

HRD Climate and Performance of Academic Employees: A Comparative Analysis of Public and Private Higher Educational Institutions

By

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ABSTRACT

Higher Educational sector in India is facing several challenges in the present highly competitive, digital, technological and knowledge economy of the world. But most important challenge is to attract and retain skilled and competent academic work force particularly in the private and Self-Financed Colleges. There is acute shortage of competent or qualified workforce in the job market i.e. there is wide gap between demand from the industrial or service organization and supply of the workforce available in the job market. Thus it is essential to keep workforce to be more competent, dynamic, innovative and creative thinking, and more committed which is possible through continuous development of employees by providing developmental organizational policies particularly policies related to Human Resource, conducive or favorable work climate, challenging in the job, satisfaction in their job, etc. HRD culture is an important factor with collaborative approach for organizational beliefs, norms, structure, values, and HR practices influencing constant success and growth of any organization. To determine the vital HRD factors, the current study attempts to examine the influence of HRD climate on the Performance of academic employee and analyze the similarities and/or difference between public and private institutes of higher learning. Based on a survey among 456 respondent faculty members and applying 't' test and Karl Pearson Correlation test, the findings clearly show that there is significant difference between Government and private and Self-Financed Colleges in the prevailing nature of HRD Climate and Performance of academic employees. However, there is no significant and positive correlation between HRD Climate and Performance of academic employees and thus the results of this study slightly warning to take necessary measures to enhance the academic Performance of the Colleges.

Keywords – HRD climate, HRD, Higher Educational Institutions, Government, Private and Self-Financed Colleges, Performance of Academic employees

1 INTRODUCTION

Human Resource has always been considered as one of the most dynamic and challenging aspects of an organization in the present highly competitive, digital, technological, and knowledge economy of the world. It is the most important determinant factor and contributes for the success of any organization and also for social, emotional, and intellectual capitals in the organization. Customers are the king and have wide choice in this age of frequent changing and stiff competition when it comes to choose from different services and products. A retainable and competent workforce could satisfy customers by producing good quality of product and or service. However, it seems that there is acute shortage of competent or qualified workforce in the job market i.e. there is wide gap between demand from the industrial or service organization and supply of workforce available in the job market. Thus it is essential to keep workforce to be more competent, dynamic, innovative and creative thinking, and more committed which is possible through continuous development of employees by providing development oriented organizational policies particularly policies related to Human Resource (HR), conducive or favorable work climate, challenging in the job, satisfaction in their job, etc. HRD culture is an important factor with collaborative approach for organizational beliefs, norms; structure, values, and HR practices will significantly influence on Performance behavior of employees and contributes for satisfaction of customers and also constant success and growth of any organization. The present paper aims to examine the influence of HRD climate on the Performance of academic employee and analyze the similarities and/or differences between Government (GOVT) and private and Self-Financed (PSF) Liberal Arts and Science Colleges. Human Resource Development Climate (HRDC) is generally a perception of organizational members about the HRD Mechanism, General Climate, and Openness, Confrontation, Trust, Authenticity, Pro-activity, Autonomy, Collaboration and Experimentation (OCTAPACE) Culture of the organization Rao and Abraham (1986) and it is an integral part of Organizational Climate. HRD Mechanism consists of subsystems such as training and development, Performance management, reward management, potential appraisal, career planning, self-renewal mechanisms, and others. General climate ensures that the organization's management has rightful intent, focused will and takes the right actions for its HR growth. The OCTAPACE consists of elements like opportunities for decision-making, environment of loyalty, innovation, a positive attitude to settle disputes and complaints simply with one-on-one interaction, and true approach for dealing with issues related to the development of employees. Prevailing nature of HRD and Organizational Climate have significant and positive impact on the Performance behavior of employees both in industrial and service organization (Zerbe, 1993; Zheng, 2006; Li and Mahadevan (2017); Ozge (2016); Podsakoff et al. (1996); Peek (2003); Campbell, et al. (1970); Jianwei (2010); Supriyati et al. (2019); Obeng et al. (2020); and Obeng, Zhu, Azinga and Quansah (2021).

