

Human Resource Development (HRD) Paradigm: Empirical Based Evidence of Balochistan Province

Business & Commerce

Dr. Noor Ahmed Rodeni ¹

Abstract

The purpose of this research is to highlight the importance of professional education for the human resource development in Balochistan. The aim of this research was to explore the important areas of human resource development with special reference to Balochistan, a province of Pakistan. For the research study, Quetta district was selected and a sample of 375 respondents was selected from Quetta district. Through the simple random sampling, a survey was conducted through questionnaire and data was collected. Later the data was analyzed by SPSS, The results reveals that the team building strategic planning and efficient communication and time management got the highest weighted score (1163, 966,956) with mean values (2.94, 2.58, 2.55,) and SD (1.40, 1.39, and 1.396) and ranked were placed its 2nd, and 3rd, respectively. Whereas less than half (47.7-47.7%) of the respondents agreed that the competency level and knowledge management was the important areas of human resource development and rank order were placed at 1st and 2nd respectively. Based on the results, the following recommendations were suggested. To strengthen the capacity building the in-service training in different professional areas is important. Learning process can be enhanced through a systematic and lifelong learning policies in terms of professional education, institutional development and economic capacity pertaining to HRD activities Promoting the development of impartial training series in order to increase and trigger up the professional values and competency level of the professionals.

Key words: Soft human skill, imperative areas, HRD, empirical based,
Balochistan

¹ Pakistan Study Center University of Balochistan Quetta, Pakistan.
Email: noorahmedpsc@yahoo.com

Introduction

Human Resource Development is the framework for helping employees to develop their personal and organizational skills, knowledge, and abilities (Sen, 1992). Human Resource Development includes such opportunities as employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, tuition assistance, and organization development (Wikipedia, 2011). Balochistan is the largest but least developed province of Pakistan with its 347190 square kilo meters, occupying almost 44% of the total land surface of Pakistan. Approximately, 77% of Balochistan's inhabitants live in the rural areas. Most of these inhabitants are engaged in a variety of agro-pastoral activities, depending on the ecological possibilities in the arid and semi-arid conditions characterizing much of the province. The way of life of rural dweller is mostly nomadic and often livestock raising and agriculture is the main source of survival (Rena, 2006). Education is an important component of economic and social development and contributes significantly to a country's overall growth and development. The progress and welfare of an area is directly dependent on the level of education in that society, because, the members of the society, including male or female can only be suitable if they are educated. It is the level of education that enhances the capabilities of human beings; it raises the level of consciousness and awareness of the members of society and their understanding of the problems faced by the society (Amjad, 2005). The development of human resource is one of the paramount factors for economic growth and development because the efficient, competent and capable human resource can be used to accelerate the process of economic development as it has been said that human capital along with physical capital gears up the society towards development (World Bank, 1995; World Bank, 1997). The human resources of Balochistan are to be properly trained to play its due role in exploiting these natural resources. The huge reservoir of minerals in Balochistan will boost the economy of the province and country. In Pakistan, HRD is influenced by lack of funds and qualified HRD staff. The government of Pakistan allocates a small amount of budget for HRD activities (Shah *et al.*, 2011). However, the nonprofit sector, a public-private partnership sector, seems to be more organized in its HRD efforts (SMEDA, n.d.).

Rationale of the Study

Deficiency of professionals in different areas of expertise in Balochistan is mainly due to lack of investment and interest in human resource development. Due to lack of professionals the competency level of man power is adversely affecting productivity in all the sectors of the economy.

There is a dire need to develop the appropriate strategies, design new programs and establish quality institutions to promote HRD initiatives to overcome the gap between the existing potential and desired potential (Kelly, 2001). This study is intended to highlight the importance of professional education in the human resource development of the province.

Objectives of the study

Followings are the specific objects of the study:

1. To find out the demographic information of the respondents.
2. To determine the soft human skill and imperatives areas of HRD in study area.
3. To developed the recommendations of HRD for policy makers.

Materials and Methods

Research can be defined as the search for knowledge, or any systematic investigation, to establish facts, solve new or existing problems, prove new ideas, or develop new theories, usually using a scientific method (Wikipedia, 2011). Survey is considered to be the best method to carry out researches in the field of social sciences. The main task of the research workers in social science is to investigate general conditions prevailing in the study area. The data collected from respondent's views regarding HRD practices regarding soft human skill and imperative area in purposively selected Quetta district in Balochistan province. A preliminary survey was conducted in Quetta District of Balochistan by using simple random sampling technique. Total 375 professional respondents from different categories were personally investigated for collection of primary data. A comprehensive questionnaire was developed for this purpose based on 1-3 Likert types of scaling. The Statistical Package for Social Sciences (SPSS) computer software was used for data analyzed.

RESULTS

Demographic profile of the respondents

Demographic characteristics play an indispensable role in decision making process of the respondents. These aspects of data are presented in table-1

Table 1: Distribution of respondents according to their designation

Designation	Frequency	%age
DDOs	30	8.0
DEOs	28	7.50
FOs	28	7.50
SWOs	28	7.50
VOs	28	7.50
Doctors	28	7.50
SDOs	28	7.50
AD environments	30	8.00
Pharmacists	30	8.00
Lawyers	30	8.00
MBA Professionals	30	8.00
Bankers	30	8.00
any other	27	7.20
Total	375	100.0%

Survey Data (2013-14)

Designation play imperative role for the development of any organizational and institutional process. **Table 1.**, (8.0%) of the respondents were Deputy District Offices, Assistant Director Environments, Pharmacists, Lawyers, MBA Professionals and Bankers. Whereas rest of (7.50%) of the respondents were District Education Officers, Forest Officers, Social Welfare Officers, Vet Officers, Doctors and Sub Divisional Officers.

