



## ASSESSING THE HUMAN RESOURCE PRACTICES, HUMAN CAPITAL AND ORGANISATIONS PERFORMANCE IN UNIVERSITIES OF RWANDA

Umubyeyi Ruzagiriza Ange(PhD)scholar)

Department Of Business Administration.

[angeruza@yahoo.fr](mailto:angeruza@yahoo.fr)

### Abstract

*There is a large and growing body of evidence that demonstrates a positive linkage between the development of human capital and organisational performance. The emphasis on human capital in organisations reflects the view that market value depends less on tangible resources, but rather on intangible ones, particularly human resources. Recruiting and retaining the best employees, however, is only part of the equation. The organisation also has to leverage the skills and capabilities of its employees by encouraging individual and organisational learning and creating a supportive environment where knowledge can be created, shared and applied. In this review, we will assess the context in which human capital is being discussed and identify the key elements of the concept, and its linkage to other complementary forms of capital, notably intellectual, social, and organisational. We will then examine the case for human capital making an impact on performance, for which evidence is now growing, and explore mechanisms for measuring human capital. Our belief is that, on the evidence of this review, the link between human capital and organisational performance is convincing. Empirical work has become more sophisticated, moving from single measures of HR to embrace combinations or bundles of HR practices and in this tradition, the findings are powerful. Such results have led some scholars to support a 'best practices' approach, arguing that there is a set of the identifiable practices, which have a universal, positive effect on company performance. This study was conducted among the staff of universities in Rwanda amongst both teaching and non teaching staff randomly selected. A sample size of 123 was used and determined from the target population of over 750 university staff. Results indicate that Rwandan enterprises on average have insufficient HR activities. Precisely, independent samples showed that 61.82% of analyzed HR indicators were significantly better for enterprises that were used as benchmarks, as well as that more than 73% of respondents indicated that better management of human resources lacked among the selected HLI of Rwanda. Consequently, HRM in could not be considered a solid ground for achieving competitiveness through people.*

**Key words (human resource management practices, human capital, performance management, universities)**

### Introduction

In current global market, companies are composed by competitors, regardless of industry. To develop a competitive advantage, it is important that firms truly leverage on the workforce as a competitive weapon. A strategy for improving workforce productivity to drive higher value for the firms has become an important focus. Firms seek to optimize their

workforce through comprehensive human capital development programmes not only to achieve business goals but most important is for a long term survival and sustainability. To accomplish this undertaking, firms will need to invest resources to ensure that employees have the knowledge, skills, and competencies they need to work effectively in a rapidly changing and complex environment.



In response to the changes, most firms have embraced the notion of human capital has a good competitive advantage that will enhance higher performance. Human capital development becomes a part of an overall effort to achieve cost-effective and firm performance. Hence, firms need to understand human capital that would enhance employee satisfaction and improve performance. Although there is a broad assumption that human capital has positive effects on firms' performance, the notion of performance for human capital remains largely untested. Hence, this paper attempts to look into the connection between human capital and firm's performance in the universities in Rwanda. The key objectives of the study were;

- i) To assess the evolution of human resource practices
- ii) To determine the university staff's level of agreement in the nature in which human resource practices are perceived at their respective workplaces
- iii) To assess the human capital concept as understood by staff working at universities
- iv) To evaluate the level of understanding that employees have on performance management practices at their respective organisations

### Scope of the study

The study concentrated on the human resource practices and the organisations as universities operating in Rwanda regardless of whether they are public or private, local or foreign owned as long as they are operating in Rwanda and recognised by the higher education council (HEC), the regulatory body for higher education in the country. For the purpose of the study, Kigali city was purposively considered as geographically representative ie the three district of Yarugenge, Kicukiro, and Gasabo where the most of the staff reside and some work.

### Review of related literature

#### What is human capital?

According Schultz (1993), the term "human capital" has been defined as a key element in

improving a firm assets and employees in order to increase productive as well as sustain competitive advantage. To sustain competitiveness in the organization human capital becomes an instrument used to increase productivity. Human capitals refer to processes that relate to training, education and other professional initiatives in order to increase the levels of knowledge, skills, abilities, values, and social assets of an employee which will lead to the employee's satisfaction and performance, and eventually on a firm performance. Rastogi (2000) stated that human capital is an important input for organizations especially for employees' continuous improvement mainly on knowledge, skills, and abilities. Thus, the definition of human capital is referred to as "the knowledge, skills, competencies, and attributes embodied in individuals that facilitate the creation of personal, social and economic well-being" (Organization for Economic Co-Operation and Development or OECD, 2001: 18).

