

## Impact of HRD Climate on Job Satisfaction: A Comparative Study of Liberal Arts and Science Colleges in Tamil Nadu (India)

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### **Abstract**

#### **Background**

The success or failure of any business organization whether it is manufacturing or service, largely depends on its employees' commitment, competent, dynamics, productivity and efficiency. If the employees of the organization are well developed and utilized through supportive HR policies such as training and development, performance appraisal, career counseling, opportunity for growth, etc., an ordinary employee could also produce extraordinary results. The aim of this paper is to examine and find out the significant variation, if any, in Human Resource Development Climate and Job Satisfaction level among academic staffs between government and private and self-financed Higher Educational Institutions. It also tried to identify the significant predictors of Human Resource Development Climate on Job Satisfaction.

#### **Materials and Methods**

The study is based on a survey methodology using structured questionnaire and it was conducted among HEIs imparting liberal arts and science stream in Tamil Nadu Province (India). This study is focused on three aspects namely; ownership of the institute, HRD Climate and Job Satisfaction and its various dimensions. The survey was conducted from academic staffs during the academic year 2019-20 and a total of 456 responses were received and taken into for data analysis. Descriptive statistics, independent 't' test and multiple regression analysis of statistical tools were applied to: obtain mean score; compare between government and private; and to identify significant predictors of HRD Climate.

#### **Results**

The findings of this study clearly show that there is significant variation between government and private higher educational institutions in the prevailing nature of Human Resource Development Climate and in Job Satisfaction level. It also indicates that Human Resource Development Climate has significant effect on the level of Job Satisfaction.

#### **Conclusion**

The findings of this study provide strong empirical support for the proposed hypotheses that make understanding the influence of ownership of the institute on both Human Resource Development Climate and Job Satisfaction level in the liberal arts and science colleges. It also provides a comprehensive understanding about the significant effect of Human Resource Development Climate dimensions on the Job Satisfaction level.

**Key words:** HRD Climate, Job Satisfaction, Government HEIs, Private and Self-Financed HEIs.

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### **I. Introduction**

The development of any nation is directly linked with the development of its people. If the country is underdeveloped or still developing, it means people of that country may not have adequate: education, skill, knowledge, competent, dynamic, leadership quality, employability, economic development and so on. Similarly the success or failure of any business organization, whether it is manufacturing or service, largely depends on its employees' commitment, competent, dynamics, productivity and efficiency. If the employees of the organization are well developed and utilized through supportive HR policies such as training and development, performance appraisal, career counseling, opportunity for growth, etc., an ordinary employee could also produce extraordinary results. The present economy of the country in all over the world largely depends on its knowledge workforce and not physical resources. However, it seems that there is acute shortage of employability of workforce and several business organizations in all over the world both developed and developing nations are finding difficult to fill the vacant position due to lack of employable workforce. The importance and contribution of employee for the success of business organization in India particularly the service or knowledge oriented organizations have well realized and recognized. However, there is general

concept that the higher educational sector (both government and private) in India is not well recognized the importance and contribution of its academic staff for the betterment of students and overall performance of the Institute. It is therefore essential to study and understand the development and satisfaction of academic staff in the higher educational sector. The present paper aims to explore the influence of ownership on Human Resource Development Climate (HRDC) and the level of Job Satisfaction (JS) among academic staff and identify significant factors of HRDC on the level of JS among academic staffs in the Liberal Arts and Science Colleges in Tamil Nadu Province (India).

