

AN EMPIRICAL INVESTIGATION INTO THE FACTORS DISTORTING THE RHETORIC OF HUMAN CAPITAL DEVELOPMENT WITH SPECIFIC REFERENCE TO DISTANCE EDUCATION INSTITUTIONS IN TAMILNADU, INDIA

Divya J ^{#1}, Dr. K. Narashiman ^{##2},

[#]Research Scholar, Department of Management Studies, Anna University

^{##}Professor, Department of Chemical Engineering, Anna University

¹divyamani790@gmail.com (or) divya8mani@gmail.com

²knman@annauniv.edu

ABSTRACT

Human Capital Development in any organization is an important task of the human resource department. In distance education institutions in Tamil nadu, especially when the head count working for an enterprise is very low, human capital management becomes a challenge for the organization. This research is an attempt to empirically identify the factors that distort the rhetoric of human capital development especially with specific reference to the distance education institutions in Tamil nadu, India. Primary data in quantitative form has been collected from 387 distance education co-ordinators distributed across numerous distance education institutions distributed across Tamilnadu, India. Data collected from survey has been analysed using Principal Component Analysis Technique with SPSS. The research findings reveal that leadership skills, organizational culture and training and development practices adapted by the organization stand as major factors in creating an impact on the rhetoric of Human capital development. The research in addition to that recommends strategies to the distance education institutions of Tamilnadu in enhancing their human capital development practices.

Keywords: Distance Education Institutions in Tamilnadu, Rhetoric of Human Capital Development, Factors of Human Capital Development, Human Capital Development in Educational Institutions.

1. Introduction

Human capital is stated as a key factor in increasing a firm resources and workforces so as to enhance productive in addition to maintain competitive edge (Marimuthu, Arokiasamy and Ismail, 2009). In current global and competitive market, human capital is receiving more attention with rising globalization and as well the capacity of the employment market because of the current recession in the diverse economies of the globe. Both developed and developing nations put stresses on a human capital towards fostering the financial development by dedicating essential time and determinations. As a consequence human capital is one of the essential keys to take part in the international market. These days, firms are combined by rivals, irrespective of industry. Firms aspire to enhance their labour force by means of inclusive human capital development systems not merely to accomplish industry objectives but essential point is for a long lasting endurance and sustainability. In general, human capital implies a collection of knowledge, proficiency, approach and behaviour that entrenched in an individual. In addition, it has received enough appreciation amongst establishment due to its potential to provide competitive edge and assure long-standing financial development. Individuals and individuals' progressions, it is being sued, generate competitive edge essentially by means of the features of being constructive, intermittent and non-compatible which signifies that a link among Human resource practices and the organization-specific nature of precise businesses could promote distinctiveness and generate high obstacles to simulation (Kulvisaechana, 2006). To construct a competitive edge, it is essential for firms to describe what actually human capital is and how to provide efficient human capital development. Current challenges like globalization and technological development, have endorsed several nations and firms to search for new and innovative methods to sustain competitive edge. In response, the usual point is that the triumph relies in considerable part on the people by means of greater levels of individual competency. Ultimately, the individuals are important resources and could be acknowledged within a structure of human capital. The process to build the human capital could be classified into two different types. The primary thing is to use 'human as manual labour force' in the standard financial viewpoint. The second is depending on the idea that the asset of physical capital might expose the similar efficiency with that of human capital on training and development (Dae-Borg, 2009). India has progressively developed as a knowledge-based market because of the large quantity

of talented, proficient, adaptable and competent human capital. By means of the continually rising impact of liberalization and globalization, the country has huge prospects to institute its individual place in the globe. Education industry in India is measured to be a developing industry around the world, due to its human capital development, huge possibility for development and socio-economic influence (Durga and Tribhuvan 2015). One of the most significant elements which influence workforce productivity is certainly human capital. Regardless of the significance of this particular sector, there are numerous difficulties with the education sector especially when offered through a distance mode and human capital is one of the major problems among others. According to Afrooz et al (2010), human capital turns out to be an element detachable from and to such extent interchangeable for the further factors in the manufacturing explicitly undistinguishable workforce and physical capital. In addition, human capital concept recommends that training increases the output and efficiency of labours by instructing beneficial knowledge and proficiencies, henceforth nurturing employees' future revenue by raising their lifespan incomes. Human capital has an important role in financial development as human beings take up the hotbed of manufacturing process, supply and delivery. From a viewpoint of macroeconomic, the accretion of human capital efficiency, enables technological inventions and revolutions, raises profits to capital and generates evolution in the education industry. Strategies and programs to improve human capital in education industry must aspire to secure the educational requirements of the country; construct the capability for value creation; use accessible assets and current technologies that speed up development in the industry. The cluster approach is one of the methods that would assist in dealing with essential problems for example human capital, labour force development, infrastructure design, capability building and enlistment (Penda, 2012).

These days, firms are in search of a new type of capital called as human capital and eventually it is accepted that human capital is an important element that influences the development and existence of the businesses than any other element. Human capital in education industry is an essential input in order to work toward higher competitive edges (Mohamedi & Ghorbanhosseini, 2015). There are certain number of key extents that could deform the rhetoric of human capital, comprising corporate policy, managerial structure and HRM practices, by means of the intellectual forms of individuals. Each element holds certain crucial problems capable of defining the attainment and non-fulfilment of human capital development. Like any other industry, in distance education institutions human capital counts labour as a product which could be operated with regard to buying and sale. This research intends to investigate in detail the factors that distort the rhetoric of Human Capital development with specific reference to distance education institutions in TamilNadu, India.

2. Literature Review:

2.1 Meaning and Definition Human Capital:

Human capital as defined by (Kulvisaechana, 2005) is "the stock of skills, abilities, knowledge that is embedded in an individual employee that results from the endowment of nature and subsequent investment in the system of training, experience and education. Human capital is also called as the ability of men and women to have gained at some point and cost that commands the price of the labour market due to their usefulness in the process of production in the organisation. According to Barro and Lee, (2010) Human capital is considered as the educational component that contributes towheads the labour productivity of an individual and his own earnings which is important for the production process of the firm. The human capital is referred as "the ability, capacity and efficiency of the people to transform the capital and raw materials into services or goods and also the consensus of the skills learned through the education system".