#### The Relationship between Human Capital and Firm Performance

The human capital focuses two main components which is individuals and organizations. This concept have further been described by Garavan et al., (2001) that human capitals have four key attributes as follows: (1) flexibility and adaptability (2) enhancement of individual competencies (3) the development of organizational competencies and (4) individual employability. It shows that these attributes in turn generate add values to individual and organizational outcomes. There are various findings that incorporate human capital with higher performance and sustainable competitive advantage (Noudhaug, 1998); higher organizational commitment (Iles et al., 1990); and enhanced organizational retention (Robertson et al., 1991). Hence, all this debates fundamentally focuses on individual and organizational performance.

Admittedly, human capital development and enhancement in organizations tend to create a significant contribution on organizational competencies and this in turn becomes a great boost for further enhancing innovativeness and the current literature to a large extent supports the fact that firm performance is positively impacted by the presence of human capital practices (Noe et al.,



2003; Youndt et al., 2004). Some even endorsed that human capital development is a prerequisite to good financial performance (Delaney & Huselid, 1996) and in addition, the importance of organizational human capital with regard to firm performance was further supported by Hsu et al. (2007).

### Organisation Performance Management

Universities as well as other organisations ought to Set and clearly communicating performance standards and expectations, observing and providing feedback, and conducting appraisals enables you to achieve the best results through managing employee performance.

To begin the process, you and the employee will collaborate on the development of performance standards. You will develop a performance plan that directs the employee's efforts toward achieving specific results, to support organizational growth as well as the employee's professional growth. Discuss goals and objectives throughout the year, providing a framework to ensure employees achieve results through coaching and mutual feedback. At the end of the rating period, you will appraise the employee's

### Evolution of performance measurement and management

A classification of the models reviewed based on these criteria is provided in the lists below:

CRITERIA	YEAR/MODELS
Integrated frameworks for PMM	<p>1988 The Strategic Measurement Analysis and Reporting technique.</p> <p>1989 The Supportive Performance Measures.</p> <p>1991 The Results and Determinants Framework.</p> <p>1992 The Balanced Scorecard.</p> <p>1994 The Service Profit Chain.</p> <p>1997 The Integrated Performance Measurement System.</p> <p>1998 The Comparative Business Scorecard.</p> <p>1998 The Integrated Performance Measurement Framework.</p> <p>2000 The Dynamic Performance Measurement System.</p> <p>2001 The Performance Prism.</p>
	<p>1980 The Economic Value Added Model.</p>

performance against existing standards, and establish new goals together for the next rating period. Immediate supervisor of an employee should play an important role; the closest interaction with the employee occurs at this level. Observation and feedback (coaching, performance appraisal, performance standards and training resources

Interest on performance measurement and management (PMM) has notably increased in the last 20 years (Taticchi, 2008). Particularly, it is important to note the evolution of focusing performance from a financial perspective to a non-financial perspective. Since the middle of 1980s, companies emphasized the growing need of controlling production business processes. Companies have understood that for competing in continuously changing environments, it is necessary to monitor and understand firm performances. Measurement has been recognized as a crucial element to improve business performance (Sharma et al., 2005). A performance measurement and management system (PMS) is a balanced and dynamic system that enables support of decision-making processes by gathering, elaborating and analyzing information (Neely et al., 2002).



<p><b>Models to face specific issues in PMM:</b></p>	<p>1990 The Performance Measurement Questionnaire.  1995 The Return on Quality.  1996 The Cambridge Performance Measurement Framework.  1996 The Consistent Performance Measurement System.  2001 The Action Profit Linkage Model.  2004 The Performance Planning Value Chain.  2004 The Capability Economic Value of Intangible and Tangible Assets Model.  2006 The Performance, Development and Growth Benchmarking System  2007 The Unused Capacity Decomposition Framework.</p>
<p><b>Other relevant models for PMM system design:</b></p>	<p>1988 The Activity-based Costing.  1990 The Customer Value Analysis.  1999 The European Foundation for Quality Management Model.  2001 The Manufacturing System Design Decomposition.</p>

Adapted from Paolo Taticchi, Flavio Tonelli and Luca Cagnazzo,2010.

