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An Analogy Between Government and International School Teachers Centered on Demeanor of Human Capital Investment: A Study Based on Gampaha District

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Abstract: The functional operation of a business or an organization predominantly depends on human capital investment (HCI). Similarly, HCI in schools does play an immense role. This is a comparative study of HCI between teachers in public and international schools. Two specific objectives of the study are to identify the factors affected on HCI between teachers in government and international schools and to analyze the impact of HCI on earnings of each group comparatively. Questionnaire method was used to collect primary data for this study conducted in a selected government school and an international school in Gampaha district. One hundred eight government school teachers and 12 international schools teachers were chosen for the sample using a stratified random sampling method. A binary logistic regression model was used for the analysis of the determinants while earning function was used to see the impact of HCI on earnings. The study has found that having lower years of experiences, being a rural resident, having welfare facilities from school, tendency to follow online education programmes and reimbursement of the human capital investment by the government has a positive relationship with HCI. In the last five years, while being a teacher of a government school have significant negative associations with HCI. Considering the impact of human capital investment, that has a meaningful positive relationship with the rate of return of the teachers in international schools. At the same time, that is insignificant for the teachers in government schools. The study concluded that the teachers in international schools are more active in investing human capital and they are also reimbursed attractively for their performances, based on their human capital investment as an incentive from the human resource management.

Keywords: government schools, human capital investment, international schools’ teachers