

CHALLENGES OF HUMAN RESOURCE DEVELOPMENT TO PACE WITH GLOBALIZATION

By

Mrs. Tanvir Kayani



NATIONAL UNIVERSITY OF MODERN LANGUAGES

ISLAMABAD

June 2008

Challenges of Human Resource Development to Pace with Globalization

By

Mrs. Tanvir Kayani

Masters in Educational Planning & Management,
Allama Iqbal Open University, 2000

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF

DOCTOR OF PHILOSOPHY

In

Human Resource Development

To

FACULTY OF ADVANCED INTEGRATED STUDIES AND RESEARCH
(MS/HRD)



NATIONAL UNIVERSITY OF MODERN LANGUAGES, ISLAMABAD

June 2008

© Mrs. Tanvir Kayani, 2008

DISSERTATION AND DEFENSE APPROVAL FORM

The undersigned certify that they have read the following dissertation, examined the defense, are satisfied with the overall exam performance, and recommend the thesis to the Faculty of Advanced Integrated Studies & Research for acceptance:

Dissertation Title: Challenges of Human Resource Development to Pace with Globalization

Submitted By: Mrs. Tanvir Kayani

Registration #: 127-Ph.D/HRD/2003

Doctor of Philosophy

Human Resource Development

Prof. Dr. Shahab Alam

Name of Research Supervisor

Signature of Research Supervisor

Prof. Dr. Shazra Munnawar

Name of Dean (FAIS&R)

Signature of Dean (FAIS&R)

Prof. Dr. Aziz Ahmad Khan

Name of Rector

Signature of Rector

Date

CANDIDATE DECLARATION FORM

I Mrs. Tanvir Kayani

Daughter of Mr. Muhammad Hussain Kayani

Registration No 127-Ph.D/HRD/2003

Discipline Human Resource Development

Candidate of Doctor of Philosophy at the National University of
Modern Languages do hereby declare that the dissertation Challenges of Human
Resource Development to Pace with Globalization

submitted by me in partial fulfillment of PhD degree in discipline/department Faculty
of Advanced Integrated Studies & Research is my original work, and has not been
submitted or published earlier. I also solemnly declare that it shall not, in future, be
submitted by me for obtaining any other degree from this or any other university or
institution.

I also understand that if evidence of plagiarism is found in my dissertation at any
stage, even after the award of a degree, the work may be cancelled and the degree
revoked.

Date

Signature

Mrs. Tanvir Kayani
Name

ABSTRACT

Purpose of this investigation is to study the Challenges of Human Resource Development to pace with globalization. A study of this kind would highlight the dimensions, which can be manipulated to upgrade the human resource development in teacher educators working in institutes of teacher education to pace with global threats. This may also help in planning the resources to be tapped and utilized in its optimum level.

The present study aimed at identifying certain variables related to human resource development in teacher educators' working in institutes of teachers education. Study determines the effect of human resource development climate, performance appraisal, induction in-service education and training needs of teacher educator with impact of gender, experience, age wise difference, organizational difference, working in unisex or co-education, service stature difference. Population of the study was teacher educators working in the eleven institutes of teacher education in the twin cities of Islamabad and Rawalpindi. Two hundred twenty three, male and female teacher educators responded to the researcher's questionnaire. Instrument used for data collection was HRDC, PERAP, INS and training needs assessment, questionnaire adapted through Noorjahan N, Ganihar. Researcher used it after getting the formal permission.

The demographic portion of the instrument was developed by the researcher to sort out the demographic information. In total thirty one hypotheses were developed. To explore difference between the means of two groups t-test was applied. One way ANOVA and post hoc LSD were used for exploring the difference among more than two groups. Major findings of the study revealed, that gender wise, experience wise, age-wise difference, organizational difference, working in unisex or co-education, service stature difference have a significant impact on the variables HRDC, PERAP, INS and training needs. Furthermore a significant relation among the variables HRDC, PERAP, INS and training needs was determined.

CONTENTS

	Page
1. INTRODUCTION	1
1.1 BACKGROUND	1
1.2 EDUCATION AND HUMAN RESOURCE DEVELOPMENT	4
1.3 MANAGEMENT AND HUMAN RESOURCE DEVELOPMENT	5
1.4 TEACHERS AND HUMAN RESOURCE DEVELOPMENT	5
1.5 HRD CHALLENGES AND ISSUES	7
1.5.1 Strengthening Primary and Secondary Education	7
1.5.2 Upgrading the Basic Education of the Workforce	8
1.5.3 Expanding and Improving On-the-Job Training (OJT)	10
1.5.4 Expanding Scientific and Technological Manpower	12
1.5.5 Upgrading Skills in the Service Sector	12
1.5.6 Continuing Education and Training	13
1.5.7 Adapting Education and Training to the Market Economy	14
1.6 STATEMENT OF THE PROBLEM	15
1.7 SIGNIFICANCE OF THE STUDY	15
1.8 THE OBJECTIVES	16
1.9 HYPOTHESIS OF STUDY	18
1.10 LIMITATIONS OF THE STUDY	20
 2. REVIEW OF RELATED LITERATURE	 22
2.1 MEANING OF HUMAN RESOURCE DEVELOPMENT (HRD)	22
2.2 THE CONCEPT OF HUMAN RESOURCE DEVELOPMENT (HRD)	22
2.3 ELEMENTS OF HUMAN RESOURCE DEVELOPMENT:	25
2.4 DIMENSIONS OF HUMAN RESOURCE DEVELOPMENT (HRD)	27
2.5 HUMAN RESOURCE DEVELOPMENT COMPONENTS	28
2.5.1 Manpower Planning	28
2.5.2 Recruitment, Selection and Placement	28
2.5.3 Training and Development	29
2.5.4 Performance Appraisal	29

2.5.5	Job Rotation	30
2.5.6	Wage and Salary Administration	30
2.5.7	Career Planning and Development	30
2.5.8	Organization Development	31
2.5.9	Quality Circle	31
2.5.10	Human Resource Information System	32
2.6	HUMAN RESOURCE DEVELOPMENT CLIMATE	32
2.6.1	Defining Climate	32
2.7	HUMAN RESOURCE DEVELOPMENT CLIMATE AND ORGANIZATIONAL CLIMATE:	34
2.8	ELEMENTS OF HUMAN RESOURCE DEVELOPMENT CLIMATE	36
2.9	ENABLING FACTORS FOR HUMAN RESOURCE DEVELOPMENT CLIMATE	37
2.10	PERFORMANCE APPRAISAL	38
2.10.1	Meaning of Performance Appraisal	38
2.10.2	Objectives of Performance Appraisal	39
2.10.3	Need for Performance Appraisal	39
2.10.4	Purpose of Performance Appraisal	40
2.11	INDUCTION AND IN-SERVICE/POST SERVICE EDUCATION	41
2.11.1	Induction	41
2.11.2	The Induction Process	41
2.11.3	In-service Education	42
2.12	TRAINING NEEDS ASSESSMENT	43
2.12.1	Definitions	43
2.12.2	Paradigm shift	44
2.12.3	Concepts of training needs assessment	45
2.13	PREVIOUS STUDIES	46
3.	PROCEDURE AND METHODOLOGY	98
3.1	POPULATION OF THE STUDY	98
3.2	SAMPLE OF THE STUDY	98
3.3	INSTRUMENT USED IN THE STUDY	99

3.3.1	Human Resource Development Climate Questionnaire	99
3.3.2	Performance Appraisal Effectiveness Questionnaire	99
3.3.3	Induction In-Service Education Scale	100
3.3.4	Training Teacher Educators Training Needs Assessment Scale	100
3.4	DATA COLLECTION	101
3.5	ANALYSIS OF THE DATA	101
4.	ANALYSIS AND INTERPRETATION OF DATA	103
5.	SUMMARY, FINDING, CONCLUSION, DISCUSSION AND RECOMMENDATIONS	151
5.1	SUMMARY	151
5.2	FINDINGS	153
5.3	CONCLUSIONS	156
5.4	DISCUSSION	159
5.5	RECOMMENDATIONS	163
	BIBLIOGRAPHY	166
	APPENDICES	188
	Annexure A	189
	Annexure B	193
	Annexure C	196
	Annexure D	198
	Annexure E	207

LIST OF TABLES

Table No.	Page
3.1 Research Design of the Study	101
3.2 Statistical tools required for testing the Hypothesis	102
4.1 The demographic information about the respondents	104
4.2 Human Resource Development Climate	105
4.3 Scale for performance appraisal	107
4.4 Scale for induction and in service education	109
4.5 Scale for training needs	111
4.6 Statistical Analysis required testing the Hypothesis	113
4.7 Difference between male and female in the perception of HRDC	114
4.8 Difference between male and female in the perception of PERAP	115
4.9 Difference between male and female in the perception of INS	116
4.10 Difference between male and female in the perception of training needs.	117
4.11 Difference between private and public sector in the perception of HRDC.	118
4.12 Difference between private and public sector in the perception of PERAP	119
4.13 Difference between private and public sector in the perception of INS.	120
4.14 Difference between private and public sector in the perception of training needs.	121
4.15 Difference between working in unisex and co-education institute in the perception of HRDC.	122
4.16 Difference between working in unisex and co-education institute in the perception of PERAP.	123

4.17	Difference between working in unisex and co-education institute in the perception of INS.	124
4.18	Difference between working in unisex and co-education institute in perception of training needs.	125
4.19	Difference between different level of teaching in the perception of HRDC	126
4.20	Difference between different level of teaching in the perception of PERAP	127
4.21	Difference between different level of teaching in the perception of INS.	128
4.22	Difference between different level of teaching in the perception of training needs.	129
4.23	Difference regarding age groups on HRDC.	130
4.24	Summary of multiple comparison regarding age groups	131
4.25	Difference regarding age group on PERAP	132
4.26	Difference regarding age group on INS	133
4.27	Difference regarding age group on training needs	134
4.28	Difference regarding teaching experience on HRDC.	135
4.29	Summary of multiple comparisons regarding different level of experience for the perception of HRDC	136
4.30	Difference regarding teaching experience on PERAP.	137
4.31	Summary of multiple comparisons regarding different level of experience for the perception of PERAP.	138
4.32	Difference regarding teaching experience on INS.	139
4.33	Summary of multiple comparisons regarding different level of experience for the perception of INS.	140
4.34	Difference regarding teaching experience on training needs.	141
4.35	Difference regarding status as employee on HRDC.	142

4.36	Summary of multiple comparisons regarding service status as employee for the perception of HRDC.	143
4.36	Difference regarding status as employee on PERAP.	144
4.37	Difference regarding status as employee on INS	145
4.38	Difference regarding status as employee on training needs.	146
4.39	Summary of multiple comparisons regarding service status for the perception of training needs	147
4.40	Correlation between HRDC & PERAP in the perception of teacher educators	148
4.41	Correlation between HRDC&INS in the perception of teacher educators	149
4.42	Correlation between HRDC &Training needs in the perception of teacher educators	150

LIST OF FIGURES

Figure No	Page
Fig.1 Graphic representation of HRDC	106
Fig.2 Graphic Representation of Performance Appraisal	108
Fig.3. Graphic Representation of Induction in service	110
Fig.4 Graphic Representation of training needs	112

ABBREVIATIONS

ANOVA	Analysis of Variance
APO	Asian productivity Organization
BTSA	Beginning Teachers Support and Assessment
CPD	Continuing Professional Development
ESS	Electronic Screening System
GOP	Government of Pakistan
HRD	Human Resource Development
HRDC	Human Resource Development Climate
HRM	Human Resource Management
HRMD	Human Resource Management Development
ILO	International Labour Organization
INS	Induction in Service
LSD	Least Significant Difference
M.Ed.	Master in Education
MBO	Management by Objectives
MSEC	Mathematics and Science Education
NSF	National Science Foundation
NQTs	Newly Qualified Teachers
OCTAPAC	Openness, Confrontation, Trust, Autonomy, Pro-activity, Authenticity and Collaboration.
OD	Organization Development
OJT	On the job training
PDAS	Professional Development and Appraisal System
PDCP	Professional Development Credit Policy
PDOs	Professional Development Organizations
PDS	Professional Development Schools
PERAP	Performance Appraisal
PNPP	Preparing New Principals Programme
QPSM	Quantitative Strategic Planning Matrix
R&D	Research and Development

RSA	Republic of South Africa
SPSS	Statistical Package for Social Sciences
SREB	Southern Regional Education Board
SWOT	Strengthens, Weaknesses, Opportunity and Threats
T-Exp	Teaching Experience
TN	Training needs
TOT	Trainer of Trainers
TPAI	Teacher Performance Appraisal Instrument
TPD	Teacher Professional Development
UNDP	United Nation Development Programme
UNESCAP	United Nations Economic, Social Commission for Asia & Pacific
UP	Utter Pardesh
WINST	Working Institute

ACKNOWLEDGEMENT

My first thanks and praise for Almighty Allah, the sustainer after universe and the most kind and merciful, without his blessings nothing would have been possible. I thank to him for the strength and patience that He provided me to complete this work.

This dissertation is a culmination of extensive study, but not a solitary effort. There are numerous individuals who have provided me with support and encouragement in form of precious ideas and required guidelines.

I wish to express my deepest gratitude to Professor Dr. Shahab Alam (Supervisor) who provided me scholarly guidance, expert opinion, encouragement and inspiration to complete this study.

I owe a very special thanks to Dr. Shazra Munawar, Dean AIS&R, NUML, Who facilitated me to continue with my research. Without her help and support this task would have been very difficult to achieve.

I wish to express my grateful sentiments and appreciation to my children Muhammad Ahmad, Ali Ahmad and Sister Bushra who had been with me during some unforgettable difficult moments of my life, my thanks and love for their sacrifices and patience during my doctoral education. There are a number of sincere friends who helped me tremendously with their academic, non academic and emotional support. Professor AD, Maken, Dr. Shamsa, Dr. Zahid and Dr. Noushaba, and many others who proved to be a source of inspiration and encouragement.

The main source behind this attempt was the inspiring wish of my late parents who wanted to see me as a Medical Doctor and perhaps my accomplishment of acquiring Doctorate in HRD can satisfy their souls to some extent. This work is the highest formal educational achievement for me, I dedicate this work to my parents Muhammad Hussain Kayani and Parveen Kayani. May God bless their souls.

Mrs. Tanvir Kayani

CHAPTER 1

INTRODUCTION

The background, significance, objectives, hypotheses and limitations of the study are described in this chapter. In addition, human resource development, education, management and teacher education in context to challenges of globalization with reference to teacher education in Pakistan are highlighted.

1.1 BACKGROUND

Human resource development (HRD) has been an important area of research practice. The purpose of HRD policy is the development of Human Resources. In a widely cited paper, (Sriyen, 1997) found human resource development as the process of increasing knowledge, skills, and the capacity of people in society. In economic terms, it could be described as the accumulation of human capital and its effective investment in the development of an economy. In political terms, human resources development prepares people for adult participation in the political processes particularly as citizens in a democracy. From the social and cultural point of view, the development of human resources helps people to lead richer and fuller lives, less bound by tradition. Frederick and Charles (1964) argued that the process of human resources development unlocks the door to modernization

The very concepts of economic development and modernization represent implicit as well as explicit value premises about desirable goals for achieving what Mahatma Gandhi once called the "realization of human potential" (Michael, 2000).

The challenge of development is to improve the quality of life. Most of the economists argue that it is the human resources of a nation, not its physical capital or its natural resources that ultimately determine the character and pace of its economic and social development. Not gold but only men, can make a nation a great & strong. According to late Professor Frederick Harbison of Princeton University: Human beings are the active agents who accumulate capital, exploit natural resources, build social, economic and political organizations, and carry forward national development

(Michael, 2000). Clearly, a country which is unable to develop the skills and knowledge of its people and to utilize them effectively in the national economy will be unable to develop anything else.

Dag Hammarskjold stated, “Fundamentally man is the key to all problems, not money. Funds are valuable only when used by trained, experienced, and devoted men and women. Such people on the other hand can work miracles even with small resources and draw wealth out of a barren land”, cited in UN report 1995. For example Americans have captured Arabian Economy due to their developed Human Resources. Countries which have recognized and paid particular attention to developing Human Resources well in time, have been able to bypass different stages of industrialization and to make technological "leaps" to confront globalization. Therefore, more than ever before, we need to plan for the future, which requires us to take stock of our current situation and to find ways to combat global threat (Sriyen, 1997). The fusion of computing and communication has broken the bonds of cost, time and distance launching an era of global information networking – Communication change economic competition, empowerment and culture, inspiring global conversation. Today knowledge is being depersonalized, deterritorialized and globalized. It is being taken out of its traditional context and disseminated by new media of communication. The emergence of Globalization is favored by the fact that our societies are now organized around knowledge production, having evolved from an industrial development mode into a communications development mode. Consequently industrial goods no longer constitute the driving force behind economic activity, while the creation of new knowledge products are defining the capacity for innovation in socio-economics. This transition change the status of knowledge into a commodity which can be bought and sold, exported and imported like any other products. (Chandra 2005).

The economist Alfred Marshall wrote in his book “Principles of Economics”; “that the most valuable of all capital is that invested in human beings (Michael, 2000).” The reason for the increased importance of HRD in achieving socioeconomic development lies largely in the emergence of knowledge work, technological advancement and the demand for information and their relationship to globalization is

supported by Drucker (1992). One major trend with implications for HRD is globalization. It is fostered not only by technological change and the continually falling costs of communication and transport but also by the decisions of developing countries like Pakistan to embrace market oriented development strategies and to open their countries increasingly to the world economy. The world is thus, very quickly becoming one interdependent global market place (ILO, 1996).

Competitiveness of both nations and enterprises will be on an international basis. World-wide competition has increased and resultantly the pace of economic change has accelerated and the process of development has become less predictable. Competitiveness will be decided on a country's or an enterprise's capacity to add value to global economic products, services and processes (Reich, 1991). A key contributor in this regard is the knowledge and skills of the workforce. In fact the education and skills of the workforce will be the key competitive weapon for the rest of the 1990s as well as for the 21st century (Thurow, 1992). Thus compared to the past, enterprises will need to update much more regularly the skills mix of their employees to respond to the opportunities or threats created by globalization and rapid technological change (Mufti, 1980). Indeed intense global competition is reconfiguring the market place. Enterprises increasingly have to compete by differentiating themselves from their competitors by the quality of the human systems and processes behind their products and services. The attitudes, knowledge and skills of the workforce of the enterprise and its contractors and suppliers will determine the quality of the human system and the processes behind its products and services (Meister, 1994).

Many of the rich economies in Asia are reviewing their education systems with a view to make the changes needed to produce creative individuals who will increasingly add value to the economy. An individual's competitiveness in the job market, as well as the competitiveness of enterprises and industries, will depend more and more on the acquisition and application of relevant knowledge (Drucker 1992). If the most distinctive feature of the knowledge based economy is--- "that it uses knowledge pervasively as both an input and output throughout the economy," then the rich economies qualify for this description (The Economist, 1996).

1.2 EDUCATION AND HUMAN RESOURCE DEVELOPMENT

Education is a social process responsible for changing individual's collective behavior and should be used as the foundation on which one would build a strong nation, self-sufficient in economy, non-corrupt in character and scientific in thinking (Noorjehan, 2007). Today education is defined as enterprise of the 21st century with the emergence of globalization and increasing global competition. Pakistan is determined to respond positively to emerging needs, opportunities and challenges of globalization (Shami, 2006).

Development of human resources is unequivocally the first pre-requisite for both individual success and collective national progress (Azhar, 2004). Human resource development recognizes the paramount need to utilize the human resources fully and relates education to the needs and aspirations of the people. It strives to bring the benefits of education to the disadvantaged classes of the population, to create a climate of discipline and hard work and to assist in the demand for educational expansion and improvement of quality. If a country is to advance, the capacities of men and women the human resources, (physical, mental and spiritual) are to be developed extensively (Zaidi, 2006).

Education is universally accepted as the most critical element in the human development recipe. It has a strong correlation with the overall social and economic development of a country (Shah, 2003). Men and women should be able to form a judgment of their own role on economical or political issues as social individuals. Education has a far-reaching influence on the nation's economic headway. At a conference on Global Perspectives in HRM Crawford Beveridge, Executive vice president of Human Resources at Sun Microsystems emphasized that creating new institutional arrangements that facilitate the learning of multinational terms in a knowledge centered workforce is a significant HRD challenge (Lee & Benson, 2002).

HRD is integrated with the economic growth of the nation as this growth bases completely on individual's creativity (Shami, 2006). Pakistan is faced with a very serious shortage of such intermediate category of technical manpower in every sector of life. The number of institutions in the country imparting this type and level of

training is small and their standards are low (GOP, 1996). It is interesting to note that Human Resource quality is available in the best form, the flaw is only in its development process.

1.3 MANAGEMENT AND HUMAN RESOURCE DEVELOPMENT

Every organizational setup should have an administrative wing, which is otherwise called the 'managerial aspect of education'. Management implies tactful administration of men, material and money (Desimone *et al.*, 2002). It is a social process, which is designed to ensure the co-operation, participation, intervention and innovative involvement of others in the effective achievement of predetermined objectives. It includes all executives, supervisory and administrative personnel in various fields of activities. If management is in the process of achieving their objectives through the work of others, then it requires a systematic allocation of work to people, in order to realize the objectives smoothly and efficiently (Edward, 2007).

An appraisal of the basic principles of organization and management will therefore be helpful in understanding the concept of management. A more popular classification of managerial function includes planning, organizing, coordinating, directing, staffing, communicating and budgeting the activities (Desimone *et al.*, 2002).

1.4 TEACHERS AND HUMAN RESOURCE DEVELOPMENT

With all the economies of the world slowly going global it becomes essential that our most precious national resource - the human resource should be properly geared for this globalization. Globalization can be discussed in various perspectives such as socio-cultural political and economics. Economists define it as the free movement of goods, services, labor and capital across borders. World Bank defines globalization as freedom and ability of individuals and firms to initiate voluntary economic transactions with residents of other countries (Raja, 2005). If our nation is to compete successfully in this competitive environment, our human resources must be developed, trained and become experts in all the necessary areas (Azhar and Batool, 2004). In order to increase the productivity of the nation, we have to increase the productivity of each individual. A deep analysis of all the basic productivity factors

like input, output, labour, capital and technology, etc., reveals that more than half of these factors are related to the quality of the work force.

According to Joshi (1994) to improve the quality of human input and to bring about the desired productive behavior in the work force, we have to improve the following personal and organizational characteristics:

- Work attitudes and aptitude
- Knowledge and skill
- Opportunities.

These characteristics need to be inculcated in the individual from the moment that he begins his work. Instead of simply speaking of changing attitudes and skills, it would be more economical that they were taught the right attitude and ways from the very beginning (pre-job training). The responsibility, therefore, lies on the shoulders of the teachers today (Noorjehan, 2007). The main input for a prosperous, happy and healthy nation is good education. Education is basically designed to fulfill the basic human needs and as an activity that sustains and accelerates economic development. Educational activities provoke and facilitate change in prevailing sociopolitical conditions and suggests alternatives by generating a clearer understanding of political and social rights which is an explosive force in its own way.

It looked upon education as a tool to be a feeder into the economic stream rather than as a reservoir of knowledge, in terms of earning potentials rather than learning potentials.

Universally it is acknowledged that there can be no economic growth without a trained labour force. The power in manpower comes from education. One of the functions of education is to determine, even to forecast, the skills required in an economy, to design the best processes of transmitting those skills and to ensure that, once acquired, those skills are properly deployed and used. The percentage of unemployment in a country is, therefore, a reflection not only of its industrial system

but also of its education. If this input does not meet the required quality, how can output be of the desired quality standard?

For the liberalization of the Pakistani economy, a trained and skilled work force is a prerequisite. Japan had made primary education compulsory over a hundred years ago, establishing another example of the relationship between education and productivity. This example applies to many developed countries as well, because the development never takes place by a push button. It is a long growing process starting from a little original footing that grows up (gradually) to be a system.

The increased expenditure should not be allowed to be wasted. This will only be possible if the total education system is managed properly and a systematic growth is incorporated into it. In this age of super quality control, in the production and marketing areas, we need to first direct our attention towards quality control, in the human resource area. Human resource development refers to learning at the individual, group and organizational levels to enhance the effectiveness of human resources with the purpose of achieving the objectives of the organization (John, 2005).

1.5 HRD CHALLENGES AND ISSUES

1.5.1 Strengthening Primary and Secondary Education

Primary and secondary education provides the basic skills of literacy, numeric, communication and problem solving and develops those attitudes which are necessary for the workplace. These skills and attitudes enable the people concerned to acquire job specific knowledge and skills. They are the foundation for further education and training, which has become increasingly important, with fast changing technology, rapid obsolescence of knowledge and the intense competition of the globalized marketplace (ILO, 1996).

Good quality primary and secondary education of at least ten years will equip students with the required level of literacy and numeric capability as well as the higher order skills, for example, learning how to learn problem solving, in order to

work in medium and high level manufacturing jobs. It is important to note that assuring physical quality needs basic skills relating technology while the improvement of softer aspects of human resource, some hi-quality intellect and innovative capabilities are required.

Strengthening primary and secondary education with reference to the contents related to practical life, is a key HRD challenge in the developing countries of Asia including Pakistan, with a special stress to the intellectual growth.

In many developing countries, more can be done to improve the quality of primary school education. Crucial to the quality of schools appears to be the qualifications, experience and knowledge, level of education of teachers and more and better textbooks and study material. The pupil-teacher ratio should also be improved. (Education Commission of the States, US, 1994). The supplementation through innovative participatory and activity based teaching methodology will ensure the requisites. In a deeper sense, the linkage between work and education performs a more significant function. Work experience and skill acquisition help to form productive habits and attitudes. If there is no logical parity between the school and market education, there will be an enormous waste of human resources.

1.5.2 Upgrading the Basic Education of the Workforce

Virman (2000) says the crucial factor in technology transfer is the capability and extent of human beings to receive, assimilate and absorb the new technology is dependent upon one's general education and training. This adds new value to the innate qualities of an individual.

A sizeable proportion of the workforce of many developing countries like Pakistan is poorly educated, without basic literacy and numeric skills. People's ability to adapt to changing production methods and technologies is severely constrained without reasonable basic education. (UNDP Human Development Report 1996, p. 105). This applies to agriculture, manufacturing and other industrial activities. The extent of technology transfer is dependent upon the absorbing capacity of human resource, which actually is dependent upon the availability of a workforce with the

general educational background (Virman, 1999).

There is strong evidence that education increases the productivity of national work force. A study of twenty countries reveals that educated workers are more achievement oriented, more self reliant , more adoptive to new situations, and above all more trainable. These qualities are imparted directly by the educational process (Sudar & Singh, 1994).

A national effort will be needed to deal with the poor education level of the workforce. Paper presented at the ILO (1996) Workshop on Employers' Organizations supports the concept that basic literacy and numeric skills should be taught to those without a sound foundation in primary schooling. The literacy and numeric skills of those with primary education should be upgraded to a secondary school level. If it is not ensured at the point of entry into the job, at least it must be met through frequent in service trainings. Such upgrading scheme should be opened to those who have mastered basic literacy and numeric skills. The rationale behind these schemes is to enable those who have completed such programmes to proceed to basic skills courses. Courses will have to be especially worked out, to enable graduates of such programmes, to undertake skills training.

Human resources are not simply linked with any singular area of interest rather it covers the whole social cultural and economical spectrum with special reference to provide guidance to all those who want to play a leadership role in any society. Hence it is needed to be considered as a life long process to put life to the social system at large. Human resource's best application is in education process as the widest canvas of life is covered here. So it is the basic of Good Education. Let us put some light onto the concept of good education starting from the very basic definition of Education which the most briefly reflects as a process which modifies human behaviour. Hence good education obviously means a process leading the individuals (students) to the best positive behaviour of the students without paying a cost beyond human possibilities and covering the maximum canvas of human personality.

1.5.3 Expanding and Improving On-the-Job Training (OJT)

Training by companies is cost-effective, efficient and task oriented. Such training, which should be structured and planned, can be on or off the job. Training is believed as learning related to present job; (John, 2005), so it should be linked to the companies strategic plan and be based on a training needs analysis.

Much of the training is done by large companies. Successful companies around the world devote about 4% of their payroll for training. Developing countries may wish to use this as a benchmark and work towards it, because they need more qualified work force as a supplement to their lower technology status.

To this end, they may wish to expand the pool of trainers in their countries. In 1992 the Singapore National Productivity Board's Advisory Committee on Training Infrastructure pointed out that Singapore in 1989 had only 1,200 full-time trainers or a ratio of about one trainer for every 1,000 employees. The ratio for the US was 1:122 and Germany 1:49. In Japan, most managers and supervisors have training responsibilities as part of their duties (UNDP, Human Development Report, 1996). A national programme to train more full time trainers and to train more managers in training and coaching skills could be considered. Regarding this requirement a big issue is considered about the concept of experience in form of their length of service while the actual experience is average per year learning and this can be ensured through regular frequency of on job training. It also helps to minimize the gaps between fresh graduates and rankers.

On-the-job training (OJT) is a training mode used by companies and organizations that focus on creating opportunities for employee's learning, with the long-term goal of becoming a learning organization, hence, such can be labeled as 'learning oriented organization'. (Leys *et al.* 1992) describe them as organizations which create (on-the-job) learning. Such organizations encourage and motivate employees to attain new knowledge and skills and develop their capacity (Tjepkema, 2000). Organizations use OJT because it provides the specific skills needed for job performance and make the employee sustainable in the new environment of an organization passing through certain development stages. Unlike other training

systems, it enables the enterprise to quickly change the skills required if there are changes in technology, work processes and product lines. OJT is a good training option for smaller companies as well. Such companies cannot release their employees for training during working hours especially if there is a tight labor market. Their employees are invariably unable to be trained after office hours as they need to work overtime or at another job to supplement their low basic wages.

The Asian Productivity Organization (APO) conducted a research project from 1990-1991 on HRD in twelve Asian economies in the 1990s which included a firm level survey of corporate HRD policies and practices (APO, 1993). The survey of firms in eight developing economies viz.; Hong Kong, India, Indonesia, South Korea, Nepal, Pakistan, the Philippines and Taiwan revealed scope for improvement and expansion of OJT. For example, in Hong Kong formal and systematic training was neglected in local firms. About a third of the companies surveyed, carried out OJT according to a company wide plan, 36% conducted OJT only on the initiative of each division and 27% conducted OJT only when necessary (It was very occasional). A small number of companies did not have OJT. Self learning and observing seniors were more widely adopted, while learning through exposure to various jobs, was in general underutilized and rather discouraged. In Indonesia's case, there were still many companies which did not see training as a basic need or as a strategy to compete. OJT was not widely done. Where practiced, OJT was conducted only in each division and not according to a company wide plan. In Pakistan more than 60% of the companies surveyed, did not have any corporate policy for HRD (ILO Report, 1996). 35.8% of firms carried out OJT according to a plan, 17.6% did it on the initiative of each division, 40.8% carried it out as and when found necessary and about 6% did not practice it at all. The majority of employees acquired skills and knowledge by self learning and observing.

OJT as enterprises in Pakistan need to be improved. A national programme to improve and expand OJT, involving the government, enterprises and the relevant training bodies, is worth looking into

1.5.4 Expanding and Strengthening Scientific and Technological Manpower

International Institute for Management Development concluded that some Asian developing countries intend to or are already upgrading into high technology and knowledge intensive manufacturing. Foreign advanced technology is difficult to access and is costly. Developing countries like Pakistan embarking on high technology manufacturing need to develop indigenous research and development (R & D) capability (Mufti, 1980). They need to expand tertiary education and more importantly to train more scientific and technological manpower, in addition to their integrated academic qualification. Pakistan needs to move towards the innovation phase of their economic development. According to Porter (1990), there are four distinct stages of national competitive development -- (i) factor- driven; (ii) investment-driven; (iii) innovation-driven; and (iv) wealth- driven. Pakistan, in other words has yet to jump to level (iii) to be on the track of development.

Virman (1999), believes R&D plays a crucial role in any technology transfer, absorption, assimilation and up gradation R&D is also in the forefront in development leadership in the competitive market, and in the long run pays a better return on investment.

1.5.5 Upgrading Skills in the Service Sector

With changes in technology, the skill and knowledge components of the human resource have to be constantly upgraded, otherwise the assimilation or absorption process is weakened .The Technology Atlas (United Nations Economic Social Commission for Asia and Pacific—UNESCAP) defines various stages of sophistication of increasing human abilities starting from operating, setting up, repairing and reproducing to adapting, improving and innovating abilities (Virman, 1999). As a developing country Pakistan needs to industrialize further, the size and contribution to output and employment of the service sector will need to increase. ILO (1996) paper cites, liberalization will also increasingly affect the service sector. The development and the productivity of the service sector will become more important. Service industries which are not exposed to international competitiveness tend to have lower productivity with reference to both quantity and quality which also appears to

be a big reflection of the need of world level HRD practices. Developing countries will need to pay greater attention to the development of the service sector and the raising of its productivity, through healthy HRD practices.

Andreas (2005) argued in his paper that traditional resources such as financial capital or access to technology are less important because they are easier to imitate than human resources. Thus competencies that are rare, unique, non-imitable, and nontransferable help achieve competitive advantages and facilitate business success (Lepak & Snell, 1999). Boxall & Steeneveld (1999), says competencies are developed internally to create a talented workforce.

The major ingredient in service quality is attitude, knowledge and skills of workers. The upgrading of service skills is an issue for many developing countries which lack a solid educational ground. Training programmes should be tailored to enhance the capacity of the workforce in terms of above quoted qualities.

1.5.6 Continuing Education and Training

Education and training is the main key to progress from one level of development to another, supported by Sriyen (1997). The rapid obsolescence of knowledge and the fast change in technology, demand for continuing education and training on the part of all employees whether they are managers, supervisors or rankers among file workers. Greater attention needs to be paid to continuing education and training in many developing countries where every step will provide a ground to the next and every component will be linked with other. Continuing education and training will have to be looked at holistically and systematically and improved and expanded. Supported by Rehman (2008) training makes the environment conducive for change in the organization (in positive direction) so the forward looking organizations view trainings as a valued investment. Government training agencies, employers' organizations, education and training institutions and trade unions, should be involved in the exercise to review the existing situation in regard to continuing education and training and to map out its future development, cited in ILO Paper (1996). It will be a highly innovative idea if trade unions are involved in worker's value addition through on job trainings.

1.5.7 Adapting Education and Training to the Market Economy

The education and training system of countries in transition to a market economy was designed for, a command economy. Under such a system, basic education was of a high standard but subsequent training was too specialized (Michael, 2000). Adult education and training was neglected since workers were expected to be in one job throughout their working life while even if it is true and justified, training is needed for producing quality in their relevant field of production. Other subjects such as economics, management science, law and psychology were ignored or underemphasized, although these are required for better working environment (Zaidi, 2006). Such a socialist education and training system was inadequate for the needs of the market economy which is being set up. Reform of the education and training system is needed according to the emergency needs of the relevant sector. Training is an important predictor of economic performance in all countries and economies of today are in tremendous pressure to increase the skills of their workforce. They need to nurture the culture of continuous learning and improvement. In recognition of this fact, investment on human capital development is on rise across the globe (Rehman, 2008).

The above is not a comprehensive list of the HRD challenges/issues confronting Pakistan. Rather these are some of the basic challenges/issues confronted socially and economically, by the country.

There cannot be one single solution to each of the HRD challenges/issues. However the experience of other countries in dealing with these HRD challenges/issues will be useful. The principles and approaches behind their best practices will be useful in the quest for measures to deal with these HRD challenges/issues.

1.6 STATEMENT OF THE PROBLEM

Present study was designed to explore the challenges for human resource development to pace with globalization with reference to teacher education institutes in Pakistan.

