

Intrapreneurial Performance Augmented by Training & HRM Development

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Abstract

Although the vast research on training and development little is exposed on perspective of Pakistan on it.. Training and development plays a pivotal role in making sector advancement in almost every field more rapidly by civilizing labor skills, enhancing human resource, development in technology and injecting leadership attributes. In Pakistan to compete with international standards adaptation of training and development is desirable. This study is a part of the growing body of research which aims at the importance of training and development in academic sector of Pakistan and this will increase our understanding of the need of training and development in all the other sectors which will contribute to further research on similar topics. The purpose of this research was to find out the need and role of training in Pakistan and to find out whether training has any impact on the development of telecom industry as training is considered as a vital part of the job, and with the help of this research I have found out that training should be given more importance as compared to current situation in order to deal with the international standards. The effectiveness of training is evident from the performance of the companies which are giving considerable significance to training and are enjoying a considerable share of market. In this research I have tried to justify the role of training and development regarding certain independent variables and have concluded that training is not just important but vital regarding the current standards of the market.

Problem Statement

The aim of this research study is to find out whether training and development has a significant impact on organization structure /setting, objective, performance and skills, need for training, types of training and competition and whether training plays any role in the success of educational sector, should it be provided in the organizations or not.

Significance of the study

This research study will provide a comprehensive insight for enhancing the employee training and development in the educational sector of Pakistan due to its increasing importance in corporate performance. The main aim of this research is to highlight the main areas which need Training and Development which can considerably improve the performance of the employees of teaching sector in Pakistan. Due to academic demands has increased the level of competition amongst schools, the ability of academia specially those in competitive markets, depends crucially on how well they have managed and trained their workforce in essence in today's world training and development has to focus to a significant degree on making their workforce adaptable to new technologies that are to be found at every level of the school. If the workforce is stagnating in terms of skills, efficiency gains that could be attained by workforce training are foregone. This study deals with the teaching sector in Pakistan which is highly competitive. Human Resource Management in this industry therefore, is of crucial importance and thus becomes the subject of my research.