## **II. Literature Review**

### **2.1 Human Resource Development Climate**

General concept of 'Climate' is an average condition of the weather in a particular place over a period of time or years and it could be exhibited by temperature, wind, velocity and precipitation. Climate in the organizational context is a bunch of attributes of organization which could be perceived and shared by its members and will make distinguish from one organization to another organization. There are two categories of climate i.e. Organizational Climate and Human Resource Development Climate. Former refers to a "set of characteristics that describe an organization, distinguish it from other organizations and relatively enduring over time and affect the behavior of organizational members (Forehand and Von Haller, 1964). The later is "an integral part of organizational climate and it is the perception of organizational members about the prevailing nature of HRD process in the organization (Rao and Abraham, 1986) and it was separated from the organizational climate in 1970s to pay more attention to the development of employees. While organizational climate is wider and its coverage is the entire characteristics of organization HRD climate covers only HRD related features or process and it is a narrow sense. Rao and Abraham who are the pioneer persons to introduce the HRDC concept in Indian organizations, developed an instrument of HRD with three parts i.e. "General Climate", "HRD Mechanism" and "OCTAPACE" (Openness, Confrontation, Trust, Autonomy, Pro-Action, Authenticity, Collaboration and Experimentation) culture and they tested first in a public and private sector undertaking in 1970s. Since then the concept of HRD climate has gained greater attention to industrialists, psychologists and academic researchers and it is viewed in the present knowledge economy as a significant instrument of developing and motivating employees for gaining the competitive advantage of the organization.

Research studies in the past indicate that both Organizational and HRD climate led to several outcomes of employees such as job satisfaction, greater retention, performance behavior, organizational commitment, organizational citizenship behavior, etc. Solkhe and Chaudhary (2011) proved that there is significant relationship between Human Resource Development Climate and Job Satisfaction and any positive change in HRD Climate and its components will bring about positive changes in Job Satisfaction and in turn impact the Organizational Performance in a positive manner. Rohmetra (1998) found that there existed a positive relationship between developmental climate and the level of satisfaction of the employees. A study conducted by Kumar and Patnaik (2002) revealed that HRD climate had a positive association with job satisfaction, attitude and role efficacy of employees. Bhardwaj and Mishra (2002) conducted a survey in a multi-business company and their results indicate that HRD climate of senior, middle and lower level managers in a multi-business companies have shown a favorable attitude towards HRD policies and practices of the organization as well as satisfaction with the developmental policies of the top management and happy with the prevailing nature of HRDC in that organization. Babushe and Narendranath, 2013 studied in civil service organizations about the relationship between HRDC and JS and they found that the prevailing nature of HRDC was strongly and positively correlated with the level of job satisfaction. A study conducted by (Ravichandran and Venkat Raman, 2015) in the professional higher educational institutions to find out the relationship between HRDC and JS. They applied HRD climate variables of Fairness in HR system, Opportunity for Professional Development, Faculty Empowerment, Trust, Management Concern, Professional Autonomy and Scope for Innovation and JS variables of Monetary Benefits, Job Content, Interpersonal Relationship and Working Conditions. The results of their study indicated that HRDC was strong and positive correlation with JS and both HRDC and JS shown greater retention of faculty members.

The other outcomes (as stated in the earlier paragraph) from both organizational and HRD climate were: employees' job performance (Podsakoff et al. 1996; Zheng, 2006; Jianwei 2010; Ozge 2016; Li and Mahadevan 2017; Supriyati et al. 2019; and Obeng, Zhu, Azinga and Quansah 2021), Organizational Commitment of employees (Mojtahedzadeh et al. 2011; Benjamin, 2012; Ramadevi and Pujitha, 2013; and Mittal, Gupta, and Motiani, 2016), intention to quit from the current employing organization (McMurray & Adela, 2003; SaketJeswani et al., 2012; and Mehrdad Goudarzi & Cheigini, 2012) and organizational citizenship behavior (Sabri, Pirzada Sami Ullah, 2014; Randhawa, G. and Kaur, K. 2015; Benjamin, 2012; and Jain and Jain, 2017). Both organizational and HRD climate factors have also significantly varied according to the ownership of organization (Ray, 1997; Venkat Raman 1998; Sharma and Purang, 2000; Bhardwaj & Mishra,

2002; Mufeed and Gurkoo, 2006; Purang, 2006; Srimannarayana, 2008; Mittal, 2013; and Ravichandran and Venkat Raman, 2015).

