



# INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN PUBLIC POLICY & GOVERNANCE



## Human Resource Development Practices for Proactive Parenting: Navigating the Challenges through A-M-O Model

Ehikioya Hilary Osolase, Roziah Mohd Rasdi, Zuraina Dato' Mansor, Mohd Razaie Janodi, Mohd Nurhadi Hamsar, Arief Aiman Likhman, Giroon Ijod

To Link this Article: <http://dx.doi.org/10.6007/IJARPPG/v8-i1/7419>

DOI:10.6007/IJARPPG/v8-i1/7419

**Received:** 06 November 2022, **Revised:** 10 December 2022, **Accepted:** 26 December 2022

**Published Online:** 21 January 2023

**In-Text Citation:** (Osolase et al., 2022)

**To Cite this Article:** Osolase, E. H., Rasdi, R. M., Mansor, Z. D., Janodi, M. R., Hamsar, M. N., Likhman, A. A., & Ijod, G. (2022). Human Resource Development Practices for Proactive Parenting: Navigating the Challenges through A-M-O Model. *International Journal of Academic Research in Public Policy and Governance*, 8(1), 48–61.

**Copyright:** © 2022 The Author(s)

Published by Knowledge Words Publications ([www.kwpublications.com](http://www.kwpublications.com))

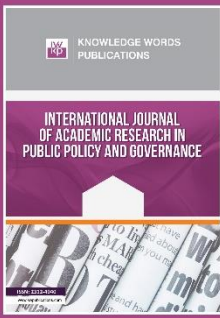
This article is published under the Creative Commons Attribution (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licenses/by/4.0/legalcode>

Vol. 8, No. 1, 2022, Pg. 48 - 61

<http://kwpublications.com/index.php/pages/detail/IJARPPG>

JOURNAL HOMEPAGE

Full Terms & Conditions of access and use can be found at  
<https://kwpublications.com/pages/detail/publication-ethics>



# INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN PUBLIC POLICY & GOVERNANCE



www.kwpublications.com

ISSN: 2312-4040

## Human Resource Development Practices for Proactive Parenting: Navigating the Challenges through A-M-O Model

Ehikioya Hilary Osolase<sup>1</sup>, Roziah Mohd Rasdi<sup>2</sup>, Zuraina Dato' Mansor<sup>3</sup>, Mohd Razaie Janodi<sup>4</sup>, Mohd Nurhadi Hamsar<sup>5</sup>, Arief Aiman Lukhman<sup>6</sup>, Giroon Ijod<sup>7</sup>

<sup>1</sup>Ehikioya Hilary Osolase, is a PhD Candidate at the Department of Professional Development and Continuing Education, Faculty of Educational Studies, Universiti Putra Malaysia, <sup>2</sup>Department of Professional Development and Continuing Education, Faculty of Educational Studies, Universiti Putra Malaysia, <sup>3</sup>Associate Professor of Human Resource Management, Organizational Learning, Industrial Relation, and International Business at the School of Business and Economics, Universiti Putra Malaysia, <sup>4</sup>Universiti Putra Malaysia, <sup>5</sup>Department of Halal Product Science, Universiti Putra Malaysia, <sup>6</sup>Department of Recreation and EcoTourism, Universiti Putra Malaysia, <sup>7</sup>Department of Food Technology, Universiti Putra Malaysia.

Email: ehikioyahilaryosolase@gmail.com, aina\_m@upm.edu.my, razaiejanodi@gmail.com, khyrul\_hycal@yahoo.com, aimanforwork@gmail.com, giroons25292@gmail.com.

Corresponding Author's Email: roziah\_m@upm.edu.my

### Abstract

A family unit is like an organization. The proactive role played by Human Resource Development in an organization, is synonymous to that of parenting in a family unit. In other words, proactive parenting plays the significant role of Human Resource Development in a family unit. Ineffective parenthood sometimes leads to ineffective offspring, which is similar to unproductive employees been unable to help achieve performance in an organization. Deploying the constituent parts of A-M-O model which are abilities, motivation, and opportunities, HRD practices in the context of an organization, namely training and development, performance appraisals, and feedback mechanisms, are able to assist in bringing the needed transformation resulting to proactive parenting and well-organized family units. These are enablers for workforce and organizational efficiency, in addition to the wellbeing of the larger society. Employing a narrative review, the study focuses and explains the role of HRD practices for proactive parenting, through its incorporation into the mechanisms of A-M-O model. Utilizing the A-M-O model and the three HRD activities investigated for the study, future studies can apply qualitative, quantitative, or mixed-method research on selected families of working

parents. In deploying primary data, this can bring in different viewpoint and outcome, when compared to that of the present study.

**Keywords:** HRD Practices, Proactive Parenting, Family Unit, Organizational Learning, A-M-O Model.

## Introduction

Human Resource Development (HRD) is essentially known to possess the right instruments through which change and development is ushered into an organization, providing an outcome for employee efficiency and organizational success (Kareem, 2019; Kareem & Hussein, 2019). Through skills acquisition and the enhancement of learning systems, HRD helps in the continuous development of employees' abilities, with the purpose to strengthen their pro-activeness within the organization and in their private undertaking.

