



Advance Journal of Econometrics and Finance

Vol-4, Issue-1, 2026

Advance Journal of Econometrics and Finance

Online ISSN

2959-8990

Print ISSN

2959-8982

<https://ajeaf.com/index.php/Journal/About>

Name of Publisher: SCHOLAR CRAFT EDUCATION & RESEARCH HUB

Review Type: Double Blind Peer Review

Journal Frequency: Quarterly Research Journal



Experiential Learning As An Effective Human Resource Development Intervention At The Public Sector Universities Of Sindh

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<p>Keywords:</p>	<p>Experiential learning, HRD intervention, public sector universities, employee development</p>



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1. INTRODUCTION

Bhradwaj (2016), elaborated in his study that education system is the basis of the development of countries. The fact is that education directs a country's future and the education with skilled and experienced educators pilots the institutions and their own future. Türkkahraman (2012), states that there are many benefits of education and it has the positive impacts on our lives. If a person is educated then he/she is a big asset of any country. In today's world, the best national resource which is considered is human capital. At one side, the better educated person can explore better opportunities for himself and for his growth, and at the other side; the whole nation can be benefited from his works and experiences. Pavil (2012), explained; Higher education institutions have become progressively more concerned with the apprehension of a gap of skill level between their employees and successful participants into the personnel as skills are significant for the success of any higher education institutions and for employees working in it. Currently in the country of Pakistan there many public sector universities are working in different areas and disciplines, ever since the country has been established the number of universities has been increasing constantly and also the number of their employees increasing with the increased quality of employees' skills and development. Since establishment of the public universities least focus or no focus on employee development was paid, people grown by themselves instead of organizational development programs. All these universities adopt human resource development interventions and training techniques available for their development and progression of their employee's development and the development of organization as a whole. Experiential learning occurs when an accountable contributor adequately, behaviorally and cognitively progress understanding, proficiency, and/or approaches in the circumstances of learning portrayed by an active contribution at high level.

1.2 EXPERIENTIAL LEARNING

David A. Kolb, an American professor, educationalist and theorist believes that:

“Learning is the process whereby knowledge is created through the transformation of experience” (1984, p. 38)

It is the process of;

- Learning by doing
- Hands on learning experience
- Learning through experience
- Learning by observing
- Learning by different teachers, colleagues, seniors, HODs and others
- Learning by surroundings
- Learning by practicing

Experiential learning, referring a general term is the concept of acquiring knowledge through getting personal experiences, is one of the most compatible, engaging, and effective ways to understand new concepts and phenomena. Most of the people see it as a better way of acquiring experiences through resources other than the formal ways of learning. Experiential learning is a technique of learning in which primitive experience is gained. Observations, experiences, knowledge and skills are attained informally of the established system of employee setting which includes coaching, mentoring, observing field trips, field research, and service-learning plans.

Experiential learning theory was first introduced by John Dewey and Jean Piaget. It was then explored and recognized by educational theorist David A. Kolb, with the help of Ron Fry, who developed the theory of experiential learning, based on the concept that learning is a process whereby knowledge is created through transformation of experience.

Experiential learning can subsist and work without an instructor and guide and it is related to the direct experience of individuals in terms of the meaning-making process. However, though the knowledge acquisition is a natural process that occurs with every individual, certain elements are required for getting a genuine learning experience. As per the concept of Kolb, "Knowledge is continuously gained through both personal and environmental experiences"

