

## Social Capital and Human Resources Development: A Knowledge, Attitudes and Practices (KAP) Analysis

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**ABSTRACT:** The scope of human resource development has become global and holistic and sociological concepts and perspectives have been incorporated to get a good knowledge of the social networks, values norms and other social as well as political institutes of the society which affect in one or another way the individuals, organizations and even nations. The core purpose of the study was to study the knowledge, attitude, and practice of PIDE students about social capital as a crucial factor in determining shape and pace of human resources development. Pakistan being a developing country is in dire need of trained, skilled, and educated work force. We tried to find out that the global changing trends do have an effect over here in Pakistan by using the KAP analysis. Structured questionnaire was used to collect primary data from the respondents (PIDE students) selected through simple random sampling. Focus Group Discussions (FGD's) was also held for M.Sc., M.Phil. and PhD students. The results explained a lack of knowledge on the part of students about social capital or its importance. The social capital was an unheard word for the students of all level and they render it less important for any particular development policy. This baseline survey has opened up new vistas of opportunities for further digging up of Social capital.

**KEYWORDS:** Social Capital, Human Resources Development, KAP Analysis.

### 1 INTRODUCTION

The post-crash world (The world after the financial meltdown) demands new ways to deal with old questions, both physical and meta-physical. The globalization of the commodity and financial markets and international division of labour is pushing the old demarcation of space and time towards altogether new frontiers. To meet this new evolving spatial and temporal reality, all disciplines of knowledge are facing a dilemma of scope and spread, a problem of both ontology and epistemology. The neoclassical "Methodical individualism", as a methodology of analysing the nature of reality, has got a severe brunt with rising dissent from all the corners of scholars (Varoufakis and Arnspenger, 2006). The new behavioural and Experimental Economics School are winning new admirers even in the heart of United States, the bastion of neoclassical Economics.<sup>1</sup> A paradigm shift (As explained by Thomas Kuhn in the "The structure of Scientific Revolution) is on way not just in Economics, Development Economics and Human Resources Development (HRD) but also in all disciplines of social sciences. The evolution of HRD from the enclaves of Human resource management (HRM) cannot be comprehended by overlooking

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<sup>1</sup> *The Rational Animal: How evolution made us smarter than we think* by Douglas T. Kenrick, Vladas Griskevicius is an important reading regarding this change of paradigm happening in the field of Economics.

the changing patterns and dimensions of knowledge creation and accumulation through the Hegelian principle of *Thesis*, *Anti-Thesis* and *synthesis*.

The clear-cut division of social sciences into disciplines is rebutted by the adherents who insist on looking reality as a “whole”. The implications (of looking at reality as a whole) for the discipline of HRD are consequential. It has initiated a strong and relentless debate over the defining the scope of HRD (Lee, M, 2001). The main thrust of the HRD in past has remained largely to spark the hidden potentials and capacities of the citizens (IHRD), Workers/Employees and labour force at large. However, as new research in sociology<sup>2</sup>, Economics<sup>3</sup> and Development Economics<sup>4</sup> proved the importance of social structures, institutions, and level of development in determining the outcomes for both individuals and nations, The social environment in which humans as agents live, act and procreate moderate their interactions. These new findings, which certainly owe their existence to the failure of neoliberal policies in developing world, provided the raw material required for the emergence of HRD as a distinct field for tapping the unused human potential.

Economics usually and conventionally elaborated and emphasized the importance of accumulation of physical capital as mandatory component for economic development. All previous models and theories (Harrod-Domar and Solow models) were characteristically accentuated the importance of accumulation of Physical capital for the “catching-up”, desired by all developing nations. However, the outcomes of policies designed, pursued, and implemented in this spirit (i.e. Import substitution) could not meet the standards presupposed by policy-makers all over the world. The “Performance lacunae” gives the impetus to diverge research into new dimensions in Economics and brought forth the “Human Capital Theory”. Therefore, the policy narrative under the onslaught of “Market counterrevolution” take a tilt and comprehensive, national HRD plans were become the most sought ingredients for nurturing human skills all around the globe (Shinbok et al.)

Human beings for material, spiritual and emotional furtherance knit social relations. These social relations through the march of history stratified into hierarchical and horizontal networks and structures. Individuals extract capital, distinctively due to their social positioning in these networks and structures, usually comprehended as social capital(Bourdieu, 2008). Social capital is taken both as economic and sociological concept that inhere within the social networks of society as an actual or potential resource available to individuals (Bourdieu, 1985). It can also be defined as a spatial or structural advantage accrues to individual in form of quality as well as equality of opportunity, within a well-functioning, politically stable, and socially cohesive society. As natural resources endowed by nature gives a platform to future progress and prosperity, the social capital also acts as a launching pad for human development. (Coleman 1988). Nevertheless, different forms of social capital and their corresponding functions in particular context require an in-depth analysis of the mechanism through which it helps as a tool of social integration, bonded solidarity and development.

Pakistan’s HDI rank is constantly dropping for the last couple of decades (Recently it is at 146<sup>th</sup> position). The unemployment is increasing and according to Economic Survey of Pakistan (2012-2013), it has touched the mark of 8% per annum and increasing by every passing year. The deteriorating social and Economic indicators are causing both misery and instability, which is one of the factors affecting terrorism and extremism<sup>5</sup>. A cursory look at the age composition can tell that most of the population lies in between the age bracket of 15-35(Economic Survey 2012-13). The urbanization rate is highest and according to the projections of government of Pakistan, 140 million peoples will be living in cities by 2030<sup>6</sup>. Can this increasingly urban and young population provide the “demographic dividend”? This question needs serious attention of all stakeholders in Pakistan.

A multi-ethnic and cultural polity, it (Pakistan) needs to tap the potential of these human resources. The social and political structures of past (colonial legacy), traditional hierarchies, uneven development fuelled the divergence in different regions in Pakistan. A comprehensive, inclusive national HRD plan, on the lines of South Korea is required for a consistent and stable economic growth. The plan of paper will go as following a) literature review, separately for HRD and Social Capital b) Survey results and discussion c) FDG’s results and interpretation d) conclusion.