1.7 SIGNIFICANCE OF THE STUDY

Principal institutional mechanism for developing human skills and potentials is the formal educational system (Michael, 2000). The National Educational Policy (1998) rightly points out that students are positive assets with high potentials who have to be developed with tenderness and care. A country may have well defined policy infrastructure, facilities, well equipped laboratories and libraries, but it can hardly achieve its educational goals unless it has committed and competent teachers (Noorjahan, 2007). In recent years considerable concern has been felt in the sphere of teacher education, regarding quality of teachers & instructional material.

Very specifically findings of this research may reveal the challenges implementing Human Resource Development Programme in teacher education institutions. It requires coping with change in a positioned constructive manner. Teacher education institutions must be redesigned so as to be consistent with human resource development and help create a congenial atmosphere, observing international standard.

The major concern in the teacher education course should be educational excellence, for which institutes for teachers education must be, human resource development driven. The research in human resource development in institutes for teacher education, would go a long way in making the institutes, human resource development oriented.

The research studies on human resource development in Pakistan are very rare and far behind (actually HRD is a new subject in Pakistan's Education System). So far, no studies to the knowledge of the researcher have been carried out in Pakistan involving the study of the variable human resource development climate (HRDC), performance appraisal (PERAP), induction in-service education (INS) and training needs (TN) of teacher educators.

Hence the present investigation is on "Challenges of Human Resource Development to pace with globalization". A study of this kind would highlight the dimensions, which can be manipulated to upgrade the human resource development in

teacher educators working in institutes for teachers' education to pace with global threats. This may also help in planning the resources to be tapped and utilized in its best optimum level. (It needs to keep in mind that human resource in education needs to be capable of addressing the human resource needs of this whole system of life anywhere in this world).

The present study aims at identifying certain variables related to human resource development in teacher educators, working in institutes for teacher's education. Study determines the effect of human resource development climate, performance appraisal, induction in-service education and training needs of a teacher educator with impact of gender, experience, age wise difference, organizational difference, working in unisex or co-education and service stature difference etc.

1.8 THE OBJECTIVES

The present study had the following objectives;

1. To study the difference in perception of human resource development climate of teacher education.
2. To study the difference in perception of performance appraisal of teacher education.
3. To study the difference in perception of in-service education of teacher education.
4. To study the difference in perception for training needs of teacher education.
5. To study the correlation between human resource development climate; performance appraisal, in-service education and training needs.

1.9 HYPOTHESIS OF STUDY

- Ho1** Teacher educators belonging to different gender do not differ in their perception of human resource development climate.
- Ho2** Teacher educators belonging to different gender do not differ in their perception of performance appraisal.
- Ho3** Teacher educators belonging to different gender do not differ in their perception of in-service education.
- Ho4** Teacher educators belonging to different gender do not differ in their perception of teacher educators training needs.
- Ho5** Teacher educators belonging to private and public sector do not differ in their perception of human resource development climate.
- Ho6** Teacher educators belonging to private and public sector do not differ in their perception of performance appraisal.
- Ho7** Teacher educators belonging to private and public sector do not differ in their perception of in-service education.
- Ho8** Teacher educators belonging to private and public sector do not differ in their perception of teacher educators training needs.
- Ho9** Teacher educators working in unisex and co-education institute do not differ in their perception of human resource development climate.
- Ho10** Teacher educators working in unisex and co-education institute do not differ in their perception of performance appraisal
- Ho11** Teacher educators working in unisex and co-education institute do not differ in their perception of in-service education.
- Ho12** Teacher educators working in unisex and co-education institute do not differ in their perception of teacher educators training needs.
- Ho13** Teacher educators belonging to different level of teaching do not differ in their perception of human resource development climate.

- Ho14** Teacher educators belonging to different level of teaching do not differ in their perception of performance appraisal.
- Ho15** Teacher educators belonging to different level of teaching do not differ in their perception of in-service education.
- Ho16** Teacher educators belonging to different level of teaching do not differ in their perception of teacher educators training needs.
- Ho17** Teacher educators belonging to different age groups do not differ in their perception of human resource development climate.
- Ho18** Teacher educators belonging to different age groups do not differ in their perception of performance appraisal.
- Ho19** Teacher educators belonging to different age groups do not differ in their perception of in-service education.
- Ho20** Teacher educators belonging to different age groups do not differ in their perception of teacher educators training needs.
- Ho21** Teacher educators belonging to different level of experience do not differ in their perception of human resource development climate.
- Ho22** Teacher educators belonging to different level of experience do not differ in their perception of performance appraisal.
- Ho23** Teacher educators belonging to different level of experience do not differ in their perception of in-service education.
- Ho24** Teacher educators belonging to different level of experience do not differ in their perception of teacher educators training needs.
- Ho25** Teacher educators do not differ in their perception due to service status about the human resource development climate.
- Ho26** Teacher educators do not differ in the perception due to service status about the performance appraisal.

Ho27 Teacher educators do not differ in the perception due to service status about the in-service education.

Ho28 Teacher educators do not differ in the perception due to service status about the teacher educators training needs.

Ho29 There is no significant relationship between human resource development climate and performance appraisal in the perception of teacher educators.

Ho30 There is no significant relationship between human resource development climate and in-service education in the perception of teacher educators.

Ho31 There is no significant relationship between human resource development climate and training needs in the perception of teacher educators.

1.10 LIMITATIONS OF THE STUDY

1. The present study was delimited to the twin cities of (Rawalpindi/Islamabad) only.
2. This study was restricted only to institutes for teachers education.

Following Teacher Education Institutes were selected for the present study:

- Department of Education, Sultana Foundation, Islamabad
- Department of Education, FUCLAS Fauji Foundation, Islamabad
- Department of Education, Arid University, Rawalpindi
- Bilquees College of Education, Chaklala Rawalpindi
- Department of Education, Women Institute of Science and Humanities, Islamabad
- Department of Education, Fatima Jinnah Women University, Rawalpindi
- Federal College of Education, Islamabad
- Department of Education, National University of Modern Languages (NUML), Islamabad

- University College of Education,H-8, Islamabad
- Teachers Training Institute, Kashmir Education Foundation, Rawat, Rawalpindi
- Department of Education, AIR University, Islamabad

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 MEANING OF HUMAN RESOURCE DEVELOPMENT (HRD)

(Rao 1990) Human resource development is the process of helping people to acquire expertise. In an organizational context, it is the process by which organizations help their employees in a continuous and planned way in order to:

- acquire or sharpen the abilities required to perform various functions associated with their present or expected future roles;
- develop their general skills as individuals, discover and utilize their inner potential for their own and/or organizational development purposes;
- develop an organizational culture in which supervisor subordinate relationships, teamwork and collaboration among sub-units are strong and contribute to the professional well-being, motivation, and pride of employees.

The Human resource development process is facilitated by mechanisms (instruments or sub systems) such as performance appraisal, training, organizational development (OD) feedback and counseling, career development, potential development, job rotation and rewards. Employees are helped constantly in order to make them to acquire new skills. This aid is offered through a process of planning, performance, feedback and training. It also includes, assessment of the developmental needs, periodic reviews of performance, and the creation of development opportunities through training, job rotation, responsibility definition and similar other mechanisms.

2.2 THE CONCEPT OF HUMAN RESOURCE DEVELOPMENT (HRD)

Human resource development is a people-oriented concept that focuses on developing the skills, knowledge and competencies of people. Human resource development can be applied both at the organizational level as well as the national level. Various authors have not yet been fully successful in conceiving the whole concept of human resource development. They have defined the term from their standpoint due to the fact that it is a recent concept and therefore is still in the conceptualizing stage.

Lifelong learning has become an important topic under the globalization perspective, the whole world develops into a “learning society” (Gass, 1996). Work organizations are becoming important partners in this learning society, as they provide more and more opportunities for continuous learning to their employees with the objective to optimize organizational learning as a whole (Karen *et al.*, 2001). Despite the growing number of publications on Human Resource Developments (HRDs) role in organizational learning many uncertainties remain. However, many interesting initiatives are being undertaken by HRD practitioners in facilitating employee learning and professional development (Tjepkema, 2000). Many organizations have renamed their training departments to human resource development departments. Surprisingly some organizations renamed their personnel departments to human resource development departments. Some educational institutions started awarding degrees and diplomas in human resource development, with the fact remaining that the concept is not yet crystal clear. It is a concept not so old that sufficient human input could have been possible.

The concept of human resource development was introduced by Nadler (1984) in a conference organized by the American society for training and development. Nadler (1984) defines human resource development as "Those learning experiences, which are organized for a specific time and designed to bring about the possibility of behavioral and attitudinal change.

General Assembly resolution 44/213 of UN in 1989 states: Quote... “HRD is a broad concept--- requiring integrated and concentrated strategies, policies plans and programs to ensure the development of the full potential of human beings---so that they may, individually and collectively, be capable of improving their standard of living”.-----unquote.

Alvin Toffler, the author of "future shock" and "The Third Wave" wrote about the importance of learning in the 21st Century and how the use of learning skills will denote literacy. The definition he used has more meaning than ever in current times and can serve as a gauge for us as individuals and as organizations both in measuring our own concepts regarding HRD skills and in planning learning experiences with others. The term learning experience refers to purposeful or intentional learning not incidental learning as cited by John (2005).

Organizational view point is that human resource development is a process in which the employees of an organization are motivated to acquire and develop technical, managerial and behavioral knowledge skills and abilities (John 2005). Their values beliefs and attitudes are reshaped in order to perform present and future roles by releasing the highest human potential with a view to contributing positively to individual's social goals as well as the organizational goals.

A comparative analysis of these definitions seems elaborate and comprehensive as it deals with the developmental aspects of all the components of human resources. Furthermore, it deals with all skill sets, the present and future organizational needs and aspects of contributions at organizational level.

The analysis of the definitions further shows that there are three aspects in human resource development:

- Organizational employees are helped and motivated
- Various aspects of human resources are acquired, developed and molded
- Contribute to the organizational, group, individual and social goals.

Initially the helping and motivating factors of human resource development, like organizational structure and climate, human resource development climate, human resource development knowledge and skills of managers and resource planning recruitment and selection may be called enabling factors. The second aspect deals with techniques or methods, which mean to acquire, develop and shape up the various human resources. These techniques include; performance appraisal, potential appraisal, career planning, and development, training, management development, social and cultural programmes, workers participation in management and quality circles. The third category includes the outcomes contribution of the human resource development process to the goals of the organization, group, individuals and society.

2.3 ELEMENTS OF HUMAN RESOURCE DEVELOPMENT:

The following are the elements of human resource development discussed in detail:

- human resource development activities to be the joint responsibility of various target functionaries, such as managers, govt. functionaries and in case of education, teachers and parents as well.
- reducing direct recruitment by retraining and, redeployment of existing manpower, so as to encourage professionalism with a reasonable uplift to the status of a professional approach specially required in education.
- placing emphasis on human resource development strategies which would suitably match the individual and organizational needs, with special reference to teacher education where trainees are enjoying double role – as a student and as a teacher also this magnifies the significance of professional needs to be addressed on priority.
- using training as the main human resource development strategy; utilizing performance and potential appraisal not only as mechanisms for deciding rewards and punishments but as an effective tool for development, as a trained individual a teacher in this case has also to lead his / her students to

an optimum possibilities of innovation and creativity which will be impossible without quality development considered in training scope. But moving a bit beyond by incorporating all aspects of HRD which are required for developing softer images in the personalities of these trainees who are supposed to facilitate students rather than pulling into a hard, rough and tough situations where the softer aspects of students' personalities have hardly any space to grow.

- making jobs more meaningful and providing challenges and intrinsic motivation so that they become the strongest motivators, as without proper motivation both at teachers and students end, canvas of creativity cannot be widened.
- developing the line staff as competent resource people for human resource development, in the environment of intellectual development for quality assurance.
- conducting periodic reviews of the organizational health introducing suitable interventions on a long-term basis but with a suitable / workable frequency to make the development .
- encouraging, adopting and experimenting with new interventions aimed at human resources development and liberally encouraging research and to find new horizon for mental caliber of trainee teachers.
- conducting regular audit of the effectiveness of the personnel and human resource development systems, so that this system is obliged to be economically viable and practical.
- developing and implementing a mechanism for clarification of goals and roles for individuals and groups; and making them capable of goal oriented. That will make their job experts with a stress to time constraints.

- arranging for a continuous exchange of ideas with eminent professionals, so that the development process covers wider canvas and involves mutual interest and understanding.

2.4 DIMENSIONS OF HUMAN RESOURCE DEVELOPMENT (HRD)

Human resource development is considered the key to higher productivity, better relations and greater profitability for any organization. Iqbal (2007) says human productivity is crucial for growth and survival of organizations. Cheney (2002) supported the concept that higher productivity leads to ultimate societal benefits. As far as the dimensions/components/sub- systems of human resource development are concerned, mechanisms of human resource development have been designed in different ways and various thinkers and professionals have offered divergent views. Rao (1988) suggests that human resource development sub-systems comprise performance appraisal, potential appraisal, career planning, training, performance coaching, organization development, employee welfare, rewards, qualities of work life and human resource information system. Pareek (1983) refers to performance appraisal, feedback, counseling, potential appraisal, career advancement, career planning and training as dimensions of human resource development. Varadan (1987) traces human resource development mechanism into performance appraisal, role analysis, organization development and quality circles. Though there is diversity among these arguments, but one can trace out that on some of the dimensions there is unanimity of opinion among the experts. Iqbal (2007) refers, improvement in human productivity is crucial to a country like Pakistan where the rate of investment has already been low and falls in the range of 17 to 18%. Therefore organizations need to develop employees to enhance productivity.

2.5 HUMAN RESOURCE DEVELOPMENT COMPONENTS

Jayagopal (1988) proposed a comprehensive framework for human resource development program, comprised upon four major areas with nineteen functions under them. and also suggest a dense network of interconnections between these functions. That framework was thrashed and most necessary components are only discussed in detail.

2.5.1 Manpower Planning

Manpower planning is the process which assesses and determines that the organization will have an adequate number of qualified persons available at specific times, performing jobs which would fulfill the needs of the organization and which would provide satisfaction for the individuals involved. It is an endeavor to catch demand and supply, it involves:

- calculation of net human resource requirements based on present level of human resources;
- based on the objectives and long-term plans of the organization, an estimation of present and future requirements and supply of human resource;
- to develop the human resource of existing employees and planning an approach that will enable the organization to get the rest of human resources from outside the organization.
- initiating steps to change, mould and develop the existing human resource to meet the future human resource requirements.

2.5.2 Recruitment, Selection and Placement

Generation of applications for specific positions for actual or anticipated vacancies is known as Recruitment. Through ideal recruitment procedure suitable applicants could be identified. Selection is the process of ascertaining the qualifications, experience, skill, knowledge etc of an applicant with a view to appraising his/her suitability to a job. The selected candidate is assigned the most suitable job is Placement. Right person on the right job may produce the best results.

2.5.3 Training and Development

The two terms are quite identical to each other, but they are not the same in meaning. Training is a learning process that aims to permanently improve the ability and behavior of the employees by enabling them to acquire new skill, knowledge and attitude for more efficient performance. Which includes:

- identification of training needs
- developing suitable training programmes
- providing requisite job skills and knowledge to employees
- evaluating the effectiveness of training programmes

Development is the growth or realization of a person's ability, through conscious or unconscious learning. Development programs usually include phases of planned study and experience, and are usually supported by a coaching or counseling facility. Development occurs when a gain in experience is effectively combined with the conceptual understanding that can illustrate it, giving increased confidence both to act and to perceive how such action relates to its context (Bolton, 1995).

2.5.4 Performance Appraisal

Performance appraisal is the process which helps determine the efficiency of a worker in his/her job performance. It provides a mechanism for identification of merits and deficiencies observed in an employee in relation to his/ her job performance. Appraisal is to determine the present state of efficiency of a worker in

order to establish the actual need for training. The process of performance appraisal consists of following:

- Setting the standards for performance
- Communicating the standard to the employees, measuring the performance, comprising the actual performance with the standard set.

2.5.5 Job Rotation

The distribution of responsibilities it is suggested will result in specialization. However, to be able to utilize their specialization in the best possible way, the work-tasks should be rotated among the employees so as to broaden their field of specialization as well as their knowledge about the organization's operation as a whole. Therefore, once a year the work-tasks, should be rotated among the various employees depending upon their qualifications and suitability to perform the new work-task.

2.5.6 Wage and Salary Administration

The principal need of all employees is adequate wage and salary, which should be proportionate with his/her duties and responsibilities. Wage and salary administration refers to the establishment and implementation of sound policies and practices of employee compensation. It includes areas such as job evaluation, development and maintenance of wage structure, wage surveys, wage incentives, profit sharing, wage changes and adjustments, supplementary payments, control of compensation costs, etc. Wages and salaries are important in determining the standard of living, per capita income, productivity, moral and economic well being of the workers and employees.

2.5.7 Career Planning and Development

The concept of career planning emerged in the USA in the 1970s, and become popular .It encouraged employees to analyze and assess their ambitions and provide them with the information about a company's career opportunities. It focuses on generating an awareness of strengths and weaknesses among employees and at

helping them to match their skills and abilities to the Heads and demand of the organization. Without development of people in the organization, the organization cannot prosper. The General Electric Company (GEC) in USA has brought out the 'Career Dimensions' work books. The four areas where career planning program can benefit a company are;

- They maintain a positive relation with employees.
- They help to avoid mismatches between what an employee wants and what a company needs and can offer.
- They provide a way of identifying opportunities for continuous career growth.
- They improve the utilization of professional and managerial staff.

2.5.8 Organization Development

Organization Development (OD) is an organization-wide, planned effort emphasizing appropriate intervention in the continuous activities of the organization, which is managed from the top. Robbins (1993) describes OD as, 'A collection of planned change interventions, built on humanistic-democratic values, that seek to improve organizational effectiveness and employee well being'. It consists of the activities related to organizations as social systems which focus on changing the human infrastructure through interventions in the various processes. In a planned way strategy is formulated focusing on developing and stimulating the adaptive capacities of organizations so as to allow them to respond to their internal and external environments, in a pro-active manner. Organization development provides a normative framework within which, changes in the climate and culture of the organization towards harnessing the human potential for realization of organizational objectives is brought out. Organization development exercise includes a team-building programme, interpersonal sensitivity, role clarity, personal growth and stress management.

2.5.9 Quality Circle

Quality circle is a self-governing group of workers with or without their supervisors. This group voluntarily meets regularly in order to identify, analyze and solve the problems related to their work area. The circle groups discuss issues and problems relating to their work unit and their own jobs, and can meet both during and after working hours. In addition to the quality circles, there are facilitators, coordinators, and the steering committee that play their respective roles at various stages of functioning of the quality circles. The objectives of the quality circle are:

- Enhancement and utilization of human resources effectively
- Satisfaction of the worker's psychological needs for motivation
- Enhancement of employee's supervisory skills like leadership, interpersonal and conflict resolution
- Developing the skills through participation creating work interest, inculcating problem-solving techniques etc.

2.5.10 Human Resource Information System

A systematic way of gathering and storing information about each individual employee for the benefit of planning, decision-making and supply of returns to external agencies at the organizational level is known as human resource information system. A variety of records are maintained to meet the needs of manpower planning, recruitment, development of people, compensation, integration and maintenance and separations not only for internal control, feedback and corrective action, but also to meet the various constitutional obligations.

2.6 HUMAN RESOURCE DEVELOPMENT CLIMATE

The human resource development climate of an organization plays a significant role in ensuring the competency, motivation and development of its employees. The human resource development climate can be created using appropriate human resource development systems and leadership styles of top management. The human resource development climate is both a means to an end as well as an end in itself.

2.6.1 Defining Climate

Perception about an organization's goals and about decisions that a manager should take to achieve these goals come not only from formal control systems but also through informal organization. Underpinning this prescription is a belief that organizations have climate, and both the formal and informal structure combine to create what is called organizational climate.

The term climate is used to designate the quality of the internal environment which affects, the quality of cooperation, the development of the individual, the extent of member's deduction or commitment to organizational purpose, and the efficiency with which that purpose becomes translated into results. It influences morale and the attitudes of the individual toward his work and his environment.

Hellriegel and Slocum (1974) define organizational climate as a "set of attributes which can be perceived about a particular organization and/or its sub-systems, and that may be induced in the way that organization and/ or its sub-systems deal with their members and environment".

Ashton and Sung (2002) stated that High performance working practices supported the climate of the organization in a way which results in a working environment which not only provides the potential for developing the personality of the worker ,but also raises the productivity of the organization.

Climate perceptions are psychologically meaningful, that people can agree to characterize a system's practices and procedures. By its practices and procedures a

system may create climates. People perceive climates because the perceptions function as frames of reference for the attainment of some congruity between behavior and the system's practices and procedures. However, if the climate is one which rewards and supports individual differences, people in the same system will not behave similarly. Further, because satisfaction is a personal evaluation of a system's practices and procedures, people in the system tend to agree less on their satisfaction than on their description of the system's climate concluded by Noorjahan (2007).

By its very nature, 'climate' cannot be described concretely. Some alternative characteristics are as follows:

- Strong and active commitment from senior management
- Commitment from employees to the organization's objectives
- The opportunity for managers to apply their own discretion at work
- The pursuit of continuous learning throughout the organization

Reichers and Schneider (1983) outline a four-fold progress made in climate research. This approach is founded on perception and aids in the understanding of how work contexts affect behavior and attitudes. It provides an alternative to motivation theories as explanations for almost everything that people face while at work. What motivational, whether of the content (need) or process (instrumentality) persuasion fail to recognize is the key role these perceptions play in operational wing.

A second advance in climate research examines multiple levels of analysis. While motivations tend to concentrate on the explanations of phenomena from an individual's perspective, climate research tends to focus on aggregated or group level data to discover relationships between clusters of perceptions and organizationally relevant outcomes.

A third advance has been the explanation of the distinction between psychological climates and organizational climate. This distinction, first proposed by James and Jones (1974), and further clarified by Jones and James (1979), has gained general acceptance

The fourth advance follows from the idea that people attach meaning to, or makes sense of clusters of psychologically related events. People in organizations encounter thousands of events, practices and procedures and they perceive these events in related sets.

2.7 HUMAN RESOURCE DEVELOPMENT CLIMATE AND ORGANIZATIONAL CLIMATE

Human resource development climate is an integral part of organizational climate. It can be defined as perceptions the employee can have on the developmental environment of an organization. This developmental climate will have the following characteristics (Rao and Abraham, 1986):

- a tendency at all levels starting from top management to the lowest level to treat the people as the most important resource
- perception that developing the competencies in the employees is the job of every manager/supervisor
- faith in the capability of employees to change and acquire new competencies at any stage of life
- a tendency to be open in communications and discussions rather than being secretive (fairly free expression of feelings)
- encouraging risk-taking and experimentation
- making efforts to help employees reorganize their strengths and weakness through feedback
- a general climate of trust
- a tendency on the part of employees to be generally helpful to each other and collaborate with each other; team spirit
- tendency to discourage stereotypes and favoritism

- supportive personnel policies
- supportive human resource development practices including performance appraisal, training, reward management, potential development, job-rotation career planning etc. (Rao and Abraham, 1996).

It is possible to work out the profile of an organization on the basis of these tendencies. Organizations differ in the extent to which they have these tendencies, some organizations may have most of these tendencies, some others may have only a few of these and very few will have most of these tendencies.

Human resource development climate contributes to the organizations well-being and self-renewing capabilities resulting in increasing the enabling capabilities of individuals, team and the entire organization.

2.8 ELEMENTS OF HUMAN RESOURCE DEVELOPMENT CLIMATE

Human resource development climate can be further grouped into three-broad categories;

- general climate
- OCTAPAC culture
- human resource development mechanisms.

To begin with the general climate items focus on the importance given to human resources development by the top management and line managers, in general. The OCTAPAC items deal with the extent to which Openness, Confrontation, Trust, Autonomy, Pro-activity, Authenticity and Collaboration are valued and promoted in the organization. The items dealing with human resource development mechanisms measure the extent to which human resource development mechanisms are implemented seriously. These three groups were taken with the following assumptions:

- a supportive climate overall is important for human resource development to

be effectively implemented. Such supportive climates consist of not only top management and line management's commitment but also good personnel policies and positive attitudes towards development;

- an integrated look at human resource development and efforts to use as many human resource development mechanisms as possible will result in the successful implementation of human resource development. These mechanisms include: performance appraisal, potential appraisal, career planning, performance rewards, feedback and counseling training, employee welfare for quality work life, job-rotation etc.
- OCTAPAC culture is essential for facilitating human resource development. Openness is present when employees feel free to discuss their ideas, activities and feelings with each other. Confrontation involves bringing problems and issues into the limelight with a view to solving them, rather than hiding them for fear of hurting or getting hurt. Trust is taking people at face value and believing them. Autonomy is the freedom to allow people to work independently with responsibility. Productivity is encouraging employees to take initiative and risks. Authenticity is the tendency of interdependencies, to be helpful to each other and work as teams. Collaboration is required so the employees can cope up with the changes and upcoming trends in an organization.

The conventional implication with which the term 'climate' has been used in literature is 'Organizational Climate'. The concept of climate with specific reference to the human resource development context, i.e. human resource development climate, has been introduced by Rao (1996).

2.9 ENABLING FACTORS FOR HUMAN RESOURCE DEVELOPMENT CLIMATE

The following factors work as an enabling force for the enhancement of human resource development climate:

- Top Management Style and Philosophy.
- Personnel policies.
- Human Resource Development Instruments and Systems.
- Self-renewal Mechanisms.
- Attitudes of Personnel and Supportive Attitude on the part of Human Resource Development and Personnel policies.
- Commitment of Line Managers.

organization. It combines the two most motivational elements of appraisal, namely goal setting and personal development. To maximize motivation and performance improvement, this would be the most promising way forward.

2.10.2 Objectives of Performance Appraisal

- To help an employee to overcome his weaknesses, and improve his strengths, so as to enable him to improve his performance and that of his department
- Generate adequate feedback and guidance from the reporting officer to the employee
- Contribute to the growth and development of the employee by helping him in setting a realistic goal
- Provide input for salary, administration, promotion, training and motivation of employees
- Generate significant, relevant, free and valid information about employees. In appraisal importance is given to counseling subordinate

Historically, performance appraisal has generally been employed for administrative purposes, such as promotions and salary increases, as well as for individuals' development and motivation.

2.10.3 Need for Performance Appraisal

- Provides information about the performance ranks based on which, decisions regarding salary fixation, confirmation, promotion, transfer and demotion are taken;
- Provides feedback information about the level of achievement and behaviour of subordinates, rectifying performance deficiencies or to set new standards of work, if necessary;

- Provides information to diagnose deficiency in employee regarding skill and knowledge, determine training and developmental needs and to prescribe the means for employee growth
- Provides information for correcting placement
- Prevents grievances and in disciplinary activities.

2.10.4 Purposes of Performance Appraisal

Performance appraisal aims for a satisfactory level of performance:

- To create and maintain a satisfactory level of performance
- To contribute to the employee growth and development through training, self and management development programmes
- To guide in order to job changes with the help of continuous ranking
- To facilitate for testing and validating selection tests, interview techniques through comparing their scores with performance appraisal ranks
- To provide information for making decisions regarding layoff, retrenchment etc
- To ensure organizational effectiveness by correcting employees for standard and improved performances and suggesting changes in employee behavior.

2.11 INDUCTION AND IN-SERVICE EDUCATION

Teacher Education, being a continuous process, there are two types of education, pre-service and in-service. Education that one acquires in the institute of education is pre-service education, whereas education given to the teachers, after their entry into the profession is known as in-service education or post-service education. It has been noted that as pre-service education alone is not sufficient to create an impact on the teachers to meet the thrust envisaged in the National Policy on Education (GOP, 1998), more significance must be given to in-service education.

2.11.1 Induction

It is the introduction of an employee to the job and the organization. A planned programme, which is intended to provide some systematic and sustained assistance specifically to beginning teacher educators. The main objective of the induction programme is to support the professional development of Newly Qualified Teachers (NQTs) by way of a systematic mentoring scheme in their first year of teaching, thus laying the foundations for subsequent professional growth and development.

2.11.2 The Induction Process and Goals

The aims of the induction process are:

- to make the new employee efficient as quickly as possible;
- to encourage the new employee to become committed to the organization and thus less likely to leave quickly;
- to familiarize the new employee with the job so that the feeling of being out of place is quickly dispelled.

Several goals represent the most common reasons for establishing teacher induction programs given below:

- Familiarize the inductees with the responsibilities of teaching and the culture of the schools where they will teach;
- Increase the competency of the inductees, by improving their professional skills;

- Screen or assess the inductees to ensure they can perform the duties of teaching and that they are an effective "match" for their particular school;
- Provide support and guidance to help smooth the inductees' transition from beginners to professionals (often a component of achieving the other goals cited above); and
- Increase retention of teachers in a particular geographic location or in a particular subject area.

Multiple goals for teacher induction programs, are usually targeted. The two most common goals cited are familiarizing the inductee with the culture and expectations of the school and increasing competency

2.11.3 In-service Education

In-service induction is obligatory on the part of the teachers who should be familiar with the modern methods; approaches, techniques and other recent trends involving the application of educational principles. Despite having vast resources and manpower, most of our teachers do not keep intellectually alert and there is little, inducement for them to do. It is extraordinary that our schoolteachers learn all that is necessary for the subject that they teach, before reaching the age of 24 or 25, much future education is left to experience, which is another name for stagnation.

The in-service education that gears up teacher's potential has to be organized in such a way that the teachers realize the relevance of the course material to their own classroom practice.

It must include lectures, workshops, group discussions, tutorial, sessions, demonstrations and micro teaching. Since an ounce of demonstration is worth a pound of theory, no teacher training course will be completed without demonstration and peer teaching sessions. By and large, teacher education would provide a strong base for quality education in the future. If the nation wants to achieve its educational objectives of developing human resource for the promotion of social justice, the thrust area in the sphere of education shall be teacher's development. It will help the government that has a larger responsibility to promote excellence at all levels of the educational pyramid.

2.12 TRAINING NEEDS ASSESSMENT

Chunn and Thacker (1993) believed training is a very effective tool for modern organizations where attitudinal change towards new programs was needed, effective training programs attained positive alteration of human behavior, which had been crucial to achieve desired results (Ali, 1999).

It was estimated that in United States during 1929–1982, twenty-six percent increase in production was attained due to education and training interventions (Desimone 2002). According to a survey of human resource managers in large organizations, training and development was the most important area, which HR managers were suggested to go about. Training has also been imperative to fill the skills gap because many fresh graduates, when they come to work places, cannot meet the standards and requirements of modern organizations. Focus of training and development activities is on change and/or improvement in knowledge, skills, and attitude of employees (Desimone 2002). Prokopenko (1987) mentioned, “Only after adequate education, training and development people do become a valuable resource and the most important productivity factor.” He also suggested that skills and abilities could be upgraded through training and development. Training can contribute to the effective use of the organization’s resources, but only if approached systematically. The importance of clearly defining needs before embarking on a training programme should be over-emphasized (Noorjahan, 2007)

2.12.1 Definitions

Al-Khayyat and Elgamal (1997) mention that training possesses following characteristics:

1. It provides a learning experience to both the individual and organization
2. It equips the trainees with new set of knowledge and skills
3. It provides a platform to bring an attitudinal change in trainees
4. It improves productivity of the individuals and respective organization

According to above criteria training is defined as:

A planned learning system aimed at attitude and/or behavioral change by equipping individuals with desired knowledge and skills in order to maximize his/her potential performance and, therefore, increases organization's productivity. Training is an integrative system, which requires among other things a high level of collaboration among various human resource management activities (Al-Khayyat and Elgamal, 1997, p. 88).

Nadler (1984) believes; Training = learning related to present job.

John (2005) defined training as: A planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future needs of the organization.

Al-Khayyat and Elgamal (1997) highlight the core concept of training as derived from "change by learning". Change in the behavior/attitude of trainee(s) is desired outcome of every training program at an organization. Organizations are imparting training to bring behavioral/attitudinal change in their employees but it does not bring desired results always. Training needs assessment is one of the factors that determine success of training to bring the said change (Iqbal, 2007).

2.12.2 Paradigm Shift to TNA

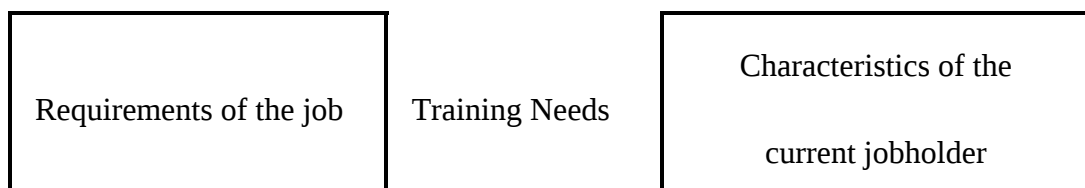
The concept of training needs is considered at strategic level because it has become concern of proactive managers of modern organizations. Modern organizations have experienced a paradigm shift from training as an outcome of training needs assessment, which is further a response to a particular problem to training as an important business strategy that prepares the organization's human resource to become compatible with unavoidable change and opportunity in technology, systems, structures and the nature of work itself (Anderson, 1994).

2.12.3 Concepts of Training Needs Assessment

“Need is the gap between current and desired (or required) results, or (stated another way) the gap in results between “what is” and “what should be” (Kaufman, 1994, p. 14) and further endorsed by Watkins and Kaufman (1996). According to them needs are three in number i.e. the gaps can be in outcome, in output, and in product, when results are defined at mega, macro and micro levels respectively. On the other hand “gaps in means”, means refer to methods (processes) and resources (inputs), are called quasi needs, which are the best considered in terms of closing the gaps in results.

Iqbal suggested, “Needs assessment is a process for identifying needs and placing them in priority order on the basis of what it costs to meet the need versus what it costs to ignore it”. Al-Khayyat (1998, p. 20) who defines needs assessment as “an effort that analyzes and diagnoses the organization, task and person, to determine if a cure is necessary and what cure is most likely to produce the desired results”. A training need can be defined as the gap between the requirements for skills and knowledge inherent in the job and those possessed by the current jobholder. It is vital that this gap is adequately analyzed to establish exactly what training is required.

Figure 2.1 presents training needs analysis.



It is misleading to imply that training needs analysis should take place only at the level of the job. A thorough analysis starts with an attempt to assess total organizational training needs in the context of:

- management's plans for the future of the organization;
- the current organization structure;
- current expectations about the use of employees;

2.13 PREVIOUS STUDIES

Singh (1980) conducted a study on “A Critical Study of the Programs of the Pre-service and In-service Education of Teachers of Higher Education in India”. The objectives of the investigation were; (1) to study the needs of pre-service and In-servicing education programs as felt by the university teachers, (2) to study the objectives of the pre-service and in-service education programs as they were being conducted by various institutions; (3) to study the pre-service and in-service programs in terms of their types, duration, syllabi and methods of teaching, (4) to seek the opinions of the participants regarding the evaluation of their performance in the programs and the usefulness of the programs, (5) to study the attitude of the teachers of universities towards pre-service and in-service programs, and (6) to develop a syllabus for training teachers of higher education.

Having a look at the findings springing out from the study: (i) It was equally helpful for pre-service, in- service and un-trained teachers. (ii) Following aspects proved to be helpful to the teachers regarding their teaching learning process were; techniques of teaching, students skills (learning skills), confidence in teaching (grip on the profession), knowledge of motivational factors and activities, basic know-how about Education Psychology and Evaluation techniques. (iii) The change in the attitude of teachers consequent upon the training was at O.D level, (iv) Regarding the opinion about the significance of the training programme, the pre-service & in-service groups were at the same frequency & direction, however untrained teachers responded quite differently as compared to the rest of two groups, (v) The pre-service program was liked and appreciated those teachers who underwent pre-service training while in-service program was appreciated by those who underwent in-service training., (vi) It was suggested that the pre-service course needs to be that of a full academic year at regular timings while that of in-service needs to cover only a semester and also in the evening. (vii) Both the pre-service and in-service groups found the present syllabus quite acceptable. However there were certain observations about the delivery mechanism. The most liked method was that of a lecture followed by a question answer or general discussion session. The second liked method was multimedia approach, while the simple lecture method was rated third. (viii) Almost every teacher

appeared to be dissatisfied regarding examination/evaluation method at university and college level. (ix) It was suggested that there must be some orientation program before the performance of the participants are to be judged.