According to Kim (2012), HRD possesses the expertise not just for employee and organizational development, but also inclusive of societal development (SD) and the enhancement of the knowledge and ability of the generality of the people in the society. As a field and practice whose developmental aims encompasses the entire lifecycle of humanity, from the local community to national (Kim, 2012), it can then be concluded that HRD have a vital role to play towards engineering proactive parenting among the workforce of an organization. As efficient family unit also enhances employees' contribution to nation building for societal development. To build a working and effective society, the family unit has a critical role to play, as it remains the first habitat in which the emotional, values, social, character, and economic strength of children are developed (Callan, 2014; Conger et al., 2010). HRD establishes a pathway for knowledge dissemination, creating awareness on the need for organizations to provide the appropriate method by which employees are able to contribute to its strategic objectives and transformation of organizational culture. These can be achieved through various techniques such as training and development to acquire the right skills and knowledge (Kareem, 2019), performance appraisals to evaluate and motivate employees through reskilling (Smith, 2004; Chan, 2006; Osolase et al., 2022), and encouraging leaders of organizations for example managers to provide the relevant opportunities. These opportunities comes in the form of feedback mechanism, which are the platforms in which employees deploy the usage of their competencies through effective communication, and assists their organizations towards achieving their short and long-term desires.

Pro-activeness is the ability to design methods which supports behaviours and attitudes that are able to resolve issues before they happen (Chang et al., 2015). In been proactive, solutions are established to await whichever problems may arise in the future. It can therefore be said that, proactive parenting involves that parents must be actively present in the life of their offspring, from early development to the age of adulthood which can be between eighteen to twenty years. Due to the competitiveness experienced by organizations, it has over the years been discovered that there is too much focus on profit-making, while neglecting the welfare of employees outside of workplace environment (Litchfield et al., 2016). Such as the mental and psychological balance of employees, ability to manage stress effectively, and been able to dedicate time for the welfare and development of the family unit, which are all relevant for their everyday life and the economic strength of organizations. As living a healthy life often results to productivity at the workplace. Proactive parenting therefore assists in the development of progressive value systems that enables not only the family units to flourish, but also society at large, which comprises of the entire social organized groups of human beings, as a result of its trickle-down effect.

Deploying the know-how of HRM and HRD, past studies have often focused on employees work-life-balance (WLB) (Lazar et al., 2010; Tariq et al., 2012; Igbinomwanhia et al., 2012; Parikh & Gandhi, 2014; Dhas & Karthikeyan, 2015; Dousin et al., 2019; Wood et al., 2020; Rodriguez-Sanchez et al., 2020; Shirmohammadi et al., 2021; Chen, 2021; Rani & Priya, 2022). With limited studies conducted on how the activities of HRD can be deployed for proactive parenting, leading to efficient family units and offspring of the workforce. While HRM activities through the human resource department are more focused within the boundaries of organizations (Nasir, 2017; Agarwal & Qouyatahi, 2017), HRD extends its spread beyond organizations and into the wider society (Kim, 2012; Torraco & Lundgren, 2020; Shirmohammadi et al., 2021). Just like what HRD does in an organization (Kareem, 2019; Kareem & Hussein, 2019), proactive parenting is the nucleus and core element which enhances the values, continuous growth, and success of members of the family unit (Tariq et al., 2012; Rene, 2020). HRD and proactive parenting are closely associated. If HRD is able to transform the knowledge, education, skills, and competencies of employees, leading to professional development and organizational performance (Kareem & Hussein, 2019), it is then logical to assert that HRD scholars and practitioners can deploy its recreated planned learning towards assisting the workforce to positively impact members of their various family units, with emphasis on its offspring. To have a performing organization, it is important for employees to be well functional at their various family unit levels. This creates a synergy for effectiveness at both layouts, as employees who are able to maintain ethics, values, quality, and continuous progress within the family circle, will most likely contribute to the growth and performance of their organization.

Organizations that are able to balance the work-life of its employees by making available the necessary support system, often become more productive and efficient than those which are unable to (Misra et al., 2019). The family unit is a co-constructivism for the wellbeing of the workforce and organizations. Employee and organizational wellbeing can be enhanced through training and development, as this enables employees to possess the appropriate knowledge and know-how in balancing their personal life and work commitment (Kareem & Hussein, 2019; Kareem, 2019).

Through performance appraisals and feedback mechanisms, upskilling and effective communication are established (Osolase et al., 2022). With the support of HRD, pre-emptive skills and knowledge which employees acquire from the workplace required for job rolling, are also needed in their various homes for self-care and proactive parenting. When there is a balance between work and family, which training and development, performance appraisals, and feedback mechanism can help establish, it creates an increment in employee efficiency at both levels. Additional benefits are that there is a reduction in employee turnover, improvement in the quality or services of the organization, and motivation and commitment to perform excellently on delegated roles. As it has been able to over the past decades reinvent organizational success through employee learning and development, the role of HRD is also important for the wellbeing of the family unit of its human resources.

With its specific objective being to contribute to proactive parenting among the workforce, the study's scope was achieved. Deploying a narrative review, the study's purpose "explained how the functions of HRD contribute to proactive parenting, by having it integrated into the constituent parts of A-M-O model." Through a deep insight and analysis, and deploying the efficacy of the A-M-O model, the result from the study was able to contribute to the HRD literature in theory and practice. Because there is a scarce of literature in this aspect, the study outcome will be relevant to HRD scholars and practitioners, organizational leaders such as managers, and the general workforce across various sectors. On how through training and development, performance appraisals, and

feedback mechanisms, the individual employee can be supported towards balancing work life and personal endeavours within the family unit. According to Shuck et al (2014), providing a supportive system which is able to frequently capture the needs of employees, within and outside of the workplace environment, remains a strategic role of HRD. This is because HRD activities is an enabler for the total transformation of the workforce. In furtherance, other sections are discussed. These are HRD functions for proactive parenting which are also integrated into a research framework using the constituent parts of A-M-O model, conclusion, implications for HRD practice and research, directions for future research.

