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## **Human Resource Planning in Higher Education Institutions: A Strategic People Management Initiative in Pakistan to Enhance Retention and Performance**

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### **Abstract**

The research aims at studying potential teachers in Pakistan. It revolves around the issues and factor restricting and enhancing teacher recruitment, placement and retention issues of current labor market. The issues have effects on multiple sectors of society. This is not only a concern for Pakistan but internationally developed and underdeveloped countries are striving for building teacher that can guarantee social build ups and child with high competitive talents for this hard world. Quantitative research technique is adopted for testing of the issues in education universities of Punjab Pakistan. Data analyze and interpret through statistical analysis. Results show that prioritizing

the HR efforts to develop a faculty that provides a competitive advantage to the institutions.

**Key words:** Human Resource; Strategic Management; Retention; Performance

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## 1. Introduction

“The foundation of every state is the education of its youth” (Diogenes Laertius). Today in Pakistan, a special focus on elementary education is emphasized.

Special reforms in educational system will create a space for Pakistan in near future among developed countries. The perceived importance of education directed many countries around the globe to strive for improvement in educational standards and quality (Mtika & Gates, 2011). It is agreed by masses that quality education is the basic right of the child. It is necessary to equip each and every child with knowledge and education for survival in this competitive world. Most of the policy makers overlook qualitative aspects of education instead they focus on quantitative aspects of it. In such a situation teacher is the bridge between two extremes as Khan and Mariam (2011) propose “Teacher quality mostly determines quality of education in an educational setting”. The situation confines focus towards pre-service teachers’ education, recruitment, and retention in Pakistan. Attrition and higher turnover in the industry let researchers investigate issues concerning the teacher labor market. It is important for policy maker and teacher educator to understand the view point of pre-service teachers. It will serve as impetus for better policy making, teacher placement, compensation and reward (intrinsic and extrinsic) development and retention issues. This research place a focus on investigating about desires of individuals (Students of MBA, MS and PhD in business management) regarding career in teaching. Efforts and investment on teacher training will in vein because of the gap between perception of reality and actual environment. To keep the balance between supply and demand of teachers in market this study is of greater importance and aims to investigate the factors affecting pre-service teacher’s demography, choice of career, and their level of comfort with current recruitment and placement policies. Furthermore, to identify Potential threats and disposition that may let pre-service teachers to quit organization or occupation.

## **2. Literature Review**

Initial years of child education foster development of “conception, ways of accessing knowledge, as well as connected cognitive, affective and social processes, are constructed and transmitted (Lopes & Tormenta, 2010)”. For the reason quality teacher education remains a critical component (Coultas & Lewin, 2002; Mtika & Gates, 2011). But training and forming effective instructors are not an easy job that is why it concerned several theorists, educational system administrators and international agencies (Lopes & Tormenta, 2010). As recommended by (Hrabowski, Lee, & Martello, 1999) educational institution

must strive to produce enlightened teachers who are not only capable of teaching the subject matter effectively but also skilled at teaching children from diverse racial, ethnic and social, cultural geographic, linguistic and economic backgrounds. But evidences of high teacher attrition and mobility in developed and underdeveloped country let governments and policy makers in trouble (OECD, 2005; Kersaint, Potter, & Meisels, 2007; Mtika & Gates, 2011).

Considering the complexities of the training and placement process it is necessary to investigate factors posing individuals decision. The reported variables effecting pre-service teachers choice of career in different parts of globe are extrinsic motivations and social pressure, personal inspiration, organizational commitment, class size, administrative and teaching loads, and availability of teaching material and aid, necessary pre-service training, younger age and low level of satisfaction (Holland, 1973; Pamu, 2010; Mtika & Gates, 2011)

Organization and governments are trying to implement strategies that may attract new work force and restrict existing from quitting the job (Pamu, 2010; Khan, Mahmood, Ayoub, & Hussain, 2011). This proposes exploration of two main issues that are recruitment of pre-service teacher and retention of employed and ready to employ teachers. The term retention is defined as "...a systematic effort to create and foster an environment that encourages employee to remain employed by having policies and practices in place that address their diverse needs " (Workforce Planning for Wisconsin State Government, 2005). According to literature, retention must be studied along quitting process as point out factors causing dissatisfaction (Maertz & Campion, 1998). On the other side recruitment refers to creating a pool of highly competitive workforce that may be employed at the time of need in organization. Keeping in view the potential threats both issues are of prime concern for societal and economic develop.