Giroux (1989) studied on “A Blueprint for Human Resource Development in the Third Decade of the Ontario Colleges of Applied Arts and Technology: Executive Summary”. It was for the assessment of its human resource efforts; that the system was initiated in order to identify improvement possibilities and areas in the light of the futuristic directions. In this regard a population was consulted which comprised of staff, faculty, management and members of the board of governors of educational institutes and tried to find the traits of their perception regarding HRD programs. Similarly the practices of colleges of arts and technology were derived through various instruments. Most of the participants were of the opinion that their colleges based rather depended upon their talent, as in most of the colleges, there was a commitment to employment equity approaches, in the recruitment, development and employment of staff and they appreciated encouragement from managers which keeps there capabilities and skill up the mark and up-to-date. It was strongly felt that for revolutionary change, the drastic and dramatic improvements were required. The need of staff development for example was needed. If there was found any sort of innovation, it must openly be appreciated. Without managerial support no employee can achieve outstanding success. In service training for the improvement in the functioning of the faculty was a basic requirement.

Overall, respondents felt that each college should: (1) highlight employee development in a clear statement of mission; (2) have new staff orientation and opportunities for career development; (3) plan effectively for the change; (4) reward innovation; (5) hold managers accountable for providing development opportunities for staff; and (6) cultivate an environment which provides constructive challenges and opportunities for staff creativity.

Clough (1991) conducted a study on “Improving Staff Development in South Country Community College District, California”. A study was conducted to investigate staff development needs at Chabot College and Las Positas College as perceived by members of the faculty, administration, and classified staff; to develop strategies to address the perceived needs; and to recommend short and long-term implementation plans. A Staff Development Needs Assessment Questionnaire, an eight-page instrument designed specifically for the study, was administered to the seven hundred and forty five full and part-time administrators, faculty and classified staff at colleges. The questionnaire asked about demographic information; opinions about the colleges organizational operating environment; willingness to participate in workshops focused on meeting changing institutional needs, developing academic-and technical knowledge and skills, and personal development. Study findings, based on five hundred and seventy seven responses, included the following:

- In most of the cases the manager, faculty and staff did show their interest in having computer related information and skills .They were found also interested in having opportunity of improving service to or working culturally diverse people.
- The percentage of the people (respondent) who felt that the institution must take responsibility for the facilitation, development and continuous learning environment for the personnel was 91% only 44% were of the opinion that the districts were providing the required environment and related support.
- The “problem solving” strategy based training workshops were highly appreciated by the managers including the areas of “Team Building” and “Priority Setting”.
- It was obvious (due to social environment) that a vast majority of faculty and classified staff considered monetary benefit, as the most attractive factors of such training programs. They were 80%as compared to 58%of managers advocating such facility.

Stockton (1995) conducted a study on “A Comparison of Levels of Satisfaction Regarding Human Resource Development Among Employees of North Arkansas Community/Technical College”. For the comparison and the determination of an impact of institutional climate for HRD and to assess, whether any centralization of the resources at the campus has any positive or negative effect, a study was launched at two campuses. In this regard the research on HRD climate in college was examined and questionnaire was sent to all regular employees of the college through ordinary mail. An analysis of responses indicated the following: 1) Staff satisfaction with HRD climate was slightly higher at the south campus than at the North campus: 2) at the both campuses faculty showed the lowest level of satisfaction with their HRD climate: 3) The rate of satisfaction for North campus classified staff was lower than any other college employee sub group and: 4) No significant difference however was found between the HRD climate at the two campuses, which appears to indicate that increased organization size is not a major influence in personal practices.

Reddick and Hopkins (1997) conducted “A Study of Competencies and Requirements of Master’s Degree Programs in Human Resource Training and Development”. While carrying out the study, the most important objective in mind was to survey the opinion of the program administrators of master’s degree to confirm whether the motivational force behind the option of having this degree was the perception of the graduates based upon the demands of the private sector. The findings indicated that HRD is an academic hybrid - a well spring of several established disciplines and graduates programs have evolved without long term strategies geared to the market for HRD personnel. In every case HRD programs were the offshoots of a small cadre of creative faculty who continue to be pioneers in this relatively new field of academe. HRD programs are not limited to large urban universities but are emerging in small rural colleges. However, the programs attract a homogeneous student body of white females over thirty. Most institutions rely on informal communication and receive little or no financial support from the private sector. HRD program graduates are for the most part all employed at many levels in the HRD field.

At the end (completion) of the studies, two of the most important findings were: Most of the participants of training were part time instructional personnel. The 'Human Resource Development department had shown a prescribed level of innovation and creativity in cross departmental assignments. The analysis shows that there were less number of instructional personnel in HRD department having an effective intellectual level. As the retired faculty members are re employed in the same campus and department, the vision of the faculty remains limited. National standards regarding the curriculum requirement is nonexistent. Similarly the mastery in the HRD field, competent graduates have hardly any common features with respect to the professional know how.

Johnson (1997) conducted a study on "Cities and School Districts: Maximizing Use of Capital and Human Resources". The purpose of this study was to describe and examine how successful collaboration was conducted between three cities and their school districts as they attempted to maximize the use of their capital and human resources. The areas studied included: (i) Areas of collaboration; (ii) Processes of collaboration; and (iii) Effects of collaboration. It was tried successfully to document numerous collaborations in the areas of services, facilities and programs for betterment of the community, maximum and optimum utilization of resources, improving public image about local governments, serving same population more cost effectively and becoming capable of solving apparently insoluble issues. At this stage three cities and school districts were observed to facilitate the collaboration, hence certain processes were followed. This collaboration was either hindered or supplemented by certain personal and cultural factors. Following were the results of collaboration: (i) Benefiting all students (ii) Benefiting the community and general citizens (iii) Saving extra expenditures (iv) Engendered pride (v) Improvement of the public trust in government (vi) Effective use of available human resource.

Thomas (1998) conducted a study on "The Rationales, Design, and Implementation of an In-service Training Programme and Direct Support System for Continuing Training of Teachers in the Human Development Programme". Under this research study, the in-service training and support system designed for continuous supplementation of the capacity building and capability enhancement of teachers is

described, so that the human development programs are implemented effectively. It focuses on the development of a rationale for continuous in-service training, work shop experience. It also emphasizes on the development of a self reporting assessment instrument for work shop evaluation. It also describes the direct support system to develop the skill of communication in teachers as a part of the Human Resource Development Program.

The description of each workshop includes: (1) a listing of the factors involved in planning; (2) a description of the physical environment; (3) specific session objectives; (4) a statement relative to the activity; (5) a brief summary of the role of the trainer; (6) a description of the procedures used to implement each session; (7) a summary of what transpired during the workshop;. (8) a summary of group observations following each workshop session. The description of the supervision and support structure included a discussion of the role of the programme trained in building a consultative relationship with principals of the three project schools and the trainer's role as field supervisor of project participants. The design for the initial training experience includes activities developed to teach the skills required 'for classroom implementation of the magic circle.

Costa (1998) conducted a study on “Needs Assessment of the Teacher Education Programme at the State Pedagogical University of Mongolia”. The case study related to Teacher Education Programs need assessment related to Mongolia’s State Pedagogical University (SPU). The reason behind this research was the socio-economic situation emerging from the modern trends and influence from the development in the area of Science and Technology. The need of the pre service is the capacity of guiding the students to these modern changes. The second most important need is to prepare the teachers for developing latest possible resource materials, competitive to the new methodology. It needed to ensure that the specialization remains in accordance with the pedagogical content and concerns. Through the study a decline in the quality of students entering in SPU was also marked.

Byrd (1999) conducted a study on "What Should Beginning Teachers know and be able to do following their Pre-Service Preparation?" Surveys were conducted in four universities to determine which competencies are needed to begin teaching, degree of proficiency, and where proficiencies were acquired, as perceived by beginning teachers. At the end of activity of need assessment was conceived that the most important need was that the skills of management and discipline. But the observations reflected that the instructors who were supposed to develop management skills in the trainees were, themselves, lacking in it. Hence it was suggested by the teacher educators that the competency of management can better be inculcated at the level of the School of Education both through the course work of the teaching practice. But in most of the cases the teachers of lower levels, are not given any input in this area and they are rather pushed to learn through own job practices, of course, through hit and trail method. They (the beginning teachers) were the source of the perception that through own-job training, a linkage between need and proficiency cannot be maintained. It was found that mostly against the needs of high proficiency, lower levels were found, while on the other hand some extremely high level need of competency, or lower level was available/existant. For example the competency in dealing with organizing activities, classroom management and climate were highly needed and were found at the lowest level. Similarly the proficiency related to working with students of racial and cultural differences/ ethnic background and working with colleagues were indeed with low level needs but were found at higher rate in proficiency.

These findings indicate insufficient preparation in the first case and over preparation in the last. Recommendations included listening and responding to beginning teachers' perceptions, spending more time on high needs and less on low, and increasing communication with, as well as time at, the school site.

Efthimiou (1999) conducted a study on "The Problematic of comparative teacher Education: Perspectives from Greece and the United States". This study is a comparative analysis of teacher education reform processes and discourse in Greece and the United States. The teacher education reform process was found influenced by political conflicts and this reflected through the study of a comparative analytical categories. In order to gather pre-service and in-service teacher education, the formation of policies made transverse, a shift of political terrain in each nation associated with a changing relationship among the states, regarding higher publication system. The concept of rationalization gave an impression how certain Teacher Education Policies gradually become publically popular in two countries. It also suggested how some proposed policies may successfully be implemented, after getting them enacted through legislative process.

Norbeck (1999) conducted a study on "the Mentor Experience in a First-year Teacher Induction Programme: Implications for Professional and Personal Growth". The purpose of this study was to investigate the influence that a first-year teacher induction programme has on the personal and professional growth and development of teacher-mentors. Also investigated were theoretical constructs that were useful in understanding and refining the teacher-mentor experience. During the first year of teacher's induction program, teacher mentors attributed to participation some personal and professional meanings. There were certain other findings as well but the mentors did not recognize them through recognized and improved teaching techniques, which help them in improving their personal skills fulfilled leadership opportunities, required respect and appreciation for others and a heightened awareness of the needs of others.

Pettersen (1999) conducted a study on "Higher Education and Teacher Induction: The Role of Higher Education and the Residency Programme in Oklahoma". Early beginning teacher induction programs were predominately based on a deficit model while later programmes followed a more developmental model. Some conflicting perceptions across the groups regarding the value of higher education were indicated in the study. The representatives of higher education perceived that their contribution was much higher than other three groups. Regarding the role of higher education, it was found, through this study that some of the mandatory requirements

were not available, similarly, a shared understanding was not found about the program components among resident program participants.

Justus (1999) conducted a study on "Role Expectations and Predictions of Trends for Human Resource Development at Large Public Universities within the Southern Regional Education Board (SREB) Area". This study was designed to identify the role expectations, reporting hierarchy, years in role and trends in human resource development in large public universities within the Southern Regional Education Board (SREB) geographic area. It was also found through this study that the respondents felt the greatest average institutional emphasis was on those roles where the delivery and the support of existing HRD programs and services were involved; while the least average institutional stress was on the roles of involving and assisting individual employees with their developmental needs; as organizational are determined on the basis of these needs. Hence the existing programs can be evaluated and the new change regarding its needs can also be identified.

Bramblett (2000) conducted a study on "An Analysis of New Teacher Programmes. The purpose of this study was to evaluate successful new teacher induction programmes to determine what training and support systems were most helpful to first-year teachers. A variety of methods and training components were identified within the literature review. Successful elements of national and international training programmes were identified. In addition to the findings explained above, there were certain specific results which, here, are expressed as key findings and which are as under:

- An on-sight interactive practice may be collaborated by the teachers and administrators, rather than receiving training from the implementers though full day training sessions.
- A strong mentor program should be devised to provide inter collegial coaching so that an assistant and modeling in organization and class room management could be provided to the beginning teachers.
- There must be a practice embedded in the training process where the teachers'

cohort groups can discuss the practice of teaching and frequent opportunities to observe and respond to one another queries and practices.

Bigham (2000) conducted a study on "Preferred Leadership Frames of Texas Principals in Implementing the Professional Development and Appraisal System (PDAS)". Determining the preferred leadership frame of Texas Heads of Training Institutes, was the main purpose of this study, so that the PDAS could be implemented successfully. A descriptive mode was applied for this purpose, in Texas through a researchers developed survey. The questionnaire of the survey was developed in such a way that it could cover both the dimensions of four leadership frames and also to cover eight domains of the PDAS framework. The hypothesis was properly tested to determine the prepared leadership frame of respondents in each domain of the PDAS and its implementation. The data revealed that the overall preferred leadership frame is the human resource frame. The implication of using the human resource frame as a preferred frame could be great since much of the leadership literature suggests that the symbolic frame is the most influential frame to use.

Martinez (2000) conducted a study on "Analysis of Embedding Teacher Leadership in Professional Development". This study was an examination of how a teacher leadership role-presenting professional development programme, which focused on microbiology for middle and high school grades, was funded by the National Science Foundation and developed by the Microcosms. In this connection the study provided two major findings. After fulfilling the requirements of national science foundation (NSF) grant seven out of nine (77.7%) teachers with no prior experience presented additional professional development environment to the colleges. This new capability was influenced by some most important attitudes which were acceptance of the Microcosms philosophy and curriculum. With some comfort in biological contents. The most important behaviors were: (i) Being desirous of learning (ii) Being an effective communicator (iii) Having strong self initiatives. The Microcosms professional development programs, having six attributes were described which encouraged the teacher's leadership role. The second finding was that the 15 science teachers consider the concept of "sharing knowledge with colleague" to be a major quality of teacher leadership. A new definition of teacher leadership is offered.

2.10 PERFORMANCE APPRAISAL

It is a crowning glory of organizational activities. Appraising the performance of individuals, groups and organizations is a common practice of all societies. In some cases these appraisal processes are structured and formally sanctioned. Where as, in other instances appraisal process are an informal and an integral part of daily activities. Thus, teachers evaluate the performance of students, bankers evaluate the performance of creditors, parents evaluate the behavior of their children, and all of us, consciously or unconsciously evaluate our own actions from time to time. In social interactions, performance evaluation is done in a haphazard and often unsystematic way. Iqbal (2007) supported formal staff appraisal programmes to evaluate employees and managerial performances conducted in a systematic and planned manner.

2.10.1 Meaning of Performance Appraisal

Performance appraisal has been traditionally treated as a control mechanism to control employees through salary administration, reward administration, promotion and disciplinary action. It is a method of evaluating the behavior of employees in the work spot, normally including both the quantitative and qualitative aspects of job performance. Performance in this context refers to the degree of accomplishment of the tasks that make up an individual's job. Individual's commitment to the job demands is revealed through performance appraisal. Often the term is confused with effort, which means energy transferred in terms of results.

Fletcher (1997) suggests that this results-driven approach is an extension of the notion of MBO (management by objectives). He also suggests that a growing number of organizations are putting together results oriented appraisal with competency-based appraisal.

This is a combination that can work well. It allows the more immediate and legitimate concern for achieving performance targets to co-exist with a focus on developing the appraisee - which in turn is related to the future performance of the

Abernathy (2000) conducted on "A Descriptive Case Study of a Florida School District's Human Resource Management Development (HRMD) Plan: Preparing New Principals Programme". The purpose of this qualitative case study was to examine and describe the characteristics of one part of a selected Florida school district's HRMD leadership development plan known as the Preparing New Principals' Programme (PNPP) in relation to the development of Florida's nineteen Principal Competencies. An interesting finding of this research can be marked with the expression that the school principal could be the most pivotal person to develop the professional capability of the assistant principal. So the principals used to be worth while of problem-based learning and reflective thinking. They also need to possess the quality of knowing how the real needs and problems are used in skill building from problem solving. While mentoring the learning process of Assistant Principal, it is the requirement that the Principals need to possess the knowledge about the learning needs of adults.

Shackelford (2000) conducted a study on "Implications of Parents and Educators' Needs in Creating a Parental Involvement Programme". This study examined the needs of parents and staff members in a rural elementary school in south Mississippi. Data collected were used to design a more effective parental involvement programme for the school based on the particular needs of the families and the teachers within the school district. The following recommendations based on the findings of the study were made: (i) when the development of a school based parental involvement program is required there must be a cooperative link between parents, teachers and school administrators. This is how the study reveals. (ii) It is a basic necessity that in-service training should be based on team building with a strong focus. It must be ensured, also, to build an improved communication system between the school staff and the families of the trainees. This study, though complete in its design, emphasize upon the exclusive research on various types of parental advise, so that certain positive and productive activities can be conducted for not only to teach the children, but also to help them reach the height of their potentials. (iii) It will also be useful to manage the involvement of the parents at large, through out the year to reach as many parents as possible. if more parents are required to be present in such programs, it must be

ensured that these must be held at different points of time in a day. For example it can be held in the evening, moving location of the program at a centre place and providing a wide variety of activities must also be planned, so that the parents consider themselves to be an integral part of the education process of their kids. (iv) A specific process should be set up to evaluate the success of the parental "involvement programme. Included in the evaluation should be analysis of additional parent questionnaires about the effectiveness of each activity, observations and student achievement for the current year.

Badal (2000) presented a study on "A Study Assessing the Effectiveness of a Performance Appraisal System for Elementary School Administrators". Performance appraisal instruments used throughout the private and public sector have never been without flaws. The current certificated administrator performance appraisal instrument used in a central California unified school district is a case in point. The rationale for the current performance appraisal instrument's ineffectiveness appears to stem from two main factors: the lack of appropriate administration of the appraisal instrument, and the degree of subjectivity involved in measuring the principals' performance. Both factors may contribute to American public elementary schools' underachievement and weak competitive performance. The study-analyzed data gathered from questionnaires administered to 16 elementary school principals in a central California unified school district. The responses from the questionnaire were analyzed based upon strategic criteria and adapted for the educational administrators. Suggestions were made regarding the deficiencies of the performance appraisals. For the purpose of evaluating the effect of responses on the findings of the research, two alternate categories were revealed: (i) Coaching methodologies and (ii) Two option response scale. It was found that coaching method was more favorable and suitable to appraisal of current administrative performance, in Central California Unified School District. The purpose and intention of presenting it as a qualitative dissertation, to encourage discussion, and the research was based on private school districts not only California but also throughout the United States.

Vartinan and Elizabeth (2000) conducted a study on “Power, Partnership and Professionalism: A Model for Needs-Based Teacher Professional Development”. The common and critical issues related to the continuation of professional development for elementary teachers was focused upon, in this research. The basic point behind this stress was that most of the teachers are usually faced with many challenges through out their professional life. The professional growth and development of the educators in this way is the most important problem. Same is the case with school district. Hence it becomes emergent that resources need to be used in a way that it maximizes the teachers’ professional growth and development. The study concluded that power, partnership and professionalism must be part of the design, development and implementation of needs-based teacher professional development. The researcher encouraged school districts to form a staff development committee to serve as the facilitators of teacher professional development.

Snow (2001) conducted a study on “Teacher Induction: A Research-Based Framework”. The beginning teachers in Decatur City Schools, teachers have their own way to have a concept of an induction process (New Teachers Academy). This is a point on which the study stressed and investigated, so as to develop an understanding and appreciation for the perspective of the beginning teachers, and also for obtaining information about the utility of induction process in the effectiveness of teachers. It was found through the study that beginning teachers had a positive perception about the New Teachers Academy. This academy has special features and influential programs about adult education as well as Human Resource Development. It has been expressed by the beginning teachers that the academy played an effective roles in developing a healthy perception among their teaching profession. Through the information provided by the beginning teachers, the frame work of induction came into light. The induction components were made clear, and more helpful in induction process. This whole information will help the policy makers and district personal in improving the performance of beginning teachers.

Nurmi (2001) conducted a study on "An Investigation of Evaluation of Human Resource Development: A Case Study in the Finnish Pulp and Paper Industry". This unpublished dissertation focused on the evaluation of industrial Human Resource Development (HRD). The literature review emphasized the existing concepts and models in educational evaluation in order to revise the existing evaluation field. In addition, the concept of training success was addressed and discussed, particularly within the context of the Finish pulp and paper industry.

The main objective of the study was to analyze the conceptual background of Human Recourse Development (HRD). In the area of industry the objective of the study was also to clarify and expand the relationship amongst: (i) The concept of training success (ii) Transfer of training (iii) Academic achievement (iv) Learning. Only two issues were the suggestions for future research, focused. It was also suggested that the relationship between HRD programs and the strategy of Met-Serla Corporation would provide a very interesting research area. The same approach can easily applied to rest of the area of problem. It can also include stake holders evaluation and the qualitative analysis of the experiences of participants, as an important part.

Ladd (2001) conducted a study on "A comparison of Teacher Education Programmes and Graduates Perceptions of Experiences". This study emphasized on exploring the similarities and differences of four different university teachers participation program in a Mid Western State. The second focus of the study had two centres of interest. (i) Perception of University graduates regarding their pre-service preparation. (ii) Perception of supervising Principals regarding the classroom. The lots of 1996, 1997 and 1998 were taken up as population. Findings: Seven issues 'emerged from the analysis of data: (1) requirements for certification and licensure, (2) male and female survey demographic data, (3) beginning teacher follow up data regarding classroom management, (4) instructional practices, (5) diverse and special students, (6) field experiences and student teaching, and (7) beginning teacher perceptions for the over-all education faculty commitment to the profession.

Crain (2001) conducted a study on “The Effects of a Formal Induction Programme on Newly Hired Teachers Perceptions of Self-Efficacy”. Another output of the study was the comparative analysis of the induction program for the teachers and the existing status of their beliefs about self-efficacy. We can find the impact of the “Self-efficacy”, in this way ,on the working link between teachers demographic characteristics (age and gender, as well as their being from rural or urban background)before they further improve themselves through their experience. It also shows the effect of self efficacy on the role of a teacher in huge educational organizations and school. This study found that the induction programme did not have a positive effect on teachers' self-efficacy, In fact, teachers' self efficacy beliefs declined for both experimental and control groups. Additionally, the study finds no relationship between teacher characteristics and self-efficacy.

Dillon (2001) conducted a study on "University Supervision of Student Teachers: A Comparison of Traditional and Alternative Models". There had been, also, a scope in the study about drawing comparison between the internees coming up through traditional university environment and those having utilized the teaching under the mentors supervision during their full time studies. In this regard thirty three internees were selected and stratifying them on two levels and assigning them to treatment group. As a usual practice, the supervision responsibility remained with the University’s relevant department but while considering the alternative model, primary supervisory responsibility was assumed by cooperating teachers. Findings of this study suggest that traditional and alternative models of student teacher supervision can be equally effective. Three considerations emerged as being essential to successful implementation of alternative models of supervision: participant selection and matching, training and evaluation, and a comprehensive evaluation protocol.

Hardekopf (2001) conducted a study on "Higher Education Policy Formation: A Case Study on the Formation of a Professional Development Policy at a College of Education". The College of Education at Western experimented with many innovations to help teachers, and formed a professional Development Task Force to investigate and define the role of the College in the professional development of public school teachers of all grade levels. The faculty, staff, and students invested a great deal of time and

energy in the formation of a new policy, the Professional Development Credit Policy (PDCP). The study under review is about formulating a policy at a college of education with special reference to PDCP course which was a flexible program regarding timing and presentation. To develop a new effective policy it needed a strong taskforce leadership, focused attention and an exclusively collaborative effort, in surprisingly very short span of time .It was found that there was a high level of mental and practical cooperation among the participants, throughout the process of formation of policy .It is opted in the formulation process that the defined quality may be ensured in accordance with the development level. This result was the output of twenty one exclusive and extensive interviews, and observation of the working .In addition to that weekly taskforce meetings and that of the council were also conducted for having input to draw conclusions.

Maximum number of student were attracted by PDCP, The Professional Development Credit Council approved it. For the purpose of its execution, the courses are taught not only by College faculty but also by some selected and approved nondoctoral school teachers having experience of all events of instructions. The University manages to keep the record. Pseudonyms are used in the study for people to preserve the privacy of external participants.

Franks (2001) undertake" An Investigation into The effectiveness of the "Trainer of Trainers" Model for In-Service Science Professional Development Programmes for Elementary Teachers". An other purpose of the study was to assess the level of success in the application of "Trainer of Trainers" (TOT) model of professional development of Elementary School Teachers (in the area of science teaching) through their participation in MSEC (Mathematics and Science Education Cooperation). Training material and equipment were distributed among the five of the Elementary School, after the work session for the core group of teachers within the School District. The under training teachers ever supposed to share information and experience, plan, and collaborate with their grade level team members, under the auspices of the Trainer of Trainer. Both qualitative and quantitative methods were used data collection. Focus groups, interviews, observations, and survey instruments were the primary sources of data collection. Triangulation methods were used to

establish validity and verification of data. Analysis was an on-going process that included several levels of affinity groups, interrelationship diagrams, path diagrams, and system influence diagrams. Interview and feedback surveys were also used to evaluate the problem under investigation. Teachers considered the state mandated assessment test to have the largest impact on the school curriculum and to be the primary reason that teachers could not find time for science teaching. Furthermore, they believed that the administration played a huge role in determining if science took a back seat at their respective schools.

Mafi (2001) conducted a study on "Testing the Appropriateness of the Gap Service-Management Model to the Human Resource Development Function in Organizations". The Gap model of the HRD (Human Resource Development), has its own significance and hence the study tested the appropriateness of this model, regarding its function in any organization. It has, in this study, been used, in the service-quality-literature to assess the satisfaction of the customer with the assumption that discrepancies may exist between the pre and post execution levels of the customers expectations regarding the delivery of services. The model was also used to evaluate the satisfaction with the training services provided by one human resource development functions in an organizational set-up.

The gap model was evaluated in two phases. In this regard, the first phase was applied to test the relationship among nine proposed constructs, while the second phase assessed the impact and effect of five denoted gaps in the training services and the process. A link between employee perception and employee expectation appeared through the study and it showed that the extent of the involvement of the management influenced the criticality of the program. As an overall assessment of the perception of HRD function remained limited to the results of first two constructs. It was also found that the employees expectations by the Manager, could significantly be related to how well the training programs were operationalized to match these expectations related to training outcomes. Three gaps, in this regard were found during the research which are: (i) The marketing information gap (ii) The standard gap (iii) The service performance gap. These gaps were significantly related to employees' satisfaction with the training outcomes, proved to be the most influential. Gap 4 was

in fact the communication gap and was not related to employee's satisfaction about training.

The results suggest that employee expectations play a crucial role in establishing perceptions of training results. In turn, those expectations are shaped by what employees consider critical training and the extent to which they believe their management is involved and supportive of the training initiatives. The study also suggests that training delivery is the most influential element in evaluating training outcomes.

Duran (2001) conducted a study on "Examination of technology Integration in to an Elementary Teacher Education Programme. One University's Experience". This study investigates the perception of pre-service elementary teachers regarding the extent to which their institution is providing the experiences needed for them to use information technology in their future practice. To determine a study site the researcher selected a major Research Institute in Southeastern Ohio. The participants of this study were from three different groups taken up from winter, fall and spring semesters. The academic session was that of 1998-1999 and the process of data analysis went on throughout the session. There is clear indication, appeared in the research, of the fact that in the setup pre service training the need of providing the trainees with the prior experience of using Education Technology is not considered as a basic need. There is only one course, incorporated in the training program, which can never suffice the needs. It, of course, provides pre-service Elementary School Trainees with a skill and basic information technology concept, but this is insufficient. Such trainees, no doubt, experience random exposure to information technology through teaching learning during their study of content and education classes. The facility (technology support) is scarcely applied during training classes, in most of the cases, hence the pre-service trainees have scarcely any experience of practical application of E-tech supplementations, with special reference to method and curriculum courses. Field experience requirements of pre-service trainees cannot be ignored. Student teaching is a step towards this experience. They, during this stage, can observe the application of such technological gadgets and devices (with of course a limited scope and examples) used by regular practicing teachers. There are certain

barriers in the way of technology application, mostly, related to attitudes of the generation and the level of technical support. It is recommended by the author of this research report that the level and quantity of its application at training institutions need to be enhanced to a model level. Special technology classes can also be supplemented.

Johnson and Denise (2001) conducted a study on "The Perceived Effectiveness of Professional Development and Training Practices to Achieve Computer Competence by Instructional Personnel in School Divisions Across the Commonwealth of Virginia". This study examined the effectiveness of professional development and training practices for assisting instructional personnel in achieving computer competence. Participants were from 135 school divisions. Division technology coordinators shared their instructional approaches to prepare teachers for the states evaluation of their computer competence.

It was also proved through the results of this study that a general agreement was found regarding the need of on-site in-service training, summer training camps and training on integrating technology into the curriculum, Similarly teacher to teacher support, in this regard was considered to be most effective, within the campus resource application proved far more economical as compared to the use of external trainers and consultants.

Foss (2001) undertaken a study on "Perceptions of Post Secondary Precision Machining Instructors: Induction, Teacher Preparation, Evaluation and Critical Reflection". This study identified the perceptions of three post-secondary precision machining instructors regarding their experiences with induction, teacher preparation and evaluation through critical reflection. All were male. None had education degrees upon employment; one held a bachelor's degree in an unrelated field.

The study was descriptive and qualitative. Ethnographic case study processes .were utilized during the data gathering process. A comprehensive literature review was conducted. The other data were gathered during formal and informal on-site interviews, in off-site interviews, and through observations in the college machine shop settings. Findings were as follows: (1) the induction process did not provide

much direction or support. (2) The administrators were not readily available to new instructors. (3) The teacher preparation courses were of little value (4) Teaching was more difficult than they anticipated. (5) Students were not ready to learn. (6) Budget shortfalls hindered their programme from functioning fully. (7) Machine repair consumed instructors' time and interfered with their teaching and their availability to students. (8) Technical support was inadequate. (9) The best and most meaningful evaluations and support came from their peers and their advisory committees who are members of industry. Other-findings: (1) Citizens and the government of this state do not provide aggressive support for education. (2) Literature about induction is scant, especially pertaining to post-secondary settings.

Cousin (2001) made "An Analysis of Stress Factors and Induction Practices that Influence a Novice Teacher's Intention to Stay in the Profession". This study was stressed on the following objectives: (a) To analyse the relationship between the teachers who intend to stay in this profession and those who consider this job as a stepping stone. (b) To identify the variable which influence regarding decision making. (c) To determine the influencing of commitment level of working conditions, Job satisfaction, Satisfaction with the quantity and quality of professional-peer support, Teachers self-efficiency, Stress induced by the students misbehavior, certification routs, Satisfaction with induction experience influence commitment level.

This study is conducted in one south Mississippi school district. Participants were drawn from ten separate schools-four elementary, two middle, three high schools, and one vocational school. Teachers with one at five years of teaching experience, typically referred to as novice teachers, were asked to participate since the vast majority of teachers who opt to leave the profession do so at or by their fifth year of teaching. Participants were selected from a pool of two hundred and fifty novice teachers. A total of one hundred and sixty six teachers, however, voluntarily agreed to participate. Once the data were collected and inputted, a multiple regression analysis and / or an analysis of variance (ANOVA) was run. Post-hoc comparisons were run under ANOVA, where applicable. R change, beta weights, and variable significance were discussed, under each regression in order to determine predictive value on the dependent variable (level of commitment).

Chapman (2001) studied "Performance of Training Performance Measurement: A Comparative Study of North Carolina Training Professionals and Non-Training Managers. The study addressed a perceived gap between training performance evaluation practice and decision-making criteria required in business, Investigated: 1) What training performance measurements are valued by managers leading non-training functions and by training professionals. 2) Whether there is a difference in preferred measurements of performance evaluation between the groups and 3) Whether the value of performance evaluation measurements can be predicated by an individual's demographic characteristics. A survey was developed containing measures found in training and non-training professional literature and used to compare the group's perceptions of training performance measurement.

The conclusion of the study were; (i) The reaction of training personals and non training managers about training performance measures was different. (ii) More likely, the training professionals react to job individual-level training measures, (iii) Non-training managers mostly rely on the measures at organizational level. (iv) The non training managers have no concerns about the conversion of training benefits to \$ dollar figures, (v) Both the training professionals and business industry value the on job test and customer services reports, (vi) A lack of interest but a big potential are suggested by the Job response, for the strategic positions of the training functions.

Noble (2001) conducted a study on "Human Resource Management Strategic: The Dual Pursuit of Employee Investment and Workforce Adaptability". The main purpose of the study is to confirm the apparent features of strategic challenge of dual pursuit of enhancing commitment to continuous improvement in performance in form of the participation of employees and the flexibility and adoptability of the employees to the current market conditions. This strategic dilemma has its own consequences, which can be understood through the influence of this dual pursuit, when it is examined on the basis of firm performance. For the firms there is a possibility of maximum performance provided the sustainable competitive advantages are ensured particularly through the effective deployment of human resources. It is possible only in case of the choice of a variety of employees involvement and work force adoptability policies. The dual pursuit of these strategic options communicates

inherently different (and contradictory) philosophies to employees. On the one hand, employee involvement policies and practice reinforce management's value of employees and management's commitment to empower employees to continuously improve performance. On the other hand, workforce adaptability policies and practices create uncertainty and threaten employment and compensation security of employees.

The findings indicate that certain employee involvement and related practices have positive effects on commitment, whereas certain adaptability practices have negative effects on commitment. Commitment, in turn, is shown to have a strong positive association with performance outcomes. Last, the evidence also shows that certain employee involvement and related practices have positive, direct effects on performance outcomes, whereas certain adaptability practices have negative direct effects on performance outcomes.

Grieb (2001) conducted a study on "Teacher Beliefs and Practices of Comprehension Monitoring in Fifth Grade Classes of Professional Development Schools and Traditional Schools". This causal comparative study investigated the similarities and differences of teachers reading comprehension and reading comprehension-monitoring beliefs and practices in fifth-grade classes of professional development schools (PDS) and traditional schools. In the traditional school groups between beliefs and practices, moderate correlations are confirmed in respect of reading comprehension while the PDS group showed low correlations between their beliefs and life practices. The correlated means t-test indicated no statistically significant differences in the beliefs ($P > .05$) or practices ($p > .05$) of reading comprehension and reading comprehension, monitoring strategies between the school types. Both groups shared similar beliefs, specifically that it is important to make time to teach reading comprehension strategies and meta-cognition. The strategy most often used is comprehension questions for informal assessment after reading.

Both types of schools in the areas of comprehension and comprehension monitoring use similar strategies. The most frequently used strategy in comprehension is that of plot. The traditional group used word identification strategies more often than the PDS group. The PDS used content-area-text comprehension

strategies more often than the traditional group. PDS teachers model metal imagery and visualization, while the traditional teachers favour the frequent use of word identification strategies.

Lewis (2001) conducted a study on "Gate keeping for Children: How the Use of an Electronic Screening Process by a Human Resources Cooperative Affects Teacher Selection in a Region Education Service Center in Texas", Electronic prescreening effects living of teachers. So this is the main objective of the study. It specifically seeks the electronic screening system. So the applications for interview are considered on the basis of both traditional and electronical screening. In the electronic screening, the personality profile plays an effective role. This is the most important criterion viable to assess the possible success of the teacher in practical life. The personality profile used in electronic process which draws a line between both the mode looking similar but playing much different roles. Although in electronic screening an imperial data is made available but it cannot give any clear evidence about the future performance as a classroom teacher, public school districts continue to rely heavily upon this form of applicant screening (Ponessa, 1997; Bowslaugh, 1993; Darling-Hammond, 1987). The resume is noted among the most valid selection instruments because it focuses on the relevance of past performance to the currently sought job (Knouse, 1989). Biases as they relate to gender, age and ethnicity have been found to affect the decision to accept or reject an applicant (Knous, 1989; Herriot, 1981; Dipbove, Fromkin. & Wiback, 1975). Although research indicates that traditional interviewers are affected by non-job related factors, little is currently known about how an electronic screening device might affect or eliminate the otherwise subjective biases, which can occur. The use of an electronic screening system was expected to affect positively the selection process were expected to be removed. A mixed method case study was used, combining in-depth interviews and archival document analysis of ESS hiring data from 26 member districts of a human resources cooperative. Findings show that the technology used by the electronic screening system in this study appeals to be effective in eliminating bias because ESS data is not requested of an applicant and not gender specific. Results also showed that low minority teacher numbers within the region education service center studied

herein are representative of state, region and district ethnicity statistics; are reflective of similar trends in the business community at large and are a result of factors outside the pre-interview phase of the electronic selection process.

