



A Theoretical Framework for National HRD Research: A Critical Review on Going Beyond Traditional HRD

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Abstract

Human Resource Development (HRD) has been evolving since 1970s. Due on the major criticism, raised against Traditional HRD (THRD), National HRD is emerging by bridging the gaps, unnoticed by the THRD. Yet, the literature to explain NHRD within countries are still at a premature level. Further, the theoretical frameworks and models that guide deciding NHRD research is not available. Thus, this study is designed as a focused literature review with the purpose of developing a theoretical framework to guide NHRD country case study research. As research findings, the author identified that: traditional HRD domain is incapable of resolving contemporary challenges due on its salient weaknesses and limitations; the contemporary HRD challenges are mainly stimulated from higher levels other than organisational level, and demand 'helicopter view' in the analysis; National HRD as a macro and modern HRD agenda merits to address the contemporary HRD challenges; and NHRD's existing knowledge provides five main NHRD practical models and NHRD's problems and challenges. As the final outcome of this study, a theoretical framework was developed to guide future NHRD research. This study was limited to identify the selected literature that answers the identified research questions, hence, all literature in HRD and NHRD have not been reviewed. The study implicates in introducing NHRD framework to countries like Sri Lanka to undertake NHRD research. Thus, the author recommends that traditional HRD should be pressurised for adoption of attributes of modern HRD while promoting NHRD research and practice to prepare people to contribute to national development.

Introduction

There are ample of challenges, the world face today in human development and poverty alleviation. Few such evidence are the UNDP's human development missions, targeted at people development. According to the World Bank, the global extreme poverty in the year 2017 is 689 million, living on less than \$1.90 per day, and it is expected to hit a maximum number of 703 to 729 million in the year 2020 (The World Bank, October, 2020)[†]. The Seventeen 'Sustainable Development Goals' (SDGs), known as 'Global Goals' were adopted by the UN Member countries in 2015, aiming at ending poverty, protect plant, and ensure peace and prosperity for all people by 2030 (UNDP, 2021)[‡]. United Nation's Development Program annually launch Human Development Reports by bringing new world changes in human development since 1990 and the 2020 reports has been dedicated on the theme of 'Human Development and Anthropocene'. Other than, the global agenda of people development, people development challenges are immense at country and regional levels.

Efforts have been taken to analyze and find solutions for such people development issues under the subject fields of economics (Development economics), Policy planning (UNDP Human Development agendas), and HRD. However, economics does not study human behavior and do not provide formulas of human development though it provides insights in people's economic decisions. Policy planning addresses the macro level decision phases to decide end results in national development, but not provides mechanisms of how to develop people. HRD, as the subject that provide mechanisms and practices of people development remains with many limitations.

In this vacuum, National HRD started as the proper field of study that provides new insights in terms of knowledge to mechanize and practice people development solutions. Therefore, it is worthwhile to discuss how HRD and NHRD are competitive enough in response to people development issues including workforce management at organizational level.

Country case study research has been the main methodology of developing NHRD theory development. However, there is no conceptual or theoretical framework, available, to guide such NHRD country case study research. To bridge this research gap, this study answers four research questions: Is the traditional HRD capable of responding contemporary challenges that HRD faces

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<https://www.worldbank.org/en/topic/poverty/overview#:~:text=The%20global%20extreme%20poverty%20rate,%245.50%20a%20day%20in%202017.>

‡ <https://www.undp.org/content/undp/en/home/sustainable-development-goals.html>

today? Is NHRD feasible to resolve contemporary challenges that HRD faces today? What is the existing knowledge that NHRD explains? And what kind of theoretical framework is derivable as a guide to undertake NHRD country case studies?

The recently developed countries have been successful through their NHRD, and the transitioning and developing countries are yet to fully utilise their people. However, these countries, like Sri Lanka does not have NHRD policy and no dedicated research done on NHRD. Therefore, this study framework is of high importance as it provides a guiding framework to conduct NHRD country case studies that can lead to follow a development agenda based on NHRD policy, taking the examples of recently developed countries.