### **HRD Functions for Proactive Parenting Using the Constituent Parts of A-M-O Model**

Across several studies in the social sciences and management disciplines, the A-M-O model has been applied. As claimed by Appelbaum et al (2000); Al-Tit (2020), to effect a successful change in organizations, there needs to be proactive abilities, motivation, and opportunities provided for employees. Abilities are the skills and competencies with which the workforce carry out their various delegated responsibilities remarkably well. To motivate, is to empower employees to continue been committed to the visions of organizations. While opportunities are the pathway through which employees are able to practically showcase their skills and knowledge acquired. However, and in the context of this study, the features of A-M-O model is deployed in explaining how training and development as an HRD function, can help in achieving proactive parenting. Besides this, there is also performance appraisals and feedback mechanism. There is a mutual connection between the development and wellbeing of employees at the organizational level, and the stability they experience at their various family units. Therefore, HRD practices through the mechanisms A-M-O model can help to reinvent efficiency offspring and family units.

### ***Training and Development for Abilities***

The components of training and development are what enables organizations to engage its employees in unlearning of obsolete knowledge, and relearning to update the gaps in skills and education (Kareem, 2019; Kareem & Hussein, 2019). With this, employees' abilities are rekindled and improved upon, in order to develop their capabilities to help the organization achieve its blueprint. Training and development has an immense role to play in proactive parenting. However and at this time, employees as parents take over the mantle of leadership within the family unit. Transferring the knowledge acquired at the organizational level to the family unit, with the purpose of making its offspring achieve a successful youthfulness and adulthood. The home is the first educational institution which minors pass through, as parents remain their first educators before they are been enrolled in any formal learning environment. It is often wise when offspring take their parents as role models at the early stage of their development. Proactive parenting using the efficacy of training and development, prepares the kids for a daunting and intimidating future. Been reactive as parents has a long-term effects, as negative behaviours and values become integrated in the mental psyche of the children, and this often takes a long time to undo. In some cases, what have been learnt overtime may not be possible to unlearn, and relearning of virtuous skills, knowledge, and education may become impossible.

According to Chang et al (2015), effective adults are the byproducts of responsible and effective parents. Productive parents are equivalent to proactive parenthood. Nevertheless, this is not often applicable, as peer group also sometimes influences individuals to become pro-negative in ethics and

behaviours. The childhood and adolescent years of offspring are the formative years in which they learn and assimilate faster. During this time, they learn more from visibility which can be termed “the do as you see attitude”, as compared to adult learning which goes side by side with theoretical and practical, and been able to identify good from bad. It is therefore logical to say that, it will be of the best of interest of parents, their offspring, and organizations, when parents keep around them the quality of friendship they would want their children to be or emulate as adolescents or adults. It is an informal training method, and can be categorized as coaching or mentoring. Like what HRD does in organizations using its expertise in training and development (Kareem & Hussein, 2019), parents who are able to engage their children through rigorous informal training and development techniques, often achieve productivity in the nearest future. Organizations also have the responsibility to assist their employees in this regard, using the mechanisms of HRD for designing of new systematic thinking (Tariq et al., 2012; Roopavathi & Kishore, 2020). Skills and knowledge acquired through HRD learning in organizations, can be redeveloped to include juvenile education, and subsequently integrated into the organization’s training and development module. Through informal teaching, proactive parents are able to instill in their offspring several lifelong skills and competencies.

Providing the appropriate knowledge and education for children does not have to pass through a formal process as done in organizations (Chang et al., 2015). This can be through informal coaching, mentoring, teaching on domestic responsibilities and how to be a responsible child/youth/adult, and skills required to solve life’s challenges. In addition are staying positive in times of adversity, time management, achieving personal goals through set objectives, engaging in activities that are worthy of emulation, mood controlling, intuitive knowledge, staying away from negative friendships such as social deviants, consequences from negative behaviours, and keeping off negative attitudes and character. All these can be achieved with practical examples that are familiar to either the immediate environment, or other television programmes or experiences which are applicable for teachable moments. Just as it has on organizations, proactive parenting has a direct effect on the society, as kids grow up to positively or negatively influence others along their social or professional circles.

Several benefits are gained when parents transfer proactive education to their kids. Apart from preparing them for the future which is an enabler for steering clear from disorderliness, it is also able to save time and scarce resources (Chang et al., 2015; Moreno-Ruiz et al., 2018). Time and money that could have been spent settling disputes formally or informally, can be utilized productively for something else. It is often easier to build or develop youngsters, than to have to repair broken adults. Children who are taught how to be proactive, often along the years as adults develop creative and innovative mindsets, as they are more focused on avoiding futuristic problems. Either in their private lives or as employees. There is often a clear difference between reactive and proactive adults. In that, those who align with pro-activeness are easily adaptable to new environment because of their creative minds, which allows them to be highly flexible and acceptable to change and transformation (Moreno-Ruiz et al., 2018). Aside been able to hold forth against negative influence, they are also able to design a pathway for their future as grownups, because of the independent mind developed through critical thinking, which is an outcome from been proactive. To attain sanity and self-preservation within the family unit, and be able to balance the work life of employees for organizational productivity, there needs to be an improvement in virtues and moral codes among offspring. This has a positive impact on the mental and psychological state of the human resources.