LITERATURE REVIEW

Unfolding this debate with the Informal Learning as one of the components of experiential learning Berg et al, (2008) reveal in their study that there are a few factors that impact their casual learning engagement, and there is an assortment of informal learning procedures that they utilize. We propose different specialists focus on this covered up phenomenon in work environment learning and utilize ethnographic research system to reveal factors that might be critical to building up a learning association. Lowe and Reisch, (2008) described the importance of informal learning in their research study that Urban colleges and schools are continuing to perceive that they are inseparably connected to their surrounding groups. Thus, people group advancement, group based research, and group practice will be zones of expanding importance to educational organizations and subsidizing offices in the decade ahead. The administration learning experience gives students a chance to work with individuals from assorted foundations and to see the impacts of a social issue direct. The contextual investigation strategy empowers imprints to get a more extensive presentation to the intricate nexus of issues related with the course points and the diverse aptitudes expected to address them. From the creators' experience, the methodologies portrayed in this model likewise improve employees' imagination in their educating and animate new thoughts for their continuous research. Brian et al, (2007) state that in this paper, we depict "Emergency in Higher Education," a basic experiential course we offered to raise understudy mindfulness about the emergency and to urge them to work for change on our grounds. This article depicts the specific situation and justification for instructing the course, providing details regarding students' reactions to its shape and content, and examines what we gained from this experience. Armstrong and Mahmud, (2008) indicate that tacit knowledge is accepted to be one factor that recognizes effective managers from others. It was likewise discovered help for the assurance that students with a solid inclination for every one of the four unique capacities characterized in Kolb's learning hypothesis might be basic for viable experiential learning. Cunningham, (1997) revealed in his study that experiential learning can review the angle toward system in administration training, stating the experiential learning point of view, depicts the experiential learning procedure, and offers a changed part for the educator. Experiential learning incorporates hypothetical issues into reproduced working environment issues and offers a testing, inspiring way to deal with open organization instruction. According to the Denhardt, (1997), in the course of recent decades, the significance of experiential learning has demonstrated particularly very important where students are looking for abilities in such regions as correspondences or administration, which implies that it is associated with planning and overseeing entry level position engaged with outlining and overseeing temporary job organization. Dilworth, (1996) mentioned in his study that organization requires supporting, yet some foundation must be set up first, the degree of a learning association is that a lot of what is done to regulate it can likewise be basic in presenting the idea in any case. Kelly & Margolis, (1998) added in his study that it is found the experience of showing quality management in general society area to be amazingly valuable. It is learned as much about how to instruct as our students found out about explaining problems. There is much that it will be done any other way next time; however we expect to keep on viewing the students as the customer. Remembering this one idea will help us consistently enhance this and different classes



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we instruct, with the goal that we can guarantee that students see their education as valuable and necessary. Kim, (2007) revealed that experiential learning has centrality in the tertiary setting today. Such learning is progressively essential to the developing mission of colleges.

According to Smith, (2003), Enthusiasm for work environment learning has expanded in the course of recent years, both as a true blue type of preparing and as a focal point of research. It is fact that there are a number of conceptualizations of job environment adapting, all accentuate the social construction of learning. Eraut, (2004) emphasizes hypothetical systems for comprehension and researching informal learning in the work environment, which have been produced through a progression of huge and little scale ventures. Chisholm, et al., (2009) demonstrated the analysis on experiential learning speculations demonstrate that they give sufficient supporting for work-based learning and could be utilized as the basis to take forward its normal conceptualization. In this regard, such a lot of learning lends itself to being supported by a typical experiential structure which could be founded on the understanding of the cutting edge speculations of experiential learning up being talked about. Kayes, (2002) explained in this article that it was consider John Dewey's double reformist-preservationist plan/or training with regards to current open deliberations about the part of involvement in administration learning. By looking into, contrasting and broadening scrutinizes of Kolb's experiential learning hypothesis (ELT) and re conceptualizing the learning procedure in view of post structural examination of psychoanalyst Jacques Lacan.

With regard to role of delegation in organizations Stea et al., (2015) define in their article that delegation is especially valuable when workers are exceptionally educated/proficient and/ or then again the association needs to rapidly adjust to abnormal amounts of natural uncertainty. Also, Baker et al. (1999) studied valid appointment regarding self-upholding, social contracts. In any case, their treatment is fairly theoretical. Ricardo & Niko, (2007) expressed the importance of deputation stating that it is explored the assignment of choice rights inside firms. Specifically, we dissected a key operator issue in which a clueless main can inspire data from an educated specialist by certainly conferring herself to follow up on the data she gets in a specific way. Morita, (2005) emphasizes this paper centers around the adapted contrasts in work associations and work advertise rehearses between the Japan and United States regarding multi-skilling, delegation, constant progression, human capital and labor turnover. It shows a model that tends to relationship among three key highlights of work associations (multi-skilling, delegation and continuous process improvement), and analyzes manners by which they are identified with work advertise rehearses. As per the study of Zhang et al., (2002), a key component to improve the regulatory activities of the system is to manage perspective manager which enables us to administer delegation and disavowal rules. In the present usage, it is concentrated on human services setting prerequisites for the delegation system. It is accept our approach can be used to help any communitarian conditions. It is future work to stretch out the structure to strengthen data partaking in different conditions, for example, scholarly research foundations, government and business associations.

