Impact of education system on effective human resource development
A case study of Pakistani Universities
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Abstract
The research was conduct to analyze the impact of education system on effective human resource development in major universities of Pakistan. The study focused on the major contributors of our education system such as primary education, secondary education and higher education. The pronouncement of the research will be highly obliging especially for universities officials and educational bodies in Pakistan.

Keywords: Education system, impact of education system, effective human resource development, case study of Pakistani universities.

1. Introduction
The study undertaken is to build an understanding regarding the impact of education system on human resource development in Pakistani universities. The universities play a key role in economic and social development of any nation. The existing system of education in Pakistan is a legacy inherited from the British rulers and is said to be still in the nature of exotic plant, although continuous endeavors have been made since independence to reform and renovate the education system. But, such lurking fears and impediments, the government of Pakistan committed itself to reconstruct and improve the system of education commensurate with emerging need and aspiration of the sovereign independent society of Pakistan. Literacy rate plays a vital role in the development to any nation and transforming it into socio-economic prosperity. Literacy rates in developed countries hover around the 100 percent mark, but such is not the case with the developing countries. About two decades ago, Pakistan had only 34 percent literacy rate (age 10 and above).
A change in paradigm of education is required; material things are still more important and take as assets, whereas human beings are considered as liabilities. The, the mindset has been developed that spending on strengthening liabilities becomes a waste of capital. Unless this thinking is reversed, it would be extremely difficult to build human capital in Pakistan. It must be realized that human resource development will be shaped in the class room through education. In addition to the inculcating latest knowledge, the role of education as an agent of national development is to contribute towards the achievement of full employment.

2. Background/Literature review
Human development is defined as the enlargement of the range of people’s choices. This is an extension, enlargement and deepening of somewhat basic needs approach (Jaffery, 2006). The term human resource development (HRD) was first introduced to Miami conference of the
Americans Society of Training and Development (ASTD) by Leonard Nadler held in 1969 and he subsequently provided a definition in 1970, Nadler and Nadler (1990) emphasized that there had been a significant number of people entering the HRD field and, therefore, they deserved to have a definition of the subject.

Frank (1998) investigated the theoretical base of HRD in order to distinguish it from other fields and identified three assumptions on which it is based:

- HRD is based on the research and theories drawn from the field of adult education and is different from the learning that occurs in children. Learning is based on creating the appropriate circumstances, in which adults can learn and thereby change behavior.
- HRD is concerned with improved performance within the work environment; it is not concerned with the improving people’s health or their personal relations with their family.
- HRD utilizes the theories of change and how these relate to the organization. Change affects individuals, groups and the organization where as HRD is predominantly concerned with the change of individuals.

McLagan and Suhadolnik (1989) say that HRD is an integrated use of training and development, career development, and organization development to improve individual and organizational effectiveness.

Education is a very vital plank for HRD as being repeatedly enunciated more as a platitude rather than as an accepted, practical philosophy. Education as investment particularly in the HR has been recognized recently (Jaffery, 2006). The relationship between education system and human recourse development is highly significant and these both indicators of the economy are interdependent. In the less developed countries including Pakistan, the expenditure on the expansion of education is quite small as compared to the other sector of economy. The positive relationship between education system and HRD is widely recognized. The poor education system may be one of the main causes of unemployment in the country which also result in producing less effective human resources. Following are some causes which highlight the incompetent human resource due to bad education system (Agarwal, 1993).

- Education system is not suitably related to the needs of the employment situation of the country.
- The educational system is by and large a continuation of the old system designed for the needs of a colonial regime and required considerable re-orientation to fulfill demands of economic and social development.
- Micro-planning has remained a much neglected aspect in educational and economic planning in Pakistan.
- Courses are largely academic and do not fit the student for the large diversity in the development of human resource. Courses of the universities and colleges are unrelated to the realities of the world of work.

Pakistan is facing the challenges of coverage and quality in education, while the gender gap has narrowed slightly. This is partly due to decline in male enrollment at secondary level in public school, which has shifted into the private options. Government has the most urgent priority improving basic education; sustained economic growth required sector-wide growth for sub-sector balance to sustain education improvement and good governance (Jaffery, 2006).