Weatherholtz (2001) conducted a study on "Principals Response to Pre-Service Teacher Education Reform: Principals' Procedures and Perspectives "The Interviewing Graduate M.Ed. Students from the Educators for Collaborative Change, a Professional Development Schools Programme at the Ohio State University". The purpose of this study was to examine the interview phase in the election process: the procedures and perspectives that influenced principals when they hire teachers. A qualitative research methodology was chosen to make sense of the selection phenomenon and understand the meanings that interviewers bring to it. Following data revealed that (1) the procedure followed by the principals while selecting the teachers. (2) the procedure of living teachers involved the perception of the Principal regarding deciding the selection criteria. (3) the process of hiring teachers was clearly influenced because of the knowledge and experience of the principals.

Themes emerged that described what actions principals take and what perceptions influenced their hiring of teachers. The major themes that appeared throughout the interviews were: principal's vision of school, hiring procedures, rating scales, interview questions, interview team, teacher qualities, challenges, tacit knowledge, district pressures, differences in teacher education programmes.

Tutterow (2001) conducted a study on "The Relationship Between Demographic Characteristics and Current Teaching Performance of Lateral Entry Teachers". The purpose of this study was to determine if relationships existed between characteristics of lateral entry teachers and their ratings on North Carolina's Teacher Performance Appraisal Instrument (TPAI) between lateral entry teachers' previously held jobs and their ratings on North Carolina's TPAI and between lateral entry teachers' motivation to teach and their rating on North Carolina's TPAI. Three null hypotheses were developed in order to study these relationships. Ninety-eight lateral entry teachers from five public school system in piedmont North Carolina participated in the research. The teachers represented all three grade spans: elementary, middle,

and high school. Data were gathered through the lateral Entry Questionnaire and TPAI recording forms. Once all data were collected, chi-square (χ^2) tests were administered to determine if relationships existed at the .01 level of significance and to examine trends at the .05 level of significance. Non-significant relationships were not evident between characteristics of lateral entry teachers and their performance ratings between lateral entry teachers' previous jobs and their performance ratings and between lateral entry teachers' motivations to teach and their performance ratings.

Leland (2001) conducted a study on *The Process of Becoming a Teacher Perspectives on Induction*. This narrative describes - how teaching identities are constantly renegotiated as a result of events both within and beyond the school context. It reveals how the multiple competing voices within the profession speak powerfully to those teachers who are anxious to negotiate a successful path for themselves and their students within a new school context. It illustrates how all teachers, regardless of their history, beliefs, or length of teaching experience, are disconcerted by these voices. Eventually, almost against their will, teachers heed these voices. Thus, it is clear that the events of those first years within a school setting have an impact on who or what we become as teacher? This study depicts how three teachers negotiated the real world of teaching amidst - the clash and clamor of the multiple voices vying for their attention and commitment. It reveals power-that particular voices garner in order to be heard, most of all it reveals the struggle that the participants wage in order to carry on the business of teaching and learning. This work also provides hypotheses for further research and study of beginning teachers' experiences during the induction years and points out the role that experienced colleagues play in the developing persona teacher.

Maxfield (2001) conducted a study on "Extending Gifted Education Pedagogy to Regular Classrooms: A Multi-site Case Study of Professional Development Practices". The purpose of this study was to identify professional development practices that increase the likelihood that classroom teachers change instructional and curricular practices through the use of gifted education pedagogy. A multiple-case (embedded) design was used for the selection of cases as well as for multiple units of analysis. There fore key categories, according to the interval analysis, that included

professional development plans, which also influence the teachers curricular and instructional practices as well as gifted education training opportunities, impact of training and design components and changes in curricular and instructional practices.

Meanor (2001) conducted a study on "Teacher-Driven Professional Development". Study focus upon the adoption of teacher-driven professional development in a Delaware school district. The focus of analysis is, how the district implemented this aspect of teacher-assisted decision-making and the implications for increased teacher satisfaction with professional development. Following themes emerged from the analysis. (1) Understanding the importance of continued learning is essential for teachers and can lead to a sustained learning culture in schools, which benefits students. (2) Sharing power in schools, even perceived power, is not easy but can be facilitated through preparation, guidelines and support. (3) Recognizing the psychological and social needs and characteristics of educators when planning professional growth is essential. (4) Confronting the need for changing the traditional modes of professional development is fundamental.

Two findings that came up in this study are, teachers recognize the need for continued learning and appreciate shared-decision making. In addition, teachers indicated satisfaction with professional development when the time commitment is recognized and they were provided with choices. Findings of the study; if professional development implemented, it could improve the education profession by infusing it with rigorous standards for continuous and sustained learning.

Frost (2001) undertaken "A Case Study of the Ways Individuals Conceptualized and Participated in a Professional Development School". This case study described the various ways individuals in one Professional Development School (PDS) conceptualized and participated in this partnership. The sample taken for this study comprised upon the faculty from a suburban elementary school and the faculty from the elementary and early childhood education department of the partner university. Documents, questionnaires, and interviews provided the primary data source for this study and were analyzed inductively. Findings of the study revealed that the ways participants conceptualized the PDS were linked integrally to the ways

that they participated in it. Following three categories of participants emerged from the data analysis. (i) Individuals appeared to view the PDS as an agreement for them to implement. (ii) Some conceptualize the PDS as a commitment and to view their roles as collaborators in ongoing efforts to fulfill this commitment. (iii) Participants emerged to hold more dynamic conceptualizations of the PDS and to participate in inventing new visions. Interpretations of these findings include a discussion of developmental, personal, and social dimensions that may contribute to these differences.

Luo (2001) conducted a study on "The Rise of Personal Development Training in Organizations: A Historical and Institutional Perspective on Workplace Training Programmes". This dissertation explains why the content of employee training has expanded in the 20th century from specific-technical training to include a wide range of personal development training programmes such as leadership, creativity and career management. Personal development training does not seem to follow an instrumental logic in the sense of technical rationality, human-capital and technology-based arguments, it cannot adequately explain the rise of such training in organizations. Based upon the institutional perspective of organizations, it was proposed that the historical rise of the participatory citizenship model of organization drives the expansion of personal development training. The participatory citizenship model consists of two dimensions. One dimension is that individual employees (especially middle management) are empowered and regarded as the main source of organizational rationality rather than "adjunct of machines" or rule-followers. The second dimension is that organizations incorporate diffused demand from the state and society as corporate citizens rather than simply production or service centers. The rise of the participatory model is accompanied by the decline of the bureaucracy and community models, which emphasize training in specific-technical and human relations skills rather than personal development training.

The impact of the study revealed the participatory organizational model in personal development training at these levels: ideological, organizational, and cross-national. Findings of the study explain both the historical changes and contemporary diversity in employee training.

Neese (2001) conducted a study on "Elementary Teacher Induction Programmes: A Policy Study of Texas Schools". The study focus to identify and categorize the induction programmes implemented across the state of Texas in Elementary public schools during the 2000-2001 school year. In addition to above, the policies, procedures, difficulties encountered, and solutions realized were explored. Data was gathered from first year teachers, mentor teachers, and induction programme coordinators from approximately two hundred and twenty eight elementary school campuses across the state of Texas. The findings of the study revealed that various perceptual differences exist between new teachers, mentor teachers, and induction programme coordinators regarding the participation rates, availability, and the helpfulness of the induction activities.

Chen (2001) conducted a study on "The Experiences of Participating in Continuing Professional Development: A Study of Human Resource Development Professionals in Taiwan". The purpose of this study is to gain a deep understanding of the meaning and the nature of the selected human resource development (HRD) professionals' experience of participating in continuing professional development (CPD). In this research Hermeneutic phenomenology method was used as the research methodology. A group of fourteen members of the Human Resource Development Association of Republic of China (Taiwan) were invited by the researcher purposefully, and the participants were given different tasks related to HRD, giving them an opportunity in the field to work on it where they gave a research text drawn by the researcher from them through face to face conversational interviews on the basis of some open ended questions. All those were interviewed twice. The conversation were recorded and transcribed as a research texts. Through thematic analysis of the research texts, several essential themes and sub themes emerged as follows: (1) "I felt changes:" (a) "I felt changes in the business environment," (b) "I felt changes in the HRD field," and (c) "I felt changes in my career (2) "I felt a drive for learning and development" (a) "I was preparing for my future" (b) "I desired to keep myself active" (c) "I desired to know more" and (d) "I felt self-challenge or self actualization" (3) "I felt CPD was part of my working life" (a) "I learned while working" (b) "I perceived organizational culture influenced my CPD" and (c) "I built

my professional networks" (4) "I felt powerless and frustrated:" (b) "I felt anxious about participating in some continuing learning activities" and (c) "I felt my professional competencies and expertise did not give me power."

Mattson (2001) conducted a study on "The Effects of Alternative Reports of Human Resource Development Results on managerial Support". Managerial responses to human resources development (HRD) results assessments were experimentally investigated as a function of (1) how assessment information was presented and (2) reported HRD programme impact levels. Managers (N = 233) read a business scenario in which they were asked to make a decision about whether to implement a development programme. Managers were then exposed to one of nine experimental treatment conditions (assessment report type x reported programme impact level). Utility analysis was an important component of the report types. They have an overall view of the results those were based on three levels explained as low, average and high. The study reflected that the managers perceived utility analysis and critical outcome technique reports equally important for decision making, and when comparison was drawn amongst anecdotal assessment report and other two types, it was found the anecdotal assessment report carried least significant regarding usefulness. In this regard the reported program effects has no impact on the perceived usefulness of the assessment report for decision making. Through the finding the provision of financial information about the result of human resource development intervention, needs to be made necessary.

Erickson (2001) conducted a study on morning conversations : A Study of the Lived Resource Development Practitioners" study on "Morning Experience of Human Studies done before 1990 describe the practice of human resource development (HRD) in terms of practitioner competencies. Many graduate HRD programmes are based on a 1989 competency model. In the last decade work, workers, and organizations have changed dramatically. The literature review revealed no study describing the live experience of HRD practice. The problem addressed in this study deals with the preparation of graduate students for HRD practice. The research question is what is it like to practice human resource development today?

The HRD practitioners may have different experience so the research was aimed at describing it. It was to help academicians to understand the need of specific input regarding the education (professional training of) HRD practitioners were considered and three qualitative approaches were applied to examine the data received from the study group. These groups of practitioners were from amongst the graduate students of HRD. The findings reflected the impact upon the correlation between time and change, role of conflict, a historical metaphorical shift in the profession from competencies of conversation, working theories about problems, mid activity as naming the experience and conversation and reinterpretation.

Al-Khamis (2001) conducted a study on "Human Resource Development in Saudi Arabia: The College of Technology Role in Supplying Skilled Manpower to the Private Sector". The purpose of the study was to assess the role of Colleges of Technology in relation to human resource development in Saudi Arabia, in general, and investigate and identify factors that have an impact on the hiring Colleges of Technology graduates in the private sector, in particular. Finally, the study also sought to determine the degree of importance of each of these factors.

The overall quality of college programs were revealed by the three groups and it was reflected in the research. Some other factors such as graduate basic skills, job security in the private sector and the weekend work were also amongst some common perceptions. The factors which lowered the college graduates employment proved that the graduate basic skill has very moderate effect while rest of the two factors had the effect ranging from moderate to high. So far, as the factors, as the college objectives, college program outcomes, graduates profession, wages in the private sector, daily working hours and college program variations are concerned, some different perceptions were found amongst these groups.

Manering (2002) conducted a study on "Professional Development Schools: A Pilot Project Involving Fellows and In-Service Teachers". Three in-service teachers ,and three teaching fellows were involved in a Professional Development School (PDS) pilot project in an elementary school district in southern Illinois. In-service teacher were selected after responding to an inner district posting seeking volunteers were selected after responding to an inner district posting-seeking volunteers for the PDS pilot project. The teachers who were selected taught kindergarten, second and fifth grades. They were veteran teachers with five or more years of teaching experience. It was found in this study that the profession development of participants involved in the Professional Development School pilot project had been impacted by their participation. Participants all agreed that they would select to be involved in another PDS project and that they would encourage other educators to also become involved.

Yakich (2002) made "An Analysis of the Beginning Teacher Support and Assessment Programme in the Baldwin Park Unified School District". The study aimed at attaining data regarding Teacher Support and Assessment Programme (BTSA).This experiment was performed in Baldwin Park Unified School Districts. The objective was to gain insight about the BTSA program. It had been perceived to be the most effective for newly inducted teachers. This district offers both mandatory and optional courses of training to new teachers. A number of 50 beginning teachers were considered for this study. It proved to be the most helpful for both personal and professional satisfaction. Conclusions are; (i) as indicated by the responses to the survey from, most new teachers' perceptions to the BTSA programme were positive in nature. (ii) In general, the greatest number of new teachers and support providers met bimonthly in person. (iii) Overall, most beginning teachers indicated that the BTSA programme had been instrumental to their effectiveness as a teacher. (iv) Nearly all BTSA participants planned to remain in the teaching profession for the next five years. (v) Most of the beginning teachers found that the all-going workshops and seminars were very helpful. (vi) The most effective aspects of the BTSA programme was meeting with a support provider. (vii) The least effective aspect of the BTSA programme was the amount of paperwork required. (viii) less paperwork would gain

additional support for the BTSA programme.

Schroeder (2002) conducted a study on "Faculty Change Agents: individual and Organizational factors that Enable or Impede Faculty Involvement in Organizational Change". This qualitative case study identified individual and organizational factors that enable or impede faculty involvement in organizational change. The study examined participation in a faculty development programme as one of the primary factors enabling involvement in change. It was determined through the results of this study that a number of individuals and Organizational factors influence faculty involvement worked sustained involvement as change agents. The main strength behind that sustained involvement was the existing values and norms. It was approved that if teaching practices do change, the faculty development changes basing upon CCLE and other factors. The faculty was directly helped by the CCLE as learning and facilitate their role in making the change possible.

Coe (2002) conducted a study on "The Practices and Perspectives of Teachers Trained in a Comprehensive Staff Development model: Ten Years Later". An understanding about the staff development model was the main purpose of this study, which leave a potential effect to their personal and professional growth, so that the change process at a systematic and individual level can be understood better that they are trained to be a better change agent. Local context plays a key role in the success or failure of programmes, including the founding and were demise of the Cadre Programme. Cadre members became change facilitators as a result of the confidence gained when their practice improved. They better understood the change process as a result of participating in change initiatives.

Smith (2002) conducted a study on Instructional Technology in Tennessee K-12 Public School Classrooms: A Training needs Assessment". In this study focus was laid upon examining the access and experience with instructional technology, assess their past training experiences and future training preferences, and evaluate the impact of demographic issues on their use of technological tools. As the teachers are the primary gatekeepers of any classroom innovation, but despite of more than a decade of investment on instructional technology in Tennessee schools, classrooms have

remained essentially unchanged. Information was gathered through a survey instrument sent to two hundred and forty seven Tennessee who teach in "21st century" or "technology-rich" classrooms — one hundred and ninety two teachers returned the survey (78%). Data were analyzed using frequency tabulation, chi-square, ANOVA, and post-hoc Duncan's Multiple Range. Data were reported and conclusions drawn around the following questions:

What kinds of instructional technology were present in Tennessee teachers' classrooms and how were the tools used? Teachers described widespread access to computers, Internet, and electronic mail at home and at school Respondents felt “very well informed” with the classroom use of electronic mail, the Internet, and instructional software. The educators identified the attitudes, knowledge and skills related to specific technologies and training. After the training workshop most of the teachers used full day or half day in practicing teaching skills. During this activity they talk to other teachers and study independently to learn about instructional technology. The most preference was given to the Hands-on conference sessions and full day in-service schedule very specially at the beginning of the session. If a general opinion of the understanding teachers is sought independently, they prefer to be taught by fellow senior colleagues at the schools computer lab. Out of the whole lot 65% assessed themselves at the intermediate level, while 65% of them considered that the technology has had an extensive impact on their students learning.

In response to what ways did personal demographics relate to the use of instructional technology by respondent teachers and their students? It was observed that technology use in classrooms was greater when teachers self-assessed at higher levels. Teachers and students used technology more in classrooms where teachers felt technological tools had an extensive impact on student learning.

To help facilitate the process of integrating technology into Tennessee classrooms, in-service training, workshops, and conferences using methodologies, formats, trainers, and timeframes that are more consistent with teacher preferences should be scheduled.

Nora (2002) conducted a study on "Professional Responsibilities of Human Resource Development and Organization Development Practitioners and Researchers". The purpose of this study was three-fold: (a) to develop a practitioner researcher validated list of professionals, responsibilities and the HRD and OD professional responsibilities as perceived by the HRD and OD professionals, (b) to investigate the possible relationship between the professional responsibilities as perceived by HRD and OD professionals. A profile information was provided by the study with respect to HRD and OD practitioners and researchers and developed a prioritized listing of professional responsibilities as the professional have perceived about it. An overlapping interdependence between HRD and OD has been identified and revealed that 70% of identifiable professional responsibilities are similar in both professions.

Merwe and Carel (2002) conducted a study on; Human Resource Development as a Management Task of the Management Team of Colleges of Education in the RSA". The study focus on the training of quality educators at colleges if education in particular, can only be optimally reached when trainers are academic-professionally competent for their task. The same criteria also apply to staff of training support services who are mainly responsible for administrative tasks.

The top level and middle management of a college of education should carry the management responsibility (management task) in order to optimally training and development, within organizational context, its human resources. An investigation was made and addressed about human resource development, as a management task of the managerial team. It was resultant to already mentioned points of view that the HRD is a sub sector of Education. It was conducted at the College of Education of the Republic of South Africa. The dilemma concerning human resource development at a college of education in view of guidelines, has been thoroughly researched, both through a literature study on human resource management and development and a empirical study.

Human resource management and development is placed in perspective by referring to the areas in human resource management. In order to identify and therefore address problem areas, human resource development should be preceded by

a determination and analyses of needs. The results of the research interpreted that the optimal development of human resources through training and development, is relevant in the following areas; (1) task performance development, (2) career development, (3) professional development, (4) personal development. A through reflection on the choice of general and specific training and development methods, techniques and the implementation thereof on a continuous basis, serve as instruments for optimal implementation of resource development.

Roy (2002) conducted a study on "The Influence of Class Size Reduction on Teachers Instructional Strategies and Perception of Instructional Support". Whether the class size has any correlation with the students achievement, is an important question, and when we find the reaction of researchers policy makers, educators and economists, we see that they agree on this relationship. The California Class Size Reduction initiative was applied in this research to compare the use of specific teachers instructional strategies prior to and after its implementation and to find out whether there were any significant differences present there. It also investigated about the perception of teachers for instructional support during participation in the above mentioned initiative.

This study indicated that primary teachers in the first year of class size reduction used grouping and diagnostic practices, and strategies that provided individual student attention with greater frequency and variety than they did when they taught larger classes. Furthermore, primary teachers in the second year of class size reduction used grouping and diagnostic practices and strategies that provided individual student attention with greater frequency and variety than they did in the first year of class size reduction.

Teachers perceived that there was frequent and useful instructional support during participation in class size reduction, which aided in the use of specific instructional strategies. At the same time they viewed the number and structure of staff development opportunities as a hindrance to the smooth implementation of the class size reduction initiative.

Rucker (2002) conducted a study on "The Relationship Between a Community Awareness Project and the Level of Cultural Sensitivity of Pre-Service and In-Service Teacher Education Students". As the enrollment of culturally and linguistically diverse children continuously creeps upward, the chasm between the culture of the children and the cultures of the teachers they are meeting in the classrooms continues to widen. Strategies that lead to a decrease in the dissonance between the two groups must be provided.

The community Awareness Project used in this study and the statistics show no significant change in attitude. Although it was a qualitative research so it allows a margin of speculation that the teachers are interested in becoming more culturally sensitive. It is recommended in this research that the colleges of education are required to meet the needs of pre-service and in-service teacher educator students. The recommendations include testing for cultural sensitivity of education majors, more aggressive recruitment efforts of people of color and those interested in working with diverse communities, integration of multicultural content in all classes, and expanded collaboration with urban school districts enrolling students from diverse background.

Friedrich (2002) conducted a study on "Generating Knowledge for Practice: Joint Work among Teacher Professional Development Organizations". Dissertation examines how teacher professional development organizations (PDOs) exchange information and create knowledge as they work together. PODs and their staff generate knowledge as they observe and participate in each other's work over time and in multiple venues. Gaining direct experience with other's practices comprises a key element of generating knowledge of unarticulated knowledge; when PDOs and their staff interact informally in the same setting, they develop a deep understanding of the contexts in which they work. As they participate in other's work, participants gain both tacit and explicit knowledge about each other's practice. When they synthesize their practices, they create new strategies, ideas and practices. These interactions occur as ongoing processes through which knowledge accumulates and deepens over time. These new understandings contribute to PDOs' ability to support teacher learning and to tailor their strategies to better schools' and teachers' needs.

Hardesty (2002) conducted a study: on "Professional Induction of Teachers: A Study of Student-Supervisor Dialogue Journals". The purpose of the study was to reveal the mechanisms by which a university supervisor leads five student teachers to reflective professionalism in dialogue journals used during the final field experience of a two-year graduate teacher preparation program for teachers of children who are deaf and hard-of hearing. The results showed that the concerns of the student-teachers clustered into four themes, completion of requirements, competence in practice, caring in field experience relationships, and practical and ethical conflict resolution. In addition, the supervisor met her objectives of forming educational relationships and providing a model of teacher-like thinking and problem solving through use of a variety of strategies, both direct and indirect, within a collegial milieu.

It is reflected through the research that for the purpose of thoughtful and reflective conversation, the dialogue general is the most important and effective source. This is because it also provides teacher educators with an opportunity of getting directly involved in the education of child while they solve the problems of trainee teachers (to be teachers) so that they prove to authentically experienced teachers.

Holland (2002) conducted a study on "How Human Resources Managers and Supervisors Value the Change that Skills Assessment Testing is Making in Hiring and Training Practices in the Workplace". Study looked at how human resource managers and supervisors value promised benefits of the system. American College Testing offers that using Work Keys will enhance job matching, reduce hidden costs, reduce the threat of discrimination charges, and prove communication with educators.

Those who are involved in hiring and training teachers can better value the promised benefits of these programs. The level of agreement in this regard can be variant. In this study, the human resource managers and supervisors considers the testing, is actually an effective tool for screening. With the modern approach, the skill assessment testing is getting changed at workplace for the employee. It has become a sign of challenge for the tool of interview serving the maximum in hiring. For the aspiring employee, the best promise likely is that of improved communication between

business and education. This holds forth the opportunity to widen labor pools when employment is available, broadening networks from favoured employee-referral into the classroom. For human resource managers, the skills assessment testing promise that is most attractive may be that of reducing discrimination charges. Human resource managers said skills assessment testing is indeed reducing hidden charges but are unable to quantify this in terms of dollars and cents. Finally, human resources managers offered favourable impressions regarding the promise of skills assessment testing to make better matches between companies and employees.

Laird (2002) conducted a study on "An Interactive Qualitative Analysis of Health and Student Development in College Freshmen". The purpose of this study was to examine the health and student development of a sample of college freshmen through the use of Interactive Qualitative Analysis (Northcutt, *et al.*). Another significance of interactive analysis is also reflected through this research. It shows that especially fresh college students have to undergo a very sensitive change which is to shift from adolescence to a level of young man. At this moment (point of time) there is a risk in way of life of these youngsters related to their help. This can serve as an indicator of psychological development as students at the gate of adulthood.

Moussiaux (2002) conducted a study on "Survey of Teacher Induction Programmes Regarding the Value and Effects of Specific Elements and Activities". The purpose of this study was to develop a survey instrument to assist school districts in determining the value and effects of specific elements and activities for the development of successful model induction programmes. The study showed that there were differences in perceptions of effective programme elements and activities between novice teachers and mentor teachers and between novice teachers and administrators. There were no differences found between administrators and mentors perceptions. The study also showed that there is a significant relationship between adherences to elements and perceived effectiveness of the induction programme. Schools that adhered to the most induction programme elements perceived the induction programme as most effective.

Then induction program elements and the teacher's retention have a strong

bond with each other in other words both the variable are mutually interdependent. Similarly some differences have also been found in perceived effective elements and the amount of time spent in the program. Some difference should also be seen between perceived effective elements and gender, reflecting that males perceive the program more effectively than female. The perceived effective elements and age are also found different in this study, showing that the respondent's age between twenty to thirty years perceive the program elements, the most effectively and those between sixty and above perceive the least.

There were no differences found in the perceptions of effective programme elements and ethnic background, individuals coming from other professions, individuals teaching elementary verses secondary, or individuals coming from different content area majors.

Smith (2002) conducted a study on "Teachers Perceptions of Staff Development Activities". The purpose of this study was to investigate the relationship between teachers perceptions of staff development and their perceptions of the communication climate at different building levels: elementary, middle, and high schools. Three research questions were posed to determine the perceptions of teachers toward staff development at the three building levels; elementary, middle and high schools. This study was significant because by understanding the relationship between teachers' perceptions of in-service programmes and building administrators can establish programmes to improve staff participation in in-service programmes, the types of In-service programmes that are important to staff, and the communication climate that encourages staff participation in staff development programmes.

Dickerson (2002) conducted a study on "The Institutionalization of Educational Reform: Sustaining an Effective Educational Programme". The key factors responsible for sustaining an effective program have been marked as an important objective of this study. This was based on the most important and basic question: How did the bright beginners fantastically followed through program sustained itself through more than twenty five years? Some secondary research questions explored in this study were: (a) What the role in the context of school played

in sustaining the program? (b) What was the role of leadership played in sustaining the program? (c) How was the effect of school culture applied in sustaining the program? (d) How could the change efforts made through implementation, continuation and evaluation phases effect sustaining the program? (e) Was there any effect of external factors of sustainability of the program, what was that?

Material gathered during the in depth interviews were transcribed and analyzed after the interviews were completed. First the researcher read the transcribed interviews and hand-coded the consistencies and emerging themes onto a large chart. Second, a matrix was made of the hand-coded data using a word processor. Third, the researcher identified themes, common patterns and important stories shared by the participants regarding the elements to the institutionalization of an educational programme. Discussion of the summary, conclusions, implications for practice, and recommendations for further research are provided in chapter five. .

Ray (2002) conducted a study on "Impact of Staff Development Training on Technology Integration in Secondary School Teachers classrooms". The purpose of this qualitative study was to explore the relationship between a particular staff development design to explore the relationship between a particular staff development design and the extent to which the integration of technology in classroom practice occurred after the training. It also noted whether or not teachers who participated in the staff development would become leaders in technology integration.

It was found in the study and guided towards the conclusion that to ensure the effective Staff Development, which provides the teachers with the encouragement, following points, must be kept in mind: (a) Teachers placed in an active role in demonstration, Extended time to assimilate learning, Help teachers to develop material, Peer observations, Collaboration, Opportunities for feed back, Teachers ability to choose activities. (b) Follow up support.

During the research execution it was found that ten out of twelve teachers were using technology in the class room during teaching activities to support the curriculum and enhance student learning. All of the teachers used skills learned at teacher technology training to research in preparation for class and to create institutional

materials. Teachers reported a change in teaching using technology: increased access to all sources, especially current sources; shared teaching with experts in the field, reputable Internet sites, and students who presented information; ability to strengthen interest and understanding by presenting information. This project will serve as "living document" or road map for the growth of the company that will be periodically reviewed and updated and used as a means of maintaining focus on the true mission of the practice.

Thurston (2002) conducted a study on "Clarifying the Structure of Justice Using Fairness Perceptions of Performance Appraisal Practices". This study explores the underlying structure of justice perceptions of performance appraisal practices for four organizations (N=88). Twelve multi-item scales, based on the seminal works in the organizational justice literature were designed to measure the perceived fairness of performance appraisal practices.

Four distinct but highly interrelated constructs were reflected through the study. A consistent fit in the total sample as well as in sub groups was provided in the study structure which consisted a professional (N=92) and a Para professional and administrative personal (N=96). Through a nested comparison of competing structural equation model, the construct validity for the justice types was further demonstrated. A justice model is one in which differentiates the impact of the four facets on several satisfaction measures. It provided a better explanation of the relation ship then satisfaction measures. The only condition for that match that a better explanation of the relationship than a model based on discrepancy between expected and actual performance rating is available. The hypothetical relationship between systematic justice and appraisal system satisfaction was supported by the results of the study. It also configured justice and appraisal satisfaction, as well as the social justice forms (interpersonal and informational) and the satisfaction of the supervisor as well. Statistically reliable differences appeared in the matter of relationships between the subgroups. Performance discrepancy perceptions predicted satisfaction with the performance appraisal for the professional employees, but not for the paraprofessional and administrative support personnel. Configuration justice was less strongly related to appraisal satisfaction in the administrative subgroup than for the professional

subgroup.

Greene (2002) conducted a study on "Pre-Service Teachers and the Teaching of African American Children". The study analyzes the attitudes and perception of pre service educators as they concern the teaching of African American children. In this study it is been revealed that how perception and attitude of the participants award particularly as they relate to the teaching of African American children. During the course of the study, preconceived assumptions and fresh insights on the part of the participants are revealed and analyzed.

Kuo (2002) conducted a study on "The History of Human Resource Development in Taiwan: 1950s-1990s". This study traced the history of Human Resource Development (HRD) in Taiwan from the 1950s through the 1990s. The author used an historical methodology to review the evolution of HRD strategies and policies adopted by the government, private and public enterprises, civic organizations, and research institutions in Taiwan. The purposes of this study were to trace the history of HRD in Taiwan since the 1950s, identify HRD patterns from the history of HRD in Taiwan since the 1950s, and develop an HRD definition that is derived from the history of HRD in Taiwan. Three factors have been fundamental in shaping Taiwan's development of HRD: (1) Dr. Sun Yat-Sen's teachings, (2) The government's commitment to development of human resources; and (3) the pragmatic and pluralistic approaches adopted in policy formulation.

Thompson (2002) conducted a study on "A Descriptive Evaluative Model of Teacher Education". The purpose of the project is to extend the research literature base on the attrition and retention rules of teachers. The study investigates the main factors affecting attrition in the teaching profession. For various reasons some teachers stay in the profession while others leave, What is inherent in the teaching profession that makes some teachers stay while others leave and become disenchanted with the teaching profession? This study analyzes the potential effects of a beginning teacher induction programme teacher-developed resource guides, a supportive educational community, positive working conditions, and teacher leadership on the attrition rate of teachers, The review of the research and evidence from teacher interviews indicate

numerous causes for high teacher attrition,

It was shown through the general conclusion derived from the study that both the teachers, who recently started their career and those who are senior and experienced responded with consensus toward teacher development resource guide proficiency lists and research articles. Both of these categories (junior and senior teachers) agreed to the need of the school district resource centre as well as the new teacher's induction program. More emphasis was given to introduce the induction program as the teacher joins services. Both of the types of teachers do agree that the Colleges of Education are still deficient in providing know-how regarding the classroom needs of the present day. Similarly senior and junior teachers agreed to the idea that the interactive teaching must cover the whole canvas and they must be paid though partially, for their training as well. It is also agreed by both the categories that the both are committed to remain in the profession are willingly prepared to play as a mentor for a beginner in teaching. Both demonstrate the capabilities of producing a framework for teacher competencies and to maintain standards for effective practices.

The implications of the findings are related to recent efforts to devote resources to work with beginning teachers as a way not only to reduce teacher attrition but also to improve the foundations of educational reform and performance improvement.

Phillips (2002) conducted a study on "A Case Study of the: Efficacy of Human Resource Managers Serving as Change: Agents". Human resource scholars and practitioners are calling for the engagement of human resource professionals in organizational change. This research examined the efficacy and phenomenology of the activities of nine human resource professionals who are beginning to serve as change agents. A nine-step model for addressing the human elements essential to implementation of change was used as a framework for data gathering. Data were collected from nine human resource professionals, twenty five of their customers, and the human resource director who is responsible for managing the professionals. The present study explored the perception of participants with respect to the dimensions of human resource professional's roles. (a) the dimensions of the human resource professionals' roles, (b) the importance of the change dimensions, and (c) the

perceived performance of the human resource professionals as change agents.

While talking about the customers focused on service delivery they were pursued inclusion as business partners. The required importance was attached to the nine change dimensions to all the perceived rates. It indicates that they believe that the HR professionals should be involved in the change role (the role as a change agent). Here were twenty five customers kept under observation but there ratings of significance were lower than the ratings provided by the professionals and human resource directors. Overall performances through the combination of perception were neutral. Four of the nine professionals were perceived all rates regarding their effectiveness of their role as a change agent. As a whole it was observed that the professionals were involved in all elements of the change model, but strangely they did not seem to believe that the change process could be managed and accelerated. The traditionally produced human resource services and delivery are focused by the professionals, but were bound to be engaged in more modern and strategic issues.

Davis (2002) conducted a study on 'Perceptions of New teachers and Building Principals Regarding the Effectiveness of Site-Based Teacher Induction'. The purpose of this study was to determine the perceptions of new teachers and building principals regarding the effectiveness of site-based teacher induction practices and compare the differences in the perceptions of these two groups. The induction practices in the study related to three areas of concern in teacher induction: reasonableness of teaching and extra duty assignments, colleagues' support, and adequacy of feedback and encouragement provided by building principals. Two hundred and fifty-four new teachers and twenty-eight building principals participated in the study. Data was collected through a survey instrument with statements that represented specific induction practices.

In all the three areas of concern, a statistically significant difference between perception of new teachers and building principles were indicated through the results of the study. To what extent was the reasonability of teaching and extra duty was considered by the building principles, the response were positive. It was found by new teachers as well as building principles that the role of the rest of the colleagues was

also favorable and supportive. However the perception of the building principles on this issue was more strong and clear as compared to that of new teachers. So far as, the adequacy of the feedback is concerned, the feeling of building principles and new teachers felt alike and their perception was positive about the feedback and encouragement. However the new teachers were comparatively less confident and clear in this regard.

Hensley (2002) conducted a study on "First-Year Teachers Perceptions of What Constitutes Effective Induction Programmes in North Carolina". The purpose of this study was to determine the characteristics of induction programmes in North Carolina's public school systems and how first-year teachers who participated in these programmes perceived them. This study examined the perceptions of a select group of North Carolina teachers in order to begin formulating a description of first-year teaching experiences. The findings of this study indicated there were statistically significant differences in perceived helpfulness between school levels and gender with induction programme/activity, metro programme/activity, administrative support and overall assistance / components.

Jares (2002) conducted a study on "An Analysis of Induction and Support Strategies Identified by Selected Newly Appointed Suburban Cook County Elementary School Principals". The research study conducted to determine the induction and support strategies for newly appointed principals identified as having a positive effect upon their professional understanding of their elementary school principalships in suburban Cook County.

Results of the study identified that principals reported a difference between teacher and principal induction practices with a higher emphasis placed upon teacher induction. It was reported by principals that they acquire information from participating in informal and usually self-initiated activities. Principals supported mentoring approach for an induction practice. The design reported, although supporting a mentoring approach in theory, realistically provided merely contact. Consistent recommendation characteristics were mentors be trusted by the protégé, an experienced principal in the same district and interactions be topically arranged in a

sequential, continual manner.