Taking into account secondment as employee development, Zaweed, (2015) articulates that in the hypothetical edge it has been handled secondment issue and presumed that secondment gives the chance to exchange experiences between different public and private sectors with the goal that administrations offered by public organizations can achieve the desired goals. The public and private areas have expanded extraordinarily and numerous workers increased sublime experiences whether in solution, college instructing, preparing, or other regulatory areas. The paper likewise tended to the present circumstance of secondment framework in Saudi Arabia, study of current circumstance, and recognizable proof of shortcomings and qualities in the current direction. At long last, the paper built up a proposition to initiate secondment of staff working in broad daylight or private segments. Rice & Dryden, (2008) explored the importance of secondment that although the secondment should have a maintainable positive outcome to all associations and organizations included, gave the key focuses featured above are clung to, particularly with respect to structure clearness and assessment. The consequences of the assessment show the individual and expert points of interest to the two associations of a very much organized secondment. Secondment is suggested as an important technique for staff advancement, helping maintenance gave all criteria are satisfied and rules hold. Anstey & Jenkins, (2017) articulates that by inspecting two cases, this paper demonstrates that secondment can expand knowledge translation amongst researchers and government offices by creating personal skills and capacities. In the study of Cheema et al., 2014, it is stated that purpose to keep up the force of responsibility for learning at work, assessing the advance of the representatives over a restricted period and giving them input in such manner is fundamental for advancement of experiential learning.

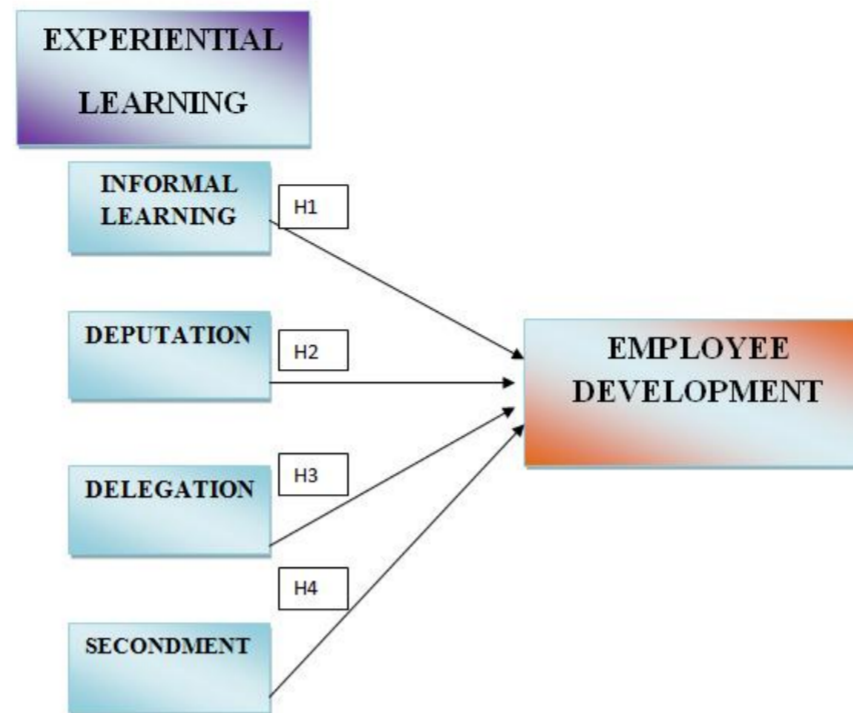
RESEARCH GAP

Reviewing the literature, most of the studies were found to be focused and bent on the effectiveness of experiential learning in various service enterprises other than higher educational institutions, slight or no such attention was paid to this sector, and hence it turned out to be an impetus to conduct a research study on this overlooked dimension.

