

Human Capital-An Educational Institute Perspective

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Abstract: Human Capital is the powerful tool and resourceful asset in the economics of management and business organization. In the past 'Human Capital' hitherto was referred as labour, worker, employees etc., but of late the term has been changed into the 'Intellectual Capital' rather than resourceful asset. The term Human Capital relates to the set of skills pertaining to the respective domain for the productivity and greater engagement means performance and results beyond expectation. Hence most of the successful and leading organizations focus more on their Human Capital (staff) in all terms and levels.

In pertinent to the Educational Institution, Human Capital (Faculty and staff) have very significant and vital role to play, an important tool for revenue generation dynamo and power pack with heterogeneous skills and knowledge to draw admission, Institute brand building, grooming students and lot more. In the study it is reveals that student prefer the admission in that Institute, where faculty is good, experience, go-getter and knowledgeable. Further it indicates that students have consideration of Infrastructure, placement, co-curricular activities etc., at Institute and then a student takes a decision for admission.

Key words: Intellectual Capital, domain, productivity, beyond expectation and go-getter.

I. INTRODUCTION

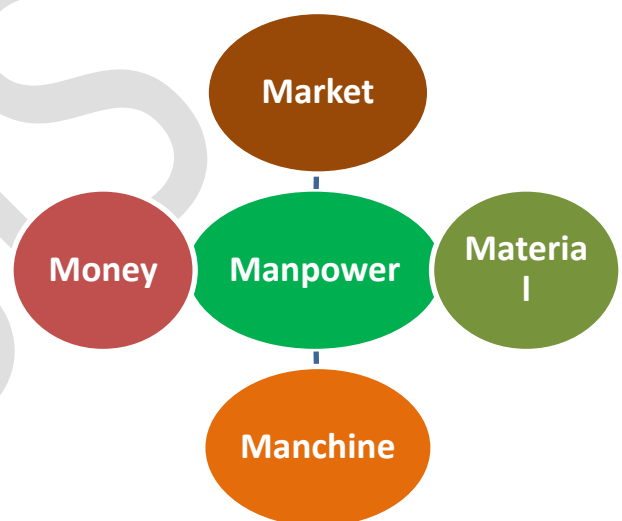
The literature review revealed that 'Human Capital' has externalities and an enigma engine for the performance. Human Capital is the central point for the growth of the organization. In the study model of Lucas in 1988 indicated that, 'neoclassical models of **growth of human capital and growth of output are nearly synonymous**'. Thus the concept of Human Capital is to perceive staff as asset, whose current value can be measured as well as future value can be enhanced by help of investment like training etc.

In the wider sense Human Capital can be termed as, baskets of all domain knowledge, talent, skills, experience, ability, intelligence, training, smartness, wisdom possess by the individual for positive application and achievement of organizational goals and objectives. In the study it is found that, Human Capital explicitly connect with the investment in the education, training, skill development programs, which has externalizes on economic development, innovations, productivity growth and go-getter culture in the team.

Some modern thinkers argued that, for balanced growth the Human Capital and Physical Capital must go hand in hand to achieve the desired results and performance. The

following diagram emphasis balancing among all capital of the organization for equilibrium growth and development.

Diagram/Chart No. 1:
Cohesiveness of 5 M leads to Productivity



Erstwhile in 1950 it was practice that 'labour force' can be modeled easily as per the whims and fancy of the Management so called owners but it was challenged thereafter and 'tertiary sector' and human force as a whole got momentum of importance and significance. Study depicts that; human capital is blend of creativity, skills, talent, smartness, exploring potential, and lot more for the organizational growth. Today most of the modern theories have made attempt to break down the human capital into more components of 'intangibles' like social capital, relationship, goodwill, brand, social resilience, knowledge and intellectual capital. Thus it is proved that, right kind of 'human capital' is vital for an organization's success and this can be increased through proper education and related rich experience.

In the year 2010 the Organization of Economics Co-operation and Development (OECD) has encourage government of advance economies to address the human capital with continued innovations, knowledge in product and services. Further the study focus to make linkage between education and need of human capital market

requirement for effectiveness and productivity with excellence.

