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### Abstract

The study's overarching goal was to investigate the relationship between HEIs' success and their attention to cultivating their human capital. Any college or institution worth its salt will recognize that its students are its most valuable asset and treat them as such. This survey-based study was both descriptive and inferential in character. A total of 313 male and female students were used to compile the data. In order to gauge students' awareness of human capital development and HEI performance, the researcher gathered data from a variety of University of Okara departments. After reviewing the available literature, we created the research scale. Descriptive and inferential statistics were used to examine the data. Human capital development was found to significantly impact HEIs' viability. The findings highlighted the need for improved human capital development practices inside academic institutions. It is suggested that HEIs use effective Human Capital Development Practices to improve the quality of their programs and align with international benchmarks.

**Keywords:** human capital, higher education institution, quality

### 1. Introduction

A company's human capital (HC) is its most important asset. Similar to fixed capital such as land and buildings or variable capital such as inventory, human capital views people as a resource. According to Cascio (2006), people are a crucial and important part of every company, and their success depends on the achievement of the organization's goals. Any organization's HC serves as its backbone and propels it forward. Buildings, pricey equipment, the name of the organization, and many other things do not form an organization; rather, the HC is what truly makes it, according to Decenzo and Robbins (1998). Anthony, Kacmar, and Perrew (2002) also underlined the significance of HC. They argue that these HC determine whether an organization is successful or not since HC performance has a significant impact on organizational success. A dynamic and empowering process called human capital development (HCD) strives to enhance the employees' cognitive, professional, physical, and emotional aspects in order to achieve excellence in performance. It is the process of raising staff productivity and capacity inside a company. HCD can include a wide variety of activities, such as on-the-job training, tuition help, and team-building exercises, not only along a single spectrum (in terms of commitments, both quantitative and qualitative), but also across a number of them, including skill development, project management, and morale boosting. It also refers to the act of establishing the conditions that enable workers to learn more effectively, develop new competences, put creative ideas to use, and enhance their aptitudes, manners, and attitudes.

HCD is the general process of broadening people's skill sets and providing them with chances to develop, whether professionally or personally. An organization's greatest asset is its people, who are worth investing in. If they are able to develop their productivity, the organization will start to see productivity increases. Additionally, when an organization invests in students, they feel more empowered because they are motivated to work hard for the organization and care about reaching their full potential. In addition to organizational benefits, HC promotes the expansion of the country's economy. Economic growth is accelerated as HC rises in fields like management, education, and research. Any nation's success and prosperity are largely dependent on HC. A nation's infrastructure, economy, and technology are all maintained in large part by HC, which sets the way for advancement in a variety of spheres of human endeavor.

An organization's ability to keep growing depends on how well it manages HCD and applies the necessary procedures. The administration has recognized the indisputable significance of HCDPs in all spheres of society. In this sense, higher education institutions (HEIs) are not an exception. The organization and management of their HC in such a way that the competency of the HEIs is established, maintained, and increased for greater performance is therefore a crucial problem for today's educational administration (Jadoon & Jabeen, 2006). The organizational structure of HC is becoming increasingly important to the institution's performance (Marchington & Wilkinson, 2005). The creation of educated and talented persons is the responsibility of HEIs. Any regime's primary goal should be to provide high-quality education, especially at the higher levels (Jadoon & Jabeen, 2006). The improvement of educational quality is influenced by a variety of variables. The most crucial of these is excellent instruction, which calls for qualified instructors. HEIs should properly implement HCDPs in order to train and keep quality instructors. Research has shown that when these practices are carried out successfully, they have a positive impact on both competitive advantage (Chan, Shaffer, & Snape, 2004; Collins & Clark, 2003) and overall performance (Paauwe, 2004; Paauwe & Boselie, 2005; Schuler & Jackson, 2005). In order to increase student performance and develop their abilities, educational institutions should adopt efficient HCDPs. This will enable them to meet the necessary academic objectives. (Ostroff & Bowen, 2000; Ostroff & Audretsch, 2001; Bowen & Ostroff, 2004; Gelade & Ivery, 2003). On the other hand, HCDPs that are poorly planned and implemented result in subpar work from employees (Pucik, 1988). According to Robbins and Coulter (2006), if a business does not take its HCD obligations seriously, employee performance at work and the achievement of corporate goals may suffer.