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<sup>2</sup> *The Social Structures of Economy by Bourdieu (2005) provides an insightful relation of social cosmos and economic exchange.*

<sup>3</sup> *The emergence of new Institutional Economics reveals the importance of institutions in production and exchange.*

<sup>4</sup> *I would endorse the view of Naqvi (1993) that development economics is a separate paradigm and discipline from Economics*

<sup>5</sup> *Shahid javid Burki, Inequality and Extremism. Daily tribune 24<sup>th</sup> feb 2014.*

<sup>6</sup> *Economic Survey of Pakistan, Chapter12, population, labor force and Employment.2012-2013.*

## 2 RATIONALE OF THE STUDY

The idea of this study came into being while we were taking an elective course of Human Resource Development. We were shocked when we found out during our research that the ministry of Human resource Development do not have any single preliminary study (national or regional) on Human Resource development, expecting a national policy was totally absurd<sup>7</sup>. Very few studies were found relevant to Pakistan or conducted by Pakistani researchers. The national commission for Human Development (NCHD) is private public partnership initiative lacked any serious research or policy endeavour taken since its creation in 2002<sup>8</sup>. As noted above, new insights proved that both research methodologies and policy narratives must be context specific for better outcomes. That status of the Pakistan is completely different from other South Asian and South–East Asian countries, which have national and state level ministries and national plans for HRD. Therefore, it seemed (Both then and now) appealing and rational to us, that investigation must begin from bottom and in a more holistic framework, which can provide insights for national Development policy at large.

## 3 RESEARCH QUESTION

- What is the status of common sense knowledge and perceptions of research students at PIDE?
- What importance they attribute to Social capital in developing Human Resource development?

## 4 METHODOLOGY

The metamorphosis in the discipline of HRD and in the theoretical conception of social capital (A missing link) demands a through and comprehensive review of the literature. The unavailability of any prior research (in Pakistan) also makes it mandatory to delve into an exploratory design and methodology. Social capital in Pakistan is mostly read, taught, and researched in the context of civil society organizations and Rights advocacy. It did not get considered or treated as a policy tool or a missing link as Fine (2002) explained. Therefore, it was logical first to have a preliminary knowledge about the perceptions, attitudes, and practices of students, fellows, and researchers at PIDE<sup>9</sup>. To supplement the KAP survey Focus group discussion was also arranged to bridge the lacuna of information in survey sample. Out of the total population of 400 students, hundred respondents were selected randomly. Students from all levels (MSc to PhD) and departments were contacted both for questionnaire distribution and for FGD participation. An advertisement was made through Facebook and notice board for finding participants who have knowledge about Social Capital and Human Resource Development, unfortunately Very few responses were received. Therefore a FDG conducted by nomination and acceptance by the participants.

*Table 1 Data Collection Methods*

Data Collection Method	Participants/Respondents	Number of participants/respondents	Sampling Procedure	Inclusion Criteria
Survey	Students	66	Random Sampling	Student, fellow of PIDE
FGD1	Students, fellows, researchers	6	Purposive	Student' researcher at PIDE
FGD2	As above	6	Purposive	As above

<sup>7</sup> <http://www.ophrd.gov.pk>.

<sup>8</sup> <http://www.nchd.org.pk>.

<sup>9</sup> Majority of public policy makers, research analysts comes from this institute in Pakistan.

**HUMAN RESOURCES DEVELOPMENT**

Human resource development is quite an old field of profession but increasingly becoming a new discipline of knowledge (Swanson, 2001). HRD as a distinct field of knowledge passes through many evolutionary periods. Nadler (1970) defined HRD as a series of activities organized to conduct a behavioural change. The underlying theory was psychological while the intent was to change behaviour in such a way that improves performance. Maclagan (1983) defined it as the process of learning through training of individuals to prepare them for their present and future jobs. The key concepts are training and development and underlying theory was too psychological. Smith (1990) by using the core theories of Economics, Psychology, and performance system defined it as the process of organizing and developing human resources of an organization for the benefit of both the individual and organization. Swanson (1995) defined it as a process of unleashing human expertise through organization development and personal training and development for improving performance. Then the new challenges posed to the organizations, individuals and nation states have changed the whole picture for HRD professionals and theorists. These new forces which challenged the old thinking and suggested new roles and needs which the HRD have to prove its vitality as a distinct discipline of knowledge were expansion of trade, outsourcing, globalization, and responsiveness of trans-national organizations and HRD professionals towards these historical new challenges (Devdas et al 2008). Hartenstein (1999) showed that HRD has to recognize, address, support, and humanize the global culture and enabling the individual to operate in it. Globalization has also highlighted the uneven economic and social development and underlying disparities in skills and education were made more visible specifically among developing nations (Stiglitz, 2002; UNDP, 2003b; World Bank, 2003). HRD which was once confounded to the organizational goals suggested new roles of building new systems to face the uncertainties, system development for organizational renewal and knowledge creation to knowledge management for the purpose of making organization more competitive Rouna et al.(2003). The emerging new need of 'T shape' skills also required by HRD professional that combines the vertical knowledge of HRD itself and horizontal connection with other disciplines ( Marsick, 2007).

The direct challenges to HRD as identified by (Rouna et al. 2003) are a) Organizational presence and recognition b) evaluation and return on investment c) HRD's identity (core competencies and advantages) d) HRD stakeholders (to whom it may serve such as organization, community, individual or nation).

Therefore, HRD widens its boundaries to meet the challenges thrust upon it by the structural, political, and historical forces. Its scope subject matter and underlying theoretical paradigms transformed themselves to a new level. HRD acquired new names like IHRD, GHRD, and NHRD describing international, global, and national dimensions human resource development respectively. Another classification of differentiating between 'new' from 'old' practices is categorized as 'MHRD and THRD' modern and traditional human resources development (Devdas et al. 2003).