Therefore to cope with the changing market and industry scenario, Human Capital has to develop a contemporary as well as holistic approach, which will be enough in itself to make well equipped for facing the stern realities of the competitive market.

II. RESEARCH METHODOLOGY

It is an empirical study pertaining to the Management School in rural area of Pune Dist. Hence this paper is driven based on the experience and ground realities particularly in the Management School of rural area.

Primary field survey and in-puts have taken into consideration as well as closely held questionnaires were taken into account. The collection of required data was not a problem since the author himself is working with Management School. The secondary data such as review of literatures, books, journals etc., was also referred to make the study more comprehensive and fruitful. The simple mathematical and statistical tools were used wherever required like table, average, percentage, diagram etc.

The researcher has adopted random convenient sample and the size of sample is 100 students and 25 parents. Always there is ample number of chances to have biased responses from the respondents, which can reduce the authenticity of the study. The limitation of study is that, the study is confined to rural area Management Institute. Hence the findings arrived in this study shall have further scope of study.

III. OBJECTIVES OF THE STUDY

The core and the precise objectives of this study are confined to the educational Institute which is as follows,

- 1) To study the Human Capital concept.
- 2) To analyze the value of Human Capital.
- 3) To understand the application of Human Capital.
- 4) To examine the impact of Human Capital in organization.
- 5) To find out impact of education and training on Human Capital.

IV. STATEMENT OF THE PROBLEM

The change in the culture, working methods of the educational Institutions, use of technology and habits of the students, teaching pedagogy and industry-oriented syllabi has been demanding a totally newer approach to sustain in the industry. The situation is being fueled by the impact of LPG era (liberation, Privatization, Globalization) and it has created cut-throat competition in the sector. In these circumstances, it is very much imperative to have good faculties as mentioned above 'Human Capital' and further grooming them by way of training, FDP and exposures in the international levels is necessary.

The superior quality and go-getter is the basic requirement of the faculty to be the best Human Capital. But mostly it mismatches despite of their sound

educational qualification, they fail in the expected equations and primary duties. However in such an environment the role of 'Employer and Employee' is very much important, crucial and integrated to each other. The cohesiveness between them certainly gives best grooming and best results to the stakeholders at large. Hence this paper is written with that backdrop.

V. ANALYSIS AND INTERPRETATION

It is one of the most important parts of the paper. The sample is of 100 MBA students and their 25 parents, totally 125 respondents'. The interpretation of survey details is herein,

Diagram/Chart No. 2:
Students / Parents Expectation while admission

Sr.	Parameters	Students No. of Respondents	Rank	Parents No. of Respondents	Percent	Rank
1	Faculty	31	1	11	44%	1
2	Infrastru cture	28	2	3	12%	5
3	Placeme nt	27	3	4	16%	3
4	Library	5	5	5	20%	2
5	Fee	9	4	2	8%	4
6	TOTAL	100		25	100%	

Source: Primary survey

Students: In the above table we have very interesting interpretation. As per the above figure students have given weight-age to faculty 31 respondents' rank 1, infrastructure 28 respondents rank 2, placement 27 respondents rank 3 and other fee and library rank 4 and 5 respectively. But during discussion with the respondents, parameters of faculty and placement were the topic of admission and future drive of students in the Institutions, whereas parent respondents have given significance to library as well as to placement variable.

Parents / Guardian: The analysis depicts that parents have given importance to faculty 44 percent respondents' rank 1, 20 percent respondents' library rank 2, followed by placement 16 percent respondents and fee and infrastructure. The total summary is that faculty has more significant factor for the respondents' students as well as parents.

