CHALLENGES AND PROBLEMS OF HUMAN RESOURCE DEVELOPMENT IN TEACHER EDUCATION INSTITUTES OF DISTRICT HYDERABAD, SINDH

Waheed Akbar Khaskheli [1]
Jameel Ahmed Qureshi [2]
Irshad Ali Burfat [3]

ABSTRACT

The purpose of this study was to examine the challenges of the development of human resources development. This kind of study would highlight the dimensions that can be manipulated to enhance the development of human resources by educators working in educational institutes in line with global threats. This can also help plan and make the best use of the resources to be used. The purpose of this current study was to inform educational designers, administrators, and experts in order to promote the developmental aspects of human capital that require time and effort to improve human skills and abilities that contribute to the nation's growth and development. The study's target population was all teacher educators employed in Hyderabad's teacher's education institutes. The information was gathered from 121 teacher educators in District Hyderabad who work for 5 different teacher education institutes. The null hypotheses are rejected since the two-tailed one sample t-test resulted in a significant alpha value of 0.05, $t(120) = 4.26, 3.49, 17.16, 13.39$ and $p < .001$. The result shows that the institutes face challenges and problems of human resource management climate, performance Appraisal, Induction in in-service, Training Needs, majority of the respondents were in agreement level and the result was significant therefore, there are challenges and problems in conducting training in terms of resources, and teachers competencies and needs of the inservice trainings.

[1] *Lecturer Department of Social Work, University of Sindh, Jamshoro Email: khaskheliwaheed@gmail.com*
[2] *Ph.D Scholar Faculty of Education, University of Sindh, Jamshoro Email: jameel.ahmed@gmail.com*
[3] *Teaching Assistant, Pakistan Study Centre University of Sindh Jamshoro Email: irshad.burfat@usindh.edu.pk*

INTRODUCTION

Human Resource Development (HRD) has been an significant part of research practice. The aim of HRD policy is the advancement of Human Resources. Vinesh (2014) described human resource development as the process of increasing people's expertise, skills, and ability in society in a widely cited paper (Vinesh, 2014). It can be described as the accumulation of human capital and its successful investment in the growth of an economy in economic terms. From a political standpoint, human resource development prepares people to participate in the political process, especially in a democracy. Human resource development enables people to live a more secure and fulfilling life that is less socially and culturally traditional. The method of human resource production, according to Frederick and Charles (1964), allows for adjustment (Thuy, 2018).

The aim of development is to increase people's quality of life. Most economists believe that a country's human resources, not the country's physical assets or natural resources, ultimately decide its economic and social development position and speed. Only men have the potential to make a country great and powerful, not gold. According to Princeton University's late Professor Frederick Harbison: Man is a dynamic agent who accumulates capital, exploits natural resources, forms social, economic and political organizations and promotes national development (Cho & Zachmeier, 2015). Obviously, a country that is unable to improve the skills and competencies of its people and successfully apply them to the national economy is unable to develop anything else. "In essence, man, not capital, is the solution to all problems." Only when the funds are used by men and women who are well-trained, skilled and committed can they be considered important. On the other hand, such people have the ability to perform miracles. Countries that initially considered and prioritized the production of human capital have succeeded in going through various stages of industrialization and making technological "leaps" in the face of globalization. As a result, more than ever, we need to prepare for the future, which requires reviewing our current situation and formulating strategies to meet the global challenge (Fatima, 2012). The Evil spirit of Computing and Communications has eliminated barriers to cost, time and distance, ushering in a new age of global knowledge networking. Communication has shaped economic competition, power and community, and it has spoken globally. In

today's world information is being ignored, defined and globally. It is being spread through the new media, which is taking it out of its traditional perspective. The fact that our communities are now developing from the mode of industrial development to the mode of communication development, around the creation of information, is in favor of the advent of globalization. As a result, manufactured goods are no longer the driving force behind economic activity, while the development of new information products determines society's ability to innovate (Agarwal, 2017).

Education is a social process that changes the collective behavior of people, and should be used as the foundation for building a strong nation that is economically self-sufficient, morally upright and scientifically minded holder the rise of globalization and the rise of global competition, education is now considered a business of the 21st century in Pakistan and at global level (Nasir, 2017).

Undoubtedly, the creation of human resources is the most important condition for individual success as well as collective national development. Human resource development recognizes the critical need to make full use of human resources and integrates education with the needs and aspirations of the people. It aims to bring the benefits of education to the most backward sections of the society, so that an equal society can be formed (Sequeira, 2012).

