



Relative Contribution of Skill Upgradation Dimensions to Employee Work Satisfaction: A Multivariate Analysis of Employees in Raipur District

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ABSTRACT

This study examines the relative contribution of three dimensions of skill upgradation, satisfaction from skill upgradation, employee attitude towards skill upgradation, and organisational support for skill upgradation to overall employee work satisfaction. A quantitative, cross-sectional, explanatory-correlational design was adopted. Primary data were collected through a structured questionnaire from 500 employees in Raipur district, Chhattisgarh, comprising 250 private-sector and 250 public-sector employees. Multiple linear regression was used to estimate the individual and joint contributions of the three predictors. The regression model was statistically significant, $F(3,496)=462.440$, $p<.001$, with $R=.858$ and $R^2=.737$, indicating that the three dimensions jointly explained 73.7% of the observed variance in overall work satisfaction. Employee attitude towards skill upgradation made the largest unique contribution ($\beta=.460$), followed by satisfaction from skill upgradation ($\beta=.275$) and organisational support for skill upgradation ($\beta=.189$); all coefficients were positive and statistically significant ($p<.001$). The findings support a multidimensional view of workplace development in which employee orientation towards learning, satisfaction with development experiences, and perceived organisational support are related but distinguishable components of the employee development experience. The study contributes Indian evidence to the workplace learning and job-satisfaction literature and offers implications for HR managers seeking to align training relevance, employee learning orientation, and organisational support with broader work satisfaction.

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1. Introduction

Employee work satisfaction remains a central concern in organisational research because it captures employees' evaluations of their work, employment relationship, and workplace environment. Satisfaction is not confined to pay or other extrinsic rewards; it also reflects the nature of work, supervision, recognition, operating conditions, interpersonal relationships, and opportunities for development. This multidimensional character is important in contemporary organisations because employees increasingly evaluate whether their jobs allow them to remain competent, learn, progress, and respond to changing occupational requirements. In this sense, employee development is not merely a human resource activity positioned alongside other HR practices. It can become part of the everyday experience through which employees judge the quality and value of their employment. Existing evidence increasingly connects training and development with job satisfaction. Schmidt (2007) demonstrated that satisfaction with workplace training is associated with overall job satisfaction, suggesting that employees' evaluations of development experiences can spill over into their broader evaluation of work. More recent evidence provides additional support. Kosteas (2023), using methods designed to account for individual and employer fixed effects and other sources of endogeneity, found a positive effect of employer-sponsored training on

job satisfaction. In the Indian context, Paposa and Kumar (2019) reported a positive relationship between training and development practices and job satisfaction among faculty members in technical education institutions. Similarly, Batta et al. (2023) showed that training and development formed part of a wider HRM configuration associated with job satisfaction and employee performance in an Indian public-sector transportation setting.

These findings establish a strong basis for examining skill development as a factor related to work satisfaction, but they do not by themselves explain which aspects of the development experience are most important. A major limitation of treating training or skill development as a single construct is that employees do not experience development programmes in a uniform way. Two employees may attend the same programme but differ in whether they consider it useful, whether they value continuous learning, and whether they believe the organisation genuinely supports their development. The present study therefore distinguishes three dimensions: satisfaction from skill upgradation, employee attitude towards skill upgradation, and organisational support for skill upgradation. Satisfaction from skill upgradation concerns the employee's evaluation of the development experience. Employee attitude concerns the employee's orientation towards acquiring and updating skills. Organisational support concerns the workplace conditions and resources through which development is enabled. To and Leung (2024) found that training orientation and organisational support for training were important antecedents of training satisfaction and that perceived value of training played a mediating role. Their findings indicate that employees' orientation towards training and the organisational environment jointly shape how training is experienced. The present study extends this logic by examining whether these dimensions are also associated with a broader outcome overall employee work satisfaction. This is particularly relevant because a positive training experience may matter beyond the training event itself if it influences employees' perceptions of growth, recognition, support, and the quality of the employment relationship.

Continuing professional development research also points towards broader employment consequences. Shiri et al. (2023), in a systematic review of 27 studies, found that continuing employee development and training opportunities were generally associated with stronger intentions to stay and lower intentions to leave current employment. The review also identified evidence that job satisfaction and commitment can mediate relationships between development and intention to leave. Such evidence suggests that development may influence employees' work attitudes through more than one mechanism. Training can improve competence, but it can also communicate that employees are valued and that the organisation is willing to invest in their future. Development opportunities may have limited value if employees lack time, managerial encouragement, access to resources, or opportunities to apply newly acquired skills. Barnett and Bradley (2007) showed that organisational support for career development is relevant to career satisfaction, while Akdere and Egan (2020) highlighted the role of leadership and a supportive human resource development environment in linking employee learning with job satisfaction and organisational outcomes. These perspectives suggest that skill upgradation should not be understood simply as attendance at courses. It is an organisational process involving the interaction of employee motivation and orientation with the resources, signals, and opportunities provided by the organisation.