Methodology

This study was designed as a focused literature review. This review mainly included few phases. First, the author conducted an initial search using key searching words such as 'meaning of HRD', 'National Human Resource Development (NHRD)', 'HRD challenges', 'NHRD challenges', 'NHRD theory development', and 'criticisms to HRD'. This initial search was done using open sources. The purpose of this initial search was to identify the relevant literature and sources to make selection decisions to include which sources and literature to be taken for the review. Second phase was to filter the most relevant literature that can answer the research questions using search boundaries and the specific key words. In this case the most appropriate electronic data bases and journals were selected, and the most appropriate time frame was decided during which the HRD was criticized and NHRD was developed. At this stage, the journal publications in the fields of HRD and NHRD were given priority while other journal publications, reports and thesis were also considered appropriately. Third phase was to further screen the literature, collected from the second phase, by using inclusion criteria and exclusion criteria. Inclusion criteria were the key words derived from research questions to find the key literature that was finally used for coding to answer the research questions. The exclusion criteria were used to eliminate unauthenticated literature sources. As the final phase, the data analysis was done using coding paradigm. Selected key articles were organized prior to coding. Coding the literature was carried out by; identifying the themes that forms the answers for each research question, clustering these themes under each research questions that organize the answers well, and then to expand the themes to write thick paragraph as the content of answers for each research questions that is presented in this article.

Findings

The proceeding sections provides the answers to the research questions, set in this study.

Capability of Traditional HRD in Responding to Contemporary HRD Challenges

The evolving socio-economic landscapes in the modern world has challenged the traditional HRD for its capability on responding to the emerging challenges. The scope, roles, meaning, definitions, and the theoretical basis of HRD has been widely questioned in the field. The definitional debate is a long lasting one since the work of Nadler who coined the term 'Human Resource Development' in 1969 (Swanson, 2001). The role of traditional HRD had been defined, 'within organizational context' as presented by Swanson (2008a) and as identified by many other scholars, in one way or another to include training and development, organization development, performance improvement, organizational learning, career development, and management and leadership development. Thus, HRD aimed at 'improving performance and learning' (Swanson, 2001), as the main outcome of HRD. Many early HRD scholars agreed on Swanson's (2001) composite of HRD theory to include economic, system, and psychological theories. Thus, traditional HRD valued static, simple, non-bias, and commonly accepted knowledge content that is mainly developed within the West and the USA contexts to be applied in all country contexts.

Amidst the challenges, faced by HRD, the acceptance of major domain of HRD was questioned. The major domain of HRD was said to be narrowly defined (Weinberger, 1998) traditional (Devadas et. al., 2012) and has not considered the variations in different country contexts (McLean and McLean, 2001). Many other authors have supported the argument that 'rather HRD being static, and free of biases, it is indefinable and is socially constructed phenomenon that depends on how the meaning of HRD is constructed in relation to the contextual biases (McGoldrick, Stewart and Watson, 2001; Ruona, 2000; Elliot, 1998;

Walton, 2001; Lee, 2001). Based on the work of many authors on HRD challenges (Torraco, and Lundgren, 2019; Katoch, 2017; Nilsson and Ellström, 2012; MacKenzie, Garavan, and Carbery, 2012; Keeble-Ramsay, and Armitage, 2015; Ruona et. al., 2003; Hertenstein, 1999; Marsick, 2007; Garavan et. al., 2004; Torraco, 2002; Bing et. al., 2003; Gold et al., 2003; Chermack et al., 2003; Bierema and Cseh, 2003; McLean, 2004), Devadas et. al. (2012) presented a model of HRD holistic challenges (figure 01) and had claimed that traditional domain of HRD is incapable of finding solutions for such challenges. Figure 1 presents HRD challenges by applying the ETVX quality model that guide how to measure quality of a process at its Entry point where resources are input, at Task level that is where activities and processes are planned and implemented, at Validation level that assures the facilitation towards process activities, and at Exit level where the quality of the overall process outcome is measured. Devadas, et. al. (2012) had applied this ETVX model by identifying the HRD challenges that hinder HRD's overall process at its entry, task, validation and exit or output levels. Devadas, et. al. (2010) had further presented a theoretical model, needed to explain the entire scope of HRD in addressing its plausible challenges (Figure 02). As figure 02 presents, traditional HRD inquiry captures the traditional HRD theoretical basis of economic, psychological, and system theories. Alternative HRD inquiry performs as a 'linking pin' to link other fields/knowledge with HRD to discover the possible applicability of such 'foreign knowledge' into HRD. Critical HRD inquiry explains organizational 'undiscussables' as highlighted by Bierema and Cseh (2003) by critiquing the dominant ontology of HRD to benefit the women, minority, or any other suffered categories. Multi-disciplinary HRD theoretical inquiry values any knowledge/theories without limiting to a selected set of theories to explain HRD's issues beyond corporate organizational level.