Training is commonly recognized as the most significant ingredient in the formula for human growth. It has a clear connection to a country's overall social and economic growth (Clarke, 2004). As social people, men and women should be able to determine their own position in economic and political issues. Training has a huge effect on the country's economic growth. Crawford Beverage, executive vice president of SunMicro Systems for Human Resources, claims that the development of a new institutional structure that promotes education in international contexts in the knowledge-based workforce is a major HRD challenge (Asian Development Bank, 2015).

HRD is linked to the nation's economic growth because it is based entirely on the individual's creativity (Ahmad, 2014). Every sector of life in Pakistan is suffering from a severe shortage of such intermediate technical manpower. The number of institutions offering this form and quality of training in the country is limited, and their values/standards are low (Vazir & Retallick, 2007). It is stimulating to see that the quality of human resources is available in the best form,

the only defect is in its development process (Kareem & Hussein, 2013) .

Any organizational structure should include an administrative section, also known as the "managerial part of education". Management entails the careful management of people, resources, and assets (Desimone et.al., 2002). It's a social mechanism that ensures others' collaboration, engagement, intervention, and creative involvement in the successful achievement of predetermined goals. (Edward, 2007).

A study of the basic concepts of organization and management will help in understanding the philosophy of management. Planning, planning, arranging, directing, staffing, interacting, and budgeting tasks are the general roles of management (Foa, 2004).

With the globalization of all economies, it is imperative that our most important national resource, human resources, be properly prepared for this globalization. Globalization can be analyzed from a number of perspectives, including social, political, and economic. It is characterized by economists as the free flow of goods, services, labor and capital across national borders. According to the Asian Development Bank, globalization is characterized by the freedom and ability of individuals and businesses to participate in voluntary economic transactions with citizens of other countries (Asian Development Bank, 2015). Our human resources must be developed, educated, and become experts in all appropriate areas if our country is to compete effectively in this competitive climate (Gopang, 2016). We must increase the productivity of each person in order to increase the nation's productivity. More than half of all basic productivity factors, such as input, production, labour, resources, and technology, are related to the quality of the workforce, according to a detailed review. According to Abdel Malek (1987), we must increase the excellence of human input in order to achieve the selected efficient actions in the workforce. Following are the actions and characteristics:

- Work attitudes & aptitude
- Knowledge & skill
- Opportunities (E Abdel-Malek, 1987).

HRD CHALLENGES AND ISSUES
1. Improving the quality of primary and secondary education
2. Developing the Workforce's Basic Education

3. Extension and Improvement of On-the-Job Training (OJT)
4. Growing and bolstering scientific and technical knowledge
5. Improving Service Sector Skills
6. Continuing Education and Training (CET) is the sixth item on the list.
7. Make Education and Training More Market Oriented (Fatima, 2012).

STATEMENT OF THE PROBLEM

The current research study was intended to explore the issues and challenges in human resource development in teachers education institutes. In this regard the study aimed to identifying certain factors and issues related to human resource development in teacher education institutes in Hyderabad, Sindh, Pakistan.

OBJECTIVES OF THE STUDY

The present study had the following objectives:

1) To find out the challenges and problems of human resource development in teacher education institutes.
2) To assess the current situation of human resource development in terms of HRD climate, Performance appraisal, Induction in service education, Training needs in teacher education institutes.

HYPOTHESES OF THE STUDY

Some null hypothesis was tested to study:

H1. Problems of HRD climate affect the human resource development in teachers' education institutes

H2. Problems of Performance Appraisals affect the human resource development in teachers' education institutes

H3. Problems in Induction in service education affect the human resource development in teachers' education institutes

H.4. Problems of training needs affect the human resource development in teachers' education institutes.

SIGNIFICANCE OF THE STUDY RESEARCH

The significance of this study is to explore the challenges of human resources development towards organizational effectiveness in teacher education institutes in Sindh, to learn how the challenges have impacted both the organization and its effectiveness. Basically, every day, human resources departments have lots of responsibility with an

organization but this study have identified some challenges and how the system can get most out of every employee. Research had it that in today`s work environment, it is essential to have sound and definite knowledge that an organization is as good as its workers. Many researchers and scholars have said that an organization most essential asset is its people.

