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HUMAN RESOURCE POTENTIAL OF POST STATE FARM AREAS

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Słowa kluczowe: kapitał ludzki, obszary popeeđerowskie

Abstract. The paper has mainly focused on the resources of intellectual potential in rural areas, especially on the former State Agricultural Farms (SAF). In the accompanying research an interview form was used. 98 people living in the former SAF areas were subjected to the research form. From the research it is clear that the dearth of jobs on the labor market in some measure forces the populace to invest in themselves, supplement their education, self-educate, etc. Unfortunately, this is not to be found on the former SAF areas.

Introduction

The human capital of the country is mostly weaker when compared to that of the city. There are fewer people with college or university degrees, there are also fewer young people as they leave for the city to study and work. The inhabitants of the post-SAF areas have usually bad experiences regarding contacts with schools; they are not accustomed to studying – and certainly not studying by the methods preferred by the school and studying ahead.

The problems concerning rural areas and their inhabitants have key significance for the social and economic integrity of the state. Current conditions result in the fact that crucial processes for the social and economic development tend to concentrate in better urbanized centers, where there are no limitations of access to the infrastructure and where highly qualified human resources have general access to it and can use it effectively.

Taking into account the postulate of balanced development of rural areas, it is vital to make efforts to protect the rural areas, and especially the post-SAF areas, from marginalization. It is therefore important to invest in the development of the human capital, which will save the rural areas from marginalization.

The aim and methodology

The research was carried out with the use of an interview according to a form with randomly selected inhabitants of the former SAFs. It was carried out in two neighboring environments. The aim of the research was to determine the resources of intellectual potential in the rural area, especially on the former SAF areas.

The essence of the human capital

The capital constitutes an inherent attribute of each well-running economic system based on an objective interaction of the market mechanism within the limits of which enterprises will come into being, function and develop [Borowiecki, Czaja, Jaki 1998].

Until recently, the notion of capital denoted factors of production such as: buildings, tools, equipment and other property being occupied by or at disposal of an organization. Now the term is *capital resources* or a group of factors that make up the capital. These factors are all those elements that are used in the process of aim-oriented organization activity [Nojszewska 1996].

The human capital stands for the knowledge, abilities and potential that is at disposal of every person as well as the society as a whole. It provides the ability to work, create new solutions and adjust to changes that occur in the environment.

With the human capital comes the notion of intellectual capital. There are many definitions of the intellectual capital as many authors deal with the issue.

It denotes a range of professional knowledge, experience and abilities gathered by a person. The value of the human capital and other capitals is determined by decisions made in the past [Begg, Fischer, Dornbusch 1996].

M. Bratnicki describes the intellectual capital as the sum of knowledge of all the people in the company community and the ability to use this knowledge to the benefit of the company, which consequently allows transforming the knowledge into the elements of the company's efficiency [Bratnicki 1999].

A definition suggested by the Organization for Economic Co-operation and Development (OECD) is also important for the theory of management. It describes the intellectual capital as an economic value of two categories of intangible assets of an enterprise: the organizational (structural) capital and the human capital [Jarugowa, Fijałkowska 2002].

Table 1. The components of the intellectual capital Intellectual Capital

Human Capital	Organizational capital	Market Capital	Innovative Capital
Competence, Attitudes, Leadership, Development	processes, infrastructure, culture, management	relations with customers, relations with suppliers, market competence, other relations,	improvement of processes, products and services, technologies,

Source: M. Jabłoński, The Role, Structure and Surveying the Intellectual Capital of an Organization, Economics and Organization of Enterprises, 2002, issue 11, p. 14.

Another view on the intellectual capital was presented by J. Warschat, K. Wagner and I. Hauss. They specified within the frame of the intellectual capital four interconnected and interdependent components: the human capital, the organizational capital, the market capital and the innovative capital (Tab. 1) [Jabłoński 2002].

The difference between the above-mentioned definitions of the intellectual capital concerns the varied level of aggregation of the intellectual capital. Generally, it may be said that despite certain differences in terms used to describe the essence of the intellectual capital, all those definitions are similar if not synonymous.

The systematization of the definition of the intellectual capital appears as follows [Domański 1993]:

- it is part of man, it is in a way “human”, as it is embodied in human beings,
- it can be accumulated, though not like fixed assets which are purchased on the market, but through investing in people,
- it cannot be separated from man,
- it is individual, which means that it is not a feature of a community.