Globalization has led to the growth of new markets, new mindsets, new products, new perceptions, and new competencies for doing business. Survival and sustainability have become to adopt new norms in this world of competition and are also a key challenge for

an Institution. With the onset of globalization and booming Indian economy, public enterprises have witnessed sudden changes in the market. They are now observing the risks of privatization and Government has been forced to reorganize these Institutions / Units due to insufficient working and constant losses as a consequence the public organizations either have to bid adieu as sick units or efforts are made to revive them. This is the trend emerging in India and worldwide. Hence, the public enterprises have no other choice but to stand ahead with the changing environment. They have to change rapidly to remove the stigma of being a burden to national growth and being unproductive. Different countries have different paths, management techniques, and strategies to deal with this issue. This way, Japan has become the first country with their different management techniques and their overwhelming use of human resources. A favorable HRD Climate is the key to success of any organization to a great extent and HRD believes in communication and participation of manpower more than technology to bring a greater change, efficiency, and commitment of workforce It is more focused on development, learning, and training of employees to improve team, individual, and organizational Performance overall. It is basically a business-oriented approach to ensure the development of HR strategically. It is vital to add value through development, knowledge, innovation, and improvement as compared to traditional factors like physical labor, financial capital, and raw materials (3). Higher Educational Institutes (HEIs) should also focus on HR growth with the improvement in skills, knowledge, and abilities in private and public domains. HEIs are now looking for a competitive edge in a volatile environment and thus it is more relevant to intentional innovative and a move towards smart optimization develop and utilize human resources on continuous basis. The success of any higher Educational Institution relies mostly on strength of its academic employees. Higher education plays a vital role in developing Nations; a notable appreciation can be attributed to globalization and a focus on market-oriented economies in this regard. To develop new horizons and service and to stand ahead in global markets, the developing countries have to ensure good quality secondary and basic education. Required knowledge and skills need to be provided at territorial level for various activities. There are different roles of higher education to the overall HRD such as creating new knowledge with scientific research study, training of higher and middle-level technical and academic: managerial and executive staff and ensuring democratic processes by promoting informed opinions and independent ideas. These days HEIs have become the much anticipated sources of talent and knowledge to create future leaders in the corporate world. Thus, understanding HRD culture and its impact on the Performance behavior of academic employees in higher educational institutions is very essential and for which Government of India has come up with world-leading infrastructure considering the present scenario. These institutions need to focus on funding, independent governance, and oversight on the basis of global rankings and should strive to improve their Performance as per global standards for social, intellectual, and economic growth of the country.

2 LITERATURE REVIEW

Ajay Solkhe and Dr. Nirmala Chaudhary (2011) found HRD climate helpful for the staff to acquire the competencies that are much needed to execute the future or current roles and is helpful to develop their skills for better Performance. From financial to behavioral there are different ways to determine organizational productivity. However, the researchers used “Job Satisfaction” as the only measure as there was still lack of studies using this measure. This paper determined and analyzed the impact and relationship with the OCTAPACE Culture (i.e. Openness, Confrontation, Trust, Authenticity, Pro-activity, Autonomy, Collaboration and Experimentation) as also viewed by Rao and Abraham in their studies in 1986. The study sought responses from 71 participants from various hierarchical levels and departments in a public sector organization based in North India.

Sequeira (2012) identified that HRD practices enabled the workforce to make most of their efforts and their lives and development is an eternal process. It is important to create new competencies to meet the changing issues, aspirations, and requirements. Common and major goal of Human Resource Development is capacity building to ensure satisfied living at all levels and for which education is very important to achieve all goals of Human Resource Development. This paper focused mainly on the dimensions and aspects of HRD in higher education.

Towseef Ahmad Rather et.al (2013) have taken cognizance on the HRD’s growth in Jammu & Kashmir. The researchers have done a comparative study between public and private institutes in J&K to determine how effectively Human Resource Management and Development policies have been implemented. A questionnaire was conducted to collect the data including items related to training, development, placement, recruitment, compensation, Performance appraisal, employee relations, and benefits. It was a qualitative case study to find out the differences and similarities between private and public institutions in J&K for implementing recent practices in human resource development. The study summarizes some of the important suggestions for the improvement of human resources and highlights some of the main findings. The study developed a Human Resource Management and Development model has been found effective for HRD’s growth.

Adelien Decramer et. al (2013) studied employee Performance management in higher Educational Institutes and satisfaction level of employees. The researchers focused on the alignment factors on control and communication in academic units. Management of employee Performance has become the major contributor in higher education. The satisfaction level and features of employee Performance management were measured with 589 employees of University. This study tested and developed a satisfaction model with employee Performance measurement for academic staff in Educational Institutes.

Folorunso, et. al (2014) determined how commitment dimensions in an organization affect productivity of academic staff at territory Institutions owned by Oyo State. The researchers selected volunteers through a multi-stage sampling process. They used a purposive sampling technique to study two higher institutions at first stage while using

random sampling to choose 25% of respondents from two higher institutions they had selected earlier. They conducted a structured survey and collected data from the participants which were Employees Performance Questionnaire (EPQ) and Organizational Commitment Questionnaire (OCQ). It was found that organizational commitment plays a vital role in influencing staff Performance independently and jointly and the paper suggested policymakers and territory Institutions to take certain steps to improve productivity of the employees.