### *2.1. Role of Motivation and Rewards in Teacher Retention:*

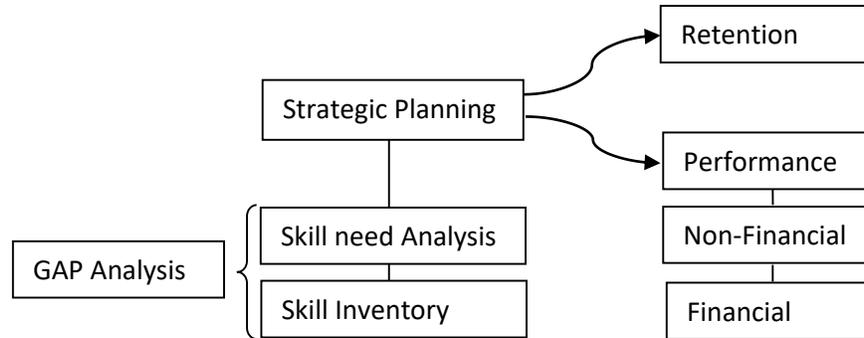
Motivation is the degree to which the person is agreed and willing to achieve organizational work. Motivation is positively related with the rewards offered. Like other organizations, the educational institutions use rewards as an instrument of motivation of lecturers and other staff. The rewards are internal and external that leads to internal and external motivation. Various researchers are agreed that internal rewards are more powerful source of motivation as compare to external rewards. Internal rewards including recognition, praise, appreciation, sense of goal achievement, feeling of success helps to make people loyal and committed to the organization and work also. The positive commitment and

loyalty increase the degree of retention of human capital in the organization and minimize the turnover rate. In educational institutions career growth opportunities can be a main source of motivation because the nature of work is dependent on it. The instructors are required to continuously develop themselves to meet with education's fundamental objective to teach the students in a way to prepare them for future challenges. Rather than seeking formal educational, training and development opportunities, skilled, high-potential people (those likely to comprise the core of organizational talent), will increasingly seek experience-based career leverage opportunities to rapidly develop their careers, and to enhance their personal marketability (Glen, 2006).

## 2.2 *Cultural Framework and Pakistani Cultural Dynamics*

Culture is a complex whole counting values, believes, norms, rituals, stories, rules. Pakistani culture is very enriched and dynamic. It gives a combined view of various cultures as Khilji (2003) has stated that Pakistani culture is conglomerate of Muslim, British, American and Indian culture. Cultural Analysis enables organizations to hire right person. Hiring of right persons linked with the production of right people. At national level Pakistan is suffering from greater poverty even 50% of its population is below poverty line. Human development index-2010 shows Pakistan stood at 125th position among the club of 169 nations and is categorized as medium human development country in last year's report. But this year Pakistan dropped ranking and holds 145th position among 187 nations and fall into low human development category from medium one. Comparatively, India is at 134 and Bangladesh at 146 in the Human Development Index. Norway, Australia and the Netherlands rank the highest, while the Democratic Republic of the Congo, Niger and Burundi are at the bottom. National culture of a country varies from other due to various macroeconomics factors like Education level of people, Regulation and laws, Economic patterns, Political stability, Social norms and believes religion and language. Individuals are the key players of cultural differentials as individual preferences in term of time, space, food, dress, ethics, and decision making styles are greater contributors at micro level. All individual preferences became more valuable when get societal reliance and conformity that convert them into social norms and believes. Culture of a country is comprised of various subcultures as Pakistani culture presents a combined view of provincial cultures, and individual culture at bottom in the similar way organizational culture takes an effect of macroeconomics factors as well as microeconomic factors.