The present study is situated within this literature but focuses on a specific empirical gap. Various previous study has examined training and development as a broad HRM practice, training participation, training satisfaction, or organisational support separately. Fewer studies have simultaneously estimated the relative contribution of employee satisfaction with skill development, employee attitude towards skill development, and perceived organisational support to overall work satisfaction. The study also contributes an Indian regional perspective. The evidence base on workplace learning and job satisfaction contains substantial international research, while empirical evidence from particular Indian labour markets and

mixed public-private samples remains comparatively fragmented. Raipur district provides a relevant setting because employees operate across public and private employment contexts in an environment undergoing broader economic and occupational change. Rather than claiming national representativeness, the study provides geographically bounded evidence that can be used to understand how employees in this setting evaluate skill development and work satisfaction.

The study is focused toward the problem that at what extent do satisfaction from skill upgradation, employee attitude towards skill upgradation, and organisational support for skill upgradation contribute to overall employee work satisfaction? The objective is to estimate both the individual and contributions of these three dimensions.

2. Literature Review

2.1 Work Satisfaction as a Multidimensional Construct

Work satisfaction refers broadly to employees' positive or negative evaluations of their jobs and work-related experiences. Spector (1997) conceptualised job satisfaction through multiple facets, including pay, promotion, supervision, benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication. This multidimensional approach is particularly appropriate for the present study because employee development may influence several facets simultaneously. A development opportunity can improve perceptions of career prospects and recognition, while useful training can make the nature of work more manageable or meaningful. Conversely, poorly designed training may consume time without improving work and may therefore have limited or even negative value from the employee's perspective.

2.2 Workplace Training and Work Satisfaction

Workplace training provides a direct mechanism through which organisations attempt to improve employee capability. Yet its relevance to satisfaction depends on employees' perceptions of usefulness, relevance, quality, and outcomes. Schmidt (2007) established an association between satisfaction with workplace training and overall job satisfaction. Kosteas (2023) provides stronger recent evidence by showing a positive effect of employer-sponsored training on job satisfaction after addressing several sources of selection and endogeneity. The implication is that employer-supported development may constitute an intrinsic characteristic of the employment relationship rather than simply an administrative HR activity. Indian evidence is broadly consistent with this interpretation. Paposa and Kumar (2019) found positive links between training and development practices and job satisfaction among technical education faculty, while Batta et al. (2023) found training and development to be relevant within a wider HRM framework associated with job satisfaction and performance. These studies support the first dimension of the present framework: employees who are more satisfied with skill-upgradation experiences may report higher overall work satisfaction.

2.3 Employee Attitude towards Skill Upgradation

Employee attitude towards skill upgradation refers to an employee's orientation towards learning, acquiring new competencies, updating existing knowledge, and recognising the value of development. It is conceptually different from satisfaction with a particular programme. Satisfaction is evaluative and experience-based; attitude is more closely related to an employee's general orientation towards skill development. This distinction is supported by To and Leung (2024), who conceptualised training orientation as an important antecedent of training satisfaction. Their findings indicate that employees' orientation towards training influences how they perceive its value and satisfaction. A positive learning orientation may also make employees more receptive to organisational development initiatives, more likely to interpret training as an opportunity rather than a burden, and more capable of connecting new skills with future occupational needs.

In a changing employment environment, such an attitude can become particularly important. Employees who value continuous learning may perceive their organisation as providing opportunities for growth and may experience greater confidence in handling changing job demands. The Indian labour-market literature similarly highlights the importance of employability and the alignment between workforce capabilities and employer requirements (Schneider & Pilz, 2024). Therefore, employee attitude towards skill upgradation is expected to have a positive association with overall work satisfaction.

2.4 Organisational Support for Skill Upgradation

Organisational support for skill upgradation reflects the extent to which employees perceive that their organisation facilitates, encourages, and resources employee development. Support can take the form of formal training, access to learning resources, managerial encouragement, time for learning, career-development opportunities, and opportunities to apply new competencies. Barnett and Bradley (2007) showed that organisational support for career development is related to career satisfaction, suggesting that organisational investment in employee futures can influence work-related evaluations. Akdere and Egan (2020) similarly connected employee learning with supportive leadership and broader organisational outcomes.