Lutz (2002) conducted a study on "Organizational Support for Staff Development: Exemplary Practices in Education and the Private Sector". The research study examines the extent to which exemplary practices in the public education sector and in the private sector are the result of strong organizational leadership and institutional support for continuing education. Utilizing a combination of case study research and comparative analysis, this study reveals the similarities and differences in how decisions are made, how resources are allocated, how organizational cultures change and what incentives are in place to support the transformation and successful implementation of professional development in the public education sector and in the private sector. The research findings explore to add to the knowledge base around teacher professional development in following area: (1) provide data on the relevance of the private sector experience for education, (2) increase the understanding of how organizations support or fail to support a work culture that values ongoing education.

Richard Ingersoll (2003) conducted a study on "Is There Really a Teacher Shortage?" A Research Study of Teaching and Policy in Education at University of Pennsylvania. Study found out that the declining educational system is stimulated by the fact of contemporary inability of schools to adequately staff with capable teachers. Analysis are provided based on investigations and other potential and pivotal factors linked to the human resources management and organizational characteristics and conditions of schools encircling the recruitment and selection process and problems. Statistical data gathered from surveys and investigation supplemented by follow-up. Data interestingly indicated and pointed out that actual triggering reason is not shortage of teachers rather, the problem is due to a "revolving door"—"where large numbers of qualified teachers depart their jobs for reasons other than retirement. The data show that the amount of turnover accounted for by retirement is relatively minor when compared to that associated with other factors, such as teacher job dissatisfaction and teachers pursuing other jobs. This report concludes that teacher recruitment programs—traditionally dominant in the policy realm—will not solve the staffing problems of such schools if they do not also address the organizational sources of low teacher retention. Most importantly, many schools with teaching

openings have experienced difficulties with recruitment”.

Janice (2004) conducted a study on “Exploring the relationship between certification sources, experience levels, and classroom management orientations of classroom teachers”. Revelation came across that classroom management is one of teacher’s greatest challenges in the classroom. It involves lack of proactive ability to oversee classroom activities such as learning, social interaction, and student behaviour. “Relationship between sources of teachers’ certification (traditional or alternative), teachers’ experience levels (experienced or novice), and teachers’ classroom management orientations (interventionist, non-interventionist, or interactionalist)” was examined. This investigation came up with the fact that neither source of certification nor experience level alone impacts a teachers’ classroom management orientation. However, teachers with traditional certification and many years of experience exert significantly less control over classroom activities and students’ behaviours than do their colleagues with other educational and experimental backgrounds. Potential causes and ramifications of these findings are discussed.

Weiping (2005) studied on “Evaluation of 2+2 alternative teacher performance appraisal program in Shanxi, People's Republic of China” at Jincheng Vocational and Technical College. This study examined the effect of the Alternative Teacher Performance Appraisal System that has been implemented in Shanxi province in China. “A mixed research design was used to evaluate the program. Six high schools and a total of 78 teachers (13 teachers in each school) in Shanxi province were selected. Three of the schools participated in the 2+2 program while another three served as the comparison. The results showed that 2+2 program significantly improved teachers’ professional performance, enhanced teachers’ collaboration, and increased the feedback between the peers.”

Nancy (2007) conducted a study titled “Supporting novice elementary mathematics teachers’ induction” at Faculty of Education, Queen's University, Canada. This study reports on “the needs identified as important to 27 novice elementary mathematics teachers and examines how Connect-ME, an online mathematics community, provides these supports. Qualitative data were collected

using two focus groups and 16 telephone interviews. Findings validate the need for alternative teacher professional development (TPD) models and the value of professional communities and knowledge acquired through technology-facilitated learning. The results indicate that teachers actively seek formal and informal TPD experiences, opportunities for sharing and communicating and access to quality resources. This study provides educational researchers and administrators with essential elements for effectively supporting novice elementary mathematics.

Victoria (2006) conducted a study on “Teacher Evaluation Practices and Teacher Job Satisfaction” under the Faculty of the Graduate School, University of Missouri-Columbia. The purpose of this study was to determine the relationship between teacher evaluation practices and teacher job satisfaction as measured by the Teacher Evaluation Profile and one subscale of the Teacher Job Satisfaction Questionnaire. The quantitative study was conducted administering the Teacher Evaluation Profile and the Teacher Job Satisfaction Questionnaire to all certificated teachers in a rural, mid-size school district located in the mid-west. The data from both instruments were analyzed using the Pearson product-moment. Demographic data pertaining to gender, years of teaching experience, and teaching assignment grade level were collected and were used as predictors for multiple regression analyses.

A significant relationship was found to exist between the Teacher Evaluation Profile subscale Evaluator Perceptions and the Teacher Job Satisfaction Questionnaire subscale Work Itself. No significant difference resulted from the multiple regression analyses using the predictors of gender, years of teaching experience, and teaching assignment grade level. Recommendations for future studies are to replicate the study using different subscales of the Teacher Job Satisfaction Questionnaire

Danial (2007), “Teacher Induction in Illinois and Ohio:A Preliminary Analysis” case study done by Daniel C. Humphrey, Marjorie E. Wechsler, Kristin R. Bosetti in February 2007. This two year study impacted the implementation design of effective induction by identifying six key factors the conclusions are: 1. need of appropriate and consistent funding to plan for and provide comprehensive support to new teachers induction. 2. need evidence about induction programs to ensure that

resources are spent adequately based on data-driven decisions about program structures. Capacity building to collect and analyze outcome data (e.g., teacher retention and effectiveness data). 3. provide orientation and support to new teachers to be prepared before the first day on job . Enable them to understand the policies, procedures, lecture structure and lesson plan design followed. 4. Induction is a proactive measure for teacher development and professional growth. 5. Induction is a measure and tool to be used for professionalization of individual attitude. 6. Induction is about developing a professional community culture.

SUMMARY

Researcher concluded afore mentioned studies on human resource development climate, performance appraisal, induction in-service education, teacher educators training needs and professional self development observed as below:

1. Employee development in a clear statement of mission, have new staff orientation and opportunities for career development. It was revealed through the studies on HRD and educational planning. Plans are made effectively, have new staff orientation and opportunities for career development, reward in case of innovations, construct managers to stand responsible and accountable for providing development opportunities for staff and cultivate an environment conclusive and favorable for providing construction challenges and opportunities for staff creativity.
2. Human Resource development is a new discipline in the world at large and is considered as hybrid; emerge from the interaction of the variety of disciplines. No long term strategies were, in any case, required for its development and it automatically geared to the market of HRD personals. Now in addition to the multinational organizational level this discipline is getting into education.
3. Some studies based on performance appraisal reveal that in order to have an educated assessment about the college performance we need to asses, academic performance (teaching and research) curricular and extra curricular activities and extension services, in and out of institutes.
4. Some interesting and important findings about induction in-service education shows that;
 - There was a small link of association between the teacher educators' experience of induction in-service education and their general education experience.
 - In the light of emerging curricular challenges at school and then at teacher education levels, teachers require induction in-service training courses so the need was identified through research.

- The qualification and instructional allocation were found by and large not congruent, so a strong need was felt for the induction in-service training and training courses to coop up with such problems.
5. Studies reviewed reflect certain results according to which teachers have a very positive perception of the new teacher's academy. This is reflected through their suggestions where the academy can be improved:
- Teachers have explained how the induction process was supportive for them in getting through with the teaching profession.
 - The beginning teachers themselves have suggested some further supporting measure for a more helping induction process.
 - On going workshops and seminars were considered to be very helpful by most of the freshly inducted teachers.
 - It was also suggested by the research that there were various clear differences between the perception of new teachers, teacher mentors and induction program coordinators regarding the rate, availability and the helpfulness of the induction activities.
6. Regarding the modes of teacher educators training needs, the concerned study indicates the impact of "participatory organization model" on three level personal development and training. These three levels are:
- Ideological level
 - Organizational level
 - Cross national level
7. The administration (administrative staff), the faculty and staff respondents wanted more computerized or computer related information and skills, in order to be able to work more effectively with people coming from diverse institutions. This was reflected by professional and self-development studies. The facilities about development and continuous learning of personals should be provided and encouraged by the institutions. The administrators were found more interested in workshops on problem solving strategies, team building. They also want priority

setting faculty and classified staff, perceived salary incentives for participation in staff development programs of such an importance for their comparison to the administrators.

8. The personal and professional growth of middle school teachers was positively influenced by the professional development programs. This enabled the system of school administrations to facilitate the development of a “culture” of advocating young adolescence. So the impetus for teacher initiated change “in middle schools” could be provided.
9. In order to get information about the fact that the power, partnership and professionalisms were necessary to be made a part of the design. This was the conclusion of the studies and it was declared as a requirement of development and the implementation of need-base teacher’s professional development.

It is obvious in the concluding remarks that time and material resources are needed for being invested into research studies. It is required in the HRD programs designed for teacher educators at the Teacher Education institutions. These researches were made round the world revealing the impact of globalization and uprising threats to build the capacity of teacher education institutes for the uplift of national development to pace with global requirements. Researcher could not find any study in accordance with the dependent variables of the research for the Pakistani educational system.

The concept of HRD is quite a new one and came to Pakistan very recently (end of 90s) and that also was not exactly regarding education (teacher education & training), it was rather regarding vocational education. Previous government took some serious moves in this direction. HRD was in those days, introduced as an area of study in NUML. The stress behind these move was in fact based on government’s intension to market Pakistani labour in global market in value added forms. The example, expressed by the government that exporting cotton gives us a few cents per pound but when garment are exported, we give +5 pound sterling per pound of cloth. The same technique was decided then to apply to Pakistan’s labour force to be exported to various corners of the world for better remittances of Foreign exchange.

As this concept of Human Resource Development has not yet simply been applied to the education, specifically in teacher education and training. It is completely applied to the Education Sector (Teacher Education-sub-Sector) a number of avenues will open for research in this area.

Hence the present investigation aims to study the challenges of Human Resource Development in the teacher educator institutions, focusing on the Human Resource Development climate, Performance appraisal, induction in-service education and training needs for the upcoming threats of globalization.

CHAPTER 3

PROCEDURE AND METHODOLOGY

Undertaken research study was aimed to identify the challenges of Human Resource Development to pace with Globalization in the Pakistan perspective. Study was aimed to ascertain the effect of human resource development climate, performance appraisal, induction in-service education and training needs of teacher educator with impact of gender, experience, age wise difference, organization difference, working in unisex or co-education, service stature difference.

This chapter deals with method and procedure of the study, which is presented under the following headings.

- Population of the study
- Sample of the study
- Instrument used in the study
- Administration of instrument
- Analysis of the data

3.1 **POPULATION OF THE STUDY**

In this study the population consisted of the faculty members working in institutes offering Teacher education program located in the region of Islamabad and Rawalpindi.

Teacher educators working in public or private Teacher education Institutes were considered as elements of population for the study. The estimated population of twin cities is approximately 350. The questionnaire was distributed among the teachers but researcher got response from 223 teacher educators. 100% population was taken as sample but turnout was 64%. Sample size is one of the major concerns for research methodology. A general rule for researcher is to draw a sample of cases as few as they must and as many as they can but particularly for survey data sample of around 200 cases usually give

sufficient scope for analysis. However, mere size of the selection of sample is important. (Iqbal 2007). Therefore, the researcher practiced utmost care while determining the sample size drawn for the available population.

3.2 SAMPLE OF THE STUDY

Following table represents the sample of study:

Table No. 3.1

Groups	Subgroups	MALE	FEMALE	TOTAL
Organization	Private	34	78	112
	Public	21	90	111
T –Exp	Below 5 yrs	12	76	88
	5 – 10	19	51	70
	11-15	9	16	25
	Above 15 yrs	15	25	40
Level of teaching	B.Ed	29	80	109
	M.Ed.	26	88	114
Age	Below 35	26	83	109
	35-50	25	82	107
	Above 50	4	3	7
WINST	Uni-sex	38	78	116
	Coeducation	17	90	107
Status	Permanent	23	122	145
	Contract	19	28	47
	Visiting	13	18	31

3.3 INSTRUMENT USED IN THE STUDY

The instruments used for the present study are described in detail.

3.3.1 Human Resource Development Climate (HRDC) Questionnaire

This questionnaire was developed and standardized by Rao and Abraham (1990) at Xavier's Labor Relation Institution, Jamshedpur Centre (XLRI). It comprised of thirty eight items to be responded on a 5 point scale as 4-almost always true, 3-mostly true, 2-sometimes true, 1-rarely true, 0-not at all true.

Noor Jehan (2007) modified the questionnaire and reduced the number of items upto 35, the reliability of the tool was established to be 0.71. The validity was established by taking the square root of reliability and it was 0.87. Thus the tool is found to be reliable and valid. Researcher used the modified questionnaire. The questionnaire further need not to be standardized as it is being used in India which almost culturally is the same (Annexure-A)

3.3.2 Performance Appraisal Effectiveness (PERAP) Questionnaire

Performance appraisal effectiveness questionnaire is developed and standardized by Rao and Abraham (1990) at the XLRI centre, it consists of two parts and 33 items to be responded on 5 point scale. Investigator adapted the tool from Noor Jehan (2007) modified the tool and reduced the number of items to 25. This questionnaire has been revalidated by calculating the validity and reliability coefficients. The reliability computed was 0.73 and the validity was 0.84. The PERAP questionnaire attached in Annexure-B

3.3.3 Induction In-Service Education Scale (INS)

Is originally developed by Rao and Abraham (1990) at the XLRI centre. It consists of 25 items to be responded on a 5 point scale. The investigator adapted this questionnaire from Noor Jahen who modified the tool and reduced the number of items up to 22. The score of reliability was 0.58 and the validity was established 0.76, thus tool is found to be reliable and valid. Questionnaire attached in Annexure-C

3.3.4 Training Teacher Educators Training Needs Assessment Scale

Teacher educator training needs assessment scale is developed and standardized by Nilavar (1992). It consists of 214 items which is further modified by Noor Jehan N. Ganihar (2007) who further reduced the number of items to 90. The reliability of the tool was established to be 0.72 and the validity was found to be 0.86. Researcher has adapted the modified tool. Questionnaire attached as Annexure-D. Permission to use the instruments attached Annexure-E

In addition to above scales for getting the demographic information about the respondents a demographic section was attached with scale which included questions about gender, working organization, working in uni-sex and coeducation institutes, teaching level, age group, level of experience and service stature.

The researcher administered the instrument personally and gathered the data from Islamabad and Rawalpindi. The research design of the study is reflected in the table 3.1

.

Table 3.1 Research design of the study

Serial No.	Variable studied	Tools used	Sample	Statistics used
1	Human resource development climate of teacher education institutes	Human resource development climate questionnaire	Eleven teacher educator institutes in twin cities of Islamabad and Rawalpindi	Descriptive t-test ANOVA Post Hoc Pearson's correlation
2	Performance appraisal effectiveness of teacher education institutes	Performance appraisal effectiveness questionnaire		
3	Induction in service education of teacher education institutes	In service education scale		
4	Training needs of teacher education institutes	Teacher educator training need assessment scale		

3.4 DATA COLLECTION

Data through survey questionnaire was personally collected by the researcher from eleven institutes working in teacher education for government and private sector in the twin cities of Islamabad and Rawalpindi. With the cooperation of teaching faculty members out of 350 questionnaires, 223 were received back. The remaining didn't respond in spite of repeated visits.

3.5 ANALYSIS OF DATA

Editing of survey response for detection and correction of errors and omissions was performed to achieve optimum standards of data quality. Initially data was entered in SPSS 13 version, Statistical Package for Social Sciences for analysis. Research hypothesis developed to study the challenges of HRD were tested statistically. Researcher used t-test as suggested by (Phillips, 1992) the difference between z and t distributions is negligible beyond the sample size of 120, two are virtually identical (Cooper and Emory, 1995). Furthermore, t-test was performed to analyze difference

between values of two independent data set and response of every case for respective variables. Independent samples t-test was performed to analyze difference between mean values of two data sets concerning respective variables. Value of t was selected based on Levene's F test for equality of variances. Analysis of variance (ANOVA) test was performed to analyze difference among the mean values of more than two groups concerning the respective variable. The study was analyzed keeping in view the impact of seven independent variables (gender, working organization, working in uni-sex and coeducation institutes, teaching level, age group, level of experience and service stature) upon the dependent variables and further relationship among the HRDC, PERAP, INS and Training needs was analyzed by using Pearson's Correlation.

Table 3.2 Statistical tools required for testing the Hypothesis

Hypotheses numbers	Nature of testing	Test used
Ho1 to Ho16	Significant difference between two groups was to be tested	Independent Sample "t" test
Ho17 to Ho28	Significant difference among more than two groups was to be tested	ANOVA + Post hoc + LSD
Ho 29 to Ho31	Relationship between the variables HRDC, PERAP, INS and training	Pearson's correlation

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

After the data had been collected it was processed and analyzed using SPSS 13.0 software. The data collected from teacher educator institutes with regard to human resource development climate, performance appraisal, induction in-service education and teacher educator training needs at the teacher education institutes were analyzed with reference to the objectives and hypothesis. The data have been subjected to the following statistical analysis namely descriptive statistics, t-test one-way analysis of variance (ANOVA) and post hoc least significant difference (LSD). The result of statistical analysis have been summarized, tabulated and interpreted appropriately.

DESCRIPTIVE ANALYSIS

Table 4.1 gives the descriptive analysis of all the variables. The demographic information about the respondents was collected along with the scale which included the questions about gender, level of teaching, age, teaching experience, working institute, status as employee and organization either public or private. Thirty one hypotheses were formulated for the study; four scales were used to study the designed objectives.

Table 4.1 The demographic information about the respondents

Sample	Number	HRDC		PERAP		INS		TN	
1	2	3	4	5	6	7	8	9	10
		M	SD	M	SD	M	SD	M	SD
Teacher educator	223								
Whole sample									
Gender MALE	55	92.8909	19.13565	62.7273	15.37368	55.0182	15.56526	184.8182	34.72596
FEMALE	168	84.0893	20.8591	55.0357	17.5236	48.5238	15.1080	177.1369	33.4542
Organization Public	111	82.0811	23.8766	54.2252	20.2860	49.7387	16.4542	176.8739	35.8665
Private	112	90.4018	16.1844	59.6161	13.2911	50.5089	14.4366	181.1696	31.7555
WINST Uni-sex	116	81.4310	18.6768	55.1810	15.4434	49.5000	11.3318	173.1638	32.1440
Coeducation	107	91.4953	2.6953	58.8318	19.0151	50.8037	18.9555	185.3925	34.6576
Level of teaching B.ed	109	84.3303	19.6949	55.0550	15.6908	48.7339	14.3898	173.0642	33.4189
M.ed	114	88.1053	21.6486	58.7281	18.6145	51.4561	16.3405	184.7368	33.4265
Age Below 35	109	85.6972	21.3492	59.6606	15.9770	52.0183	13.6890	182.4587	31.0836
35-50	107	85.4673	19.5063	54.1495	17.3177	48.5701	16.0859	175.0561	30.2130
Above 50	7	107.1429	22.1090	57.0000	30.2710	44.4286	27.0977	186.4286	89.8978
T-EXP Below 5yr	88	83.5682	23.8539	59.9318	18.1715	50.4545	16.0258	181.8295	34.2164
5-10 yrs	70	84.7286	12.8896	57.9571	10.8927	54.2571	10.9765	176.0429	27.9541
10-15 yrs	25	85.5200	17.4478	49.9600	16.1309	49.7200	9.7233	170.4400	25.7796
Above 15 yrs	40	95.3250	24.4261	52.9000	22.9858	42.4250	20.5325	183.4750	44.9478
Status Permanent	145	85.5862	19.9500	58.4897	17.1007	52.2483	13.3461	177.8483	34.3526
Contract	47	79.7447	25.1063	54.2340	17.9846	48.5106	16.2973	183.0851	34.8836
Visiting	31	99.2903	8.1043	53.7419	16.8305	42.6452	20.4704	178.4194	30.3148

HRDC = Human resource development climate, PERAP= Performance Appraisal, INS= Induction in service,

TN = Training needs

Source: Own Analysis

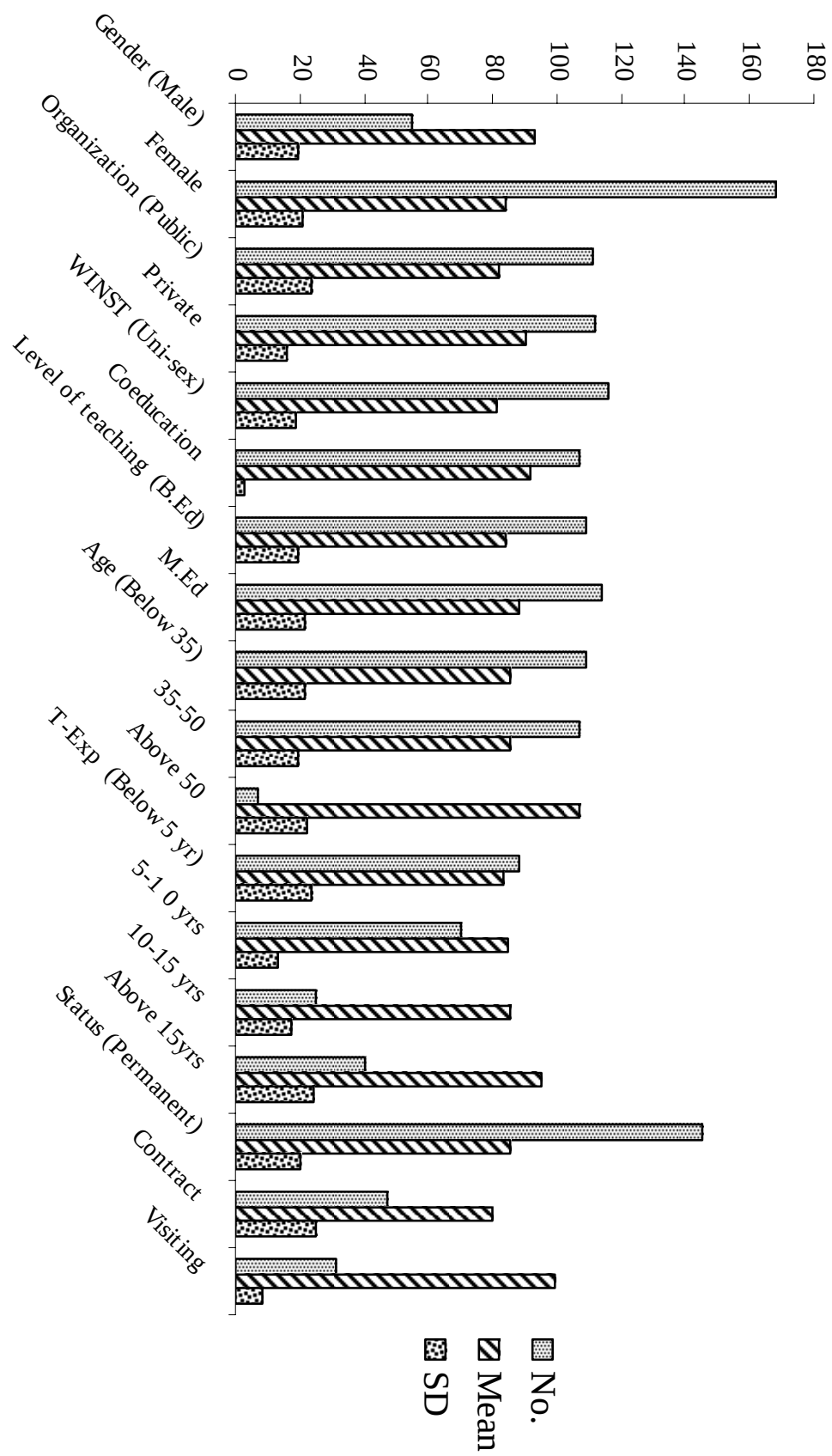
Human Resource Development Climate

The means and standard deviations of the samples of teacher educators are presented in table 4.2, the results in the table reveal that on human resource development climate teacher educator above the age of 50 years have the highest mean score (107.14) and the lowest mean score (79.74) is for the teacher educators working on contract. The same has been shown graphically in figure 1.

Table 4.2 Scale for HRDC

	No.	Mean	SD
Gender (Male)	55	92.8909	19.13565
Female	168	84.0893	20.85905
Organization (Public)	111	82.0811	23.87663
Private	112	90.4018	16.18444
WINST (Uni-sex)	116	81.431	18.67676
Coeducation	107	91.4953	2.69531
Level of teaching (B.Ed)	109	84.3303	19.69492
M.Ed	114	88.1053	21.64859
Age (Below 35)	109	85.6972	21.34917
35-50	107	85.4673	19.50632
Above 50	7	107.1429	22.10904
T-Exp (Below 5 yr)	88	83.5682	23.85386
5-10 yrs	70	84.7286	12.88963
10-15 yrs	25	85.52	17.44783
Above 15yrs	40	95.325	24.42612
Status (Permanent)	145	85.5862	19.95
Contract	47	79.7447	25.10627
Visiting	31	99.2903	8.10429

Fig.1. Graphic representation of HRDC



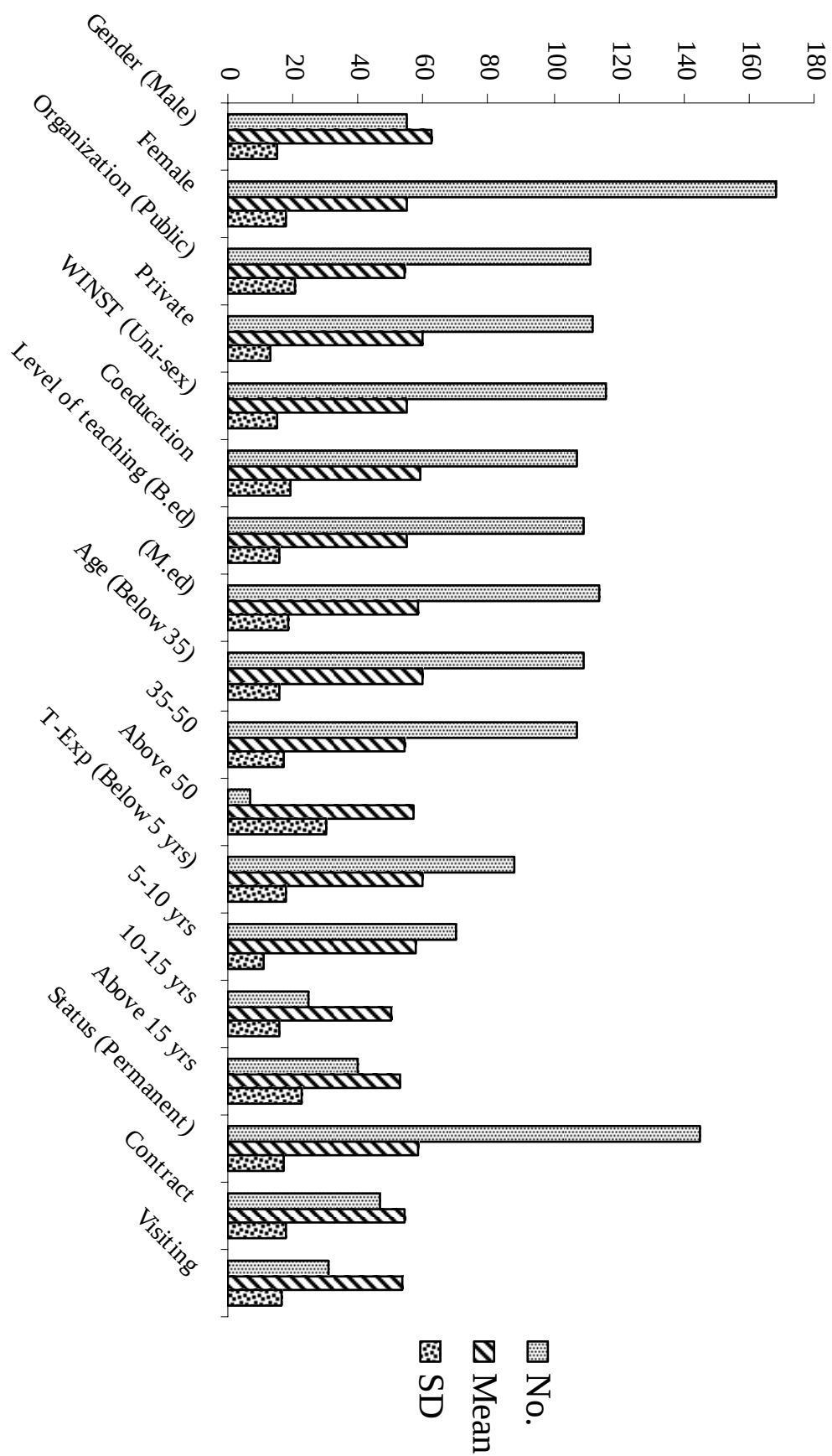
Performance Appraisal

The results in the following table 4.3 reveal that in the scale for performance appraisal, the highest mean score (62.72) is for male and the lowest (49.96) is for teacher educators having teaching experience 10 to 15 years. The same has been shown graphically in figure 2.

Table 4.3 Scale for performance appraisal

	No.	Mean	SD
Gender (Male)	55	62.7273	15.3737
Female	168	55.0357	17.5236
Organization (Public)	111	54.2252	20.286
Private	112	59.6161	13.2911
WINST (Uni-sex)	116	55.181	15.4434
Coeducation	107	58.8318	19.0151
Level of teaching (B.ed)	109	55.055	15.6908
(M.ed)	114	58.7281	18.6145
Age (Below 35)	109	59.6606	15.977
35-50	107	54.1495	17.3177
Above 50	7	57	30.271
T-Exp (Below 5 yrs)	88	59.9318	18.1715
5-10 yrs	70	57.9571	10.8927
10-15 yrs	25	49.96	16.1309
Above 15 yrs	40	52.9	22.9858
Status (Permanent)	145	58.4897	17.1007
Contract	47	54.234	17.9846
Visiting	31	53.7419	16.8305

Fig.2. Graphic representation of performance Appraisal



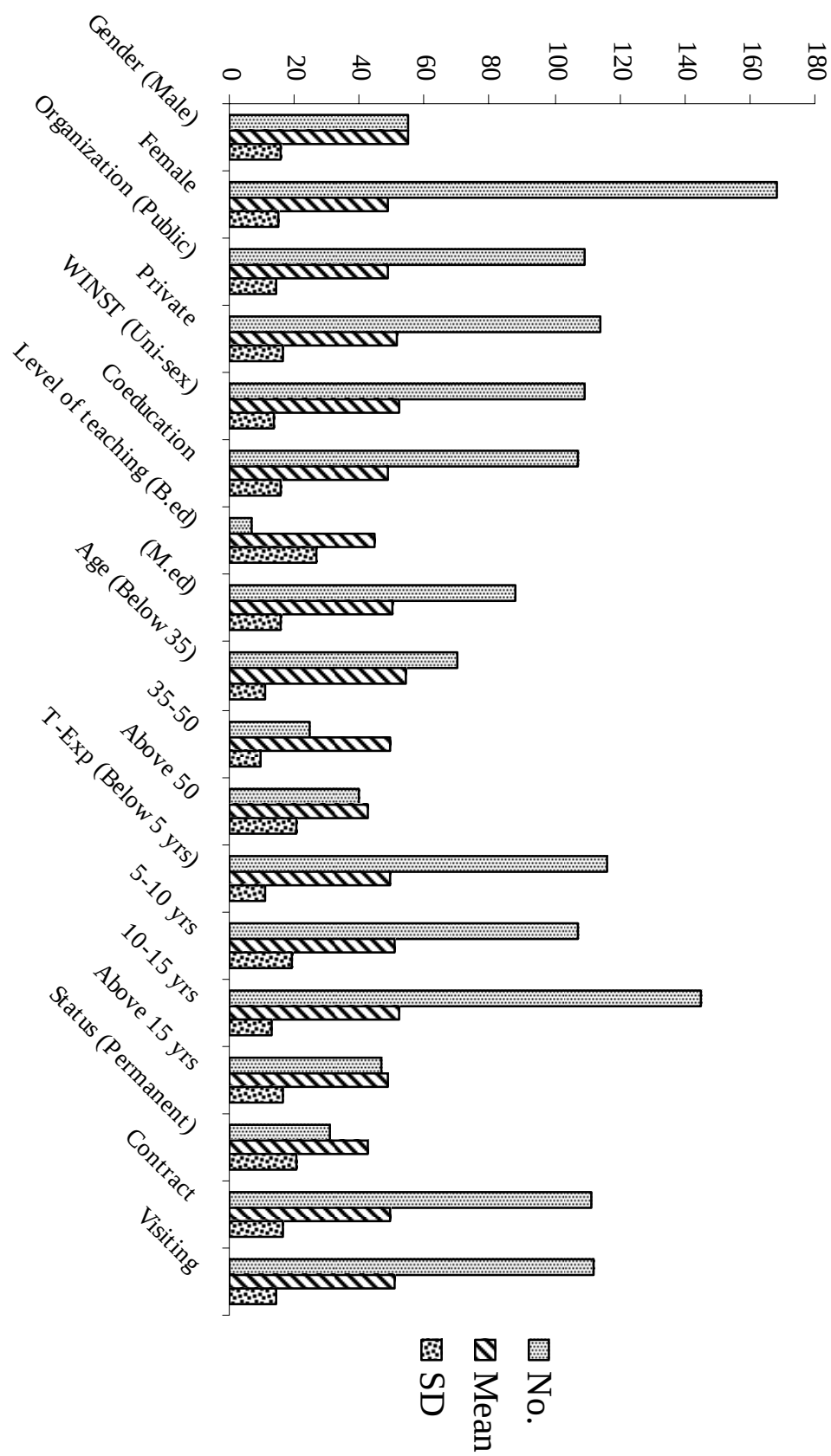
Induction and in service education scale

The results in the following table 4.4 reveal that in the scale for induction and in service education, the highest mean score (55.01) is for male and the lowest (42.42) is for teacher educators having teaching experience above 15 years. The same has been shown graphically in figure 3.