The quality of human resources played an important role in human development and key to a nation's future. The annual publication of UN and national governments of Human development resources report pushed the HRD once a component of HRM into a separate policy institution for a comprehensive policy for the skill development ( Metcalfe & Rees 2005). International organizations like ILO (2003) pin pointed the duty of national government for HRD strategy implementation. The concept of learning and human capital development in local and social context also incorporated in the realm of NHRD. Therefore, government agencies especially in developing and transitional societies have also drawn on international codes for learning devised by ILO and OECD (Kuruvilla et al. 2002; Ashton et al, 2002). "*Learning and training for work in a knowledge society* (ILO, 2002) and *Knowledge management in the learning society*" (OECD, 2000) is good examples of strategy documents that have influenced the national policy development. Middle East countries like Bahrain, Jordan, Kuwait, Oman and United Arab Emirates all devised national human resource development programs to answer the growing global requirements (UNDP, 2003b; Metcalfe & Rees, 2005). Even the developed countries as USA, Japan, and France are also launched their NHRD plans. USA followed a decentralized approach to promote human resource development. Education, labour, and Energy departments controls the vocational educational for adults, employment, and job training and human resource development in science and technology respectively. While the federal policy focuses on certain classes and vulnerable groups state governments are generally focusing their residents (Kim, lee, Jung, 2009). The Educational Reform Plan for the 21<sup>st</sup> century (2001) laid the foundation for the national human resource development in Japan. New laws by the Diet (Japanese parliament) enacted in 2002 in order to develop a comprehensive policy for consolidating the training and skill development in universities, schools and colleges. Malaysia also developed Ministry of Entrepreneur and Cooperative Development (MECD) to develop skill entrepreneurship which can meet the challenging demands of global and competitive economy in which work has become highly sophisticated and evolving technology always required new skills to earn a livelihood (Othman, 2009).

NHRD is closely linked with the HD (human development) (Wang & Swanson 2008). However, HD springs out from NHRD, as aforementioned scholars argue. Therefore, in order to formulate a sound NHRD policy it has to be stood on strong

theoretical ground. However, either this discipline will develop its own theory or follow a multi-dimensional path of incorporating other disciplinary theories is yet unresolved. Swanson (2001) purposed that HRD should base its theoretical framework on Economics, Psychology, and System theories. While NHRD can base itself or take help from Development Economics, Anthropology, Political science and Development sociology ( Wang & Swanson 2008). While the other school of thoughts with the argument that to define HRD is to play into the hands of the socio-political demands of our times. Lee (2001) in her seminal article ' A refusal to define HRD' reject all efforts of defining HRD with the argument that the common western philosophical world-view of looking at reality and entities as defined and finished products is dated back to Parmenides. Nevertheless, the Heraclitean world-view of looking at reality and phenomenon not as *being* but as a *process* is the way to look forward. Therefore, it will be unwise to put desired meanings to the concept of HRD. Nevertheless, in order to devise and develop a national plan for HRD local culture, belief system, attitudes and the nature of social interactions is getting serious attention all over the world.

## SOCIAL CAPITAL

The classical economics identified Land, Labor and Capital as resources to economic growth. In 1960's neo-classical economists, T.W.Shultz and Gary Becker identified another resource which is necessary for the better and efficient use of all three other resources that resource termed as Human capital (Woolock, 1998). Social capital is determine by the social structure, networks and institutions of a society that how they interact with each other and with the individual. The intangible world of these networks and institutions also provides an inherent resource to the individuals, communities, and societies/nations, named as Social Capital. The social capital has two prophets, Pierre Bourdieu and James Coleman, while one high priest Robert Putnam<sup>10</sup>. Bourdieu mostly configured social capital with cultural capital as a measure of class distinction and preservice of social hierarchy. While Coleman and Putnam both looked it as a "Missing link", a promoter of civic engagement, economic development, and liberal democracy.

During recent years, the concept of social capital has become one of the most popular export from sociology into everyday language generally and HRD specifically. In spite of its recent popularity, social capital is not new for 'Economic Sociologists' and its use has dated back to Durkheim and Marx (Portes 1998). However, its modern meaning and use become pervasive after the failure of development policies in 'Third world and old communist countries' (Woolock, 1998). The miserable conditions and prevalence of poverty existed in all these countries, most of the social scientists agreed due to lack of trust, information and reciprocity inheres within the social networks of these societies (Woolock, 2000).

The social capital defined by Lin (2001) is simply the investment in social relations for realizing profit at the market place. Nevertheless, this definition limit social capital to just an economic incentive accrues to individual. While it remains silent on the civic and political aspect of community and State-society relationship. Pierre Bourdieu (1985) defines social capital as *"the sum of resources, actual or potential (virtual) that accrues to an individual or a group by virtue of possessing a durable network of more or less institutionalized relationships of mutual acquaintance and recognition"*. Here social capital used in context of spilling over benefits to individuals by the virtue of their position held within the social networks. In addition, this acquaintance heavily affects the future of the individual. Quality of the information received by the individual is exclusively defined by the status of networks he/she belonged (Bourdieu, 1986, 1992). The individual freedom and human agency to influence the structures of society and his/her vertical mobility is completely denied (Jenkin, 2000). Coleman (1988) identifies the Functionalist dimension of social capital. He describes it as the resource embedded within the social structure available to all actors (individuals or groups), and aid towards the micro-macro transition without elaborating the social structure details through which occurs (i.e. underground study circles of Bolsheviks in Russia and then popular revolt of 1917). Social Network theorists define it as simply one's non-rational ties (Woolock 1998). Public-choice theorists seeks relation between state and society reciprocal but the conservative like Fukuyama purposes an inverse relation between state intervention in economy and functioning of social capital ( Fukuyama, 1992).Fukuyama (2001) identifies a relation between historical cultural norms and values with economic development. He linked the Weber's theory of Protestant ethics and rise of Europe with recent rise of China and Confucian ethics embedded in Chinese cultures. Nevertheless, every culture is a complex mix of elements which back or hinders development. It depends which one is being studied. Social capital is present in a society in several forms. It can be embedded within the structure of society as being the obligations, expectations, and trustworthiness of structures, in the form of potential information channel by reducing the cost of information for the members and as a

<sup>10</sup> John Harriss , *depoliticizing development the world Bank and Social Capital*.

norms and effective sanctions giving security, control, and cohesion to its structures and members (Coleman 1988, Kastz and Lazarsfeld 1995).