RESEARCH OBJECTIVES

1. To identify the significant positive impact of informal learning on employee development at public sector universities of Sindh
2. To investigate the significant positive impact of deputation on employee development at public sector universities of Sindh
3. To know the significant positive impact of delegation on employee development at public sector universities of Sindh
4. To identify the significant positive impact of secondment on employee development at public sector universities of Sindh

CONCEPTUAL FRAME WORK



3. RESEARCH METHODOLOGY

Three public sector universities from Jamshoro, Sindh region were selected for data collection named as University of Sindh (UoS), Mehran University of Engineering and Technology (MUET) and Liaquat University of Medicine & Health Sciences (LUMHS) which comprised of 05 faculties of Universities of Sindh, (the main campus), each faculty comprised of 33 departments (in total). From MUET data was collected from 12 departments and 04 institutes. From LUMHS data was collected from 17 departments of 4 faculties. Total population of three consecutive universities was 1439 faculty members, which was comprised of 650 faculty members of UoS, 364 faculty members of MUET and 425 faculty members of LUMHS including head of the departments and chairpersons. Total sample size which was calculated individually from population of three universities was 633 which comprised of 242 out of 650, 188 out of 364 and 203 out of 425 of UoS, MUET and LUMHS respectively, including head of the departments and chairpersons. Simple random sampling was used to collect the data.

Questionnaires were distributed to the various faculty members of UoS, MUET and LUMHS included head of the departments, chairpersons, professors, assistant professors, associate professors, lecturers and those faculty members who are also playing role as an administrator in university. Out of 633 questionnaires distributed, 400 were received back from faculty members of three universities. Questionnaire consisted of total 25 questions divided into five (05) main categories of variables of the study as mentioned above. Every section consisted of main characteristic of Experiential Learning to be investigated with the help of five (05) related questions to be answered along seven (07) points of Likert Scale. The statistical techniques which were used for the analysis of data were multiple regression analysis, Pearson's correlation analysis, frequency analysis and Cronbach's Alpha analysis. MS-Excel and MS-Word programs were used for different types of charts and tabulations of data.

3.1 RELIABILITY TEST

Table 1: Cronbach's Alpha

VARIABLES	CRONBACH'S ALPHA	NO.OF THE ITEMS	RELIABILITY STATUS
INFORMAL LEARNING	0.739	5	Acceptable
DEPUTATION	0.858	5	Good
DELEGATION	0.856	5	Good
SECONDMENT	0.886	5	Good
EMPLOYEE DEVELOPMENT	0.859	5	Good

The Cronbach's alpha values of the variables deputation, delegation, secondment and employee development are good which are 0.858, 0.856, 0.886 and 0.859 respectively, whereas the alpha value of informal learning is acceptable which is 0.739

4. RESULTS, ANALYSIS & DISCUSSION

4.1 RESPONSE RATE

Out of 633 questionnaires, 400 were completed and responded back by the members of faculty of three universities in public sector. On the basis of those results were computed. Out of 633 questionnaires, 233 were not filled and responded back by the focus group. Hence the percentage of responses is 63% and non responses is 37% which is graphically shown below in figure

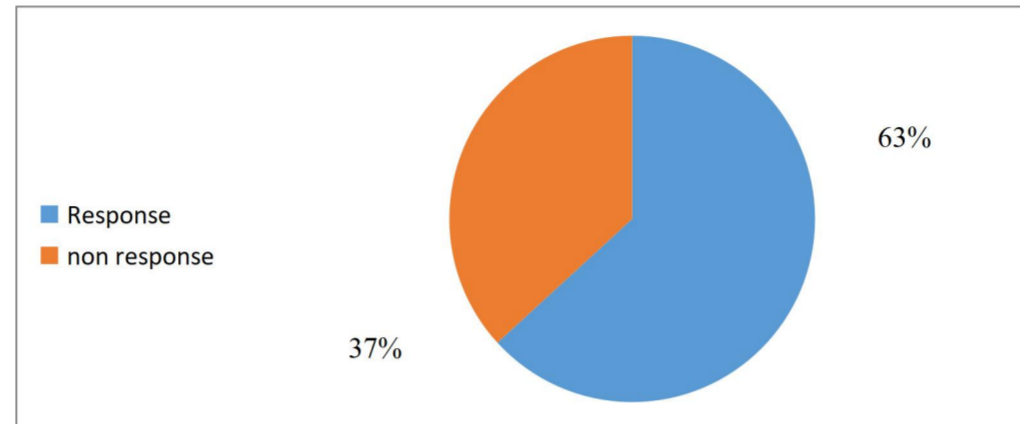


Figure 1

Table 2: Descriptive Statistics

VARIABLES	N0	MEAN	STD. DEVIATION
INFORMAL LEARNING	400	6.3755	0.63015
DEPUTATION	400	6.2895	0.68547
DELEGATION	400	6.2570	0.55689
SECONDMENT	400	6.1640	0.55251
EMPLOYEE DEVELOPMENT	400	6.4960	0.60853