Table 4.4. Scale for induction and in service education

	No.	Mean	SD
Gender (Male)	55	55.0182	15.5653
Female	168	48.5238	15.108
Organization (Public)	109	48.7339	14.3898
Private	114	51.4561	16.3405
WINST (Uni-sex)	109	52.0183	13.689
Coeducation	107	48.5701	16.0859
Level of teaching (B.ed)	7	44.4286	27.0977
(M.ed)	88	50.4545	16.0258
Age (Below 35)	70	54.2571	10.9765
35-50	25	49.72	9.72334
Above 50	40	42.425	20.5325
T-Exp (Below 5 yrs)	116	49.5	11.3318
5-10 yrs	107	50.8037	18.9555
10-15 yrs	145	52.2483	13.3461
Above 15 yrs	47	48.5106	16.2973
Status (Permanent)	31	42.6452	20.4704
Contract	111	49.7387	16.4542
Visiting	112	50.5089	14.4366

Fig.3. Graphic representation of induction in service



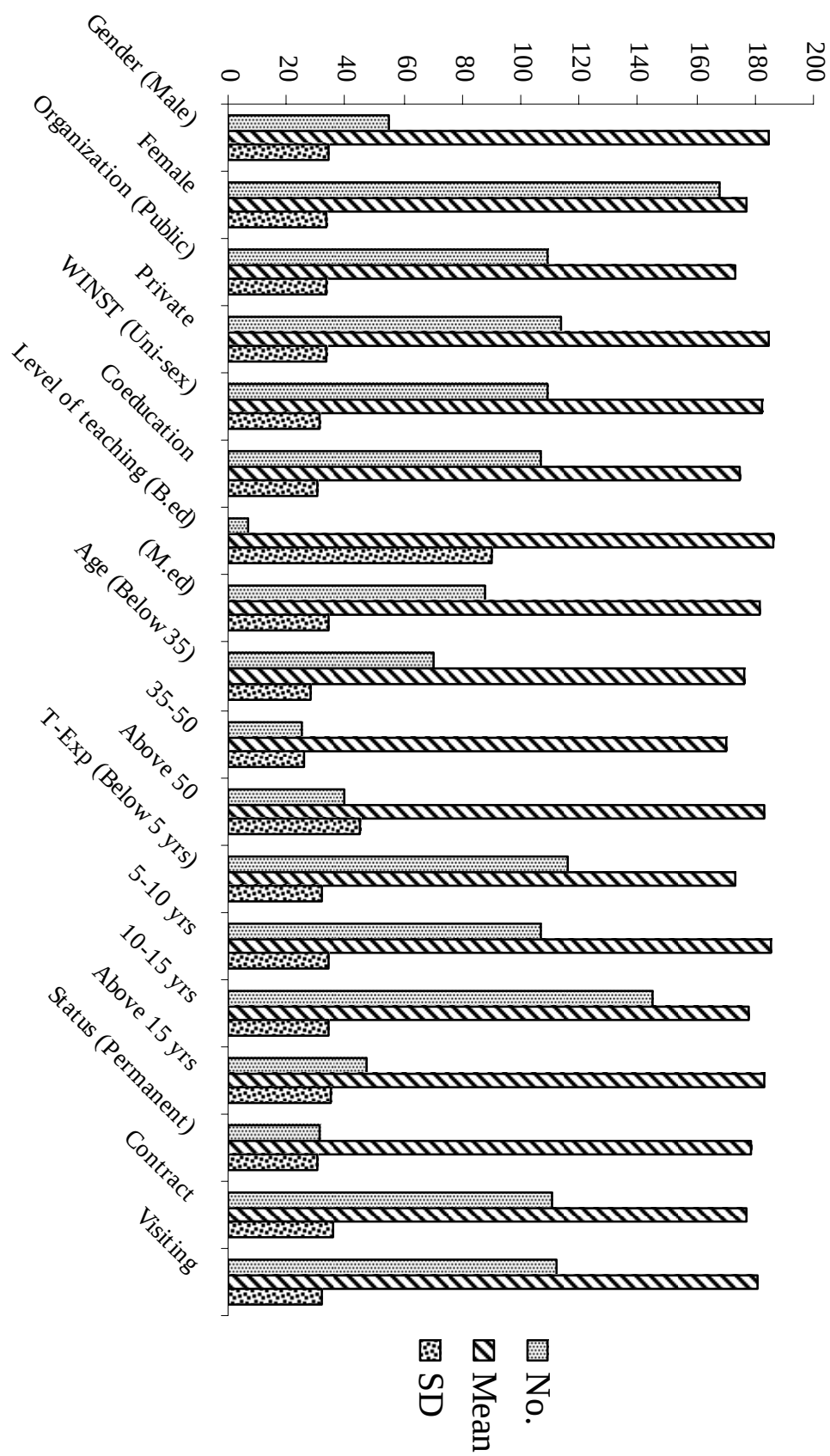
Training needs

The results in the following table 4.5 reveal that in the scale for training needs, the highest mean score (186.42) is for age above 50 years and the lowest (170.44) is for teacher educators having teaching experience from 10 to 15 years. The same has been shown graphically in figure 4.

Table 4.5 Scale for training needs

	No.	Mean	SD
Gender (Male)	55	184.818	34.726
Female	168	177.137	33.4542
Organization (Public)	109	173.064	33.4189
Private	114	184.737	33.4265
WINST (Uni-sex)	109	182.459	31.0836
Coeducation	107	175.056	30.213
Level of teaching (B.ed)	7	186.429	89.8978
(M.ed)	88	181.83	34.2164
Age (Below 35)	70	176.043	27.9541
35-50	25	170.44	25.7796
Above 50	40	183.475	44.9478
T-Exp (Below 5 yrs)	116	173.164	32.144
5-10 yrs	107	185.393	34.6576
10-15 yrs	145	177.848	34.3526
Above 15 yrs	47	183.085	34.8836
Status (Permanent)	31	178.419	30.3148
Contract	111	176.874	35.8665
Visiting	112	181.17	31.7555

Fig.4. Graphic representation of training needs



TESTING OF HYPOTHESES

Following table indicates an overview of the organization of the nature of testing and test statistics used.

All the hypotheses were tested at 0.05 level of significance.

Table 4.6 Statistical Analysis required testing the Hypothesis

Hypotheses numbers	Nature of testing	Test used
Ho1 to Ho16	Significant difference between two groups was to be tested	Independent Sample “t” test
Ho17 to Ho28	Significant difference among more than two groups was to be tested	ANOVA + Post hoc + LSD
Ho 29 to Ho31	Relationship between the variables HRDC, PERAP, INS and training	Pearson’s correlation

Ho1 Teacher educators belonging to different gender do not differ in their perception of human resource development climate.

This hypothesis was tested by applying “t”test statistics.

Table 4.7 Difference between male and female in the perception of HRDC

Group	N	Mean	t	df	p-value
Male	55	92.89	2.89	99.32	0.005*
Female	168	84.08			

* $p < 0.05$

Summary of “t”test presented in the above table No 4.7 indicates that t-value (2.89) is significant as p-value (0.005) is less than 0.05. Hence the hypothesis stating, “teacher educator belonging to different gender do not differ in their perception of human resource development climate” is rejected at 0.05 level of significance. So there is a significant difference between teacher educators belonging to different gender in their perception of human resource development climate.

Mean value for males (92.89) is higher than females (84.08) therefore it is concluded that male teacher educators have better perception of HRDC than female teacher educators.

Ho2. Teacher educators belonging to different gender do not differ in their perception of performance appraisal.

This hypothesis was tested by applying “t”test statistics.

Table 4.8 Difference between male and female in the perception of PERAP

Group	N	Mean	t	df	p-value
Male	55	62.72	2.90	221	0.004*
Female	168	55.03			

* $P < 0.05$

Summary of “t” test presented in the above table No 4.8 indicates that t-value(2.90) is significant as p-value (0.004) is less than 0.05. Hence the hypothesis stating that, “teacher educator belonging to different gender do not differ in their perception of performance appraisal ,is rejected at 0.05 level of significance . So there is a significant difference between teacher educators belonging to different gender in their perception of performance appraisal.

Mean value for males(62.72) is higher than females(55.03) therefore it is concluded that male teacher educators have better perception of PERAP than female teacher educators.

Ho3. Teacher educators belonging to different gender do not differ in their perception of in-service education.

This hypothesis was tested by applying “t”test statistics.

Table 4.9 Difference between male and female in the perception of INS

Group	N	Mean	t	Df	p-value
Male	55	55.01	2.74	221	0.007*
Female	168	48.52			

* $P < 0.05$

Summary of “ t”test presented in the above table No 4.9 that t-value (2.74) is significant as p-value (0.007) is less than 0.05. Hence the hypothesis stating that , “teacher educator belonging to different gender do not differ in their perception of in-service education” ,is rejected at 0.05 level of significance . So there is a significant difference between teacher educators belonging to different gender in their perception of in-service education.

Mean value of males (55.01) is higher than females (48.52) therefore it is concluded that male teacher educators have better perception of INS than female teacher educators.

Ho4 Teacher educators belonging to different gender do not differ in their perception of teacher educators training needs.

This hypothesis was tested by applying “ t”test statistics.

Table 4.10 Difference between male and female in the perception of training needs.

Group	N	Mean	t	df	p-value
Male	55	184.81	1.46	221	0.145*
Female	168	177.13			

* $P > 0.05$

Summary of the “ t”test presented in the above table No 4.10 indicates that t-value (1.46) is non-significant as p-value (0.145) is greater than 0.05 .Hence the hypothesis stating that, “teacher educators belonging to different gender do not differ in their perception of teacher educators training needs”, is accepted at 0.05 level of significance. This finding led to the conclusion that there is no significant difference between teacher educator belonging to different gender in their perception of teacher educators training needs.

Mean value for males (184.81) is higher than females (177.13) therefore it is concluded that male teacher educators have better perception of training needs than the female teacher educators.

Ho5 Teacher educators belonging to private and public sector do not differ in their perception of human resource development climate.

This hypothesis was tested by applying “t”test statistics.

Table 4.11 Difference between private and public sector in the perception of HRDC.

Group	N	Mean	t	df	p-value
Public	111	82.08	3.04	193.27	0.003*
Private	112	90.40			

* $P < 0.05$

Summary of the “t”test presented in the above table No 4.11 indicates that t-value (3.04) is significant as p-value (0.003) is less than 0.05. Hence the hypothesis stating that, “teacher educators belonging to private and public sector do not differ in their perception of human resource development climate,” is rejected at 0.05 level of significance. This finding led to the conclusion that there is a significant difference between teacher educators belonging to private and public sector in their perception of human resource development climate.

Mean value for private institutes (90.40) is higher than the public institutes (82.08) therefore it is concluded that teacher educators working in private institutes have more perception of HRDC than the teacher educators working in public sector institutes.

Ho6 Teacher educators belonging to private and public sector do not differ in their perception of performance appraisal.

This hypothesis was tested by applying “t”test statistics.

Table 4.12 Difference between private and public sector in the perception of PERAP

Group	N	Mean	t	Df	p-value
Public	111	54.22	2.34	189.51	0.020*
Private	112	59.61			

* $P < 0.05$

Summary of the “t”test presented in the above table No 4.12 indicates that t-value (2.34) is significant as p-value (0.020) is less than 0.05. Hence the hypothesis stating that, “teacher educators belonging to private and public sector do not differ in their perception of performance appraisal,” is rejected at 0.05 level of significance. This finding led to the conclusion that there is a significant difference between teacher educators belonging to private and public sector in their perception of performance appraisal.

Mean value for private institutes (59.61) is higher than the public institutes (54.22) therefore it is concluded that the teacher educators working in private institutes have better perception of PERAP than the teacher educators working in public sector institutes.

Ho7. Teacher educators belonging to private and public sector do not differ in their perception of in-service education.

This hypothesis was tested by applying “t” test statistics.

Table 4.13 Difference between private and public sector in the perception of INS.

Group	N	Mean	t	df	p-value
Public	111	49.73	0.37	221	0.711*
Private	112	50.50			

* $P > 0.05$

Summary of the “t” test presented in the above table No 4.13 indicates that t-value (0.37) is not significant as p-value (0.711) is greater than 0.05. Hence the hypothesis stating that, “teacher educators belonging to private and public sector do not differ in their perception of in-service education ,”is accepted at 0.05 level of significance .This finding led to the conclusion that there is no significant difference between teacher educator belonging to private and public sector in their perception of in-service education.

Mean value for private institutes (50.50) is higher than the public institutes (49.73) therefore it is concluded that teacher educators working in private institutes have better perception of in-service education than the teacher educators working in public sector institutes.

Ho8. Teacher educators belonging to private and public sector do not differ in their perception of teacher educators training needs.

This hypothesis was tested by applying “t”test statistics.

Table 4.14 Difference between private and public sector in the perception of training needs.

Group	N	Mean	t	df	p-value
Public	111	176.87	0.94	221	0.345*
Private	112	181.16			

* $P > 0.05$

Summary of the “t”test presented in the above table No 4.14 indicates that t-value (0.94) is not significant as p-value(0.345) is greater than 0.05. Hence the hypothesis stating that , “teacher educators belonging to private and public sector do not differ in their perception of training needs,” is accepted at 0.05 level of significance .This finding led to the conclusion that there is no significant difference between teacher educators belonging to private and public sector in their perception of training needs.

Mean value for private institutes (181.16) is higher than the public institutes (176.87) therefore it is concluded that teacher educators working in private institutes have better perception of training needs than the teacher educators working in public sector institutes.

Ho9. Teacher educators working in unisex and co-education institute do not differ in their perception of human resource development climate.

This hypothesis was tested by applying “t”test statistics.

Table 4.15 Difference between working in unisex and co-education institute in the perception of HRDC.

Group	N	Mean	t	df	p-value
Unisex	116	81.43	3.72	221	0.000*
Co-education	107	91.49			

* $P < 0.05$

Summary of the “t”test presented in the above table No 4.15 indicates that t-value (3.72) is significant as p-value (0.00) is less than 0.05. Hence the hypothesis stating that, “teacher educators working in unisex and co-education institute do not differ in their perception of human resource development climate,” is rejected at 0.05 level of significance. This finding led to the conclusion that there is a significant difference between teacher educators working in unisex and co-education institute in their perception of human resource development climate.

Mean value of co-education institutes (91.49) is higher than the unisex institutes (81.43) therefore it is concluded that the teacher educators working in co-education institutes have better perception of HRDC than the teacher educators working in unisex institutes.

Ho10. Teacher educators working in unisex and co-education institute do not differ in their perception of performance appraisal.

This hypothesis was tested by applying “t”test statistics.

Table 4.16 Difference between working in unisex and co-education institute in the perception of PERAP.

Group	N	Mean	t	Df	p-value
Unisex	116	55.18	1.56	204.46	0.119*
Co-education	107	58.83			

* $P > 0.05$

Summary of the “t”test presented in the above table No 4.16 indicates that t-value (1.56) is not significant as p-value (0.119) is greater than 0.05. Hence the hypothesis stating that, “teacher educators working in unisex and co-education institute do not differ in their perception of performance appraisal,” is accepted at 0.05 level of significance. This finding led to the conclusion that there is no significant difference between teacher educator working in unisex and co-education institute in their perception of performance appraisal.

Mean value of co-education institutes (58.83) is higher than the unisex institute (55.18) therefore it is concluded that the teacher educators working in co-education have better perception of PERAP than the teacher educators working in unisex institutes.

Ho11. Teacher educators working in unisex and co-education institute do not differ in their perception of in-service education.

This hypothesis was tested by applying “ t”test statistics.

Table 4.17 Difference between working in unisex and co-education institute in the perception of INS.

Group	N	Mean	t	Df	p-value
Unisex	116	49.50	0.62	221	0.530*
Co-education	107	50.80			

* $P > 0.05$

Summary of the “t”test presented in the above table No 4.17 indicates that t-value (0.62) is not significant as p-value(0.530) is greater than 0.05. Hence the hypothesis stating that, “teacher educators working in unisex and co-education institute do not differ in their perception of in-service education,” is accepted at 0.05 level of significance. This finding led to the conclusion that there is no significant difference between teacher educator working in unisex and co-education institute in their perception of INS.

Mean value of co-education institutes (50.80) is higher than unisex institutes (49.50) therefore it is concluded that teacher educators working in co-education institutes have better perception of INS than teacher educators working in unisex institutes.

Ho12. Teacher educators working in unisex and co-education institute do not differ in their perception of teacher educators training needs.

This hypothesis was tested by applying “t”test statistics.

Table 4.18 Difference between working in unisex and co-education institute in perception of training needs.

Group	N	Mean	t	df	p-value
Unisex	116	173.16	2.73	221	0.007*
Co-education	107	185.39			

* $P < 0.05$

Summary of the “t”test presented in the above table No 4.18 indicates that t-value (2.73) is significant as p-value (0.007) is less than 0.05. Hence the hypothesis stating that , “teacher educators working in unisex and co-education institute do not differ in their perception of teacher educators training needs,” is rejected at 0.05 level of significance .This finding led to the conclusion that there is a significant difference between teacher educator working in unisex and co-education institute in their perception of teacher educators training needs.

Mean value of co-education institutes (185.39) is higher than unisex institute (173.16) therefore it is concluded that teacher educators working in co-education institutes have better perception of training needs than teacher educators working in unisex institutes.

Ho13. Teacher educators belonging to different level of teaching do not differ in their perception of human resource development climate.

This hypothesis was tested by applying “ t”test statistics.

Table 4.19 Difference between different level of teaching in the perception of HRDC

Group	N	Mean	t	df	p-value
B.Ed	109	84.33	1.36	221	0.175*
M.Ed	114	88.10			

* $P > 0.05$

Summary of the “t”test presented in the above table No 4.19 indicates that t-value (1.36) is not significant as p-value(0.175) is greater than 0.05. Hence the hypothesis stating that, “teacher educators belonging to different level of teaching do not differ in their perception of human resource development climate,” is accepted at 0.05 level of significance. This finding led to the conclusion that there is no significant difference between teacher educator belonging to different level of teaching in their perception of human resource development climate.

Mean value of M.Ed. level of teaching (88.10) is higher than B.Ed. level of teaching (84.33) therefore it is concluded that teacher educators teaching at the level of M.Ed. have better perception of HRDC than the teacher educators teaching at B.Ed. level.

Ho14. Teacher educators belonging to different level of teaching do not differ in their perception of performance appraisal.

This hypothesis was tested by applying “t”test statistics.

Table 4.20 Difference between different level of teaching in the perception of PERAP

Group	N	Mean	t	df	p-value
B.Ed	109	55.05	1.59	221	0.113*
M.Ed	114	58.72			

* $P > 0.05$

Summary of the “t”test presented in the above table No 4.20 indicates that t-value (1.59) is not significant as p-value(0.113) is greater than 0.05. Hence the hypothesis stating that , “teacher educators belonging to different level of teaching do not differ in their perception of performance appraisal,” is accepted at 0.05 level of significance .This finding led to the conclusion that there is no significant difference between teacher educator belonging to different level of teaching in their perception of performance appraisal.

Mean value of M.Ed level of teaching (58.72) is higher than B.Ed level of teaching (55.05) therefore it is concluded that teacher educators teaching at the level of M.Ed have better perception of PERAP than the teacher educators teaching at B.Ed level.

Ho15. Teacher educators belonging to different level of teaching do not differ in their perception of in-service education.

This hypothesis was tested by applying “t”test statistics.

Table 4.21 Difference between different level of teaching in the perception of INS.

Group	N	Mean	t	df	p-value
B.Ed	109	48.73	1.31	221	0.189*
M.Ed	114	51.45			

* $P > 0.05$

Summary of the “t”test presented in the above table No 4.21 indicates that t-value (1.31) is not significant as p-value(0.189) is greater than 0.05. Hence the hypothesis stating that, “teacher educators belonging to different level of teaching do not differ in their perception of in-service education,” is accepted at 0.05 level of significance. This finding led to the conclusion that there is no significant difference between teacher educator belonging to different level of teaching differ in their perception of in-service education.

Mean value of M.Ed level of teaching is higher (51.45) than B.Ed level of teaching (48.73) therefore it is concluded that teacher educators teaching at the level of M.Ed have better perception of INS than the teacher educators teaching at B.Ed level.

Ho16. Teacher educators belonging to different level of teaching do not differ in their perception of teacher educators training needs.

This hypothesis was tested by applying “t”test statistics.

Table 4.22 Difference between different level of teaching in the perception of training needs.

Group	N	Mean	t	df	p-value
B.Ed	109	173.06	2.60	221	0.010*
M.Ed	114	184.73			

* $P < 0.05$

Summary of the “t”test presented in the above table No 4.22 indicates that t-value (2.60) is significant as p-value(0.010) is less than 0.05. Hence the hypothesis stating that, “ teacher educators belonging to different level of teaching do not differ in their perception of teacher educators training needs,” is rejected at 0.05 level of significance. This finding led to the conclusion that there is a significant difference between teacher educators belonging to different level of teaching differ in their perception of teacher educators training needs.

Mean value of M.Ed level of teaching (184.73) is higher than B.Ed level of teaching (173.06) therefore it is concluded that teacher educators teaching at the level of M.Ed have better perception of training needs than the teacher educators teaching at B.Ed level.

Ho17. Teacher educators belonging to different age groups do not differ in their perception of human resource development climate.

This hypothesis was tested by applying ANOVA

Table 4.23 Difference regarding age groups on HRDC.

Group	N	Mean	df	F	p-value
Below 35years	109	85.69			
35-50years	107	85.46	2	3.752	0.025*
Above50years	7	107.14			

* $P < 0.05$

Summary of the univariant analyses of variance presented in the above table No 4.23 indicates that p-value (0.025) is less than 0.05 as F-value (3.752) is significant at 0.05 level of significance. Hence the hypothesis stating that, “teacher educators belonging to different age groups do not differ in their perception of human resource development climate,” is rejected at 0.05 level of significance ,so there is a significant difference among teacher educators belonging to different age groups in their perception of human resource development climate.

Mean values indicate that teacher educators above 50 years have highest mean scores (107.14) while teacher educators between 35-50 years had the lowest mean scores (85.46) on the perception of HRDC.

As the results are significant it was decided to run LSD Post Hoc test of multiple comparison. Only significant mean differences are presented here.

Table 4.24 Summary of multiple comparison regarding age groups

Groups	Mean difference	p value
Below 35yr VS above 50yr	21.445	0.008
35-50yr VS above 50yr	21.675	0.007

From LSD Post Hoc test it is concluded that age group 50yr is significantly different from the other two groups in their perception of HRDC.

Ho18. Teacher educators belonging to different age groups do not differ in their perception of performance appraisal.

This hypothesis was tested by applying ANOVA

Table 4.25 Difference regarding age group on PERAP

Group	N	Mean	df	F	p-value
Below35years	109	59.66			
35-50years	107	54.14	2	2.781	0.064*
Above50years	7	57.00			

* $P > 0.05$

Summary of univariate analysis of variance presented in the above table No 4.25 indicates that p-value (0.064) is greater than 0.05 as F value (2.781) is not significant at 0.05 level of significance. Hence the hypothesis stating that, “teacher educators belonging to different age groups do not differ in their perception of performance appraisal,” is accepted at 0.05 level of significance .So there is no significant difference among teacher educators belonging to different age groups in their perception of performance appraisal.

Mean values indicate that age group below 35 years have highest mean scores (59.66) while the group 35-50 years have the lowest mean scores (54.14) on the perception of PERAP.

Ho19. Teacher educators belonging to different age groups do not differ in their perception of in-service education.

This hypothesis was tested by applying ANOVA

Table 4.26 Difference regarding age group on INS

Group	N	Mean	df	F	p-value
Below 35years	109	52.01	2	1.852	0.159*
35-50years	107	48.57			
Above 50years	7	44.42			

* $P > 0.05$

Summary of the univariate analysis of variance presented in the above table No 4.26 indicates that p-value (0.159) is greater than 0.05 as F value is (1.852) is not significant at 0.05 level of significance. Hence the hypothesis stating that, “teacher educators belonging to different age groups do not differ in their perception of in-service education,” is accepted at 0.05 level of significance so there is no significant difference among teacher educators belonging to different age groups in their perception of in-service.

Mean values indicate that the group below 35years have highest mean scores (52.01) while the group above 50 years have the lowest mean scores (44.42) on the perception of INS.

Ho20. Teacher educators belonging to different age groups do not differ in their perception of teacher educators training needs.

This hypothesis was tested by applying ANOVA

Table 4.27 Difference regarding age group on training needs

Group	N	Mean	df	F	P-value
Below35years	109	182.45			
35-50years	107	175.05	2	1.469	0.232*
Above50years	7	186.42			

* $P > 0.05$

Summary of the univariate analysis of variance presented in the above table No 4.27 indicates that p-value (0.232) is greater than 0.05 as F value (1.469) is not significant at 0.05 level of significance. Hence the hypothesis stating that, “teacher educators belonging to different age groups do not differ in their perception of teacher educators training needs, ”is accepted at 0.05 level of significance ,so there is no significant difference among teacher educators belonging to different age groups in their perception of teacher educator training need.

Mean values indicate that age group above 50 years have highest mean score(186.42) while age group between 35-50years have the lowest mean score(175.05) on the perception of training needs.

Ho21. Teacher educators belonging to different level of experience do not differ in their perception of human resource development climate.

This hypothesis was tested by applying ANOVA

Table 4.28 Difference regarding teaching experience on HRDC.

Group	N	Mean	df	F	p-value
Below5years	88	83.56	3	3.271	0.022*
5-10years	70	84.72			
10-15year	25	85.52			
Above15years	40	95.32			

* $P < 0.05$

Summary of the univariate analysis of variance presented in the above table No 4.28 indicates that p-value (0.022) is less than 0.05 as F value (3.271) is significant at 0.05 level of significance. Hence the hypothesis stating that, “teacher educators belonging to different level of experience do not differ in their perception of human resource development climate,” is rejected at 0.05 level of significance, so there is a significant difference among teacher educators belonging to different level of experience in their perception of human resource development climate.

Mean values indicate that groups above 15 years of experience have the highest mean scores(95.32) while the group below 5 years of experience have the lowest mean scores(84.72) in the perception of HRDC.

As the results are significant it was decided to run LSD Post Hoc test of multiple comparison. Only significant mean differences are presented here.

Table 4.29 Summary of multiple comparisons regarding different level of experience for the perception of HRDC

Group	Mean difference	p value
Below 5 years VS above 15 years	11.75	0.003
5-10years VS above 15 years	10.59	0.010

From LSD Post Hoc test it is concluded that groups having experience above 15 years is significantly different from the other groups in their perception of HRDC.

Ho22. Teacher educators belonging to different level of experience do not differ in their perception of performance appraisal.

This hypothesis was tested by applying ANOVA

Table 4.30 Difference regarding teaching experience on PERAP.

Group	N	Mean	df	F	p-value
Below5years	88	59.93	3	3.126	0.027*
5-10years	70	57.95			
10-15years	25	49.96			
Above15years	40	52.90			

* $P < 0.05$

Summary of the univariate analysis of variance presented in the above table No 4.30 indicates that p-value (0.027) is less than 0.05 as F value (3.126) is significant at 0.05 level of significance .Hence the hypothesis stating that, “teacher educators belonging to different level of experience do not differ in their perception of performance appraisal,” is rejected at 0.05 level of significance so there is a significant difference among teacher educators belonging to different level of experience in their perception of performance appraisal.

Mean values indicate that groups below 5 years of experience have the highest mean scores(59.93) while the group 10-15 years of experience have the lowest mean scores(49.96) in the perception of PERAP.

As the results are significant it was decided to run LSD Post Hoc test of multiple comparison ,only significant mean differences are presented here.

Table 4.31 Summary of multiple comparisons regarding different level of experience for the perception of PERAP.

Groups	Mean difference	p value
Below 5 years VS 10-15 years	9.97	0.011
Below 5 years VS above 15 years	7.03	0.032
5-10 years VS 10 -15 years	7.99	0.045

From LSD Post Hoc test it is concluded that groups with different teaching experience are significantly different from each other for the perception of PERAP as mentioned above.

Ho23. Teacher educators belonging to different level of experience do not differ in their perception of in-service education.

This hypothesis was tested by applying ANOVA

Table 4.32 Difference regarding teaching experience on INS.

Group	N	Mean	df	F	p-value
Below5years	88	50.45	3	5.29	0.002*
5-10years	70	54.25			
10-15years	25	49.72			
Above15years	40	42.42			

* $P < 0.05$

Summary of the univariate analysis of variance presented in the above table No 4.32 indicates that p-value (0.002) is less than 0.05 as F value (5.29) is significant at 0.05 level of significance .Hence the hypothesis stating that, “teacher educators belonging to different level of experience do not differ in their perception of in-service education,” is less at 0.05 level of significance so there is a significant difference among teacher educators belonging to different level of experience in their perception of in-service education.

Mean values indicate that groups 5-10 years of experience have the highest mean scores (54.25) while the group above 15 years of experience have the lowest mean scores (42.42) in the perception of INS.

As the results are significant it was decided to run LSD Post Hoc test of multiple comparison , only significant mean differences are presented here.

Table 4.33 Summary of multiple comparisons regarding different level of experience for the perception of INS.

Group	Mean Difference	p – value
Below 5 years VS above 15 years	8.03	0.005
5-10 years VS above 15 years	11.83	0.000

From LSD Post Hoc test it is concluded that groups having experience above 15 years is significantly different from the other groups in their perception of INS.

Ho24 Teacher educators belonging to different level of experience do not differ in their perception of teacher educators training needs.

This hypothesis was tested by applying ANOVA

Table 4.34 Difference regarding teaching experience on training needs.

Group	N	Mean	df	F	p-value
Below5years	88	181.82	3	1.151	0.330*
5-10years	70	176.04			
10-15years	25	170.44			
Above15years	40	183.47			

* $P > 0.05$

Summary of the univariate analysis of variance presented in the above table No 4.34 indicates that p-value (0.330) is greater than 0.05 as F value (1.151) is not significant at 0.05 level of significance. Hence the hypothesis stating that, “teacher educators belonging to different level of experience do not differ in their perception of teacher educators training needs,” is accepted at 0.05 level of significance, so there is no significant difference among teacher educators belonging to different level of experience in their perception of teacher educators training needs.

Mean values indicate that groups above 15 years of experience have the highest mean scores(183.47) while the group10-15 years of experience have the lowest mean scores(170.44) in the perception of HRDC

Ho25 Teacher educators do not differ in their perception due to service status about the human resource development climate.

This hypothesis was tested by applying ANOVA

Table 4.35 Difference regarding status as employee on HRDC.

Group	N	Mean	df	F	p-value
Permanent	145	85.58			
Contract	47	79.74	2	9.12	0.000*
Visiting	31	99.29			

* $P < 0.05$

Summary of the univariant analyses of variance presented in the above table No 4.35 indicates that p-value (0.000) is less than 0.05 as F value(9.12) is significant at 0.05 level of significance, hence the hypotheses stating that; Teacher educators do not differ in their perception due to service status about the human resource development climate ,is rejected at 0.05 level of significance ,so there is a significant difference among teacher educators in their perception due to service status about the human resource development climate.

Mean values indicate that groups service status as visiting have the highest mean scores(99.29) while the group service status as contract have the lowest mean scores(79.74) in the perception of HRDC.

As the results are significant it was decided to run LSD Post Hoc test of multiple comparison ,only significant mean differences are presented here.

Table 4.36 Summary of multiple comparisons regarding service status as employee for the perception of HRDC.

Group	Mean Difference	p value
Permanent VS visiting	13.70	0.001
Contract VS visiting	19.54	0.000

From LSD Post Hoc test it is concluded that groups service status as visiting faculty is significantly different from the other groups in their perception of HRDC.

Ho26. Teacher educators do not differ in the perception due to service status about the performance appraisal.

This hypothesis was tested by applying ANOVA

Table 4.36 Difference regarding status as employee on PERAP.

Group	N	Mean	df	F	p-value
Permanent	145	58.48			
Contract	47	54.23	2	1.69	0.186*
Visiting	31	53.74			

* $P > 0.05$

Summary of the univariant analyses of variance presented in the above table No 4.36 indicates that p-value (0.186) is greater than 0.05 as F value(1.69) is not significant at 0.05 level of significance, hence the hypotheses stating that; Teacher educators do not differ in the perception due to service status about the performance appraisal, is accepted at 0.05 level of significance, so there is no significant difference among teacher educators in the perception due to service status about the PERAP.

Mean values indicate that groups service status as permanent have the highest mean scores(58.48) while the group service status as visiting have the lowest mean scores(53.74) in the perception of PERAP.

Ho27. Teacher educators do not differ in the perception due to service status about the in-service education.

This hypothesis was tested by applying ANOVA

Table 4.37 Difference regarding status as employee on INS

Group	N	Mean	df	F	p-value
Permanent	145	52.24			
Contract	47	48.51	2	5.47	0.005*
Visiting	31	42.64			

* $P < 0.05$

Summary of the invariant analyses of variance presented in the above table No 4.37 indicates that p-value (0.005) is less than 0.05 as F value(5.47) is significant at 0.05 level of significance, hence the hypotheses stating that; Teacher educators do not differ in the perception due to service status about the in-service education ,is rejected at 0.05 level of significance ,so there is a significant difference among teacher educators in the perception due to service status about the in-service education

Mean values indicate that groups service status as permanent have the highest mean scores(52.24) while the group service status as visiting have the lowest mean scores(42.64) in the perception of INS.

Ho28. Teacher educators do not differ in the perception due to service status about the teacher educators training needs.

This hypothesis was tested by applying ANOVA

Table 4.38 Difference regarding status as employee on training needs.

Group	N	Mean	df	F	p-value
Permanent	145	177.84	2	0.428	0.652*
Contract	47	183.08			
Visiting	31	178.41			

* $P > 0.05$

Summary of the invariant analyses of variance presented in the above table No 4.38 indicates that p-value (0.652) is greater than 0.05 as F value (0.428) is not significant at 0.05 level of significance, hence the hypotheses stating that; Teacher educators do not differ in the perception due to service status about the teacher educators training needs is accepted at 0.05 level of significance, so there is no significant difference among teacher educators in the perception due to service status about the teacher educators training needs.

Mean values indicate that groups service status as contract have the highest mean scores(183.08) while the group service status as permanent have the lowest mean scores(177.84) in the perception of training needs.

As the results are significant it was decided to run LSD Post Hoc test of multiple comparison ,only significant mean differences are presented here.

Table 4.39 Summary of multiple comparisons regarding service status for the perception of training needs

Group	Mean Difference	p value
Permanent VS visiting	9.60	0.002

From LSD Post Hoc test it is concluded that groups service status as permanent faculty is significantly different from the other groups in their perception of training needs.

Ho29 There is no significant relationship between human resource development climate and performance appraisal in the perception of teacher educators.

Table 4.40 Correlation between HRDC & PERAP in the perception of teacher educators

Variable	N	r	p-value
HRDC	223	0.757	0.000*
PERAP	223		

* $P < 0.05$

Pearson's correlation was computed to find out the relationship between HRDC and PERAP in the perception of teacher educators. Results indicated that p-value (0.000) is less than 0.05 . Hence the hypothesis stating, “there is no significant relationship between human resource development climate and performance appraisal in the perception of teacher educators,” is rejected at 0.05 level of significance .So there is a significant relationship between HRDC and PERAP in the perception of teacher educators.

Ho30 There is no significant relationship between human resource development climate and in-service education in the perception of teacher educators.

Table 4.41 Correlation between HRDC&INS in the perception of teacher educators

Variable	N	r	p-value
HRDC	223	0.544	0.000*
INS	223		

* $P < 0.05$

Pearson correlation was computed to find out the relationship between HRDC and INS in the perception of teacher educators. Results indicated that p-value (0.000) is less than 0.05 . Hence the hypothesis stating, “there is no significant relationship between human resource development climate and in-service education in the perception of teacher educators,” is rejected at 0.05 level of significance .So there is a significant relationship between HRDC and INS in the perception of teacher educators.

Ho31 There is no significant relationship between human resource development climate and training needs in the perception of teacher educators.

Table 4.42 Correlation between HRDC & Training needs in the perception of teacher educators

Variable	N	r	p-value
HRDC	223	0.557	0.000*
Training Needs	223		

* $P < 0.05$

Pearson correlation was computed to find out the relationship between HRDC and Training needs in the perception of teacher educators. Results indicated that p-value (0.000) is less than 0.05. Hence the hypothesis stating, “there is no significant relationship between human resource development climate and training needs in the perception of teacher educators,” is rejected at 0.05 level of significance. So there is a significant relationship between HRDC and Training needs in the perception of teacher educators.

CHAPTER 5

CONCLUSION AND FUTURE RECOMENDATIONS

5.1 SUMMARY

The present study was designed to explore the challenges of human resource development to pace with globalization with reference to teacher education institutes in Pakistan. The impact of age groups, gender, level of teaching, work experience, working in uni sex and co-education, service stature and working in public or private organization were analyzed with the perspective of human resource development climate, performance appraisal, in-service education and training needs of teacher educators. The purpose of this study was to inform educational planners, administrators and experts to devote time and sincere efforts to enhance the human skills and potentials through promoting the developmental aspects of human resources that account for the growth and development and prosperity of the nation. The study also aimed at analyzing the four variables in developing the human resource development in teacher education institutes.

Target population in this study was all the teacher educators working in teacher education institutes of Islamabad and Rawalpindi. The data was collected from 223 teacher educators working in twin cities Islamabad and Rawalpindi, working under eleven teacher education institutes.

The following mentioned tools were administered to the teacher educators to determine the Challenges implementing Human Resource Development Programme in teacher education institutes.