This research study will be supportive for:

1. Policymakers and administrators in developing and enforce educational policies that ensure and promote student success upgrade human resource development of teacher education institutes in Pakistan.
2. Researcher to understand the issues and problems of the human resource development in an organization.
3. Researcher will learn if organizations are incompetent or they face departmental issues and lake of resources and skills then such organization cannot be improved and functional.
4. Teachers to probe the impact of ineffective learning in education institutes and want to make their students competent in modern world through creating the and developing the environment of the teacher education institutes through identifying teachers training needs, inductions, appraisals, rewards, and climate.
5. Heads of institutes to make possible, develop mandatory skills and investigate the problems of human resource development.
6. School Education and literacy department to analyze the inability of education institutes in academic success and production of competent students in job marketing.
7. Government to facilitate schools with well-designed labs, materials and fulfilling the training needs, better climate and skills to enhance performance of institutes.
8. Education department is to give proper teaching training and recruit good human resource managers.

DELIMITATIONS OF THE STUDY

The study was delimited to the:
1. Teaching faculty of teacher education institutes.
2. Teacher Education Departments in the Universities of the Sindh.
3. Hyderabad district was chosen for the study
4. Only females' teachers were included in the study.

MATERIAL AND METHODS

In its nature and space, it is a descriptive survey-like study that is usually related with the present standing of the pattern under investigation. It is thoughtful to explore the challenges and problems for human resource development in education institutes of district Hyderabad. The aim was to also establish the effect of human resource development climate, performance appraisal.

POPULATION

Population of this study included:
1. Government Elementary College of Education (Women), Hyderabad
2. Govt. Elementary Colleges of Education (Men)
3. Faculty of Education, University of Sindh
4. Bureau of Curriculum (BoC) & Extension Wing Sindh, Jamshoro

These above all respondents served as target population.

TABLE-1
TOTAL TEACHER EDUCATION INSTITUTES IN DISTRICT HYDERABAD

Institutes	Teacher Educators
Government Elementary College of Education (Women), Hyderabad	150
Govt. Elementary Colleges of Education (Men)	85
Faculty of Education, University of Sindh	50
Bureau of Curriculum (BoC) & Extension Wing Sindh, Jamshoro	60
Total	**345**

Source: Semis Census, 2017-18

SAMPLE SIZE AND SAMPLING

The procedure of sampling adopted in this analysis is that of random sampling. Efforts were made to pick a sample of a suitable size by applying the rule of thumb formula. The formula of thumb described by the L.R. Gay, (2006). In this regard 50% (172) Teacher Educators were selected from the total 345 Teacher Educators.

TABLE-2
DETERMINATION OF SAMPLE SIZE

District	Institutes	Sample Size
Hyderabad	Government Elementary College of Education (Women), Hyderabad	55
	Govt. Elementary Colleges of Education (Men)	44
	Faculty of Education, University of Sindh	38
	Bureau of Curriculum (BoC) & Extension Wing Sindh, Jamshoro	35
	Total	**n=172**

TOOL DEVELOPMENT

The instrument was used in this study based on the Likert type scale 5. 0.

The problems and challenges were explored in quantitative way because the current challenges are of human resource management in education institutes was analyzed better through the Likert type questionnaire. The respondents were felt free to designate the existing set up and the issues and challenges of human resource management at their institutes, So, there was:

- Questionnaire for the Heads and teaching and non-teaching staff.

- The questionnaire will be based on Human Resource Management issues and challenges, and Performance Appraisal Effectiveness (PERAP). The questionnaire comprised of 50 items to be responded on a 5-point scale as 5-almost always true, 4-mostly true, 3-sometimes true, 2-rarely true, 1-not at all true.

TABLE-3
THE QUESTIONNAIRE WAS USED IN THIS STUDY WORK

HUMAN RESOURCE DEVELOPMENT CLIMATE (HRDC)						
Items	**Responses**	**1**	**2**	**3**	**4**	**5**
1)	This institute's administration ensures that teacher educators are well-trained and enjoy their work					
2)	The management believes that human resources are extremely important resources					

3)	Professional development of the teacher educators is seen as an important aspect of management by the principal					
4)	The personnel policies in this institute facilitate teacher educators' development					
5)	The management is willing to invest a considerable part of the available resources to ensure the development of teacher educators					
6)	The teacher educators in this institute are helpful to each other					
7)	The teacher educators in this institute are very informal and do not hesitate to discuss their personal problems with the principal					
8)	The psychological climate in this institute is very favorable to any teacher educator interested in developing himself/ herself by acquiring new knowledge and skill					
9)	The management of this institute makes efforts to identify and utilize the special talents of the teacher educators					
10)	Promotion decisions of teacher educators are based on their suitability rather than on favoritism					
11)	There are mechanisms in this institute to reward any good work done or any contribution made by teacher educators					
12)	This institute's teacher educators go to great lengths to determine their strengths and weaknesses.					
13)	When teacher educators are given training funds, they take it seriously and want to learn as much as they can from the programmes they attend.					
14)	This institute has a strong sense of community and team spirit.					
15)	The managerial staff is informed about the institute's future plans in order to help them improve their performance.					

