

# Teacher's Perception towards Human Resource Development Climate

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**Abstract – Teachers are the most important asset for the success of any university. There is a need to provide congenial HRD environment for the effectiveness of their performance. Perception of optimum level of Human Resource Development Climate is extremely important for facilitating HRD. So, the present study is based on perception of teachers towards General Climate, HRD Mechanisms and OCTAPACE Culture of HRD Climate in respect to gender classification. For this purpose, data has been collected from 117 teachers (63 females and 54 males) of private universities from two states i.e. Punjab and Haryana using “38-item HRD Climate questionnaire developed by Rao and Abraham, 1985.” The findings indicated that teachers perceive moderately good HRD Climate in the selected private universities. The perception of teachers does not differ significantly towards HRD Climate according to their gender. Hence, present study suggests that efforts should be made by management to increase the perception of teachers to above average.**

**Keywords: Human Resource Development Climate (HRDC), Perception, Gender and Private universities.**

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## INTRODUCTION

An organizational success is sum of talent and motivation of the employees and other physical factors within which employees are working. The proactive behavior of people make growth oriented and versatile organizations. It is important for an organization to select its employees strategically, nurture their talent and other skills and provide them good working environment. An organization should continuously adapt to the changes in the environment and also make their employees prepare to benefit from the opportunities and challenges in the environment.

“H.R” – Human Resource – Employees of the organization

“D” – Development – Growth towards positive change.

“C” – Climate – The work environment where workers work.

So, HRD Climate is the overall process of acquiring expertise by the employees through effective ways provided by the organization. In 1990, T. V. Rao, states that, “HRD Climate is the process by which organizations help their employees in a continuous and planned ways in order to:

- Acquire or sharpen the abilities required to perform various functions associated with their present or expected future roles;
- Develop their general skills as individuals, discover and utilize their inner potential for their own and / or organizational development purposes;
- Develop and organizational culture in which supervisor - subordinate relationships, teamwork and collaboration among sub-units are strong and contribute to the professional well being, motivation and pride of employees.”

HRD Climate creates a linkage between the employee's individual committed goals with the organization and the society. It strengthens the potential in performance of an employee that is reflected itself in the future success of an employee, status of an organization and overall prosperity of the society.

There are three elements of HRD Climate:

1. General Climate
2. OCTAPACE (HRD Culture)

### 3. HRD Mechanisms

General Climate denotes the relevance given by the senior management and other managers to the Human Resource Development. OCTAPACE deals with the degree of Openness, Confrontation, Trust, Autonomy, Pro-activity, Authenticity, Collaboration and Experimentation is being executed within the workplace. HRD Mechanism evaluates the degree to which HRD is executed properly.

Teachers occupy a very important place in our society. They mould the students i.e. the future generation in right form and direction. They act as a catalyst in the process of evolution of society. With the help of good and quality teachers, the society can head towards right direction. Competition among different institutions and universities enforced the teachers to play an active and powerful role in furnishing the education system. Teachers are required to perform many other tasks a part from teaching only. This creates stress among them and creates an adverse impact on their performance. A conducive HRD Climate helps to improve the teacher's performance effectively and positively. So, the development of right kind of HRD Climate is important for the teachers in education system.

### REVIEW OF LITERATURE

A balance level of HRD Climate is always required to smoothen the path of HRD. The three elements i.e. General Climate, HRD Mechanisms and OCTAPACE Culture was better in software organization in comparison to manufacturing organization (**Dr. Saraswati, 2010**). HRD Climate has direct influence on the Job Satisfaction of employees which further helps in improving performance of organization as a whole (**Dr. Ajay Solkhe, 2011**). HRD Climate positively influence the employee commitment particularly, affective commitment in banks operating in Nigeria (**Benjamin et. al, 2012**). HRD Climate plays a very important role to survive and grow in a new economy with context to Indian public sector organization (**Vijaya Banu, 2007**). A good and congenial HRD Climate had a positive impact on learning of employees in Indian Oil Corporation (**Ishwar Dayal et. al, 1996**). Perception of employees towards HRD Climate was better in MNCs and private sector in comparison to public sector organizations (**Pooja Purang, 2007**). Existence of a good HRD climate influences the job satisfaction of workforce in public sector of Ethiopia (**Babushe et. al, 2013**). Development of a healthy HRD Climate is necessary for teachers in education system for the overall enhancement of the nation. It also suggested the commitment of top management towards the HRD functions (**Manzoor and Shah, 2014**). The perception of employees of public sector banks towards HRD Climate differs significantly in accordance with age and do not differ according to gender, qualification and designation (**Bhatt and Mehta, 2013**). HRD Climate helps to achieve the

organizational goals. OCTAPACE culture is more prevalent and positively impact in organizational effectiveness (**Jaiswal and Singh, 2014**). Better HRD Climate guarantees better outcomes and performance, increased motivation level and growth of employees. Perception of workforce in public sector insurance company excels in comparison to private sector (**Dr. Dolly Dolai, 2015**). State Bank of India and Punjab National Bank had good HRD Climate for their employees. There is intellectual positivity of Human Resource Development but emotional link is seen (**Vij and Jain, 2014**).