### 2.3. Theoretical Framework:



### 2.4. Hypothesis:

**H<sub>0</sub>:** Strategic Planning has no relation with retention and University performance, financial and non-financial

**H<sub>1</sub>:** Strategic Planning has a positive effect on retention and University performance, financial and non-financial.

## 3. Methodology

The target population for this study is all faculty members in higher education institutions of Pakistan. Mainly three institutions were selected for study namely Government College University, Faisalabad (GCUF), University of Agriculture Faisalabad (UAF) and The University of Faisalabad (TUF). A random sample of 110 faculty members was chosen from the established accessible population. The total population includes all faculty members of three higher education institutions located in the Faisalabad, Punjab, Pakistan, which was equal to 204 participants. A total of 100 surveys received with a response rate of 90 percent. Based on prescribed variables a questionnaire (based on LIKERT scale) was formed. Responses were collected from selective education universities with a proportionate of 30:30:40 based on convenience. Faisalabad is one of densely populated area of Punjab, Pakistan with rural and urban population. Demographically People are diverse in certain characteristics. Study will provide rich information that will help concerned stake holders i.e. Government, policy maker, institutions, Non-governmental organizations and individuals. The Alpha

Cronbach's reliability was selected as source of reliability. Statistical tests like mean, standard deviation, chi-square, P-value, Degree of freedom and gamma was applied through SPSS for quantitative data analysis as used by (Saunders, Lewis, & Thornhill, 2009).

#### 4. Empirical Results

Table-1 Shows the sample distribution, 55 males and 45 females constitute the sample of the study. There were 73 lecturers, 17 assistant professors and 10 associate professors and professors. The table also shows Cronbach's Alpha of the questionnaire, the reliability value is .79 confirming that the questionnaire is reliable and have a good internal consistency.

**Table No. 1:** Demographic Information of Respondents & Reliability

Demographic											
Gender	Age		Educational level				Position Title				
	N	%	N	%	N	%	N	%	N	%	
Male	55	55%	Less than 30	45	45%	Master	57	57%	Lecturer	73	73%
Femal e	45	45%	31-40	29	29%	M.Phil	26	26%	Assistant Professor	17	21%
			41-50	16	16%	PhD	8	8%	Associate Professor	7	7%
			51-60	9	9%	Other	9	9%	Professor	3	3%
			More than 60	1	1%						
Total	100	100%		10	100%		100	100%		100	100%
	0	0%		0	0%						
Reliability Test											
Instrument	Number of Item		Reliability								
Questionnaire (Likert Scale)	28		.79								

Table 2 shows a comprehensive picture HR Planning from all selected institutions (UAF, TUF and GCUF) about various retention policies and university's financial and non-financial performance. The results show that HR planning and Gap analysis efforts have a greater effect on all variables in case of UAF. This may be because of the larger size and age of the university, the other two institution selected are comparatively new. A low mean for retention is observed in case of TUF and GCUF. It shows that HR Planning efforts are not properly linked with the outcome variable i.e. retention. Whereas UAF is showing a higher retention rate compared to other. However, UAF contains a lower mean for Strategic Human Resource Management (SHRM) Planning and university performance relative to other two which perhaps is showing the greater focus on other variables i.e. skill need analysis, skill inventory and retention. On the other hand, the other two institutions are with a lesser focus on execution of HR planning.