***Performance Appraisals for Motivation***

As an HRD instrument for employee and organizational performance, performance appraisal is focused on evaluating the roles of employees (Dijk & Michal, 2015; Osolase et al., 2022). With the intention of identifying gaps in knowledge, skills, and education, leading to the deployment of training and development for reskilling for individual and organizational effectiveness. It is able to close the gap between inefficiency and efficiency. Based on this present study, evaluation of the children's daily routine through proactive parenting, serves as a path towards achieving efficiency within the family unit. Focus could be assessment of their domestic and academic activities, and give corrections were applicable, in order to motivate them to perform excellently in subsequent roles or endeavours. Performance appraisals is able to motivate offspring for effectiveness, through improvement on their subsequent tasks.

Engaging in performance appraisal include evaluating the type of friends been kept by the parents, as they have a significant influence and a motivator on the kids mental and physical state. This also comprises of the type of friends which hang around the kids. Unlike adults, children and adolescents are more of visual learners, as they often learn fast from what they see (Tissot & Evans, 2003). Positive friendship helps to develop positive attitude and behaviours and young minds. So it is on the opposite as that of negative friendship. Friendship can sometimes be optical illusions. For example, a parent who keeps close friendship with negative influencers, should expect on the long-term that these category of humans will have a significant influence on the behaviours and attitudes of their kids. As thoughts sometimes translates into practicality.

The mechanisms of performance appraisals can be reinvented by giving rewards to high performing offspring. Reward is a motivator for excellent behaviours, morals, and values among children (Baranek, 1996; Galvan, 2010). Those who have been evaluated and found to be effective, can be rewarded to motivate them in the future. Reward in areas such as notes taking in the class, assignments done, high performance in examinations, and effectively attending to domestic chores. It does not have to be through financial incentives, as it could be carried out through holidays in resorts when the finance is available, allowing them choose what they want for breakfast, lunch, or dinner, or engaging them in indoor or outdoor playground activities. Evaluating kids can also be in the form of informal playtime with parents, such as sporting games or storytelling after dinner on selected days, as this can help improve their spoken English and stage fright, development of self-esteem, teamwork, while also improving the bond between parents and their kids. Playtime among kids helps to relax the nerves, which enables for easy assimilation.

It is necessary to note that gossiping is different from having a close friendship with an offspring. As a measure towards practicing proactive parenting, parents can endeavour not to engage their offspring in gossiping. Or partake in it with their adult friends or other family relatives in the presence of their children. Avoiding it is a form of self-appraisal to motivate offspring towards imbibing good character, morals, and values. The problem with parents who indulge in gossiping with their offspring, can best be described in the opinion of Bandura (1977) Social Learning Theory (SLT). Through repeated observations, humans are able to imitate and replicate the behaviours of others (Bandura, 1977). Humans at this tender age often over a long period of time become what they see every day. These behaviours or outcome can sometimes be positive or negative. As children who may not be aware of the dangers involved to partake in gossiping, they copycat these attitudes and characters and have it transferred within their social groups. At adulthood, it becomes a lifestyle which they carry on to the workplace.

***Feedback Mechanisms as “Opportunity” for Effective Communication***

It is an HRD practice which creates opportunities for performance, through effective communication between employees and managers or other senior authorities within the organization (Luu, 2018; Nikolic et al., 2020; Osolase et al., 2022). Using the instruments of feedback mechanisms, parents can develop interpersonal and effective communication with their offspring. As it helps in the sharing of ideas, providing opportunities for the parents to know what their kids are up to at almost every point in time, in addition to their next undertaking. In the opinion of Simon (2021), effective communication as a proactive instrument, has a positive impact on building a progressive and successful family unit. By way of developing the intellects of children, and their mental and psychological balance. Communicating using the instruments of feedback mechanism is not solely focused on information sharing, as it also assists to develop problem-solving skills, communicate emotions, and a deep understanding between parents and their offspring. Parents who are effective in their communication techniques, provides opportunities for their children to discuss with them the best profitable career pursuits, and as required, advise given accordingly. It establishes an opportunity for creative thinking, which is the poster-child for equitable judgement. And balancing of thoughts and actions from early life stages to adulthood.

Due to the openness involved, parents who communicate with their children regularly and effectively, are able to create opportunities for them to develop their decision-making skills, together with their mental strength and alertness (Turner & West, 2018; Simon, 2021). It is a pathway for intentional living, based on the ethical and moral values developed overtime through effective communication. Making available opportunities for kids to develop positive social behaviours and attitudes among their peer group, because of the knowledge they acquire from their parents through informal but effective communication techniques. When parents are able to build trust between themselves and their offspring through effective communication, there is often the possibility of been able to know when their children are in crisis, faced with chaotic situations, or when they begin to mingle with the wrong social group (Simon, 2021).