The proposed classification highlights a certain maturity of PMM literature related to large companies, and it evidences a ten of models that are considered appropriate for managing PMM initiatives since based on an integrated approach to the issue. Universities are complex in nature and the researcher considers them as sharing similar features with large organisations. This views are adapted from the studies by Fitzgerald, Johnson, Brignall, Silvestro, and Vos,(1991), Bititci,,Turner,and Begemann,(2000), and Balachandran,Shu and Suresh,(2007).

A well-developed performance management system is an essential talent management tool for high-performing organizations. This discipline covers the aspects of creating a high performance culture which enables an organization to sustain competitive strategic advantage and exceed the expectations of all stakeholders. It provides techniques for creating an effective performance management system that clearly defines expectations, helps align employee behavior with business needs and organizational culture, while bringing visible value addition to the organization. In addition, this discipline delineates

performance assessment methodology, balance scorecard, and employee performance review mechanisms including performance review formats, assessment processes and techniques as also performance tracking.

Performance Management delves further into the actions that need to be taken as a direct consequence of a performance review, especially performance coaching, recognition and managing poor performance, which includes the exit of poor performers. However, this discipline does not cover training and development which has been assigned to the Learning and Development discipline. Other outcomes of performance reviews, which include compensation, reward, promotion and incentives, come under the discipline of Compensation and Reward.

### Methodology

A cross-sectional survey design of university staff (both teaching and non teaching) in Rwandan universities randomly selected based on simple random design was utilized. The survey included a



combination of open- and close-ended questions. Questions about perceived HR practices and key strategies being used. Quantitative data analysis and qualitative analysis, including the likert scale were used whereas thematic analysis was used for open-ended questions.

Basis for analysis of the likert scale responses

4. Fully Agree =	3.21-4.00
3. Agree=	2.61-3.20
2. Partially disagree =	1.81-2.60
1, fully disagree=	1.00-1.80

**Research Findings**

**Characteristics of respondents**

When the respondents were asked whether they were their demographic characteristics he following were the findings male, 68% answered positively, and female were 42% of those held other jobs in the universities. The majority 79% were mainly in teaching positions. The majority of respondents (40.2%) held a masters degree, while 26.8% held a bachelors degree, and 12.4% a Doctor of Philosophy (PhD) degree. Those with the bachelor degree were mainly non teaching staff that held administrative positions.

It is also worth noting that only 41.2% had been working in the university for between 3 and 5 years while 47% had worked in universities or other institutions of higher learning for over 5 years. Most respondents (78.2%) were between 30 and 45 years of age.

**Human Resource Management Practices**

5. Fully Agree 4. Agree 2. Disagree 1, Fully disagree

The following table shows the responses from the survey among university staff on the above subject performance issues

**Table 1: Level of Agreement on Existing Human Resource Management Practices implementation**

OPINION ON PREFERENCE	1	2	3	4	Mean
-----------------------	---	---	---	---	------

Organization’s HR executives are fully aware of the business needs and strategies	72	25	10	16	<b>2.00</b>
Efforts are taken to generate awareness amongst the employees about the organization’s financial position, customers’ needs, quality of product/service, cost etc	5	15	25	78	<b>3.43</b>
The organization’s human resource requirements are systematically ascertained and an appropriate plan is formulated for satisfying the requirements	44	6	20	43	<b>2.34</b>
All major jobs are subject to formal job analysis	70	0	20	33	<b>2.13</b>
<b>Mean</b>					<b>2.475</b>

Source: Researcher, 2016

From the table , it is evident that the respondents disagreed with the manner human resource practices that exist in their organisations are implemented

**Observation and Feedback (Coaching;**

I understand the key elements of coaching:

Key observation and feedback element	Affirmed (%)
Coach when you want to focus attention on any specific aspect of the employee's performance.	24
Observe the employee's work and solicit feedback from others.	37%
When performance is successful, take the time to understand why.	7%
Advise the employee ahead of time on issues to be discussed.	10%
Discuss alternative solutions.	17%
Agree on action to be taken.	15%
Schedule follow-up meeting(s) to	40%



measure results.	
Recognize successes and improvements.	10%
Document key elements of coaching session.	3%

The results from the survey indicated that coaching wasn't properly being used as a measure to effective performance among the universities with all the indicators scoring below 25% except for soliciting employees work and feedback (37%).