Most empirical and theoretically coherent advances were made in 1990's namely Ethnic entrepreneurship studies (micro-level) and comparative institutionalist studies of state-society relations (Macro-level) (Woolock, 1998). This study provides new angles to study social capital as a resource present between the macro and micro structure of society. Woolock (1998) synthesized as,

*"At the micro level, I will henceforth refer to embedded-ness (i.e., intra-community ties) as Integration, and autonomy (i.e., extra-community networks) as Linkage. Embedded-ness (i.e., state-society relations) at the macro level will be referred to as Synergy, while autonomy (i.e., institutional coherence, competence, and capacity) will be identified as Organizational Integrity".*

At the micro level, the social capital is "Bonding" of intra-community (familial) relationships and "Bridging" Extra-community (distant associates, friends, acquaintances, or groups) relationships in order to expand the resource pool for individual. While, the credibility and capability of state in building inclusive institutions gives the required "Linkages" gives the right set of "Equal opportunity" to individual and collective actors to move towards a stable livelihood. That is why World Bank (2003) defined it as a whole of institutions, networks, relationships, and norms guarding and shaping the quality of society's interactions.

#### Social Capital and Human Resources and Economic Development:

HRD can be split into its two most important constituent parts a) Health b) Education. Then the effect of social environment on the capacity and skill building can be analysed. Social dimension do not take the required attention for development theory and policy narrative during the height of cold war (Woolock, 2000). The end of cold war and rise of market fundamentalism (Todaro, 2010) was resulted in trade liberalization and increased demand for skilled labor. Social dimension included into the discourse of development by providing opportunities to individual for better future (Woolock, 2001). Education for developing human resources gain the focus. Some studies found that most important type of social capital is formal and informal education that links generations of people (Montgomery, 1990).

The link between the social capital and health is very ubiquitous and pervasive. A healthy person can utilize his/her potential more efficiently and more vigorously. There is a very close relationship between the health and education. There is considerable evidence that good education of mother leads to good health of a child. Health status of child also helps in good school performance. Healthy work force means more productive, less absents and more wages which will leads towards higher income. The role of health in economic growth is critically important. The physical and psychological health of individual and its impact on economic activity has been extensively researched in last decade. Campbell et al (1999) finds out that the society or community with social capital (dense social networks, civic activity) is healthier and feels an obligation to help each other. The Britain NHS (National Health Survey 2003) study of youngsters and children shows that the sense of belonging, bonding with friends and good family relationships (social capital) is what children gives worth. In addition, the presence of it (Social capital) can have plausible and positive psychological effects on children. Kawachi (1996) finds out that the professional men in US without social networks were likely to die of cardiovascular diseases. The poverty, inequality, and lack of state health facilities in developing world too make the social networks more important in combating diseases and accident. Social capital at community level also increases the working capacity of individual and specifically in developing societies increased the income, efficiency, and cohesion of community.

Schmidt and Robinson (1995) found that social capital reduce the transaction cost of society. In market economy, the flow of information among the "actors" is important therefore, presence of healthy networks reduces the cost of disseminating of information. Fafchamps and Mintens (1999) discovers crucial bonds to understand social capital as an informal channel for acquiring an insurance against liquidity risks among the traders of Madagascar. Reid and salmen (1999) study identify trust as a key factor in the success of agriculture extension in Mali. They identified the good mix of micro/macro and structural/cognitive form and scope of social capital. The trust between farmers among themselves, trust on extension workers and the trust of extension worker on national organizations improve the quality of work ( Grootaert, 2001). This study also identified crucial links between the micro and macro level of social capital and how both reciprocate each other. In rural communities another empirical study by Isham and Kahkonen(1999) identify that social capital just not increase the livelihood of farmers but also increase access to good and services which shows the characteristics of public good. The villages with high level of social capital with active associations and civic participation made it possible to work together for the supply of piped water. Bates (1999) studied at macro level the role of social capital in bonding different ethnic groups into a nation. He also purposed that the party who has won the election should not form government alone but also give space to other local and regional power. Sharing of power at national level reduce the danger of ethnic conflict.

5 RESULTS AND DISCUSSION

KAP SURVEY

The response rate of the survey was neither quite high nor low but satisfactory. The sample of 100 students was taken from PIDE. The questions in the question paper was categorized in three categories; Knowledge, Attitude and Practices of students how they perceive social capital, how it affects their attitude and daily life activities and how it affects in developing human resources. The questions were asked covering three dimensions of social capital; Bonding, Bridging and Linking.

All the three components of KAP survey separately are discusses separately

KNOWLEDGE

Most of the respondents have heard read or listened about social capital (fig.1). When asked about the reason of ignorance, majority answered; lack of interest. Those who replied in affirmative, when asked how they would define the impact of social environment on availability of opportunities to individual, 23% replied ambiguously which reflect lack of conceptual knowledge of social capital. All of the PhD respondents, because of their higher experience and years of study were more familiar with Social capital. The students with less year of education were less acquainted with it. 87% of the respondents believed that Social environment especially at family and community level motivate, provide resource, disseminate information, and offer opportunities to individual for better future. While "linking" dimension of social capital was somewhat answered either negatively or unenthusiastically which reflects lack of trust over state institutions and an evident apathy towards state. 13% of the respondents believed that there is no link between the health and social cohesiveness of a community whereas 44% were agree on this stance. The female respondents particularly were more "neutral" in responding to this question. The reason can be less socialization opportunities available to them.