There are several ways in which proactive parents can effectively communication with their offspring, and help achieve an efficient family unit. Such as beginning the steps at a young age so that it becomes ingrained in their way of life, communicating with them at their base levels for easy understanding and integration into self. In addition to this, is the ability to listen carefully and attentively with the aim of proffering solutions as applicable, as this is able to remove intrusions. Others include engaging in brief discussions as children are susceptible to distractions during the course of long conversations, application of the right and positive words, and self-expression of personal feelings to convey own thoughts to them. This also comprises of consistent and well-organized family meetings to identify if they are faced with any difficulties. It is appropriate that when parents communicate with their children, explanations are made in details and transparently for easy comprehension and subsequent application (Simon, 2021; Holden, 2021). Been polite, dealing with each problem separately, developing creative and innovative methods, and the readiness to forgive for them to make amends on past misdemeanors, are methods in which proactive parenting can effectively watch their kids develop into responsible adulthood. Like organizations, family units which clearly understand the efficacy of effective communication are able to resolve conflicts which may arise at any given time. As showcased in Figure 1, the three HRD activities applied in the study are integrated into the constituent parts of A-M-O model. Showing how these HRD practices can assist



parents to become proactive in their efforts to build responsible and productive family units, which directly impacts their careers, organizations performance, and societal development.

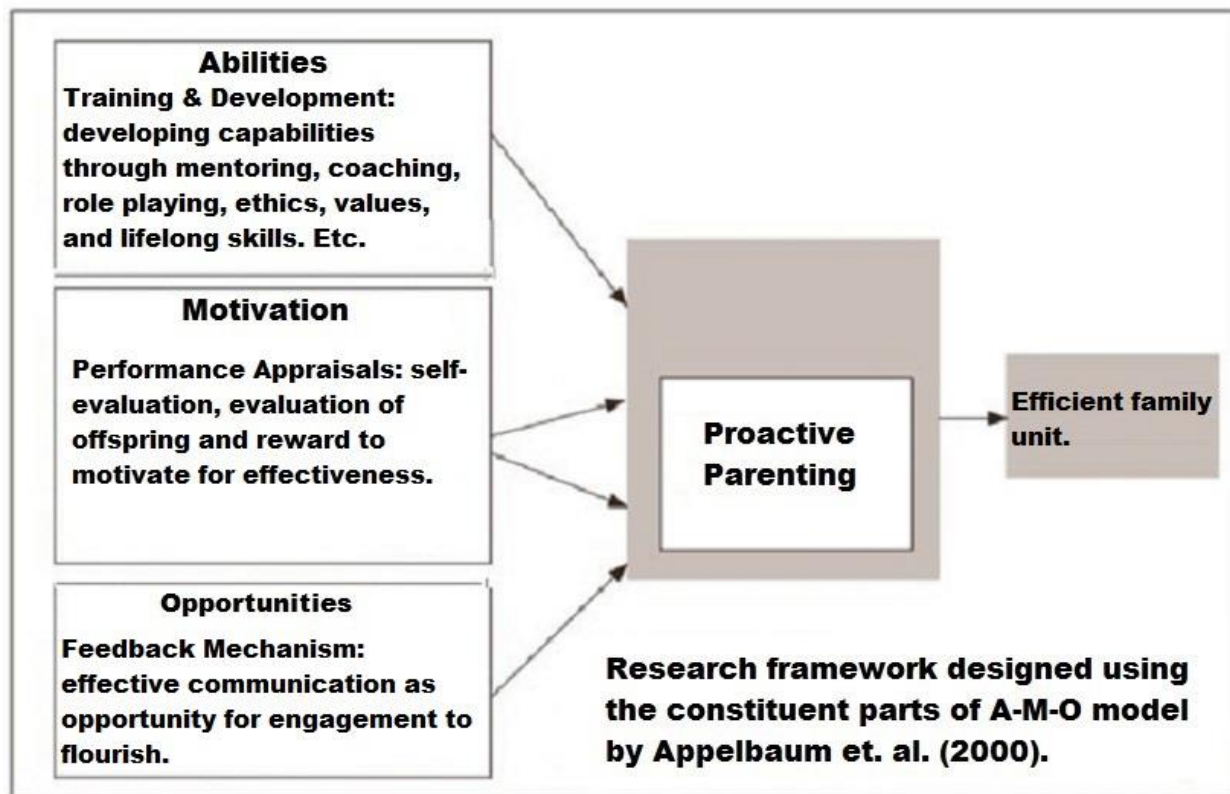


Figure 1: A-M-O model showing how HRD activities can lead to proactive parenting for efficiency within family units.

### Conclusion

The research objective and study's intent was achieved. For the purpose of this study, the constituent parts of A-M-O model was deployed for explaining how organizations can empower its human resources through abilities, motivation, and opportunities for proactive parenting. As proactive parenting directly have a positive impact on employee and organizational performance, which goes vice versa. The study's findings has revealed that, through the deployment of investigated HRD activities for effective parenting, such as training and development, performance appraisals, and feedback mechanism, workforce can be supported to excel on their job delegations. A disclosure has been made showing that, organizations cannot shy away from been directly or indirectly responsible for the wellbeing of the nuclear family of the human resources. Pertaining to providing the appropriate knowledge, education, and competencies which are needed by employees to navigate the several challenges experienced in trying to balance responsibilities at the workplace and those within the family unit with reference to offspring. As there is a positive impact which thriving offspring and family unit brings to the psyche, psychological, mental, and physical bearing of employees. A troubled or an unfocused employee often becomes less productive at the organization.