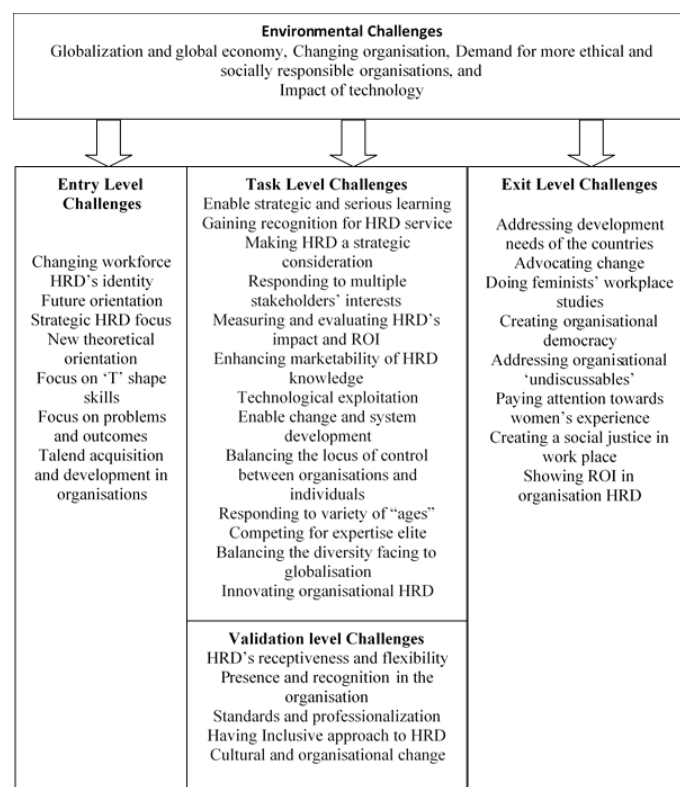


Figure 1. Contemporary Challenges of HRD

Source: modified from Devadas, et. al., 2012

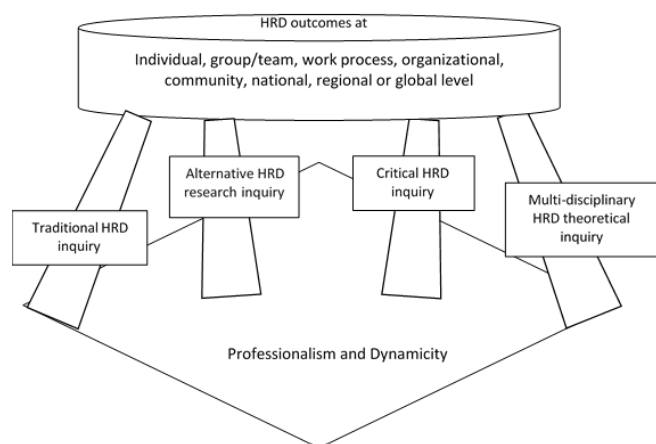


Figure 2 'Four-Legged Stool' of Contemporary HRD Theoretical Basis

Source: Devadas, et. al., 2012

Thus, according to figure 2, traditional HRD inquiry continues to extend the research and knowledge creation in HRD phenomenon within corporate organisations, based on HRD foundational theories. For an example, explaining the how major HRD processes can be made more effective within organisations. Alternative HRD enquiry builds HRD knowledge by relating the non HRD fields and other foreign subjects to HRD, so that such inquiries are not based on HRD foundational theories, but can be based on other domains' theoretical basis. For an example, studies that brings sports science and HRD together to inquire into how sports can enhance human performance. This brings creativity and innovations to HRD. Critical HRD inquiry questions the major domain of HRD. This perspective brings the 'undiscussables' and hidden phenomena into considerations specially valuing equality, faire treatment, human rights, women empowerment, gender and diversity and other critical research areas. Multi-disciplinary HRD inquiry is not mainly based on a selected theoretical basis. It encompasses any theories as and when needed. This inquiry values HRD studies under complex and uncertain environment without limiting it to one level, instead brings multiple levels of analysis to naturally view HRD under its real contexts. Regional HRD, macro HRD and global HRD are examples for applying multi-disciplinary HRD inquiry.

NHRD's Feasibility to Resolve Contemporary HRD Challenges.