	PERFORMANE APPRAISAL (PERAP)					
Items	**Responses**	**1**	**2**	**3**	**4**	**5**
16)	Assessing the performance of the principal of the teachers in this institute helps the teacher of each teacher to have a clear understanding of what is expected of the teacher of the teacher.					
17)	The teacher educators receive effective feedback on their performance through to the appraisal system.					
18)	The assessment method aids principals in identifying teacher educators' needs.					
19)	The appraisal method allows for self-reflection and self-evaluation.					
20)	The appraisal method allows heads and teacher educators to share a shared view of the educator.					
21)	The appraisal method seeks to improve the relationship between the principal teacher and the instructor by fostering mutual trust.					
22)	The appraisal method enables teacher educators to develop a better understanding of their own strengths and weaknesses.					
23)	The appraisal framework provides opportunities for workers to learn about the institute's strategies and educational goals.					
24)	The principal usually meets with his or her employees to review their results.					
25)	The appraisal system helps principals to educate their subordinates to overcome their personal biases and favouritisms					
26)	The appraisals facilitate growth and learning in this institute both for the teacher educators and the principal.					

	INDUCTION IN SERVICE EDUCATION (INS)					
Items	**Responses**	**1**	**2**	**3**	**4**	**5**
27)	Induction training is given adequate importance in this institute					
28)	Induction training is well planned					
29)	Induction training is of sufficient duration					
30)	Induction training provides an excellent opportunity for new teacher educators to learn comprehensively about this institute					
31)	In this institute, new recruits benefit greatly from induction training.					
32)	Our induction training is periodically evaluated and improved					
33)	The teacher educators are helped to acquire technical knowledge and skill through training					
34)	There is adequate emphasis on developing managerial capabilities of colleagues through training					
35)	Human relations competencies are adequately developed in this institute through training in human skills					
36)	Training of teacher educators is given due importance in this institute					
37)	The teacher educators who have been sponsored for training have a good understanding of the information and skills they would gain from the training.					
38)	The principal creates the ideal climate for his juniors to incorporate new concepts and techniques learned through training.					
	This institute has a well-designed and generally recognised training policy.					

	TRAINING NEEDS (TNs)					
Items	**Responses**	**1**	**2**	**3**	**4**	**5**
39)	Assessing the needs and interests of students					
40)	Creating expectations and priorities for a course's teaching					
41)	Constructing a year's worth of comprehensive course-teaching plans					
42)	Creating teaching materials such as textbooks, handouts, and lab manuals					
43)	Creating instructional materials such as maps, slides, and transparencies audio cassettes, videotapes, and computer applications.					
44)	gaining knowledge of the most recent developments in teaching strategies for the topic					
45)	Providing trainees with authentic sources of knowledge in the form of books, journals, and web pages					
46)	Inspiring and encouraging the trainees to understand					
47)	Matching training methods to trainees' learning styles					
48)	Presenting information using chalkboard effectively					
49)	Helping to solve conflicts in the institute					

VALIDITY AND RELIABILITY OF QUESTIONNAIRE

The legality of the equipment is verified through well-qualified qualification and pilot testing. The equipment has been inspected by 2 experts from the beginning and similar changes have been made. A pilot study was conducted before the real research study to test the research instrument in Teacher Education Institutes of district Hyderabad. The total number of participants were N=20 (12%). The surveyed data was analyzed and reliability measured using SPSS version.23. The values found for Cronbach's Alpha or Reliability of the tools are shown in the tables below.

TABLE-3
RELIABILITY OF THE TOOL FOUND IN THE PILOT STUDY

Reliability Statistics			
Respondents	**Cronbach's Alpha**	**Cronbach's Alpha Based on Standardized Items**	**No.of Items**
Teacher Educators	.82	.84	50

The above table show that the reliability test produced Cronbach's alpha value of 0.82 for questionnaire. Therefore, the questionnaire was considered reliable measurement instrument.