Even after it became widely understood that HC are essential for a company, Pakistani HEIs still do not share this mindset. According to Nasreen (2008), the majority of HEIs run their academic programs through established departments or divisions instead of HR departments. Because of this, these HEIs have been unable to meet their goals and improve the work performance of their professors, both of which are necessary in today's cutthroat business environment (Qureshi, 1994). The duty of providing higher education to a nation's future generation falls on HEIs. Pakistan's higher education system looks to be underfunded (Pakistani government, 2002), and according to the Time Higher Education Supplement's 2004 World University Rankings,

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none of the country's institutions are up to par with international standards. A notable researcher and scholar from Pakistan named Hoodbhoy (2005) acknowledged that there are many issues with higher education in Pakistan, but the academic community's lack of competency is the most significant one. Rehman (2005), a different researcher, confirms Hoodbhoy's assertion that the majority of Pakistani academics are unable to explain their careers.

The term "human capital" refers to the abilities, knowledge, and characteristics that influence a person's capacity to make a financial contribution. One approach to develop human capital is through education, however this can also result in skill mismatches or low financial returns. Better career advising can aid students in making educated choices. The workforce's increased skill level has the potential to lessen income disparity. Historically, the corporate or private sector has paid more attention to HCD than the government or the public sector, particularly the educational sector. However, efficient system management is crucial in any industry if you want to improve performance. It goes without saying that advanced technology and other resources by themselves can only do so much to improve performance until and until the necessary HCDPs are in place. Due to this, HEIs must thoroughly assess their current HCDPs and successfully implement these procedures.

### **1.1. Statement of the Problem**

Students' performance and attainment of educational goals may suffer if a company does not take its HCD duties properly. It is asserted that HCDPs with inadequate design and execution have a negative impact on the general effectiveness of any company. This can make the pupils unhappy and ultimately demoralize them. They could search for alternate educational options. Similar to this, the implementation of HCDPs is essential to achieving educational objectives and improving the organization's overall performance. The pupils become more motivated and motivated, which in turn gives them more energy.

The research of HCDPs is best conducted in educational settings, particularly HEIs since they are crucial in training the next generation to lead their country to greatness. Education institutions (HEIs) are in charge of preparing the next generation for the difficulties that lie ahead. Any educational institute's management and faculty play crucial roles in fulfilling the organization's objectives. In HEIs, administration imposes HCDPs on instructors in order to carry them out for students. Teachers are therefore implementers, and students are the ones who have impact. As a result, the current study intends to investigate university students' perspectives on the understanding and efficient implementation of HCDPs and their effect on the success of HEIs.

### **1.2. Objectives of the Study**

The following objectives were formulated to conduct the study:

- To explore the perception of students regarding the effective execution of human capital development practices at university level.
- To compare the perception of students on the bases of their demographic information about the effective execution of human capital development practices.

### **1.3. Research Questions**

For the purpose of achieving the desired goals, the following research questions were developed:

- How do students feel about the efficiency with which instructional methods and study techniques are implemented?
- How do students feel about their own ability to put their cognitive talents to use?
- How do students feel about their own ability to put their cognitive talents to use?
- How do students feel about the practical use of soft skills?
- How do students feel about their own ability to put their technical talents to use?
- When it comes to their own personal and professional growth, how do students feel they are being supported?
- How do students feel about how well global perspective and industrial demands are being met?
- Is there a discrepancy in how students with different levels of education see the practical application of human capital development?

## **2. Literature Review**

The expansion of human capital is inextricably linked to the achievements of higher education institutions (HEIs), not the least of which is the impact that HEIs have on the types of talents found in enterprises. Santos-Rodrigues et al. (2015) found that organizations may benefit from having their graduate students alter the distribution of human capital's skill sets. Through their graduate students, universities have a direct and decisive impact on the growth of human capital. Graduate students continue their education by obtaining knowledge and expertise at HEIs that may be used in professional settings. The flood of freshly trained workers greatly affects the availability of various skill sets inside firms. For instance, when new technologies emerge, HEIs may develop courses and programs to provide students with the knowledge and training they need to effectively use such technologies once they enter the workforce. Companies hire these new graduates because of the value they provide to the company's human capital in terms of knowledge and skills in technology.