According to Garavan and McGuire (2010), HRD as a field needs not to be totally focused only on profit-making within the organization, as its predominantly known responsibility for championing humanistic virtues, ethics, and moral principles must be reestablished and integrated. In order to link

all aspects of employee satisfaction at the workplace and within the family unit, into the economic activities of organizations. Training and development is meant to recreate the upskilling process, with the intention to develop the appropriate knowledge and human capital required by the workforce to balance-up the gap between job responsibility and proactive parenting. While performance appraisals establishes a culture which motivates employees to take the driver-seat and provide the tender-care required by offspring and the rest coordinated parts of the family unit. Through the entrenchment of an effective communication system, opportunity is awakened, as it creates a space for commitment for employees to be fully engaged and present in the lives of their offspring. Taking proactive parenting as an oversight function of HRD is necessary, as the workforce remains the assets with which organizations are able to achieve its strategic objectives, economic stability, and remain at a competitive advantage. Either on short or long-term basis.

As an integral part of employee efficiency and organizational productivity (Gilbreath & Montesino, 2006; Mustafa & Elliott, 2019; Kareem & Hussein, 2019), there is therefore the necessity for HRD scholars to conduct more scientific research in this regard, and help to design and develop new approaches for formal and informal learning. Which can be focused on creating an interaction between employees' proactive parenting skills and the organizations objectives. This could also be in the form of developing or applying new applicable theories or models for future studies, to further investigate, explain and resolve the various challenges. Utilizing the expertise of HRD, organizations needs to fully commit time and resources for employees' skills and knowledge development. As it is an enabler for change in organizational culture and practices, and the wellbeing of employees. All these are meant to help HRD practitioners achieve organizations whose systems and mechanisms are interconnected for performance. In employing the functions of HRD for proactive parenting using the lens of A-M-O model, organizations and its employees do not only contribute to the success of the family units, its offspring, and the organizations itself, but are also able to develop a sustainable future equipped with responsible adults.

### **Implications for HRD Practice and Research**

The focus of HRD as a proactive field and practice, is to help produce human resources which are efficient, resulting to organizational change and development (Kareem & Hussein, 2019). To achieve a prosperous organization, there is the need to balance the work-life of employees (Roopavathi & Kishore, 2020). This can be achieved through acquiring skills and knowledge that prepares employees to often take initiatives, which enables them to deal with futuristic problems and difficulties as parents. In the past decades, HRD has been able to develop human resources that are ethical within the context of organizations (Frye, 2019). This can be extended to the family unit of the workforce. The role of HRD in the organization can be reinvented through creativity, so it can help to provide the needed awareness, education, training, and knowledge enhancement. It is also important to focus on the benefits on been a proactive parent. Such as reduction in stress and overthinking, ability to effectively manage time between work and family. Because employees who are able to always take affirmative actions within the family unit, are often prepared to give their best to their organizations in return, due to the satisfaction they experience. This leads to an increase in productivity. When employees are stressed or burned-out, it can lead to health problems, resulting to financial loss for the organization. Because of loss of time due to employee absence from work, and funds to be spent for medicals which could have been earmarked for other purposes.

HRD as a moral compass for workforce development, should engage in establishing programmes or seminars focused on critical thinking and development of new ideas for employees, with the purpose to teach and integrate knowledge and skillsets required for proactive parenting. This will create a pathway, in resolving the complexities which exists between how organizations and their workforce should be able to create a seamless interaction in balancing work and personal life. Using its traditionally known capability for development, growth, and performance, HRD is capable of holistically designing policy frameworks for a win-win situation between the workforce and organizations. A policy which is able to integrate innovative HRD activities for not only the benefit of organizations and employees wellbeing at the workplace, but also the continuous development, improvement, and performance of the offspring of its human resources. Some other methods through which HRD can intervene include digital skills for hybrid working, so that employees can dedicate valuable time for their offspring. According to Odendaal (2021), a significant advantage which hybrid or remote working brings for employees, is that it allows them to become responsible parents, as they often have better organization and coordination, in addition to easy access and presence in their family circles. Work scheduling can sometimes go hybrid or remote. Aside the improved productivity and effectiveness it brings, it is also a motivator for efficient monitoring and evaluation of whatever happens within the family units. These leads to outcomes such as healthy employees, children, family units, organizations, and societal development.

#### **Limitations and Recommendations for Future Research**

Employing HRD activities with support from the constituent parts of A-M-O model, the outcome from the study have shown that HRD has the expertise required in developing critical thinking and problem-solving skills, with the purpose to help improve the quality for proactive parenting. Hence, a track has been established for future research to be conducted. Having said this, there is a limitation to the study as it was carried out through a review of various literature. The study's findings is yet to be empirically tested, and therefore cannot be generalized or widely applicable to all circumstances, due to absence of empirical data. Therefore, it is logical to state that succeeding studies can deploy the three HRD activities applied for this study, comprising of the features of A-M-O model, in order to test its effectiveness. Such as training and development, performance appraisals, and feedback mechanisms. To achieve this, primary data can be obtained from working parents in private or government owned organizations, deploying any of the research methodology such as quantitative, qualitative, or mixed-method. This is necessary because the findings may varies, on account of observation, exploration, and real-life experiences.

#### **References**

- Agarwal, S., & Qouyatahi, K. M. S. A. (2017). HRM Challenges in the Age of Globalization. *International Research Journal of Business Studies*, 10(2), 89-98. <https://doi.org/10.21632/irjbs.10.2.89-98>
- Al-Tit, A. A. (2020). The Impact of AMO-HR Systems on Proactive Employee Behavior: The Mediating Contribution of Leader-member and Team-member Exchange. *International Journal of Engineering Business Management*, 12, 1-13. <https://doi.org/10.1177/1847979020947236>
- Appelbaum, E., Bailey, T., Berg, P., & Kalleberg, A. (2000). *Manufacturing Advantage: Why High Performance Work Systems Pay Off*. New York: Cornell University Press.
- Bandura, A. (1977). *Social Learning Theory*. Englewood Cliffs, NJ: Prentice Hall.