***Are institutions (universities) following the guiding Principles***

Is the goal of the performance appraisal process to help the (you) employee feel;

Perception on the Feeling	Affirmed (%)
Positive about the job	16
Motivated to do well and to develop	28
Benefited by specific, constructive feedback	12
Appreciated for specific contributions	10
Informed about current and future performance objectives	23
Involved as a participant in the process	13

The goal of the performance appraisal process to help the (you) employee feel; Positive about the job motivated to do well and to develop, benefited by specific, constructive feedback, appreciated for specific contributions made by their work, informed about current and future performance objectives and also feel involved as a participant in the process.

The study however, showed that a big majority of respondents' views were that of low perception about the existence of these features. Only up to 23% were in affirmation and the rest are below that figure.

**Characteristics of Performance Standards**

Standards describe the conditions that must exist before the performance can be rated satisfactory. Our performance standard has the following features

Nature of Performance standard features	Affirmed (%)
Realistic, in other words, attainable by any qualified, competent, and fully trained person who has the authority and resources to achieve the desired result	73
Describes the conditions that exist when performance meets expectations	60
Expressed in terms of quantity, quality, time, cost, effect, manner of performance, or method of doing	76
Measurable, with specified method(s) of gathering performance data and measuring performance against standards	68

The respondents indicated that the nature of features in performance standard were in existence with a majority over 73% agreeing that they were realistic in other words, attainable by any qualified, competent, and fully trained person who has the authority and resources to achieve the desired result as and that they are also expressed in terms of quantity, quality, time, cost, effect, manner of performance, or method of doing.

**Ways used to monitor and verify performance**

method used to monitor and verify performance	Affirmed (%)
Direct observation	65
Specific work results (tangible evidence that can be reviewed without the employee being present)	81
Reports and records, such as attendance, safety, inventory, financial records, etc.	95
Commendations or constructive or critical comments received about the employee's work	45

The respondents indicated that the method used to monitor and verify performance are at were all present in the institutions. These were affirmed by above 60 percent of the respondents. Reports and records, such as attendance, safety, inventory, financial records, etc were the most used (95%) methods of monitoring and verifying



performance while commendations or constructive comments accounted for only 45% affirmation from respondents.

#### Agreement with use of Performance management practice in existence

Performance management level	1	2	3	4	Mean
Observation and Feedback (Coaching)	89	34	0	0	1.28
Performance Appraisal	21	18	10	74	3.11
<b>Other Resources</b> (The Performance Management Program, relevant personnel policies and collective bargaining agreements, supervisory Certification Program including "Setting Performance Expectations", and "Coaching for Performance")	85	6	20	12	1.70
Performance Standards	12	3	91	17	2.92
Performance Measurements	10	19	15	79	3.33
<b>Mean</b>					<b>2.47</b>

Source: Researcher, 2016

The respondents indicated that, they **disagreed (2.47)** of the any existence or use of the performance practices, however, **Performance Appraisal**

#### Discussions

Once performance objectives and standards are established and clearly communicated, one should observe employees' performance and provide feedback. You have a responsibility to recognize and reinforce strong performance by an employee, and identify and encourage improvement where it is needed. You provide informal feedback almost every day.

By observing and providing detailed feedback, you play a critical role in the employee's continued success and motivation to meet your performance expectations. Coaching is a method of strengthening communication between you and the employee. It helps to shape performance and increase the likelihood that the employee's results will meet your expectations. Coaching sessions provide you and the employee the opportunity to discuss progress toward meeting mutually-established standards and goals. A coaching session focuses on one or two aspects of performance, rather than the total review that takes place in a performance evaluation.

Effective employee coaching can have the following benefits to those assessing performance

- Strengthen communication between you and the employee
- Help the employee attain performance objectives
- Increase employee motivation and commitment
- Maintain and increase the employee's self-esteem
- Provide support

#### Key Elements of Coaching

The following were gathered from recommendations made by respondents during the study. To make coaching sessions effective, one must understand the key elements of following coaching:

- Coach when you want to focus attention on any specific aspect of the employee's performance.
- Observe the employee's work and solicit feedback from others.
- When performance is successful, take the time to understand why.
- Advise the employee ahead of time on issues to be discussed.
- Discuss alternative solutions.
- Agree on action to be taken.
- Schedule follow-up meeting(s) to measure results.
- Recognize successes and improvements.
- Document key elements of coaching session.