Diagram/Chart No. 3:
Faculties Strengths

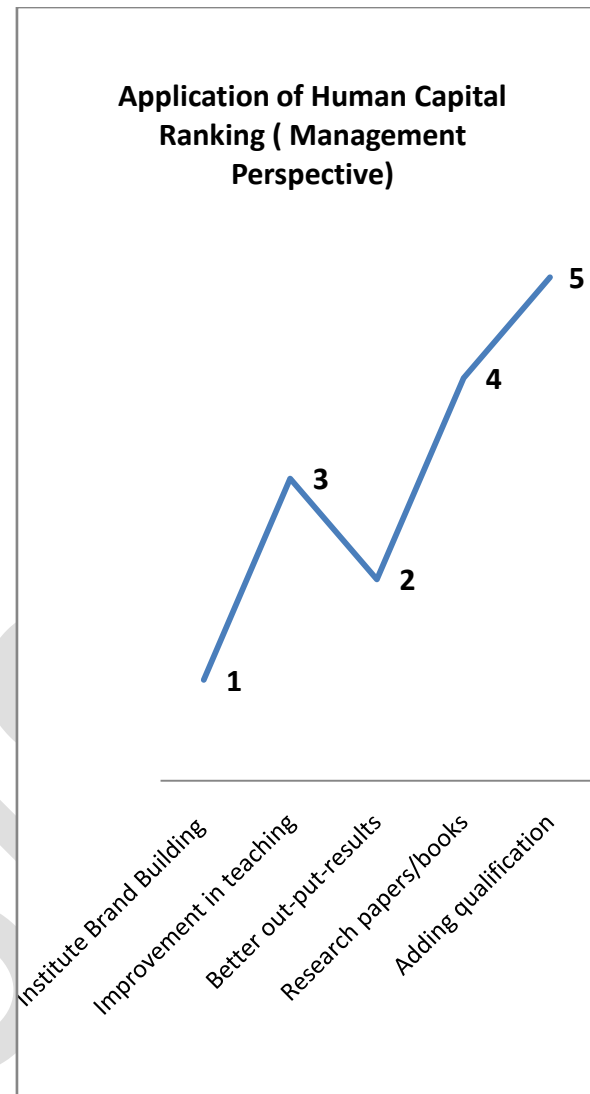
Sr. No.	Variables	No. of Students	Rank	No. of Parents	Percent	Rank
1	Qualification	19	3	8	32%	1
2	Teaching Methods	24	1	4	16%	4
3	Knowledge & Skills	23	2	5	20%	3
4	Availability & Guidance	16	5	6	24%	2
5	Behavior	18	4	2	8%	5
6	TOTAL	100		25	100%	

Source: Primary survey

Students: In the above chart/table No. 3 the Faculties Strengths, students are more concern about the teaching methods 24 respondents' rank 1. The better teaching methods make the concept clear and create interest in the classroom is also remarks noted. The 2 rank is for knowledge & skills 23 respondents', students said due to this variable the students get more exposure and latest happening in the sectors. Students feel that, these two variable cracks down the other entire variable and make the things simpler and understandable, which is most important for students. The respondents strongly argued that better teaching methods and knowledge makes everything, more particularly interest in the learning process. The qualification, behavior and availability of teacher are less significant in the study.

Parents / Guardian: The prima-facie element for the parent is the qualification of the teachers, of course a psychological influence too. In the analysis it is noted that 8 respondents' 32 percent have given significance to the qualification of teacher which stand 1 rank. Parent, 6 respondents' 24 percent gave 2 ranks to the availability & guidance, followed by knowledge & skills, teaching method and behavior have less significance. Parents stated that, when teacher is qualified other things will be taken care of and guidance to the students is very much important they feel. A proper and timely guidance to the students, will address the major problem and parents indicated that most of the students are always obedient to the teacher's guidance, suggestion and advice than parents.

Diagram/Chart No.4:



Source: Primary survey

Note:- 1 is the highest and 5 is the lowest rank.

The value of the 'Human Capital' in the view of Management rank wise narrated above as, the Institute Brand Building is the first rank. It is component of number of factors like quality of teaching, guiding factors, behavior, extracurricular activities and lots more students' shaping programs. The better academic result is in 2 ranks, perhaps it is important tool for getting mileage in the admission process and Institute overall performance. The improvement in teaching methods year on year is also expected which stand on 3 ranks. Adding qualification is the least significant where as writing research papers and books is on 4 ranks.

The quality of Human Capital as indicated in the introduction viz **growth of human capital and growth of output are nearly synonymous**' (Lucas) and Human Capital is the central point for the growth of the organization / Institution. Hence good Faculty with the ingredient of self drive, comprehensive self plan and results beyond expectation, makes the positive reasons by stakeholders to have trust on the Faculties. Such environment may build Institute brand and may register

outstanding results of the students and may externalize among other students.