2.2 Factors distorting the rhetoric of human capital development:

Recently, academicians and also policy makers are emphasizing on the role of forming the human capital as it induces the economic development (Kapstein, 2002). By creation of human capital the countries will be more attractive in its private investment both in domestic as well as foreign popularity. Through the investment via human capital development the countries can grow in prosperity. But if the country lacks the human capital and educational market, the more qualified citizens get denied for their basic skills as they need to contribute for the economic growth of their nation. Transferring the human capital with skills and technology can potentially contribute towards growth. Political economic channels can act as a burden for the human capital development as they get attracted towards the training system and domestic education associated with remarks. The factors affecting the human resource development in universities was clearly investigated by Atthakorn, (2013). The main factors that affect the development of human capital were as follows; policy support from the external organisation, positive incentives, support from the executives, communication within the organisation and cooperation with external agencies. The main fact acquire about the human capital is that human resource aids the organisational ability for competing which is stimulated by the learning process, health care and training.

Thus the human capital helps the improvisation of values as well as capacity in the organisational competency. The internal organisational factors that affects the human capital development in the educational university includes support of administrator, negative incentives, positive incentives, objectives and goal settings, ideological incentives and other personnel development policies.

Critical factors that affects the human resource development in the Arab world has been explored by AlSayed, (2014). Human resource/capital development is the long been subject of interest for many management scholars and is prioritized in academic discourse in domain of management. But in the past decade, human capital development in the globe is quite intensive due to its critical factors that change the motivation of the human resource development in the organisation. Human capital must have the qualities like valuable, rare, cannot be imitated and no good substitutes. The main factors that affect the human capital development are distinguished as external and internal factors; they are motivation, leadership style, transformational leaders, organisational commitment, health and safety measures, creativity and also innovation, education, competitiveness demographic trends and government rules and regulations and labour unions.

Son, (2010) presented a paper about human capital development with two main objectives they are assessing and, measuring the gaps of human capital stocks globally and the human capital contribution in the industrialized countries. Thus the study presents how effectively each regions of the world improvises the human capital and the time taken for the capital to catch up with growth. Thus the human capital growth gets affected by factors like employment growth in decomposition growth through elasticity in the employment growth. Then it is conjectured that the increase in the human capital make the decrease in the elasticity of employees growth which results in less labour intensive in the economy and higher growth in economy. Hence the point of this proposed method is to understand the importance of the micro-links between the human capital and labour market which are both directly and indirectly related.

The modern economy transition based on the knowledge and information can only make the human capital the most important component of welfare of the economy stated by Didenko, (2007). So the problem in the human capital growth and development is very interesting research objective. But sometimes the concept of the human capital is restricted to the productive capabilities and skills of the people that acquire the cost taken as investment. Globalization is the higher speed connection that transforms the technological development, population migration, economical development and commercial intercourse as the influencing factors of human capital development. But the education plays the last but not least part in globalization in the growth and development of human capital. Moreover, to maintain the competitive position in any industries the right level as well as right type of human capital investment is necessary to make the economy prosper without any hurdles.

2.2.1 Training and development

A study by Gamage and Imbulana (2013) suggested that training and development play an important role in human capital development. Top management should understand the importance of the training & development and its benefits, how it contributes to uplift organizational personality and, mental conditions of employees (Pilar, 2010). They should actively participate in training & implementing process, and pay adequate attention for implementing problems and difficulties and respond them in an immediate manner. According to Muhammad et al (2011) top management should motivate employees to carry out these activities with enthusiasm. Employees who are engaging different kind of duties does not have proper knowledge how training and development could be utilize for their activities. Especially for technical staff, such setbacks should be overcome by conducting special education programs particularly designed for them. studies says that the most manipulating training properties was training method followed by training objectives, training management, training environment, and trainer while for learning, the greatest variation was also given by training methods but followed by trainer, training environment, training management and training material. Bagher and David (2010) explain that diversity training has a vital role to play in fostering better equality, inclusion and fairness in the place of work. Tiwari (2014) adds that as globalization impacts increase the need for training and development in all sectors, including the education sector plays an important role in human resource development.

2.2.2 Organization culture

Koycheva (2015) led an investigation of the organizational culture in a teacher's university, expecting to discover a method for enhancing the university's effectiveness in a focused situation and recognizing the part organizational culture played in the university's human resource development. The study revealed that organizational culture does have an impact on the human resource development. The studies conducted by Gnezdilova (2014), Jamanbalayeva et al., (2013), Karelskaya, 2013, Shcherbakova and Potravnya, 2014,

Gnedova et al., (2015) have also emphasized the importance of organizational culture with respect to human resource development especially at educational institutions.

2.2.3 Leadership skills

The impact of leadership skills in human capital development has been studied by numerous researchers in the last two decades (Fullan, Hill, and Crevola, 2006; Berry, Johnson, and Montgomery, 2005; Starratt 1995; Barth 2001; Andrews & Crowther, 2002; Birky, Shelton, & Headley, 2006; Danielson, 2006). Their studies revealed that leadership at educational institutions progressively concentrate towards the value that leaders have for students, fellow staff members and administrators and it covers the development of all forms of human resources associated with the educational institution and focuses towards their effective management for rendering better outcomes.

2.4 Conceptual Framework:

The following figure (Figure 1) illustrates the conceptual framework for the factors distorting the rhetoric of human capital development with specific reference to Distance Education Institutions in TamilNadu, India

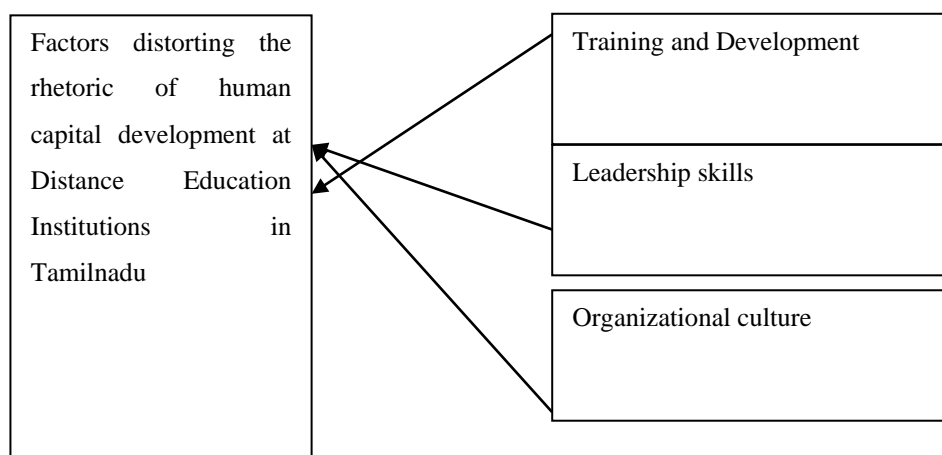


Figure 1: Conceptual framework for the factors distorting the rhetoric of human capital development with specific reference to Distance Education Institutions in TamilNadu, India

Source: Author

2.4.1 Hypothesis:

The following are the research hypotheses for the factors distorting the rhetoric of human capital development with specific reference to Distance Education Institutions in TamilNadu, India.