### OBJECTIVE OF THE STUDY

To study the perception of teachers towards HRD Climate in selected private universities.

- To study the perception of teachers towards HRD Climate with respect to gender in selected private universities.

### Data

Data is collected from teachers of private universities consisting a sample size of 117 teachers through structured questionnaire. Questionnaires were collected through mails and survey method via direct approaching to the respective universities.

### Area of Study

For the purpose of research, private universities of two states i.e. Punjab and Haryana are taken into consideration.

### Instruments

Rao and Abhraham's HRD Climate survey (1990) is taken for the current research study. The questionnaire is composed of 38 questions on a 5-point Likert scale that ranges from 5 (Strongly Agree) to 1 (Strongly Disagree) to study the three elements of HRD Climate i.e. General Climate, OCTAPACE culture and HRD mechanisms.

### Hypothesis Testing

Ho - There is significantly no difference between the perception of male and female teachers towards HRD Climate of selected private universities.

H1 - There is significant difference between the perception of male and female teachers towards HRD Climate of selected private universities.

## Reliability

Cronbach's alpha value of the questionnaire is found to be **0.979** that shows a quite high internal consistency within the data.

## Statistical tools used

The tools used for data analysis include Mean, Standard Deviation and t-test through "SPSS 21 and MS Excel 2010".

## Analysis and Interpretation:

Since the 5 point likert scale (submitted rating scale) is used for the questionnaire, a score of 3 indicates a moderate tendency of that statement by the respondents. Score of 4 and above is considerate to be significantly good degree of occurrence and score below 3 is considerate of lack of deficiency of that component in the selected universities. The combined item wise score of 117 teachers is depicted in Table 1. The results of major components of HRD Climate are given below:

In general climate, the mean score of item no. HRDC8 (3.57) and HRDC13 (3.61) were observed to be more than the remaining items which indicates that "Managers in the organization believes that Employees behavior can be changed and people can be developed at any stage of their life. Also, top management of the organization put efforts to identify and utilize employee's potential". In HRD Mechanisms, the mean score of item no HRDC22 (3.56) and HRDC24 (3.59) was measured to be more than the other items which shows that "When behavior feedback is given to employees they take it seriously and use it for development and when employees are sponsored for training, they try to learn from the programmes they attend". In OCTAPACE Culture, the mean score of HRDC32 (3.60) was found to be highest which indicates that "When seniors delegate authority to juniors, they use it as an opportunity for their development".

The mean score of perception of male and female teachers was found to be 3.5624 and 3.3521 respectively with p value of 0.090. Hence, we accepted the null hypothesis that "The perception of male and female teachers regarding the prevailing HRD climate does not differ significantly in selected private universities."

## CONCLUSION

The combined mean score of HRD Climate is 3.4482. There is moderately good HRD Climate prevailing in the selected private universities as stated by the perception of teachers collected with the standardized scale. No significant dissimilarity is found betwixt perception of male and female teachers regarding prevailing HRD Climate. The overall perception of teachers showed a positive

inclination regarding the HRD policies being practiced in the selected universities.

## SUGGESTIONS:

The mean score of item no HRDC was found to be lowest i.e. 3.29. So, the private universities should ensure employees welfare so that they can preserve their cognitive ability in work purposes. The perception of teachers does not vary significantly in accordance with gender classification. The management should look at the prevailing HRD Climate to find the new policies to be introduced to increase the mean score to reach above average.

## SCOPE OF THE STUDY

The solitary focus of the study is on the perception of teachers towards HRD Climate of private universities. So, these findings of this study will not be relevant to other universities. Also, there is no comparison being made between public and private universities. The difference in perception of teachers can also be made on other demographic factors such as age, marital status, designation etc. So, there is scope to scope of further research in this area.