Human capital was initially conceptualized by Scottish economist Adam Smith in the 18th century. But the human capital idea may perhaps be said to have been launched by American economist Greg Becker. He popularized the concept of investing in people via his writings in economics. His writings shed light on the connection between toil and output, and the ways in which HR is improving businesses as we speak. We shouldn't think of the idea as if it were trying to turn people into merchandise. Instead, they should see it as an opportunity to improve their skills and the company's bottom line. A major focus of academic research is the relationship between human capital formation and the effectiveness of HEIs. Irshad, H. (2019). In Human capital theory, which argues that spending on people's education and training increases their production, is central to this conversation. To put this idea into practice, HEIs play a crucial role as providers of education and skill development. Education, HCD, and HEI achievement have reached a crescendo, and their reverberations are now entwined with the complex web of HCD ideas and models. according to (Grieves J, 2020)

Mbithi and coworkers proposed the role of higher education institutions as drivers of long-term progress. In line with the larger aims of sustainable development, they maintained, HEIs should be seen as active contributors to society growth. From this

vantage point, HEIs are seen as having a multifaceted impact on the economy, society, and the environment. To wit: (Pike, 2016). It is only natural that HEIs contribute to sustainable development given the current international focus on sustainable development and balanced growth. Investing in students' human capital allows HEIs to become active agents in addressing societal demands, which is in keeping with the sustainable development objectives, which emphasize economic growth, social equity, and environmental stewardship. Mbithi et al. (2021) provide more evidence that HEIs and sustainable development are complementary processes. The study's authors argue that HEIs should work to boost a country's human capital index in order to aid in its social development. This view is consistent with sustainable development, which aims to ensure long-term prosperity for present and future generations via equitable and environmentally sound development.

Their investigation of institutional characteristics expands the scope of the discussion. It stresses that students' cognitive skill development is affected not only by their innate ability but also by the context in which they receive instruction (Pascarella et al., 2004). This idea is in line with the larger recognition that HEIs must provide a suitable climate, including efficient pedagogical practices, cutting-edge physical facilities, and enabling policies and procedures, to maximize the impact of human capital development.

When higher education institutions prioritize interdisciplinary coursework, human capital growth thrives. Higher education institutions (HEIs) may benefit their students by introducing interdisciplinary methods into their curriculum. Creativity, critical thinking, and flexibility are all characteristics that may be developed via education. Margherita Elia et al. Learning possibilities that go beyond textbook theory are increasingly being included into curricula at HEIs. Internships, cooperative education, and other hands-on learning opportunities like this help students gain marketable skills and global perspective. (Eslit 2023) By ensuring that their students are well-prepared for the workforce, higher education institutions (HEIs) that emphasize experiential learning contribute significantly to human capital development.

### 3. Methodology

This section describes and defends the methods and processes used to conduct the current study. The study's demographic, research scales, validation, pilot testing, sampling method, study sample, data gathering procedure, and statistical analysis procedures are all outlined.

#### 3.1. Research Design

Survey research was employed in this descriptive and inferential statistics of university students' views on the efficient implementation of HCDPs.

#### 3.2. Population of the Study

All enrolled students from the University of Okara made up the study's population. According to the university's website, there were 21,000 students enrolled as of August 16, 2023.

#### 3.3. Sample of the Study

A convenient sampling technique was used to select sample. In which four hundred male and female students were chosen from all those academic disciplines which had highest number of students. Only 313 of the 400 pupils surveyed filled out the questionnaire and 87 did not bother to do so at all. Male students (n=175) and female students (n=138) were surveyed for this study.

#### 3.4. Data Collection Procedure

The researcher gathered all of the information herself. Respondents were given paper versions of the study scales to complete. The data gathering process was managed by hand in an effort to minimize the likelihood of biased responses and guarantee a high rate of success. After a week, the researcher would personally collect the returned surveys to analyze the results. This method of data collection ensured that as few questionnaires as possible were misplaced throughout the process.

#### 3.5. Development of Research Tool

Keeping in understanding the objectives of the study one questionnaire on Likert scale was developed to know their views and required information of the respective respondents. A set of self-administered Questionnaire consisted on 40 statements having two sections having demographic information and statements with multiple options (Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree) was developed to calculate the result.

#### 3.6. Validation of research scale

To achieve the required objectives of the study, the self-administered questionnaire was passed through a process of selection and rejection before finalization. All the statements were developed under the guidance of research supervisor. After the validation of research scale, it was named Human Capital and Success of HEIs scale (HC-SHS). The research scale was compromised of 40 statements.

