guide the culture and climate. Leaders due to their behavior with the new comers and existing employee can be helpful in understanding the internal environment of the organization. Leaders also transfer these qualities by behavior, policies, implementation of practices, communication and interaction with employees in the perception of climate. Leaders are so important in the formulation climate and culture in organization (Ostroff, Kinicki, & Muhammad, 2013).

2.37 HRD and HRM in organizational performance

Research decides that high level of organization performance cannot rise without the rise of human resource management and human resource development. But the balance between the combination of HRM and HRD is not happened always. Human resource development evaluated from its roots in human knowledge transfer to human resource management. In the present time human resource development activities like social political and environment influence the organizations needs and help in the development in the areas of invention, competence and flexibility. The skills that transfer through the effective association of human resource development and human resource management activities build the association between each other (Richman, 2015). The conclusion is that human resource development is drawn by the pressure and demand of survival of lifestyle. Two principles support evolutionary trend 1) for organization human resource is the strength. 2) In changing environment human and social development is very important. Globally organization has external and internal pressures on its performance. Effect of these pressures needs proactive skills that changed the practices of

human resource management. HRD and HRM further complicated by the societal suggestions. It demands to leaders to involve societal concerns to achieve objectives and decision making process in organization. This awareness expands HRD and employee behavior outside the organization in wider social and civic environment. The research support HRD and training help out in solving the particular problems (Richman, 2015). Human resource development is the subset of human resource management. Human resource management according to their potential can improved the work conditions in organizations. Arrangements of employee trainings also enhanced employee learning that cause of beneficial for the employee as well as organizations.

2.38 Career guidance in Higher education

The study was survey based and related to individual career development. The planning of developing own career and career advancement by the professional development. According to the study it is concluded that in the response of study the university not offered any single class to students related to their career development or planning. Graduate students attend training on career development as employee than students and they are well familiar how to start career. Employee's interested in developing employee's career more than academic institutes. Those participants who took part in career development they believe it is related to their career development in one aspect only. Maximum graduates not continue one job for long period of time. Most graduates also assumed that they cannot achieve career goals they are not competent. Due to the lack of resources they not fully planned their jobs and career and have only one option to continue the job for long period of time. Those students who spend less than 5

years in one job they have more experience, skills and competency and experts in work (Njoku & Amade, 2014).

According to Mulhall (2014) career and career development that is so important in which government highlights new career types and career opportunities. The researcher work to explore of Government policies that focus on career. It also studies the organizational support and analysis of future exploration and observes. In 21st century career management and career development is challenge for the practitioners and researchers. It helps in building organizations and opportunity to employees for their future focus. An employee and organization perception on career development is different and it is also a challenge. Within the broader corporate plan individual and organizational needs are important. Effective career management and development is intangible and ignored the lasting outcomes. Long term career development and management is the demand of senior managers and it provides opportunities to them.

The most interesting finding of human resource development is from past two centuries and it is from the social movements. Training and development is not about the idea of organization like the movements that is labor organization, rights of civilians, and freedom in religion, idea is originated, examined, rationalized, applied and knowledgeable form (Callahan, 2013). In the modern era education and human development have centered role in achieving individual goals. Higher education program reflects the internal and external changes. Career path education is provided to specific adult education platforms. Environmental necessity or mystical leadership is altered by human development and chose a path verses one direction way (Jacobs, 2014).

Greek style growth and learning by the experience is quiet by the verbalized values and research that seems in human development has gone full circle to embryonic era. Deep experience and grounded cognition offers learning through the work experience employees involvement in activities of the growth (Gold & Bratton, 2014). Certainly Gold and Bratton (2014) the struggle in the knowledge gained by the focused professional environment that finally serves well organization. As a result change in behavior is due to the new knowledge or idea of quiet by the direction of the organization (Gold & Bratton, 2014). Thus the conjunction between practical need and thirst for knowledge open the new learning processes in applies of human resource change and supervision. Innovative and cultural environment demands the element of flexibility in organizations. Especially Sheehan, Gravan and Carbery (2014) cited that the national and regional level in competition world innovation is supportive. As in the past so many researches it is found through the different studies that organizational performance is critically significant for human resource (Sheehan, Garavan & carbery, 2014). According to (Sheehan et al., 2014) as cited that serious components of dynamic competence capability is the ability that sense, grab and transfer the abilities.

Human resource development support the unnatural resources in a limited environment organization face financial stormy. To withstand the organization it is essential to develop the employees and their activities like mentoring, networking and coaching. Moreover the receiver employee commit to learning phase and demonstrate the greater commitment in teach (Sheehan et al., 2014). Expenses related to employees not

matter a lot employee learning investment in high performance and its recognition is important.

2.39 Organizational development

According to Al-Khouri (2015) stated that business world is now multifaceted. Organizations need to understand about these changing shapes. Public institutes also facing troubles. Article explored organizational development strategic framework, organization in Middle East is famous due to its success in technology management application. Researcher considers the factor that cause of organizational excellence. Framework represents overall organization factors that enhance the quality of organization and its superiority. Paper main involvement was organizational tactics is major part of collection and application of various management tools to improve institute and workers work conditions. Purpose of framework was expansion of management system to accomplish long term workplace set goals. Paper emphasized on main area that is essential for organizational usefulness. This paper also worked as guidance for administrative progress that improves current organizational running practices.

According to El-Majali (2016) differentiated about the concepts of organizational culture and organizational climate. Some previous researchers believe that there is no difference in both term and alternative of each other. But according to study both are different in concepts and not alternative of each other. Organizational climate is replication of internal organization surroundings. On the other hand organizational culture is conduct, standards, morals, opinions, hopes and involvement in achieving organizational objectives. These two concepts are strong in organizational success.

Research conducted in higher council of youth in Jordan. Researcher experience of work in youth council idea towards climate assessment in various factors like decision making, leadership styles, motivation and technology process is the assessment of organizational culture. From the findings conclusion was staff in higher council for youth are standard in organizational culture and climate. Staff assessment, organization structure, leadership styles was higher than employee motivation technology usage. Believe in norms and values are higher in staff members (El-Majali, 2016).

According to Osibanjo and Adeniji (2013), cited that paper was based on to check the impact of organizational culture on human resource practices and sample was private Nigerian universities. Results of the study were that there was link between organizational culture and staffing process, training, salary structure, compensation etc. furthermore it is also finding out that in organizational setting individuals escalate more values, beliefs and applies in institute. Another observation that employees struggle train themselves about the environment and culture of organization before accepting job offers. Jain and Kaur (2014) organizational climate have impacts on the perception of employee. It is important to improve working atmosphere of individual in the organization. Conceptual gap was found in theories that lacking of studies on organizational climate in Malaysia industries. The study was conducted on organizational climate analyzed in resulting to understand causal relationship between employee performance and organizational climate that is still not clearly proven yet. Vora (2013) as cited that modification of management is very important that we want to bring success in the organization through change. Change management in the organization is done to bring

change and initiate new rules and policies only for the employee and organization. It is also helpful and avoids the loss in future in organization. There are many concepts of organizational culture and climate and authors discuss this concept conferring to their survey and output. According to Ali and Patnaik (2014) as cited that term organizational climate is used to describe the organizations and employee perception towards work or group that they work in the organization.

According to Iljins, Skvarciancy and Gaile- Sarkane (2015) as cited that intention of the inquiry is to differentiate between executive cultures features having influence on organizational climate alteration. Result revealed that managerial culture factor influence organizational climate have been evaluated model. Remuneration system, job gratification, empowerment, squad alignment etc. are significant logistic culture aspects influencing executive environment. Worker gratification is most central reasons for creation of change that is for unsatisfied employees that resist change. From the findings it is recommended that to pay attention on the impact of climate change and also check correlation facto among employees. Abdulkareem, Chauhan and Maitama (2015) as cited that employee turnover is major concern among employers and still it is ongoing challenge for experts and researchers e.g. about 7.7% full time faculty employees in U.S.A left their jobs for other institutions. Among these employees about 30% being retired and employees had left 70% institutes for number of reasons (Abdulkareem et. al., 2015). Similarly Long and Perumal (2014) and Abdulkareem, Chauhan & Maitama (2015) as cited that from the latest studies it is found out that around 19,000 professionals from 2012 to 2015 different field of experts from education, medical, left Asia and

searched job towards, U.S.A, Germany, U.K etc. for better opportunities. Furthermore in this context of higher education level of Pakistan institutes employees left their jobs and move to western countries for more facilities. It is also revealed from the quantitative and qualitative researches that employees rate of private sector colleges and universities have high as compared to public sector (Khan et al 2014: Mubarak et al 2012: Yusoff & Khan, 2013).

Employee gross revenue is continuous and become serious problem not only in Pakistan but this is the problem of whole world and employers need to be creative and active to find out the reason and factors that affect the employee's performance in the organizations (Monama, 2015). Mostly some studies explore the reason of turnover of employees in organization and results discovered that humanoid source observes may be effect employee turnover intensions (Abdulkareem et. al., 2015). Limited researches work on to explore human resource development practices and reason of employee turnover. None of research survey has found career stage theory and community altercation to find this relationship. Therefore established on social exchange theory it is alleged when employee feels they are in decent community conversation affiliation with organization then job quit will be less. Moreover when employee perform well and in return organization assign good salary package, trainings according to needs and also career growth than employee likely to stay in organization and never move to other institutes for the sake of new job (Abdulkareem et. al., 2015). Sattar and Ahmad (2014) as cited that salary is one of factors of turnover. They claimed that in human resource management salary is one of the major aspects in Pakistan country and like all other less paid countries with less benefits and facilities. Pakistan is a developing country and

poverty level is very high. Job opening opportunities are less as compared to developed countries. Inflation is more with fewer jobs and living expenses are more in these conditions money matters. However opinions of employee's salary among faculty are negatively related to turnover intentions. Pakistan Labor Force survey by Amin et al., (2013) 40 percent individuals are working in public and 60% individuals working in private sector. Population of Pakistan is 19 billion and Pakistan is not covering opportunities according to growing population. It is confirmed from the researches outcome that most training practices material come from west that does not according to Pakistan context due to cultural differences and also did not meet the expectations of training agenda.

CHAPTER 03

METHODS AND PROCEDURES

3.1 Research Design and Approach

The study was designed to compare the human resource development practices in public and private sector universities of Islamabad. The study was explanatory sequential comparative mixed method in nature. Quantitative approach fulfilled through questionnaire that filled by faculty of both public and private sector universities. Qualitative approach fulfilled through content analysis in form of text, flyers, and documents in both sector universities. Comparative research used basically when compares two groups in an attempt to draw a conclusion about them. Researcher identifies and analyzes similarities and differences between groups. Recent research related to comparison of public and private sector universities of Islamabad. This study conducted on variables i.e. HRD, training and development, career development and organizational development. Qualitative research method also used in which researcher conducted content analysis. It included text, oral communication, flyers and notifications related to last five years faculty trainings. Quantitative approach done by questionnaire and then cross checked by content analysis and data collected from the universities of Islamabad. Teaching faculty of higher education institutes of Islamabad was population of the study. Data was collected from Office of Research Innovation & Commercialization (ORIC), Quality Enhancement Cell (QEC) and Registrar offices of sample universities. Last five years (2015-2020) documents for content analysis were

related to faculty trainings, career development and organizational development of public and private sector universities.

3.2 Research Population

Teaching faculties of public and private sector universities of Islamabad were taken as population of research. Due to time and finance restriction inquiries were delimited to universities in Islamabad only. According to HEC website 12 public and 06 private sector universities of Social sciences and Management sciences were working in Islamabad. Population was taken from websites of both sector universities that are attached in appendix A. www.hec.gov.pk/english/universities/pages/recogniseed.com

Table 3.1

Total population in Public and Private Sector Universities

Area	Public Universities	Private Universities
Islamabad	12	06

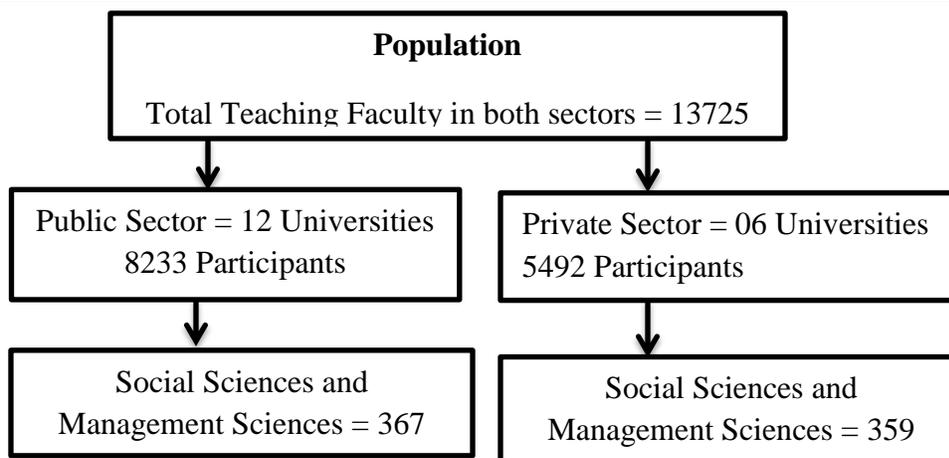


Fig 3.1

Detail of departments under social and management sciences were mentioned in below table. Data collected from the teaching faculty of these departments.

Table 3.2

Faculty of social Sciences and management sciences

Departments	Departments
Education	Department of Government and Public Policy
Sociology	Department of Economics & Finance
Applied Psychology	Department of Management Sciences
Islamic Studies	Department of Business & Administration
Media & Communication Studies	Department of Technology Management
History & Pakistan Studies	Department of Leadership and Management Studies
Peace & Conflicts Studies	Department of Technology & Innovation
Politics & International Relations	
Department of defense and strategic studies	
Department of linguistic	
Centre excellence in gender studies	
Islamic art and architecture studies	
Anthropology	
Islamic Art and Architecture	
Department of Arts & Media	
Department of English	

3.3 Sampling technique

Stratified disproportional sampling technique was used because population was divided into two groups that were known as strata. Disproportional sampling technique

used due to variations in sample size. Public sector and private sector is a stratum's. The data was collected from the social sciences and management sciences faculties only. Detailed of sampled universities were attached in appendix E.

3.4 Sample size

Table 3.3

Sample size distribution of Teaching Faculty

Associate professors	49
Assistant professors	262
Lecturers	406

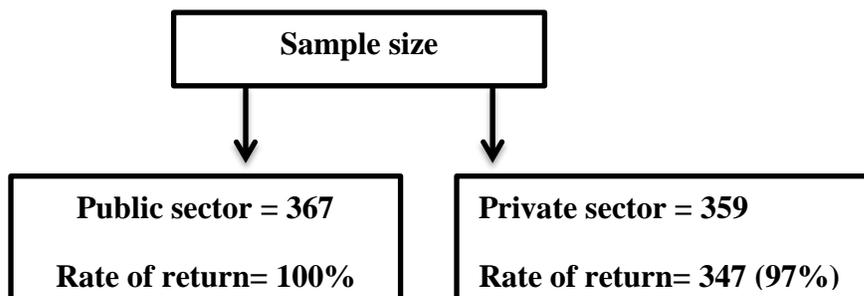


Fig: 3.2 sample size

According to the total population of both sectors sample is extracted through sample size calculator. Confidence level was 95% and confidence interval was 5. Total sample of survey was 726.

Table 3.4

Population and sample size

According to Cohen, Manion and Morrision (2007) sample size

Population	Confidence level 95%		
5,000	357	536	879
7500	365	556	934
10,000	370	566	964
20,000	377	583	1013

3.5 Instrumentation

An adapted 05 point likert scale Questionnaire was used for data collection from teaching faculty. Permission taken from the author (Jehanzeb, Rasheed and Rasheed (2013) attached in Appendix H. Questionnaire consisted of two parts. Part one was related to the demographic information. Part two consisted of human resource development practices. First construct was related to training and development of employees and it was consisted of **30** items. Second construct was related to the career development and it was consisted of **18** items. Third construct was related to organizational development and it was consisted of **27** items. Questionnaire distributed among both Education and Management experts for validation. Tool was used in social sciences and management and university level. Researcher brought changes and conducted pilot testing in education and management sciences. Detailed of tool as follow.

(Section I) Demographic Information**(Section II) Human Resource Development Practices****Subscales**

- A. Training and Development
- B. Career Development
- C. Organizational Development

By Applying proper procedure of tool validation from expert's questionnaire utilized for data collection. In Section one sector, age group, designation, total years' experience, grade and qualification were included. Section two consisted of construct and items.

3.6 Validity of instrument

The validity of tool was focused by the psychometric properties and these were as follows. Validity procedure of research instrument was as below.