Strategic Human Resource Management (SHRM) has been widely used by top levels performing corporate businesses as explored in their study by **Alwiya Allui & Jolly Sahni (2016)**. It was found that a huge gap existed in both empirical and conceptual studies and this is even higher in Arab countries. The importance of some aspects has been recognized by several Institutions and few of them have practiced them frequently. This study aimed to explore the potential of some established strategies in HRM practices at Saudi-based universities. The researchers used qualitative and quantitative research design to study the best practices of HRM in higher education.

According to recent studies, **Nirmala Sumithra and Chockalingam (2017)** studied the existing condition of HRD Climate in select software companies in Bengaluru City, India. Organization needs a robust HR department to gather the resources and ensure growth, sustainability, and diversification of the company in new fields considering the environment where it operates. It is very vital to become efficient and cost effective considering the competition. It is also very vital for organizations to keep their working approaches up-to-date with technical and managerial skills, work norms, and staff motivations ahead to meet current challenges. The researchers attempted to study the HRD climate and its impact on the organizational goals. The study picked three leading software companies in Bengaluru City, such as Tata Consultancy Services (TCS), Infosys, and Wipro.(13)

Geetanjali Bhambhani et. al (2018) studied the HRD climate in Infosys Pune using standardized planning to gather details from 50 Infosys employees. The IT sector is evolving rapidly in the current scenario and it is very vital to understand the enthusiasm and proficiency of employees. The HRD consists of two aspects – culture and climate. The research was mainly concerned to examine the present scenario of HRD climate in the company and to determine the favorable factors for HRD climate. Here, researchers found some noticeable components of HRD climate from the interrelationship of variables. The OCTAPACE culture and general climate were found highly correlated and HRD mechanisms were also found as major influencing factor. Employees were found highly motivated in the company with high levels of creativity and team spirit as they were backed by top management.

Hong Thi Thuy Nguyen (2018) studied the role of HRD at Hanoi Open University and determined the existing situation of human resource development while proposing some solutions to improve HRD with effectiveness and training quality at Hanoi Open University. The first two parts of the study focused on the role of HRD in open universities

and the third part reviewed the theoretical base of HRD and the fourth part evaluates the existing human resource department at HOU. In the fifth part, it consisted of data collected through its methodology on HRD processes at the university. The findings of the study revealed that HRD practices below average at HOU as expected for human resource structure, human resource quality, and human resource management. The study also found a lack of well-trained full-time staff imbalanced and improper working conditions and disjointed personnel management.

Tesfaye Teshome (2018) studied HRD climate in Ethiopian Higher Educational Institutions and tested and developed a satisfaction model regarding employee Performance management for academic staff in institutions. Strict control, positive attitude towards two-way communication, and consistency are the important factors for higher satisfaction level and Performance. This study analyzed and found the relationship between organizational goals and goal-setting, as well as employee Performance management systems. The results were consistent regarding strict control and communication regarding the results of previous studies in other settings and it further validated the same research. Along with it the study further explored the alignment aspects of staff Performance management in Educational Institutes.

3 SIGNIFICANCE OF THE STUDY

HRD is an ongoing process and subsystem of a huge organization dealing with the evolving needs of staff and people and anticipate changes to grow the entire organization. HRD helps employees in a planned and consistent manner to sharpen their abilities to perform different functions related to their expected and current roles, identify their overall abilities and utilize their inner potential for the organizational and personal growth, and form a work culture where team work, employer-employee relationship, and collaboration becomes stronger for the motivation, professional well-being and pride among employees. HRD Climate is important aspect of an organization which consists of employee's perception on the overall development of an organization. Research in the past, as stated in earlier paragraphs suggest that prevailing nature of climate perception has strongly and positively associated with the Performance of employees. In the higher educational sector many academics believe doing research and development activities will improve the quality of teaching and would serve as an important instrument for valuable means of learning process. It is also believed that quality of teaching and pedagogy in higher education is influenced by doing more research activities, publication, networking with peer group, and also it will strengthen competence, skill, new insights in the curriculum and improve quality of interaction with the students. Thus the present study will provide a comprehensive understanding about the prevailing nature of HRDC and Performance level of academic employees and emphasize policy makers, authorities of the College and regulatory bodies to enhance the relative indicators which are not conducive for better Performance of academic employees and over all development of the institute.

4. METHODOLOGY

4.1 Research Questions

It is strong evident from the existing research studies about factors determining HRD and Organizational Climate. However, it seems that there is lack of research work which compares HRDC and Performance of academic employees in the higher educational sector particularly with respect to Indian context though there were several research studies existed that relates Organizational Climate and Performance of employees. The present paper attempts to analyze and compare HRDC and Performance of academic employees between public and private funded liberal arts and science Colleges. Thus this paper aims to answer the following research questions.