46% of the respondents were agreeing that trust could play an important role among community members or colleagues which can increase efficiency of individual and ultimately of that organization whereas 43% were strongly agree. A strong tendency was present in the results that "bridging" of resources can help is mutually beneficial for sharing parties. This act of reciprocity was admired and liked by the respondents but on the same hand 53% respondents also assumed that the act of reciprocity in general is reduced in last five years in their communities.

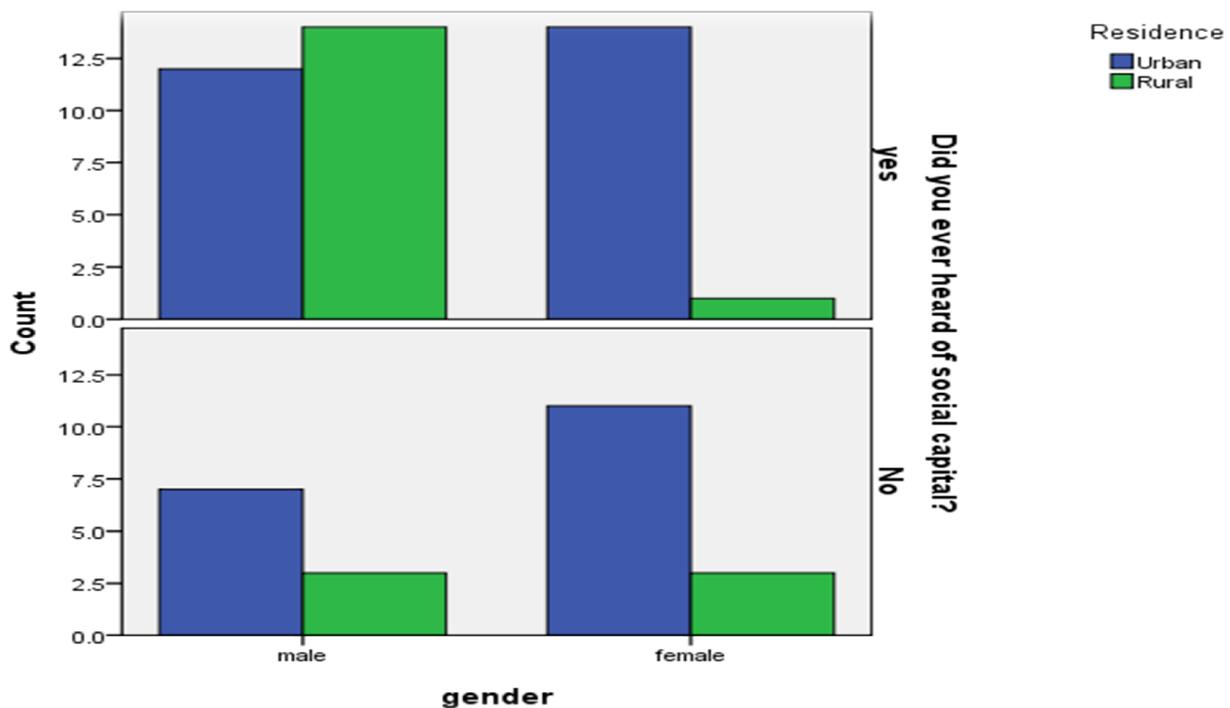


Fig.1 Information about Social capital, Gender and Residence Based

The respondents were mostly familiarized to social capital through formal education (53%), 23% heard it in TV programmes, while 24% of the respondents read it in newspaper article or during supplementary reading. The unfamiliarity with the concept is relatively high in females living in urban areas, no appropriate justification can be provided except the lack of introduction to Economics or social sciences during undergraduate and high school education. PIDE and Quaid-e-Azam University both are premier public institutes and are in close vicinity of each other. There is a

Table.2 Coordination Failure among Institutions and need of reciprocity

Act of reciprocity between PIDE & QAU will help the both institutes.

Count

Residence			Act of reciprocity between PIDE & QAU will help the both institutes.					Total
			Strongly agree	agree	neutral	disagree	strongly disagree	
Urban	gender	male	11	6	2		0	19
		female	7	14	3		1	25
	Total		18	20	5		1	44
Rural	gender	male	6	9	1	1		17
		female	1	3	0	0		4
	Total		7	12	1	1		21