## **2.2. Job Satisfaction**

Generally job goers spend one-third of their life for the work or job and occupies more individual's time to work than to any other personal work in everyday life and thus one would expect that needs and wants to be met from the job. While satisfaction is a felt of pleasure after the fulfillment of needs and wants of the individual Job Satisfaction is (Locke, 1976) "a pleasure or positive emotional state of feel resulting from the appraisal of one's job or job experiences". Thus it describes to what extent an employee is rewarded, pleased, recognized and make comfortable or satisfied from the job. Similar to Organizational and HRD Climate, JS of employee also led to several outcomes for both organizational and individual level. For instance, organizations where employees are more satisfied with pay, promotion, interpersonal relationship, job content and physical working conditions were led to better organizational performance in terms of quality of production, productivity, customers' satisfaction, and financial performance such as profitability, earnings per share, etc. (Brayfield and Crockett, 1955; Fournet, 1966; Lee and Chan 1996; Brooks, 2000; Gursoy, and Swanger, 2007; and Tornow, and Wiley, 1991). Job Satisfaction level also led to individual employee outcomes such as job performance behavior, (Ravichandran and Venkat Raman. 2015; Pilarta, 2015; Inuwa, 2016; Kad Tong 2018; Baluyoset et al. 2019; and Ravichandran and Bhardwaj, 2021), greater retention (Venkat Raman, 1998; Ghani, 2014; Singh, 2015; Agyapong, Asiamah, and Cudjoe, 2019; Ravichandran and Dua, 2021), organizational citizenship behavior (Miao, 2010; Mohammad, Habib, & Alias, 2011; Saepung, Sukimo, and Siengthai, 2011; El Din Mohamed WS 2016; and Saxena, Tomar, and Tomar, 2019) and organizational commitment (Curry, Wakefield, Price, & Mueller, 1986; Chiu, 2000; Freund, 2005; Fletcher, & Williams, 2006; and Ayele, 2014).

## **2.3 Research Gap**

It is evident from the literature review that HRD Climate was significantly and positively correlated with job satisfaction. It is also evident from the past research that HRDC and JS led to several outcomes of both individual and organizational level. However, there is lack of research evidence about the influence of ownership on HRDC and JS level in the Indian Higher Educational Institutions (HEIs) and identifying the significant predictors of HRDC on the level of JS i.e. which factor(s) of HRDC is highly predictable and which are least or weak predictors. Thus it is believed that there is a research gap in these aspects and this paper aims to address this gap.

## **III. Significant Of The Study**

Enhancement of quality, academic standard and overall performance of higher educational institutions is possible by highly satisfied academic staff through positive development work climate. Several research studies in the industrial organizations and few in higher educational sector indicate that strong and positive work climate and highly satisfied employees were more committed, outperformed and more retention attitude with the current employing organization. Thus, it needs to understand the significance of HRD Climate perception and its effect on Job Satisfaction among academic staff to make campus as highly development oriented place for academic staff. It also needs to understand the influence of ownership of the organization on the nature of HRDC and JS as all organization may or may not follow uniform HR management policies and systems.

## **IV. Methodology**

### **4.1 Objectives:**

This paper is an attempt to examine the significant variations, if any, in the nature of HRDC and JS level of academic staff in Government (GOVT) and Private and Self-Financed (PSF) Arts and Science Colleges and also to identify the significant predictors of HRDC on the level of JS. Based on the above theoretical considerations the following objectives are framed.

1. To examine and compare HRDC and JS dimensions between GOVT and PSF HEIs; and
2. To identify the highly significant and least or weak predictors of HRDC on the JS level.