An adapted questionnaire consisting of 75 items and author granted permission that is attached in Appendix H. For tool validation specialists from education and management field were accessed. These specialists provide appreciated suggestions about questionnaire. Ten days given to experts for tool validation. Experts rechecked the research tool and brought some changes in items content that were unrelated and unreliable according to the research constructs. Tool consisted of 75 items researcher brought refinements as per expert's guidance. Factor analysis also applies for tool accuracy and validation. After complete observation and judgment, experts approved and recommended for the data collection. Field experts provide validity certificates that are attached in Appendix D.

3.7 Pilot testing

Tool consisted of 75 items and pilot trial done in both public and private sector universities. One public and one private university were chosen for pilot testing. . The pilot study was carried out on 280 faculty members that were selected through stratified sampling technique. 270 questionnaires received from the respondents. 15 questionnaires were filled by irresponsible way. Reliability analysis carried out on SPSS version 21. Total 265 teachers from public and private sector universities of Islamabad were taken for pilot testing. 06 items were deleted from the questionnaire because of less reliability.

3.8 Reliability of the Instrument

After validation procedure when tool finalized reliability were measured. Two universities were taken for the construct validity and pilot testing. Statistical procedure was supported for the determinations of tool reliability total 265 respondents involved 135 from (NUML Islamabad) and 130 from (IQRA University) for pilot testing. Overall reliability of tool was .83* that was reliable and finalized for the data collection.

3.9 Alpha Reliability coefficient (Cronbach's Alpha) of tool (N=75)

Table 3.5

Constructs and overall reliability

Constructs	Statements	Coefficient
Training and Development	30	.74
Career Development	18	.71
Organizational Development	27	.73
Overall Reliability (Cronbach's Alpha)		.83

*<0.05, **<0.01

Table 3.6

Split Half Reliability Analyses

Reliability of each constructs and interpretation of results are given below

Cronbach's Alpha	Construct 1	Value	.74
		No of Items	30
	Construct 2	Value	.71
		No of Items	18
	Construct 3	Value	.73
		No of items	27
	Overall	Reliability	.83
	Total	Items	75

*p<0.05

Results specify the split half reliability of tool. First construct contain 30 items and its reliability was .74 second construct had 18 items and reliability was .71 and third construct had 27 items and reliability was .73. The overall reliability of questionnaire was .83. Consequence confirmations that all constructs have high reliable internal consistency .06 items were deleted from questionnaire due to less reliability.

3.10 Total Items Correlation

Total items of reliability were calculated by using the SPSS 21 version through investigation by the respondents of 265 teaching faculty. Table represented the detailed information about individual item reliability. Results showed that 75 items highly reliable and statements were related to the research topic. It was also specified that these 75 items were reliable for final collection of data. The correlation ranged from the .10 to .81. The

detail of items and their correlation given below and items with less correlation were deleted.

Table 3.7

Total items correlation (N=81)

Items	Correlation	Items	Correlation
1	.81*	38	.55
2	.41*	39	.46*
3	.48*	40	.38*
4	.54*	41	.58*
5	.54*	42	.50*
6	.42*	43	.55*
7	.41*	44	.40*
8	.36*	45	.46*
09	.46	46	.34
10	.48*	47	.38*
11	.54*	48	.42*
12	.54*	49	.45*
13	.64*	50	.52*
14	.51*	51	.45*
15	.56*	52	.44*
16	.47*	53	.47*
17	.58*	54	.49*
18	.50*	55	.54*
19	.50*	56	.54*
20	.40*	57	.50*
21	.50*	58	.51*

22	.55*	59	.57*
23	.47*	60	.52*
24	.53*	61	.58*
25	.43*	62	.58*
26	.42*	63	.49*
27	.39*	64	.49*
28	.50	65	.46*
29	.51*	66	.41*
30	.50*	67	.44*
31	.51*	68	.44*
32	.54	69	.51*
33	.43*	70	.41*
34	.54*	71	.43
35	.49*	72	.37*
36	.50*	73	.48
37	.59*	74	.41
		75	.51

Table 3.8

Factor Analysis Table

S.No	Statements	Factor 1	Factor 2	Factor 3	Communalities
		TD	OC	OD	
1.	Training program is designed after considering need and requirements of the employees.	.703			.628
2.	There is an extensively collective training and development procedure in the institution.	.780			.636
3.	Organizers helped employees to get practical understanding and services over training.	.679			.577
4.	I have made sufficient progress to achieve my training goals for organizational productivity.	.771			.623
5.	Training programs help to improve one's capability and potential.	.668			.721
6.	There are suitable emerging professional competences in the training platform.	.788			.695
7.	There is strong supportive climate for training and employee productivity.	.698			.612
8.	Employee training is compatible with career plans.	.748			.642
9.	Workers are given training before they are placed on new jobs/assignment.	.697			.603
10.	Management of the organization has provided me with adequate resources needed for my training.	.695	.		.643
11.	Employee training and development is perceived in positive way.	.820			.718
12.	Employee training and development decisions are made in an unbiased manner for organizational productivity.	.748			.621
13.	My institution delivers better opportunities for workforces to assume training.	.782			.652
14.	Employee training is a cause of productivity of organization.	.740			.686
15.	My organization offers healthy atmosphere for new workers	.669	.		.585

	to acquire job-specific abilities and information.		
16.	My organization provides chances to learn novel skills that helpful them to utilize in their career.	.699	.603
17.	My organization provides its employees opportunities to undertake general training programs and seminars outside the organization.	.779	.688
18.	My organization provides assistance to take management training programs in educational institutions outside the organization.	.694	.615
19.	Senior staff takes notice and devote time with novel employees throughout training for organizational productivity.	.673	.618
20.	Training programs are well-planned in advance.	.792	.687
21.	Training programs are designed to given adequate importance to trainees.	.799	.659
22.	Training offers an outstanding occasion for novel people to learn systematically about the institute.	.779	.675
23.	New recruits perceive training as a very useful experience in getting acquainted to the work environment of the organization.	.718	.615
24.	Training program is periodically evaluated and then improvements are made.	.787	.674
25.	Training has sufficient subject content.	.805	.716
26.	Training program is handled by competent trainers	.725	.665
27.	There is a technique for assessing the employees' training needs for workplace productivity.	.623	.556
28.	Recognition of training requirements is complete on an organized base.	.757	.666
29.	Competency level of employees increase due to training and development.	.762	.683
30.	Skilled employee's performance and productivity is more than the unskilled employees.	.699	.621

31.	My organization provides me training to help in career management.	.798	.687
32.	My manager makes sure that I receive the training which is required for my career planning.	.751	.670
33.	My organization provides career development plan for employee career planning.	.786	.696
34.	My organization provides me such working assignments that develop my skills for my career.	.744	.658
35.	Career Development program in organization meets realistic employee expectations.	.813	.726
36.	Career development is to provide chances for growth to its employees.	.777	.679
37.	My manager introduces me to the people who help in my career planning.	.750	.667
38.	Action plans are prepared to improve employee career plans and development.	.827	.737
39.	I have recognized my abilities and potential related to my career planning.	.765	.667
40.	I chose my career because I was interested in teaching.	.694	.634
41.	Job responsibilities and career management is interesting for me.	.763	.648
42.	Top management and managers help out me in career development.	.793	.684
43.	My organization makes sufficient plans that help out in my career management effectively.	.809	.752
44.	Management has provided me with adequate resources needed for my career development.	.755	.686
45.	My organization provides opportunities to learn general skills and knowledge to employee which may be helpful for them to utilize in their career.	.718	.683
46.	The Organization makes responsiveness on the survival of a official career plan on systematic basis.	.798	.702

47.	Management makes sure all staff enjoys their career development.	.747	.667
48.	Seniors delegate authority; subordinates use it as a chance for his/her career improvement.	.817	.737
49.	My managers provide me guidance that helps me to work in this organization.	.812	.723
50.	My manager provides me a fair feedback on my performance.	.771	.727
51.	Organizational developmental efforts have improved my self-awareness, competencies and employability.	.740	.656
52.	The organization has a conducive environment to achieve goals set by the organization for development.	.691	.623
53.	Employees in this organization have better prospects as university designs better career plan.	.790	.693
54.	Employees having diverse background help in development of organization.	.813	.727
55.	Top management focus on the entire change in organization.	.740	.662
56.	The organizations future plans are made to the executive staff to help out them to improve their subordinates.	.780	.647
57.	Organization considers the employees for future positions.	.747	.696
58.	Organization and top management appreciate the employee involvement in workplace.	.797	.684
59.	Organization has a clear policy on organizational development.	.780	.726
60.	Human Resource Development policies are cause of organizational development.	.818	.725
61.	Top management is enthusiastic to spend a significant portion of their time and additional assets to confirm the enlargement of workers.	.786	.701
62.	Top management is willing to cooperate with employees in critical time.	.810	.764
63.	Human Resource Development squad advisers and guidance help employee for progress of organization.	.741	.684

64.	Providing equal opportunities to all the employees' is cause of organizational success.	.797	.656
65.	Higher authorities make strength to recognize and use the capacity of the workers.	.739	.644
66.	Institution is encouraged to testing with new methods and test innovative thoughts.	.718	.643
67.	Organization keeps employees records updated.	.717	.625
68.	Organization promotes employees according to their competences.		.655
69.	The equality in employee opportunity development is extraordinary.	.651	.735
70.	My organization supports the employees in utilizing their potential future interests.	.755	.695
71.	Development of subordinates is seen as an important part of their job by the managers here.	.701	.635
72.	Organizational environment is satisfactory for work.	.787	.727
73.	Job-rotation in this organization can be a cause of organizational development.	.721	.647
74.	Top management appreciates effort of their workers.	.693	.607
75.	Organizational climate is suitable for employees working here.	.720	.644

Seventy five total items in which thirty items were about training and development, and eighteen items were related to career development and twenty seven items were related to organizational development. Factor one was labeled as trainings, factor two labeled as career development and factor three labeled as organization development. Total variance was 100. Factor one explained 40.142% of the variance. Factor second was labeled as employee career development and explained 42.472% of variance. Third factor was labeled as organizational development 39.1257% of the

variance. The detailed of communities were mentioned in the table and lowest of them were .52. Factor analysis was run by using SPSS software and Field (2009) also highlighted the techniques of factor analysis.

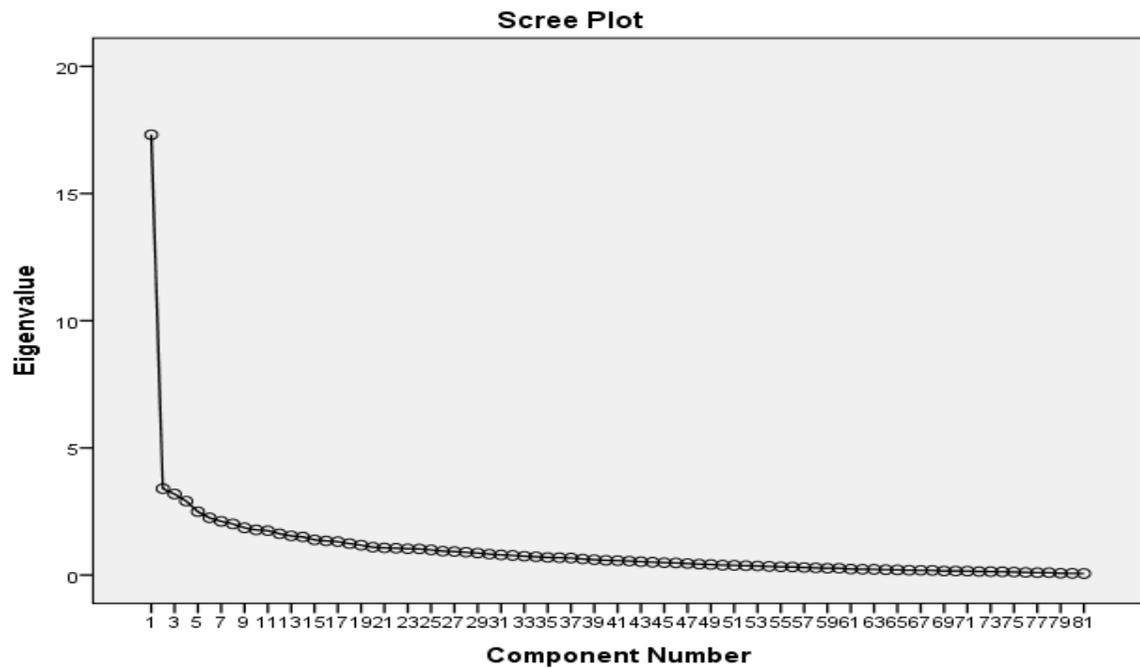
Table 3.9

KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.928
	Approx. Chi-Square	11291.331
Bartlett's Test of Sphericity	Df	2775
	Sig.	.000

In KMO statistic if values lie between 0.5 and 0.7 are mediocre, values between 0.7 and 0.8 are good, values between 0.8 and 0.9 are great and value above 0.9 are superb. From the results of the data value that was .928 which falls into the range of being superb. Hence KMO and Bartlett's test of Sphericity measure the adequacy of sampling that was .928 and researcher confident that sample size adequate for factor analysis.

3.11 Scree Plot



Graph of each eigenvalue (Y-axis) against the factor with which it is associated (X-axis). The graph is known as scree plot because it looks like a rock face with a pile of debris or scree at the bottom. Items and factors were associated with eigenvalue. By graphing the eigenvalue the relative importance of each factor became seeming. Usually there were some items with high eigenvalue and few with the low eigenvalue. Inflexion point where the slope of the line changed, straight line summaries the vertical part of the plot and another that summarize horizontal part then the point of inflexion is data point at which these two lines meet.

3.12 Data Collection

Data collected through mixed method approach (Questionnaire and content analysis). Quantitative research conducted and data collected through five point likert questionnaire. Questionnaire filled by faculty members of both sector. Qualitative research conducted through content analysis. Qualitative analysis is a research tool used to determine the presence of certain words, themes or concepts within some given qualitative data i. text. Questionnaire was used to collect the sample from the faculty of the public and private sector universities of Islamabad. Content analysis used that fulfill qualitative research approach. Content analysis consists of physical record that includes (ongoing official record of organization activities e.g. training conducted by organizations, works related to career development and organizational development). A single study may analyze various forms of text in its analysis. To analyze the text using content analysis, text may be break down into the code, categories and themes to give voice and meaning to the text. . Last five years (2015-2020) letters, flyers and documents related to constructs were collected from the offices of Registrar, Offices of research, Innovation and Commercialization and Quality Enhancement Cell of public and private sector universities of Islamabad.

Table 3.10

Data Analysis

Objectives	Hypotheses	Statistical Test
To compare human resource development practices in public and private sector universities.	There is no significant difference between human resource development practices in public and private sector universities.	Independent T Test
To compare training and development in public and private sector universities.	There is no significant difference between training and development practice in public and private sector universities.	Independent T Test
To compare career development practice in public and private sector universities.	There is no significant statistically difference between career development practice in public and private sector universities.	Independent T Test
To compare organizational development practice in public and private sector universities.	There is no significant difference between organizational development practice in public and private sector universities.	Independent T Test

CHAPTER 4

DATA COLLECTION AND ANALYSIS

This chapter explained the analysis of the collected data by applying an independent t test using software SPSS tool. Demographic information was based on faculty, sector, age group, designation, employee experience, grade and qualification. For clarity and understanding of demographical variables pie chart was used. Independent t test applied on table 4.1 to 4.4 to test the hypotheses. Last five year (2015-2020) content collected from public and private sector universities for analysis.

Section I Representation of demographical variables (N=717)

Demographic Representation of faculty

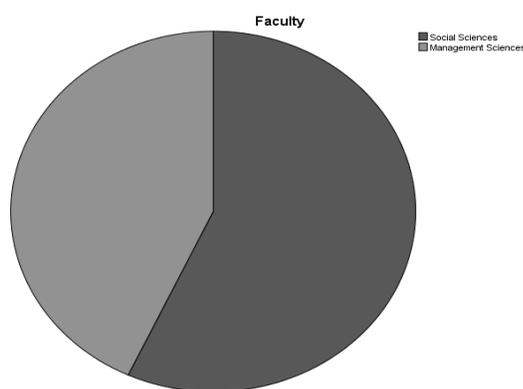


Fig 4.1: Demographic placement of faculty

Above figure showed the distribution of faculties that were Social Sciences and Management Sciences. 405 was the frequency of social sciences that is (56.9%) second faculty was management sciences and frequency was 312 with (43.5%) total frequency of respondents were 717 and total percentage was 100%.