RESULTS AND DISCUSSIONS

In combination with the objectives of the study and hypotheses, the quantitative data was assessed sensibly. Therefore, since the key tool of this research study is the questionnaire Likert style scale 5.0, the response rate of each questionnaire item was given as well as the total sample size and the percentage return was also recorded over all. The results are presented in a tabular format. For item analysis and hypothesis testing, a single sample test was used. SPSS 23 is used for statistical analysis and percentage computation.

RESULTS OF QUESTIONNAIRE

The Demographic Data: Bureau of Curriculum (BoC) & Extension Wing Sindh, (20,16.5%) Faculty of Education, University of Sindh (8, 6.6%) Government Elementary College of Education (Men), Badin (36, 29.8%) Government Elementary College of Education (Women), Hyderabad (18, 14.9%) Government Elementary Colleges of Education (Men) (39, 32.2%)There were (49) male and (72) were female participants. There were (49) participants who were in between (35-50), and (72) above (50) years old. According to the qualification there were 18 participants who had done bachelor, 84 have master degree, and (19) years who have M.Phil. qualified. According to the work experience the most frequent experience of the participants have maximum (10-15) years. According to the level of teaching 54 participants have B.Ed. and (67) participants have M.Ed. degree. According to the Designations the majority of the respondents were Training Instructor (29, 24%.)

TESTING OF HYPOTHESES

Hypothesis 1. Issues of HRD climate affect the human resource development in teachers' education institutes.

TABLE-4
TWO-TAILED ONE SAMPLE T-TEST FOR THE DIFFERENCE
BETWEEN HRDC AND 3

Variable	*M*	*SD*	μ	*t*	*p*	Result
HRDC	3.18	0.47	3	4.26	< .001	Significant

Note: Degrees of Freedom for the t-statistic = 120.

RESULTS

The null hypothesis is rejected since the two-tailed one sample t-test resulted in a significant alpha value of 0.05, $t(120) = 4.26$, p.001, suggesting that the null hypothesis can be rejected. This indicates that HRDC was generated by a distribution with a mean less than 3.

Analysis: The result shows that the institutes face challenges and problems of Human resource development climate, majority of the respondents were in agreement level and the result was significant therefore, there are challenges and problems which affect the institutes.

Hypothesis 2. Issues of Performance Appraisals affect the human resource development in teachers' education institutes.

TABLE-5
TWO-TAILED ONE SAMPLE T-TEST FOR THE DIFFERENCE
BETWEEN PERAP AND 3

Variable	*M*	*SD*	μ	*t*	*p*	Result
PERAP	3.12	0.38	3	3.49	< .001	Significant

Note: Degrees of Freedom for the t-statistic = 120.

RESULTS

The null hypothesis is rejected since the two-tailed one sample t-test resulted in a significant alpha value of 0.05, $t(120) = 3.49$, p.001, suggesting that the null hypothesis can be rejected. This indicates that PERAP was generated by a distribution with a mean less than 3.

Analysis: The result shows that the institutes face challenges and problems of Performance Appraisal **(PERAP)**, majority of the respondents were in agreement level and the result was significant therefore, there are challenges and problems of performance appraisals of teacher instructors, educators and mentors, the heads of the institutes face challenges and problems in teachers appraisals.

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Hypothesis 3. Issues in Induction in service education affect the human resource development in teachers' education institutes

TABLE-6
TWO-TAILED ONE SAMPLE T-TEST FOR THE DIFFERENCE
BETWEEN INS AND 3

Variable	*M*	*SD*	μ	*t*	*p*	Result
INS	3.66	0.42	3	17.16	< .001	Significant

Note: Degrees of Freedom for the t-statistic = 120.

RESULTS

The null hypothesis is rejected since the two-tailed one sample t-test resulted in a significant alpha value of 0.05, t(120) = 17.16, p.001, suggesting that the null hypothesis can be rejected. This indicates that INS was generated by a distribution with a mean less than 3.

Analysis: The result shows that the institutes face challenges and problems of **Induction in Service Education**, majority of the respondents were in agreement level and the result was significant therefore, there are challenges and problems of in induction trainings in inservice education of teachers.

Hypothesis 4. Issues of training needs affect the human resource development in teachers' education institutes.