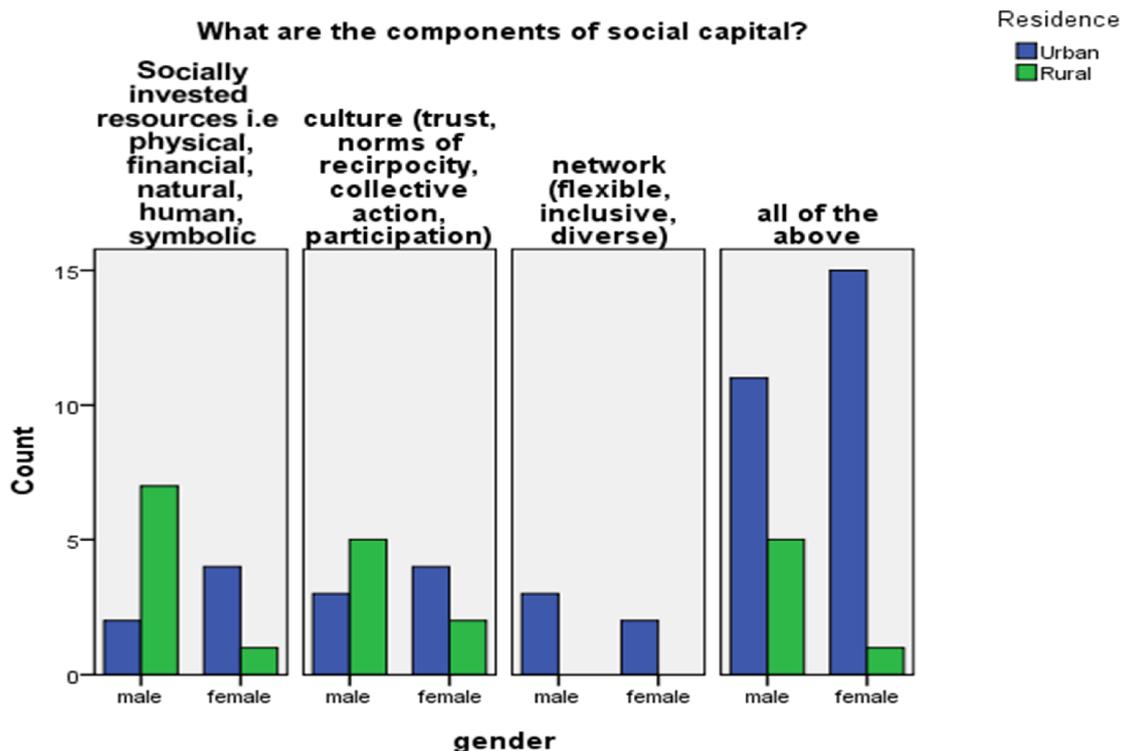
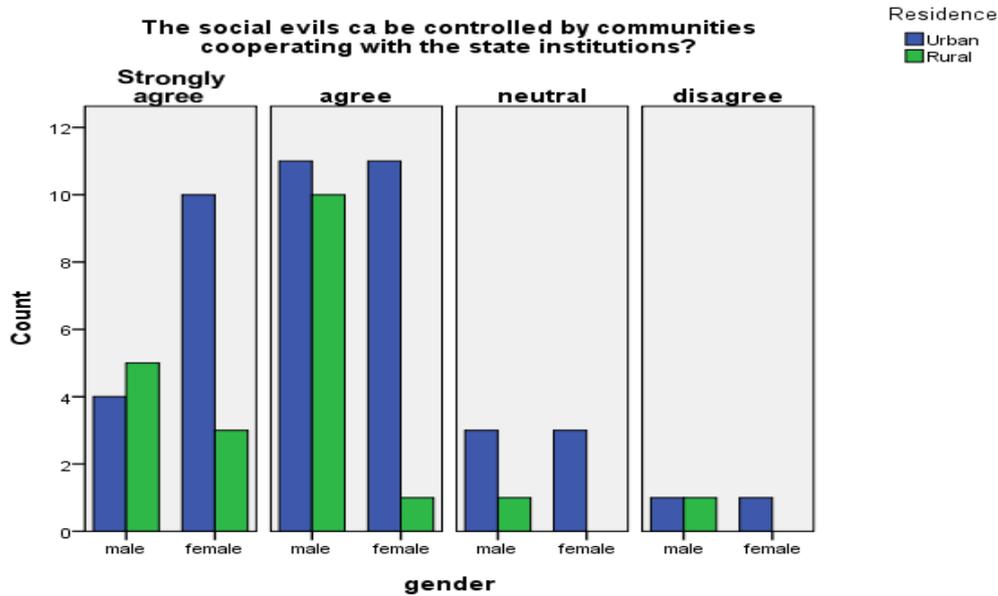


Fig.2 components of Social capital

The above figure clearly reflects that most of the respondents were confused about the exact conception of social capital, and what are its components? This finding also re-enforce the hypothesis that social capital is very much least understood concept. Even in the premier institute, the marginal and ambiguous understanding reflects the poor state of Human Resource Development.

**ATTITUDES AND PRACTICES**

If the knowledge about Social capital and its affect upon Human resources development was marginal, the attitudes of respondents towards social aspect of community life were strongly positive. Most of the respondents emphasized that the imposition of law and effective provision of justice is a pre-requisite of economic development; they endorse the general opinion (influenced by popular narratives spread through globalization) that value collective action, prize institutional stability and recommend civic engagement. As below, it is noted that overwhelming majority of the respondents emphasized the importance of cooperation between law enforcing agencies and citizens



**Fig.3 Attitude about linking community with State for controlling crime rate**

However, the next response about the same dimension (linking) of social capital was altogether different, overwhelming majority of the respondents replied in negative when asked about helping the police in enforcing the law (Fig.4). The reason of such dissonance in perceptions and opinions can be equated to trust deficit between citizen and state institutions. This trust deficit is one of the most important ( linking dimension of social capital) but lacking thing, which certainly not just a problem of Pakistan but a norm of all Post-Colonial States.