Under this section, the new requirements of HRD, and NHRD's compatibility with new HRD, have been discussed.

The Nature of Modern HRD

With the derivation of new theoretical model of HRD and the proof of non-capability of traditional HRD in resolving the contemporary HRD challenges, the researcher argues that HRD should consider: the links between context and the content together not the subject alone (Torraco, and Lundgren, 2019; Katoch; 2017; Weick, 1995; Dilworth, 2003; Torraco, 2004); to treat the different levels of people issues at individual, family, community, corporate, regional, national, international, and global levels, being sensitive to contextual differences applying multiple and messy perspectives to cover a larger territory (Lynham and Cunningham, 2006; Garavan et. al., 2004; McLean 2001 and 2004; Woodall, 2001); to apply innovative and inductive approach by valuing multiple (Ruona and Lynham, 2004; Turnbull, 2002; McLean, 2007 and McLean, et. al. 2008), critical (O'Donnell, McGruire, and Cross, 2006; Velantin, 2009; Bierema, 2009; Bierema and Cseh, 2003; Fenwick, 2005), and alternative theoretical approaches (Valentin, 2006); specially to view HRD using a macro point of view (helicopter view) rather always using micro analysis (tunnel vision view) (McLean, 2004; McLean Et. al., 2007; Devadas et al., 2010 and 2012); to benefit all needed stakeholders without depending only on performative purposes of organisations by commodifying people (Bierema and Cseh, 2003); and to be holistic and interconnected, valuing interdisciplinary and multidisciplinary collaborations with a nested rather than fractured approach to HRD (Lynham and Cunningham, 2006; Cunningham, Lynham, & Weatherly, 2006; Ruona and Gibson, 2004; Devadas and Silong, 2009). In comparison with these modern HRD requirements, it is clear that the traditional domain of HRD, evolved from 1970 to late 90s is not capable enough to respond to what is expected from HRD today (Devadas, et. al., 2012).

National HRD as a Modern HRD Agenda

National HRD (NHRD) was first described by McLean (2001) and defined to initiate a new research agenda (McLean, 2004). NHRD has been identified as a multi-disciplinary inquiry that make attempts to expand the boundaries of HRD from micro entities (organisations) to macro phenomena. NHRD is about "pursuing HRD as national policy..." (McLean, 2004, p.270). Traditionally, HRD as a national agenda was labelled as manpower planning or human capital investments. Under the NHRD, phenomena in question goes beyond employment issues and include health, culture, safety, community and a host of other considerations that are not included in human capital investment or manpower planning (McLean, 2004 p.269). Paprock (2006) also suggested to include relevant areas in the UNDP's Human Development program due to the reason that transitioning and developing world values HRD as a critical national importance. Such meaning in HRD is not observable from the traditional domain of HRD which is biased on the US and the West contexts (Weinberger, 1998).

Examples of NHRD practice can be seen in recently developed, countries, transitioning societies and developing countries. HRD in Singapore, South Korea, and Malaysia (McLean, 2004; Cho and McLean, 2004; Devadas, 2016, 2021) has been given high level importance in their national development. APECS (Asia-Pacific Economic Cooperation) had been focusing on a regional HRD definition mainly by focusing on education and training issues (Zanko & Ngui, 2003 in McLean, 2004).

As evidence for early Macro HRD practices, Jakarta Plan of Action on HRD in the Economic and Social Commission for Asia and the Pacific (ESCAP) region can be mentioned which impacted on countries' people development for greater economic participation. The ESCAP recognized that the previous HC (human capital) approach had been too supply-sided. Thus, ESCAP defined HRD as a virtuous cycle of investing in HR to enhance productive capabilities and utilization of those HR to produce increased quality of consumptions, leading to an advanced quality of life (Paprock, 2006). Thus, the wealth of a nation and its potential for social, economic, and political growth is caused by the power to develop and effectively utilize the innate capabilities of people (H&M, 1964, in Paprock, 2006). Such regional approaches to HRD have greatly stimulated the countries like Malaysia to boost its HRD as a national policy.

NHRD, as a macro analysis is more geocentric rather than ethnocentric, more flexible rather than static, more situational rather than absolute, more meso and macro rather than micro and more general rather than specific and it values constructivist approach rather than post positivistic approach (McLean, 2007). With these characteristics of NHRD, it is clear that NHRD fits with the requirements of modern HRD, explained hereabove.