#### 3.7. HC-SHS for students

The HC-SHS for students was developed to measure the perception of students about execution of human capital development practices. There were 40 statements having 6 factors related to human capital development.

**Table 1: Reliability of HC-SHS**

Cronbach Alpha	Value of internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 \leq \alpha \leq 0.8$	Good
$0.8 \leq \alpha \leq 0.7$	Acceptable
$0.7 \leq \alpha \leq 0.6$	Questionable
$0.6 \leq \alpha \leq 0.5$	Poor
$0.5 < \alpha$	Unacceptable

### 3.8. Pilot Testing

Fifty students were selected through convenient sampling technique from the population for pilot testing.

### 3.9. Reliability Test

The validity of the questionnaire is examined by a reliability analysis. As a result, before diving into further research, it's crucial to double-check the accuracy of the data. Take the required Cronbach Alpha, for example in table 1:

The calculated Cronbach Alpha is 0.95, which is excellent. Since Cronbach Alpha has a high efficiency, our future computational discoveries will be reliable and effective.

## 4. Data Analysis

The data was analyzed using both descriptive and inferential statistics. Descriptive statistics were used to examine demographic data, responses broken down by Human Capital Development Practice (HCDP), and students' average and standard deviation ratings of HCDP implementation. The purpose of SPSS version 26 is to calculate descriptive statistics, t test, and Least Significant Difference (LSD).

### 4.1. Analysis and Interpretation of Result

Data has been analyzed through the usage of statistical package for social sciences (SPSS). There are three primary sections. In the first section, we see the profile features of the responders. The demographic features of the sample obtained may be inferred from the respondent profile. Descriptive statistics, the t test, and the Least Significant Difference (LSD) are calculated in SPSS version 26 in the second section of the chapter.

**Table 2: Gender**

Gender	Frequency	Percent	Cumulative percent
Male	175	55.9	55.9
Female	138	44.1	100.0
Total	313	100.0	

As can be seen in Table 2, the study included 175 male and 138 female college students. The gender breakdown of the students who participated in the study is seen in the table above, with 55.9% male and 44.1% female students providing responses. Male college students are statistically more likely to respond than their female counterparts.

**Table 3: Qualification**

Qualification	Frequency	Percent	Cumulative percent
BS/B.ED	70	22.4	22.4
MS/M.Phil	243	77.6	100.0
Total	313	100.0	

**Research Question 1:** How do students feel about the efficiency with which instructional methods and study techniques are implemented?

**Table 4**

Students' perspectives on the efficient application of instructional approaches and instructional techniques

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13.418	1	13.418	.798	.372
Within Groups	5227.004	311	16.807		
Total	5240.422	312			

Table 4 demonstrates that F (0.798) was not statistically significant ( $p > 0.05$ ). This model has a p-value of 0.372. The significance level is higher than the p-value. It demonstrates that there is no statistically significant variation in students' views on the efficiency with which various instructional approaches and pedagogical tools are put into practice.

**Research Question 2:** What do students think about the way in which training and development is carried out?

**Table 5**

Students' views on the efficient delivery of training and development

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.862	1	3.862	.264	.0061
Within Groups	4556.617	311	14.652		
Total	4560.479	312			

Table 5 demonstrates that F(0.264) is statistically significant at the  $p < 0.05$  level. This model has a p-value of 0.0061. The p-value is less than the threshold for significance. It demonstrates that students' views on what constitutes a good training and development program vary widely.

**Research Question 3:** How do students feel about their own ability to put their cognitive talents to use?

**Table 6**  
Students' views on their own ability to use cognitive abilities successfully

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	28.525	1	28.525	1.958	.0163
Within Groups	4530.318	311	14.567		
Total	4558.843	312			

The table 6 displays that F (1.958) was the significant at  $p < 0.05$ . The p-value of this model is 0.0163. The p-value is less than the significant level. It shows that the students having significant difference in their perception about the effective execution of cognitive skills.

**Research Question 4:** How do students feel about the practical use of soft skills?

**Table 7**  
Students' views on the importance and practical use of soft skills

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	20.427	1	20.427	.894	.345
Within Groups	7104.027	311	22.843		
Total	7124.454	312			

In table 7, F (0.894) is shown to be the non-significant value ( $p > 0.05$ ). For this model, the significance level is 0.345. The significance level is higher than the p-value. This demonstrates that there is no statistically significant variation in the students' beliefs regarding the practical use of soft skills.