### **4.2 Hypotheses**

**H<sub>1</sub>:** There is significant variation in HRDC dimensions between GOVT and PSF Colleges.

**H<sub>2</sub>:** The prevailing nature of HRDC is more positive in GOVT Arts and Science Colleges than PSF.

**H<sub>3</sub>:** There is significant difference in the dimensions of JS level between GOVT and PSF Colleges.

**H<sub>4</sub>:** There is likely to be higher level of JS in PSF Colleges than its counter part of GOVT.

**H<sub>5</sub>:** The HRDC dimensions are likely to be significant predictors of JS in both categories of HEIs.

### **4.3 Variables and its measurement**

This study is focused on three aspects namely; ownership of the institute (GOVT & PSF), HRD Climate and Job Satisfaction and its various dimensions. The HRDC is measured by four dimensions in this study and they are: Fairness in HR systems (HRF), Opportunity for Professional Development (OPD), Professional Autonomy (AUT), and Faculty Empowerment (EMT). The HRF is the perception of faculty members about HR practices (such as recruitment, pay and allowances, promotion, opportunities for professional development, etc.) are fair, just and equal and it is included 6 statements in the questionnaire. OPD (also known as training and development) is defined as the perception of faculty members with regards to support for training and development to enhance professional competencies of academic staff (e.g. sponsorship for attending orientation and refresher courses and presenting papers at national and international conferences/seminars, financial and other support for conducting workshops and undertaking research and consultancy, etc.) and it is measured by 4 statements. Professional AUT (also known as academic freedom) is the perception of faculty members that work system provides substantial freedom to decide methodology in teaching, assessment in students' performance, research activities and discretion and control over one's own work and it is measured by 3 statements in the questionnaire. The Faculty EMPT is the perception of faculty members that they possess sufficient freedom to express their opinions and give suggestions in any forum without fear of harassment or negative consequences to themselves and there are adequate faculty representation in various decision making bodies (board of governance of the college, recruitment board for academic staff and others, building committee, purchasing committee, students admission committee, and other important decision making bodies).

Job Satisfaction is also measured by four dimensions i.e. Salary and Promotion (S & P), Job Content (JC), Interpersonal relationship (IPR), and Physical Working Conditions (PWC). The S&P is the level of satisfaction of academic staff with pay, allowances, and avenues for promotion and this factor is measured by 3 statements in the questionnaire. The JC is defined for the purpose of this study as the degree of satisfaction among the faculty members with their teaching work load, professional guidance from the seniors, sense of accomplishment, opportunity for research and consultancy and supervising for M.Phil and PhD scholars. This factor is measured by 5 statements. The IPR is defined as the degree of satisfaction among the faculty members in their relationship with head of the institute/department, co-colleagues, and non-teaching staff and it is measured by 3 statements in the questionnaire. PWC is the level of satisfaction among the faculty members regarding work related supportive facilities such as provision of smart class room, technical support in the lab/workshop, help from administration for doing the job, computing facilities, e-journals, catering and cafeteria services, clean drinking water, etc. Satisfaction with physical working conditions is measured with 7 items in the questionnaire. It is pertinent to mention that HRDC was adopted from Rao and Abraham (1986) and self-administered questionnaire for JS.

All the items of HRDC and JS were measured in a five point Likert- scale ranging from 5= strongly agree/highly satisfied to 1= strongly disagree/highly dissatisfied. A pre-test was conducted with 40 faculty members to obtain internal consistency for both HRDC and JS using the Cronbach Alpha test. The scale's Alpha reliability value for HRDC and JS were .728 and .725 respectively. Nunally and Bernstein (1994) suggested coefficients Alpha of value .70 to be considered as good and a value exceeding .60 to be acceptable level of internal consistency.

### **4.4 Sampling and Data Collection**

The study is based on survey methodology using a structured questionnaire and it was conducted among HEIs imparting liberal arts and science stream in Tamil Nadu Province (India). These HEIs are functioning by three methods and they are: fully owned and administered by Government of Province is known as GOVT Colleges; owned and administered by private trust but fully/partially funded by Government of Province is called Government Aided Colleges; and fully owned, administered and funded by either a group of professional experts or corporate sector called Private and Self-Financed (PSF) Colleges. But for the purpose of present study only fully owned by GOVT and PSF HEIs are covered assuming that GOVT and GOVT aided institutions follow uniform HR management practices and may not have significant difference in HRDC and JS. The Tamil Nadu Province is geographically divided into four regions i.e. East, West, North, and South and adequate number of colleges is located in all four regions. In order to obtain adequate representation from the entire region and maintain uniformity, the researcher adopted the following criterion to select the sample institute for the data collection purpose. They are: the colleges which complied in its website address "mandatory disclosure" – with full details of faculty members including their contact such as email address and mobile phone; those sample colleges which are 20 years and above from the date of its establishment assuming that these colleges adopt and follow a well established HR practices; and colleges which has post graduate and research departments for maintaining the uniformity. Based on the above stratified sampling technique the researcher selected 32 colleges randomly (8 colleges from each region and 4 each from GOVT and PSF). The questionnaire was prepared both offline (print) and online (Google form) for the convenient of respondent. With the prior consent of respondent faculty members, the researcher mailed 20 questionnaires to each select