The intellectual resource may be treated as a synthesis of knowledge, abilities, health, vital force and other qualities. This resource is given through genetic features of a population once and for all, but it can be increased through investment [Mańkowska, Strużyna 1999].

The human potential in rural areas

In the process of social-economic development and civilization progress, the level of education in the society plays an important role. The results of consecutive censuses show that the general level of education in the society is subject to continuous change (Tab. 2).

One can observe a systematic increase of the percentage of the society with college, university, post-secondary and secondary education. Since 1988, the percentage of individuals with vocational education has changed inconsiderably. But the percentage of those with primary (or incomplete primary) education is continuously decreasing.

With regard to the character of social and economic life and the varied occupational structure of populations in the city and country, some significant differences can also be observed in the level of education in the two environments. Also, the dynamics of change in this subject is diversified. This is quite understandable, bearing in mind that there are no universities, law courts, prosecutor's offices, theaters, etc., or institutions that require appropriate numbers of personnel with university degrees. This level of education is required for school teachers, vicars, at least part of Community Office workers, healthcare workers, culture workers, etc. There are also single cases of farmers with degrees, officers in green garrisons, or those retired workers of different institu-

tions who move to the country after reaching their retirement age.

It can therefore be stated in simplification that, as far as the qualifications of those working in rural areas, there might be relatively greater demand for workers with vocational, secondary or post-secondary education. It can also be expected that more and more people with primary education will participate, as only a part of children and youth decide to continue their education in secondary schools.

It must be appraised that the human capital is growing in rural areas. The participation of country folk of 15 years old or more, with a university degree, has increased from 1.8% to 4.3%, with secondary education – from 12.1 to 20.4%, and with vocational education – from 24.2 to 29.2%. At the same time the percentage of population with only primary education decreased, as well as (unlike the city) the percentage of those under “Others”.

Occupational Potential of the Former SAF Areas

Among 98 respondents, five groups can be distinguished, depending on the kind of job performed:

- paid workers (64% of the surveyed group),
- working and studying simultaneously (7.4%),
- only studying (these constitute 14.9% of all surveyed),
- helping with the household or field, but not paid or studying (10.5%),
- the remainder is merely a 3% margin.

Among the surveyed, the predominant part were those of less than fifty-five, thus at the age of the highest occupational mobility (Tab. 3).

The surveyed had mostly vocational education (48%). In the present situation on the labor market, people without sound education cannot count on a satisfying and well-paid job. Jobs which used to be available for an uneducated person no longer guarantee employment. Graduates of vocational schools of different kinds have no possibility of finding a job and it is not infrequent that those graduates become customers of job offices for years.

Table 2. The population of Poland at the age of 15 and more according to the level of education in 1988 and 2002

Specification	Year	Total	City	Country
[%]				
Total	1988	100.0	100.0	100.0
	2002	100.0	100.0	100.0
College/university	1988	6.5	9.4	1.8
	2002	10.2	13.7	4.3
Post-secondary	1988	1.7	20.0	1.0
	2002	3.3	4.0	2.0
Secondary (total)	1988	23.0	29.8	12.1
	2002	29.4	34.5	20.4
vocational	1988	17.2	21.8	9.8
	2002	20.4	23.0	16.0
general secondary	1988	5.8	8.0	2.3
	2002	9.0	11.6	4.5
Vocational	1988	23.6	23.2	24.2
	2002	24.1	21.1	29.2
Complete primary	1988	38.8	32.3	49.2
	2002	28.2	22.2	38.3
Others	1988	6.5	3.2	11.7
	2002	4.9	4.4	5.7
1998 = 100				
Total	x	110.7	113.1	106.7
College/university	x	174.3	164.8	252.5
Post-secondary	x	218.5	223.3	203.0
Secondary (total)	x	141.1	131.2	180.5
vocational	x	131.1	179.0	174.6
general secondary	x	170.6	164.3	205.4
Vocational	x	113.1	102.8	129.1
Complete primary	x	80.4	77.8	83.1
Others	x	83.8	154.4	52.2

Source: Demographic Journal, US, Warsaw 2007, p. 174.

Table 3. Age of the Surveyed

Age [years]	Surveyed	
	number	%
Up to 25	26	26.5
26-35	39	39.8
36-45	24	24.5
46-55	7	7.1
Over 55	2	2.0
Total	98	100

Source: own research.

In order for a young person to even consider a good and well-paid job and a prospect of a career, it is necessary that they have certain key skills. Respondents to the survey below were asked whether they would like to take up training.