**Research Question 5:** How do students feel about their own ability to put their technical talents to use?

**Table 8**  
Students' views on the efficient use of technical skills

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	47.562	1	47.562	.325	.0469
Within Groups	45510.227	311	146.335		
Total	45557.789	312			

At the 0.05 level of significance, table 4.10 displays F (0.325). This model has a p value of 0.0469. The p-value is less than the threshold for significance. This demonstrates that students have widely varying conceptions of what constitutes successful use of technical abilities.

**Research Question 6:** When it comes to their own personal and professional growth, how do students feel they are being supported?

**Table 9**  
Students' views on the efficient use of technical skills

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	199.756	1	199.756	1.052	.0306
Within Groups	59079.688	311	189.967		
Total	59279.444	312			

F (1.0502) is the significant value at  $p < 0.05$ , as shown in table 4.11. It has a p-value of 0.0306 in this model. The p-value is less than the threshold for significance. This demonstrates that students' views on what constitutes successful personal and professional development are vastly divergent.

**Research Question 7:** How do students feel about how well global perspective and industrial demands are being met?

**Table 10**  
Students' views on the efficient use of technical skills

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	775.268	1	775.268	1.750	.0187
Within Groups	137812.886	311	443.128		
Total	138588.153	312			

F (1.750) is the significant value at  $p < 0.05$ , as shown in table 11. For this model, the significance level is 0.0187. The p-value is less than the threshold for significance. This demonstrates that students' perspectives on the efficient implementation of global viewpoint and industrial demands vary widely.

**Research Question 8:** Is there a discrepancy in how students with different levels of education see the practical application of human capital development?

**Table 11**

Students' views on the feasibility of human capital development, based on their level of education

Qualification	N	Mean	Std. Deviation	T	P
TMLS	BS/B. ED	70	16.0243	4.29510	1.562
TMLS	MS/M. Phil	243	15.1581	4.04121	-
TD	BS/B. ED	70	14.9814	3.60940	1.511
TD	MS/M. Phil	243	14.1993	3.88474	-
CS	BS/B. ED	70	13.2957	3.85535	0.765
CS	MS/M. Phil	243	12.8989	3.82926	-
SK	BS/B. ED	70	18.7671	4.79353	1.367
SK	MS/M. Phil	243	17.8824	4.77863	-
TS	BS/B. ED	70	51.8243	12.35562	1.603
TS	MS/M. Phil	243	49.2034	11.97895	-
PPG	BS/B. ED	70	62.6529	13.74880	1.362
PPG	MS/M. Phil	243	60.1088	13.78260	-
GPIN	BS/B. ED	70	51.0243	21.22149	2.036
GPIN	MS/M. Phil	243	45.2322	20.91118	-

The t-value of 1.562 for instructors' pedagogical approaches to learning is statistically significant at the p0.05 level, as shown in Table 4.15. These findings highlight the significance of students' views on the effectiveness of human capital development based on credentials. Furthermore, BS/B.ED students had a somewhat more optimistic view on the effective execution of human capital development and selection method (Mean = 16.0143, SD = 4.2851) than MS/M.Phil students (Mean = 15.1481, SD = 4.0312).

Regarding teachers' capacity for professional development, the t-value (1.511) was not significant (p>0.05). This evidence shows that students of all educational backgrounds have similar views on how best to invest in their human capital. Finally, a somewhat less optimistic view on the effective execution of human capital development and selection method was shown by BS/B.Ed students (Mean = 14.9714, SD = 3.5994) compared to MS/M.Phil students (Mean = 14.1893, SD = 3.8747).

The t-value of (0.765) indicates that there is a statistically significant difference between teachers in terms of intelligence at the p0.05 level. These findings highlight the significance of students' views on the effectiveness of human capital development based on credentials. It is also clear that BS/B.Ed students had a somewhat more positive view of the human capital development and selection system than MS/M.Phil students (Mean = 12.8889, SD = 3.8193).

The t-value (1.367) was significant at the p0.05 level when soft skills of teachers were taken into account. These findings highlight the significance of students' views on the effectiveness of human capital development based on credentials. Human capital development and selection technique was seen to be executed more well by MS/M.Phil students (Mean = 17.8724, SD = 4.7687) than by BS/B.Ed students (Mean = 18.7571, SD = 4.7835).