sample college (4X8X20=640). Adequate care is taken to obtain fair representation from age, gender, educational qualification, monthly gross salary, academic rank and teaching experience of the respondent faculty members. The number of filled in responses and returned were 525 of which 69 responses were found incomplete and remaining 456 responses were taken into for data analysis purpose.

#### 4.5 Organization of data analysis and application of statistical tool

The data collected pertaining to HRDC and JS was coded in a master table using IBM SPSS 20 version. Score of one negatively-keyed item from HRDC was reversed as per the manual of scoring. Descriptive statistics of mean value and independent ‘t’ was applied to assess the significant variation, if any, between GOVT and PSF in the prevailing nature of HRDC and the degree of JS. Further multiple regression analysis was applied to find out the significant predictors of HRDC dimensions on the degree of JS. In the descriptive statistics, mean score range out of five was used to have a more meaningful interpretation on the HRDC and JS modifying slightly the five point Likert-scale into three stages. Thus, the range of average scores of HRDC and JS level were described as 1-2.49 to be interpreted as “less positive/ satisfied”, 2.5 to 3.49 to be “moderate level”, and 3.5-5 to be as more positive/highly satisfied (Kassaw&Golga, 2019).

### V. Results And Discussion

#### 5.1 Comparison of HRDC and JS

Data analysis from descriptive statistics for mean score and ‘t’ test (table 1) for comparative analysis clearly shows that there is significant difference in the overall HRDC and JS level between GOVT and PSF HEIs ( $p < .05$ ). However, there is no significant difference in the OPD dimension of HRDC ( $p > .05$ ). Further the data analysis indicates that the prevailing nature of all dimensions of HRDC is more positive in GOVT HEIs than its counterpart of PSF. This could argue that GOVT HEIs in India are strictly implementing the HR management systems such as recruitment, salary, promotion, professional development programs, post retirement benefits, etc. as per the norms and regulations laid down by the established regulatory bodies for HEIs such as UGC, AICTE, etc. Also it is possible to argue that academic staffs in GOVT HEIs could be more empowered because of job security and they could express their views and opinion in any forum and other important decision making bodies confidently and they could also control over their work. These HR management systems would not have adopted strictly in PSF HEIs and follow their own HR management systems which might be undesirable or unacceptable. These could be the possible reasons for better HRD climate in GOVT HEIs particularly in HRF, AUT and Faculty EMPT as per the findings of this analysis. The result of this data analysis is consistent with that of Mittal (2013), Chaudhary, Rangnekar, and Barua (2012) and Ravichandran and Venkat Raman (2015) but it is contradictory to the findings of Purang (2008) where perceived HRDC was more positive in private sector.

**H<sub>1</sub>:** There is significant variation in HRDC dimensions between GOVT and PSF Colleges. This hypothesis is partially accepted as there is no significant difference in OPD ( $p > .05$ ).

**H<sub>2</sub>:** The prevailing nature of HRDC is more positive in GOVT Colleges than PSF. This proposition is accepted as all the dimensions of HRDC are more positive in GOVT HEIs than PSF.