Literature Review

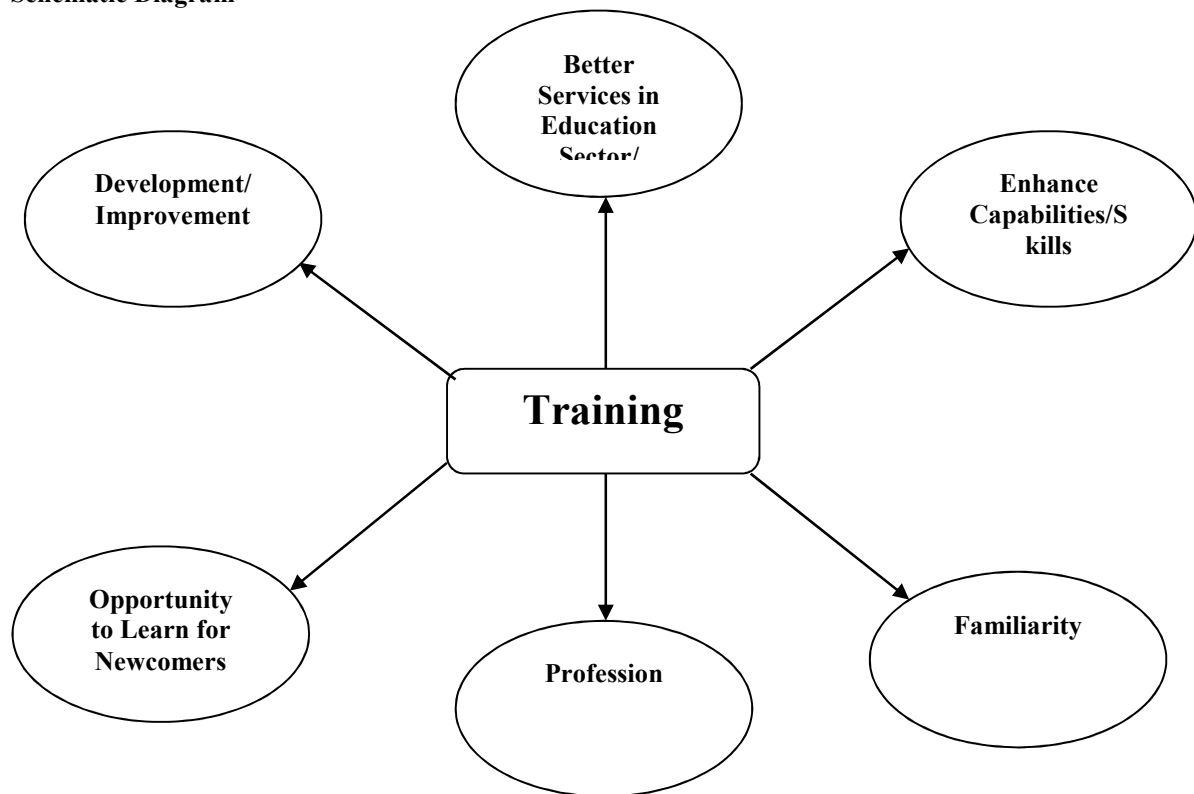
(Niazi) has found the following: As we know that training and development refers to the process to obtain or transfer KSA(knowledge, skills and abilities) needed to carry out a specific activity or task ; therefore, benefits of training and development both for employer and employees are strategic in nature and hence much broader. In order to meet the current and future challenges of our business, training and development assumes a wide range of learning actions, ranging from training of the employees for their present tasks and more so, knowledge sharing to improve the business horizon and customer's service. It also focuses on their career development, thus expanding individual, group and organizational effectiveness. (Silva, 1997) has found: Technology, including the information revolution and globalization continue to exert major effects on HRD. Many enterprises have claimed that the benefits of technology have not matched the cost of investment in it. The reason for this in most cases is that technology has not been used productively or usefully. Competencies are gained through a multitude of ways—life experience; formal education; apprenticeship; on-the-job experience; self-help programs; and, yes, training and development programs. All of these together contribute to job competence in an employee. Ultimately, supervisors and employees working together and assessing consistency of job performance (behaviors) over time determine overall "employee competence." (Mcconnel) has found :Induction and training are vital to today's business world. A good induction and training program can greatly improve well being and