- Null Hypothesis: Leadership skills does not distort the rhetoric of human capital development with specific reference to Distance Education Institutions
Alternative Hypothesis: Leadership skills distort the rhetoric of human capital development with specific reference to Distance Education Institutions
- Null Hypothesis: Organization culture does not distort the rhetoric of human capital development with specific reference to Distance Education Institutions
Alternative Hypothesis: Organization culture distort the rhetoric of human capital development with specific reference to Distance Education Institutions
- Null Hypothesis: Training and development does not distort the rhetoric of human capital development with specific reference to Distance Education Institutions
Alternative Hypothesis: Training and development distort the rhetoric of human capital development with specific reference to Distance Education Institutions

3. Research methodology

This section includes about the examination design and the research strategies chosen for the further procedures of the investigation. This segment will depict the sampling procedures, proposed theory utilized for the examination and the objective respondents and the objective sampling unit for the research. Furthermore, the approval strategies and the moral thought will be considered by the examiner.

As indicated by the author Kumar (2002), an examination paradigm is a blue print of the examination. It is the primary procedure in the examination systems definition. Research model is broadly sectioned into positivism and Interpretivism. Positivism is said to be the assessment survey based system and it is broadly utilized. Then again, Interpretivism is the meeting technique that goes under the subjective examination.

This research makes utilization of the positivism technique strategy since it takes any interviews, nor utilizing the subjective investigation.

3.1 Research approach

The research approach is the orderly perspective of the system of the investigation subsequent to choosing the model. This is arranged into quantitative too subjective approaches. Quantitative approach depends on the numbers and certainties while subjective approach depends on the correspondence and relations between the researcher and the responder (Carter 1997).

This examination makes utilization of the numerical approach. This will utilize the information of the factors distorting the rhetoric of human capital development with specific reference to Distance Education Institutions in Chennai. The numerical examination makes the design of the research in an organized way and since it will give a descriptive view about the examination without deviation.

3.2 Design

Research design is the theoretical comprehension of the examination procedure. It is the base for the gathering of tests. It is divided into exploratory research arrange and conclusive research arrange. Conclusive research design is again characterized into descriptive and causal research designs (Weiten 2010).

The researcher tries to utilize the descriptive examination strategy to make the investigation in a depicted way. The issue is confined as of now and henceforth descriptive research design is appropriate for this examination.

3.3 Sampling techniques

From the authors, Crowther and Lancaster (2008) the sampling is the arrangement of the members from a mass number of populaces. Sampling techniques are isolated into probability sampling and non-probability sampling.

The present study adapts *cluster sampling*. The researcher has divided the SMEs in TamilNadu based on their geographic locations and chosen Chennai as the target location for data collection. Taking into consideration 8 Tier 1 cities in India, that are pioneers in Distance education Industry, Chennai is the one and only Tier 1 city belonging to Tamilnadu. The researcher therefore has chosen Chennai as the sample since it would represent entire Tamilnadu. The sample size of the study would be 387 proprietors or owners of Distance Education Institutions in Chennai, Tamilnadu.

3.4 Data collection methods

Primary data accumulation is the one time data gathered and utilized, which is exclusively designed and shaped by the researcher and the secondary one is the assets gathered from alternate sources like web, company's site, diaries, magazines and so on (Gupta and Gupta 2011). This research makes use of primary data collected from 387 respondents who are either the teaching and non-teaching staff of distance education universities of Tamilnadu

3.5 Research Instrument

The instrument adapted in this research is comprised of two sections, the first one being the section with items used to identify the demographic profile of the respondents namely gender, age, educational qualification, year of experience in the distance education industry, etc. The second one is the major part of the instrument used to measure the factors that distort the rhetoric of human capital management namely leadership skills, training and development and organizational culture. For measuring the organizational culture, a 15 item scale measuring four subscales namely family orientation, open communication, managerial knowledge and approach of the team proposed by Tang et al (2000) has been employed by the researcher as it is. The researcher has made use of the six dimension based instrument proposed by Podsakoff et al (1990), in measuring the leadership skills prevalent at the target organizations. Setting expectations of high performance, promoting intellectual stimulation, identification and articulation of a vision, fostering group goal acceptance, provision of an appropriate model and finally offering support to each and every individual are the six dimensions that have been applied in this research in measuring leadership skills. Likewise, training and development has been measured with the help of the instrument namely General Training Effectiveness Scale proposed by Aziz (2015). It is a 10-item scale and measures the effectiveness of training and development using 3 dimensions namely learning performance, organizational performance and individual performance and the researcher has employed the same in this.

3.5 Analysis and interpretation of data

Examination and clarification may take from a few days to numerous months. In numerous private investigations of research, that incorporates just an element of data assessment and comprehension may take huge amount of time (Salmon and Nichols, 1983). The research makes use of simple percentage method, graphical methods and mainly the multivariate statistic principal component analysis for the analysis of the collected primary data. PCA according to Hair et al (2010), is applied when the same size is too large and the variables can be reduced into sub factors based on certain common characteristics. The software employed for conducting the data analysis is SPSS version 17.0

3.6 Validation techniques and ethics

The research makes utilization of validity and reliability. Valid data accumulation is the fundamental success of the examination and the primary data sources are steady. Researcher has ensured to create a valid questionnaire by referring previous literature and getting an expert opinion from field experts on the questionnaire. Reliability has been ensured by calculation of Cronbach's alpha (α) and identifying that the value is greater than 0.7 (Table 1) as advised by George and Mallery (2003). Ethics has been ensured in this research by the researcher by seeking prior approval of permission from respondents before collecting primary data from them and keeping their data confidential and exclusively employing them for academic purpose.

4. Analysis of Factors Distorting the Rhetoric of Human Capital Development with Specific Reference to Distance Education Institutions in TamilNadu, India

This section involves analysis of factors distorting the rhetoric of human capital development in Distance Education Institutions in TamilNadu, India. The analysis includes; testing reliability and validity of the data, analysis of socio-demographic factors of the respondents and analysis of data concerning the research objectives. The research objectives are stated here below in terms of research hypotheses.