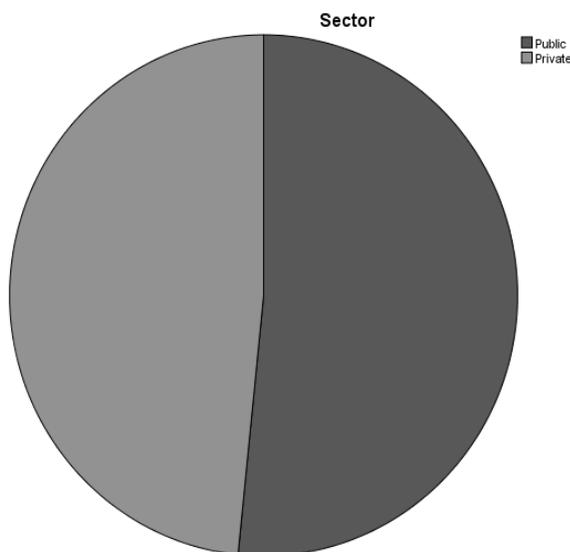
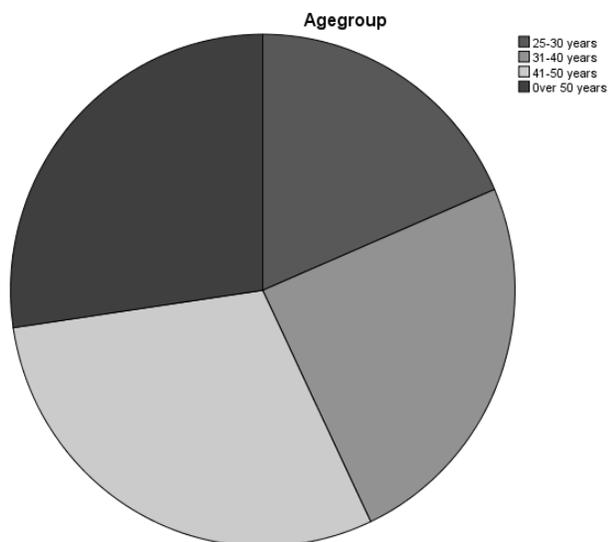
Demographic representation of sector (N=717)

Fig 4.2 Demographic placements of sectors

Above figure showed the distribution of public and private sector universities of Islamabad. Researcher collected data from only two faculties that were social sciences and management sciences. Total frequency of respondents was 717 and Frequency of Public respondents was 370 and 51.6%. Respondents from private sector were 347 with 48.4%. It indicated most of the respondent belongs to public sector universities.

Demographic presentation of age group of respondents (N=717)

Above figure showed the frequency and percentage of different age groups of respondents. Most of the respondents belonged to 25-30 years age groups was 218 respondents and percentage were 30.4%. Respondents related to 31-41 years age group were 212 and percentage was 29.6%. Fewer employees belonged to age group of more than fifty years that were 135 people and percentage was 18.8%. Employee age group 41-50 was 152 and percentage was 21.2%.

Demographic placements of respondents' designation

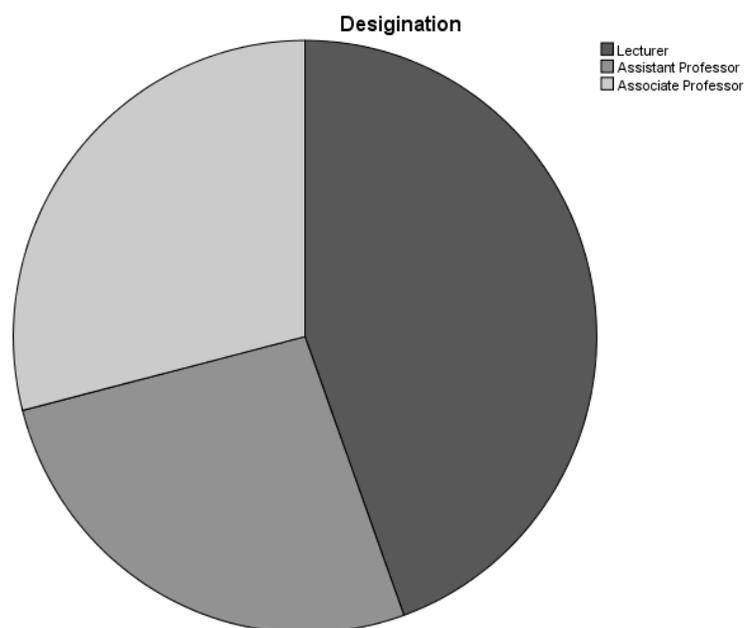


Fig 4.4 Demographic placements of respondents' designation

Total response was 717 frequency 294 represented lecturers with 41.0%, 225 respondents were assistant professors having 27.6% and 198 frequency symbolized associate professors respondents with 31.4%. Table represented the designation of faculty sample. It was indicated that public and private sector universities maximum respondents were lecturers and less respondent were related to associate professors designation provide services in both sector universities.

Presentation of qualification of sample (N=717)

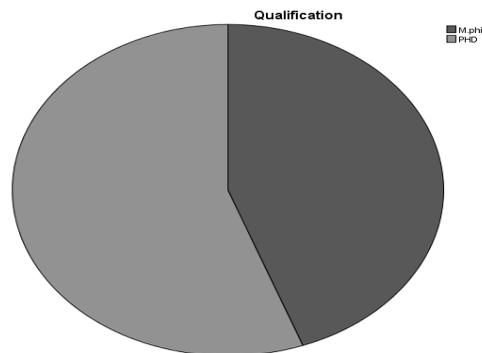


Fig 4.7 Respondent's qualification

Frequency 289 represented MPhil respondents that were 40.3%, Ph.D. respondents were 55.6% and total frequency of respondents were 717 and percentage was 100. It showed that universities had appropriate and qualified staff.

Presentation of total years of experience of sample (N=717)

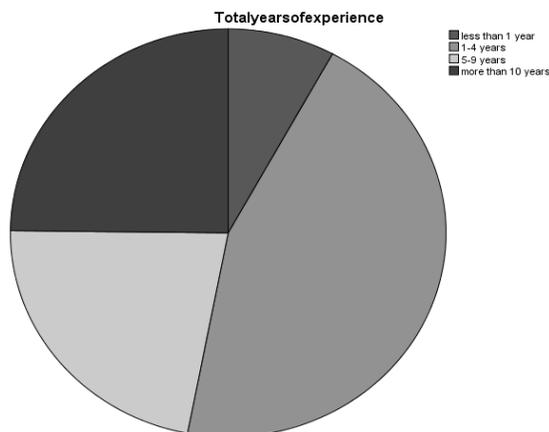


Fig 4.5 Respondent's total year of experience

Frequency 53 represented 7.4% respondent that had less than 01 year experience, 326 represents 45.5% respondent that were between 1-4 years, 148 represented 20.9% that were between 5-9 years' experience, 188 represented 26.2% were more than 10 years experienced respondents and total response were 717 respondents. Maximum

people had 5-9 years' experience. It indicated that public and private sector had experienced people.

Presentation of grade of sample (N=717)

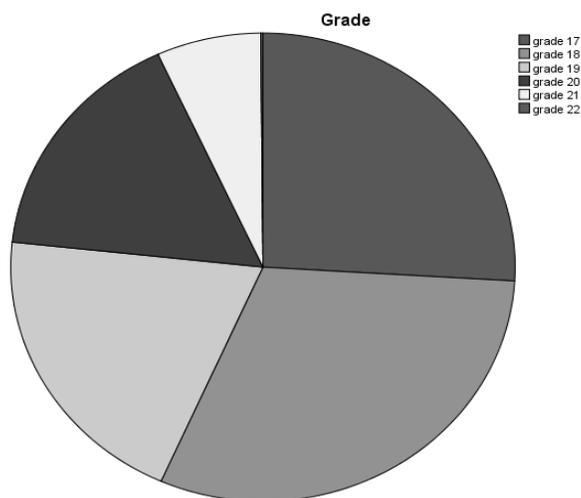


Fig 4.6 Demographic placements of respondent's grade

Frequency 176 represented 24.5% were grade 17 respondents, 209 frequency represented 29.1% were grade 18 respondents, 154 frequency represented 21.5% were grade 19, frequency 125 represented 17.4% were grade 20 respondents, 52 represented 7.3% from grade 21 respondents, 1 represented .1% respondents from grade 22 and total frequency was 717 people. It indicated that public and private sector universities in Islamabad having variety of experienced people that serving in social and management sciences.

Table 4.1

Difference between Human Resource Development practices in public and private sector universities

	Sector	N	Mean	T value	df	Sig
HRD	Public	370	2.01	2.69	715	.003
Practices	Private	347	4.09			

Significant at the 0.05 level (2-tailed)

An independent sample t-test was applied to compare the human resource development practices between public and private sector university teachers in Islamabad. Total respondents from public sector were (N=370) and (N=347) from private sector universities of Islamabad. Mean value of public sector respondents were (M=2.01) mean values indicated that public sector faculty was disagreed about HRD practices whereas mean value of private sector respondents were (M=4.09) that indicated faculty members agreed to have HRD practices in their organizations. Value of T was (t=2.69).

Results indicated there was a significant difference in human resource development practices. It was also found that *p* value (significance) that was (p=.003) which was less than set alpha value. So hypothesis was rejected and there was significant difference between human resource development practices in public and private sector universities in Islamabad. Moreover from mean value it was concluded that private sector focused more on human resource development than public sector.

Table 4.2

Difference between Training and development practices in public and private sector universities

	Sector	N	Mean	T value	Df	Sig
Training and	Public	370	2.97	3.48	715	.002
Development	Private	347	4.32			

Significant at the 0.05 level (2-tailed)

An independent t-test was applied to compare faculty trainings among public and private sector faculties in Islamabad. Respondents from Public sector were (N=370) and private sector respondents were (N=347). Mean value of faculty trainings in public sector was (M=2.97) and in private sector mean value was (M=4.32). T value was (3.48) and degree of freedom was 715.

Result indicated there was a significant difference in faculty trainings development between public and private sector universities. It was also found that p value that is (p=.002) and set (p=.05) value is smaller than set alpha value. So hypothesis rejected and there was significant difference between training and development practices in public and private sector universities in Islamabad. Moreover it was concluded from the mean value that private sector universities highly involved in the faculty trainings as compared to public sector.

Table 4.3

Difference between Career development practices in public and private sector universities

	Sector	N	Mean	T value	df	Sig
Career	Public	370	2.86	3.85	715	.129
Development	Private	347	3.72			

Significant at the 0.05 level (2-tailed)

An independent t-test was applied to compare career development practice in public and private sector universities in Islamabad. Respondents from Public sector were (N=370) and private sector respondents (N=347). Mean value of career development practice in public sector was (2.86) that indicated most of the respondents disagree about their career development in public sector and in private sector mean value were (M=3.72) that leads towards agree and it indicated that private sector help out their employees in career development. T value was (t=3.85) and degree of freedom value was 715.

Results indicated that there was a significant difference in Career development between public and private sector. It was also found that significance value that is (p=.129) so (.129) value is greater than set alpha value. So hypothesis was failed to reject. But from the mean value results extracted that there was significant difference between Career development practice in public and private sector universities in Islamabad.

Table 4.4

Difference between Organizational development practices in public and private sector universities

	Sector	N	Mean	T value	df	Sig
Organizational	Public	370	3.8	2.38	715	.011
Development	Private	347	4.7			

Significant at the 0.05 level (2-tailed)

An independent t-test was applied to compare organizational development practice between public and private sector universities in Islamabad. Respondents from public sector were (N=370) mean values were (M=3.8) that leads towards agree that mean respondents agree about organizational development. Respondents from private sector was (N=347) and mean value was (M=4.7) that leads towards strongly agree and value of degree of freedom was (df=715) T value was (t=2.38).

Result indicated there was a significant difference in organizational development practice in both public and private sector universities. Significance value (p=.011). It was also found that value of set alpha that is (p=0.05) and significance value of organizational development (p=.011) value was lesser than set alpha value. So hypothesis was rejected and there was significant difference between organizational development practices in both sectors. Moreover it was concluded from the mean value that private sector highly involved in organizational development as compared to public sector.

4.1 Content Analysis

Research Objective

To get information about human resource development trainings in public and private sector universities of Islamabad.

Research Question

What type of human resource development practices were adopted by public and private sector universities for the development of faculty?

Researcher followed proper procedure to conduct content analysis. Content analysis basically included

- 1) Select the content for analysis that was based on research question. Researcher chose the text for analysis.
- 2) After content selection, researcher defines the content units and categories of analysis.
- 3) After categories defined set rules for coding.
- 4) Code the text according to the rules.
- 5) After coding researcher analyzed the results and draw conclusions.

4.2 Content Analysis as a reflective process

Content analysis was a data that reflected the understanding of previous knowledge with the current. In qualitative study it maintained the researcher pre understanding and awareness that do not affect the results. It is basically utilizing ones

understanding to facilitate in depth data understanding. Content analysis in qualitative analysis was a reflective process. Condensing meaning unit, coding, themes were not one time process. It is continuous procedure until it reflected the raw data in initial analysis. E.g. meaning units might be divided into two meaning units to grape the central meaning. Modification of Code closely matched condensed meaning unit. Content Analysis consider as flexible reflective process. Basically it is assigned as a connection and relationship among the condensed meaning, coding, themes, categories etc. Content analysis exercise helped to support and gave meaning to content **a)** Dividing text into meaning units and then condensing these meaning units **b)** Codes formulation **c)** Develop categories and themes.

In content analysis process researcher first write down about original content data. Researcher tried their best to find out the main message from the data. During data analyses break down the whole text into smaller parts. Break down data in sentence form matched with the original text. Each part should reflect the whole and whole should reflect the each part. Concept of content analysis looks like to be same. Content analyses procedure as fallows.

4.3 Procedure of content Analysis

Content analysis procedure was applied for the research objective such as to get information of last five years documents in public and private sector universities of Islamabad through related content. Four categories generated from public sector and four categories generated from private sector universities. Last five year content related to faculty trainings collected from both sector universities. These content were purposively

selected for the analysis which included text, oral communication, notification and flyers related to faculty trainings. Most effective techniques used for qualitative content analysis was method of structuring deductive category. Qualitative content analysis was used to figure out configurations (Mayring, 2016). Content analyses break down into five steps.

- Identify and collect data
- Determine coding categories
- Code the content
- Check validity and reliability
- Analysis and Interpret results.

4.4 Steps of content analysis

4.4.1 Identify and collect data

Qualitative content analysis can be collected through different ways. Data can be collected through verbal and non-verbal methods from the participants of the study. Researcher collected data from public and private sector universities through personal visits, online channels, websites and face book pages of the sampled universities. Researcher focused on documentation, flyers and notifications that received from both sectors. It was very important to capture the relevant information needed for the content analysis so researcher collected data that truly represented and fulfill the quantitative data requirements. Content analysis involved sampling not just limited to the people but included flyers, notification, documents etc. Researcher first

completed quantitative research method and then for the cross check and validation researcher collected content related to trainings and HRD practices.

4.4.2 Categories formulation and coding rules

After identification and collection of data next step was the formulation of codes. Codes reflected the meaning of content analysis that described in table 4.12 attached in annexure 07. Codes reflected the original meaning of content. After highlighting codes next step was to generate themes and categories. Different text had similar meanings considered under single category like content that were related to trainings were under training category and all other categories set like same procedure.

4.4.3 Code the content

A code is the label that researcher assigned to the text that was analyzed. Code can be a word or phrase that gives the complete meaning. Codes assigned to the content. Under the code same trainings were mentioned with title and year. Coding identify four important characteristics frequency, direction, intensity and space. Frequency (describe a number of code). Direction (content appeared and support the category). Intensity (strengthen the direction) Space (size of the message).

4.4.4 Check validity and reliability

After content coding next step was testing codes that were designed. Codes need validation and reliability. Codes rechecked and reset for the consistency in the results. Different words and phrases that had same meanings researcher put that statements under

the same code. Correlation among categories need to be rechecked to see one code can be subtitled for another or both having same meanings or give same concepts. Reliability checked to know the data was reliable which means that it should be constant throughout the measuring process. Researcher checked and rechecked the codes and themes for its stability. That process maintains consistency of content for long period of time. Reliability was very important in content analysis.

4.4.5 Analysis and interpretation

After content validation and reliability final stage was interpretation of data. Researcher organized the data in sequence that understood for the beneficiary. That stage involved review of final results. Last five years documents were collected from public and private sector universities. Documents collected from ORIC, QEC and Registrar offices related to faculty trainings, career development and organizational development. Documents analyzed and interpret thoroughly.