Existing Knowledge that Explains NHRD

This section describes NHRD definitions, importance and implications of NHRD, and properties of emerging NHRD theory.

Defining NHRD

Harbison and Mayer (H&M), had defined HRD, early than Nadler, in their publication of 'Education, Manpower, and Economic Growth: Strategies of Human Resource Development' in 1964 (Paprock, 2006). H&B viewed HRD as a key to unlock the doors to modernization (H&M, 1964) and that HRD can be developed through formal education; on the job training, self-development; improvements in the health of the working population; and improvements in nutrition of people (H&M, 1964, p.2 in Paprock, 2006, p.20). By this view, HRD was positioned as a major component of and contributor to national development and competitiveness which has been ignored in the traditional domain of HRD that was developed since 1970s, initiating by Nadler in 1970. H&M defined HRD as "the process of increasing knowledge, the skills, and the capacities of all the people in a society" (1964, p.2, in Paprock, 2006, p.18). This definition has been presented even before Nadler's definition of traditional HRD. According to H&M: in economic terms, HRD is to maximize man's contribution to the creation of productive goods and services; in political terms, HRD is to prepare people for adult participation in political processes in a democracy; and in social and cultural point of view, HRD is to help people to lead fuller and richer lives, less bound by tradition. Later, H&M's work contributed to build Human Development Index (HDI) in 1994. After such definitional roots of macro HRD, Mclean and McLean (2001) defined HRD first, in the global level and then at cross national level as:

Human Resources Development is 'any process or activity that, either initially or over the long term, has the potential to develop work-based knowledge, expertise, productivity and satisfaction, whether for personal or group/team gain, or for the benefit of an organization, community, nation or, ultimately, the whole of humanity (2001, p. 322).

Country case studies, done 2004, 2006, 2009, 2011, and 2012 are aligned to this global HRD definition.

Importance and the Practical Implications of NHRD

McLean showed Japan and Korea are great examples for achieving development based on people without other physical resources. NHRD is plausible in resolving issues in creating balance among political, economic, social, and educational dimensions to enhance national wealth, health, and well-being (Weffort, 1994 in Lynham and Cunningham, 2006). NHRD has been a solution for the problems of lack of skilled labour and the abundance of redundant labour (Cho and McLean, 2004; Li and Nimon, 2008).

McLean (2004) showed how NHRD has gained a competitive value as: HR becomes the prime resource in some countries; HR is critical for national and local stability; people development is the key for braking the undesired social circumstances such as poverty, illiteracy, unemployment and so on; HRD's potential to improve individuals' quality of life; the need of dealing with 'coopetition' (competition and corporation); the need of a proper coordination between the industries and the government in eliminating the labour scarcity problems; the need of diminishing the incidences and the impacts of HIV/AIDS on the labour force; need of increasing productivity; and the presence of challenges to upgrade HR due to technological changes (McLean, 2004). NHRD has been contributed to countries to achieve, Millennium Development goals as evidenced by the NHRD country case studies, done in 2004 and 2006. Country case studies, done on Human Capital Investments (HCI) in 2009 and in 2011 also shows NHRD's contribution to national development.

Emerging NHRD Theoretical Framework

To explain NHRD, some authors have shown many theories in building NHRD. Paprock (2006) claimed that NHRD theory was first informed by human capital theory, then by social capital theory, open systems theory, change theory, and later transformational theory. Nagarathnam (2016) presents underlying theories of NHRD after a systematic literature review: human capital theory, development education theory, institutional theory, the stakeholder Theory, development economics/economic theories, national innovation system theory, community development and sufficiency economy perspectives, management development, lifelong learning, intellectual capital perspective and evaluation theory, and feminist perspective. Major initiatives for NHRD theory development were taken with the NHRD country case studies. Sixteen country case studies were done in 2004 and 2006 in emerging the NHRD research. These country case studies explored the NHRD's composition, the pressures and imperatives of NHRD, challenges to NHRD policy and its implementation, and supporting and inhibiting factors of NHRD. Another five country case studies on human capital development were published in 2009 and one case study in 2011. Few country case studies had been done before the main work of NHRD research. They are: HRD in South Korea, done in 2002 (Cho and McLean, 2004) and in 2003 (Moon and McLean, 2003); a comparison of HRD experiences between Korea and New Zealand (McLean, Bartlett, and Cho, 2003); a brief reference to HRD in the Asia pacific economies (Zanko and Ngui, 2003); national HRD strategies of Asian tigers (Ashton, 2003); HR issues in Russia (Berger, 1999); and HRD in the Asia-Pacific (Low, 1999). Cho and McLean (2004) first developed five emerging models of NHRD, based on the 2004 country case studies, that were further intensified by Lynham and Cunningham (2006), based on 2006 country case studies. These five models are: centralised, transitioning, government initiated, decentralised, and small nation's models. The differences among these models have been presented by Devadas (2009), using nine NHRD dimensions; forces for NHRD planning, Focus of NHRD planning, ownership of NHRD planning, implementations of NHRD planning, support for NHRD planning, coordination in NHRD planning, delivery of NHRD missions, nature of countries, and examples of countries.