4.1 Reliability Tests

Variable type	Cronbach's Alpha	N of Variables	N of Items
Independent	.751	47	387
Socio-demographic	.716	7	387
Dependent	.874	6	387

Table 1: Cronbach's test for reliability

According to Cronbach's reliability tests, the data from 47 independent variables from a sample size of 387 respondents on analysis of factors distorting the rhetoric of human capital development in Distance Education Institutions in TamilNadu, India has an alpha value of 0.751. This alpha statistic shows that the data from independent variables is almost 75.1% reliable for the data analysis. Similarly, the Cronbach's alpha for 7 socio-demographic factors is 0.716. This statistic shows that the data from socio-demographic factors is almost 71.6% reliable. Lastly the dependent variable in six attributes of the study shows a Cronbach's alpha of 0.874 indicating that the dependent variable is 87.4% reliable and valid. In conclusion, reliability tests show that most of the independent variables, socio-demographic factors and dependent variable possess more than 70% reliability. Therefore, these data has reliability, validity and feasibility attributes necessary for analysis and generation of information that can be used to answer the research questions.

4.2 Analysis of socio-demographic data of Respondents

Gender	Frequency	Percent	Cumulative Percent
Male	185	47.8	47.8
Female	202	52.2	100.0
Total	387	100.0	

Table 2: Distribution of Gender

Table 2 shows that the female gender has a relative percentage of 52.2% in this study as compared to the males at 47.8%. These results show that the females are more than the males as shown using the pie chart below.

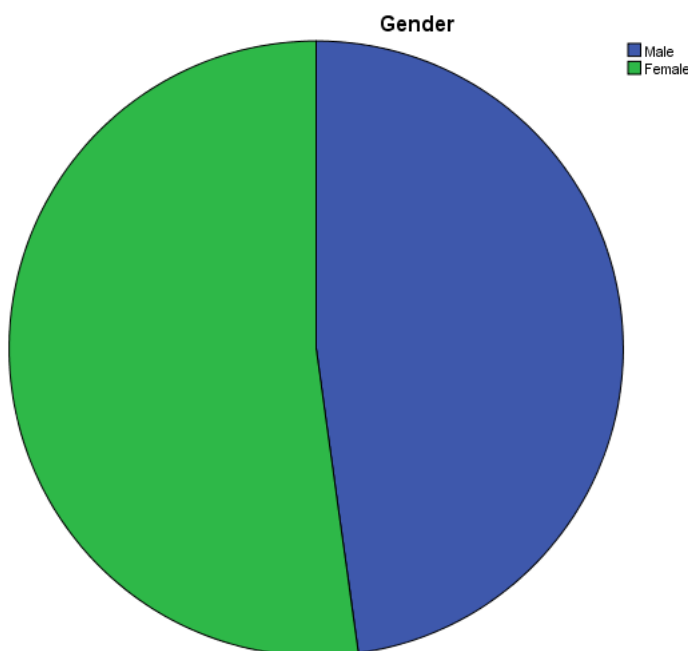


Figure 2: Pie Chart of Gender Distribution

Age	Frequency	Percent	Cumulative Percent
25-30	60	15.5	15.5
30-40	133	34.4	49.9
40-50	97	25.1	74.9
50+	97	25.1	100.0
Total	387	100.0	

Table 3: Distribution of Age

According to Table 3, results show that, 30-40 years age group is the modal age with a relative frequency of 34.4%. The other age groups are: 40-50 years with frequency of 25.1% tallying with the 50+ years age group with relative frequency of 25.1% and finally 25-30 years at 15.5%. The age distribution is not normally distributed as shown in the histogram below.

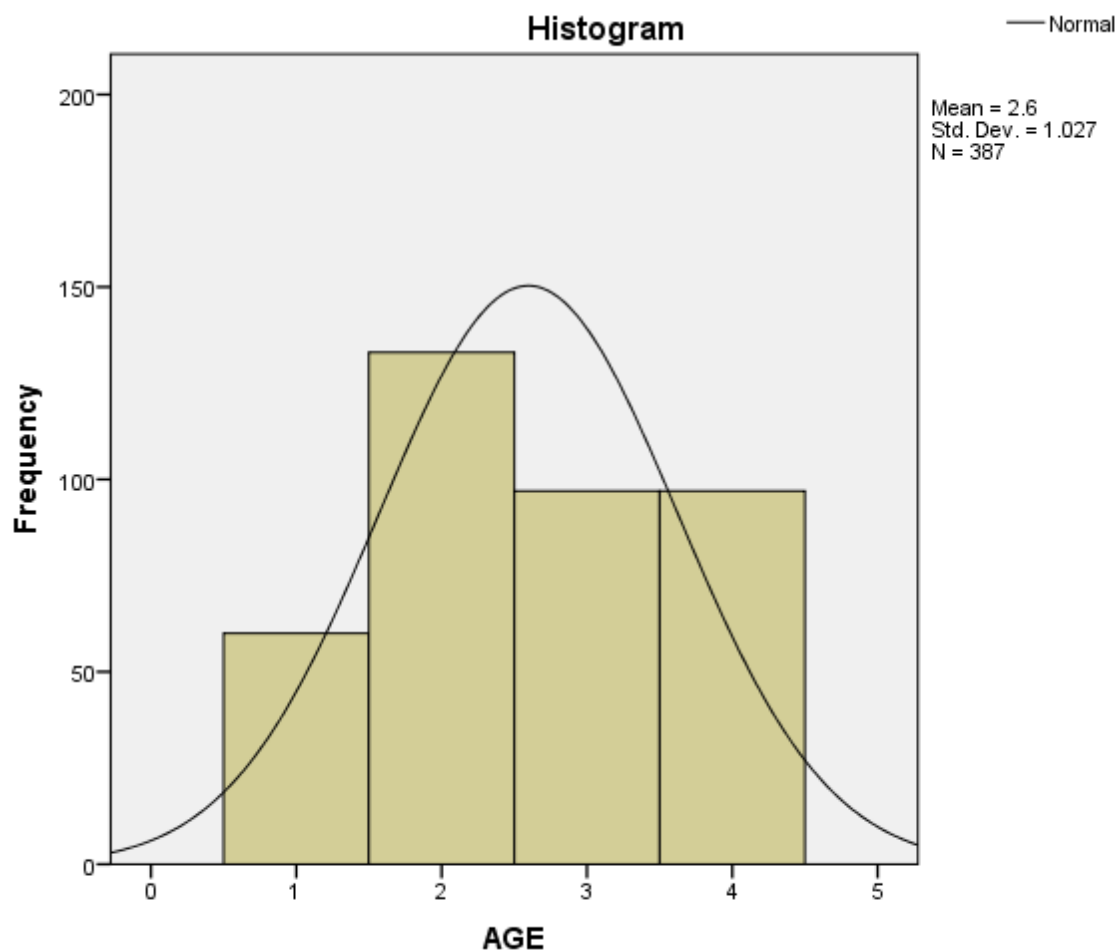


Figure 3: Histogram of age distribution

Table 4: Distribution of Level of Education

Education	Frequency	Percent	Cumulative Percent
Undergraduate	107	27.6	27.6
Masters	146	37.7	65.4
Doctorate	134	34.6	100.0
Total	387	100.0	

On the formal educational attainment, results showed that majority of the respondents have postgraduate (Masters) degree level with a frequency of 37.7% followed by the Doctorate degree with a frequency of 34.6% and finally the Undergraduate degree was the minority with 27.6%. The bar graph below shows the education level distribution of respondents.