The above table Descriptive Statistics indicates the standard deviation, mean and total number of observations that is 400. The mean value of Informal Learning is 6.3755 which is the highest mean among the other variables and it is less than 7. It clearly shows the moderate level of Employee Development of Sindh's public sector universities. The mean value of Deputation is 6.2895 which is the 2nd highest mean among the other variables and it is less than 7. It shows the moderate level of employee development at Sindh's public sector universities. The mean value of Delegation is 6.2570 which is 3rd the highest mean among the other variables and it is less than 7. It also indicates the moderate level of development of employees at Sindh's public sector universities. The mean value of Secondment is 6.1640 which is the least mean among the other variables and it is less than 7. It clearly presents that there is need of improvement in Secondment in order to enhance the development of employees at Sindh's universities which are in public sector.

Table 3: Model Summary

MODEL	R	R SQUARE	ADJUSTED R SQUARE	STD. ERROR OF THE ESTIMATE	CHANGE STATISTICS				
					R SQUARE CHANGE	F CHANGE	DF1	DF2	SIG. CHANGE
1	.691 ^a	.578	.572	.44206	.578	.273	4	95	.000

a. Predictors: (Constant), Secondment, Informal Learning, Delegation, Deputation

The first important thing in model summary table is the value of R. This R is also known as "Coefficient of Correlation". The value of R shows the coefficient of correlation between all the independent variables (predictors) and the dependent variable (criterion variable) of the model. In the table the value of R is 0.691 which would be characterized as strong relationship (correlation) between all the predictors and the dependent variable of the model. In simple words, the sufficient relationship exists between the variables. The second important thing in the model summary table is the value of R-Square. R-Square is also known as Coefficient of Determination. It is also denoted by R². The R-Square tells about how good the model is? It shows the goodness of model and model fitness. The range for this coefficient is between 0 and 1. R² gives the percentage % of variation explained by the independent variables (IV's) in dependent variable (DV). More the value better the model. According to the given model summary table the value of R-Square is 0.578 or 57.8%. This value shows that 57.8% of variation is explaining by all the (4) factors (Secondment, Informal Learning, Delegation and Deputation) in the Employee Development (DV).

The third important thing in the model summary table is the value of the Adjusted R-Square. The value of Adjusted R-Square is 0.572. It is smaller than the value of R-Square. This adjusted value indicates the loss of predictive power or shrinkage. Whereas R^2 tells us how much of the variance in Y is accounted for by the regression model from our sample, the adjusted R^2 value tells us how much variance in Y would be accounted for if the model had been derived from the population from which the sample was taken.

Table 4: ANOVA

MODEL		SUM OF SQUARES	DF	MEAN SQUARE	F	SIG.
1	Regression	70.564	4	17.641	90.273	.000 ^b
	Residual	77.190	395	.195		
	Total	147.754	399			
a. Dependent Variable: <u>Employee Development</u>						
b. Predictors: (Constant), Secondment, Informal Learning, Delegation, Deputation						

In the given ANOVA, the corresponding probability (p-value) of F-test is (.000) which is less than 5% (<5%). It means the null hypothesis is rejected and the alternative hypothesis is accepted. It means that the model is significant to be accepted.

The relationship between Employee Development and Informal Learning is positive. One unit increase in Informal Learning will increase the Employee Development by 0.269. The P value of Informal Learning is 0.000 which is less than 0.01 or <1%. It tells the Informal Learning has a significant contribution towards Employee Development. The relationship between Employee Development and Deputation is positive. One unit increase in Deputation will increase the Employee Development by 0.227. The P value of Deputation is 0.001 which is less than 0.01 or <1%. It shows the Job Deputation has a significant contribution towards Employee Development. The relationship between Employee Development and Delegation is positive. One unit increase in Delegation will increase the Employee Development by 0.286. The P value of Delegation is 0.000 which is less than 0.01 or <1%. It tells the Delegation has a significant contribution towards Employee Development. The relationship between Employee Development and Secondment is negative. One unit increase in Secondment will decrease the Employee Development by -0.016. The P value of Secondment is 0.763 which is greater than 0.05 or >5%. It shows the Secondment has no significant contribution towards Employee Development.