In her *Supervising Child Protective Services Caseworkers*, Salus (2004) offers these suggestions for supervisors using coaching to improve employee performance:

**Be supportive.** State in clear language your understanding of the worker's situation. Include the nature of the problem, your current understanding of the worker's feelings about the problem, your objectives, and your desire to support the worker as he or she resolves the problem. Make it clear that this is a problem-solving process, not a disciplinary process. Being supportive does not require accepting the worker's explanation of the problem or explanations of why it cannot be solved.

**Develop an understanding of what is happening.** Use active listening to make sure you understand the problem from the worker's perspective. You may need to ask clarifying questions to understand the cause of behaviors, reactions, or emotions. At the same time, help the workers understand how their contributions to the problem affect the child, family, agency, etc.

**Help the worker evaluate how her current performance and behavior are affecting her goals.** This helps develop the worker's interest in change. For example, a worker may be neglecting documentation in favor of "giving more direct time to clients through personal contacts." The worker's goals are focused on the client. However, the worker also needs to understand the benefits of paperwork to clients, as well as the consequences of incomplete paperwork. In the worker's absence, a decision may need to be made based solely or primarily on information available in the family's record. If records are incomplete, a decision may be made that may be contrary to the best interest of a child or parent.

**Create a clear, specific, and feasible plan for change.** Once the underlying needs are determined, engage the worker in developing goals and future actions. This step involves developing a contract between yourself and the worker that defines clearly what you each want and are willing to offer. Like plans for parents and children, performance improvement plans must have concrete steps and behaviorally defined goals.

**Follow up.** Second only to inaccurate assessment of the performance problem, failure to follow up is the most frequent reason difficulties in performance persist. To get the worker to enhance his or her performance you must also change some part of your current behavior. Although most supervisors intend to follow-up, many become busy with other priorities. Some avoid follow-up because they do not want to confront the lack of improvement. If improvement is evident, some may assume that no follow-up is needed because the problem apparently is solved. Following up conveys to the unit that the supervisor cares about results.

**Provide feedback.** Sustaining changes in performance requires supervisory encouragement and positive feedback. Therefore, provide both evaluative and developmental feedback on an ongoing basis to sustain the improvements in the worker's performance.

### Coaching Behaviors

To make the most of coaching the employee, it is crucial to practice these coaching behaviors:

- i. Focus on behavior, not personality.
- ii. Ask the employee for help in problem identification and resolution. Use active listening to show you understand.
- iii. Set specific goals and maintain communication.
- iv. Use reinforcement techniques to shape behavior.

The campus carries out its mission through the individual and collective contributions of its employees. To do their best, staff members need to know that those contributions will be recognized and acknowledged. Overseeing performance and providing feedback is not an isolated event, but rather an ongoing process that takes place throughout the year. The performance appraisal is part of that process, and provides an excellent opportunity for you to communicate with the employee about past performance, evaluate the employee's job satisfaction, and make plans for the employee's future performance.



Remember that the performance appraisal summarizes the employee's contributions over the entire appraisal period (usually one year). It is not a step in the disciplinary process. It may occur as often as you believe is necessary to acknowledge the employee for accomplishments and to plan together for improved performance.

## Conclusions and key recommendations

Human resource management is evolving and so should the practices that manage them especially in institutions of higher learning like universities

### Multiplicity of the HR practices

There is a need for a cadre of competent HR managers who can fully assume these responsibilities and who can continuously improve the status of employees at their organizations. Recognizing HR challenges and the importance of effective HR strategies should become a priority to policy makers and top managers alike. Frequently when performance management is mentioned, people think of the employee performance appraisal or review. Performance management, however, involves so much more. Properly constructed appraisals should represent a summary of an ongoing, year-round dialogue. Focusing only on an annual appraisal form leads to misunderstanding and under appreciation of the benefits of performance management.

Many of the practices that support performance also positively impact job satisfaction, employee retention and loyalty. Recommended practices include:

- Delivering regular relevant job feedback
- Setting and communicating clear performance expectations
- Linking performance to compensation clearly
- Identifying organizational career paths for employees
- Evaluating performance and delivering incentives in a fair and consistent manner
- Providing appropriate learning and development opportunities

- Recognizing and rewarding top performers

**Human capital development and enhancement;** **human capital development and enhancement** in organizations tend to create a significant contribution on organizational competencies and this in turn becomes a great boost for further enhancing innovativeness therefore the universities should considers human capital from individual (employability, performance and career development) and organization (investment, ownership, skills and knowledge management) perspectives. Looks at each of the papers in the special issue, relating them to its theme. These highlights the implications for human resource development, both at individual and organizational levels.