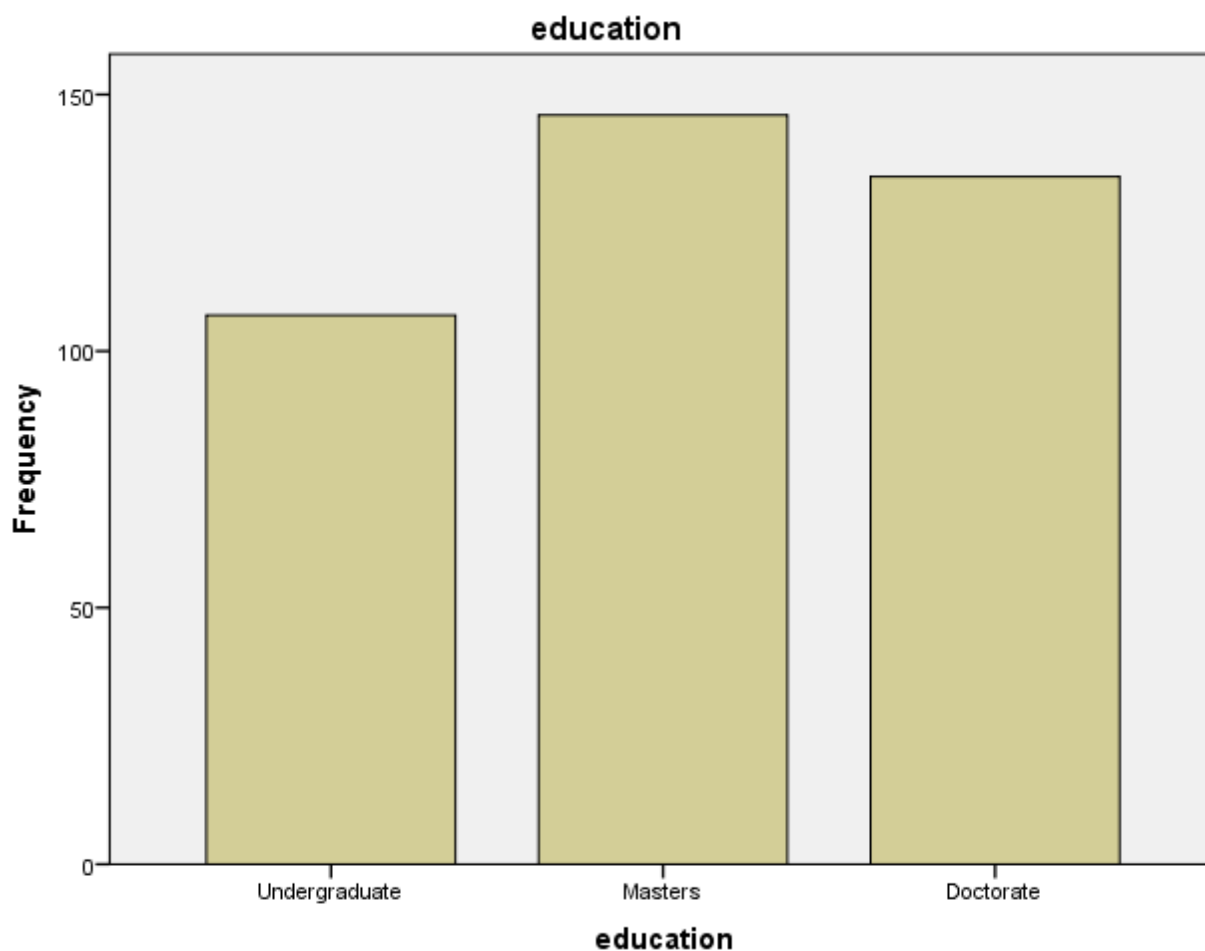


Figure 4: Bar Chart of Education Distribution

Experience	Frequency	Percent	Cumulative Percent
0-5	102	26.4	26.4
5-10	93	24.0	50.4
10-15	88	22.7	73.1
15+	104	26.9	100.0
Total	387	100.0	

Table 5: Distribution of Total Working Experience

The total working experience in years, the analysis realized that those who have worked for more than 15 years (15+) were majority with relative frequency of 26.9% followed by 0-5 years with 26.4%. The other working experiences were: those with 5-10 years of experience were 24.0% and finally those with 10-15 years of experience at 22.7%. The histogram display below shows the distribution of total working experience of the respondents.