VI. DISCUSSION AND ARGUMENTS

In this papers author has made very earnest efforts on three major specific areas, which is of course debatable polemic issues namely;

- a) Human Capital in students and parents view
- b) Value of Human Capital for stakeholders
- c) Human Capital in the eyes Faculties.

The analysis and interpretation in the above tables whatsoever the outcome could be, but the net result is that, students and parents look for commensurate employment and employability. The stakeholder is focusing on the brand building of the Institute as well as overall development of students to meet the academic and industry standards. As for as the definition of Human Capital is concern to faculties is qualification eligibility, taking classes (indicating work load) writing books/ research papers, organizing some events, exams and suffixing the qualification.

The insight of the ground reality is something else, with due respect sorry to write that, most of the faculties don't have domain expertise rather poor knowledge and perfunctory in their duties. The etiquettes and soft skills among faculties are very much missing and faculties do not look like faculties. The dogmatic approach may victimize the students on unwanted and trivial reasons. Faculties are well qualified but very poor communication skills (poor English and grammar), the eligibility has made them to be on muster rather than competent and habit of meeting dead line of their work. The lethargic working habits have conditioned them to work on their own inflated frame without any professional approach and their experience is like frog, which gain by meddling working hours.

On other hand, there is some unpalatable truth that, most of the faculties are not happy with Management, on various grounds like non-payment and under payment of remuneration, treatment, ad-havoc employment, harassment, work load and lot more adverse situation, which are sprouted because of the economically non-viable. When argued it is mentioned that, when we get faculties at low pay, why we should pay more (availability of faculties). The further in-depth fact finding analysis reveals that feminine gender is always ready to work on underemployment due to various reasons. It is experience that they (Management) will not provide the physical capital to perform but put on pressure for results. But modern thinkers argued that, for balanced growth the Human Capital and Physical Capital must go hand in hand to achieve the desired results but it is sorry situation and it never happens.

Albeit, the overall substance is very much chaos since every one claims they are right on their own way and reasons. As far as 'Human Capital' is concern the unique quality and value of domain, which is need to be utilize and enhance in balanced way by holistic approach.

VII. FINDINGS

The major findings of study are subjected to the correction since study scope is limited to the rural area MBA Institute. Anyway 'Human Capital' is vital and has significant role in development of the Institution / organization. The findings are narrated herein,

- a) The students want teacher, who has best teaching methods and knowledge, that's real 'Human Capital' rather than their qualification. In the above table No. 3 it is indicated that out of 100 respondents' 24 have given weight- age for teaching methods and 23 respondents for knowledge of the teachers. Whereas parents given weight-age to the qualification and availability of teacher for guidance.
- b) In the view of Management 'Human Capital' is referred as the ability of 'brand building, better output and continuous improvement in teachings' rather than publication and degrees of the faculties, it is evident in chart No. 4.
- c) During admission time, students as well as parents give more importance to the faculty and arrive for admission decision. In the table No. 2, out of 100 student respondents' 31 have given weight-age to faculty as major parameter for admission. As far as parent respondents are concern 11 parents out of 25 respondents' 44 percent have given importance to faculty parameter.
- d) The argument and discussion lead session made the study in bog but the real fact finding is that, it is working on demand and supply de facto. When faculties are available on low wage why one should bother for other factors and the most important, it suffices the need in question. The lack of mettle in faculties and lackadaisical attitude as discussed never is a propitious to the stockholders in long run. The job-hoppers are another issue for the Management.
- e) Faculties need autonomy and fair employment in tune with the norms and both 'Human Capital' (Faculties) and physical capital must function jointly for balance growth for the desired results. The eligibility norms and competency need to be measured and further qualification has to be weighted.

VIII. CONCLUSION

To sum up the entire study, one can conclude that, 'Human Capital' is very important element in all functions of the management and plays seminal role in the organization as shown in the diagram No. 1 above. The consortium of physical and human capital is necessary for better results; hence Management may require to extend the physical capital.

Along the qualification, eligibility, experience etc., faculties need to focus on competency, student equation like teaching methods and guiding them etc., which can be a better Human Capital. And the Management always expects quality, commitment; externalize an activity that leaves lingering impact in the society and on stakeholders more particularly students' fraternity at large.

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