Table 5: COEFFICIENTS

MODEL		UNSTANDARDIZED COEFFICIENTS		STANDARDIZED COEFFICIENTS	T	Sig.
		B	STD. ERROR	BETA		
1	(Constant)	1.667	.266		6.264	.000
	Informal Learning	.269	.051	.276	5.302	.000
	Deputation	.227	.049	.256	4.624	.001
	Delegation	.286	.056	.279	5.141	.000
	Secondment	-.016	.055	-.017	-.302	.763
a. Dependent Variable: <u>Employee Development</u>						

Table 6: Correlation Matrix

		INFORMAL LEARNING	DEPUTATION	DELEGATION	SECONDMENT	EMPLOYEE DEVELOPMENT
INFORMAL LEARNING	Pearson Correlation	1	.585**	.674**	.580**	.604**
	Sig. (1-tailed)		.000	.000	.000	.000
	N	400	400	400	400	400
DEPUTATION	Pearson Correlation	.585**	1	.617**	.708**	.578**
	Sig. (1-tailed)	.000		.000	.000	.000
	N	400	400	400	400	400
DELEGATION	Pearson Correlation	.674**	.617**	1	.614**	.613**
	Sig. (1-tailed)	.000	.000		.000	.000
	N	400	400	400	400	400
SECONDMENT	Pearson Correlation	.580**	.708**	.614**	1	.496**
	Sig. (1-tailed)	.000	.000	.000		.000
	N	400	400	400	400	400
EMPLOYEE DEVELOPMENT	Pearson Correlation	.604**	.578**	.613**	.496**	1
	Sig. (1-tailed)	.000	.000	.000	.000	
	N	400	400	400	400	400

**. Correlation is significant at the 0.01 level (1-tailed).

According to the given Correlation Matrix Table, the problem of the collinearity or multicollinearity in the data does not exist. The data is free from the multicollinearity problem. It means all the correlation coefficients given in the correlation matrix table are below the multicollinearity cut off value which is <0.80 .

CONCLUSION

The research results reveal that experiential learning can increase employees' skills and performances and improve employees' development at public sector universities of Sindh. The selected effective factors of experiential learning; informal learning, deputation, delegation and secondment at the public sector universities of Sindh are vibrant components of earning skills and developments of employees at public sector universities of Sindh. New successful experiences are learned by the employees of public sector universities of Sindh and new knowledge is gained through a variety of experiential learning factors and these successful experiences are applied to the subsequent learning so that they cannot easily surrender when coming across difficulties, problems are faced and solved actively and new learned work knowledge is applied. Employees' related knowledge and skills are simply progressed and changed by the experiential learning; also more significantly employees have understood the importance of their duties and responsibilities and experiences regarding training of mind to recognize delight in the involvement procedure, engage in it with heart and soul and be pleased to carry on the work in the existing institution.

On the basis of the results, we are capable to see that selected human resource development interventions such as informal learning, deputation, delegation and secondment are important factors which are significantly and positively effecting employees' development at public sector universities of Sindh. On the other hand, one of the factors secondment does not positively and significantly effect the development of employees at public sector universities of Sindh. The informal experiences, knowledge and skills motivate the employees in any organization. According to the current research study experiential learning is one of the significant and essential interventions that affects the development of employees at public sector universities of Sindh at large extent. This does not only effect the development of individuals but it progresses the performance of organization as well. The selected human resource development interventions such as informal learning, deputation, delegation and secondment are significant for employees' development at public sector universities of Sindh.

IMPLICATIONS

1. The findings of this research study would bridge the gap between the formal modes of learning and experiential learning. By moving beyond the formal learning such as trainings, seminars and conferences to the realm of "learning by doing" the employees of public sector universities of Sindh would get the experiences of practicing what has been taught in formal modes of learning. This plays crucial role in retaining the development of employees at public sector universities of Sindh.
2. This research study would provide the information to the public sector universities of Sindh in order to enhance their quality of services of both the employees and organization as a whole.
3. The research results of this study would provide the guidelines to the higher authorities of public sector universities of Sindh to increase the development of employees to manage and maintain the better performances of employees in their organizations by providing them learning opportunities through experiential learning.
4. The research study suggests that if higher authorities of public sector universities of Sindh are interested in increasing employees' self-efficacy in their experiential learning activities they should have them engaged specifically in service-learning experiences and participate frequently in reflection.



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