2.1 Primary Education for Human Capital

Investment in education, unlike that in industry or agriculture, bears fruit after a long time. An idea taught at the primary level may remain dormant for years and suddenly flashback, say, after 30 years. Different documents state highly divergent figures of expenditure on education. School
education, considered necessary for boys, is deemed far less important for the female who are equally important human resource for the country (Jaffery, 2006).

2.2 Secondary Education – A complete unit for HRD
The term secondary education has different meaning in different countries. Conventionally, three levels of education are commonly recognized, namely primary, secondary and tertiary. They are also referred to as first, second and third level. A number of countries divide secondary education into junior or senior. While in Pakistan secondary education starts from 6th class and end up at 10th class. In class 9 and 10th, students have to select optional courses and determine their area of interest with respect to the higher education. Example of students selection are pre-engineer, pre-medical, computer science, arts group etc.

2.2.1 Objective of secondary education
Following are main aim and objective of secondary education.
- Development of democratic citizenship
- Clear thinking
- Receptivity of new ideas
- Clearness in speech and writing
- Education in the art of living in the community
- Passion for social justice
- Development of tolerance
- Development of true patriotism
- Improvement of vocational efficiency
- Development of personality
- Development of qualities for leadership

2.3 Higher Education for HRD
The unit cost of higher education is many times greater than at the primary and secondary level. According to the World Bank Report (1992), the most pressing issues of higher education in Pakistan including among others, the flawed institutional framework, inefficiency and ineffectiveness, problematic nature of design and delivery of service, irrelevance and wastage, under-funding and low productivity in research.

The higher education have not been able to achieve the main purpose of higher education, which is to produce people with excellence, and academic ability that can develop logical thinking and can contribute effectively towards industrial, economic, technological and social development of the country. Higher education is considered a source of great potential for the socio-economic and cultural development of the country and it is a general perception that through the quality of higher education, the nation can be transformed into a developed nation within the life time of single generation. The research base in the universities is weak, inadequately equipped libraries, laboratories, and a shortage of qualified teachers hinder the progress of higher education towards achieving international standards. The system of affiliated colleges is a source of great dissatisfaction. The lower level of secondary and higher secondary education suffer from almost the same maladies. In Pakistan, education sector has been neglected all along and it has been the first to receive financial cuts in case of any financial constraints (Jaffery, 2006).
3. Hypotheses

**H1:** Primary education is highly related with the effective human resource development in Pakistan.

**H2:** Secondary education is highly related with the effective human resource development in Pakistan.

**H3:** Higher education is highly related with the effective human resource development in Pakistan.

4 Research Methodology

4.1 Sample and data collection

A random selection of 10 universities (3 private and 7 from public sector) was made from Karachi, Lahore and Islamabad for the research presented in this research. A random sample of 100 members from the faculties of various universities was selected. The sample included respondents from both genders of different age / experience categories working at various designations. The sample therefore can be declared as representative of the population.

4.2 Research design

The population for this paper comprised of faculty members of private and public sector universities of Pakistan. A questionnaire comprising 25 items was prepared. It was divided into two sections. The first section caters all the demographics information from the respondent while second section collecting data regarding the responses against variables i.e. primary education, secondary education and higher education. Each respondent was personally briefed by the researchers to ensure accuracy of data and removal of any unknown fears related to privacy.

4.3 Data collection

Depth Interviews, Focus groups and Projective techniques have been used. In quantitative research design the data have been collected from primary source through observations, experimentation and questionnaires.

5 Findings from the Interviews

The objective of this research was to find out the impact of education system on human resource development using three variables i.e. primary education, secondary education and higher education. Three hypotheses were formed to determine the issues and challenges in education system. All of three hypotheses anticipated that if there are superior quality and result oriented education system at the level of primary, secondary and higher education, then there would be more effective and efficient human resource produce. As the study predicted that the higher education has played a vital role in better human resource development then there is a need to improve at least this level of education. Also there is definitely a need to look up all three levels of education.
6. Conclusions and recommendations

Pakistan has been not been able to stabilize economically. Even after 64 years of independence, it is still a developing country. Its per capita income is very low. The results from the research strongly supported by the fact that due to poor educational system we are not producing effectual HRD. European and American states having better education system are most leading countries of producing better human resource, even China and India are focusing on improvement of their educational system and synchronize their system according to world’s need.
References