1. What are the prevailing nature of HRD climate and the f Performance level of academic employees in both public and private funded institutions?
2. Does the ownership of the Institute influence the prevailing nature of HRD climate and the level of Performance of academic employees?
3. Are there any significant difference between public and private institute on HRD climate and Performance of academic employees?
4. Is there any positive and significant relationship between HRDC and Performance of academic employees?

4.2 Objectives of the study

Based on the above theoretical consideration and research questions as stated above the following objectives are framed.

1. To examine the prevailing nature of HRDC and the Performance level of academic employees in both categories of institute;
2. To study and analyze the difference, if any, between public and private institute on HRD climate and Performance of academic employees;
3. To examine the influence of ownership on HRD Climate and Performance of academic employees; and
4. To analyze and find out the relationship, if any, between JRDC and Performance of academic employees.

4.3 Hypotheses

1. There is likely to be significantly difference in the prevailing nature of HRDC and the level of Performance of academic employees between public and private funded institutes.
2. HRD Climate is likely to be significantly more positive in the GOVT Colleges than its counter part of PSF Colleges.

3. Performance of academic employees is likely to be higher in PSF Colleges than its counterpart of GOVT.
4. HRD Climate is likely to significant and positive correlation with Performance of academic employees in both the categories of the institute.

4.4 Variables and its measurement

There is lack of research studies in Indian context for comparing public and private funded institutions in respect with HRDC and Performance. This paper fulfills the existing research gap to compare HRDC and Performance of Academic employees between GOVT and PSF Colleges. The study focuses two set of variables i.e. HRD climate and Performance of academic employees. The HRD climate is measured by four dimensions i.e. “Fair, Equal and Just” in HR system (FEJ)”, “Professional Development Opportunity (PDO)”, “Academic Freedom (AF)”, and “Faculty Empowerment (EMPT)”. The FEJ is the perception of faculty members that HR practices (such as recruitment, pay and allowances, promotion, opportunities, etc.) are equal, fair and just and comparable with similar institute and it is measured by 6 items in the questionnaire. “PDO” is defined as the perception of faculty members regarding support from the College for enhancing professional competencies of individual faculty members (e.g. sponsorship for training and development programs including national and international conferences/seminars, conduct workshops, create opportunities for research and consultancy, etc.) and it is measured in 4 statements. “AF” is the perception of faculty members that degree to which job provides substantial freedom to decide teaching methodology, research activities, discretion and control over one’s own work and is measured by 3 items. “EMPT”(also known as participation in management) is the perception of academic employees that they feel important members in the work place and 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 representation of academic employees in various committees/decision making bodies (such as building and purchasing committee, recruitment board for faculty and staff, college governing body, students admission committee, etc.) and it is measured by 4 items in the questionnaire.

The other important variable is “Performance” of academic employees. It could be assessed in terms of teaching, research and development activities, and community services. This paper restricts only with research and development activities and it is measured by three dimensions i.e. Publication (publication of books, book chapters, articles in news paper/magazine, research papers, and conference papers) and it is measured in 5 statements in the questionnaire. Professional Development Activities (PDA) such as (participating/organizing seminar/conference/workshop/faculty development programs, delivering invited lectures as key note speaker/chief guest in any academic forums, and membership in professional bodies) is measured with 4 items. “Research and Guidance” (R &) consists with Supervise and awarded M. Phil/PhD scholars, PhD theses evaluated, and research projects undertaken and completed and measured by 4 items. Items for Performance were designed and included based on the researchers’ own judgment as it

seems that there was no research evidence in the past for measuring research and development activities of the academic employees.

The present study is a survey based technique adopting structured questionnaire and it was composed of closed ended items with two parts. Part one dealt with scale items concerning measurement of prevailing nature of HHRDC and part two with Performance of academic employees. The scale totally consisted of 17 items for HRDC four dimensions and 13 items for Performance with three dimensions as stated in earlier paragraph. The scale items was measured with a five point Likert-type scale to be rated ranging from 5=Strongly Agree to 1= Strongly Disagree for HRDC and 5=Strongly Agree to 1= Strongly Disagree for Performance. A pre-test with 40 academic employees was conducted and checked reliability of scale items for both HRDC and Performance by using the Cronbach Alpha level and the value derived was .715 and .682 for HRDC and Performance respectively. Nunally and Bernstein (1994) suggested coefficients Alpha value of .70 to be considered as good and a value exceeding .60 to acceptable level of internal consistency.