Table 4.5

Content of Public Sector Universities (2015-2020)

S.#	Categories	Title	Year
1.	Workshops	Big data analysis tools with Microsoft	2016
		project finance modeling	2017
		Emotional stability and intelligence	2017
		Qualitative Analysis using SPSS AMOS	2016
		Qualitative Analysis using STATA, SPSS and AMOS	2015
		safe and informed Migration	2018

We create program Education quality of Branding	2020
Data transformation and analysis	2019
Nero Linguistic programming for Effective English language communication	2017
Data analysis and transformation by Excel	2019
Techniques of writing thesis	2019
NEWS and newsroom workflow management	2018
Exploration of Business opportunities in SCO Region	2017
Business opportunities in SCO	2017
Collaboration of CODE on Emotional intelligence at workplace	2017
Art and science research proposal	2016
Use of technology in education	2017
Deviant behavior and emotional intelligence	2017
Research grants on capacity building	2020
Bridging gap between academic and industry	2020
Mentoring entrepreneurship facility	2019
Strategies of entrepreneurial	2019
Marketing strategies and segmentation	2019
National Media conference	2017
Research methodologies and publication	2020
Effectiveness of corpus Linguistics	2018
Real world problem solving of application of computational mechanics	2016
Research scope in paradigm of Islamic studies	2016

2. Trainings

Data transformation and analysis in excel	2019
SAP material management	2017
Educational leadership and management	2017
Supervisors supervision trainings	2017
Staff office support training	2019

Effective teaching techniques at higher education	2017
Commercialization and innovation by higher education institutes	2018
Finance instructor training	2019
An introduction to Qualitative Analysis	2019
Training and development of In service teachers	2018
Qualitative research using tool NVIVO	2018
Statistical analysis	2018
Writing Literature Review technically	2018
Educational leadership and management training	2017
System Applications and Products (SAP)	2020
Multi-Level Data Analysis-M Plus for social sciences scholars	2020
Preventing global warming“ Seed ball activity	2020
COVID 19 and organization practices	2020
Executive training on entrepreneurial strategies for professional industry	2019
Research based Faculty training	2018
International finance and stock market efficiency technology based training	2017
PYTHON data analysis and visualization	2019
Diploma in Shanghai cooperation organization	2017
Certificate on Shanghai Cooperation organizational studies	2018
Traditional and SAP market	2020
Career counseling like “career roadshow	2019
Free demonstration about career counseling	2020
Academic writing about art and science	2018
KNIME for data analysis and interpretation	2020
Career counseling for generation to change world	2020
Entrepreneurship during COVID 19: psychological challenges	2020
Islamic finance for Management sciences	2016
3. Seminars	
Code of ethics for media	2017

	Quality Enhancement practices	2017
	Awareness seminar on quality enhancement	2018
	Quality Assurance and plagiarism	2018
	Quality Assurance and Anti plagiarism	2019
	Anti-plagiarism and quality assurance	2019
	Quality assurance practices: Quality research output	2020
	Data Driven Digitalization and Adaptability	2020
	Research Enterprise at US Universities	2018
	Entrepreneurship as Viable career option	2019
	International Marketing and consumer behavior patterns	2017
	National discourse on climate change	2018
	21 st century building perception	2017
	Rejuvenating Business for Pakistan Progress	2018
	Sharing Experiences in Stabilization and Peace	2017
	Command and leadership program	2017
	Pakistan-Bangladesh relations in geopolitical setting	2016
	Kashmir issue and world conscience	2016
	Regional peace building – lessons learned and future stability	2015
	Research Counseling session	2020
	Socio-economic health care environment	2017
	Life easier with research tools	2016
	Curriculum practice and theory in Pakistan	2018
	Quantitative research tools and review of literature	2018
	Needs of society and qualification of graduates	2016
	Women Rights in Islam and Pakistan legal system	2016
	Toolkit for effective professionals	2018
	Role of laws and constitution institution	2019
	Global scenario and Kashmir dispute	2018
4. Conferences	Getting published in reputed International journal	2016
	Teachers performance enhancement	2017

English Language Communication and Linguistic Programing	2017
Innovation and business plan competition	2017
SAP Material management	2020
Acknowledged female researchers efforts	2018
Recitation of Kalam-e-Iqbal	2020
Introduction to Nero Linguistic programming	2017
conference on international nuclear order	2016
Pakistan relationship with other countries	2016
Informative conference on laws in South Asia	2016
Human Resource Violation globally	2016
Radicalization perceptions, Realities and challenges	2018
National media conference	2019
National action plan where do we stand?	2016
QEC evaluated institutional work quality	2019
HEC and quality assurance meeting	2019

Table 4.6

Content of Private Sector Universities (2015-2020)

S.#	Categories	Title	Year
1)	Workshops	MS-Excel for software engineering and staff	2019
		Self-assessment methodology for faculty	2015
		SAR Assessment and Evaluation for staff and faculty	2016
		Usage of bloom taxonomy for objective writing	2016
		Computer aided design using Autodesk 2D and 3D	2019
		Finance modeling project	2017
		Intro to network control system	2019

Usage of MAT LAB in engineering and science	2019
Introduction to embedded system with microcontroller and arduino	2019
Introduction to measuring instrument for IT faculty	2019
Business writing for social sciences and arts faculty	2019
Conflict strategies for improved communication	2019
Refresher course for teachers	2019
English communication skills	2019
Foreign exchange market for management faculty	2020
Financial Risk Management	2020
Up to date Anti-money and terror financing	2020
Financial institution arranged framework for risk management	2020
Internal Audit & Leadership skills	2020
Customer service representative	2020
Supply chain contracts	2019
Vendor Management” by Executive development center	2019
Finance for non-financial executive	2019
Drug discovery and development	2018
SPSS tool for interpretation and data analysis	2018
Art, design and architecture	2019
Technology, science an innovation	2015
Finance for non-Financial professionals	2019
Marketing Strategies and segmentation	2019
Entrepreneurial Strategies for faculty	2017
Self-assessment and external audit preparation	2019
Academic writing and research Methodology	2018
Supercomputing and Artificial Intelligence	2017

	Renewable Energy Design and implementation	2017
	Self-esteem essentials for students and faculty	2020
	Essential skills in health professions education	2019
	Technical network and evaluation platform	2018
2)	Trainings	
	Advanced project and management sciences on data interpretation.	2019
	Marketing in contemporary Arena	2019
	Trainings for non-financial managers	2019
	Trainings for IT and Engineering faculty	2019
	Introduction to application on biomedical signals and time frequency.	2019
	Training for social sciences and arts	2019
	Introduction to control network system	2019
	Introduction to STATA software and linear regression	2020
	Normality via Histogram & Normal curve using MS Excel	2020
	Estimating parameters linear Regression via OLS using MS Excel	2020
	(Linear regression via OLS an empirical example using MS Excel for calculation	2020
	E-VIEWS 10.0 introduction to software cross-sectional and time series regression.	2020
	Plotting Bivariate Normal Distribution in MS Excel	2020
	Normality via Normal Probability plot (NPP) using MS Excel	2020
	Assessing normality via Histogram & normal curve using MS Excel.	2020
	Testing regression errors for normality	2020
	Activating data analysis Tool in MS Excel	2020
	Plotting chi-square distribution in MS Excel	2020
	Plotting T-Distribution using MS Excel.	2020
	Summary statistics in STATA	2020

	Hands on practice on applied econometrics using STATA	2019
	Let's play with STATA	2019
	Teachers training on value of degree.	2020
	Project professional management	2019
	International Relations and Diplomacy	2016
	Qualitative data analysis by using NVIVO and research methodology	2016
	Quality Assurance of Academic Programs & self-assessment process	2017
	Quality Enhancement Cell staff training	2016
	QEC officials and HEC software ranking	2019
	Improving Personal Effectiveness	2017
	Pre-visit preparation of IPE,MS/MPhil.& Ph.D. program Review" by HEC	2017
	Entrepreneurial strategies for industry professionals	2019
	ISO implementation, techniques of auditing and transition	2016
	Personnel professional trainings	2019
	Improve personal effectiveness	2019
	Emerging technologies	2020
	Progress Review meeting for quality enhancement	2019
	Online symposium on digital leadership challenges for industry and academia.	2020
	Career recruitment drive	2018
	Use of SPSS in research	2017
3)	Seminars	
	How to manage stress and ethical Dilemmas?	2019
	NVIVO tool for data analysis and interpretation	2017
	Log files in STATA	2020
	Communication skills course	2019

Digital Transformation on Leadership in COVID era	2020
Digital service providers in Pandemic and digital medics	2020
Awareness about Hepatitis day	2020
Inter faith harmony	2019
Drugs effects on our society	2018
Life skills session	2017
Peace and sustainable development	2017
Awareness of self-assessment of students and staff	2015
Awareness of Rubric-assessment of students and staff	2015
Students and staff reaccreditation process	2015
B.Ed. accreditation program by NACTE	2015
Faculty awareness about mission, vision, objectives and outcomes.	2015
Quality management awareness program for faculty	2015
Rubric awareness session for students and faculty	2015
Assessment of video conference and learning outcome	2015
NBEAC reaccreditation Self-assessment report for faculty and students	2015
Automated feedback for staff and students	2015
How to raise the quality of higher education	2016
Evaluation by SARs through rubrics for students and staff	2016
Quality assurance in learning and teaching for faculty	2017
Quality assurance in higher education & university ranking	2019
Awareness on HEC recognized publication	2015
Self-assessment for faculty and staff	2015
Self-assessment of staff	2016
Self-assessment for faculty and M.Phil. students	2017
Freelancing for faculty and students	2018

Enterprise on food safety in developing world	2016
Telecommunication and its future trends	2015
Pakistan climate and the impact of changing climate	2016
Technology development fund awareness for faculty	2018
Pakistan and Romania relations	2017
International climate change day	2019
Transformation towards sustainable and resilient sociality for all	2017
Rights to Information and Investigative Journalism	2016
Contemporary leadership and motivational skills	2016
Quality Enhancement practices	2018
Seminar on use of Technology in education	2017
Seminar on quality enhancement in learning styles	2018
Disaster management; disaster reduction	2017
Disaster risk reduction in education	2017
Disaster resilience in science and technology	2017
Building corruption free Pakistan	2020
Academic forum for faculty	2017
Higher education status in Pakistan	2017
Interfaith harmony	2016
Youth volunteers role in peace sustainable development	2017
Risk management in unforeseen situations	2015
Risk reduction in education	2015
4) Conferences	
Plagiarism policy for faculty	2016
Three cycle quality enhancement strategy	2015
Energy material and nanotechnology	2019
Public private partnership on nurturing innovation, investment and entrepreneurship	2015

Interpreting data and improving public health communication	2019
World climate change	2015
Pakistan ideology in today context	2018
Information technology and frontiers information	2016
Quality Assurance of blended and online programmers	2017
Education development and methodologies for quality assurance	2017
Global challenges on mental well-being	2018

Table 4.7

Numbers of Content received from both sector

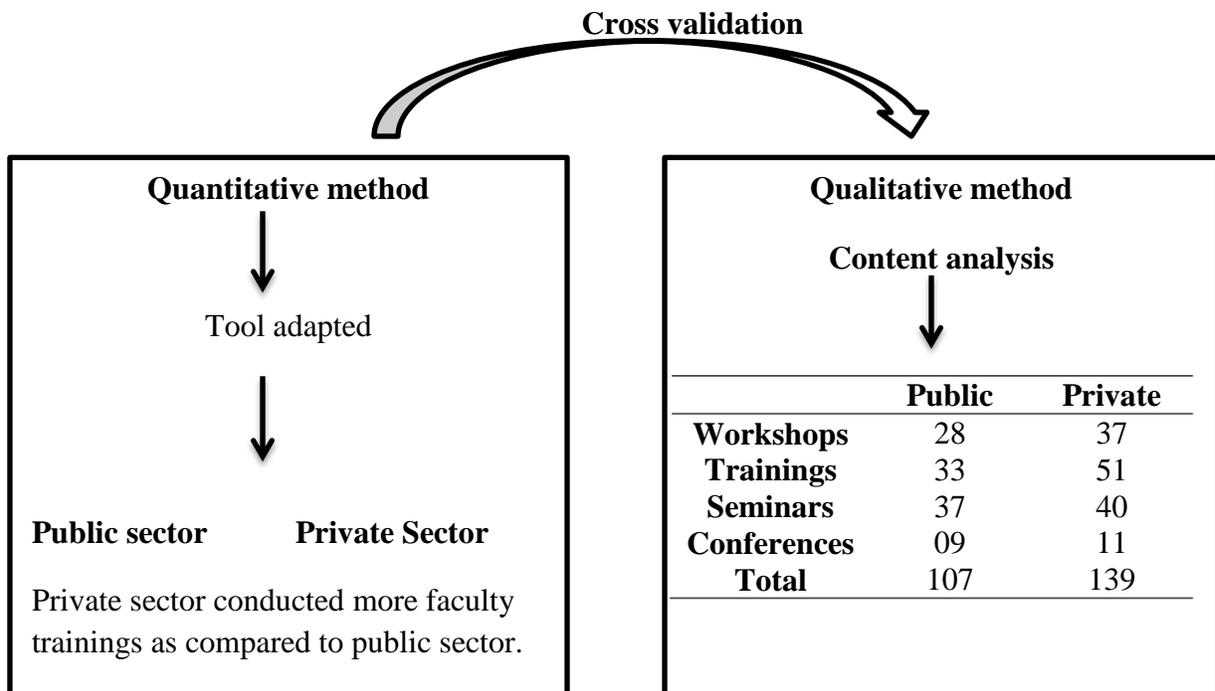
Themes	Public sector (2015-2020)	Private sector (2015-2020)
Workshops	28	37
Trainings	33	51
Seminars	37	40
Conferences	09	11
Total	107	139

Interpretation of content analysis

Researcher that got results from quantitative study the only purpose of content analysis was to cross checked those results whether results matched with the quantitative findings or not. Last five years content (2015-2020) collected from public sector that were **107** and from private sector (2015-2020) were **139**. Four themes were generated from both sectors and detailed of those were mentioned in above table 4.14. From (2015-2020) public sector conducted **28** workshops and private sector conducted **37**. Trainings

in public sector were **33** and private sector steered **51**. Present research was triangulation study based on qualitative and quantitative approach. From quantitative study findings majority of private sector employees agreed that organization conducted more trainings that was the cause of progress in organizations development. From the qualitative study it was also found out that private sector of Islamabad universities more engaged in trainings, career and organizations development practices as compared to public sector universities. Qualitative research conducted only for the validation and cross checked of the quantitative research method. But both quantitative and qualitative research had same results. Detail of documents analysis themes attached in appendix G.

Quantitative and Qualitative approaches results



Explanatory sequential comparative mixed method

CHAPTER 05

SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The study was conducted to make the comparison of human resource development practices in both sector universities of Islamabad. The research was based on the set objectives and to test the hypotheses. The purpose of study was the comparison of human resource development practices in public and private sector Islamabad universities. Explanatory sequential comparative mixed method was used to accomplish the set goal, first pilot testing was conducted and then further procedure was started. In order to select the sample, stratified sampling technique was used. Questionnaire was adapted by the permission of author for data collection and questionnaire distributed among the employees of selected sampled universities. 717 were total respondents from the public and private universities of Islamabad. (N=370) were respondents from the public universities and (N=347) were from private sector universities. The data was analyzed by applying independent t test by using SPSS tool and level of significant value was (.05). Chapter five designed on the bases of results of chapter four. Independent t test was applied when we had two groups. Hypothesis was that there is no statistically significant difference between human resource development practices in public and Private Sector University. By applying independent t test mean value of public sector was (M=2.01) and mean value of private sector was (M= 4.09). Set alpha p value was 0.05

where as independent t test p value of human resource development practice was .(003) that are too less than set alpha so hypothesis rejected it means that there is significant difference in human resource development practices in public and private sector universities. According to mean value public (M=2.01) private (M=4.09) result revealed that private sector teachers had higher human resource development practice than public sector teachers.

Second null hypothesis was there no significant difference of training and development in public and private sector universities. But according to mean value of public was (2.97) and private mean value was (2.83) and set alpha p value was (0.05) and significance value of training and development practice was (.002) that was less than set alpha value so second hypothesis also rejected. It means that there is significant difference in training and development practice in public and private sector universities. Mean value showed that private sector more conducted trainings than public. According to third null hypothesis there was no significant difference between career development practice in public and private sector mean value of public sector (M=2.86) and private sector (M=3.72) so according to set value of alpha ($p=0.05$) and significance value of career development practice was ($p=.129$) that was higher than (0.05) so third hypothesis failed to reject. So there was no significant difference in career development practice in public and private sector. According to mean value private sector faculty arranged career development practices for employees. According to fourth hypothesis there was no significant difference between organizational development practice in public and private sector universities. Mean value of public sector was (M=3.8) and private sector (M= 4.7).