productivity throughout a company, whilst a bad one can not only cause confusion, but also to large decreases in productivity through staff not knowing their function, or their place in the company. (Valera) has found : The Quality Framework Initiative is an important development for Vocational Education Committees and for centers in seeking to develop and implement a quality assurance model that will lead to continuous improvement in the service offered by centers in a way that meets the needs of learners, staffs and management. We adopt an action-research approach to examine the applicability of briefing-debriefing sessions—a team-based, reflexive learning model being used in the Israel Air Force—to the surgical departments of a major, civilian tertiary center in Israel, and explore the potential impact of such a model on the incidence of preventable adverse events in these departments. Taking into account the similarities and differences between the two team contexts (i.e., surgical team and flight crew), we examine potential barriers to the implementation of such a briefing-debriefing technology in the surgical world, discuss the ways in which such barriers have been largely overcome in the particular case examined, and present the model currently being implemented by the surgical departments in our study. Additionally, based on a grounded theory approach, we generate propositions regarding the way in which briefing-debriefing frameworks might enhance the quality-related outcomes of hospital surgical teams. We pay particular attention to those aspects of the team-based learning model—such as a focus on status-free transparency and systems-based analysis—intended to promote double- as opposed to simply single-loop learning. Before training design issues are considered, a careful needs analysis is required to develop a systematic understanding of where training is needed, what needs to be taught or trained, and who will be trained. Unless such a needs assessment has been adequately performed it may be difficult to rationally justify providing training. Such a needs assessment should enable an explanation to be given on why the training activities should be done, and also show that training is, in fact, the best solution for the performance problem or development need (Susanne S. Lotarski) found: In short, owners and managers must temper the competitive aspects of capitalism with concerned citizenship. They must take individual responsibility for the decisions and activities of their enterprises and their impact on the culture of their enterprise and its stakeholders. A business needs committed, productive employees, agents, and suppliers to create goods and services. It needs loyal, satisfied customers and consumers to make a profit. It needs people who believe in it and in its prospects enough to invest. It needs to take the long view and to respect the physical environment and the prospects of future generations. The central aim of this report is to examine how, within a decent work perspective, countries can develop their skills base so as to increase both the quantity and the productivity of labor employed in the economy. Inadequate education and skills development keep economies trapped in a vicious circle of low education, low productivity and low income. The report therefore analyses how strategies to upgrade and enhance the relevance of skills training and to improve access to skills for more women and men can instead help countries move to a virtuous circle of higher productivity, employment and incomes growth, and development (Owoyemi, 2011) found: The role of training in human resource management practice has spurred renewed and vigorous debate about the need for training and development. The debate has led academics and management to ponder on some issues germane to the benefits or otherwise of training. Is training an investment in people or cost? If training is required, what are the criterion used to determine who should be trained and when to train? These questions have permeated management circle and those in HRM department. Recent years have seen training terms renamed as training and development or learning and development, a sign of the spate of debate on the issue. Given these flurry, this paper explores the relationship between training and employees' commitment to their organization. The paper was based on a survey of 250 employees and management staff of a financial firm based in the South Western part of Nigeria. Statistical Package for the Social Sciences (SPSS) was used to conduct several forms of analysis. The analysis revealed some evidence that suggest a positive statistical significant relationship between the different levels of training and employees' commitment to organization. A regression analysis was conducted on the data collected. The study revealed a positive statistical significant relationship between the different levels of training and employees' commitment to the organization. The paper concludes that the more the training giving to employees, the higher their level commitment to the organization.

Theoretical Framework

On the basis of secondary resource data mentioned above we want to study if training could lead to progressive opportunities for newcomers. Professional attitude is improved by training. Training does lead to improved development. Performance at work is improved through training.

Schematic Diagram



Research Design

A twenty questions questionnaire was evolved and moved in the local secondary education school, responses of 125 respondents were recorded on likert scale questionnaire attached in annexure .Data was compiled in excel later spss was used as data analysis software.

Research Findings

In my analysis I have taken 6 factors and found their relationship with training. If the results come out positive I will have proven that training is essential. I will take each factor individually and contact the appropriate tests on them. At the end I have conducted a paired t test as well for further data and assurance.

Subscale Test Areas and Their Respective Questions:

- D = Development/Improvement-----1, 10
- E = Better service in Educational sector and productive gains----3, 17
- S = Enhance Capabilities/Skills-----4, 8, 13
- O = Opportunity to learn for Newcomers-----2, 4, 9, 12, 13, 19
- P = Profession-----14, 15
- F = Familiarity-----15, 18

Findings

That means there is a strong weak relationship between our independent and dependent variables. i.e. when our development and improvement increases it makes training more essential, Our R square value is 0.623 that is 62.3%. That means change in training is 62.3% due to development and improvement.

In this ANOVA Table we will be comparing the mean of development and improvement with the mean of training is essential. This will be decided by comparing the significance level with alpha value, 0.05. If our p value is greater than alpha we accept our null hypothesis, but if our p value is less than alpha we will reject our null hypothesis.

Hypothesis

Our Null Hypothesis is: Mean 1=Mean 2 i.e. is Development/Improvement Mean = All type of training is essential Mean.

Our Alternate Hypothesis is: Mean 1 is not equal to Mean 2 i.e. is Development/Improvement Mean is not equal

to all type of training is essential Mean.

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.713	2	3.857	1.739	.180 ^a
	Residual	270.575	122	2.218		
	Total	278.288	124			

a. Predictors: (Constant), Qu 10, Qu 1

b. Dependent Variable: Qu 20

In this ANOVA table significance is greater than 0.05 being .180 thus we accept our null hypothesis that means of development/improvement and training are equal. Proving people who thought training caused development and improvement believed all types of training is essential.