- Baranek, L. K. (1996). *The Effect of Rewards and Motivation on Student Achievement* [Master's Thesis, Grand Valley State University].  
<https://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1292&context=theses>
- Callan, S. (2014). Building a Strong Society Requires Effective Family Policy. *DIFI Family Research and Proceedings*, 1(1), 1-14. <http://dx.doi.org/10.5339/difi.2014.1>
- Chan, D. C. (2006). Core Competencies and Performance Management in Canadian Public Libraries. *Library Management*, 27(3), 144-153.
- Chang, H., Shaw, D. S., Dishion, T. J., Gardner, F., & Wilson, M. N. (2015). Proactive Parenting and Children's Effortful Control: Mediating Role of Language and Indirect Intervention Effects. *Review of Social Development*, 24(1), 206-223. <https://doi.org/10.1111/sode.12069>
- Chen, Z. (2021). Influence of Working from Home during the COVID-19 Crisis and HR Practitioner Response. *Frontiers in Psychology*, 12(710517), 1-8.  
<https://doi.org/10.3389/fpsyg.2021.710517>
- Conger, R. D., Conger, K. J., & Martin, M. J. (2010). Socioeconomic Status, Family Processes, and Individual Development. *Journal of Marriage and the Family*, 72(3), 685-704.  
<https://doi.org/10.1111/j.1741-3737.2010.00725.x>
- Dhas, D. B., & Karthikeyan, P. (2015). Work-Life Balance Challenges and Solutions: Overview. *International Journal of Research in Humanities and Social Studies*, 2(12), 10-19.
- Dijk, D. V., & Michal, S. M. (2015). Performance Appraisal and Evaluation. *International Encyclopedia of the Social & Behavioral Sciences (2nd Ed.)*, 17, 716-721. <http://dx.doi.org/10.1016/B978-0-08-097086-8.22034-5>
- Dousin, O., Collins, N., & Kler, B. K. (2019). Work-Life Balance, Employee Job Performance and Satisfaction among Doctors and Nurses in Malaysia. *International Journal of Human Resource Studies*, 9(4), 306-319. <https://doi.org/10.5296/ijhrs.v9i4.15697>
- Frye, E. Y. (2019). The Role of HRD in Influencing Ethical Behavior and Corporate Social Responsibility within Organizations. *New Horizons in Adult Education and Human Resource Development*, 32(2), 62-66.
- Galvan, A. (2010). Adolescent Development of the Reward System. *Frontiers in Human Neuroscience*, 4(6), 1-9. <https://doi.org/10.3389/neuro.09.006.2010>
- Garavan, T. N., & McGuire, D. (2010). Human Resource Development and Society: Human Resource Development's Role in Embedding Corporate Social Responsibility, Sustainability, and Ethics in Organizations. *Advances in Developing Human Resources*, 12(5), 487-507.  
<https://doi.org/10.1177/1523422310394757>
- Gilbreath, B., & Montesino, M. U. (2006). Expanding the HRD Role: Improving Employee Well-being and Organizational Performance. *Human Resource Development International*, 9(4), 563-571.  
<https://doi.org/10.1080/13678860601032684>
- Holden, G. W. (2021). *Theoretical Perspectives on Parenting in Parenting: A Dynamic Perspective*. 3rd ed. Los Angeles, CA: Sage Publications.
- Igbinomwanhia, O. R., Iyayi, O., & Iyayi, F. (2012). Employee Work-Life Balance as an HR Imperative. *African Research Review*, 6(3), 109-126. <http://dx.doi.org/10.4314/afrrrev.v6i3.8>
- Kareem, M. A. (2019). The Impact of Human Resource Development on Organizational Effectiveness: An Empirical Study. *Management Dynamics in the Knowledge Economy*, 7(1), 29-50.  
<https://doi.org/10.25019/MDKE/7.1.02>