According to set value of alpha ($p=0.05$) Significance value of organizational development practice was (.011) that is also less than (0.05). So hypothesis rejected and result revealed that there was significant difference of organizational practice in public and private sector employees. Furthermore qualitative research approach also used in which documents collected from public and private sector universities. For content analysis data collected from same public and private sector universities of Islamabad where data collected for quantitative research method. Qualitative approach used in which documents collected from public and private sector universities. Total documents collected from public were 107 and from private sector 139 documents received. During last five years both sector universities conducted trainings, workshops, seminars and conferences in respective way. From the findings outcome it was seemed that in last five years (2015- 2020) private sector universities conducted more trainings than public sector universities. From results it was found that trainings were the cause of organizational development.

5.2 Findings

Following findings have been extracted based on the data analysis of chapter 04.

1. Section one was based on demographical information which included faculty, sector, age group designation, experience, grade and qualification. Researcher collected only information from both sectors. Researcher highlighted only frequency and percentage.
2. Table 4.1 independent t test was applied to compare human resource development practices in public and private sector. By applying independent t test mean value

private sector had high value as compared to public sector. Significance value of human resource development was .003 that was less than set alpha value that was (0.05) so null hypothesis was rejected and it showed there was significant difference in HRD practices in both sectors. Private sector conducted more HRD practices as compared to public sector.

3. Table 4.2 independent t-test was used to compare faculty trainings between public and private sector universities. From mean value result indicated that there was a significant difference in faculty trainings of public and private sector universities. Significance value was .002. So hypothesis was rejected and there was significant difference between Training and development practices in public and private sector universities.
4. Table 4.3 an independent sample t-test was conducted to compare the Career development practice in public and private sector universities. There was a significant difference in Career development between public ($M = 2.86$, $SD = 11.9$) and private ($M = 3.72$). Results revealed that private sector work on the career development of their employees. It was also found that p value that is $p = (.129)$ and set alpha that is ($p = 0.05$). Hypothesis failed to reject and there was no significant difference between Career development practices in Islamabad universities.
5. Table 4.4 independent t test was used to test the null hypothesis of organizational development practice. Organizational development Mean value in public sector was ($M = 3.8$), and private sector ($M = 4.7$). There was a difference in mean value. Significance value was .011 that was less than set alpha value. Results revealed

that null hypothesis was rejected and there was a significant difference in organizational development. From mean value it was found out that private sector universities more focus on organizational development than public universities.

6. Findings of document analysis were about employee trainings, career and organization development that were conducted in (2015-2020). Total documents received from public sector were (N=107) and private sector documents were (N=139).
7. Workshops conducted by public sector were (28) and private sector was (37).
8. Last five year trainings were conducted in public sector that was (33) and private sectors were (51). On the bases of results it was found private sector conducted more trainings than public sector universities.
9. Seminars conducted in public sector were (37) and private sector was (40) in last five years.
10. Conferences organized in public sector were (9) and in private sector were (11) in last five years.

Overall findings from qualitative and quantitative approach were that private sector universities conducted more training for organizations development. Results of quantitative method were also that private sector arranged more trainings and career development practices than public sector.

5.3 Discussion

Human resource (HR) practices play an energetic role in achieving the organization's goals and keep a competitive benefit (Koser, Rasool & Samma, 2018).

Organizational success depends upon different factors but most important component was trainings effect performance of employee as well as organization (Anjum, Ming, Siddiqi & Rasool, 2018). Employees as human resource of organizations play their best role in attaining high quality of services and products. Successful organizations make modest advantage through creativity and innovation (Rasool, Maqbool, Samma, Zhao & Anjum, 2019). Encouraging career development views at workplace and employee participation in trainings cause of progress (Semwal & Dhyani, 2018).

Human resource development had significant difference in public and private sector universities. It was found from the mean value that organizations differently work for employee development. Result revealed from significance value that significant value was less than set alpha and hypothesis rejected. It showed there is difference in public and private human resource development. Human resource development practices influence by strategic and environmental conditions. Organizations can take advantages by imparting necessary knowledge, skills and attitude through proper implementation of training efforts. So organization can take benefit from external environment and implement new technologies, techniques and procedures as well. It is also explored that training and development support employees in working. Through trainings employee become active learner, get enough information to know new knowledge and system, technologies and other processes as well as procedures through training and development processes. Results of study revealed that trainings positively influenced employee's productivity (Mbiya, Egessa & Musiega, 2014).

Results revealed that human resource development practices practically implemented in the workplace. These practices can be helpful for employees' development. From the findings it was observed that trainings were the cause of employee development. Proper trainings from the trained trainers before starting work can enhance effective and quality output from employees. Independent t test was applied to compare training and development in which mean value of public sector was ($M=2.97$) while private sector mean value was (2.83). Respondents from private sector showed willingness to be conducted trainings and also top management arranged it according to needs and demands of the employees.

Main purpose to conduct this research was to compare human resource development practices in public and private sector universities. Three practices on human resource development were taken that are Training and development, career development and organizational development to compare these practices in public and private sector Islamabad universities. After pilot testing and tool reliability it was found out that questionnaire was appropriate for further procedure. It was also observed that employee planning related to trainings was very important. Proper trainings according to demands of employee work are the cause of employee development. Organizational climate and culture also well influence the development of organization. Conducive environment of organization also affects employee performance. Nondiscriminatory feedback on employee performance also enriches the work activities (Ostroff, Kinicki & Muhammad, 2013). Employees put their effort and fair feedbacks boost them to perform well in future. Efforts of employees in organizational development improve employee self-awareness,

competencies and self-employability. Diversity in employees also enrich organization environment because multi-talented employees perform healthy at same place.

Career development is very important for employees as well as for organization. It is very important and current issue that this study tries to explore. In current scenario every person wishes to be successful and energetic in his/her career to become more powerful. However if organization fails to fulfill the employee demands than organization climate is disturbed and employee motivation will also decrease. Employees then wish to start job in another workplace that surely fulfill their desire according to their career. This condition effects both employee and organization. If organization will not concentrate on employee career then employee enthusiasm gets low and do not perform well according to set organization goals. Human resource manager focuses on employee development because it reduces turnover and increases productivity. It enhances employee skills. It builds emotional bound between employee and employer (Triandani & Anggriani, 2015)

5.4 Conclusions

Previous research showed positive correlation among employee training and development and employee enactment. Human resource development practices cover the ways to solve human resource issues in service sectors that workout for achieving organizational set goals and objectives, employee satisfaction that makes organization strong to sustain position in crucial conditions (Naveed, 2014). On the basis of study of overall findings, it was concluded that three hypotheses rejected and one failed to reject. Results revealed that there was significance difference existed in human resource

development practices. Private sector engaged more HRD practices than public sector. It was seemed that human resource development model having different practices like, human source formation, performance management systems, selection and staffing, compensation but this study was only related to three practices that were training and development, career development and organizational development. It was found that in training and development practice, employee training was very important for employee development. Trainings were the cause of employee development as well as organizational productivity.

Employees that have trainings experience before starting work their performance at workplace is much satisfactory than untrained employees. Proper trainings according to the needs and demand of work employees have positive influence on employee work. Organizations provide opportunities to employees to perform well for the productivity of workplace. Organization cooperates with employees in critical situation than employees put their efforts for the development of organization. Competent trainers and cooperation of seniors encourage workers for better performance. Due to the struggle of competent trainers trainees learn a lot.

Employees training and the career development affect the performance of the employees and organization. They conducted survey whether career development increases the performance of employees or employee training increases the level of performance of employees. From the findings result was extracted that employee encouragement and career development was the cause of development of organization. Training alone is not only helpful but career encouragement support individual to stay at

workplace and organization development Semwal and Dhyani (2018). Moreover Malaolu and Ogbuabor (2013) claimed that on job training is particular skill that is the need of individual to sustain position in organization while individual is on job. Furthermore Abdullahi (2018) training is useful for individual and organizations. Day to day maintenance and individual performance needed for proper training sessions. It works like a root for prosperous future. Trainings are very important for every organization whether it is based on small group of people or large number of workers. Important point was that training and development is need of hour in every workplace for avoidance of major mistakes at workplace. In the recent career development practice was a part of both public and private sector universities. Result concluded significant value was .129 and hypothesis fails to reject. From the mean value result declared that public sector organizations not much focused on employee career development as compared to private sector universities.

Employee interest and recognition of self-abilities help in career development. Organizations that concentrate on the employee career planning and management and trained them in their selected career help in achieving set objectives. According to the mean value of career development practice employees in the private sector agree with the terms that organization helped them in their career polishing enhanced the concept of justice and equality in organization strengthens the organization and builds the relationship between employee and organization. Employee development was very important in the process of success of organization in the direction to hold the employees at workplace (Khawaja & Nadeem, 2013).

According to Gorondutse, Abdullah, Al Sherry and Rogo (2018) stated that employee performance and management is the cause of organizational development. Higher education in whole world considered as center of attention to achieve set goals for organizations development. Study directed in higher education of Saudi Arabia to examine effect of training and leadership on employee performance. On the bases of research results revealed that training and leadership had positive influence on worker performance in higher education of Saudi Arabia. It was also found that ambiguity suggestively limited correlation between employee performance and leadership. It also had slightly bit correlation with training and employee performance.

According to Jehanzeb, Aldakhil, Hamid and Khan (2017) organized the accessibility of training and career development and its relationship with employee retention. Study was conducted in the banks of Pakistan (Islamabad, Karachi, and Lahore). From the findings results revealed that there was significant relationship found between availability of training, career development and job satisfaction. Recent research also showed significant difference with respect to employee trainings and organizational development in public and private sector universities and Private sector engaged more as compared to public sector universities. Mean value of organizational development of private sector higher than public sector that showed progress in private sector universities.

According to Kaya and Ceylan (2014) revealed result from the study that career development and organizational commitment partially effect on employees job satisfaction. According to Hameed, Rajinkanth and Mohanraj (2014) in individual and

organizational development trainings play key role for employee development. Human resource development focused in developing workforce that greater in achievement of all happenings at workplace. From the study results were extracted that employees also need to be efficient and valued in competitive world. But this can only be accomplished through training and development. For employee motivation and maintenance they need career enrichment skills. Everyone knows that well trained and developed staff is strength for organizations because it increases the chances of efficiency in workers to fulfill their responsibilities. It was also seemed in recent study that trainings, career opportunities and organizational development enhanced performance of employees as well as organizations.

5.5 Recommendations

1. Trainings outcomes may be discussed with top management of universities in both sectors to make effective planning for future trainings.
2. Career counseling about employee career may enhance employee performance and organizational development.
3. Human resource developers in public sector may make strategies to bring progress in their organization because from the research findings show that public sectors are not too much focused on employee trainings and their career development.
4. Separate and independent human resource offices may be set up in public and private sector universities which may focus on the human resource development and organizational development as prime focus of concern.
5. Human resource management techniques may be explored as pure qualitative approach to reach towards a grounded theory.
6. Demographical variables like gender, sector, faculty, age, experience, designation, and grade may be explored in future research with respect to HRM practices.
7. Further human resource development practices like recruitment, selection; compensation staffing may be explored in public and private sector universities.

Overall table

S . #	Research objectives	Research hypotheses	Research question	Findings	Conclusions	Recommendations
	To compare HRD in public and private sector universities in Islamabad.	H ₀ 1 There is no significant difference between HRD practices in both sectors.		From mean and sig values result extracted that hypothesis rejected. there was significant difference in both sectors.	Previous researches showed differences in human resource development practices. (Naveed, 2014)	Further HRD practices like recruitment, selection; compensation staffing may be explored in public and private sector universities.
	To compare Training and development practices in public and private sector universities	H ₀ 2 There is no significant difference between training and development practices in both sector		Mean value of public sector respondents were 2.97 and private sector were 2.83. sig value was .002. Hypothesis rejected.	Trainings enhanced the employee's skills and competences. Trainings were the cause of employee development as well as organizational productivity.	Trainings outcomes may be discussed with top management of universities in both sectors to make effective planning for future trainings.
	To compare Career development practices in public and private sector universities.	H ₀ 3 There is no significant difference between career development practices in both sectors.		Mean value of public sector respondents were 2.86 and private sector were 3.72. sig value was .129. hypothesis fail to reject. It showed minor difference.	Career development effect the performance of the employees and organization. career support encourage employee to stay at workplace.	Career counseling about employee career may enhance employee performance and organizational development.
1 c	To compare the Organizational development practices in public and private sector universities.	H ₀ 4 There is no significant difference between organization development practices in both sectors		Mean value of public sector respondents were 3.8 and private sector were 4.7. sig value was .001. hypothesis rejected. so there is difference in both sectors.	It was seemed in recent study that trainings, career opportunities and organizational development enhanced employee performance as well as organizations progress.	Human resource developers in public sector may make strategies to bring progress in their organization because from the research findings show that public sectors are not too much focused on employee trainings and their career development.
2	To get information about human resource development trainings in public and private universities of Islamabad		1. What type of human resource development practices are adopted by public and private sector universities for the development of faculty?		Qualitative approach used in which document analysis conducted. Result revealed on the bases of documents that private sector conducted more training (139) as compared to public sector (107) in last five years.	Separate and independent human resource offices may be set up in public and private sector universities which may focus on the human resource development and organizational development as prime focus of concern.

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APPENDIX A

List of Public and Private Sector Universities in Islamabad

S.No	Public Sector Universities in Islamabad	Private Sector Universities in Islamabad
1.	Air University Islamabad	
2	Allama Iqbal Open University	Foundation University Islamabad
3	Bahria University Islamabad	Riphah International University Islamabad
4	COMSATS Institute of Information Technology	National University of Computer and Emerging Sciences Islamabad
5	Federal Urdu University of Arts, Sciences & Technology	Abasyn University Islamabad
6	Institute of Space Technology	Muslim Youth University
7	International Islamic University	Preston University Islamabad
8	National Defense University Islamabad	Capital University of Science and Technology
9	National University of Modern Languages	
10	National University of Sciences & Technology	Shifa Tameer-e-Millat University
11	Pakistan Institute of Development Economics (PIDE)	
12	Pakistan Institute of Engineering & Applied Sciences	
13	Quaid –i-Azam University Islamabad	

APPENDIX B

Questionnaire for Faculty

Dear Sir/ Madam,

I am conducting M.Phil. Research study on Human Resource Development Practices among public and private sector universities. My aim is to obtain a true picture of the opinions of Faculty members of public and private universities of Islamabad. Your views will be immense help in conducting my research. Please read given statements carefully about Human Resource Development practices. The data hereby received will be kept confidential and used for research purpose only. Thank you so much for your cooperation.

Demographic Information

1. You are from which sector

Public

Private

2. Age Group

25 - 30 years

31 - 40 years

41 - 50 years

Over 50 years

3. Designation

4. Total Years of Experience

Less than 1 year

1 - 4 years

5 - 9 years

More than 10 years

5. What is your grade?

Grade 17

Grade 18

Grade 19

Grade 20

Grade 21

Grade 22

6. Qualification

TRAINING AND DEVELOPMENT

Section II (please tick the option that best describes your answer).

S.#	Statements	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
01	Training program is designed after considering need and requirements of the employees.	5	4	3	2	1
02	There is a widely shared training and development policy in the organization.	5	4	3	2	1
03	The employees are helped to acquire technical knowledge and skills through training.	5	4	3	2	1
04	I have made sufficient progress to achieve my training goals for organizational productivity.	5	4	3	2	1
05	Training programs help to improve one's capability and potential.	5	4	3	2	1
06	There is adequate emphasis on developing managerial capabilities in the training program.	5	4	3	2	1

07	There is strong supportive climate for training and employee productivity.	5	4	3	2	1
08	Employee training is compatible with career plans.	5	4	3	2	1
09	Employees are given training before they are placed on new jobs/assignment.	5	4	3	2	1
10	Management of the organization has provided me with adequate resources needed for my training.	5	4	3	2	1
11	Employee training and development is perceived in positive way.	5	4	3	2	1
12	Employee training and development decisions are made in an unbiased manner for organizational productivity.	5	4	3	2	1
13	My organization provides its employees with better opportunities to undertake training.	5	4	3	2	1
14	Employee training is a cause of productivity of organization.	5	4	3	2	1
15	My organization provides a good environment for new employees to learn job-specific skills and knowledge.	5	4	3	2	1

16	My organization provides opportunities to learn general skills.	5	4	3	2	1
17	My organization provides its employees opportunities to undertake general training programs and seminars outside the organization.	5	4	3	2	1
18	My organization provides assistance to take management training programs in educational institutions outside the organization.	5	4	3	2	1
19	Senior staff takes interest and spend time with new recruits during training for organizational productivity.	5	4	3	2	1
20	Training programs are well-planned in advance.	5	4	3	2	1
21	Training programs are designed to given adequate importance to trainees.	5	4	3	2	1
22	Training provides an excellent opportunity for new comers to learn comprehensively about the organization.	5	4	3	2	1
23	New recruits perceive training as a very useful experience in getting acquainted to	5	4	3	2	1

	the work environment of the organization.					
24	Training program is periodically evaluated and then improvements are made.	5	4	3	2	1
25	Training has sufficient subject content.	5	4	3	2	1
26	Training program is handled by competent trainers.	5	4	3	2	1
27	There is a technique for assessing the employees' training needs for workplace productivity.	5	4	3	2	1
28	Identification of training needs is done on a systematic basis.	5	4	3	2	1
29	Competency level of employees increase due to training and development.	5	4	3	2	1
30	Skilled employee's performance and productivity is more than the unskilled employees.	5	4	3	2	1

CAREER DEVELOPMENT

Section II (please tick the option that best describes your answer).