Conclusion 1

These results prove that training causes development/improvement making it a factor that makes training it essential.

Factor 2 Better Services in Educational Sector and Productive gains

Questions 17 and 3

Regression 2

In this regression we will be checking the relationship between Better services in Educational sector and productive gains factors against training. This will be shown by R. Which is the correlation coefficient and R squared which will show how much our variables affect our dependent variable i.e. training. Here R is of a value of .72. That means there is a positive relationship between our independent and dependent variables i.e. when our Better service in Educational sector and productive gains increases its makes training more essential, Our R square value is 0.623 that is 2.3%. That means change in training is 62.3% due to Better service in Educational sector and productive gains.

ANOVA Table 2

In this ANOVA Table we will be comparing the mean of Better service in Educational sector and productive gains with the mean of training is essential. This will be decided by comparing the significance level with alpha value, 0.05. If our p value is greater than alpha we accept our null hypothesis, but if our p value is less than alpha we will reject our null hypothesis.

Hypothesis

Our Null Hypothesis is: Mean 1=Mean 2 i.e. is Better service in Educational sector and productive gains Mean = All type of training is essential Mean.

Our Alternate Hypothesis is: Mean 1 is not equal to Mean 2 i.e. is Better service in Educational sector and productive gains mean is not equal to all type of training is essential Mean.

In this ANOVA table significance is greater than 0.05 being .238 thus we accept our null hypothesis that the mean of Better service in Educational sector and productive gains and the mean of training are equal. Proving people who thought training caused Better service in Educational sector and productive gains believed all types of training is essential.

Conclusion 2

These results prove that training causes Better service in Educational sector and productive gains making it a factor that makes training it essential.

Factor 3 Enhancement in Capabilities/Skills

Questions 18, 8 and 4

Regression 3

In this regression we will be checking the relationship between Enhancement in Capabilities/Skills against training. This will be shown by R. Which is the correlation coefficient and R squared which will show how much our variables affect our dependent variable i.e. training. Here R is of a value of .738. That means there is a positive relationship between our independent and dependent variables i.e. when our Enhancement in

Capabilities/Skills increases its makes training more essential, Our R square value is 0.57 that is 57%. That means change in training is 57% due to Enhancement in Capabilities/Skills.

ANOVA Table 3

In this ANOVA Table we will be comparing the mean of Enhancement in Capabilities/Skills with the mean of training is essential. This will be decided by comparing the significance level with alpha value, 0.05. If our p value is greater than alpha we accept our null hypothesis, but if our p value is less than alpha we will reject our null hypothesis.

Hypothesis

Our Null Hypothesis is: Mean 1=Mean 2 i.e. is Enhancement in Capabilities/Skills Mean = All type of training is essential Mean.

Our Alternate Hypothesis is: Mean 1 is not equal to Mean 2 i.e. is Enhancement in Capabilities/Skills Mean is not equal to all type of training is essential Mean. In this ANOVA table significance is greater than 0.05 being .068 thus we accept our null hypothesis that the mean of Enhancement in Capabilities/Skills and the mean of training are equal. Proving people who thought training caused Enhancement in Capabilities/Skills believed all types of training is essential.

Factor 4 Opportunity to learn for Newcomers

Questions 19, 13, 9, 4, 12 and 2

Regression 4

In this regression we will be checking the relationship between Opportunity to learn for Newcomers against training. This will be shown by R. Which is the correlation coefficient and R squared which will show how much our variables affect our dependent variable i.e. training.

Here R is of a value of .343. That means there is a positive moderate relationship between our independent and dependent variables. i.e. when our Opportunity to learn for Newcomers increases its makes training more essential, Our R square value is 0.88 that is 88.8%. That means change in training is 88.8% due to Opportunity to learn for Newcomers.

Conclusion 4

These results prove that training causes Opportunity to learn for Newcomers making it a factor that makes training it essential.