4.5 Sampling, Data Collection and Analysis

The present study is a comparative analysis between GOVT and PSF Liberal Arts and Science Colleges in Tamil Nadu Province (TNP). The researchers applied four important criterions for selecting the sample College to ensure adequate representation and uniformity which are: 1) geographical region of TNP i.e. East, West, North and South; 2) Year of establishment and for which 25 years and more from the date of establishment of the institute was considered. 3) “Mandatory disclosure” with full details of faculty members including email address and contact number to be disclosed in their website address for easy to contact the sample respondent faculty members; and 4) Post Graduate and Research Department Colleges and not included degree Colleges assuming that research and development activities (Performance) would be more in Post Graduate and Research Department Colleges than Degree Colleges. Based on the above criterions, the researchers selected randomly 8 Sample Colleges from each region (4 each from GOVT and PSF Colleges). The questionnaire has been prepared both in print and online mode (Google form) and the researchers mailed 20 questionnaires to each select sample College with prior consent of the respondent faculty members and their convenient for response i.e. print or online format. A total of 525 responses were received from the total of 640 questionnaires distributed ($4 \times 8 \times 20 = 640$) and of which 69 were found incomplete responses and remaining 456 responses were taken for further data analysis purpose. The data collection was carried and completed during the academic year 2019-20. The frequency distribution of the responses is shown in table 1.

Table 1: Respondent Profile in percentage Frequency Distribution (All figures in percentages)

| Variables | | GOVT N = 201 | PSF N = 255 | Total N = 456 |
|-----------------------------|---------------------|-----------------|----------------|------------------|
| Age | Less than 30 | 1.0 | 18.8 | 10.97 |
| | 31-45 | 49.8 | 67.8 | 59.87 |
| | Above 45 | 49.3 | 13.3 | 29.17 |
| Gender | Male | 70.1 | 52.2 | 60.09 |
| | Female | 29.9 | 47.8 | 39.91 |
| Educational Qualification | PG | 0.5 | 7.5 | 4.39 |
| | M Phil. | 13.4 | 40.4 | 28.51 |
| | PhD | 86.1 | 52.2 | 67.10 |
| Academic Rank | Lecturer | 4.5 | 8.3 | 6.58 |
| | Assistant Professor | 75.6 | 73.7 | 74.56 |
| | Associate Professor | 19.9 | 18.0 | 18.86 |
| Present Teaching Experience | Less than 10 years | 42.3 | 62.0 | 53.29 |
| | 10-20 years | 36.8 | 33.3 | 34.87 |
| | Above 20 years | 20.9 | 4.7 | 11.84 |

It is to be stated that a range of mean score value out of five were used more meaningful interpretation but for easy to understand it is slightly modified the five point Likert-scale into three stage i.e. average score level of HRDC and Performance were described as 1-2.49 to be interpreted as “less positive HRDC and under Performance”, 2.5-3.49 to be “moderate level” and 3.5-5 to be more positive “HRDC and higher Performance” (Kassaw & Gola, 2019). Independent ‘t’ test was applied to find out significant difference, if any, between GOVT and PSF College for the prevailing nature of HRDC and Performance level and Karl Pearson Correlation test was used to find out the significant relationship, if any, between the prevailing nature of HRDC and Performance level.

Table 2: 't' Test Value for HRD Climate and Performance between GOVT and PSF Colleges

| Variables | Ownership | Mean | t | Sig. (2-tailed) |
|--------------------------------------|-----------|--------|---------|-----------------|
| Fair, Equal and Just | GOVT | 4.1650 | 18.114 | .000 |
| | PSF | 3.3634 | | |
| Professional Development Opportunity | GOVT | 4.0585 | 1.099 | .272 |
| | PSF | 3.9725 | | |
| Academic Freedom | GOVT | 3.9967 | 13.280 | .000 |
| | PSF | 3.2301 | | |
| Faculty Empowerment | GOVT | 4.1132 | 10.529 | .000 |
| | PSF | 3.5402 | | |
| Overall HRD Climate | GOVT | 4.0833 | 15.890 | .000 |
| | PSF | 3.5266 | | |
| Publication | GOVT | 3.5493 | 6.400 | .000 |
| | PSF | 3.1922 | | |
| Professional Development Activities | GOVT | 3.3607 | -11.389 | .000 |
| | PSF | 4.0667 | | |
| Research and Grants | GOVT | 3.6194 | 7.107 | .000 |
| | PSF | 3.2343 | | |
| Overall Performance | GOVT | 3.5098 | .302 | .763 |
| | PSF | 3.4977 | | |