TABLE-7
TWO-TAILED ONE SAMPLE T-TEST FOR THE DIFFERENCE
BETWEEN TN AND 3

Variable	*M*	*SD*	μ	*t*	*p*	Result
Training Needs	3.61	0.50	3	13.39	< .001	Significant

Note: Degrees of Freedom for the t-statistic = 120.

RESULTS

The null hypothesis is rejected because the two-tailed one sample t-test resulted in a significant alpha value of 0.05, t(120) = 13.39, p.001, indicating that the null hypothesis can be rejected. This indicates that TN was generated by a distribution with a mean less than 3.

Analysis: The result shows that the institutes face challenges and problems of **Training Needs**, majority of the respondents were in agreement level and the result was significant therefore, there are

challenges and problems in conucting training in terms of resources, and teachers competencies and needs of the inservice trainings.

CONCLUSION AND FINDINGS

The purpose of this study was to examine the challenges of the development of human resources development. This kind of study would highlight the dimensions that can be manipulated to enhance the development of human resources by educators working in educational institutes in line with global threats. This can also help plan and make the best use of the resources to be used. The present study was to identify certain variables related to the development of human resources in teacher education institutes. The effect of gender, experience, age wise difference, organizational change, working in unisex or co-educational settings, as well as the impact of service status on human resource development environment, performance assessment, induction in-service education, and training needs of teacher educators is examined. On the basis of the research data, we are compelled to conclude that the HRDC's perception is significantly influenced by gender, as female professionals have a strong propensity to adapt to any situation, and therefore any significant feelings about any new working climate have a passing and limited effect on female professionals. It will also be examined if their expressions about their perceptions during the study's questions were genuine or whether they (the respondents) had overlooked the most important aspects of the environment.

Male trainees' more positive perceptions of HRDC, PERAP, and INS reflect the same propensity of female trainees to be more naturally concerned with the factors mentioned above, and female perception cannot be high unless there are some very significant changes in these. Anything would go unnoticed for female respondents below a certain level of awareness. As far as teacher education is concerned, it is concerned with providing individuals with knowledge of technicalities, materials, and methodologies, which are not gender specific. It is self-evident that these technical training standards have nothing to do with gender. There is a high level of service protection, which increases productivity and creates a dull atmosphere because most specialists in the public sector are uninterested in personnel growth. As a result, their attitude toward HRDC and PERAP will remain neutral.

RECOMMENDATIONS

Following a thorough and exhaustive investigation, it is clear to identify the system's deficiencies and to suggest potential solutions for the system's weaknesses. These suggestions are labeled "Recommendations". In terms of the current analysis, the following methods are suggested for further improvement:

1. A balanced approach is needed to involve trained staff with similarly strong perspectives on HRDC, taking into account both parties, and where shortcomings are identified, Teachers need special input to correct errors.

2. Daily performance evaluations should be made a standard practice for female teacher educators so that their perceptions are verified. Both of these forms of development are built on a framework of improving primary and elementary education, with a particular emphasis on gender balance.

3. The practice of uniformly covered and balanced need assessment should be described with more emphasis in the case of another specialized research analysis, so that when training is planned and conducted, a complete set of training canvases Images can be painted and women's impressions can be formed about INS. Strong.

4. The most urgent step in addressing the need outlined in the preceding recommendation is to update the basic qualification required to join the teaching profession, so that people with simpler and sharper expectations can adapt to this profession and training needs can be easily assessed.

5. A co-educational framework in teacher education institutions should be promoted in order to create an instructive and training atmosphere in which no gender-specific aspects are desired, but relatively a holistic approach that takes into account special male and female psychological characteristics.

6. It is suggested that female teachers be inducted into the public sector at least up to grade V.

7. Performance assessment has become a permanent function of the public sector, as it has in the private sector, to meet the needs of market competition. To upgrade teachers' skills, the same approach should be taken in public sector teacher training institutions. Starting with the training curriculum, resource materials, technique, and technical complement, it must be held

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in mind and implemented in practice that an exclusive innovative touch is needed to be provided to the overall impact analysis so that the trainees' innovative qualities are appropriately enhanced.

8. In the public sector, induction training is required. Professional development is still required, confirming the world's development needs. The service structure in the school management sector needs to be redesigned to facilitate such training by giving it weight when teachers are promoted. At the time of entry into training institutions for B.Ed. and M.Ed. programmes, some prior work needed to be specified for enhancing research orientation and innovative skills among new comers through specifically designed professional practices emphasizing continued education and training.

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