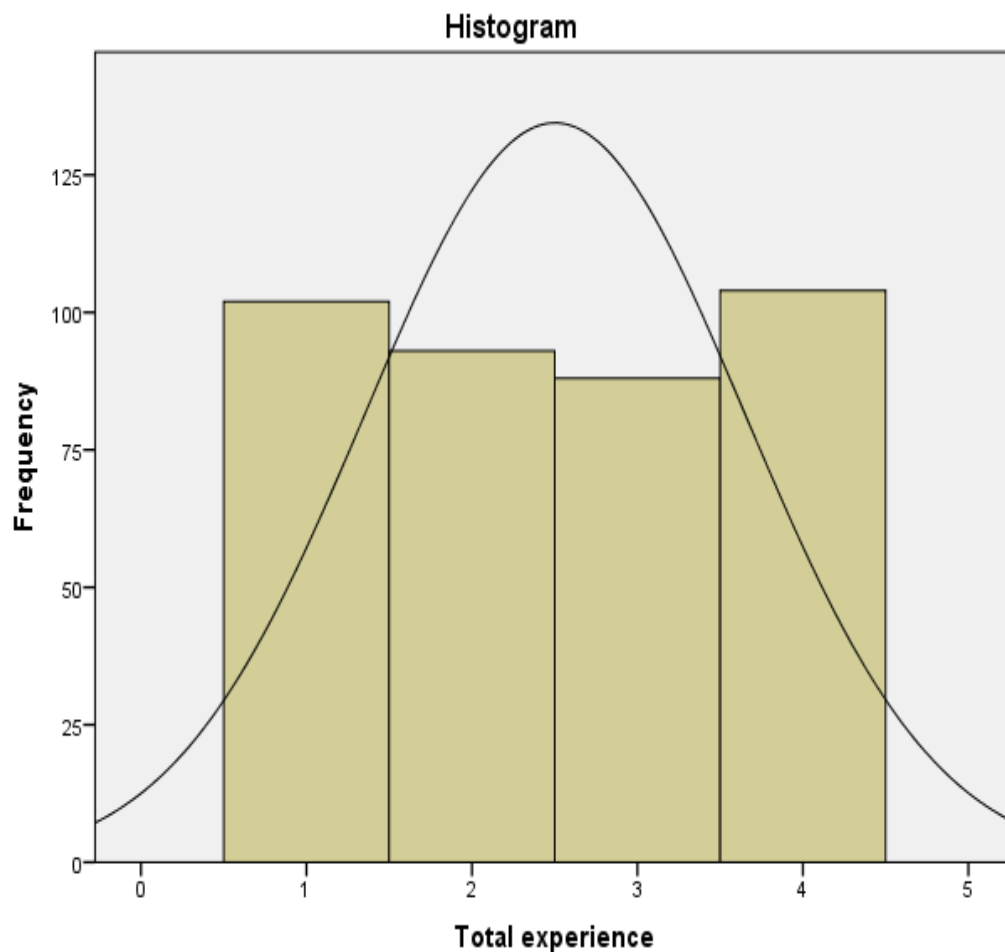


Figure 5: Histogram of Total Working Experience

Current Experience	Frequency	Percent	Cumulative Percent
0-5	97	25.1	25.1
5-10	85	22.0	47.0
10-15	96	24.8	71.8
15+	109	28.2	100.0
Total	387	100.0	

Table 6: Distribution of Working Experience in Banking Sector

The analysis realized that those who have worked for more than 15 years in their current place of work were the majority with relative frequency of 28.2% followed by 0-5 years with 25.1%. The other current working experiences were: 10-15 years of experience with 24.8% and lastly those with more than 5-10 years of current place experience at 22.0%. The histogram below shows the current working experience of the respondents.

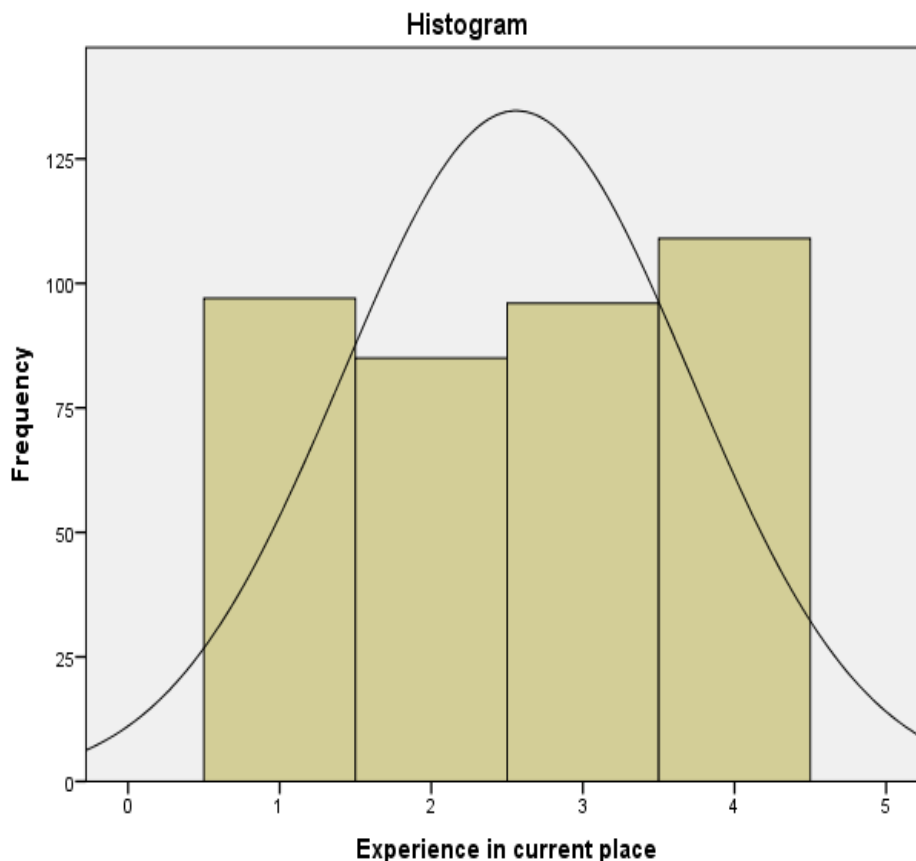


Figure 6: Histogram of Current place Working Experience

4.3 TEST OF HYPOTHESES

Hypothesis 1: Effect of Leadership Skills on the Rhetoric of Human Capital Development

In finding the effect on whether leadership skills distort the rhetoric of human capital development with specific reference to Distance Education Institutions in TamilNadu, India. The following hypothesis was tested using principal component analysis.

- **Null Hypothesis:** Leadership skills do not distort the rhetoric of human capital development with specific reference to Distance Education Institutions . Against;
- **Alternative Hypothesis:** Leadership skills distort the rhetoric of human capital development with specific reference to Distance Education Institutions

Factor investigated	Principal Components				
	1	2	3	4	5
Articulating a vision Factor 1	-.718				
Articulating a vision Factor 2	.574				
Articulating a vision Factor 3	.653				
Articulating a vision Factor 4	.744				
Articulating a vision Factor 5	.409				
Overall articulating vision effect	.635				
Providing an appropriate model Factor 1		.656			
Providing an appropriate model Factor 2		.584			
Providing an appropriate model Factor 3		.621			
Overall Providing an appropriate model effect		.620			

[illegible]**Table 7: Principal component analysis**

The principal component analysis results shown in Table 7 demonstrate that most of the principal components (factor loadings) on leadership skills: articulating a vision, providing an appropriate model, fostering the acceptance of group goals, high performance expectations, individualized support and intellectual stimulation were greater than 0.4. This indicated that the all leadership skills' factors significantly were distorting the rhetoric of human capital development in Distance Education Institutions in TamilNadu, India. Hair *et al.* (1998) cites that, the factor loading which is 0.4 is considered moderately significant whereas a factor loading of which is greater than 50% is considered very significant.

The results show that the factor loadings for: articulating a vision($r=0.635$), providing an appropriate model ($r=0.620$), fostering the acceptance of group goals ($r=-0.545$), high performance expectations ($r=0.728$), individualized support ($r=-0.491$), and intellectual stimulation ($r=0.549$) were almost equal or greater than 0.5. Therefore, these factors are both significant and either fairly correlated or strongly correlated to the rhetoric of human capital development in Distance Education Institutions. However, it was noted that; fostering the acceptance of group goals ($r=-0.545$) and individualized support ($r=-0.491$) inversely affected the leadership skills on the rhetoric of human capital development in Distance Education Institutions.