At the p0.05 level, a t-value of (1.603) indicates that there is a significant difference in teachers' Technical Skills. These findings highlight the significance of students' views on the effectiveness of human capital development based on credentials. In addition, BS/B.Ed students (Mean = 51.8143, SD = 12.3456) had a somewhat negative view of the human capital development and selection system compared to MS/M.Phil students (Mean = 49.1934, SD = 11.9690).

There was a statistically significant relationship between the teachers' PD and a higher t-value (1.362, p0.05). These findings highlight the significance of students' views on the effectiveness of human capital development based on credentials. In addition, it was discovered that BS/B.Ed students had a somewhat worse view of the human capital development and selection system than MS/M.Phil students (Mean = 60.0988, SD = 13.7726).

The t-value (2.036) was significant at the p0.05 level when examining the teachers' Global Perspective and Industrial Needs. These findings highlight the significance of students' views on the effectiveness of human capital development based on credentials. In addition, BS/B.Ed students (Mean = 51.0143, SD = 21.2115) had a little more optimistic attitude on the effective execution of human capital development and selection method than MS/M.Phil students (Mean = 45.2222, SD = 20.9012).

## 5. Findings

- Students' views on the efficient implementation of human capital development strategies on college campuses were found to be largely unfavourable, according to the study's findings. They see these routines as essential to their growth and future success.
- The findings showed that there were no substantial differences in students' perspectives on teaching methods and learning techniques after controlling for a variety of demographic characteristics. This indicates that students have a consistent impression of the university's pedagogical practices.
- Third, there was widespread discord between students on how the university carried out its professional development and training programs. Programs like this were praised for their role in helping participants develop professionally and personally.
- Students were quite dissatisfied with how the activities meant to improve their cognitive abilities really played out. They admitted that college did not help them develop the skills they needed for success in school and the workforce, including the ability to think critically, solve problems, and analyse data.

- Students believed that soft skills development strategies were implemented ineffectively, despite the necessity of developing their communication, collaboration, and interpersonal abilities. However, there was little variation in students' perspectives across demographic categories.
- Six, many students felt that the institution was not doing enough to help them develop their technical abilities. They understood the value of technological skills in today's labor market and sought university programs that would prepare them to fulfil the needs of their chosen fields.
- According to the results, students don't believe their institution helps them develop the skills and knowledge necessary to make a positive impact in the world.
- To remain competitive in the global job market, students believed that exposure to international perspectives and industry-relevant knowledge was essential; however, they reported that the university made no efforts to provide them with such exposure.
- There were no statistically significant variations between male and female students' views on the efficiency of human capital development strategies. Students of both sexes had identical reactions to the university's programs, suggesting that they had the same effect regardless of sexual orientation.
- There were no significant disparities between urban and rural students' views on human capital development strategies, the survey concluded. They were equally critical of the university's efforts from both groups.
- There was a large gap in students' perspectives according to their level of education. Graduate students were more upbeat, which may be a result of their greater investment in their education. A smaller percentage of undergraduates reported complete satisfaction, suggesting that human capital development strategies should be better implemented for this group.

## 6. Discussion

There is no need to emphasize the value of higher education to the development of a nation. Higher education institutions like universities are tasked with preparing the next generation to lead their nation to greater success and wealth. While students ultimately choose how well this works out, how well the process of shaping their character and abilities is handled has a major impact on how well that process goes.

This research looked at how HCD is implemented in Okara's first public university, the University of Okara. The study's principal objectives were to document students' perspectives on HCD procedures. While most prior research on HCDPs has focused on how faculty and administrators regard them, the current investigation instead looks at how students feel about them.

The purpose of this research was to examine the relationship between HEIs' success and their attention to cultivating their human capital. Higher education institutions (HEIs) are successful if they are able to mold their students into well-rounded, adaptive, and inventive contributors to society.

To adapt to the ever-shifting educational environment, our study highlights the significance of HEIs aligning with industry demands, curriculum, technological innovation, faculty development, worldwide trends. Higher education institutions (HEIs) that graduate students equipped with marketable skills have a greater probability of becoming successful Wright, B. and J. Richmond Mynett (2019). Human capital growth is enhanced when tertiary institutions are culturally diverse Bontis, N., & Fitzenz, J. (2002).