- Human Resource Development Climate Questionnaire(HRDC)
- Performance Appraisal Questionnaire(PERAP)
- In-service Education Questionnaire(INS)
- Training Needs Questionnaire(Training)

These tools were used after getting formal approval by Noorjehan N. Ganihar (2007), who modified these tools and implemented upon Indian teacher educators. These five point likert scales for HRDC, PERAP, INS, Training Needs were administered by the researcher, out of 350 questionnaire 223 responses came back. The remaining did not respond in spite of repeated visits. For getting the demographic information about the respondents a demographic section was attached with each scale which included questions about age, gender, level of teaching, work experience, working in uni-sex or co-education institutes, service stature and working in public or private institutes.

In total, 31 hypotheses were developed which were analyzed t-test was applied on hypotheses number 1-16 for exploring the differences between two groups and for hypotheses no. 17-28 one way ANOVA was applied and post hoc LSD was used for exploring the difference among more than two groups and for hypotheses no. 29-31 Pearson's correlation was computed to observe the relationship between variables (HRDC, PERAP, INS, Training) on the basis of data analysis and findings following conclusions were drawn.

5.2 FINDINGS

1. The perception of HRDC in males was significantly higher than female teacher educators.
2. The perception of PERAP in males was significantly higher than female teacher educators.
3. The perception of INS in males was significantly higher than female teacher educators.
4. There was no significant difference in perception of training needs between male and female teacher educators.
5. The perception of HRDC in teacher educators working in private institutes was significantly higher than teacher educators working in public institutes.
6. The perception of PERAP in teacher educators working in private institutes was significantly higher than teacher educators working in public institutes.
7. There was no significant difference in perception of INS for teacher educators working in private institutes and public institutes.
8. There was no significant difference in the perception of training needs for teacher educators working in private and public institutes.
9. The perception of HRDC in teacher educators working in co-education institutes was significantly higher than teacher educators working in uni-sex institutes.
10. There was no significant difference between perception of PERAP for teacher educators working in uni-sex and co-education institutes.
11. There was no significant difference between perception of INS for teacher educators working in uni-sex and co-education institutes.

12. The perception of training needs in teacher educators working in co-education institutes was significantly higher than teacher educators working in uni-sex institutes.
13. There was no significant difference between perception of HRDC for teacher educators teaching at M.Ed level and B.Ed level.
14. There was no significant difference between perception of PERAP for teacher educators teaching at M.Ed level and B.Ed level.
15. There was no significant difference between perception of INS for teacher educators teaching at M.Ed level and B.Ed level.
16. The perception of training needs in teacher educators teaching at M.Ed level was significantly higher than teacher educators teaching at B.Ed level.
17. There was a significant difference among teacher educators belonging to different age groups in their perception of HRDC.
18. There was no significant difference among teacher educators belonging to different age groups in their perception of PERAP.
19. There was no significant difference among teacher educators belonging to different age groups in their perception of INS.
20. There was no significant difference among teacher educators belonging to different age groups in their perception of training needs.
21. There was a significant difference among teacher educators belonging to different level of experience in their perception of HRDC.
22. There was a significant difference among teacher educators belonging to different level of experience in their perception of PERAP.
23. There was a significant difference among teacher educators belonging to different level of experience in their perception of INS.

24. There was no significant difference among teacher educators belonging to different level of experience in their perception of training needs.
25. There was a significant difference among teacher educators in their perception of HRDC due to service status.
26. There was a significant difference among teacher educators in their perception of PERAP due to service status.
27. There was a significant difference among teacher educators in their perception of INS due to service status.
28. There was no significant difference among teacher educators in their perception of training needs due to service status.
29. There was a significant relationship between HRDC and PERAP in the perception of teacher educators.
30. There was a significant relationship between HRDC and INS in the perception of teacher educators.
31. There was a significant relationship between HRDC and training needs in the perception of teacher educators.

5.3 CONCLUSIONS

On the basis of the analysis and findings of the study following conclusions are drawn:

- Gender affects the perception of HRDC, PERAP and INS among the teacher educators because the male educators have comparatively wider social circle.
- It shows that gender does not affect the perception of training needs of teacher educators, as all are equally aware of the significance of training.
- Teacher educators working in private institutes are ahead in their perception of HRDC and PERAP when compared to teacher educators working in public institutes, because in private sector people enjoy much liberty in planning and decision making.
- Working in private or public institutes does not affect the perception of INS and training needs among the teacher educators, as the environment in both cases reflects similar results for both genders.
- Working in co-education institutes has positive impact on the perception of HRDC and training needs upon teacher educators as healthy inter gender competition exists there.
- There is no effect upon the perception of PERAP and INS of teacher educators while working in uni-sex or co-education institutes. It shows that the need of the professional development is felt in teacher education in all cases.
- Teaching at M.Ed or B.Ed level does not have any effect on the perception of HRDC, PERAP and INS of teacher educators and the set programs have not properly been enriched.
- Teacher educator's perception of training needs at M.Ed level is more positive than at B.Ed level as at the higher education level the deficiencies and shortcomings are clearer to the trainees and trainers.

- Perception of HRDC above the age of 50 yrs among teacher educator is higher than other age group which shows that aged people understand it better by virtue of their experience and continuous learning.
- Teacher educators belonging to different age groups do not significantly differ in the perception of PERAP, INS and training needs as both areas are equally related to improvement and progress.
- Teacher educators having experience above 15yrs have more positive perception about HRDC because they come to know about the supplementary force of in service training and development.
- Teacher educators having experience below 5yrs have more positive perception for PERAP as they are aware of their deficiencies and short comings.
- Teacher educators having experience above 15yrs have more positive perception for INS as rich experience gives them more clear approach about professional development.
- Teacher educators above 15yrs of experience have positive perception towards training needs because experience is also a sort of learning directly from the real situation.
- Visiting teacher educators have significantly different perception of HRDC, being a bit unconcerned about internal environment.
- Permanent teacher educators have more positive perception for PERAP and INS, because of spending more time in teacher education and exposing themselves directly to the problems.
- Teacher educators as a permanent faculty have different perception of training needs passing out many groups of trainees and having a vision of significance of training.

- There is a relationship in the perception of HRDC in PERAP, INS and training needs because of inter connectivity of each component along with the other. In short we can say they are inter-linked for the up rising of the organization.

5.4 DISCUSSION

On the basis of the findings and conclusions drawn from the research we are forcefully guided to believe that the perception of the HRDC is significantly affected by the gender as female professionals have, in most of the cases the tendency of adoption to any environment hence any significant feeling about every new climate of working leave its impact on female, very temporary and not so deep. It is further to be investigated whether their expression about the perception, during the queries of study were really felt lightly or they (the respondents) had ignored maximums features of the climate.

Similarly more positive perception of male trainees regarding HRDC, PERAP and INS shows the same tendency of female about being more naturally concerned with the factors noted above and the female perception cannot felt strong unless some very out standing changes in these are. Below a set level of perception for female respondents, everything will go unnoticed.

As the field of teacher training relates to supply the individuals know how about the technicalities, material and methodology, which do not have any special concern with any of the genders. It is obvious that these requirement of professional training have very little to do with genders.

There are reasons behind a distinctive situation in public and private sectors. There is a strong service security in public sector which brings up competitiveness and dull environment as most of the experts in public sector are least interested in personnel development. Hence their perception about HRDC and PERAP will remain indifferent, while in private sector it is quite opposite as every individual there has to face a great competition not only to retain in job but also rise in cadre.

So far as the perception of public and private teacher look the same in the case of INS based upon two bases .First that at the time of entry many details of the scenario of the sector are yet behind the curtain of the future, secondly the fresh intake in the teaching profession is equally important for public and private sector teacher educators because in both the sectors INS leaves all future perspectives of individuals

as well as institutions, open and can terminate in positive or negative not according to the professional input in the area of training.

Actually male and female genders have their own feelings and understandings blended with their specific attitudes and the picture gets completed only if both aspects are represented in professional development process regarding HRDC. So in co-educational institutions both distinctive features are there to satisfy a learner. However working in a co-educational or a uni-sex training institutions does nothing special to do with PERAP and INS because the appraisal of performance undergoes the same parameters in both co-education and uni-sex educational institutions.

The people undergoing the training at B.Ed or M.Ed levels are already equipped with the level of academic education and the margin of their professional individual development had already been met to certain level. Hence they do not feel any special impact which could influence their perception about HRDC, PERAP and INS at all. As suggested by Khan (2008) at the post graduate level individual starts realizing that an organization interested in responding to the development challenges, creativity would require to identify the types of creative abilities of the people behind the system and their preference for various stages of creative problem solving process to appropriately assign the task needing creative approaches. At lower levels those who undergo any type of training in any area have previously some understanding about their training needs but higher you go the wider gets your canvas about the specific need. So it is obvious that at higher level of qualification, perception about the significance of need assessment gets clearer.

At the age of 50 and above, the man has already gone through the areas of his expertise and has probably drawn a clear map of his qualities and weaknesses. Hence he is in better position, mentally to identify from where he can meet the needs of the environment of HRDC. So far as the PERAP and INS are concerned, the age does not play a role because the rules of assessment and appraisal remain the same irrespective of the age.

Khan (2008) says: research and experience indicate that simplest skills for innovative thinking can be learned and improved in the organization by experiential and practice oriented training. The teachers having an experience of more than 15 years can understand the significance and benefits of HRDC. Hence they really admire it and try to perceive it in a clear vision so obviously their perception is clear and strong, while these having an experience lesser than 5 years in the area of teacher education have better perception about PERAP as he or she is more inquisitive about keeping every knowledge about the developmental process to their perception based upon their interest in it. So if the interest is positive, the perception will also be positive accordingly.

Professional satisfaction and acquaintance about all strengths and weaknesses of the profession make people so confident in the field that they are above all types and level of jealousy and a threat of a swear competition. So they are more open minded about INS specially when they have experience above 15 years.

When an educator learns much about the variety of the aspects of the area can be vigilant enough to understand, the significance of prior identification. The professional and technological needs of training. When we consider those who are visiting teachers only they feel more frankly the need of this partial input, enabling him or her to become more compatible with regular faculty. Same is the case with better perception about PERAP and INS as through their experience and feeling about a job security, they feel better when evaluated and assessed as they expect to be a better individual and wants an appraisal and recognition.

Permanent members of a teacher education institute will certainly have a wider and more comprehensive look with a special feeling of being related to the system will have a different (more comprehensive) perception about training needs having an experience of almost all nooks and corners of the canvas of teacher education.

The perception HRDC has a closer link amongst all the four constant variables of PERAP and INS and training needs on the basis of certain common features of these apparently different factors will play an equally important role in the teacher education sector.

The whole discussion provides a complete picture about various aspects of teacher education and gives clear idea about all possible development programs related to education sector in general and that of teacher education sub sector in particular.

In the view of above it is concluded at the level of elementary and secondary level specific focus should be given as the teachers at this level does not possess better academic background and a regular system of on-job training programs does not exist. The delivery mechanism of education is quite outdated. It is proposed that a continuous in-service training mechanism which should be in accordance to the global market and must enhance the professionalism in the service sectors of Pakistan must be conducted.

5.5 RECOMMENDATIONS

After an extensive and exclusive research, it becomes obvious to make the points of the deficiency of the system understudy and to point out the possible steps as remedies to the flaws of the system. These suggested steps are denoted as “Recommendations”. Regarding the study under process, following strategies are recommended for further improvements:

1. Keeping both the genders of teaching and training community, a balance approach is required to be applied towards engaging training personnel with equally strong perception about HRDC and where deficiency is found special input needs to be provided to the trainers, irrespective of the gender to meet the flaws.
2. Regular performance appraisal needs to be introduced as a common practice in female teacher educators, so that their perception gets confirmed. The foundation of all these types of development is to strengthening the primary and elementary education, in general with special stress to gender balance.
3. An equally covered and balanced need assessment exercise more stressfully in the form of another exclusive research study should be defined so that during designing and executing training, a whole some picture of the training canvas can be painted and the perception of females regarding INS gets stronger.
4. To meet the need identified in the above recommendation, the most urgently required step is to upgrade the basic qualification required to get into teaching profession, so that the people with clearer and sharper perception can adapt this profession and training needs are easily to be assessed.
5. Co-education system in teacher training institution needs to be encouraged as to develop an educational and training environment in which no gender specific features are preferred, rather a complete human approach covering special male and female psychological features are to be considered .In public

sector it is proposed to induct female teachers at least up to grade V.

6. As in private sector, for meeting the needs of market competition, performance appraisal has automatically become a permanent feature. The same need to be adopted in public sector teachers training institutions to upgrade the skills. The training starting from training curriculum, resource material, methodology and technological supplement it must strictly be kept in mind and may consequently be applied in the practice that an exclusive innovative touch is required to be given to the overall impact analysis that innovative qualities of the trainees are properly enhanced.
7. Induction in-service training is required equally by both public and private sectors. There is a constant need for professional growth confirming the global needs of development. In school management sector the service structure needs to be redefined so as to encourage such training by giving weightage to it for promotion of teachers. At the time of the entry into training institutions for B.Ed. and M.Ed. programs, some earlier work needed to be specified for developing research orientation and innovative capabilities amongst the new comers, through specially designed professional exercises emphasizing upon continuing education and training.
8. It is obvious that training needs for both private and public sector educators are perceived equally, so the system of education needs to take the responsibility of defining training needs as required in global perspective, adapting education and training to the market economy. The contents of the training needed to be fully in cohesion with the latest trends of scientific and technological development with the pace of globalization, so as to enrich the delivery mechanism as much possible. This will automatically upgrade the skills in service sector and human resources will be well developed.

9. For positive and rational performance appraisal a clear and comprehensive, parameters based, sketch of evaluation must be defined to make the results of perception more scientific.
10. The teacher educators having more experience and consequently showing more interest in HRDC can positively be utilized as the central work force for identification of the development issues and suggest workable remedies for the OJT.
11. At teacher training institutions, among the common cadre, failure and penalized headmasters are transferred as faculty members. This proves to be the strongest hurdle in the way of creativity and innovative environment which is the strongest component of the lack of professionalism. The cadres of teacher educators, hence, need to be separated immediately.
12. If some teachers do qualify for being posted as teacher educators, by virtue of their trend, tendency and aptitude along with the required basic qualification they must, compulsorily, be put into a special training environment for a defined period of time before they are directly involved in teacher training. So as to meet the demands of market economy the teachers needed to be made value added professionals. It will require introducing an efficient apprentice system in famous school systems, during the final term of the training program.
13. The difference in various age groups of teacher educators is obvious and it can be met by introducing INS programs more frequently and by enriching the training contents with Human Resource Development driven concepts to upgrade the basic education required for the specific task of the workforce.

The emerging trend in modern educational management is clearly towards the adoption of human resource philosophy. With the effective utilization of this approach, organizations benefit from two significant payoffs: increased organizational effectiveness and bonafide satisfaction of individual employee's needs. Rather than viewing the achievement of the organizational and human needs and of the employees' needs as separate and exclusive events, supporters of the human resource philosophy contends that these needs are mutual and compatible. One need not be gained at the expense of the other. With all the economics of the world slowly going global it becomes essential that our most precious national resource, the human resource should be properly geared for this globalization. If our nation is to compete successfully in this competitive environment, our human resources have to be developed, trained to be and made into experts in all the necessary areas. In order to increase the productivity of the nation, we have to increase the productivity of each individual.

BIBLIOGRAPHY

- Abernathy, V.C. (2000). A Descriptive Case Study of a Florida School of District's Human Resource Management Development Plan; Preparing New Principals Programme, Dissertation Abstracts International, 61(6), December p.2111-A
- Ali, S. F. (1992). Impact of training on GMP and quality – study of a micro culture. Paper presented at the proceedings of 14th Asian congress of pharmaceutical sciences, Pakistan Pharmacist Association, Lahore. 247
- Ali, S.F. (1999). Development of human resource for pharmaceutical manufacturing: A training perspective. Paper presented at the proceedings of international workshop on total quality management of drugs.
- Al-Khamis, F.A. (2001). Human Resource Development in Saudi Arabia; The College of Technology, Role in Supplying Skilled Manpower to the Private Sector. Dissertation Abstracts International, 62(5) November, P.1814-A
- Al-Khayyat, R. (1998). Training and development needs assessment: a practical model for partner institutes. Journal of European Industrial Training, 22(1), 18–27. Retrieved January 30, 2006, from Emerald database, <http://www.emeraldinsight.com>
- Al-Khayyat, R. M. and Elgamal, M. A. (1997). A macro model of training and development: validation. Journal of European Industrial Training, 21(3), 87–101. Retrieved January 30, 2006, from Emerald database, <http://www.emeraldinsight.com>
- Anderson, G. (1994). A proactive model for training needs analysis. Journal of European Industrial Training, 18(3), 23–28. Retrieved January 30, 2006, from
- Andreas, R., Frese, M. and Utsch. A. (2005). Effects of Human Capital and Long Term Human Resources Development and Utilization on Employment Growth of Small-Scale Business: A Causal Analysis. J. Entrepreneur Theory and Practice.

- Arya P. and Tandon B.B. (1991). Human Resource Development New Delhi; Deep and Deep Publications.
- Ashton, D. and Sung, J. (2002) Supporting workplace learning for high performance working, Geneva, International Labour Organization (ILO).
- Asian Productivity Organization. (1993). Asian Dynamism through Human Resource Development, Tokyo.
- Azhar, S. and Batool, S. M. (2004). Education and the HR Challenge. Human Resource Development Network. Pp. 3-5.
- Badal, A (2000) A study Assessing the Effectiveness of a Performance Appraisal System for Elementary School Administrators. Dissertation Abstracts International, 61 (6), December, pp. 2372-A, 2374-A.
- Barbour, J.A. (1996) The Outcomes of Teacher Training Workshop on Parent Education Focusing on Reading with Children, Dissertation Abstracts International, 57(4), October, P.1566-A
- Barmblett, P.C (2000) An Analysis of New Teacher Programmes, Dissertation Abstracts International, 60 (3), September, p.824-A
- Bhatia, B.S, Verma, H.L., Garg, M.C. (1997) Studies in Human Resource Development, Emerging Dimensions of HRD Role and Orientation. New Delhi; Deep and Deep Publications.
- Bigham, G.D. (2000) Preferred Leadership Frames of Taxes and Appraisal System. Dissertation Abstracts International, 60 (11), May, p.3848-A
- Bolton, M. (1995) Assessment and Development in Europe: Adding value to individuals and organization, Maidenhead, McGraw Hill.
- Boxall, P. and Steeneveld, M. (1999). Human resource strategy and competitive advantage: A longitudinal study of engineering consultancies. Journal of Management Studies

- Byrd, R.L, (1999) What Should Beginning Teachers Know and be Able to do Following Their Pre-service Preparation? Dissertation Abstracts International, 62 (5), November, p.1515-A.
- Chandra, R (2005): Education and Challenges of Globalization. Kalpaz publication, Delhi.
- Chapman, D.D (2001) Performance of Training Performance Measurement: A Comparative study of North Carolina Training Professionals and Non-Training Managers. Dissertation Abstracts International, 61 (10), April, 2001, p.3852-A.
- Chen, Yu-Shu. (2001) The Experiences o Participating in Continuing Professional Development: A Study of Human Resource Development Professionals in Taiwan. Dissertation Abstracts International, 61 (11), May, p.4254-A.
- Cheney, D. (2002, September 09). Resurrecting the economy: From time to time, insight presents verbatim transcripts of significant statements by the nation's leaders. These Are Excerpts from Remarks Made by Vice President Richard Cheney on August 07 to the Commonwealth Club of California at the Fairmont Hotel in San Francisco. *Insight on the News*, 18, 32+. Retrieved April 11, 2005, from Questia database, <http://www.questia.com>
- Chunn, G. C. and Thacker, C. (1993, February). A manager's role in developing and reinforcing strong training. *Corrections Today*, 55, 48+. Retrieved April 7, 2005, from Questia database, <http://www.questia.com>
- Claire, V. 2006. Researching human resource development: emergence of a critical approach to HRD enquiry. *International Journal of Training and Development*. 10(1):1360-3736.
- Clough, C.E. (1991) Improving Staff Development in South Country. Community college District, California. Dissertation Abstracts International, 62 (7), January, p.2387-A.

- Coe, P.F. (2002) The Practices and Perspectives of Teachers Trained in a Comprehensive Staff Development Model: Ten Years later. Dissertation Abstracts International, 62 (7), January, P.2387-A
- Contreras, H. and George L. (1998) A Study of Possible Connections Between Teachers Professional Development and the Performance Evaluation Process. Dissertation Abstracts International, 58 (7), January, pp./ 2473-A 2474-A.
- Cooper, D.R. and Emory, C. W. (1995). Business research methods(5th ed.). Irwin, USA: Mc-Graw Hills Companies Inc.
- Costa, V.P. (1998) A Needs Assessment of the Teacher Education Programme at the State Pedagogical University of Mongolia, Dissertation Abstracts International, 59 (6), December, p.1981-A.
- Cousin, S.L. (2001) An Analysis of Stress Factors and Induction Practices that influence a Novice Teacher's Intention to Stay in the Profession. Dissertation Abstracts International, 62 (1), July, pp.32-A, 33-A.
- Crain, J.L (2001) The Effects of a Formal Induction Programme on Newly Hired Teachers Perceptions of Self-Efficacy. Dissertation Abstracts International, 61 (12), June, p.4736-A.
- Cseh, M. (2003). Facilitating Learning in Multicultural Teams. In L Yorks, ed., Cross-Cultural Dimensions of Team Learning: Advances in Developing Human Resources (San Francisco: Sage and the Academy Human Resource Development, February, 2003): 26-40.
- Danial C. Hamphrey. Marjorie E. Wechsler Kristin R. Bosseti (2007) Teacher Induction in Illinois and Ohio: "A Preliminary Analysis" Faculty of Education, Queen's University, Canada
- Davis, L.E (2002) Perceptions of New Teachers and Building Principals Regarding the Effectiveness of Site-Based Teacher Induction. Dissertation Abstracts International, 63 (1), June, p.35-A.

- Deringer, M.L. (1999) The Impact of a Professional Development Programme Co-developed by Middle School Teachers and School Teachers and College Faculty: A Qualitative Study of Teacher- Initiated Change. Dissertation Abstracts International, 50 (10), April, p.3790A.
- Desimone, R. L., Werner, J. M., and Harris, D. M. (2002). Human resource development (3rd ed.). Harbor Drive, Orlando: Harcourt College.
- Dickerson, G.E (2002) The Institutionalization of Educational Reform: sustaining an Effective Educational Programme. Dissertation Abstracts International, 63 (1), July, p.35-A.
- Dillon, A.S. (2001) University Supervision of Student Teachers: A Comparison of Traditional and Alternative Models. Dissertation Abstracts International, 61 (12), June, pp.4736-A, 4737-A.
- Dixon M.A (2002) The Relationship Between Human Resource Management and Organizational Effectiveness in Non-Profit Sport Organizations; A Multi-Level Approach. Dissertation Abstracts International, 63 (1), July, p.266-A.
- Draper, M.C (1999) A Study of the Reflective Practice of Pre-Service Teachers in their Final Internship. Dissertation Abstracts International, 59 (11), May, pp.4107A, 4108A.
- Dreyer, J.M. (2002) Teacher Training for Outcome-Based Education in South Africa. Dissertation Abstracts International, 63 (1), July, p.106-A.
- Drucker, F. P. (1992). Managing for the future: Dutton, Truman Talley Books
- Duran, M. (2001) Examination of Technology Integration into an Elementary Teacher Education Programme; One University's Experience. Dissertation Abstracts International, 61 (7), January, p.2664-A.
- Eder, B.B.P (2001) The Relationship Between the Student Teachers Self-Reflection of Performance and the Student Teachers Performance Evaluation as Viewed by

their Evaluation Team. Dissertation Abstracts International, 61 (9), March, p.3484-A.

Education Commission of the States. (1994). The Future of Education Policy: An Asian-Pacific/ North America Dialogue 6-7 July 1994. Honolulu , Denver, Colorado

Edward, T.R. (2007). How to Build A High Performance Organization: A Global Study of Current Trends and Future Possibilities 2007-2017. American Management Association, USA. Pp. 1-6.

Efthimiou, H. (1999) The Problematic of Comparative Teacher Education: Perspectives from Greece and the United States. Dissertation Abstracts International, 59, (10), April, p.3790-A.

Emerald database, <http://www.emeraldinsight.com>

Enrique, Jr. V.A. (2004). Training Knowledge Workers - Integrated Report Part-I. The Asian Productivity Organization. Hirakawacho, Chiyoda-ku, Tokyo, Japan (www.apo-tokyo.org)

Erickson, E.R (2001) Morning Conversation: A Study of the Lived Experience of Human Resource Development Practitioner, Dissertation Abstracts International, 62 (5), November, p.1745-A

Fallon, J.J. (1999) The Impact of In-service Teacher Training on the Writing of 879 High School Juniors in Five west Central Ohio counties. Dissertation Abstracts International, 59 (8), February, p.2139-A.

Fletcher, C. (1997) Appraisal: Routes to improved performance, 2nd ed. London, IPD.

Foss, M.J.M (2001) Perceptions of Pos Secondary Precision Machining Instructors; Induction, Teacher Preparation, Evaluation and Critical Reflection. Dissertation Abstracts International, 61 (11), May, p.4268-A.

- Franks, R.A (2001) An Investigation into the Effectiveness of the “Trainer of Trainers” Model for In-service Science Professional Development Programmes for Elementary Teachers. *Dissertation Abstracts International* Vol. 61 (11), May, p.4342-A.
- Frederick, H. and Charles A. (1964). *Myers Education, Manpower and Economic Growth: Strategies of Human Resources Development* (McGraw-Hill, USA).
- Friedrich, L.D. (2002) Generating Knowledge for Practice: Joint Work Among Teacher Professional Development Organizations. *Dissertation Abstracts International* 62 (10), April, p.3352-A.
- Frost, J.B (2001) A Case Study of the Ways Individuals Conceptualized and Participated in a Professional Development School. *Dissertation Abstracts International*, 61 (9), April, p.3352-A.
- Gass, R. (1996) The goals – architecture and means of lifelong learning: European year of lifelong learning. Background paper issued by the European Commission, Luxembourg: Office for Official Publication of the European Communities.
- Ghosh, A.K (1996) Human Resource Development. *University News*, January 15th pp.8010.
- Gibbs, G.C (1998) Supporting Beginning Teachers; The Mentor Perspective. *Dissertation Abstracts International*, 38 (11), May, p.4237-A.
- Gill, E.L (2002) A Study for Improving the Selection Procedures for Assistant Principals in the Inglewood Unified School district. *Dissertation Abstracts International*, 62 (10), April, p.3252-A.
- Giroux, R.F (1989) A Blueprint for Human Resource Development in the Third Decade of the Ontario Colleges of Applied Arts and Technology; Executive Summary. *Dissertation Abstracts International*, 52 (I), July, p.21-A.

- Glenford, D.H. and Cassell. D. (2005). A Rationale for Reconfiguring Tertiary Education in Montserrat and the OECS to Meet the Life-Long Learning Challenges of the Twenty First Century. Google search in 2005.
- Globalization and Human Development. (2001). Human Development in south Asia. Mahbub ul Haq Human Development Centre, Oxford University Press. Pp. 10-14.
- Govt. of Pakistan. (1996). Prime Minister's High Level Review Committee on Science & Technology: Report of the Sub-Committee on Technical manpower Development. Ministry of Science & Technology, Islamabad. Pakistan. P. 8.
- Govt. of Pakistan. (1998). National Education Policies (IQRA), Ministry of Education, Islamabad.
- Green, M. E. (2000). Beware and prepare: The government workforce of the future. Public Personnel Management, 29(4), 435+. Retrieved April 9, 2005, from Questia database, <http://www.questia.com> 254
- Greene, P, (2002) Pre-service Teachers and the Teaching of African American Children. Dissertation Abstracts International, 62 (10), April, p.3352-A.
- Grieb, L.S (2001) Teacher Beliefs and Practices of Comprehension Monitoring in Fifth Grade Classes of Professional Development Schools and Traditional Schools. Dissertation Abstracts International, 62 (1), July, p.64-A.
- Guion R.M, (1979). A Note on Organisational Climate: Organizational Behaviour and Human Performance, pp.9, 120-125.
- Gupta, S.P. (1979) In-service Teaching Need of the Secondary Teacher-Educators. In Third Survey of Research in Education, Buch, M.B (Ed), New Delhi: NCERT. p.809.
- Hardekopf, C.M. (2001) Higher Education Policy Formation: A Case Study of the Formation of a Professional Development Policy at a College of Education. Dissertation Abstracts International, 61 (12) June, p.4737-A.

- Hardesty, R.C (2002) Professional Induction of Teachers; A Study of Student-Supervisor Dialogue Journals. Dissertation Abstracts International, 62 (11), May, p.3741-A.
- Helliregel, D. and Slocum, J.W. (1974) Organizational climate measures research and contingencies. Academy of Management Journal, pp. 19:255.
- Hensley, S.F.(2002) First-Year Teachers Perceptions of What Constitutes Effective Induction Programmes in North Carolina. Dissertation Abstracts International, 63 (I) July, p.38-A.
- Herbert G.H. (1989) Personal Human Resource Development in Teacher Education. New Delhi: Universal Book Stall.
- Holland, S.T. (2002) How Human Resources Mangers and Supervisors Value the Change that Skills Assessment Testing is Making in Hiring and Training Practices in the Workplace. Dissertation Abstracts International, 62 (12) June, p.4079.
- ILO. (1997). Human Resource Development in Asia and the Pacific in the 21st Century - Issues and Challenges for Employers and their Organizations. ILO Workshop on Employer's Organizations in Asia Pacific in the Twenty First Century, Turin, Italy.
- International Institute for Management Development (1996). World Competitiveness Yearbook Lausanne, Switzerland
- Iqbal, M.Z. (2007). Training Needs Assessment: Its impact on improvement of Human productivity in Pharmaceutical Organizations of Pakistan. Ph.D. (HRD) Dissertation, National University of Modern Languages, Islamabad.
- James L.R. and A.P. Jones, (1974). Organizational Climate: A Review of Theory and Research. Psychological Bulletin, p 81.

- Janice, T. R. and Hancock, D. R. (2004). Exploring the relationship between certification sources, experience levels, and classroom management orientations of classroom teacher.
- Jarees, R.J., (2002) An Analysis of Induction and Support Strategies Identified by Selected Newly Appointed Suburban Cook County Elementary School Principals. Dissertation Abstracts International, 63 (I), July 2002, p.39-A.
- Jayagopal, R. (1988). Human Resource Development - Conceptual Analysis and Strategies. Sterling Publishers Private Limited. New Delhi, India. Pp. 30-83.
- John Jr. L.P. 1992. How to think about Statistics (Revised Edition). Freeman & Company. P.68.
- John, P. W. (2005). Human Resource Development. 2nd Edition. Learning & Training for Individuals and Organizations. Kogan Page, New Delhi, India. Pp. 3-11.
- Johnson, K.F. (1997) Cities and School District: Maximizing use of Capital and Human Resource, Dissertation Abstracts International, 57 (9), March, p.3765-A.
- Johnson, S. and Denise. B. (2001) The Perceived Effectiveness of Professional Development and Training Practices to Achieve Computer Competence by Instructional Personnel in School Divisions Across the Commonwealth of Virginia. Dissertation Abstracts International, 61 (7), January, p. 2664-A.
- Jones, A.P and L.R James (1979) Psychological Climate: Dimensions and Relationships of Individual and Aggregated Work Environment Perceptions. Organizational Behaviour and Human Performance, pp. 23, 201.
- Joshi A. (1994) Higher People Productivity. TOI, June, 29. p. 1
- Justus, D.R. (1999) Role Expectations and Predictions of Trends for Human Resource Development at Large Public Universities Within the Southern Regional Education Board (SREB) Area. Dissertation Abstracts International, 60 (6) December p. 1982A.

- Kamal, A. R. (2002, September). Productivity growth in Pakistan, A Report prepared for Asian Productivity Organizations
- Karen, W., Buyens, D. and Dewettinck, K. (2001). The Role of HRD in Creating Opportunities for Lifelong Learning. An Empirical Study in Belgian Organizations. The ECER Conference, Belgium.
- Kaufman, R. (1994, February). A needs assessment audit. Performance and Instruction. 33(2), 14–16. Retrieved June 24, 2006, from <http://www.onap.fsu.edu/download/pub/pub>.
- Khan, M. (1998) The Professional Development of Teachers: A Study of the Field Based Teacher Development Programme in Chitral. Pakistan: Dissertation Abstracts International, 59 (6) December p. 1982A.
- Khan, R. A. (2008). Stimulating Creativity. NUML Journal of Management and Technology, Islamabad. Pp. 1-20.
- Killian (1976) Human Resource Development in Teacher Education: New Delhi: McMillan India Ltd.
- Kiran, T., Rigg, (C) and Stewart. J. (2006). Critical Human Resource Development. International Journal of Training and Development. 10(1):1360-3736.
- Kulshrestha, N.K (1977) An Approach to the Appraisal of the Performance of College Teachers in Rajasthan Educational Service. In Third Survey of Research in Education, M.B Bush (Ed) New Delhi: NCERT. Pp. 906-907.
- Kuo M.H.C (2002) The History of Human Resource Development in Taiwan: 1950s-1990s. Dissertation Abstracts International, 62 (12), June, p. 4034-A-1035-A.
- Ladd, K.L (2001) A Comparison of Teacher Education Programmes and Graduates Perceptions of Experiences, Dissertation Abstracts International, 61 (12), June, pp. 4695-A 4696-A.

- Laird, J. M (2002) An Interactive Qualitative Analysis of Health and Student Development in College Freshman. Dissertation Abstracts International, 62 (12), June, p. 4079-A.
- Lee, W. W., Owens, D.L. and Benson, A. D. (2002). Design Considerations for Web-Based Learning Systems,” In: A.D. Benson and S.D. Johnson, eds., Information Technologies in Human Resource Development: Advances in Developing Human Resource (San Francisco: Sage and the Academy Human Resource Development).
- Leland, P.J.E. (2001) The Process of Becoming a Teacher; Perspectives on Induction. Dissertation Abstracts International, 61(8), February, pp. 3126-A, 3127-A.
- Lepak, D. P. and Snell, S. A. (1999). The human resource architecture: Toward a theory of human capital allocation and development. Academy of Management Review.
- Lewis, R.S. (2001) Gatekeeping for Children: How the Use of an Electronic Screening Process by a Human Resources Cooperative Affects Teacher Selection in a Region Education Service Center in Texas. Dissertation Abstracts International, 61(8), February, p.3012-A.
- Leys, M., Wijgaets, D. and Hancke, C. (1992). Brussel: SERV-Stichting Technologie Vlaanderen.
- Luo, X., (2001) The Rise of Personal Development Training Development Training in Organizationa: A Historical and Institutional Perspective on Workplace Training Programmes. Dissertation Abstracts International, 61 (9), March, p. 3777-A.
- Lutz-L, S. (2002) Organizational Support for Staff Development: Exemplary Practices in Education and the Private Sector. Dissertation Abstracts International, 63(I), July, p.145-A.