S.No	Statements	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
01	My organization provides me training to help in career management.	5	4	3	2	1
02	My manager makes sure that I receive the training which is required for my career planning.	5	4	3	2	1
03	My organization provides career development plan for employee career planning.	5	4	3	2	1
04	My organization provides me such working assignments that develop my skills for my career.	5	4	3	2	1
05	Career Development program in organization meets realistic employee expectations.	5	4	3	2	1
06	Career development is to provide chances for growth to its employees.	5	4	3	2	1

07	My manager introduces me to the people who help in my career planning.	5	4	3	2	1
08	Action plans are prepared to improve employee career plans and development.	5	4	3	2	1
09	I have recognized my abilities and potential related to my career planning.	5	4	3	2	1
10	I chose my career because I was interested in teaching.	5	4	3	2	1
11	Job responsibilities and career management is interesting for me.	5	4	3	2	1
12	Top management and managers help out me in career development.	5	4	3	2	1
13	My organization makes sufficient plans that help out in my career management effectively.	5	4	3	2	1
14	Management has provided me with adequate resources needed for my career development.	5	4	3	2	1
15	My organization provides	4	4	3	2	1

	opportunities to learn general skills and knowledge to employee which may be helpful for them to utilize in their career.					
16	The Organization creates awareness on the existence of a formal career plan on regular basis.	5	4	3	2	1
17	Management makes sure all staff enjoys their career development.	5	4	3	2	1
18	When seniors delegate authority, juniors use it as an opportunity for his/her career development.	5	4	3	2	1

ORGANIZATIONAL DEVELOPMENT

Section II (please tick the option that best describes your answer).

S.NO	Statements	Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly disagree 1
01	My managers provide me guidance that helps me to work in this organization.	5	4	3	2	1
02	My manager provides me a fair feedback on my performance.	5	4	3	2	1
03	Organizational developmental efforts have improved my self-awareness, competencies and employability.	5	4	3	2	1
04	The organization has a conducive environment to achieve goals set by the organization for development.	5	4	3	2	1
05	Employees in this organization have better prospects as university designs better career plan.	5	4	3	2	1
06	Employees having diverse background help in development of	5	4	3	2	1

	organization.					
07	Top management focus on the entire change in organization.	5	4	3	2	1
08	The organizations future plans are made known to the managerial staff to help them develop their juniors.	5	4	3	2	1
09	Organization considers the employees for future positions.	5	4	3	2	1
10	Organization and top management appreciate the employee involvement in workplace.	5	4	3	2	1
11	Organization has a clear policy on organizational development.	5	4	3	2	1
12	Human Resource Development policies are cause of organizational development.	5	4	3	2	1
13	Top management is willing to invest a considerable part of their time and other resources to ensure the development of employees.	5	4	3	2	1
14	Top management is willing to cooperate with employees in critical	5	4	3	2	1

	time.					
15	Human Resource Development team advice and counsel the employee for development of organization.	5	4	3	2	1
16	Providing equal opportunities to all the employees' is cause of organizational success.	5	4	3	2	1
17	Top management makes effort to identify and utilize the talent of the employees.	5	4	3	2	1
18	Organization is encouraged to experiment with new methods and tryout creative ideas.	5	4	3	2	1
19	Organization keeps employees records updated.	5	4	3	2	1
20	Organization promotes employees according to their competences.	5	4	3	2	1
21	The fairness of employee development is very high.	5	4	3	2	1
22	My organization supports the employees in utilizing their potential future interests.	5	4	3	2	1

23	Development of subordinates is seen as an important part of their job by the managers here.	5	4	3	2	1
24	Organizational environment is satisfactory for work.	5	4	3	2	1
25	Job-rotation in this organization can be a cause of organizational development.	5	4	3	2	1
26	Top management appreciates the work effort of their employees.	5	4	3	2	1
27	Organizational climate is suitable for employees working here.	5	4	3	2	1

APPENDIX C

Cover letter for Questionnaire

COMPARISON OF HUMAN RESOURCE DEVELOPMENT PRACTICES IN PUBLIC AND PRIVATE SECTOR UNIVERSITIES

Dear respondent,

I am an M.Phil. Scholar (Education) working on my research project on the above mention topic. The questionnaire in your hand has been developing for **Comparison of Human Resource Development Practices in Public and Private Sector Universities**

You are requested to fill the questionnaire attached along with the covering letter. You are requested to give your response against the options ranging from **5,4,3,2,1**, indicating your preference of responses **Strongly agree, Agree, Neutral, Disagree and Strongly disagree.**

It is assured that your response will be kept confidential and will not be disclosed to any person or authority. The questionnaire is developed to collect data for my M.Phil. research work only.

Syyeda Sidra Kabir

M.Phil. Scholar

Department Education

National University of Modern Languages Islamabad

APPENDIX D

Letter of Request for Validity

**COMPARISON OF HUMAN RESOURCE DEVELOPMENT PRACTICES
IN PUBLIC AND PRIVATE SECTOR UNIVERSITIES**

Subject: Request for Validity Certificate

Respected Sir/ Madam

I am Syeda Sidra Kabir scholar of M.Phil Education at National University of Modern Languages, Islamabad and conducting a research on “comparison of human resource development practices in public and private sector universities”.

Objectives of the study

1. To explore Human Resource Development practices in public and private sector universities.
2. To compare Human Resource Development practices in public and private sector universities.

The questionnaire has been developed in light of review of related literature by the researcher, having two parts, one is consisted of demographic data and other includes statements related to three practices of Human Resource Development practices.

Kindly evaluate my questionnaire in terms of its content and construction, provide your valuable suggestions for its improvement and certify its validity by filling the certificate attached at the end of the document.

Syeda Sidra Kabir
1492-MPhil/Edu/S18
M.Phil Scholar
Department of Education
National University of Modern Languages, Islamabad



Certificate of Validity

COMPARISON OF HUMAN RESOURCE DEVELOPMENT PRACTICES IN PUBLIC AND PRIVATE SECTOR UNIVERSITIES

By Ms Syeda Sidra Kabir

M.Phil Scholar, Faculty of Social Sciences, National University of Modern Languages,
H-9, Islamabad, Pakistan

This is to clarify that the questionnaire adapted by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to explore and compare the Human Resource Development practices in Public and Private sector Universities. The questionnaire has been organized in one major parts exploring respondent's demographic data and 03 practices of Human Resource Development. Responses thus collected will aid treatment of the subject in a scientific matter.

It is considered that the research instrument, developed for the research above titled is according to the objectives and hypothesis of the research and can be used for data collection by the researcher with fair amount of confidence.

Name _____

Designation _____

Institute _____

Signature _____



Certificate of Validity

COMPARISON OF HUMAN RESOURCE DEVELOPMENT PRACTICES IN PUBLIC AND PRIVATE SECTOR UNIVERSITIES

By Ms Syeda Sidra Kabir

M.Phil Scholar, Faculty of Social Sciences, National University of Modern Languages, H-9,
Islamabad, Pakistan

This is to clarify that the questionnaire adapted by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to explore and compare the Human Resource Development practices in Public and Private sector Universities. The questionnaire has been organized in one major parts exploring respondent's demographic data and 03 practices of Human Resource Development. Responses thus collected will aid treatment of the subject in a scientific matter.

It is considered that the research instrument, developed for the research above titled is according to the objectives and hypothesis of the research and can be used for data collection by the researcher with fair amount of confidence.

Name Sidra Akhtar
Designation Lecturer
Institute UIMS
Signature Sidra

•••••
Sidra Akhtar
Lecturer (BPS-18)
University Institute of Management Sciences
PMAS-ARID Agriculture University Rawalpindi



Certificate of Validity

COMPARISON OF HUMAN RESOURCE DEVELOPMENT PRACTICES IN PUBLIC AND PRIVATE SECTOR UNIVERSITIES

By Ms Syeda Sidra Kabir

M.Phil Scholar, Faculty of Social Sciences, National University of Modern Languages, H-9,
Islamabad, Pakistan

This is to clarify that the questionnaire adapted by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to explore and compare the Human Resource Development practices in Public and Private sector Universities. The questionnaire has been organized in one major parts exploring respondent's demographic data and 03 practices of Human Resource Development. Responses thus collected will aid treatment of the subject in a scientific matter.

It is considered that the research instrument, developed for the research above titled is according to the objectives and hypothesis of the research and can be used for data collection by the researcher with fair amount of confidence.

Name

Designation

Institute

Signature

Shamsh
Dr. Shamsa Aziz
 Associate Professor / Chairperson
 Department of Education
 International Islamic University
 Islamabad



Certificate of Validity

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Name _____

Designation _____

Institute _____

Signature _____

CHAIRMAN
Department of Education
PMAS-Arid Agriculture University
Rawalpindi

APPENDIX E

Strata 1	Strata 2
Public sector	Private sector
Social sciences and Management sciences department	Social Sciences and Management sciences department
NUML Islamabad www.numl.edu.pk	IQRA University www.igra.edu.pk
Islamic International University Islamabad www.iiui.edu.pk	Foundation University Islamabad www.fui.edu.pk
Quaid-e-Azam University www.quaid-eazam.edu.pk	COMSAT University www.comsat.edu.pk
National defense University Islamabad www.ndu.edu.pk	Preston University Islamabad www.preston.edu.pk

APPENDIX F

Public Sector Universities

Explained document text that divided into meaning units and condensed meaning units

(Condensations are in parentheses)

Meaning Units (Condensations)

WORKSHOPS

1. Workshop on improve efficiency using big data analysis tools with Microsoft or _open source and adobe (16-08-2016)
(Improving efficiency by the usage of big data analysis tools Microsoft or open source and adobe)
2. Workshop for faculty on project finance modeling (13-01-2017)
(Demonstration of project finance for faculty)
3. Workshop on Emotional intelligence and stability of faculty (27-28-04-2017)
(Emotional stability and intelligence of faculty)
4. Two days' workshop on Qualitative Analysis using SPSS AMOS (24,25-03- 2016) (Qualitative analysis by the usage of SPSS)
5. Workshop on Qualitative Analysis using STATA, SPSS and AMOS (HEC fully funded) (6-8-10-2015)
(STATA, SPSS, AMOS tools for qualitative analysis)
6. Workshop on safe and informed Migration (10-05-2018)
(informed and safe migration of faculty)
7. "Branding workshops" as part of WECREATE club program (1st-09-2020)
(WECREATE program Education quality of Branding)
8. Two day commercial workshop for faculty on Data Transformation and Analysis (7 & 8-03- 2019)
(Data transformation and analysis)
9. Three day workshop on Effective English Language Communication through Nero Linguistic Programming (NLP) Techniques for the teaching faculty of higher education institutions of the twin cities (25-10-17)

- (Nero Linguistic programming for Effective English language communication)
10. Two day workshop Excel for Data Transformation and Analysis (7-8-03- 2019)
(Data analysis and transformation by Excel)
 11. Organized full day extensive workshop on Thesis Writing (17-01-2019) (Techniques of writing thesis)
 12. Five day workshop on “Newsroom Management, workflow and NEWS” for the faculty members of Mass communication (2018) (NEWS and newsroom workflow management)
 13. Three day workshop on “Exploring Business Opportunities in the SCO Region” (15 -17-11-17)
(Exploration of Business opportunities in SCO Region)
 14. Three day workshop on exploring business opportunities in the SCO Region (7-08-17)
(business opportunities in SCO)
 15. Two day workshop on Emotional intelligence in the workplace in collaboration with CODE training service (22-04-17) (Collaboration of CODE training on Emotional intelligence at workplace)
 16. Workshop on the Art and science of willing research proposal (27 &28-04-2016)
(Art and science research proposal)
 17. National workshop on use of technology in education (3-7-17) (Use of technology in education)
 18. Emotional intelligence and deviant behavior at work place (27-28-04-17)
(Deviant behavior and emotional intelligence)
 19. Capacity building workshops for research grants (02 to 24 -07-20) (Research grants on capacity building)
 20. BRIDGING GAP BETWEEN ACADEMIC AND INDUSTRY (14-09-20)
 21. Workshop on Guidance for Mentoring Entrepreneurship facility (15-10-2019)
(Mentoring entrepreneurship facility)
 22. A two day workshop on entrepreneurial strategies for faculty. (2019) (Strategies of entrepreneurial)
 23. Faculty workshop on marketing strategies and segmentation. 2019 (Marketing strategies and segmentation)
 24. Mass communication department arranged national media in the context of reporting -9 10-21-04-17 (National Media conference)
 25. Workshop on Research Methodologies and research publications at IIUI Islamabad campus 2020
(Research methodologies and publication)

26. 2-Day CASS-IIUI Workshop in corpus Linguistics effectiveness 2018 Organized by department of English IIUI in collaboration with Lancaster University UK. (Effectiveness of corpus Linguistics)
27. Application of computational mechanics for real world problem solving 2016
(Real world problem solving of application of computational mechanics)
28. Two day workshop on “ Defining the scope of research in the paradigm of Islamic studies” 7-26-16
(Research scope in paradigm of Islamic studies)

TRAININGS

29. Training on Excel for data transformation and analysis (7-03-2019)
(Data transformation and analysis in excel)
30. One month online training on SAP Material Management (2017) (SAP material management)
31. Three days training workshop on Educational Leadership and Management (17-19-10-2017)
(Educational leadership and management)
32. Supervisors supervision Training Programs for MPhil and PhDs (2017)
(Supervisors supervision trainings)
33. NUML Office support staff’s Training Program (NOSSTP) (May-June- 19)
(Staff office support training)
34. Participation of Faculty in Training workshops/seminars in effective teaching arranged by other HEI’s (21-03-2017) (Effective teaching techniques at higher education)
35. Participation of teachers and students in Training Workshops/ seminars on entrepreneurship, Commercialization and Innovation etc. arranged by other HEI’s. (2018)
(Commercialization and innovation by higher education institutes)
36. SAP S/4HANA FINANCE Instructor Led Training workshop (29-06-2019) (Finance instructor training)
37. One day training on An introduction to Qualitative Analysis (22-01-2019)
(Qualitative analysis introduction)
38. Faculty development Programmer in-service Teachers Training and development (11 July to 31 august- 18) (Training and development of In service teachers)
39. NRFC conducts training sessions exclusively for research Scholars and faculty members on qualitative research using tool NVIVO, (28-11-18) (NVIVO tool in qualitative research)
40. Faculty Training on statistical analysis (4-12-18) (Statistical analysis training)

41. Training session on writing Literature Review technically (28-11-18) (Literature review writing)
42. Three day training workshop on Educational Leadership and Management (17- 21- 10-17)
(Educational leadership and management training)
43. Online training on System Applications and Products (18-08-20) (system application and products)
44. Two day online training on “Multi-Level Data Analysis-M Plus” For Social Sciences Researchers (01-11-2020) (Multi-level data analysis M plus for social sciences researchers)
45. Initiate to play role in preventing global warming by organizing a seed ball activity (11-10-20)
(Preventing global warming“ Seed ball activity”)
46. One day online webinar session on “ the impact of COVID 19 on CSR Practices of Organization (02-10-20) (COVID 19 and organization practices)
47. Executive development training on entrepreneurial strategies for industry professionals (2019)
(Executive training on entrepreneurial strategies for professional industry)
48. Series of Research-Based Training for faculty (21-07-18) (Research based Faculty training)
49. Technology-based training using video conference techniques for finance courses “Stock Market efficiency” and “International Finance” (2017)
(International finance and stock market efficiency technology based training)
50. Training on PYTHON data analysis and visualization (7-5-19) (Data analysis and visualization)
51. Certificate on Shanghai cooperation organization studies (16-07-18) (certificate)