5. RESULTS AND DISCUSSION

5.1 Comparative Analysis of HRDC and Performance

Results of 't' test analysis from table 2 reveal that there is statistically significant difference between GOVT and PSF Colleges ($p < .05$) in all the factors of HRD Climate except "Training and Development" where there is no significant difference ($p > .05$). Further, the data analysis indicates that prevailing nature of HRDC is more positive (above moderate level) in GOVT Colleges than PSF in all the factors including overall HRDC. But the prevailing nature of HRDC factors in PSF Colleges are: moderate level in "Fair, Just and Equal" (Mean=3.3634) and also in "Academic Freedom" (Mean=3.2301) and the remaining factors are above moderate level including overall HRDC. It is to be understood from the findings of this study that GOVT Colleges provide more favorable or conducive climate for the development of academic employees rather than institutional development. Contrast to this PSF Colleges does not provide more supportive climate for the development of its academic employees rather these Colleges may be more concentrating

institutional development by creating attractive buildings, lawn and other supportive infrastructure facilities. A recent development experiencing in Tamil Nadu Province that GOVT Colleges recruiting academic employees for new vacant post by giving due weightage to those candidate who were worked in PSF Colleges because of attractive compensation, promotion, job security and other benefits which are not able to provide by PSF Colleges. This could be the reason that PSF Colleges are not able to retain its own qualified academic employees. The findings of this study are contradiction with the existing study of Babushe and Narendranath (2013); and Purang (2008) where the prevailing nature of HRDC in public sector was below average and agreed with Mittal (2013); and Chaudhary, Rangnekar, and Barua (2012) where HRDC is more positive in Public sector.

With respect to Performance of academic employees again the data analysis of t' test show clearly that there is statistically significant difference between GOVT and PSF Colleges ($p < .05$) except in overall "Performance" ($p > .05$). Further academic employees in GOVT Colleges performed just above moderate level in "Publications" (Mean=3.5493), "Research and Guidance" (Mean=3.6194) and "Overall Performance" (Mean=3.5098) and below average level in "Professional Development Activities" (Mean= 3.3607). Contrast to this, academic employees in PSF Colleges are performed below average level in "Publication" (Mean= 3.1922), Research and Grants (3.2343), and "Overall Performance" (Mean=3.4977) but they performed above moderate level in "Professional Development Activities" (Mean=4.0667). The findings from the result give contradiction i.e. the factors which are above moderate level in GOVT Colleges are below moderate in PSF Colleges and vice-versa.

H₁: There is likely to be significant difference in the prevailing nature of HRDC and the Performance level of academic employees between GOVT and PSF Colleges. The t' analysis strongly support this hypothesis as the results show that there is significant variation in both HRDC and Performance level of academic employees and thus this hypothesis is accepted.

H₂: HRD Climate is likely to be significantly more positive in the GOVT Colleges than its counter part of PSF Colleges. The data analysis of this study strongly support this hypothesis as the prevailing nature of all HRDC factors including overall HRDC in GOVT Colleges are more positive than PSF and therefore this hypothesis is accepted.

H₃: Performance of academic employees is likely to be higher in PSF Colleges than its counterpart of GOVT. The data analysis support partially to this hypothesis as there is higher level of Performance only in "Professional Development Activities" and remaining factors including overall Performance shown less than GOVT Colleges.

5.2 Relationship between HRD Climate and Performance of Academic employees

Table 3 and 4 shows that the results of relationship between HRD Climate and Performance academic employees and it indicates that "Fair Just and Equal" in HR policies ($r = .149^*$ and $p < .05$) and "Overall HRD climate" ($r = .173^*$ and $p < .05$) has strong and positive correlation with "Performance" in GOVT Colleges at 5% level and remaining

factors i.e. “Academic Freedom”, “Professional Development Opportunity” and “Faculty Empowerment” have not positive and significant correlation with “Performance”. In the PSF Colleges, the correlation data analysis indicates that there is no strong and positive correlation between all the factors of HRDC including overall HRDC with “Performance” ($p>.05$).