- Mafi, S.L. (2001) Testing the Appropriateness of the Gap Service Management Model to the Human Resource Development Function in Organizations. Dissertation Abstracts International, 61 (11), May, p. 4457-A 4458-A.
- Manering, D.L. (2002) Professional Development Schools: A Pilot Project Involving Teaching Fellows and In-Service Teachers. Dissertation Abstracts International, 62 (7) January, p.2304-A.
- Marano, N.L. (2001) Teacher Learning: Collaborations within and Across Three Professional Development Activity Settings. Dissertation Abstracts International, 61(7) January, p 6225A.
- Margrat A. and Stuart D. (1996) Personnel Management. London: Macmillan Press Ltd.
- Martinez, J.D (2000) Analysis of Embedding Teacher Leadership in Professional Development, Dissertation Abstracts International, 60 (12), June, p.4387A.
- Mattson, B.W. (2001) The Effect of Alternative Reports of Human Resource Development Results on Managerial Support. Dissertation Abstracts International, 62 (3), September, p. 1121-A.
- Maxfield, L.R (2001) Extending Gifted Education Pedagogy to Regular Classrooms: A Multisite Case Study of Professional Development Practices. Dissertation Abstracts International, 61(8), February, p.3127-A.
- McCuen, S. (1991) American River College Staff Development Report: Human Resources Development Plan 1991-1992 and Report and Evaluation (1990-91) Dissertation Abstracts International, 143, July, p.52.
- Meanor, L.A.C. (2001) Tacher Driven Professional Development Dissertation Abstracts International, 61 (8), February, p.3127-A.
- Meister J.C.(1994). Corporate Quality Universities: Lessons In Building A World Class Workforce American Society of Training and Development(ASTD), Irwin Professional Publishing, Burr Rdge, Illinois, USA

- Merwe V.D. and Carel, N. (2002) Human Resource Development as a Mangement Task of the Management Team of Colleges of Education in the RSA. Dissertation Abstracts International, 62 (10), April 2002, p. 3264-A.
- Michael, P.T. (2000). Economic Development (7th Edition). An Imprint of Addison Wesley Longman, Inc. New York. pp. 7-12, 326-328.
- Mo, K.W.N. (2001) Teacher Appraisal in Hong Kong Secondary School: Factors for Effective Practices. Dissertation Abstracts International, 62(1), July. P.132A.
- Moore, L.L. (2002) A Study of the Perceptions of Teachers and Administrators Concerning the New Jersey Professional Development for Teachers Initiative. Dissertation Abstracts International, 63(1), July. P.145-A, 146-A.
- Moussiaux, S.J. (2002) Survey of Teacher Induction Programmes Regarding the Value and Effects of Specific Elements and Activities. Dissertation Abstracts International, 62(12), June. P.4127-A.
- Mufti, A.G. (1980). Manpower Planning and Employment Promotion Research Programme. Human Resource Development through Education in Pakistan. Pakistan Manpower Institute, Islamabad P. 50.
- Nadler, Leonard. (1984) The Hand Book of Human Resource Development. New York: John Wiley and Sons.
- Nancy, D. and Colgan, L. (2007). Supporting novice elementary mathematics teachers' induction. Faculty of Education, Queen's University, Canada.
- Nduna, B.V (2001) The Development of an In-service Training Programme for Science Teachers at Vista University. Unpublished Dissertation Abstracts International. 62(1), July, p.132A.
- Neese. P.L, (2001) Elementary Teachers Induction Programmes: A policy Study of Texas Schools. Unpublished Dissertation Abstracts International, 62(2), August, p.466A.

- Noble D.S. (2001) Human Resource Management Strategic: The Dual Pursuit of Employee Investment and Workforce Adaptability. Unpublished Dissertation Abstracts International, 61(10), April, p.4082-A.
- Noorjehan, N.G. and Nayak, S.V. (2007). Human Resource Development and Teacher Education. Discovery Publishing House, New Delhi.
- Nora, R.T. (2002) Professional Responsibilities of Human Resource Development and Organization Development Practitioners and Researchers. Unpublished Dissertation Abstracts International, 62 (8), February, p.2658-A.
- Norbeck, L.L. (1999) The Mentor Experience in a First-Year Teacher Induction Programme: Implications for Professional and Personal Growth. Unpublished Dissertation Abstracts International, 60(4), October, p.963-A.
- Nurmi, V.H.K. (2001) An Investigation of Evaluation of Human Resource Development: A Case Study in the Finnish Pulp and Paper Industry. Unpublished Dissertation Abstracts International, 61(12), June, p.4645-A.
- Oberlander, J.N. (2002) Effects of a Professional Development Programme to Prepare Teachers to Use Problem Based and Technology-Enhance Learning Strategies. Unpublished Dissertation Abstracts International, 63(1), July, p.146-A.
- Ossont, D.M. (2001) The Relationship Between Teacher Professional Engagement Levels and Their Ratings of Pre-service Preparation Programme Quality: A Post Hoc Multiple Regression Analysis. Unpublished Dissertation Abstracts International, 62(1), July, p.132A-13A.
- Pareek, U and Rao T.V. (1981) Designing and Managing Human Resource Systems. New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd.
- Pareek, U. (1983) Education and Human Resource Development, Bombay: Allied Publishers Pvt. Ltd.
- Passi B.K (1976) Becoming Better Teacher Micro Teaching Approach, Ahmedabad: Sahitya Mudranalaya.

- Patterson, J.D, (2001) Performance Appraisal: Managing the Process and Perceptions of Supervisor Efficiency in the Test Department at Lock head Martin Astronautics-Denver. Unpublished Dissertation Abstracts International, 61(7), January, p.2805-A.
- Petter, D. (1977) Peoples and Performance: The Best of Petter Durcker on Management. Mumbai: Alied Publishers Pvt. Ltd.
- Pettersen, C.A (1999) Higher Education and Teacher Induction: The Role of Higher Education and the Residency Programme in Oklahoma. Unpublished Dissertation Abstracts International, 60 (4), October, pp. 964-A, 965-A.
- Phillips, P.J. (2002) A Case Study of the Efficacy of Human Resource Managers Serving as Change Agents. Unpublished Dissertation Abstracts International, 62(12), June, p.4352-A.
- Porter M.E. (1990) The Competitive Advantage of Nations Macmillan Press Ltd. London
- Prokopenko, J. (1987). Productivity management: A practical handbook. Geneva: International Labor Organization.261
- Rai U.K. (1996) Teacher and Human Resource Development. University News, October. Pp.6, 7.
- Raja, M. (2005). Globalization and Education : Need for Curriculum for Lifelong Learning Programs. The Indian Scene. Pp. 1-8. www.boloji.com. Retrieved on October 26, 2005.
- Rajaram, M. (2000) Towards Quality in Education Administration. New Delhi: Nobel Publishers.
- Rao P.S & Rao V.S.P (1990) Personal / Human Resource Management. Text, Cases and Games. New Delhi: National HRD Network Office.

- Rao T.V (1988) Alternative Approaches and Strategies of Human Resource Development. New Delhi: National HRD Network Office.
- Rao T.V (1990) The H.R.D Missionary Role and Functions of HRD Managers and HRD Departments. New Delhi: Oxford and IBH Publishing Co. Pvt . Ltd.
- Rao T.V. and E. Abraham (1986) HRD Climate in Indian Organisations. Recent Experience in Human Resource Development. New Delhi: Oxford and IBH.
- Rao, T.V. (1984) Performance Appraisal. New Delhi. Vikas Publications.
- Rao, T.V. (1990) The Human Resource Development Machinery. New Delhi: Sage Publications.
- Rao, T.V. and Abraham E. (1986) HRD Climate in Indian Organizations. In Recent Experiences in Human Resource Development. Rao and Preira (Eds.). New Delhi: Oxford and IBH.
- Rao, T.V.(1996) Human Resource Development. Experiences, Interventions, Strategies. New Delhi: Sage Publications India Pvt. Ltd.
- Ray, B.J. (2002) Impact Pf Staff Development Training on Technology Integration in Secondary School Teachers Classrooms. Unpublished Dissertation Abstracts International, 63(1), July, p.146-A-147-A.
- Reddick K.A. and Hopkins A. (1997) A Study of Competencies and Requirements of Master's Degree Programmes in Human Resource Training and Development. Unpublished Dissertation Abstracts International, 58(3), September, p.773-A.
- Rehman, A.U. (2008). Constraints in the evaluation of HRD Interventions. NUML Journal of Management and Technology, Islamabad. Vol. 1 2008. Pp. 138-158.
- Reich R.B. (1991). The Work of Nations: Preparing Ourselves for 21 Capitalism Alfred A. Knopf, New York

- Reichers, A.E. and Schneider B. (1983) On the Etiology of Climates. *Personal Psychology*, (36) pp. 19-39.
- Richard M. I. (2003). Is There Really a Teacher Shortage? University of Pennsylvania. http://www.gse.upenn.edu/faculty_research/docs/Shortage-RMI-09-2003.pdf
- Robbins, S.P. (1993) *Organizational behaviour* 6th Edition. Englewood Cliffs, NJ, Prentice Hall. p. 685.
- Root, K.S. (2001) Entering the Professional Phase of Teaching: Factors Which Impede or Propel Teacher Development. *Unpublished Dissertation Abstracts International*, 62(5), November, p.1728-A.
- Roy, S.C. (2002) The Influence of Class Size Reduction on Teachers Instructional Strategies and Perception of Instructional Support. *Unpublished Dissertation Abstracts International*, 62(10), April 2002, p.3300 A.
- Rucker, B.A. (2002) The Relationship Between a Community Awareness Project and the Level of Cultural Sensitivity of Pre-Service and In-service Teacher Education Students. *Unpublished Dissertation Abstracts International* 62(10), April, p.3318-A.
- Schroeder, C.M. (2002) Faculty Change Agents: Individual and Organizational Factors that Enable or impede Faculty Involvement in Organizational Change. *Unpublished Dissertation Abstracts International* , 62(7), January, p.2361-A.
- Shackelford, J.L. (2000) Implications of Parents and Educators Needs in Creating a Parental Involvement Programme. *Unpublished Dissertation Abstracts International*, 61(6), December, p.2135-A.
- Shah, D. (2003). Decentralization in the education system in Pakistan: Policies and Strategies. AEPAM, Islamabad.
- Shami, P.A. and Hussain, K.S. (2006). Development of Education in Pakistan. Academy of Educational Planning and Management, Islamabad. Pp. 1-9.

- Shami, P.A. and Waqar, A. (2007). Human Resource Development. Academy of Educational Planning and Management, Islamabad. Pp. 1-3.
- Sharma. J.P. (1982) Growth and Development of In-service Education for Secondary School Teachers in the State of Bihar Since 1955. In Third Survey of Research in Education. M.B. Buch (Ed.), New Delhi: NCERT. P. 839.
- Shastri. C. (1977) Human Resource Development and Educational Planning in Kumaun. In Third Survey of Research in Education. M.B. Buch (Ed.), New Delhi: NCERT. P.961.
- Shudak, G.M. (2002) Performance-based Assessment: Teacher Perceptions of Implementation and Related Potential Outcomes. Unpublished Dissertation Abstracts International, 62(11), May, p.3680-A.
- Singh, S.A. (1980) A Critical Study of the Programmes of the Pre-Service and In-service Education of Teachers of Higher Education in India. In Third Survey of Research in Education. M.B. Buch (Ed.), New Delhi: NCERT. Pp.846-A, 847-A.
- Smith, C.A. (2002) Teacher's Perceptions of Staff Development Activities. A Descriptive Evaluative Model of Teacher Education. Unpublished Dissertation Abstracts International, 62(12), June, p.4128-A.
- Smith, S. (2002) International Technology in Tennessee -12 Public School Classrooms: A Training Needs Assessment. Unpublished Dissertation Abstracts International, 62(7), January, p.2394-A.
- Snow, D.B. (2001) Teacher Induction: A Research-Based Framework. Unpublished Dissertation Abstracts International, 61(12), June, p.4637-A.
- Snyman, S.E. (2000) A Human Resource Management Plan for Peer Support Accompanying Programme: An Educational Management Perspective. Unpublished Dissertation Abstracts International 60(12), June p.4273-A.

- Sriyan, D. S. (1997). Human Resources Development for Competitiveness: A Priority for Employers. ILO Workshop on Employers' Organizations in Asia Pacific in the Twenty First Century, Turin, Italy.
- Stevenson, J. M. (1999). The modern city as a multicultural metropolis: Consumer, civility and collegial triangles. *Education*, 119(4), 710+. Retrieved April 11, 2005, from Questia database, <http://www.questia.com>
- Stockton, J.J. (1995) A Comparison of Levels of Satisfaction Regarding Human Resource Development Among Employees of North Arkansas Community / Technical College. *Dissertation Abstracts International*, 110(1), November, p.45
- Suder Shan. K.N. and Singh.U.K. (1994) *Global Education: An Analysis*. Commonwealth publishers and Indian institute of ecology and environment.
- The Economist, 28 September 1996 p.43.
- Thomas, L.E (1998) The Rationale, Design, and Implementation of an In-service Training Programme and Direct Support System for Continuing Training of Teachers in the Human Development Programme. Unpublished Dissertation Abstracts International 59(4), October. P.1074-A.
- Thompson, H.L (2002) A Descriptive Evaluative Model of Teacher Education. Unpublished Dissertation Abstracts International, 62(12), June, p.4128-A.
- Thurow L. (1992). *Head to Head: The Coming Economic Battle Among Japan. Europe and America* Marrow, New York
- Thurston, P.W. (200) Clarifying the Structure of Justice Using Fairness Perceptions of Performance Appraisal Practices. Unpublished Dissertation Abstracts International, 63(1), July, p.277-A.
- Tim, H. 2006. Democratizing the workplace through professionalization of human resource development. *International Journal of Training and Development*. 10(1):67-82.

- Tjepkema, S., H. M. ter Horst, M. Mulder and Scheerens, J. 2000. Future Challenges for HRD professionals in Europe: Final Report. Enschede: Universiteit Twente.
- Todd, N.I (1992) A Mode for Integrating Computer-based Technologies in Teacher Education. Unpublished Dissertation Abstracts International, 53(6) December p.1878-A.
- Tutterow, J.S (2001) The Relationship Between Demographic Characteristics and Current Teaching Performance of Lateral Entry Teachers. Unpublished Dissertation Abstracts International, 61(8), February, p.3044-A.
- United Nations Development Programme (UNDP)(1996) Human Development Report 1996 Oxford University Press, New York
- United Nations. (1995). Twelfth Meeting of Experts on the United Nations Programs in Public Administration and Finance. UN Secretariat, New York. pp.3-9.
- Varadan. M.S (1987) HRD in Plantations Shared Concern for the Helpers Labour. The Hindu, October. P.3
- Vartainan G, and Elizabeth A. (2000) Power, Partnership and Professionalism: A Model for Needs-based Teacher Professional Development. Unpublished Dissertation Abstracts International, 61(1), July, p. 140-A, 141-A.
- Victoria, M. H. (2006). Teacher Evaluation Practices and Teacher Job Satisfaction. Ph.D. (Education) Unpublished Dissertation, Faculty of the Graduate School, University of Missouri-Columbia, USA.
- Virman, B.R. and Rao, K. (1999). Economic Restructuring Technology Transfer and Human Resource Development. 2nd Edition. Sage Publications Inc. Response Books. New Delhi, India. Pp. 37-40.
- Virmani, B.R. (2000). Managing people in organizations: The challenges of change. India, New Delhi: Response Books, Sage Publications.

- Wait, D.B. (1999). Do Teachers Trained in the Professional Development School Student Teacher Project have Higher Teacher Performance than those Teachers Trained in a Traditional Student Teacher programme? Unpublished Dissertation Abstracts International, 60(6), December, p.1987-A, 1988-A.
- Watkins, R., & Kaufman, R. (1996, November). An update on relating needs assessment and needs analysis. *Performance Improvement*, 35(10), 10–13. Retrieved June 24, 2006, from <http://www.onap.fsu.edu/download/pub/pub.html>
- Weatherholtz., D.B. (2001) Principals Response to Pre-service Teacher Education Reform: Principals Procedures and Perspectives When Interviewing Graduate. M.Ed. Students from the Educators for Collaborative Change , a Professional Development Schools Programme at the Ohio State University. Unpublished Dissertation Abstracts International, 61(8), February, p.3019-A.
- Weiping, W. (2005). Evaluation of 2+2 alternative teacher performance appraisal program in Shanxi, People's Republic of China. Jincheng Vocational and Technical College. www.scienceDirect.com
- Wong-Park, M.G. (1998) The Relationship Between Assessment Procedures in Teacher Support Programmes and Teachers Feelings of Support. Unpublished Dissertation Abstracts International, 58(11), May, p.4240-A.
- Yakich, S.J. (2002) An Analysis of the Beginning Teacher Support and Assessment Programme in the Baldwin Park Unified School District. Unpublished Dissertation Abstracts International, 62 (9), March, p. 3018-A.
- Zaidi, S.A. (2006). Introduction: The Context of Globalization in Pakistan. *In*: Sabina, A. and S.A. Zaidi. (ed.) *Education Under Globalization: The Case of Pakistan*. Actionaid Pakistan. Pp. 1-11.
- Zhan, J, (2001) Professional Development of English (EFI) Faculty Members in a Large Comprehensive University, China: The Teachers Perspectives. Unpublished Dissertation Abstracts International, 61(9), March, p.3523-A-3534-A.

Sir / Madam,

I am Ph.D Scholar and doing research about Challenges of Human Resource development. You are requested to give opinion. It is assured that secrecy about your personal opinion and information is my first priority; and it will be used for the purpose of research only.

Thanks.

Tanvir Kayani

Ph.D Scholar NUML

Name of Institution: _____

Designation: _____

Gender: Male ☐ Female ☐

Level of Teaching: B.Ed. ☐ M.Ed. ☐

Age: Below ☐ 35-50 ☐

Above 50 ☐

Teaching Experience: Below 5 Years ☐ 5-10 Years ☐

10-15 Years ☐ Above 15 Years ☐

Working in Unisex Institute: ☐ Coeducation ☐

Status as employee: Permanent ☐ Contract ☐ Visiting ☐

Organization: Public ☐ Private ☐

Annexure - A**QUESTIONNAIRES**

INSTRUCTIONS : Rate your institute by **encircling** the number given in front of each statement on the following criteria.

0 = Not at all true

1 = Rarely true

2 = Some times true

3 = Mostly true

4 = Almost always true

1. HUMAN RESOURCE DEVELOPMENT CLIMATE (HRDC)

1	The management of this institute makes sure that teacher educators enjoy their work	0	1	2	3	4
2	The management believes that human resources are extremely important resources	0	1	2	3	4
3	Professional development of the teacher educators is seen as an important aspect of management by the principal	0	1	2	3	4
4	The personnel policies in this institute facilitate teacher educators' development	0	1	2	3	4
5	The management is willing to invest a considerable part of the available resources to ensure the development of teacher educators	0	1	2	3	4
6	The senior teacher educators in this institute take active interest in their juniors and help them perform their work effectively	0	1	2	3	4

7	The teacher educators who lack competence in doing their work in the institute are helped to acquire competence rather than being left unattended	0	1	2	3	4
8	The teacher educators in this institute are helpful to each other	0	1	2	3	4
9	The teacher educators in this institute are very informal and do not hesitate to discuss their personal problems with the principal	0	1	2	3	4
10	The psychological climate in this institute is very favourable to any teacher educator interested in developing himself/ herself by acquiring new knowledge and skill	0	1	2	3	4
11	The senior teacher educators guide their juniors and prepare them for future responsibilities/ roles they are likely to take up	0	1	2	3	4
12	The management of this institute makes efforts to identify and utilize the special talents of the teacher educators	0	1	2	3	4
13	Promotion decisions of teacher educators are based on their suitability rather than on favouritism	0	1	2	3	4
14	There are mechanisms in this institute to reward any good work done or any contribution made by teacher educators	0	1	2	3	4
15	When a teacher educator does good work, the principal takes special care to appreciate it	0	1	2	3	4
16	Performance appraisal reports of teacher educators in this institute are based on objective assessment and	0	1	2	3	4

	adequate information and not on favouritism					
17	The teacher educators are encouraged to experiment with new methods and try out creative ideas	0	1	2	3	4
18	When any teacher educator makes a mistake, he is helped to learn from such mistakes rather than punishing him or discouraging him	0	1	2	3	4
19	Weaknesses of teacher educators are communicated to them in a non threatening way	0	1	2	3	4
20	When behaviour feedback is given to teacher educators, they take it in the right sense and act on it for improvement	0	1	2	3	4
21	The teacher educators in this institute take pains to find out their strengths and weaknesses	0	1	2	3	4
22	When the teacher educators are sponsored for training, they take it seriously and try to learn from the programmes they attend	0	1	2	3	4
23	The teacher educators return from training programmes they are given opportunities to try out what they have learnt	0	1	2	3	4
24	The teacher educators are sponsored for training programmes on the basis of genuine training needs	0	1	2	3	4
25	The teacher educators of this institute trust each other	0	1	2	3	4
26	The teacher educators freely express or discuss their opinions/ ideas with their principal	0	1	2	3	4
27	The teacher educators freely express or discuss their ideas/ feelings with their colleagues	0	1	2	3	4

28	The teacher educators are encouraged to take initiative and do things on their own without having to wait for instruction from principal	0	1	2	3	4
28	Delegation of authority to encourage juniors to develop ability to handle higher responsibilities is quite common in this institute	0	1	2	3	4
30	When seniors delegate authority to juniors, the juniors use it as an opportunity for development	0	1	2	3	4
31	Team spirit is of high order in this institute	0	1	2	3	4
32	When problems arise teacher educators discuss these problems openly and try to solve them rather than keep accusing each other behind their backs	0	1	2	3	4
33	Career opportunities are pointed out to juniors by senior teacher educators in this institute	0	1	2	3	4
34	The future plans of the institute are made known to the managerial staff to help them develop their efficiency	0	1	2	3	4
35	The institute ensures teacher educators welfare to such an extent that the teacher educators can save a lot of their mental energy for their legitimate work.	0	1	2	3	4

Annexure - B**2. PERFORMANE APPRAISAL (PERAP)**

36	The performance appraisal of teacher educators by the principal in this institute provides an opportunity for each teacher educator to have a clear understanding of what is expected of a teacher educator	0	1	2	3	4
37	The appraisal system provides the teacher educators effective feedback regarding their performance	0	1	2	3	4
38	The appraisal system helps principal to identify the needs of the teacher educators	0	1	2	3	4
39	The appraisal system provides an opportunity for each teacher educator to communicate the support he needs from his seniors to perform his job well	0	1	2	3	4
40	The appraisal system provides an opportunity for self-review and reflection	0	1	2	3	4
41	The appraisal system encourages the principals and teacher educators to have a common understanding of the teacher educators	0	1	2	3	4
42	The appraisal system has scope for reflection and assessment of each teacher educator on the personality factors	0	1	2	3	4
43	The appraisal system encourages open communication between principal, teacher educator and peers through performance review discussion	0	1	2	3	4
44	The appraisal system has scope for correcting the biases of principal through a review process	0	1	2	3	4
45	The appraisal system aims at strengthening principal-teacher educators relationship through developing	0	1	2	3	4

	mutual trust					
46	The appraisal system helps interested teacher educators to gain more insights into their strengths and weaknesses	0	1	2	3	4
47	The appraisal system has scope for communicating the institute plans and educational goals to staff	0	1	2	3	4
48	The objectives of the appraisal system are clear to all teacher educators	0	1	2	3	4
49	Periodic orientation programmes are conducted to explain the objectives and other details of the appraisal system	0	1	2	3	4
50	The principal generally spends time with their staff to discuss their performance	0	1	2	3	4
51	The principal helps their teacher educators to plan their performance in the beginning of the year	0	1	2	3	4
52	Discussions on key performance areas/key result areas/tasks/ targets between Principal & teacher educators is very educative	0	1	2	3	4
53	The principal takes performance appraisals seriously	0	1	2	3	4
54	The principal does a thorough job on self- appraisal in terms of reviewing, reflecting and analyzing the factors affecting their performance	0	1	2	3	4
55	The performance review discussions are taken seriously by principal and sufficient time is spent on these discussions	0	1	2	3	4
56	The performance review discussions are conducted with high quality and care	0	1	2	3	4

57	Efforts are made by principal to see that teacher educators are objective in their appraisal of trainees	0	1	2	3	4
58	The appraisal system helps principals to educate their subordinates to overcome their personal biases and favouritisms	0	1	2	3	4
59	The appraisal data are used as inputs for recognition and encouragement of high performers	0	1	2	3	4
60	The appraisals facilitate growth and learning in this institute both for the teacher educators and the principal.	0	1	2	3	4

Annexure - C**3. INDUCTION IN SERVICE EDUCATION (INS)**

61	Induction training is given adequate importance in this institute	0	1	2	3	4
62	Induction training is well planned	0	1	2	3	4
63	Induction training is of sufficient duration	0	1	2	3	4
64	Induction training provides an excellent opportunity for new teacher educators to learn comprehensively about this institute	0	1	2	3	4
65	Norms and values of this institute are clearly explained to the new teacher educators during induction	0	1	2	3	4
66	The senior teacher educators take interest in and spend time with new teacher educators during induction training	0	1	2	3	4
67	New recruits find induction training very useful in this institute	0	1	2	3	4
68	Our induction training is periodically evaluated and improved	0	1	2	3	4
69	The teacher educators are helped to acquire technical knowledge and skill through training	0	1	2	3	4
70	There is adequate emphasis on developing managerial capabilities of colleagues through training	0	1	2	3	4
71	Human relations competencies are adequately developed in this institute through training in human skills	0	1	2	3	4

72	Training of teacher educators is given due importance in this institute	0	1	2	3	4
73	The teacher educators are sponsored for training programmes on the basis of carefully identified developmental needs	0	1	2	3	4
74	Those who are sponsored for training programmes take the training seriously	0	1	2	3	4
75	The teacher educators sponsored for training go with a clear understanding of the knowledge and skills they are expected to acquire from training	0	1	2	3	4
76	In the institute, in-house training programmes are handled by competent senior teacher educators	0	1	2	3	4
77	The qualities of in-house training programmes in this institute are excellent	0	1	2	3	4
78	The senior teacher educators are eager to help their juniors develop their competencies through training	0	1	2	3	4
79	The teacher educators returning from training are given adequate free time to reflect and plan improvements in the institute	0	1	2	3	4
80	The principal provides right kind of climate to implement new ideas and methods acquired by his juniors through training	0	1	2	3	4
81	External training programmes are carefully chosen after collecting enough information about their quality and suitability	0	1	2	3	4
82	There is a well-designed and widely accepted training policy in this institute	0	1	2	3	4

Annexure - D**4. TRAINING NEEDS**

83	Assessing the needs and interests of students	0	1	2	3	4
84	Developing goals and objectives for teaching a course	0	1	2	3	4
85	Preparing a detailed course-teaching plan for a year	0	1	2	3	4
86	Planning day-to-day classroom teaching activities	0	1	2	3	4
87	Guiding students in the preparation of their lesson plans	0	1	2	3	4
88	Preparing instructional materials like textbooks, handouts and laboratory manuals	0	1	2	3	4
89	Preparing teaching aids like charts slides, transparencies audio- tapes; video programs and Computer software	0	1	2	3	4
90	Acquiring up to date information in the subject one is teaching	0	1	2	3	4
91	Becoming familiar with the latest trends in the methods of teaching the particular subject	0	1	2	3	4
92	Giving authentic source of information books/ Journals/ web sites/ to trainees	0	1	2	3	4
93	Demonstrating/ illustrating the practical applications of theory of the subject taught to actual classroom teaching	0	1	2	3	4
93	Involving trainees more actively in the learning process	0	1	2	3	4
94	Motivating and inspiring the trainees for learning.	0	1	2	3	4

95	Maintaining the trainee's interest	0	1	2	3	4
96	Matching teaching strategies with teaching styles of trainees	0	1	2	3	4
97	Using the following methods of teaching	0	1	2	3	4
	i. Lecture method	0	1	2	3	4
	ii. Demonstration method	0	1	2	3	4
	iii. Tutorial	0	1	2	3	4
	iv. Laboratory method	0	1	2	3	4
	v. Project Method	0	1	2	3	4
	vi. Simulation & Games	0	1	2	3	4
	vii. Team teaching	0	1	2	3	4
	viii. Role playing	0	1	2	3	4
	ix. Programmed instruction	0	1	2	3	4
	x. Computer- assisted instruction	0	1	2	3	4
98	Illustrating lessons with proper examples	0	1	2	3	4
99	Posing Questions that stimulate trainees to recall, analyse, synthesize and evaluate	0	1	2	3	4
100	Presenting information using chalkboard effectively	0	1	2	3	4

101	Making effective use of instructional materials	0	1	2	3	4
102	Employing reinforcement techniques in their teaching (like praising, blaming etc.)	0	1	2	3	4
103	Inviting and using trainees responses during teaching	0	1	2	3	4
104	Providing remedial instructions to teacher trainees for slow learners	0	1	2	3	4
105	Try to improve study skills and long-term memory skills in trainees	0	1	2	3	4
106	Using class-time effectively/organizing time space, materials and equipment to maximize trainees' time on task	0	1	2	3	4
107	A teacher educator operating and maintaining equipments used in the class	0	1	2	3	4
108	Using software effectively in teaching like textbooks, films, sound & recording, filmstrips and audio/ video tapes	0	1	2	3	4
109	Giving feedback regularly to trainees	0	1	2	3	4
110	Maintaining discipline in the class	0	1	2	3	4
111	Involving trainees in divergent/creative activities	0	1	2	3	4
112	Monitoring the participation in seminar, laboratory, debate, discussion and the similar academic activities of trainees	0	1	2	3	4
113	Involving trainees actively in curricular activities outside the class room	0	1	2	3	4

114	Conducting field trips, educational excursion and industrial visits	0	1	2	3	4
115	Helping trainees to undertake small-scale investigation and projects	0	1	2	3	4
116	Guiding trainees in their projects	0	1	2	3	4
117	Developing team spirit in trainees and skills of team work	0	1	2	3	4
118	Supervising trainees' teaching effectively	0	1	2	3	4
119	Managing the attendance transfer and course completion of trainees	0	1	2	3	4
120	Participating in the following activities of the institute	0	1	2	3	4
	i) Conducting entrance test and admitting trainees	0	1	2	3	4
	ii) Participating in internal assessment	0	1	2	3	4
	iii) Preparing time table	0	1	2	3	4
	iv) Contributing to development journal/magazine	0	1	2	3	4
	v) Guiding trainees unions	0	1	2	3	4
	vi) Managing sport activities	0	1	2	3	4
	vii) Looking after library	0	1	2	3	4
	viii) Looking after laboratory	0	1	2	3	4

	ix) Looking after trainees hostel	0	1	2	3	4
121	Promoting trainees' involvement in institute activities	0	1	2	3	4
122	Developing proper attitudes towards teamwork	0	1	2	3	4
123	Acquiring interactive skills to get the job done	0	1	2	3	4
124	Helping to solve conflicts in the institute	0	1	2	3	4
125	Helping in decision making in respect of	0	1	2	3	4
	i) Allocating funds available	0	1	2	3	4
	ii) Preparing date wise plan of activities for the year	0	1	2	3	4
	iii) Allocating resources, personnel and material to the various departments/sections/ programmes	0	1	2	3	4
126	Planning for better use of infrastructure facilities	0	1	2	3	4
127	Initiating changes in the system	0	1	2	3	4
128	Accounting work for trainees progress	0	1	2	3	4
129	Selecting relevant research activities which foster community's development needs	0	1	2	3	4
130	Developing community and institute relationship	0	1	2	3	4
131	Giving lectures and demonstrations on topics, which are useful for the development of community	0	1	2	3	4

132	Taking part in academic activities of sister institutions	0	1	2	3	4
133	Planning and implementing developmental activities at the micro-level i.e. institute as resource centre	0	1	2	3	4
134	Advising parents for improving trainees performance and behaviour	0	1	2	3	4
135	Undertaking community work at different levels related to	0	1	2	3	4
	i) Socially useful productive work	0	1	2	3	4
	ii) Citizenship training camp	0	1	2	3	4
	iii) National literacy movement	0	1	2	3	4
	iv) National integration	0	1	2	3	4
	v) Secularism	0	1	2	3	4
	vi) Socialism	0	1	2	3	4
	vii) Democracy	0	1	2	3	4
	viii) Scientific temper	0	1	2	3	4
	ix) Flood and draught relief	0	1	2	3	4
	x) Health and hygiene	0	1	2	3	4
	xi) Small family norm	0	1	2	3	4
	xii) Reducing pollution (air, water sound)	0	1	2	3	4

	xiii) Planning for resource consumption	0	1	2	3	4
136	Take part in promoting welfare of women, children and weaker sections of society	0	1	2	3	4
137	Helping trainees to secure suitable employment	0	1	2	3	4
138	Making the institution useful in fulfilling local needs	0	1	2	3	4
139	Acquiring skills of time management (to use time effectively to achieve one's goals organizational and personal)	0	1	2	3	4
140	Acquiring skills of crisis management	0	1	2	3	4
141	Acquiring skills of interpersonal communications	0	1	2	3	4
142	Knowing major policies in the field of teacher education	0	1	2	3	4
143	Knowing problems and difficulties faced by of teacher education	0	1	2	3	4
144	Undertaking research leading to M.Phil and Ph.D.	0	1	2	3	4
145	Utilizing library resources	0	1	2	3	4
146	Developing commitment towards profession	0	1	2	3	4
147	Possessing the knowledge of criteria of performance appraisal	0	1	2	3	4
148	Undertaking the role of various teacher associations	0	1	2	3	4
149	Participating or undertaking membership in bodies/ committees on education and national development	0	1	2	3	4

150	Working for / participating in seminars, workshops, conferences and symposia at national or international level	0	1	2	3	4
151	Working for/ participating in short term courses like refresher, orientation and summer courses	0	1	2	3	4
152	Understanding various philosophies of education and their relevance to education	0	1	2	3	4
153	Being aware of the relationship between educational development and social change	0	1	2	3	4
154	Knowing history, values and current issues, which mould and direct higher education system	0	1	2	3	4
155	Knowing objectives of higher education	0	1	2	3	4
156	Getting authentic information of country's teacher education policy	0	1	2	3	4
157	Understanding the National policy on Education & document	0	1	2	3	4
158	Knowing about acts, statutes, ordinances rules and regulations of the University	0	1	2	3	4
159	Understanding economics of teacher education and the funding system	0	1	2	3	4
160	Understanding the role of teacher education for national development	0	1	2	3	4
161	Understanding the role of teacher education in promoting national integration	0	1	2	3	4

162	Getting knowledge of country's technical & technological and scientific problems	0	1	2	3	4
163	Knowing manpower needs of our society	0	1	2	3	4
164	Getting knowledge of social circumstances employment, potentialities and possibilities of growth and development	0	1	2	3	4
165	Understanding about various problems facing the Society (like inequality, poverty, employment, illiteracy, population, casteism, regionalism, communalism, religious extremism and exploitation of women)	0	1	2	3	4
166	Having general understanding of impact of modern developments (like-industrialization, urbanization, modernization, multiple culture and multilingualism)	0	1	2	3	4
167	Knowing constitutional history of Pakistan	0	1	2	3	4
168	Knowing political situation of the country	0	1	2	3	4
169	Becoming aware of developments in education in Pakistan and abroad	0	1	2	3	4
170	Having general awareness of world events and their impact on international understanding and world peace	0	1	2	3	4
171	Being aware of the threat of nuclear holocaust to the world.	0	1	2	3	4

Annexure - E**Permission to Use the Instrument**

tools for your PhD Thesis

From: **Noorjehan n Ganihar** (nnganihar@rediffmail.com)

Sent: Sat 12/08/07 5:26 AM

Reply-to: Noorjehan n Ganihar (nnganihar@rediffmail.com)

To: MA, Tanvir Kayani (m_a_tanvir@hotmail.com)

Dear Tanvir Kayani

I have send the following tools for your Ph.D Thesis

1. Human Resource Development Climate Questionnaire
2. Performance Appraisal Effectiveness Questionnaire
3. In-Service Education Scale
4. Secondary Teacher Educators Training Needs Assessment Scale

You are permitted to use this tools for the research purpose

any more requirement please let me know

>Connect and share in new ways with Windows Live.

>http://www.windowslive.com/connect.html?ocid=TXT_TAGLM_Wave2_newways_112007

Dr(Smt) Noorjehan N. Ganihar

Professor and Chairperson

Post-graduate Department of Education

Karnatak Univesrity

Dharwad

Mobile: 9845707968

phone res: 2444143, 2447541