52. Session conducted on Traditional and system application and product, market for students (14-09-2020) (Traditional and SAP market)
53. Session on Career counseling as an opportunity to discuss with ERP expert SAP “Career Roadshow” (24-05-2019) (Career counseling like “career roadshow”)
54. Five day session career counseling and free Demonstration (9-09-2020)
(Free demonstration about career counseling)
55. Faculty Session on art and science of Academic writing (19-12-2018)
(Academic writing about art and science)
56. One day online session on KNIME for faculty and students for research data analysis and interpretation (2020) (KNIME for data analysis and interpretation)
57. Career counseling session leading a generation to change the world (19-10-20)

(Career counseling for generation to change world”)

58. Online session on ENTREPRENEURSHIP DURING COVID 19: PSYCHOLOGICAL CHALLENGES (2020) (Psychological challenges: Entrepreneurship in COVID 19)
59. One day session on Islamic finance for management sciences faculty (15-1-16)
(Islamic finance for Management sciences)

SEMINAR

60. Seminar on code of Ethics for media in Pakistan (2-04-17) (Code of ethics for media)
61. Awareness seminar on Quality Enhancement practices (29-12-17)
One and half hour (Quality enhancement Practices)
62. Awareness seminar on Quality Enhancement practices (15-01-18)
63. Awareness seminar on Quality Enhancement practices (9-1-18)
64. Awareness seminar on Quality Enhancement practices (11- 01- 18)
(Quality enhancement practice)
65. Seminar on Quality Assurance and plagiarism (3-5-18) (plagiarism and quality assurance)
66. Seminar on Quality Assurance and Anti plagiarism (21-03-19)
(Anti-plagiarism and quality assurance)
67. Seminar on Anti plagiarism and Quality Assurance (11-04-19) (Anti-plagiarism and quality assurance)
68. Awareness seminar on quality assurance practices: Quality research output (26-02-2020)
(Quality assurance and output)
69. Seminar on “Data Driven Digitalization and Adaptability” (26-02-20)
(Digitalization and Adaptability for data driven)
70. Seminar on “Research Enterprise at US Universities” for faculty and students (2018)
(Research enterprise for faculty)
71. Seminar on “Entrepreneurship as Viable career option” for students (22-10-19)
(Entrepreneurship career option)
72. One day seminar on International Marketing and consumer behavior patterns arranged (2017)
(Consumer behavior designs)
73. AAN seminar “ peoples corridor addressing cultural and social dynamics of CPEC” (24-01-18)
(Social and cultural dynamic of CPEC)

74. National seminar: Developing a national Discourse on climate change (13-2-18)
(National discourse on climate change)
75. Inti Seminar: Pakistan in 21st century Building Perception (18-4-2017)
(21st century building perception)
76. Seminar on “Rejuvenating Business for Pakistan Progress” (16-17 may 2017)
Business for Pakistan progress
77. Inti seminar: 2nd pak UK COIN “Sharing Experiences in Stabilization and Peace (14-15 march 2017)
(peace, stability and experience)
78. Faculty training on Command and leadership program (27 feb-10 mar-2017)
(Leadership and command program)
79. Seminar: Hydro politics around Pakistan: Reassessing the efficacy of Indus water treaty report
(17 Jan, 23 Feb 2017)
80. Seminar strategic dynamics of Pakistan–Bangladesh relations in the contemporary geopolitical setting (01-12- 16) (Pakistan-Bangladesh relations in geopolitical setting)
81. Seminar: “Kashmir scenario and the world conscience” a national defense university Pakistan (20-09-16) (Kashmir issue and world conscience)
82. International seminar with RDDC on “Regional peace building – lessons learned and future stability (21-23-10-15) (Regional peace and future stability)
83. Session for teachers and students: Research counseling session for MS/Ph.D. (2020)
(Research Counseling session)
84. International seminar entitled “Strengthening health care with Eastern Medicine for Growth and Development of Socio- Economic Environment (2-5-17) (Socio-economic health care environment)
85. Session Make your research life easier with research tools (5-11-16) (Easier life with Research tools)
86. National seminar on curriculum theory and practices in Pakistan (3-8-18)
(Curriculum practice and theory in Pakistan)
87. Training in Urdu department about research quantitative tools and literature review (10-4-18)
(Quantitative research tools and review of literature)
88. Two day International seminar on “Needs of society and qualification of graduates” (2016)
(Graduate qualification and Needs of society)
89. Seminar arranged by Islamic department on “Women Rights in Islam and Pakistan legal system (3-

- 30-16) (Women rights in Islam)
90. Seminar on Introduction of Toolkit for effective professionals (10-7-18)
(Toolkit for effective professionals)
 91. Islamisation of Laws in Pakistan An overview of the Role of Constitution institution (26-2-2019)
(Role of laws and constitution institution)
 92. Changing global scenario and Kashmir dispute (4-5-18) (Kashmir dispute and global scenario)
 93. Trainings on Getting published in reputed International journal (07-08-02- 2016)
(Reputed and published International journals)
 94. Teachers performance Enhancement program (2017) (Teachers performance enhancement)
 95. English Language Communication and Linguistic Programing (23-10-2017)
(Linguistic programing and English communication)
 96. Innovation/entrepreneurial competitions Business Plan Competition (26 &27-12- 2017)
(Innovation and business competition)
 97. Material Management S/4HANA (14-09-2020) (Material management)
 98. Celebrating Women's Researchers day by acknowledging the research efforts of female researchers (8-03-18) (Acknowledged female researchers efforts)
 99. Online program on the recitation of kalam-e-Iqbal (03-10-20)
(Recitation of Kalam-e-Iqbal)
 100. Program arranged for faculty on Introduction to Nero Linguistic programming (16-10-17)
(Introduction to Linguistic programs)

CONFERENCE

101. One day conference on international nuclear order (12-4- 2016) (Nuclear order)
102. Roundtable discussion on contemporary relations b/w Pakistan, Iran and Saudi Arabia (30-3-16)
(Pakistan relationship with other countries)
103. Regional conference on the Right to information Laws in south Asia (16-17-03-2016)
(Informative conference on laws in South Asia)
104. Conference on HR Violation in IHK: Awakening global conscience (3-3-2016)
(Human Resource Violation globally)
105. International conference on Radicalization perceptions, Realities and challenges of campus life (26-

- 9-18) (Radicalization Realities and challenges)
106. National media conference (10-10-2019) (media conference)
107. Implementation of national action plan where do we stand? (9-02-16)
(National action plans)
108. QEC organized institutional performance evaluation (14-16 may 19)
(QEC evaluated institutional work quality)
109. Progress review meeting by quality assurance agency-HEC (18-19 April 2019)
(HEC and quality assurance meeting)

Table 4.8 Private Sector Universities

Explained document text that divided into meaning units and condensed meaning units
(Condensations are in parentheses)

Meaning units (condensations)

WORKSHOPS

1. Five days' workshop on MS-EXCEL for staff of Software Engineering (8-12, 06-19)
(MS-Excel for software engineering and staff)
2. Workshop on Program self-assessment methodology for faculty and staff (16-10-15)
(Self-assessment methodology for faculty)
3. Workshop on SAR Assessment and Evaluation for staff and faculty (30-5-16)
(SAR assessment and evaluation of faculty)
4. Workshop on writing objectives using Blooms Taxonomy for faculty and students (20-1-16)
(Usage of bloom taxonomy for objective writing)
5. Three days' workshop of faculty on computer aided design using Autodesk 2D & 3D (13-15, 03-19)
(Computer aided design using Autodesk 2D and 3D)
6. Workshop on finance modeling project (13-01-2017) (Finance modeling project)

7. One day workshop on intro to network control systems (13-4-19)
(Intro to network control system)
8. Three days' workshop on engineering faculty MAT LAB usage in Engineering & Science (14-16, 05-19) (Usage of MAT LAB in engineering and science)
9. 12 days' workshop for engineering & IT faculty on introduction to embedded system with Arduino and Microcontroller (01-12, 07-19) (Introduction to embedded system with microcontroller and arduino)
10. Two days' workshop for IT faculty on intro to measuring instruments (1-2, 11-19)
(Introduction to measuring instrument for IT faculty)
11. Two days' workshop for faculty of arts and social sciences on business writing (28-29, 03-19)
(Business writing for social sciences and arts faculty)
12. Two days' workshop on responding to conflict strategies for improved communication (18 19, 03-19) (Conflict strategies for improves communication)
13. Four weeks workshop for faculty on TESL Refresher Course for teachers (15 July to 10 Aug -19) (Refresher course for teachers)
14. Five weeks certificate workshop in English communication skills (29 july-30 Aug-19)
(English communication skills)
15. Online workshop on Foreign Exchange market for management sciences faculty (11-11-20)
(Foreign exchange market for management faculty)
16. Online workshop on Financial Risk Management (28-10-20) (Financial risk management)
17. One day workshop-Anti Money Laundering and Terror Financing –Keeping up to date (16-09-20) (Up to date Anti-money and terror financing)
18. One day workshop “Framework for Risk Management in outsourcing arrangements by financial institution as per SBP Guidelines” (19-03-20)
(Financial institution arranged framework for risk management)
19. One day workshop on “Internal Audit & Leadership skills” (13-02-20)
(Leadership skills and internal audit)

20. One day workshop on “certificate in customer service Representative” (28-02-20)
(Customer service representative)
21. One day workshop on “certificate in supply chain contracts” (27-12-19)
(Supply chain contracts)
22. Workshop on “Vendor Management” by Executive development center (28-10-19)
(Vendor management by executive development center)
23. Workshop on “Finance for non-financial executive (10-09-19)
(Finance for non-financial executive)
24. Workshop on Drug Discovery and development (25-27- 04-18)
(Drug discovery and development)
25. Workshop on “Analysis and Interpretation with SPSS Tools” (19-03-18)
(SPSS tool for interpretation and data analysis)
26. Summer workshops on Art, Design & Architecture (7-22-19)
(Art, design and architecture)
27. One week advanced workshop on science, Technology and Innovation (10-5-15)
(Technology, science an innovation)
28. Workshop on “ Finance for non-Financial professionals (19-2-19)
(Non-financial and financial professionals)
29. Faculty workshop on Marketing Strategies and segmentation (2019)
(Marketing strategies and segmentation)
30. Two day workshop on Entrepreneurial Strategies for faculty (3-7-17)
(Entrepreneurial strategies for faculty)
31. One day workshop on self-assessment process and “preparation for external audit ISO 9001:2015.(17-12-19) (Self-assessment and external audit preparation)
32. One day workshop on “Academic writing and research Methodology” (14-10-18)
(Research methodologies and academic writing)
33. One day workshop on supercomputing and Artificial Intelligence (16-12-17)
(Artificial intelligence and supercomputing)
34. Workshop on Renewable Energy Design and implementation (05-12-17)
(Implementation and energy design)

35. One day workshop on Self-esteem essentials for students and faculty (28-10-2020)
(Self-esteem essentials for faculty)
36. Workshop and Certificate in essential skills in health professions education (3-1-2019)
(Health professions education and skills)
37. Workshop on Application and Game Development over cross Platform organized by
Technical Evaluation & Research network (8-3-18)
(Technical network and evaluation platform)

TRAININGS

38. Four days training of faculty of management sciences on advanced project management
(18-21-Feb-2019) (Advanced project and management sciences on data interpretation)
39. Four days training on marketing in contemporary Arena (25-28 March-19)
(Marketing in contemporary Arena)
40. Four days training on Finance for Non-Financial Managers (15-18-April-19)
(Trainings for non-financial managers)
41. Ten days training for faculty of Engineering & IT(Software Engineering) (8-17-April-
19
(Trainings for IT and Engineering faculty)
42. One day training for engineering & IT faculty on introduction to time-frequency
analysis and its application on biomedical signals (8-8-2019)
(Introduction to application on biomedical signals and time frequency)
43. Four days training for faculty of Arts & Social Sciences (15-18-july-19)
(Training for social sciences and arts)
44. Full day training on introduction to network control system (13-4-19)
(Introduction to control network system)
45. Training on STATA software: Basic overview linear regression in STATA some useful
tricks (16-07-20) (Introduction to STATA software and linear regression)
46. Training on assessing Normality via Histogram & Normal curve using MS Excel (09-
07-20)
(MS Excel for assessing normal curve and histogram via Normality)
47. Training on Estimating parameters linear Regression via OLS using MS Excel (09-07-

- 20)
(Linear regression via OLS estimating parameters)
48. Training on Estimating parameters linear regression via OLS an empirical example
Step by step calculations using MS Excel (28-05-20)
(Linear regression via OLS an empirical example using MS Excel for calculation)
 49. Training on Introduction of E-VIEWS 10.0 software cross-sectional & Time series
regression plus some tricks (23-05-20)
(E-VIEWS 10.0 introduction to software cross-sectional and time series regression)
 50. Training on Plotting Bivariate Normal Distribution in MS Excel (23-05-20)
(MS Excel plotting bivariate normal distribution through excel)
 51. Training on Assessing Normality via Normal Probability plot (NPP) using MS Excel
(17-05-20) (Normality via normal probability plot using MS Excel)
 52. Training on Assessing normality via Histogram & normal curve using MS Excel (19-
05-20)
(Normality via Histogram and Normal curve using MS Excel)
 53. Training on Testing regression errors for normality (17-05-20)
(Normality error in regression testing)
 54. Training on Activating data analysis Tool in MS Excel (10-05-20)
(Data analysis tool in MS Excel)
 55. Training on Plotting chi-square distribution in MS Excel (09-05-20)
(Chi-Square distribution in MS Excel)
 56. Training on Plotting t-Distribution using MS Excel (09-05-20)
(Plotting T-Distribution in MS Excel)
 57. Training on Summary statistics in STATA (29-04-20)
(Statistics in STATA)
 58. HANDS-ON TRAINING WORKSHOP ON APPLIED ECONOMETRICS USING
STATA (13-11-19)
(Hands on practice on applied econometrics using STATA)
 59. Training on interactive session on
Let's play with STATA (29-09-19) (let's play with STATA)

60. Teachers training on value of degree (19-09-20)
(Teachers training to value degree)
61. Training on “Project Management Professional” (3-6-09-19)
(Project professional management)
62. International young Diplomats school training on International Relations and Diplomacy (22-8-16)
(International relations and diplomacy)
63. One day training on Qualitative research methodology & data analysis by using NVIVO (20-10-16)
(Qualitative data analysis by using NVIVO and research methodology)
64. Training on “Quality Assurance of Academic Programs & self-assessment process (16-02-17)
(Self-assessment process and Quality assurance of academic programs)
65. Three days Trainings obtained by the QEC Staff (19-21 July-16)
(Quality Enhancement Cell staff training)
66. One day training of QEC Officials on HEC’s Ranking Software, HEC (09-12-19)
(QEC officials and HEC software ranking)
67. Training on “Improving Personal Effectiveness” at PMI (6-8- 03-17)
(Personal effectiveness improve)
68. Training on “Pre-visit preparation of IPE,MS/MPhil.& Ph.D. program Review” by HEC (23-3-17)
(MPhil. and Ph.D. review by HEC)
69. Executive development training on entrepreneurship on Entrepreneurial Strategies for industry professionals (2019) (Entrepreneurial strategies for industry professionals)
70. Training on ISO “Implementation ii. Techniques of Auditing iii. Techniques for transition to latest version of ISO 9001:2015” at six campuses of CUI (09-08-2016)
(ISO implementation, techniques of auditing and transition)
71. “Two-week professional training of admin personnel OG-1” (11-12- 02-19)
(Personnel professional trainings)
72. Part-time training on improving personal effectiveness organized by establishment

- division secretariat training institute (21-25, 01-19) (Improve personal effectiveness)
73. Online training on emerging technologies (7-02-20) (Emerging technologies)
 74. Progress review meeting & training for quality enhancement cells organized by quality assurance agency (12-04-19)
(Progress Review meeting for quality enhancement)
 75. International online symposium on Digital leadership challenges for Academia & industry (19-09-20)
(Online symposium on digital leadership challenges for industry and academia)
 76. Career training Recruitment Drive (22-11-18)
(Career recruitment drive)
 77. Faculty and students training on use of SPSS for social and management sciences for research purpose (23-10-17) (Use of SPSS in research)
 78. Session on “How to manage stress and ethical Dilemmas” (20-10-20)
(Ethical dilemmas and stress manage)
 79. NVIVO training session for qualitative research data analysis and interpretations (2-6-17)
(NVIVO tool for data analysis and interpretation)
 80. One day session on Log files in STATA (4-05-20)
(Log files in STATA)
 81. One day session on communication skills course (17-05-19)
(Communication skills course)
 82. Online session on impact of Digital Transformation on Leadership in COVID era (24-09-20) (Leadership during COVID and digital transformation)
 83. Online session on digital medics: Digital service providers in COVID Pandemic (25-09-20)
(Digital service providers in Pandemic and digital medics)
 84. Live Awareness session for faculty and students on Hepatitis world Hepatitis Day (1-1-20)
(Awareness about Hepatitis day)