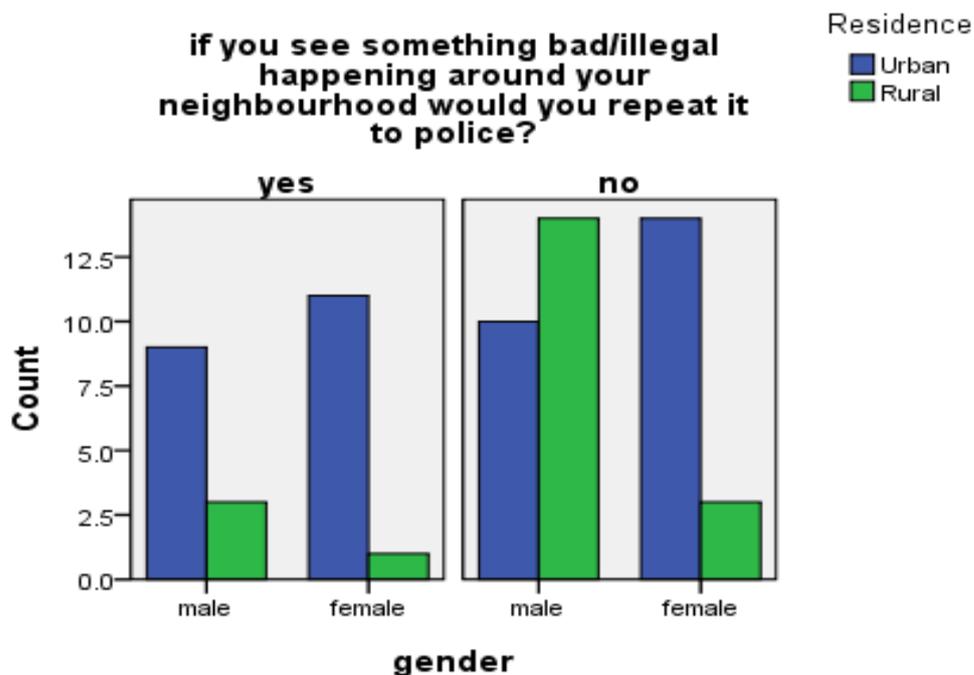


Fig.4 Contradiction between beliefs and action (attitude and Practise)

One empirical finding (fig5) reflects the trend in practices of the respondents, a lack of linking social capital across the communities. Most of the respondents did not donate blood at large and especially not to people other than relatives or acquaintances.

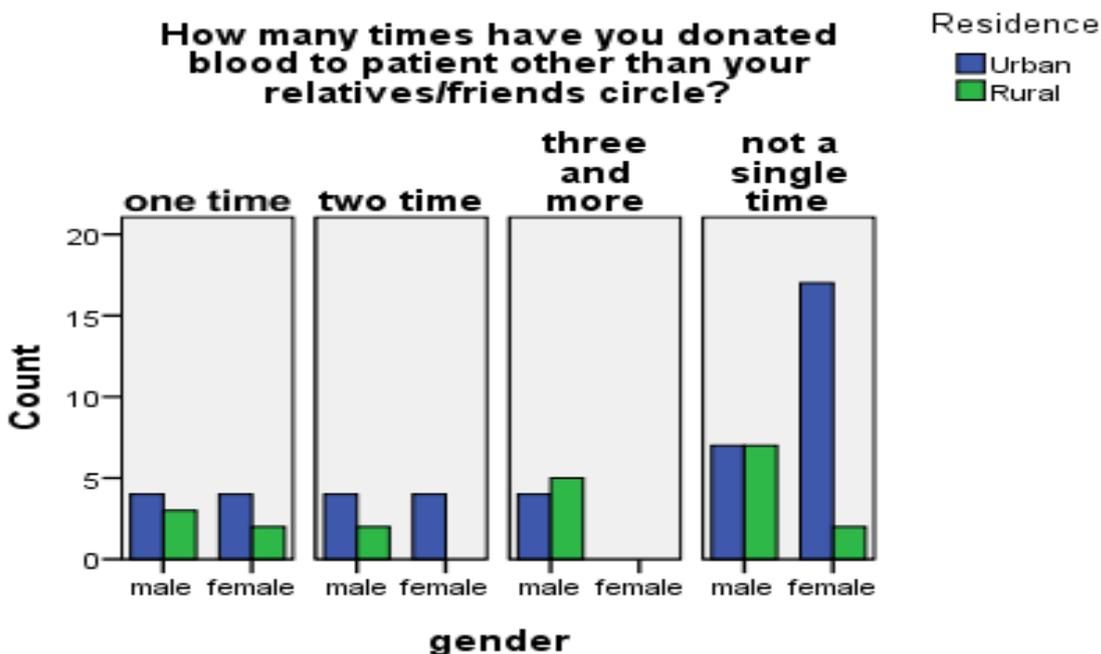
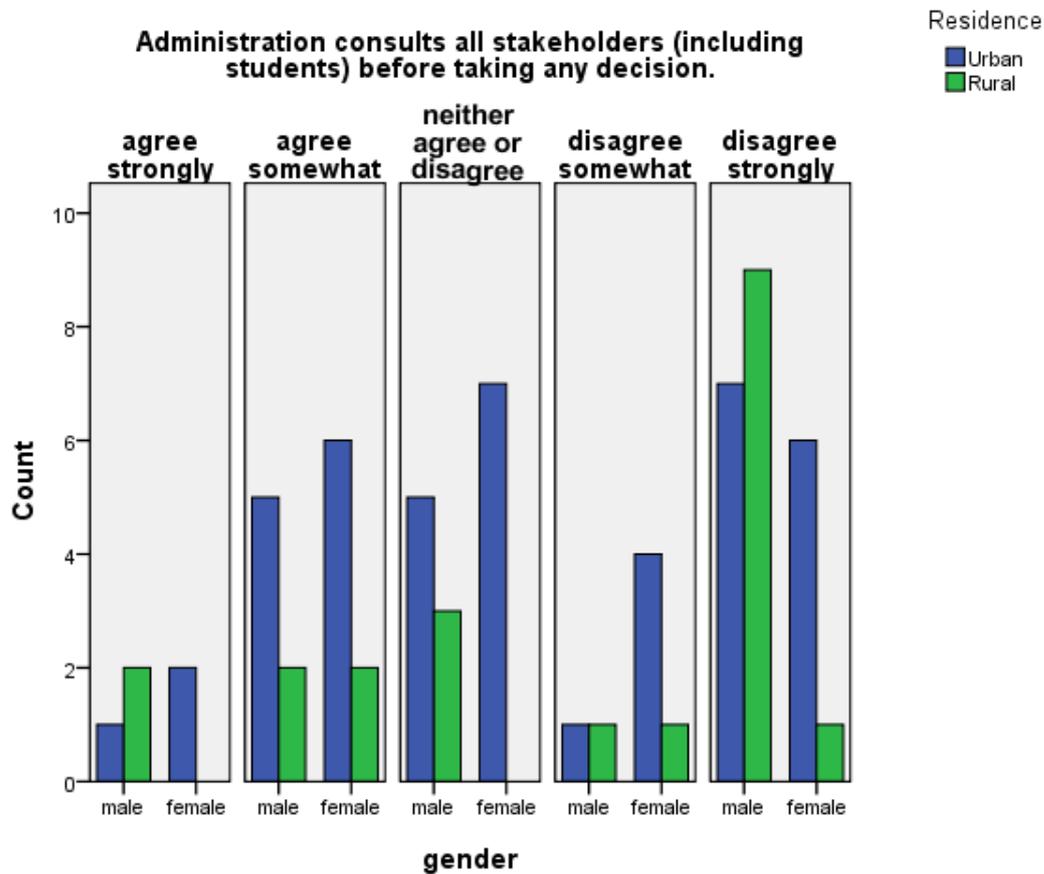