There are some NHRD models developed apart from these major NHRD models also presented by Nagarathnam (2016): three RHRD models in Korea, a conceptual TVET framework integrating HRD and NHRD outcomes, four NHRD models outside of HRD literature, NHRD strategy model for India and China, stakeholder-based HRD model, model for investigating international human resource development by Metcalfe and Rees, conceptual framework for

adoption and diffusion of a national human resource development standard, measurement model of NHRD, and conceptual model for Korean HRD. Nagarathnam (2016), provides a NHRD policy framework that provides important insights into NHRD goals, stakeholders, NHRD process, and NHRD context with economic and finance conditions.

Based on the country case studies, some other outputs were also generated other than the NHRD models, developed. They are; NHRD attributes, similarities and dissimilarities in NHRD, and problems and challenges of NHRD (Lynham and Cunningham, 2006). Cho and McLean (2004) have further identified some attributes of excellent NHRD. Nevertheless, Cho and McLean (2004, p.389-390) discussed some desirable outcomes of NHRD, based on NHRD country case studies. They were mainly: elimination of functional illiteracy among youth and adults; a steady decline in employment in socially undesirable occupations; elimination of child labor; creation of 'right' mix of people; improvement in primary and secondary education and comprehensiveness in its curriculum; spending less money on traditional forms of HRD; increase in legal and encouraged flow of labor across national boundaries; achievement of a zero or negative population growth; a progress towards full employment without underemployment; improvement of health situations of the countries; and enhancement of quality of life.

Problems and Challenges of NHRD

Challenges to NHRD planning, practice and output levels have been presented by respective authors in doing the NHRD country case studies. (Roh, Ryu, and McLean, 2020; Torracco and Lundgren, 2019; Rao, 2004; ; Hasler, Thompson, and Shuler, 2006; Cox, Arkoubi, and Estrada, 2006; Lutta-Mukhebi, 2004; Szalkowski and Jankowicz, 2004; Hawley and Paek, 2005; Bartlett and Rodgers, 2004; Wang and Wang, 2006; Li and Nimon, 2008; Lee, 2004; Cooper, 2004). Further, such challenges have been summarised at NHRD theory building case study level (Cho and McLean, 2004, Lynham and Cunningham, 2006). Devadas, (2009) has developed a model, summarising such NHRD challenges (Figure 3). According to figure 3, NHRD entry level challenges are the challenges, faced at the start of NHRD process that is its input phase— the beginning of the NHRD process. Process level challenges are the challenges, confronted at the overall process of NHRD— NHRD actions and interactions, and NHRD's conditions. Output level challenges determined the quality of the final achievement of NHRD outcomes.