Factor 5 Profession

Questions 15 and 14

Regression 5

In this regression we will be checking the relationship between Profession against training. This will be shown by R. Which is the correlation coefficient and R squared which will show how much our variables affect our dependent variable i.e. training.. Here R is of a value of .104. That means there is a positive weak relationship between our independent and dependent variables. i.e. when our Profession increases its makes training more essential, Our R square value is 0.811 that is 81.1%. That means change in training is 81.1% due to Profession.

Conclusion 5

These results prove that training causes Profession making it a factor that makes training it essential.

Factor 6 Familiarity

Questions 18 and 15

Regression 6

In this regression we will be checking the relationship between Familiarity against training. This will be shown by R. Which is the correlation coefficient and R squared which will show how much our variables affect our dependent variable i.e. training.

Hypothesis

Our Null Hypothesis is: Mean 1=Mean 2 i.e. is Familiarity Mean = All type of training is essential Mean.

Our Alternate Hypothesis is: Mean 1 is not equal to Mean 2 i.e. is Familiarity Mean is not equal to all type of training is essential Mean.

In this ANOVA table significance is greater than 0.05 being .196 thus we accept our null hypothesis that the mean of Familiarity and the mean of training are equal. Proving people who thought training caused Familiarity believed all types of training is essential.

Paired T Test

The Paired Samples T Test compares the means of two variables. It computes the difference between the two variables for each case, and tests to see if the average difference is significantly different from zero.

Hypothesis

Null: There is no significant difference between the means of the two variables. That is between the populations mean for if they believe training causes development, Question 1 and the mean for if training is a luxury, Question 16.

Alternate: There is a significant difference between the means of the two variables.

Paired T Test

The Paired Samples T Test compares the means of two variables. It computes the difference between the two variables for each case, and tests to see if the average difference is significantly different from zero.

Hypothesis

Null: There is no significant difference between the means of the two variables. That is between the populations mean for if they believe training causes development, Question 1 and the mean for if training is a luxury, Question 16.

Alternate: There is a significant difference between the means of the two variables.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Qu 1	4.24	125	.677	.061
	Qu 16	3.07	125	1.158	.104

Question 1s mean is 4.24 i.e. is agree.

Question 16s mean is 3.07 i.e. is neutral.

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Qu 1 & Qu 16	125	-.053	.557

The correlation between the two variables is -0.053 . This indicates that there is a negative/inverse relationship between the two variables.

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1 1 16	Qu 1 - Qu 16	1.168	1.372	.123	.925	1.411	9.517	124	.000

The significance value is 0.000. As the significance value is less than .05, there is a significant difference. Thus we reject the null hypothesis and accept the alternate that the means are not equal.

Conclusion 7

The result indicates that the population believes that training results in development and disagrees that training is only a luxury proving our thesis correct that training is essential.

T&D Analysis and Findings

. 5. T&D Analysis and Findings

The examination of the T&D research exposed that HR's role is to institute and put into practice a sophisticated roadmap for strategic schooling and maturity. The strategic positioning of training and development directly promotes organizational business goals and objectives, and thereby ornamental organizational performance. The findings emerged as a result of survey are discussed as under:

5.1. Organizations must focus on continual learning and job trainings

It is opined that in the developing countries, ‘learning organization’ have their own best learning practice; corporate universities which provide a comprehensive learning infrastructure. Since these are an lean-to of the organization’s learning civilization, therefore these commercial universities provide a flexible framework within which training and development policy is worked out to shape and execute a learning strategy that reflects the heart of the organization’s learning culture which positively contributes to organizational performance.

5.2. Line managers should be involved in TNA and policy decisions for training

As training is considered a strategic speculation, therefore the line managers should accept a focused move toward towards TNA and remain fully concerned in making policy decisions for training, being in line with HR. They must accept their responsibility in this area as front liners when compared with HR managers because they are also accountable to their reports for the training and development, being immediate employee-contacts. It also illustrates that HR department cannot be devolved of the responsibility of training and development, rather it remains committed since deliberated and formal approach to training and development will contribute absolutely towards organizational recital. Training is necessitated due to rapid advances/changes in technology, developing core competencies, steering downsizing and re-engineering and covering gaps in formal education which all being issues of immediate nature, fall in Line manager’s domain.