**Table 1: Comparison of HRDC and JS between GOVT and PSF HEIs**

Variables	Ownership	Mean	t	Sig. (2-tailed)
Fairness in HR Systems (HRF)	GOVT	4.17	18.114	.000
	PSF	3.36		
Professional Development Opportunity (OPD)	GOVT	4.06	.567	.571
	PSF	3.97		
Academic Freedom or Autonomy (AUT)	GOVT	4.00	13.280	.000
	PSF	3.23		
Faculty Empowerment (EMPT)	GOVT	4.11	10.529	.000
	PSF	3.54		
Overall HRD Climate	GOVT	4.08	15.890	.000
	PSF	3.53		
Salary and Promotion (S&P)	GOVT	4.13	18.03	.000
	PSF	2.98		
Job Content	GOVT	4.07	12.15	.000

(JC)	PSF	3.54		
Interpersonal Relationship (IPR)	GOVT	4.22	1.73	.085
	PSF	4.13		
Physical Working Conditions (PWC)	GOVT	3.20	-21.98	.000
	PSF	4.16		
Overall Job Satisfaction (JS)	GOVT	3.90	6.27	.000
	PSF	3.70		

There is significant difference between GOVT and PSF HEIs ( $p < .05$ ) in overall JS level but there is no significant difference in IPR dimension as  $p > .05$ . Further the data analysis indicates that there is higher level of JS in GOVT HEIs in the dimensions of S&P (Mean = 4.17 for GOVT and 3.36 for PSF) and JC (Mean = 4.07 for GOVT and = 3.54 for PSF) and PSF is higher Level of JS in PWC (Mean = 4.16 for PSF and 3.20 in GOVT). It is possible to argue from the results that academic staffs in PSF HEIs are underpaid in salary and other monetary benefits and give less importance for promoting to next level rather these institutes concentrate more in creating attractive building, lawns and other physical infrastructure for external impressments of students and other stakeholders. Though physical work environment is equally essential for teaching and learning process, attract and retention of academic staff is more essential as they play a very significant role for producing more employable students and also for overall development of the institute. The result of this study is corroborating with the findings of (Zhou & Xie, 2019; Yoganathan & Sowndarya, 2015; Ganapathy, 2017; Pavithra, 2019; Byju & Kannan, 2018; Tomar & Kapri, 2019; Sasikala, Srikumar & Ravichandran, 2020; and Senthil Kumar & Kannappa, 2016) where academic workforce in PSF Colleges are less satisfied or dissatisfied with salary, promotion and other monetary benefits and more satisfied with other factors such as work itself, supervision, interpersonal relationship, physical working conditions, etc.

**H<sub>3</sub>:** There is significant difference in the dimensions of JS level between GOVT and PSF Colleges. The findings of this study is partially accepted this proposition as there is no significant difference in the IPR ( $p > .05$ ).

**H<sub>4</sub>:** There is likely to be higher level of JS in PSF Colleges than its counter part of GOVT. Academic staffs in PSF HEIs are comparatively higher JS lvel in PWC and less satisfied in all other factors and therefore this proposition is also partially accepted.

### 5.2 Impact of HRDC on JS

The data analysis for multiple regressions (table 3 and 4) reveals that the HRDC has significant impact on JS jointly in both the categories of HEIs. However, it is varied in individual dimensions of HRDC.

**Table 3: Regression Results of GOVT HEI: HRDC dimensions with JS**

Model Summary					
Model I	R = .486 <sup>b</sup>	R <sup>2</sup> = .236	Adjusted R <sup>2</sup> = .220		
	Sum of square	Df.	Mean square	F	Sig.
Regression	5.864	4	1.466	15.113	.000 <sup>c</sup>
Residual	19.012	196	.097		
Total	24.876	200			
Variables	Un-standardized coefficient (β)	Std. error	Standardized coefficient (β)	T	Sig.
Constant	2.227	.229		9.710	.000
HRF	.084	.047	.128	1.785	.076
OPD	.186	.043	.300	4.286	.000
AUT	.047	.041	.077	1.138	.257
EMPT	.095	.044	.153	2.161	.032