Fig.5 Social relation across the community (vertical) is limited

The educational institutes according to most of the respondents can play the most important role in developing, enhancing and consolidating the social cohesion. This response is not unique because the survey population is itself

belonging to an educational institution. However, the lack of linking capital, strong horizontal ties, trust deficit, lack of confidence on state institutions is a common thread present in most of the present. Why is the case? Fig.6 below can best answer this question.



*Fig.6 Decision making Process at PIDE*

The lack of trust among the administration / public institutions and common people is due to lack of participation by those for whom the decisions has been taken. The argument for non-professionals can be made of that they do not have the information and education leading towards best possible outcomes. However, the universities and research institutes are also not giving any space to more democratic and participatory decision making process. This has surely reflected causally in trust deficit and reduced social cohesion resulting in inefficient outcomes.

## FOCUS GROUP DISCUSSION

Focus group discussions were also conducted in order to grasp the clear and original understanding of how people see social capital and relationship between social capital and human resources development. Here, I would just elaborate the different themes emerged during the discussions.

### Q.1. WHAT IS SOCIAL CAPITAL?

- *Institutions, relations, perceptions, culture, and cultural environment, collective behaviour, norms, ethics.*

All the above answers (codified) explaining one or another aspect of social capital. Some are very ambiguous; few respondents even treated social capital as a behavioural variable. Any theoretical knowledge about the theory of social capital was missing; although, all the participants were research fellows and at least M.Phil. in Economics, development studies and Environmental Economics.

**Q.2. HUMAN CAPITAL AND SOCIAL CAPITAL, WHAT ARE THE DIFFERENCE AND COMPLEMENTARITIES.**

- *Social Capital is an outward approach while human capital an inward approach. Work Ethics are learned by society through family.....*
- *Human capital is part of social capital....Public relationing is also social capital which every human learns*
- *They both lead one to other. Social and human capitals, they are complementary.*

The participants' responses themselves explain that they differentiate between both capitals. However, responses carry the muddled conception of social capital.

**Q.3. DOES SOCIAL CAPITAL HAS ANY IMPORTANCE AS AN ECONOMIC POLICY VARIABLE.**

- *Formal Institutions always depends for efficient working on informal institutions.....*
- *Civic Responsibility is obligation of citizen to the state.....*
- *Social values effect the decision making of the rational man.....Price is just not the determining factor of demand....*
- *Social capital is not necessary but sufficient condition.....*

The heightened responses themselves tell a story. The status of social capital in primary policy framework is not very prominent. However, at policy implementation level, it can provide a strengthening environment.

**Q.4 HOW SOCIAL CAPITAL HELPS IN BUILDING INSTITUTIONS THAT IS MORE INCLUSIVE.**

- *If social capital is a determining factor of institution building then it might.....*
- *Power structures must be studied.....*
- *Students exchange programmes between high rank universities and public universities can play an important role.....*

The extractive institutions are themselves the result of skewed power structures. Moreover, the extractive institutions themselves are result of a negative and exclusive social capital (Bourdieu, 2005). The understanding of respondents about institutions, their forms, and evolution was also rudimentary and second hand. This reflects the influence of neo-classical economics in teaching and research.

**Q.5 CAN SOCIAL CAPITAL HELPS IN DEVELOPING HUMAN RESOURCES IN A MARKET ECONOMY.**

- *No, there is no need for social capital; the problem lies with policy implementation.*
- *Flaw is with policy, but the lacking frontier is education.*
- *Education system in Pakistan creates parochial mind set and inhibits or blocks the spread of ideas.....*

The quality of education according to the respondents is the most important contributing factor of human resource development. Unfortunately, the education system is fragmented into different systems (National, American, and Traditional), curriculums are of low quality and teaching staff less qualified. The crux of their arguments showed that social capital definitely one of the important policy variable for HRD.

**Q.6. IS SOCIAL CAPITAL GENDER BLIND OR IT AFFECTS WOMEN NEGATIVELY.**

- *No, the male dominance is more pronounced and the density of horizontal relations makes life difficult for women....*
- *The female headed households remained mostly poor, lacked access to new information and remain laggard in adopting any new technology. The reason is the normative structure of society..... (Opinion of a researcher on Climate change).*

The women respondents especially were more vocal on this issue, because they faced more difficulties and existing social structures and relationships harms them most.

## 6 CONCLUSION

The result and discussion section demonstrated certain patterns in opinions, attitudes, and practices of the students and research scholars about conception, functioning, and importance of social capital. The human resources development has more studied as mere outgrowth of Economics, not itself as a discipline of studies. The patterns of responses can be concluded as; firstly, the social capital is one of the least read, understood, and researched topic in PIDE. Secondly, the opinions and the practices have shown a clear divergence. Thirdly, the education considered as the most important human resource that helps individual in combat against poverty and improving living standards in a modern economy. Lastly, the social capital never looked as a potential link that can improve the policy narrative and its implementation in Pakistan.

One of the most chief difficulties we faced during this research was availability of any prior research and analytical framework that helps in systematically defining social capital in local context. The present political instability in Pakistan definitely pushing the academia about finding new ways to look at the old grand questions of growth, development, stability, equity, production and distribution. Definitely, social capital do have something to offer in this regard.

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