The principal component analysis also showed that; articulating a vision major contributor of leadership skills on the rhetoric of human capital development with 26.23% followed by, providing an appropriate model factor with 20.87%, fostering the acceptance of group goals factor with 16.07%, high performance expectations factor with 14.00%, individualized support factor with 12.51%, and finally intellectual stimulation at 10.32%.

Since the factor loadings are at least equal or greater than 0.5, the null hypothesis is rejected and the study concludes that the Leadership skills distort the rhetoric of human capital development with specific reference to Distance Education Institutions in TamilNadu, India.

Hypothesis 2: Effect of Organization Culture on the Rhetoric of Human Capital Development

In finding the effect on whether organization culture distorts the rhetoric of human capital development with specific reference to Distance Education Institutions in TamilNadu, India. The following hypothesis was tested using principal component analysis.

- **Null Hypothesis:** Organization culture does not distort the rhetoric of human capital development with specific reference to Distance Education Institutions. Against;
- **Alternative Hypothesis:** Organization culture distort the rhetoric of human capital development with specific reference to Distance Education Institutions

Factor investigated	Principal Components			
	1	2	3	4
Family orientation / Loyalty Factor1	.723			
Family orientation / Loyalty Factor2	.592			
Family orientation / Loyalty Factor3	.449			
Family orientation / Loyalty Factor4	.750			
Family orientation / Loyalty Factor5	.439			
Overall family orientation / Loyalty Factor	.591			
Open communication Factor 1		.445		
Open communication Factor 2		.616		
Open communication Factor 3		.727		
Open communication Factor 4		.404		
Overall open communication Factor		.548		
Team approach factor 1			-.530	
Team approach factor 2			-.591	
Team approach factor 3			-.462	
Overall team approach factor			-.528	
Knowledge of managers factor 1				.379
Knowledge of managers factor 2				.726
Knowledge of managers factor 3				.636
Overall knowledge of managers factor				.580
% Variance explained	32.14	26.78	22.16	18.92
Overall Factor Loading (r)	0.591	0.548	-0.528	0.580
Extraction Method: Principal Component Analysis.				

Table 8: Principal component analysis

The results shown in Table 8 demonstrate that most of the principal components (factor loadings) on organization culture: family orientation / loyalty, open communication, team approach and knowledge of managers were greater than 0.4. This indicated that the all organization culture factors significantly were distorting the rhetoric of human capital development in Distance Education Institutions in TamilNadu, India.

The results show that the factor loadings for: family orientation / loyalty ($r=0.591$), open communication ($r=0.548$), team approach ($r=-0.528$) and knowledge of managers ($r=0.580$)

These factors are both significant and strongly correlated to the rhetoric of human capital development in Distance Education Institutions. However, it was noted that; team approach with factor loading ($r=-0.528$) inversely influences the organization culture on the rhetoric of human capital development in Distance Education Institutions.

The principal component analysis also showed that; family orientation / loyalty was a major contributor of organization culture on the rhetoric of human capital development with 32.14% followed by, open communication factor with 26.78%, team approach factor with 22.16% and knowledge of managers factor with 18.92%.

Since the factor loadings are at least equal or greater than 0.5, the null hypothesis is rejected and the study concludes that the organization culture distort the rhetoric of human capital development with specific reference to Distance Education Institutions in TamilNadu, India.

Hypothesis 3: Effect of Training and Development on the Rhetoric of Human Capital Development

The effect of training and development on the rhetoric of human capital development with specific reference to Distance Education Institutions in TamilNadu, India was analyzed using principal component analysis. The hypothesis tested is;

- **Null Hypothesis:** Training and development does not distort the rhetoric of human capital development with specific reference to Distance Education Institutions. Against;

- **Alternative Hypothesis:** Training and development distort the rhetoric of human capital development with specific reference to Distance Education Institutions

Factor investigated	Principal Components		
	1	2	3
Learning performance factor 1	.565		
Learning performance factor 2	.815		
Learning performance factor 3	.856		
Learning performance factor 4	.808		
Overall learning performance factor	.761		
Individual Performance factor 1		.892	
Individual Performance factor 2		.906	
Individual Performance factor 3		.547	
Overall individual Performance factor 1		.782	
Organizational performance factor 1			-.574
Organizational performance factor 2			-.558
Organizational performance factor 3			-.562
Overall organizational performance factor			-.565
% Variance explained	55.62	28.86	15.52
Overall Factor Loading (r)	0.761	0.782	-0.565
Extraction Method: Principal Component Analysis.			

Table 9: Principal component analysis

According to results in Table 9, most of the principal components (factor loadings) on organization culture: learning performance, individual performance and organizational performance were greater than 0.5. This indicated that the all the training and development factors significantly were influencing outcome of the the rhetoric of human capital development in Distance Education Institutions in TamilNadu, India.

The results show that the factor loadings for: learning performance ($r=0.761$), individual Performance ($r=0.782$) and organizational performance ($r=-0.565$). These factors are both significant and strongly correlated to the rhetoric of human capital development. However, it was noted that; organizational performance with factor loading ($r=-0.565$) inversely influences the training and development on the rhetoric of human capital development in Distance Education Institutions.

The principal component analysis also showed that; learning performance was a major contributor of training and development on the rhetoric of human capital development with 55.62% followed by individual Performance factor with 28.86% and organizational performance factor with 15.52%.

Since the factor loadings are at least equal or greater than 0.5, the null hypothesis is rejected and the study concludes that the training and development distort the rhetoric of human capital development with specific reference to Distance Education Institutions in TamilNadu, India.

5. Discussion

From the research study it has been evident that human capital is considered to be a significant factor in the distance educational sector for delivering high quality educational services. The test of three hypothesis revealed that Leadership skills distorted the rhetoric of human capital development with specific reference to Distance Education Institution in Tamilnadu. The second hypothesis tested using principal component hypothesis was regarding the effects of organization culture on distorting the rhetoric of human capital development. As the p value was greater than 0.5 the null hypothesis was rejected and the alternate hypothesis was accepted, proving that organization culture distorted the rhetoric of human capital development with specific reference to Distance Education Institutions.

The third hypothesis that was tested in the study was regarding the effect of training and development on the rhetoric human capital and the results revealed that training and development indeed created an impact of the rhetoric of human capital development with specific reference to Distance Education Institutions under consideration..