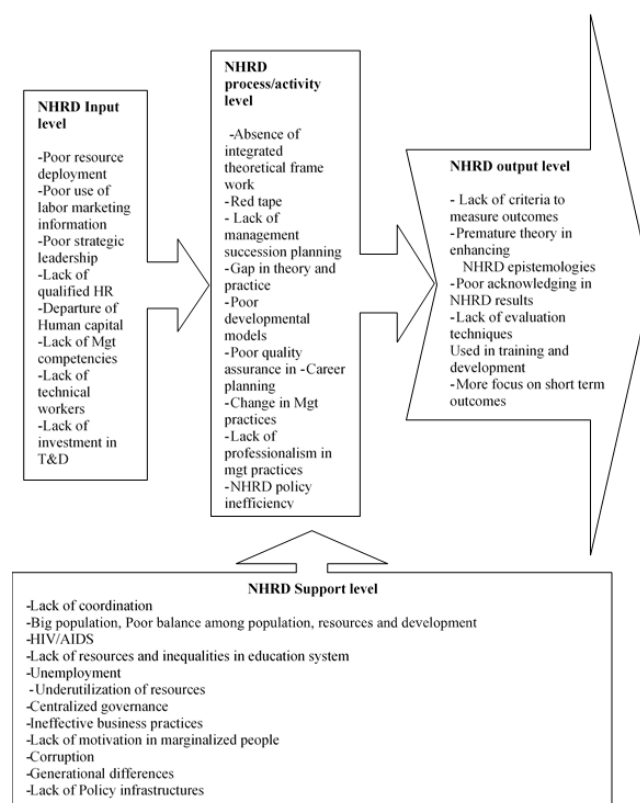


Figure 03 NHRD Challenges

Source: Devadas, 2009

Developing a Theoretical Framework as a guide to Undertake NHRD Country Case Studies

Based on the aforementioned literature basis, this section builds a theoretical framework to guide the decisions conducting NHRD country case studies as shown in Figure 4. NHRD research agenda is identified under modern HRD that value the multi-theoretical perspective in HRD which contingently obtain inputs from other major HRD theoretical perspectives.

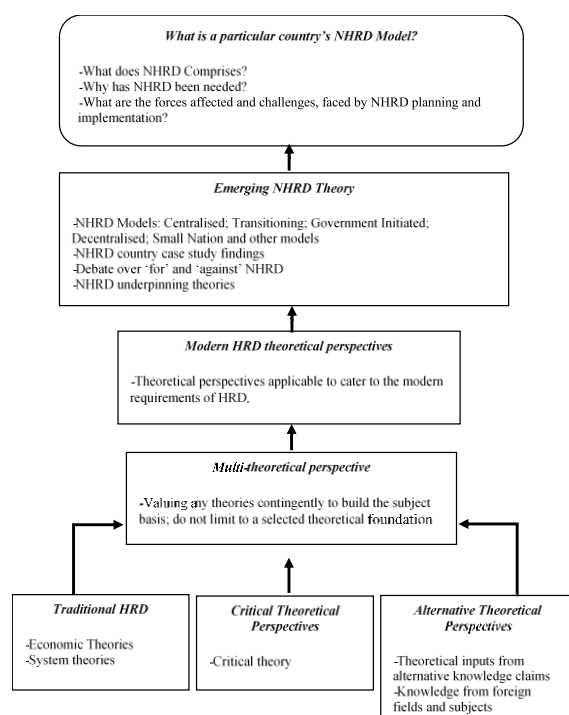


Figure 4 Theoretical framework for NHRD country studies

Source: Researcher's Development

Based on the outcomes of the review of all NHRD country case studies published in 2004, 2006, and 2009, the researcher identified major themes as answers to the three research questions, set in this theoretical framework, given in figure 4. This provides a common understanding in preparing for research investigating tools (such as interview guide) and develop theoretical sensitivity while this help to stimulate effective probing in getting answers for research questions. The following section summarises as the answers, derived from NHRD literature for NHRD country-case study research questions of: what does NHRD Comprises? -why has NHRD been needed? and -what are the forces affected and challenges, faced by NHRD planning and implementation?

NHRD Composition

According to the NHRD country case studies, what NHRD comprises related mainly to eight themes: (1) HCD including education, training, and talent development; (2) culture including values, norms, traditions, customs, religion; (3) learning and lifelong learning; (4) labour force/workforce/labour market; (5) population and country's HR planning; (6) social aspects including eradicating poverty, youth development, health, HIV/AIDS, shelter and housing, social security, social services, and gender; (7) organizational HRD including leadership development, international affairs, virtual organizational partnership, career counseling, assessment, communities of practice, and action learning; and (8) partnerships including corporation, networks, and links. The outcomes were mainly in the areas of national economic development, national economic and socio-cultural development, and organizational development. Further, in general, NHRD in these countries has been characterized to generate performance, give learning, and achieve social well-being. In studies undertaking in other countries like in Sri Lanka, since data is not available rightly in terms of NHRD policy or practice, the researchers can cross check these themes to assess the NHRD compositions within such country context.