**Table-2:** Calculation of Mean and Standard Deviation for set of Questions

Institutions	TUF			GCUF			UAF			Total		
	Mean	S.D	N	Mean	S.D.	N	Mean	S.D	N	Mean	S.D	N
SHRM Planning	19.22	2.336	30	19.42	2.98	30	16.58	2.71	40	14.83	4.71	40
Skill need analysis	16.32	2.669	30	15.54	2.41	30	22.88	2.44	40	20.94	6.25	40
Skill inventory	19.15	1.425	30	17.23	2.23	30	12.48	1.98	40	13.47	5.23	40
Retention	9.40	2.80	30	9.45	1.93	30	19.42	2.88	40	19.3	4.45	40
University performance	21.30	2.35	30	21.45	2.66	30	16.10	2.67	40	10.88	4.81	40
Total	85.39	11.58	83.09	12.21	87.46	12.68	79.42	25.45				

The results of Table-3 depict a significant and strong relationship between age and outcome variables with HR planning, the Chi-square value is  $X^2(4, N = 100) = 11.61, p < .05$ . This shows that based on this sample, HR Planning between different age groups in general seem significantly different effects on retention and performance. The chi-square value between gender and outcome variables with HR planning  $X^2(2, N = 100) = 7.63, p < .05$  shows a significant and strong relationship, showed that based on this sample, HR Planning for men and women in general seem significantly different effects on retention and performance. Next The relation between educational level and outcome variables with HR planning was significant,  $X^2(4, N = 100) = 17.22, p < .05$ , depicts that based on this sample, HR Planning at different educational level in general seem significantly different effects on retention and performance. Lastly the association between position title and outcome variables with HR planning was tested using Chi-square  $X^2(4, N = 100) = 11.61, p < .05$ . the results showed that on the basis of this sample, HR Planning at different position levels in general seem significantly different effects on retention and performance.

The Gamma values for age, gender and educational level are all above zero, the shows a positive correlation among the variables, as the age, gender and education level increases the relationship between HR planning, retention and performance will goes up. However, for position title, the negative gamma value shows an inverse relationship; that is, as a person goes up on position, the association between HR planning, retention and performance will goes down. This can be justified, as a person moves on higher positions he has a limited direct influence on the HR planning activities for employee retention and performance.

**Table-3:** A chi-square test of Independence

Variables	Chi-square	D.F.	P-value	Gamma
Association between age and outcome variables (i.e. retention and performance) with HR planning	11.61	4	.02*	.338
Association between gender and outcome variables (i.e. retention and performance) with HR planning	7.63	2	.02*	.643
Association between educational level and outcome variables (i.e. retention and performance) with HR planning opportunities	17.22	4	.00**	.345
Association between Position Title and outcome variables (i.e. retention and performance) with HR planning	44.40	14	.00**	-.184

## 5. Conclusion

The major findings of research suggest that a careful HR planning and gap analysis can lead an educational institution toward more retention of its knowledge workers and enhanced performance through HR perspective and financial perspective. The HR perspective deals with the deep analysis of accessing future skill needs in faculty and existing and putting efforts to generate required skills in faculty members through training and development. The study of three universities of Faisalabad gives an insight to the higher education commission of Pakistan to determine required skills for prospective Lecturers, Assistant professors, Associate professors and Professors. The paper reveals the investment perspective of SHRM by studying the effect of various HR planning and implementation efforts. The findings suggest prioritizing the HR efforts to

develop a faculty that provides a competitive advantage to the institutions. According to the results the organizations need to do HR Planning to: Analyze gaps between skill needs and skill inventory and adopting best strategy to fill gap in timely manner, Communicate the learning orientation to faculty members and provide a learning culture to them, and finally, institutions must have clear policies for career development, promotions and incentive plan to enhance retention. Despite of significance of study for scholars and practitioners, the study also has some limitations. Limited research on the topic a raises a dire need of research in area of HR planning, retention and employee performance. Particularly, it requires more in-depth qualitative researches to explore the truth and real implications of HR perspective in Pakistani context. Due to shortage of time, the paper investigates the variables through quantitative strategy. However, future studies can explore it qualitatively to set new patterns.

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