**Organisational competitiveness** ;In today's workplace, performance improvement and the role of performance management is an increasingly popular topic. Universities in Rwanda are considered as constituting part of a service sector business indicator and thus in competition with other sectoral players. Business pressures are ever-increasing and organizations are now required to become even more effective and efficient, execute better on business strategy, and do more with less in order to remain competitive.

**Organizations should begin with Performance Planning;** Using established goals as a basis, performance planning sets the stage for the year by communicating objectives, and setting an actionable plan to guide the employee to successfully achieve goals. Performance planning, as with all other steps, is a collaborative process between the manager and employee, although there will always be some elements that are non-negotiable. Begin with the job description and identify major job expectations; expectations then can be clarified for each major area.

**Improve Productivity Through Better Goal Management;** Regular goal tracking allows for the opportunity to provide feedback as needed, make adjustments to performance plans, tackle obstacles and prepare contingencies for missed deadlines. Without a mechanism to regularly track progress against goals, the ongoing, cyclical nature of the



process falls apart.

Goal progress discussions, along with all performance feedback, should be delivered with respect and should be objective and supportive. Specific examples provide clarity and help the employee focus on future improvements. It is crucial that the manager listens to the employee's perspective and incorporates the employee's observations into future plans— the employee often experiences roadblocks the manager may not see

**Adequately Prepare and Train Your Managers;** Managing the performance of another individual is not an easy task and requires many skills. Training may be required to ensure managers feel adequately prepared to effectively complete all the tasks related to performance management. This is especially the case for newly promoted supervisors. Managers need to understand human behavior, how to motivate, how to develop, provide coaching and deal with conflict. To a great extent, managers must be observers and able to assess a situation, provide motivation and identify problems that interfere with performance. In addition, managers must understand that individuals at different levels of comfort, ability and experience with their jobs will require different levels of input, support and supervision. A manager who feels adequately prepared to provide and receive feedback, deliver a performance evaluation and conduct a performance evaluation meeting will be a major contributor to a successfully functioning process. The coaching skills are equally important for HR managers to possess, they require adequate training.

## References

1. Balachandran, K.R., Shu, H.L. and Suresh, R. (2007), "A framework for unused capacity: theory and empirical analysis",
  - a. Journal of Applied Management Accounting Research, Winter, pp. 21-38.
2. Bititci, U.S., Turner, T. and Begemann, C. (2000), "Dynamics of performance measurement systems" International Journal of
  - a. Operations & Production Management, Vol. 20, pp. 692-704.
3. Fitzgerald, L., Johnson, R., Brignall, S., Silvestro, R. and Vos, C. (1991), Performance Measurement in Service Businesses,
  - a. CIMA, London.
4. Fournies, F. F. (2000). Coaching for improved work performance. New York: McGraw Hill.
5. Garavan, T. N., Morley, M., Gunnigle, P., & Collins, E. (2001). Human Capital accumulation: The role of human
  - a. Resource development. *Journal of European Industrial Training*, 25(2/3/4), 48-68.
6. Hsu, I. C., Lin, C. Y. Y., Lawler, J. J., & Wu, S. H. (2007). Toward a model of organizational human capital
  - a. development: Preliminary evidence from Taiwan. *Asia Pacific Business Review*, 13(2), 251-275.
7. Huang, G. Z. D., Roy, M. H., Ahmed, Z. U., Heng, J. S. T. & Lim, J. H. M. (2002). Benchmarking the human
  - a. capital strategies of MNCs in Singapore. *Benchmarking*, 9(4), 357-373.
8. Maran .M, Lawrence,A and Maimunah ,I. Human capital development and its impact on firm performance: evidence
  - a. from developmental economics, *Uluslararası Sosyal Ara\_turmalar Dergisi The Journal of International Social Research Volume 2 / 8 Summer 2009*
9. Salus, M. (2004). Supervising child protective services caseworkers. Washington, DC: Office on Child
  - a. Abuse and Neglect, Children's Bureau of the Administration for Children and Families, Administration for Children and Families.



10. Schultz, T.W. (1993). The economic importance of human capital in modernization. *Education Economics*, 1(1),

a. 13-19.

11. Schrader, R., & Siegal D. S. (2007). Assessing the relationship between human capital and firm

a. performance: Evidence from technology-based new ventures. *Entrepreneurship Theory and Practice*, 893-908.