Pressures and Imperatives for NHRD

Based on the NHRD country case studies, a set of high-level key themes were identified as pressures and imperatives to NHRD. Those include: (1) global and

regional environment including global, political, economic, and socio-cultural conditions; (2) country's natural environment including resources endowment, geographical country location, and demographic factors; (3) country-history of colonization, democracy and liberalization, and economic, political, and socio-cultural evolutions; (4) economic conditions and economic performance including wealth accumulation, recent past economic performance, current economic needs and performance; (5) socio-cultural conditions including culture, religion, social expectations and development, infrastructure, and quality of life; (6) national leadership including political conditions and stability, national challenges and priorities in national policy goals, political structure and interests, government strengths and stability, institutional support and governance; (7) national planning context including commitments and capability for national planning, nature of national planning (centralized Vs decentralized), and priorities in national planning; (8) country restructuring and reforms including, economic, socio-cultural, political and legal reforms; and finally (9) the country's population and the quality of its human resource. In the future studies in NHRD country case studies the researchers can assess the NHRD pressures and imperatives under these nine areas and then to see other plausible areas that is observable as unique area within such country contexts.

Forces and Challenges of NHRD Implementation.

NHRD country case studies provide facilitators and hindrances of NHRD implementation that the author categorized as forces for NHRD. The author further observed challenges for NHRD that are the potential areas that question the capabilities of overall NHRD process and mechanism though they are not currently be the hindrances to NHRD implementation. The author observed that the forces and challenges had been stimulated by four major areas. They are: (1) the leadership and governance including institutional support, administration, corporation, and political interests and wishes; (2) resources including natural resources, accumulated wealth, and government budget allocations; (3) socio-cultural conditions including social structure, socio-cultural infrastructures, social well-being and quality of life, religion, traditions, and customs; and (4) quality of the workforce and the population including education and skill levels, workforce quality and workforce competencies, and population growth rate and current population level.

Conclusion, Implications and Recommendations

This article first provided a literature review output that presented limitations of traditional HRD in responding contemporary challenges, suitability of NHRD to resolve contemporary challenges, and the existing knowledge that NHRD evolving theory explains. Then as the second phase of the study, the author presented an NHRD theoretical basis to guide NHRD country case studies.

Based on this work the current study concluded that traditional HRD greatly suffer from inflexibility and becoming less applicable. This may intensify HRD problems within such new contexts since the application of traditional HRD knowledge may not rightly compatible with the countries' needs due to traditional HRD's inherent weaknesses. Therefore, traditional HRD should be pressurised to change its direction in the face of contemporary challenges and the new developments taking place in response to the criticisms raised again traditional HRD. This is needed due to the fact that traditional HRD literature and practices are broadly imported and consumed by countries around the world that has led most of HRD problems unresolved. The new movement in NHRD theory building has been gaining a competitive edge under countries' development agendas as its proven plausibility to guide holistically on developing people, aimed at national development. This will further implicate in guiding the development missions in developing and transitioning societies, enabling such countries to learn from similar successful cases. Countries like Sri Lanka, missed the opportunities of perusing HR development paradigm, but got stuck with HR management paradigm. Other similar countries like Singapore, Malaysia, Hong Kong, and South Korea, aligned their countries' development mainly to HR development paradigm, and those governments invested a lot in HRD. Sri Lanka, could not align the country's development to an HR development agenda that has been the major factor that other countries surpassed Sri Lanka.

The derivation of theoretical framework in support of NHRD country case study researches, thus, will enable researchers and scholars in HRD to undertake NHRD country case study researches with high level of confidence. Countries like Sri Lanka still have no commitments in HRD education, HRD research and practice and HRD national policy. Therefore, countries like Sri Lanka suffer from many problems of developments, most of them are caused by people's

competencies, values and culture, law and politics, institutional structures and performance, quality of governance, and people's social wellbeing and happiness.

Based on these implications, the author recommends to promote NHRD as a macro and modern HRD agenda, especially among, transitioning countries like Sri Lanka since it provides the right approach of observing, analysing, and resolving people related problems in contributing to the national development. Under this, the author further suggests to initiate national HRD policy formulation and implementation, and HRD education and research countrywide. Further, corporates should value HRD over HRM by clearly elucidating their differences rather interchangeably using them for the reasons of ignorance or lack of HRD knowledge, and boost corporate HRD practices. In these new endeavours, the NHRD theoretical framework, that this study presented will be of high importance to guide such innovative research, education, and curricula that eventually contributing to empower and rejuvenate HRD agenda that can resolve people related problems and challenges in directly contributing to national development.

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