Human capital growth is profoundly impacted by technological integration (Wang et al., 2017). Students in the modern day need to be proficient in the use of many forms of technology. Our research shows how critical it is for HEIs to invest in their teaching staff. Human capital development in pupils is greatly influenced by the dedication and expertise of their teachers, (Zhang et al., 2019). Higher education institutions (HEIs) who engage in teacher development programs have a positive impact on student outcomes.

Higher education institutions that recognize and support their students' training and development in areas like career counseling and technical skill enhancement stand out as those that place a premium on developing human capital.

The results of this study indicated that many pupils lacked knowledge about human capital development. Many of them understood the significance of human capital development but were dissatisfied with the university's efforts in that regard.

They are dissatisfied with how training and development programs, technical skill building, and preparing students to participate in industry and globally are being implemented at universities.

Based on the students' opinions, our university clearly does not belong among the elite educational institutions in the country or the world. Because of its inability to keep up with the quickly developing educational landscape on a worldwide scale, this document served as a model for the university's poor performance and reputation. For maximum human capital growth, universities must enhance all developmental activities.

### 6.1. Recommendations for Augmenting Human Capital Development in HEIs

To maximize their impact on human capital development and societal outcomes, HEIs should contemplate the following recommendations:

- Give high importance to developing human capital in a way that takes into account not just academic knowledge but also practical abilities, personal values, and ethical principles. This method ensures that graduates are well-equipped to become productive members of society.
- Forge strong ties with companies and businesses to keep curriculum relevant to the needs of the workforce. Keep in regular contact with business leaders to ensure that your initiatives are in sync with the needs of your sector.
- Encourage students and teachers to work together across disciplines. Human capital is improved via the use of an interdisciplinary approach, which fosters innovation, analysis, and problem solving.
- Fourth, use technology to create fresh classroom environments where students can learn. Access to education is widened and students' digital literacy is bolstered via online courses, digital resources, and virtual laboratories.

- Create welcoming classrooms that value and celebrate students' unique backgrounds and experiences. Graduates who have been exposed to diverse perspectives are better equipped to work in multiethnic environments.
- Sixth, fund extensive faculty development programs that train teachers in effective classroom practices, mentoring techniques, and research methods. Spend money on faculty members continued professional development so they may stay current on industry trends.
- Seven, always be checking how well your courses are working and how your instructors are improving. Make improvements in human capital development that are well-informed by data.
- Motivate students to participate in internships, service-learning courses, and other forms of civic participation. Human capital is increased as a result of students' participation in these activities.
- Create indicators of higher education institutions' broader social influence 9. Keep an eye on how recent grads affect economic growth, innovation, citizen engagement, and community progress.

## 6.2. Suggestions for Future Research

Following suggestions are crafted for the future researches:

- Education, training, skill development, technological innovation, a worldwide viewpoint, teaching style, a conducive learning environment, and a global outlook were the primary foci of this research. Researchers in the future are urged to take into account more variables.
- The current study was quantitative, but future research might also benefit from a qualitative approach.
- Third, investigations of Pakistan's other educational institutions are needed in the future.
- Further education options should also include non-public institutions.
- other studies should consider the impact of other demographic data.
- Six, further investigation on how university administration and faculty feel about HCDPs is needed.
- Seven, the attitudes of students about the implementation of HCDPs vary according to demographic characteristics (gender, age groups, academic qualification, and area), and it seems that all demographic aspects are important when discussing HRM. Edgar and Geare (2004) and Pfeffer (1985) also made the case. Demographic characteristics should, therefore, also be incorporated in future HRMPs investigations.
- Eight, although this research is interested in students' perspectives on HCD and its implementation on campus, further research has to be done on measurement and a holistic development framework.
- The researcher should look at ways for faculty development that instructors might use to help their students build human capital in future studies.
- Human capital development techniques' long-term effects on alumni outcomes and societal contributions should be investigated.

## 7. Conclusion

Human capital development at tertiary institutions has far-reaching effects on the community. Human capital development that really works increases not just productivity and creativity but also social mobility, diversity in the workplace, and participation in government. Higher education institutions (HEIs) play a crucial role in preparing students to be productive members of society upon graduation. Strategically boosting human capital development is possible when HEIs apply the suggestions outlined in this section and draw on findings from earlier parts of this study. Doing so will not only benefit their own financial situation, but also that of their grads and the world at general.

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