Table 3: Correlation analysis for GOVT Colleges

| | | FEJ | PDO | AF | EMPT | HRDC | Publication | PDA | RG | Performance |
|--|---------------------|--------|--------|--------|--------|--------|-------------|--------|--------|-------------|
| FEJ | Pearson Correlation | | | | | | | | | |
| | Sig. (2-tailed) | | | | | | | | | |
| | N | 201 | | | | | | | | |
| PDO | Pearson Correlation | .208** | | | | | | | | |
| | Sig. (2-tailed) | .003 | | | | | | | | |
| | N | 201 | 201 | | | | | | | |
| AF | Pearson Correlation | .326** | .210** | | | | | | | |
| | Sig. (2-tailed) | .000 | .003 | | | | | | | |
| | N | 201 | 201 | 201 | | | | | | |
| EMPT | Pearson Correlation | .402** | .240** | .193** | | | | | | |
| | Sig. (2-tailed) | .000 | .001 | .006 | | | | | | |
| | N | 201 | 201 | 201 | 201 | | | | | |
| HRDC | Pearson Correlation | .656** | .739** | .606** | .639** | | | | | |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | | | | | |
| | N | 201 | 201 | 201 | 201 | 201 | | | | |
| Publication | Pearson Correlation | .085 | .057 | .042 | .049 | .086 | | | | |
| | Sig. (2-tailed) | .229 | .424 | .551 | .492 | .225 | | | | |
| | N | 201 | 201 | 201 | 201 | 201 | 201 | | | |
| PDA | Pearson Correlation | .149* | .091 | .090 | .049 | .140* | .505** | | | |
| | Sig. (2-tailed) | .035 | .198 | .203 | .489 | .048 | .000 | | | |
| | N | 201 | 201 | 201 | 201 | 201 | 201 | 201 | | |
| R & G | Pearson Correlation | .115 | .128 | .187** | .055 | .183** | .374** | .387** | | |
| | Sig. (2-tailed) | .105 | .071 | .008 | .438 | .009 | .000 | .000 | | |
| | N | 201 | 201 | 201 | 201 | 201 | 201 | 201 | 201 | |
| Performance | Pearson Correlation | .149* | .117 | .134 | .065 | .173* | .798** | .815** | .738** | |
| | Sig. (2-tailed) | .035 | .099 | .057 | .361 | .014 | .000 | .000 | .000 | |
| | N | 201 | 201 | 201 | 201 | 201 | 201 | 201 | 201 | 201 |
| * . Correlation is significant at the 0.05 level (2-tailed) FEJ= Fair, Equal and Just; PDO=Professional Development Opportunity; AF= Academic Freedom; EMPT= Faculty Empowerment | | | | | | | | | | |
| ** . Correlation is significant at the 0.01 level (2-tailed): HRDC= Overall HRD Climate; PDA=Professional Development Activities; R & G= Research and Guidance | | | | | | | | | | |

Indeed, the correlation results indicate that Performance (to be more specific research and development activities) of the academic employees in both the categories of the College is not up to the mark though there are positive prevailing nature of HRD Climate.

Table 4: Correlation analysis for PSF Colleges

| | | FEJ | PDO | AF | EMPT | HRDC | Publication | PDA | R & G | Performance |
|-------------|---------------------|--------|---------|--------|--------|--------|-------------|--------|--------|-------------|
| FEJ | Pearson Correlation | | | | | | | | | |
| | Sig. (2-tailed) | | | | | | | | | |
| | N | 255 | | | | | | | | |
| PDO | Pearson Correlation | .009 | | | | | | | | |
| | Sig. (2-tailed) | .891 | | | | | | | | |
| | N | 255 | 255 | | | | | | | |
| AF | Pearson Correlation | -.018 | .120 | | | | | | | |
| | Sig. (2-tailed) | .770 | .056 | | | | | | | |
| | N | 255 | 255 | 255 | | | | | | |
| EMPT | Pearson Correlation | .062 | .048 | -.145* | | | | | | |
| | Sig. (2-tailed) | .322 | .441 | .021 | | | | | | |
| | N | 255 | 255 | 255 | 255 | | | | | |
| HRDC | Pearson Correlation | .352** | .689** | .509** | .446** | | | | | |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | | | | | |
| | N | 255 | 255 | 255 | 255 | 255 | | | | |
| Publication | Pearson Correlation | .122 | .087 | .008 | .037 | .114 | | | | |
| | Sig. (2-tailed) | .051 | .167 | .895 | .559 | .070 | | | | |
| | N | 255 | 255 | 255 | 255 | 255 | 255 | | | |
| PDA | Pearson Correlation | .001 | -.165** | .004 | -.083 | -.136* | -.045 | | | |
| | Sig. (2-tailed) | .994 | .008 | .955 | .189 | .030 | .475 | | | |
| | N | 255 | 255 | 255 | 255 | 255 | 255 | 255 | | |
| R & G | Pearson Correlation | .007 | .044 | .017 | .013 | .044 | -.026 | -.084 | | |
| | Sig. (2-tailed) | .905 | .489 | .783 | .838 | .489 | .682 | .179 | | |
| | N | 255 | 255 | 255 | 255 | 255 | 255 | 255 | 255 | |
| Performance | Pearson Correlation | .075 | -.039 | .017 | -.028 | -.004 | .530** | .614** | .488** | |
| | Sig. (2-tailed) | .234 | .537 | .787 | .652 | .955 | .000 | .000 | .000 | |
| | N | 255 | 255 | 255 | 255 | 255 | 255 | 255 | 255 | 255 |

** . Correlation is significant at the 0.01 level (2-tailed). FEJ= Fair, Equal and Just; PDO=Professional Development Opportunity; AF= Academic Freedom; EMPT= Faculty Empowerment

*. Correlation is significant at the 0.05 level (2-tailed). HRDC= Overall HRD Climate; PDA=Professional Development Activities; R & G= Research and Guidance.

H₄: HRD Climate is likely to significant and positive correlation with Performance of academic employees in both the categories of the College. The data analysis provides partial support to this hypothesis as except “Fair, Just and Equal” in HR polices and Overall HRDC in GOVT Colleges, remaining factors of HRDC have not significantly and positively correlated with the “Performance” in both the categories of the College.