a. Predictors: (Constant), EMPT, OPD, AUT, HRF:  
Dependent Variable: JS

For instance, OPD is strong and significant predictor ( $\beta = .300$  and  $t = 4.286$ ) of JS in GOVT HEIs followed by EMPT ( $\beta = .153$  and  $t = 2.161$ ) and there is weak prediction of HRF ( $\beta = .128$  and  $t = 1.785$ ) and AUT ( $\beta = .077$  and  $t = 1.138$ ). Similarly in PSF HEIs also OPD is the highest significant and positive predictor ( $\beta = .335$  and  $t = 5.857$ ) of JS followed by HRF ( $\beta = .215$  and  $t = 3.796$ ) and AUT ( $\beta = .163$  and  $t = 2.817$ ). The faculty EMPT

is the weak predictor ( $\beta=.018$  and  $t=.311$ ) on JS in PSF HEIs. The result of regression analysis clearly says that OPD is strong and significant predictor in both the categories of HEIs. It is possible to understand that academics who perceived more positively about opportunity for professional development (also known as training and development) such as sponsorship for presenting papers in national and international conferences and participating in orientation and refresher courses, creating opportunity for research and consultancy, organizing seminar, workshop, conference and other faculty development programs would contribute higher level of JS, academic performance, productivity, more academically committed workforce and higher retention attitude. The findings of this data analysis is confirmed with that of Tabassum, 2021; and Nguyen, and Duong, 2020 where training and development of employees shown strong and positive relation and strong impact on JS level. But it is contradictory with that of Picho, E.O. 2014 where training and development was weak predictor of JS. The findings of this study is also confirmed with that of Solkhe and Chaudhary, 2011; Bhardwaj and Mishra, 2002; Babushe and Narendranath, 2013; and Ravichandran Venkat Raman, 2015 and Chaudhary and Bhaskar, 2016 where HRDC was strong and positive correlation with JS.

**Table 3: Regression Results of PSF HEI: HRDC dimensions with JS**

Model Summary					
Model I	R=.445 <sup>b</sup>	R <sup>2</sup> =.198	Adjusted R <sup>2</sup> =.186		
	Sum of square	Df.	Mean square	F	Sig.
Regression	5.271	4	1.318	15.474	.000 <sup>c</sup>
Residual	21.289	250	.085		
Total	26.560	254			
Variables	Un-standardized coefficient ( $\beta$ )	Std. error	Standardized coefficient ( $\beta$ )	T	Sig.
Constant	2.254	.228		9.894	.000
HRF	.171	.045	.215	3.796	.000
OPD	.144	.025	.335	5.857	.000
AUT	.083	.029	.163	2.817	.005
EMPT	.010	.032	.018	.311	.756

a. Predictors: (Constant), EMPT, OPD, AUT, HRF:  
Dependent Variable: JS

**H<sub>5</sub>:** The HRDC dimensions are likely to be significant predictors of JS in both categories of HEIs. This proposition is partially accepted as HRF and AUT in GOVT and Faculty EMPT in PSF have not significantly predicted.

## VI. Theoretical And Managerial Implications

The findings of this study provide strong empirical support for the proposed hypotheses that make understanding the influence of ownership of the institute on both HRDC and JS level in the liberal arts and science colleges. It also provides a comprehensive understanding about the impact of HRDC dimensions on the JS level. The comparative and regression analysis of HRDC and JS confirmed or negated propositions existed in the past research. Further the results indicate factors which are not providing positive work climate or not contributing higher level of job satisfaction among academic staff. For example, lack of faculty “Empowerment” and “Salary and Promotion” in PSF and “Physical Working Conditions” in GOVT HEIs are the relative indicators for which it is required to pay more attention for making the academic campus as more developmental climate and higher level of JS among academic staff. This is because the impact of HRDC on JS would contribute jointly and independently several outcomes such as productivity, academic performance, more committed work force and development of more retention attitude among academic staff. Overall the study indicates that ownership of the institute has significant influence on the prevailing nature of HRDC and JS level and also indicates that HRDC acts as an antecedent for the higher level job satisfaction.

## VII. Limitations Of The Study

Despite best effort made by the researcher, there are limitations exist in this study. This study restricts with the impact of HRDC on JS and not examined the outcomes of HRDC and JS. The study does not include other HEIs such as engineering, medicine, law, and so on. It is, therefore, generalization from these findings to overall higher educational sector and national level needs to be kept in perspective.

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