6. Conclusion and Future Scope

Human capital is undoubtedly an important resource in the development process of the organization and it also plays a significant role in the economic growth and also contributes in reducing social evils like poverty, deprivations and reducing the economic disparity in India. Educational institutions are the key organizations behind the success of any country's citizens in the global arena. Distance education institutions are increasing in number in India in the recent times due to the high demand for pursuing higher education by working professionals across the nation. A rapid growth in the distance education sector has necessitated the need for institutions in adapting efficient human resource management strategies. This study makes it clear that training and development, leadership and organizational culture act as important factors in distorting the rhetoric of human capital development with respect to distance educations at Tamilnadu, India. This research has given an insight on the factors that distort the rhetoric of human capital development and management within Distance Education institutions which in turn will help them in enhancing their quality of education through better human resource management practices. The study which in the present context conducted with specific reference to Tamilnadu in future could be extended with respect to other educational institutions across India and can be even compared for identification of new factors that this study has left out to address.

Reference:

- Afroz A, Rahim KBA, Noor ZM, Chin L. 2010. Human Capital and Labor Productivity in Food Industries of Iran. *International Journal of Economics and Finance*, 2(4), 47-51.
- Alsayed. N (2014), Critical Factors affecting Human Resource Development in the Arab World, *Life Science Journal*, 11 (4s). 113-123.
- Andrews, D. & Crowther, F. (2002). Parallel leadership: A clue to the contents of the "black box" of school reform. *The International Journal of Educational Management* 16(4), 152-159.
- Atthakorn. S, (2013). Factors Affecting Human Resource Development Of Rajabhat University Lecturers In The North-East Region Of Thailand, Doctoral Thesis in Public Administration, Seri Thai Rd, Khlong Chan, Bang Kapi, Bangkok 10240, Thailand 211 p
- Aziz SFA (2015). Developing General Training Effectiveness Scale for the Malaysian Workplace Learning, *Mediterranean Journal of Social Sciences* 6 (4 S1).pp 47-56
- Barro. R and Lee. W 2010. A New Data Set of Educational Attainment in the World, 1950-2010. National Bureau of Economic Research Working Paper No. 15902, New York, NY: National Bureau of Economic Research.
- Berthon P, Pitt L, Ewing M & Carr C L (2002), Potential research space in MIS: A framework for envisioning and evaluating research replication, extension, and generation, *Information Systems Research*, 13 (4), 416- 427.
- Berry, B., Johnson, D., & Montgomery, D. (2005, Feb.). The power of teacher leadership *Educational Leadership*, p. 56-60.
- Barth, R. (2001). *Learning by heart*. San Francisco: Jossey-Bass
- Birky, V. D., Shelton, M. & Headley, S. (2006). An administrator's challenge: Encouraging teachers to be leaders. *NASSP Bulletin*, 90(2), 87-101.
- Carter C D (1997), *Doing quantitative psychological research: from design to report*, UK, Psychology Press.
- Crowther D and Lancaster G (2008), *Research Methods: A Concise Introduction to Research in Management and Business Consultancy*, UK, Elsevier Butterworth Heinemann.
- Dae-Borg, K. (2009). Human Capital and its measurement "The 3rd OECD World Forum on 'Statistics, Knowledge and Policy'" Korea 27-30 October, 2009.
- Danielson, C. (2006). *Teacher leadership: That strengthens professional practice*. Alexandria, VA: ASCD.
- Didenko. A, (2007), Educational Reforms In Spain And Estonia And Their Impact On Human Capital Growth, *On example of tertiary education in Estonia and Spain*, Master Thesis in Education , University of Oslo, 0313 Oslo, Norway 85p.
- Durga, W.K., Tribhuvan, N, (2015). Skill Gaps Analysis in Food Processing Industry with Special Reference to Fruits and Vegetables. *Asian Journal of Science and Applied Technology*, 4(2), 31-40.
- Gamage P.N. and Imbulana L. (2013): Training development and performance of employee: Evidence from Shrilanka telecom. *International Jour. of Marketing, Financial Services and Management Research*. Vol. 2 (9) PP. 12-24.
- George, D., & Mallery, P. (2003). *SPSS for Windows Step By Step: A Simple Guide And Reference*. 11.0 Update (4th ed.). Boston: Allyn & Bacon.
- Gupta M and Gupta D (2011), *Research Methodology*, New Delhi, PHI Learning Private Limited.
- Hair JF, Black WC, Babin BJ and Anderson RE 2010, 'Multivariate Data Analysis', Seventh Edition. Prentice Hall, Upper Saddle River, New Jersey.

- Kapstein. E, (2002), Virtuous circles? Human capital formation, economic development and the multinational enterprise, OECD development centre, Working paper 191, 26p.
- Kulvisaechna. S, 2005, The Rhetoric And Reality Of Developing Human Capital In The Organisation: A Case Study, Doctoral Thesis in Management, Judge Institute of Management, University of Cambridge, Trumpington St, Cambridge CB2 1AG, UK 249p.
- Kulvisaechna, S. (2006). Human Capital Development in the International Organization: Rhetoric and Reality. *Journal of European Industrial Training*, 30(9), 721-734.
- Kumar A (2002), Research methodology in social sciences, New Delhi, Sarup & Sons.
- Marimuthu, M., Arokiasamy, L., Ismail, M. (2009) Human Capital Development and Its Impact on Firm Performance: Evidence from Developmental Economics. *The Journal of International Social Research*, 2(8), 265-272.
- Mohamedi, M. & Ghorbanhosseini, M. (2015). Identifying and measuring factors affecting human capital development in social security hospital of saveh city. *Journal of Applied Mathematics in Engineering, Management and Technology*, 3(3), 131-141.
- Penda, S.T. (2012): Human capital development for agricultural business in Nigeria. *International Food and Agribusiness Management Review* **15** (Special Issue A), 89-91.
- Podsakoff, P. M., Mackenzie, S. B., Moorman, R. H., & Fetter, R. (1990). Transformational leader behaviors and their effects on followers' trust in leader, satisfaction, and organizational citizenship behaviors. *Leadership Quarterly*, 1 (2), 107-142.
- Starratt, R. J. (1995). *Leaders with vision: The quest for school renewal*. Thousand Oaks, CA: Corwin Press.
- Son. H, (2010), Human Capital Development, ADB Economics Working Paper Series, No 225, Manila, Asian Development Bank. 36p.
- Tang T.L.P., Kim J.K. and O' Donald D.A. (2000), Perception of Japanese organizational culture: Employees in non-unionized Japanese owned and unionized US-owned automobile plants, *Journal of Managerial Psychology* 15(6), 535-559.
- Weiten W (2010), *Psychology: Themes and Variations*, Cengage Learning, USA