The surveyed generally expressed their desire to train (Chart 1). Training oriented toward particular needs: studying ought to be related to what will fairly quickly bring measurable benefits. It is also a good solution to *learn in acting*. Learning during the realization of a particular project or idea. Knowledge is acquired „by the way”, when it is needed. In this kind of learning, skills and own knowledge of people are used as much as possible. The people then feel appreciated and gain belief in their own power and possibilities. It is very difficult to teach somebody who thinks they had no skills.

It appears that computer literacy or knowledge of at least one foreign language at a communicative level ought to be a norm for contemporary Europeans. Unfortunately it is not so. This problem affects majority of the Polish people; and the people from the former SAF areas are even in a worse situation. And sadly, the people from the former SAF areas have little competence in computer literacy and foreign languages.

To make development equally accessible in the rural areas, it is vital that enterprises be realized in the following domains: education, development of the information society, removing financial and communication barriers, development and improvement of the local infrastructure, improving accessibility and standards of public service, development of enterprises in rural areas and improving accessibility to the largest growth centers, especially reaching two indexes written in the National Development Strategy:

- increasing the percentage of children living in the country and attending kindergartens from 17.5% w in 2005 to 35% in 2015,
- increasing the number of country households with access to the Internet from 19% in 2005 do 70% in 2015.

These tasks are to be realized and then the chances of development will be well- balanced and structural change in the country supported.

Conclusions

In the country the human capital is a special value, thus a resource that must be cherished and invested in. The most important investment in the human capital is education. Here, matters become complicated as this cannot be teaching in the previous form. In order to catch up with the changes, one must learn all one's life, but study differently. By no means is it possible to sit at the school desk all lifetime. New methods of studying must be invented for those who do not cope with the traditional school. Until recently there was no problem with them. Those rejected by

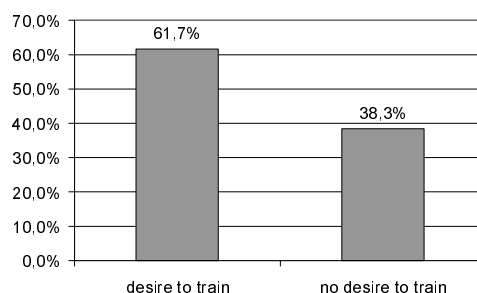


Chart 1. Desire to train

Source: own research.

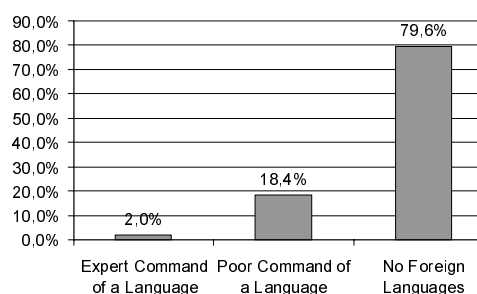


Chart 2. Command of a Foreign Language

Source: own research.

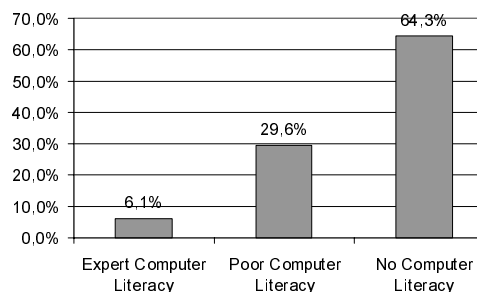


Chart 3. Computer Literacy

Source: own research.

schools did simple jobs in industry and farming. Nowadays, lack of jobs on the labor market forces people to invest in themselves, to supplement their education, to self-study, etc. Unfortunately, this can hardly be observed in the former SAF areas.

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Streszczenie

Mieszkańcy terenów popegeerowskich stanowią duży kapitał. Niestety nie jest on dobrze wykorzystywany. Na tych obszarach relatywnie większe jest zapotrzebowanie na pracowników z wykształceniem zasadniczym zawodowym, średnim i ewentualnie policealnym. Na obszarach wiejskich nie funkcjonują wyższe uczelnie, sądy, prokuratury, itp. organy, które muszą zatrudniać stosowną liczbę osób legitymujących się dyplomami ukończenia studiów wyższych. Dlatego pracujący na wsi nie muszą legitymować się wysokim wykształceniem. Jednak mieszkańcy byłych terenów PGR nie przykładają wagi do wykształcenia ani swojego, ani swoich dzieci.

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