- Kareem, M. A., & Hussein, I. J. (2019). The Impact of Human Resource Development on Employee Performance and Organizational Effectiveness. *Management Dynamics in the Knowledge Economy*, 7(3), 307-322. <https://doi.org/10.25019/MDKE/7.3.02>
- Kim, N. (2012). Societal Development through Human Resource Development: Contexts and Key Change Agents. *Advances in Developing Human Resources*, 14(3), 239-250. <https://doi.org/10.1177/1523422312446054>
- Lazar, I., Osoian, C., & Ratiu, P. (2010). The Role of Work-Life Balance Practices in Order to Improve Organizational Performance. *European Research Studies*, XIII(1), 201-214.
- Litchfield, P., Cooper, C., Hancock, C., & Watt, P. (2016). Work and Wellbeing in the 21st Century †. *International Journal of Environmental Research and Public Health*, 13(11), 1-11. <https://doi.org/10.3390/ijerph13111065>
- Luu, T. T. (2018). Employees' Green Recovery Performance: The Roles of Green HR Practices and Serving Culture. *Journal of Sustainable Tourism*, 26(8), 1-17. <https://doi.org/10.1080/09669582.2018.1443113>
- Misra, K., Seitz, S., & Bithika, F. (2019). Human Resource Practices and Work-Family Conflict: The Role of Family and Work Status. *International Journal of Human Resource Studies*, 9(4), 110-132.
- Moreno-Ruiz, D., Estevez, E., Jimenez, T. I., Murgui, S. (2018). Parenting Style and Reactive and Proactive Adolescent Violence: Evidence from Spain. *International Journal of Environmental Research and Public Health*, 15(12), 1-13. <https://doi.org/10.3390/ijerph15122634>
- Mustafa, M. J., & Elliott, C. (2019). The Curious Case of Human Resource Development in Family-small-to-medium Sized Enterprises. *Human Resource Development Quarterly*, 30(6), 281-290. <https://doi.org/10.1002/hrdq.21370>
- Nasir, S. Z. (2017). Emerging Challenges of HRM in 21st Century: A Theoretical Analysis. *International Journal of Academic Research in Business and Social Sciences*, 7(3), 216-223. <http://dx.doi.org/10.6007/IJARBS/v7-i3/2727>
- Nikolic, T. M., Peric, N., & Bovan, A. (2020). The Role of Feedback as a Management Tool in Performance Management Program. *Quality - Access to Success*, 21(177), 3-8.
- Odendaal, H. (2021). Why Hybrid Work Models Level The Playing Field For Working Parents. *Forbes Business Council*. <https://www.forbes.com/sites/forbesbusinesscouncil/2021/08/06/why-hybrid-work-models-level-the-playing-field-for-working-parents/?sh=36b809461a96>
- Osolase, E. H., Rasdi, R. B. M., & Mansor, Z. B. D. (2022). Greening of Human Resource Development Subsystems for Environmental Management and Performance: The ADKAR Model Perspective. *International Journal of Academic Research in Business and Social Sciences*, 12(4), 141-161. <http://dx.doi.org/10.6007/IJARBS/v12-i4/12362>
- Parikh, R. Ms., & Gandhi, H. (2014). HR Interventions for Work Life Balance. *International Journal for Research in Management and Pharmacy*, 3(3), 20-26.
- Rani, T. J., & Priya, V. K. (2022). The Role of Human Resource Policies on Work Life Balance among Information Technology Sector of Women Professionals. *Journal of Information and Organizational Sciences*, 46(1), 255-266. <https://doi.org/10.31341/jios.46.1.14>
- Rene, N. N. (2020). Work Life Balance and Its Impact as a Strategic Human Resources Management Policy in Private Sector Organizations in Equatorial Guinea. *SSRN*, 1-10. <http://dx.doi.org/10.2139/ssrn.3698924>
- Rodriguez-Sanchez, J. L., Gonzalez-Torres, T., Montero-Navarro, A., & Gallego-Losada, R. (2020). Investing Time and Resources for Work-Life Balance: The Effect on Talent Retention.

- International Journal of Environmental Research and Public Health*, 17(6), 1-14.  
<https://doi.org/10.3390/ijerph17061920>
- Roopavathi, S., & Kishore, K. (2020). The Impact of Work Life Balance on Employee Performance. *Journal of Interdisciplinary Cycle Research*, 12(10), 31-37.
- Shirmohammadi, M., Au, W. C., & Beigi, M. (2021). Remote Work and Work-life balance: Lessons Learned from the Covid-19 Pandemic and Suggestions for HRD Practitioners. *Human Resource Development International*, 25(2), 163-181.  
<https://doi.org/10.1080/13678868.2022.2047380>
- Shuck, B., Twyford, D., Reio, T. G., & Shuck, A. (2014). Human Resource Development Practices and Employee Engagement: Examining the Connection with Employee Turnover Intentions. *Human Resource Development Quarterly*, 25(2), 1-19. <https://doi.org/10.1002/hrdq.21190>
- Simon, A. I. D. (2021). Communication in Healthy Parenting: The Interplay of Positive Parenting Strategies and Parents' Communication Styles. In (Ed.), *Parenting - Challenges of Child Rearing in a Changing Society*. *IntechOpen*. <https://doi.org/10.5772/intechopen.101026>
- Smith, I. (2004). Continuing Professional Development and Workplace Learning 7: Human Resource Development – A Tool for Achieving Organizational Change. *Library Management*, 25(3), 148-151.
- Tariq, A., Aslam, H. D., Siddique, A., & Tanveer, A. (2012). Work-Life Balance as a Best Practice Model of Human Resource Management: A Win-Win Situational Tool for the Employees and Organizations. *Mediterranean Journal of Social Sciences*, 3(1), 577-585.  
<https://doi.org/10.5901/mjss.2012.03.01.577>
- Tissot, C., & Evans, R. (2003). Visual Teaching Strategies for Children with Autism. *Early Child Development and Care*, 173(4), 1-22. <https://doi.org/10.1080/0300443032000079104>
- Torraco, R. J., & Lundgren, H. (2020). What HRD is doing—What HRD should be doing: The Case for Transforming HRD. *Human Resource Development Review*, 19(1), 39-65.  
<https://doi.org/10.1177/1534484319877058>
- Turner, L. H., & West, R. (2018). *Perspectives on Family Communication*. 5th ed. New York, NY: McGraw-Hill Education.
- Wood, J., Oh, J., Park, J., & Kim, W. (2020). The Relationship between Work Engagement and Work–Life Balance in Organizations: A Review of the Empirical Research. *Human Resource Development Review*, 19(3), 1-23. <https://doi.org/10.1177/1534484320917560>