85. Session on inter faith harmony organized by youth association of Pakistan (29-04-19)
(Inter faith harmony)
86. Session on drugs- its effect on our society in general on our youth (16-03-18)
(Drugs effects on our society)
87. Session on life skills for students (15-12-17) (Life skills session)
88. Session on role of youth volunteerism in peace and sustainable development (25-8-17)
(Peace and sustainable development)

SEMINAR

89. Awareness program for staff and students on program self-assessment (20-12-15)
(Awareness of self-assessment of students and staff)
90. Awareness program on SAR Rubric Assessment for staff and students (15-3-15)
(Awareness of Rubric-assessment of students and staff)
91. Video conference- NBEAC seminar on reaccreditation process for staff and students
(15-3-15) (Students and staff reaccreditation process)
92. NACTE (Meeting of zero visit accreditation of B.Ed. program) for students and staff (2-5-15)
(B.Ed. accreditation program by NACTE)
93. Awareness for faculty and students on topic How to Align Mission, Vision, Objectives and Outcomes (10-6-15)
(Faculty awareness about mission, vision, objectives and outcomes)
94. Awareness program for students and faculty on Quality Management (ISO) 9001 standards (13-6-15) (Quality management awareness program for faculty)
95. Awareness session on Rubrics for faculty and students (18-7-15)
(Rubric awareness session for students and faculty)
96. Seminar for students and faculty on Video conference Assessment of learning outcome (10-8-15) (Assessment of video conference and learning outcome)
97. Awareness seminar on self-assessment report for NBEAC Reaccreditation for students and faculty (17-11-15)
(NBEAC reaccreditation Self-assessment report for faculty and students)
98. Awareness seminar on Automated Feedbacks for students and staff (21-11-15)

- (Automated feedback for staff and students)
99. Seminar on “How to raise the quality of higher education” for faculty and students (18-1-16)
(Raise of Higher education quality)
- 100 Awareness seminar on Evaluating SARs through Rubrics for staff and students (9-2-16)
(Evaluation by SARs through rubrics for students and staff)
- 101 Awareness seminar on Quality Assurance in Teaching and Learning process for faculty (27-3-17)
(Quality assurance in learning and teaching for faculty)
- 102 National level seminar on quality assurance in higher education & university ranking (3-4-19)
(Quality assurance in University)
- 103 Awareness on HEC Recognized Publication for staff and faculty (4-12-15)
(Awareness on HEC recognized publication)
- 104 Awareness on program self-Assessment for staff and faculty (2012-15)
(Self-assessment for faculty and staff)
- 105 Meeting on self-assessment only for staff (11-3-16) (Self-assessment)
- 106 Meeting on self-assessment program for staff and students (7-6-16)
- 107 Awareness meeting on MPhil self-assessment for faculty (14-3-17)
(Self-assessment for faculty and M.Phil. students)
- 108 One day Freelancing seminar for students and faculty (28-9-18)
(Freelancing for faculty and students)
- 109 Research and enterprise on food safety in developing world (3-11-16)
(Food safety in developing world)
- 110 Seminar on importance of telecommunication and its future trends (2-25-15)
(Telecommunication and its future trends)
- 111 Seminar on Pakistan climate and the impact of changing climate (3-11-16)
(Pakistan changing Climate)
- 112 Seminar on Technology development fund awareness for faculty and students (7-08-18)

- (Technology development for faculty)
- 113 Organizes seminar on Pakistan Romania Relations (2-6-17)
(Pakistan and Romania relations)
- 114 Seminar on International climate change day (21-03-19) (International climate change)
- 115 Seminar on promoting disability awareness on theme “Transformation towards Sustainable and resilient society for all” (19-12-17) (Transformation towards sustainable and resilient sociality for all)
- 116 Seminar presentation on mutual funds topic China Pakistan Economic Corridor (29-3-17)
- 117 Seminar on promoting disability awareness on theme “Transformation towards sustainable and resilient society for all” 15-12-17 (Transformation toward society sustainable)
- 118 Seminar on Rights to Information and Investigative Journalism (11-5-16)
(Rights and journalism investigation)
- 119 Seminar on contemporary leadership and motivational skills for teachers and students (22-2-16)
(Motivational and leadership skills for faculty)
- 120 Awareness seminar on Quality Enhancement practices for faculty, students and staff (7-2-18)
(Quality enhancement practices)
- 121 Disaster research institute, Preston university celebrates International Day for Disaster Reduction.
Best step to safe during an Earthquake. (2017) (Disaster management; disaster reduction)
- 122 Preston university represented “International Expert Forum, Mainstreaming Resilience and Disaster risk Reduction in Education, Integrating SDG, SFDRR and UNFCCC Paris, Agreement” held in Bangkok (2017) (Disaster risk reduction in education)
- 123 Preston university represented at the “Global Forum on science and Technology for Disaster Resilience 2017” held in Tokyo. (Disaster resilience in science and technology)

- 124 Accountability lab Pakistan and sustainable social development organization organized a seminar on building corruption free Pakistan (2020) (Building corruption free Pakistan)
- 125 BELIEVERS life skills trust organized an orientation for faculty and students (Life skills trust)
- 126 Weekly faculty academic forum-lecture- (18-11-17)
(Academic forum for faculty)
- 127 Eminent educationists take stock of status of higher education in Pakistan at a panel discussion (03-10-17) (Higher education status in Pakistan)
- 128 Lecture for faculty and students on “Interfaith Harmony” (2-3-16) (Interfaith harmony)
- 129 The role of youth volunteerism in peace and sustainable development (2-8-17) (Youth volunteerism role in peace sustainable development)

CONFERENCES

- 130 Video conference on plagiarism Policy for staff and faculty (6-8-15)
(Plagiarism policy for faculty)
- 131 Video conference on Quality Enhancement (A 3 cycle strategy) for staff and students (16-4-15) (Three cycle quality enhancement strategy)
- 132 Two days international conference on energy material and nanotechnology (15 & 16-08-19) (Nanotechnology and awareness material)
- 133 2nd international conference SAICON 2010 entitled “Nurturing innovation, Entrepreneurship, Investment & public private partnership in Global Environment held on 21-23. (Public private partnership on nurturing innovation, investment and entrepreneurship)
- 134 Air quality in Pakistan: Interpreting data and improving public health communication (4-22-2019)
(Interpreting data and public communication)
- 135 Climate change world campaign group conference (14-12-15) (World climate change)
- 136 Eminent speaker dialogue (ideology of Pakistan in today context) (4-5-18)
(Pakistan ideology in current context)
- 137 Conference arranged on Frontiers information technology for faculties (28-12-16)

(Information technology and frontiers information)

138 Adapting Quality assurance Methodologies to the educational developments “Quality Assurance of blended and online programmers (07-07-17)

(Education development and methodologies for quality assurance)

139 Two day conference on impact of “Global challenges on mental well-being” (18-07-18)

(Mental wellbeing and globally challenges).

APPENDIX G

Division of text into Themes

Division of text into themes kept with the originality of the text. Tables 1, 2 showed the information relevant to the trainings documents that were conducted in last five years. . Themes were the shorten form of same text that having the original message.

Training themes

Public sector Universities

1. Qualitative and quantitative analysis

STATA, AMOS, SPSS tools for data analysis

Qualitative analysis by the usage of SPSS and AMOS

Data transformation and analysis

Introduction about qualitative analysis

Nvivo tool in qualitative research

Qualitative research tools and review of literature

Research methodologies and publications

Research system applications and products

Data analysis and transformation by Excel

Improving efficiency by usage of data analysis tools

Multi-level data analysis M plus for social sciences researches

Data analysis and visualization

KNIME for data analysis and interpretation

Easier life with research tools

Research scope in paradigm of Islamic studies

Reputed and published international journals

2. Faculty trainings and development

Collaboration of CODE training on emotional intelligence at workplace

Finance instructor training

Training and development of in service teachers

Statistical analysis training

Research based Faculty trainings

Executive training on entrepreneurial strategies for professional industry

Research enterprise for faculty

Demonstration of project finance for faculty

Emotional stability and intelligence of faculty

Informed and safe migration of faculty

Deviant behavior and emotional intelligence

Supervisor's supervision trainings

Staff office support training

Educational leadership and management training

Traditional and System Application Product market

Shanghai corporation certification

Toolkit for effective professionals

Curriculum practice and theory in Pakistan

Socio-economic health care environment

Regional peace and future stability

Kashmir issue and world conscience

Pakistan-Bangladesh relations in geopolitical setting

Leadership and command program

21st century building perception

Consumer behavior designs

Code of ethics for media

Preventing global warming“ Seed ball activity”

Graduate qualification and Needs of society

National media conference

Radicalization Realities and challenges

Human Resource Violation globally

Human resource and Material management

3. Thesis Quality Writing

Anti-plagiarism and quality assurance

Plagiarism and quality assurance

Quality enhancement practice

QEC evaluated institutional work quality

HEC and quality assurance meeting

Techniques of writing thesis

Literature review writing

Trainings about academic thesis writing

Acknowledged female researchers efforts

Art and science research proposal writing

4. Quality education and technology

Effective teaching techniques at higher education

We create program Education quality of Branding

Academic gap and industry

Research grant and capacity building

Use of technology in education

Technology based training

Digitalization and Adaptability for data driven

Microsoft or open source and adobe

Real world problem solving of application of computational mechanics

5. Linguistic programming and communication

Nero Linguistic programming for Effective English language communication

Business opportunities in SCO

Introduction to Linguistic programs

Linguistic programing and English communication

Innovation and business competition

Effectiveness of corpus Linguistics

Exploration of Business opportunities in SCO Region

Commercialization and innovation by higher education institutes

News and newsroom workflow management

Islamic finance for management sciences

Teacher's performance and enhancement

6. Career counseling

Career counseling like “career roadshow”

Career counseling for generation to change world

Free demonstration about career counseling

Entrepreneurship career option

Research counseling session

Education leadership and management

SAP material and risk management

Mentoring entrepreneurship facility

Strategies for entrepreneurship and career development

7. COVID 19 and education challenges

Psychological challenges: Entrepreneurship in COVID 19

COVID 19 and organization practices

COVID 19 and online education

Private sector

1) Qualitative and quantitative analysis

Practice on using STATA and econometrics

Plotting T-Distribution in MS Excel

Let’s play with STATA

Qualitative data analysis by using NVIVO and research methodology

Introduction to STATA software and linear regression

Statistics in STATA

Linear regression via OLS estimating parameters

Linear regression via OLS an empirical example using MS Excel for calculation

E-VIEWS 10.0 introduction to software cross-sectional and time series regression

Normality via normal probability plot using MS Excel

MS Excel plotting bivariate normal distribution through excels

Normality via Histogram and Normal curve using MS Excel

Chi-Square distribution in MS Excel

SPSS tool for interpretation and data analysis

NVIVO tool for data analysis and interpretation

Log files in STATA

Interpreting data and public communication

Advanced project and management on data interpretation

Normality error in regression testing

Data analysis tool in MS Excel

Introduction to measuring instrument for IT faculty

Business writing for social sciences and arts faculty

Financial risk management

Self-assessment and external audit preparation

Use of SPSS in research

Plagiarism policy for faculty

Quality enhancement practices

Quality assurance in University

Quality assurance in learning and teaching

2) Faculty trainings and development

Non-financial and financial professionals

Awareness of self-assessment of students and Staff

Awareness of Rubric-assessment of students and staff

Students and staff reaccreditation process

Faculty awareness about mission, vision, objectives and outcomes

B.Ed. accreditation program by NACTE for faculty

Assessment of video conference and learning Outcome

Rubric awareness session for faculty

Self-assessment for faculty and students

Quality management for faculty

Meeting on self-assessment for faculty

NBEAC reaccreditation Self-assessment report

Automated feedback for staff and students

Awareness on recognized publication

Self-assessment for faculty and staff

Telecommunication and its future trends

Pakistan changing Climate

Transformation towards sustainable and resilient sociality for all

Transformation toward society sustainable

Rights and journalism investigation

Motivational and leadership skills for faculty

Public private partnership on nurturing innovation, investment and entrepreneurship

Trainings for non-financial managers

Mental wellbeing and globally challenges

Training for social sciences and arts

Introduction to application on biomedical signals and time frequency

Introduction to control network system

MS Excel for assessing normal curve and histogram via Normality

Self-esteem essentials for faculty

Entrepreneurial strategies for faculty

Ethical dilemmas and stress management

Academic forum for faculty

Higher education status in Pakistan

Marketing strategies and segmentation

SAR assessment and evaluation of faculty

Self-assessment methodology for faculty

Marketing in contemporary Arena

3) Thesis Quality Writing

Research methodologies and academic writing

Usage of bloom taxonomy for objective writing

Improve personal effectiveness

Personnel professional trainings thesis writing

MPhil. And Ph.D. review by HEC

4) Quality education and technology

Digital service providers in Pandemic and digital medics

Disaster risk reduction in education

Disaster management; disaster reduction

Disaster resilience in science and technology

Technical network and evaluation platform

Technology, science an innovation

Introduction to embedded system with microcontroller and arduino

Computer aided design using Autodesk 2D and 3D

Online symposium on digital leadership challenges for industry and academia

Emerging technologies

ISO implementation, techniques of auditing and transition

Entrepreneurial strategies for industry professionals

QEC officials and HEC software ranking

Quality Enhancement Cell staff training

Technology and frontiers information

Nanotechnology and awareness material

Technology development for faculty

Rise of Higher education quality

5) Linguistic programming and communication

Conflict strategies for improves communication

Customer service representative

Leadership skills and internal audit

Up to date Anti-money and terror financing

Three cycle quality enhancement strategy

Progress Review meeting for quality enhancement

Self-assessment process and Quality assurance of academic programs

Education development and methodologies for quality assurance

International climate change

Evaluation by SARs through rubrics

6) Career counseling

Peace and sustainable development

Drugs effects on our society

Health professions education and skills

Artificial intelligence and supercomputing

Vendor management by executive development center

Financial institution arranged framework for risk management

Career recruitment drive

International relations and diplomacy

Project professional management

Teachers training to value degree

7) COVID 19 and education challenges

Leadership during COVID and digital transformation

Educational challenges due to COVID and how to overcome

APPENDIX H

On Tuesday, August 6, 2019, 03:49:01 PM GMT+5, Khawaja Jehanzeb kjehanzeb@KSU.EDU.SA wrote:

Dear Student,

Sorry for the late reply. Actually I am in Pakistan for my annual summer vacation and it is hard for me to get the time to do some productive work. Kindly find the attached required questionnaires. These questionnaires I have used for organizational and employee development studies. The titles of the research papers are also mentioned in the questionnaires. Therefore, for better understanding of the titles, I will recommend you to read those papers.

Please do not hesitate to write me for more assistance.

Wish you good luck for your research.

Regards,

Dr. Khawaja Jehanzeb

Management Department

College of Business Administration

King Saud University, Riyadh, Saudi Arabia.

Off: +966-1-4693449

Cell: +966-59-7060679

Web Link: <https://fac.ksu.edu.sa/kjehanzeb>

← Re: Need Questionnaire

Regards,

Dr. Khawaja Jehanzeb

Management Department

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King Saud University, Riyadh, Saudi Arabia.
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Web Link: <https://fac.ksu.edu.sa/kjehanzeb>

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NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATION

Dated: 20-01-2020

ML.1-4/2020/Edu

To: Syeda Sidra Kabir,
1492-MPhil/Edu/S18

Subject: APPROVAL OF MPhil THESIS TOPIC AND SUPERVISOR

1. Reference to Minute Sheet No. ML.1-2/2020-Edu dated 02-1 -2020, the Higher Authority has approved your topic and supervisor/s on the recommendation of Faculty Board of Studies vide its meeting held on 15th Oct 2019.

a. Supervisor's Name & Designation

Dr. Wajeeha Aurangzeb,
Assistant Professor, Department of Education
NUML, Islamabad.

b. Topic of Thesis

Comparison of Human Resource Development Practices in Public and Private Sector Universities

2. You may carry out research on the given topic under the guidance of your Supervisor/s and submit the thesis for further evaluation within the stipulated time. It is to inform you that your thesis should be submitted within the prescribed period by 31st Jan 2021 positively for further necessary action please.

3. As per policy of NUML, all MPhil/PhD theses are to be run through Turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis prior run by any other individual.

4. Thesis is to be prepared strictly on NUML's format that can be taken from the MPhil & PhD Coordinator, Department of Education.

Telephone No: 051-9265100-110 Ext: 2090
E-mail: mdin@numl.edu.pk


Dr. Hukam Dad Malik
Head,
Department of Education

Cc to:
Dr. Wajeeha Aurangzeb