Table 2: Distribution of respondents according to their age

Age (years)	Frequency	%age
18 to 25	12	3.2
26 to 35	76	20.2
36 to 45	184	49.1
46 and above	103	27.5
Total	375	100.0

Survey Data (2013-14)

Age is the important demographic characteristic of the respondents the data regarding this aspect presents in **Table 2**. Half (49.1%) of the respondents were between the age of 36 to 45. years. Whereas (27.5%-20.3%) of the respondents were between the 36-45 and 26-35 years of age respectively.

Table 3: Distribution of respondents according to the types of family system

Types of family	Frequency	%age
Nuclear	64	17.1
Joint	311	82.9
Total	375	100.0

Survey Data (2013-14)

Generally in Pakistan most of the household prefer joint family system. **Table 3** shows the relevant data that majority (82.9%) of the respondents preferred joint family system where as (17.1%) of the respondent's preferred nuclear family system.

Present study investigate the soft human skill in this regard **Table 4** shows the result that one third (m=140) of the respondents were of the opinion that team building high effective soft human resources and ranked order placed 1st

Table 4: Relative ranking of sample regarding soft human skills

Statements/Items	Ranked order	Weighted score	Mean	SD
Managerial/ administrative skill	4 th	905	2.41	1.357
Efficient communication	3 rd	956	2.55	1.396
Team building	1 st	1103	2.94	1.40
Enhancing productivity	4 th	905	2.41	1.357
Strategic planning	2 nd	966	2.58	1.397
Time management	3 rd	956	2.55	1.396
Career planning	4 th	905	2.41	1.357

Survey Data (2013-14)

The data presented in **Table 4**, indicate that team building strategic planning and efficient communication and time management got the highest weighted score (1163, 966,956) with mean values (2.94, 2.58, 2.55,) and SD (1.40, 1.39, and 1.396) and ranked were placed its 2nd, and 3rd, respectively. Further, managerial / skills enhancing productivity and carrier planning ranked at 4th place.

Table 5: Imperative areas of HRD

Imperative areas of HRD	MI (1)		I (2)		LI (3)		Mean	S.D*	Rank Order
	N	%	N	%	N	%			
Strategic management	200	53.3	100	26.7	75	20.0	1.67	.790	03
Competency level	159	42.4	179	47.7	37	9.9	1.67	.646	02
Knowledge management	159	42.4	179	47.7	37	9.9	1.67	.646	02
Effective communication skill	208	55.5	86	22.9	81	21.6	1.66	.811	04
Performance management	190	50.7	110	29.3	75	20.0	1.69	.784	01
Leadership development	235	62.7	88	23.5	52	13.9	1.51	.727	05

Survey Data (2013-14)

*SD** = Standard Deviation

Scale: 1= More important, 2=Important, 3= Less important.

The results regarding the significant areas of human resource development shows in **Table 5**. Half (50.7%) of the respondents were of the opinion that performance management was the more important areas of HRD and rank order placed at 1st with mean and SD 1.69-.784 respectively. Whereas less than half (47.7-47.7%) of the respondents agreed that the competency level

and knowledge management was the important areas of human resource development and rank order were placed at 1st and 2nd respectively.

Conclusions and Recommendations

The notion of human resource development takes as its focus on the development of knowledge, capacities, skills, and capabilities. Moreover, there is an interventionism implicit in HRD; it is an activity or series of activities initiated and supported by one constituency in order to improve others. The results reveal that the team building strategic planning and efficient communication and time management got the highest weighted score (1163, 966,956) with mean values (2.94, 2.58, 2.55,) and SD (1.40, 1.39, and 1.396) and ranked were placed its 2nd, and 3rd, respectively. Whereas less than half (47.7-47.7%) of the respondents agreed that the competency level and knowledge management was the important areas of human resource development and rank order were placed at 1st and 2nd respectively. Based on the results, the following recommendations were suggested. To strengthen the capacity building the in-service training in different professional areas is important. Learning process can be enhanced through systematic and lifelong learning policies in terms of professional education, institutional development and economic capacity pertaining to HRD activities. Promoting the development of impartial training series in order to increase and trigger up the professional values and competency level of the professionals.

References

- Amjad, R. 2005. Skills and Competitiveness: Can Pakistan Break Out of the Low-level Skills Trap? *The Pakistan Development Review*. 44(4): 387–4093.
- Kelly, D. 2001. Dual Perceptions of HRD: Issues for Policy: SME's, Other Constituencies, and the Contested Definitions of Human Resource Development, <http://ro.uow.edu.au/artspapers/26>
- Rena, R. 2006. Education and Human Resource Development in Eritrea—An Explanatory Note, Barbados (West Indies): *International Journal of Education and Development using Information and commutation Technology*, 2. (4): 67-81.
- Sen, A. 1992. "Development: Which Way Now?" in C. K. Wilber and K. P. Jameson, *The Political Economy of Development and Underdevelopment* McGraw-Hill, New York (5th edition), pp.5-26.
- Shah, I.H., F. Rahman, M. Ajmal and H.M. Hamidullah. 2011. Situation analysis of technical education and vocational training: a case study from Pakistan. *International Journal of Academic Research*, 3 (1) : 979-984.
- SMEDA, n.d. Quetta district profile Turn Potential into Profit: Small & Medium Enterprise Development. SMEDA Balochistan.
- World Bank, "World Development Report 1997", Oxford University Press, p.
- World Bank, 1995. *Priorities and strategies for education: a World Bank review*, Washington DC, World Bank.
- Wikipedia, 2011, Human Resource Development, Wikipedia pages.