It could argue that lack of motivation and inadequate supportive facilities for carrying research and development activities may be the causes for underperforming in the Performance. Moreover, there is increasing trend in the recent past that academic employees are being compelled to do more clerical work to fulfill the essential conditions for the purpose of Accreditation and maintain Internal Quality Assurance which could be restricted to devote more time for undertaking research and development activities. The findings of this study is

contradiction with the existing studies of Li and Mahadevan (2017); Ozge (2016); Podsakoff et al. (1996); Peek (2003); Campbell, et al. (1970); Jianwei (2010); Supriyati et al. (2019); Obeng et al. (2020); and Obeng, Zhu, Azinga and Quansah (2021) where climate perception was strong and positive correlation with Job Performance of employees.

6. SUGGESTION AND RECOMMENDATIONS

Based on the findings from the data analysis, the researchers recommend the following suggestions:

- i) The prevailing nature of “Fair, Just and Equal” in HR policies of HRDC is below average in PSF Colleges. It means that PSF Colleges are following undesirable practices in HR systems such as recruitment, Pay and Allowances, Promotion and other monetary benefits. In India PSF Colleges are largely depend on tuition and development fees to be charged from the students and there is no financial aid from either Union or respective Province Government. Also PSF Colleges are not free to determine the tuition fee which is restricted and determined by respective Province Government. This could be the reason that PSF Colleges are not able to follow Pay and other monetary benefits equivalent with the GOVT Colleges. Thus, it is to recommend the cost of higher education of PSF Colleges shall be shared equally by Management of the respective PSF College, Government of Province and Students so that PSF Colleges could also make better compensation equivalent with GOVT Colleges and retain its own qualified human resource;
- ii) Similarly “Academic Freedom” is also perceived below average in PSF Colleges. Academic employees are to be allowed freely to decide their teaching methodology, curriculum designing, and students’ evaluation system so that a development climate of innovation, creative ideas and strengthening of joint research work by students and teachers could be developed;
- iii) The results revealed that HRD Climate has not significantly and positively correlated with “Performance” of academic employees except “Fair, Just and Equal” and “overall HRDC” in GOVT Colleges. The Performance of Indian higher education has become serious concern in the recent past and its academic standard is not up to the mark. As an evident of this only three Indian Universities are marked (Dinamani Daily News paper, 10th June 2021) in the top 100 Universities in the world though India is the 3rd largest country in the world in higher educational net work after USA and China. The findings of this study also slightly confirming with the general concept about the Performance of Indian higher educational institutions. It is the need of the time to take essential steps for improvement in the Performance of Indian higher educational sector. Thus, it is recommended that Performance-linked compensation and incentive schemes, for publication of research paper, books, article published in the news paper, research project, etc., shall be introduced as in the case of industrial organization and similar to institute for national importance such as IIMs and IITs so that it would motivate the faculty members

to undertake more research and development activities along with their basic assignment of teaching; and

- iv) It seems that academic employees are being compelled to do more clerical work for fulfillment of NAAC and Internal Quality Assurance cell which restricts devoting more time to the basic assignment of teaching and research activities which more essential and it is suggested that these work could be done by providing teaching assistantship to the faculty members.

7. LIMITATIONS OF THE STUDY

Despite best efforts of the researchers, there are limitations existed in this study. The present study examined the relationship between HRD Climate and Performance of academic employees which was measured in the form of “Research and Development Activities” and does not cover “Teaching Performance” of academic employees. Further the present study does not cover the relationship between HRD Climate and Performance of Institute which could be measured in the form of Academic Performance, Number of students placed through campus drive, publication, research and development, number of technology transferred and patent registered, etc. as past research studies suggest that there is strong and positive correlation between HRD/Organizational Climate and organizational Performance. The present study covers only liberal arts and science Colleges and does not include other higher educational institutions such as Management, Law, Medicine, Engineering, etc. and also geographically restricted only with Tamil Nadu Province and thus generalization from these findings to overall higher educational sector and national level needs to be kept in perspective.

8. RESEARCH IN FUTURE

Based on the context of present study, the following additional empirical explorations could be carried out in the future. A similar research work could be carried which relates HRD Climate and Organizational Commitment of the academic employees. Another research work could be tried for effectiveness of HRD Climate and Job Satisfaction on the Turnover Intention of academic employees as faculty turnover is a central issue in Indian higher educational institutions particularly in PSF Colleges. There is no research evident in the existing studies to analyze the effectiveness of HRD Climate or Job Satisfaction on the Performance of Institute though there were several research work conducted about the Performance of industrial organizations and thus a study could be conducted in this aspect.

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10. DECLARATION OF CONFLICTING INTEREST

The Authors hereby declare that there is no conflict of interest.

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