5.3. Good training must provides opportunities to learn and grow

It is not only a social but a moral accountability of the association to groom their employees beyond their current roles and offer opportunities to learn and grow, for their career and social mobility. Therefore, HR Managers must align their human capital resources with the business strategies; they should improve workforce skills through strategic training and development process for the organization’s successful performance, thereby fueling the need to make trainings more meaningful. The strategic learning imperatives must be developed in synergy with the business objectives which include learning-related important actions, necessary for such organizations which need to attain competitiveness.

5.4. Employee Performance is augmented through competitive advantage

The current trends and new business challenges have necessitated the adoption of strategic approaches to training and development which enhance organizational output. Therefore, HR must develop those areas which contribute positively to employee job satisfaction and give a clear competitive advantage.

6. Conclusion

Many companies other than multi-nationals are not meeting the employee demands with reference to training and development and eventually the gaps found in the required skills vis-a-vis attained skills have become so wide that inter-relationships of training and performance are badly disturbed. There is still a big gap between the knowledge and skills imparted and acquired in the institutions and its applications as seen in the industrial environments. Due to this gap, companies now feel that there should be a close liaison between such institutions and the industry so that employee development programs are made more purpose oriented. There are training institutions which offer customized as well as off-the-shelf programs based on their client’s business operations but yet, there is much to be improved. Therefore, guidance and development cannot be disengaged from the business behavior of the organizations; on the contrary, this is the area that clearly illustrates positive relationships between training activities and the organizational performance.

Questionnaire

1. **Do you think training plays any role in the development of an organization?**

Strongly agree	agree	neutral	disagree	Strongly disagree
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2. **Regarding the latest market trends training should be provided to the beginners if it has any impact on the development keeping in view the domestic and global competition?**

Strongly agree	agree	neutral	disagree	Strongly disagree
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3. **Do you think frequent trainings can participate in the better services of educational sector in Pakistan?**

Strongly agree	agree	neutral	disagree	Strongly disagree
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4. **Do you think training make employees aware of the new techniques and enhance their capabilities?**

Strongly agree	agree	neutral	disagree	Strongly disagree
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5. **The HR department in your organization conducts briefing and debriefing sessions for employees sponsored for training?**

	Strongly agree	agree	neutral	disagree	Strongly disagree			
6. As per your consideration during training, communications and computer based training is most important factor while designing the training program?								
7. . In any organization certain techniques are taught in training programs do you think Quality Initiatives is most important while designing the training program?								
8. In any organization certain techniques are taught in training programs do you think Quality Initiatives is most important while designing the training program?								
9. As per your experience do you think in your organization training is well planned and up to mark and makes your employees competent enough?								
10. . Do you think Induction training provides an excellent opportunity for newcomers to learn comprehensively about the organization?								
11. Employee returning from training is given adequate chances to reflect and to plan improvements in the organizations?								
12. Does the organization focus on the identification of training needs before designing an employee training and development program?								
13. . Do you think during induction training norms and values of the company are clearly explained to the new employees?								
14. Do you think trainings provided in your organizations have been helpful for your profession								
15. Training provided by your organization is one of the main reasons of employee's increased job satisfaction and low turnover?								
16. Training is just an overhead cost/ luxury instead of requirement?								
17. Does training and development helps in the success of educational sector and productivity gains?								
18. Does "on job" training provide enough familiarity to the working conditions and to cope up with difficulties?								
19. New hire trainings should be considered as an important factor while designing the training program?								
20. Which type of training is provided by your organization?	on	job	induction	Need based	communications	new hire	quality	all

trainings	training	training	and computer based trainings	trainings	initiatives trainings	
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