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**TABLE 1:**

Human Resource Development Climate	Mean	Standard Deviation
<b>A. General Climate</b>		
HRDC1: The top management of this organization goes out of its way to make sure that employees enjoy their work.	3.39	.880
HRDC2: The top management believes that human resources are an extremely important resource and that they have to be treated more humanly.	3.39	.830
HRDC3: Development of the subordinates is seen as an important part of their job by the managers/officers herein.	3.44	.885
HRDC4: The personnel policies in this organization facilitate employees' development.	3.50	.837
HRDC5: The top management is willing to invest their time and energy including other organizational resources to ensure employees'	3.40	.920

development.		
HRDC6: Senior officers/executive in this organization takes active interest in their juniors and helps them learn their job.	3.42	1.028
HRDC7: People lacking competence in doing their jobs are helped to acquire competence rather than being left unattended.	3.50	.847
HRDC8: Managers in this organization believe that employees' behavior can be changed and people can be developed at any stage of their life.	3.57	.903
HRDC9: People in this organization are helpful to each other.	3.51	.784
HRDC10: Employees in this organization are very informal and do not hesitate to discuss their personal problems with their supervisors.	3.41	.921
HRDC11: The psychological climate in this organization is very conducive to any employee interested in developing oneself by acquiring new knowledge and skills.	3.51	.887
HRDC12: Seniors guide their juniors and prepare them for future responsibilities/roles they are likely to take up.	3.49	.916
HRDC13: The top management of this organization makes efforts to identify and utilize employees' potential.	3.61	.830
HRDC18: People in this organization do not have any fixed mental impressions about each other	3.41	.800
<b>Overall General Climate</b>	<b>3.4679</b>	<b>0.06229</b>
<b>B. HRD Mechanisms</b>		
HRDC14: Promotion decisions are based on the suitability of the promote rather than based on any favoritism or partiality.	3.38	.981
HRDC15: There are mechanisms in this organization to reward any good work done or any contribution made by employees.	3.48	.925
HRDC16: When an employee does good work his supervising officers take special care to appreciate it.	3.50	.887
HRDC17: Performance appraisal reports in this organization are based on objective assessment and adequate information and not on favoritism or partiality.	3.40	.901
HRDC19: Employees are encouraged to experiment with new methods and try out creative ideas.	3.35	.903
HRDC20: When any employee makes a mistake his supervisors treat it with	3.50	.857



understanding and help him to learn from such mistakes rather than punishing him or discouraging him.		
HRDC21: Weaknesses of employees are communicated to them in a nonthreatening way.	3.33	.965
HRDC22: When behavior feedback is given to employees they take it seriously and use it for development.	3.56	.814
HRDC23: Employees in this organization take pains to find out their strengths and weaknesses from their supervising officers or colleagues.	3.44	.814
HRDC24: When employees are sponsored for training, they take it seriously and try to learn from the programmes they attend.	3.59	.811
HRDC25: Employees returning from training programmes are given opportunities to try out what they have learnt.	3.54	.815
HRDC26: Employees are sponsored for training programmes on the basis of genuine training needs.	3.38	.918
HRDC37: This organization ensures employees' welfare to such an extent that the employees can save a lot of their mental energy for work purposes.	3.29	.983
HRDC38: Job-rotation in this organization facilitates employee development.	3.36	.933
<b>Overall HRD Mechanisms</b>	<b>3.4357</b>	<b>0.06267</b>
<b>OCTAPACE Culture</b>		
HRDC27: People trust each other in this organization.	3.40	.891
HRDC28: Employees are not afraid to express or discuss their feelings with their superiors.	3.40	.929
HRDC29: Employees are not afraid to express or discuss their feelings with their subordinates.	3.39	.900
HRDC30: Employees are encouraged to take initiative and do things on their own without having to wait for instructions from supervisors.	3.32	.858
HRDC31: Delegation of authority to encourage juniors to develop handling higher responsibilities is quite common in this organization.	3.52	.943
HRDC32: When seniors delegate authority to juniors, the juniors use it as an opportunity for development.	3.60	.862
HRDC33: Team spirit is of high order in this organization.	3.45	.951
HRDC34: When problems arise people discuss these problems openly and try to solve them rather than keep accusing each other behind the back.	3.44	.995
HRDC35: Career opportunities	3.43	.874

are pointed out to juniors by senior officers in the organization.		
HRDC36: The organization's future plans are made known to managerial staff to help them develop their juniors and prepare them for future.	3.43	.922
<b>Overall OCTAPACE Culture</b>	<b>3.4380</b>	<b>0.04372</b>
<b>Overall HRD Climate</b>	<b>3.4482</b>	<b>0.05845</b>

### Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
score	male	54	3.5624	.55724	.07583
	female	63	3.3521	.74259	.09356

### Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	6.089	.015	1.709	115	.090	.21034	.12307	-.03343	.45412
Equal variances not assumed			1.747	113.113	.083	.21034	.12043	-.02825	.44894

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