To and Leung (2024) provide particularly relevant evidence for the present model. Their study found that organisational support for training influenced training satisfaction indirectly through perceived value of training. This suggests that support matters not merely because programmes exist but because organisational support can shape employees' perceptions of the usefulness and value of development. In this study, organisational support is therefore expected to be positively associated with overall work satisfaction. The relationship may be partly symbolic: employees may interpret organisational investment in their development as evidence that they are valued and that their future within the organisation matters.

2.5 Research Gap

The literature establishes a positive relationship between training/development and job satisfaction, but three limitations remain. First, much research treats training and development as a broad aggregate HR practice, making it difficult to determine which aspects of the employee development experience matter most. Second, employee-level orientation towards learning and organisation-level support is often examined separately rather than simultaneously with satisfaction from development. Third, empirical evidence from geographically specific Indian employment contexts remains less developed than the broader international literature. The present study addresses these gaps by modelling three dimensions simultaneously and the multivariate design allows the analysis to distinguish the relative contribution of each dimension while retaining their joint explanatory value.

3. Conceptual Framework and Hypotheses

The conceptual framework proposes that three dimensions of skill upgradation i.e., satisfaction from skill upgradation, employee attitude towards skill upgradation, and organisational support for skill upgradation are positively associated with overall employee work satisfaction. The framework combines an employee-experience perspective with an organisational-support perspective. Satisfaction captures employees' evaluation of development experiences; attitude captures their orientation towards learning; and organisational support captures the environment in which development takes place. Independent variables of the study are

- a) Satisfaction from Skill Upgradation;
- b) Employee Attitude towards Skill Upgradation;
- c) Organisational Support for Skill Upgradation,

whereas Dependent variable is Overall Employee Work Satisfaction. The established hypotheses are as numerated below:

- H1: Satisfaction from skill upgradation is positively associated with overall employee work satisfaction.
- H2: Employee attitude towards skill upgradation is positively associated with overall employee work satisfaction.
- H3: Organisational support for skill upgradation is positively associated with overall employee work satisfaction.
- H4: Satisfaction from skill upgradation, employee attitude towards skill upgradation, and organisational support for skill upgradation jointly explain a statistically significant proportion of variance in overall employee work satisfaction.

4. Methodology

4.1 Research Design

The study adopted a quantitative, cross-sectional, explanatory-correlational research design. The design was selected because the objective was to estimate relationships among three dimensions of skill upgradation and overall work satisfaction. Multiple linear regression was used to estimate the contribution of each predictor while holding the other predictors constant. Because all variables were measured at one point in time, the analysis does not establish causal direction.

4.2 Study Area and Sample

The study was conducted in Raipur district, Chhattisgarh, India. The final sample comprised 500 employees, with 250 drawn from the private sector and 250 from the public sector. Multistage stratified random sampling was used, with employment sector serving as an important stratification basis. The balanced public-private composition allows the study to capture employee perceptions across two broad employment contexts.

4.3 Instrument and Measurement

Data were collected using a structured questionnaire containing 15 demographic questions, 29 statements relating to work satisfaction, and 12 statements relating to skill upgradation, which were measured on a five-point scale adopted from Schmidt (2007). Work satisfaction was measured through six dimensions: Opportunities and Rewards, Nature of Work, Supervision, Benefits, Operating Conditions, and Coworkers. Skill upgradation was measured through Satisfaction from Skill Upgradation, Employee Attitude towards Skill Upgradation, and Organisational Support for Skill Upgradation.

4.4 Reliability Analysis

Internal consistency was assessed using Cronbach's alpha. Descriptive statistics were used to assess the general pattern of employee perceptions, followed by multiple linear regression to estimate the contribution of the three skill-upgradation dimensions. Variance inflation factor (VIF) values were examined for multicollinearity, while the Durbin-Watson statistic was considered as an indicator of residual independence.

The reliability analysis demonstrates high internal consistency across all dimensions of the study constructs. Cronbach's alpha coefficients range from .848 to .979, substantially exceeding the commonly accepted threshold of 0.70 (Nunnally, 1978). Within the Work Satisfaction construct, the reliability coefficients range from .848 for Coworkers to $\alpha = .951$ for Operating Conditions, while the overall Work Satisfaction scale demonstrates excellent reliability ($\alpha = .979$). Similarly, the Skill Upgradation dimensions exhibit strong reliability, ranging from $\alpha = .863$ for Employee Attitude towards Skill Upgradation to $\alpha = .935$ for Satisfaction from Skill Upgradation, with the overall Skill Upgradation scale recording $\alpha = .954$. These results confirm that the items used to measure the respective dimensions possess

satisfactory to excellent internal consistency and are appropriate for subsequent statistical analysis.

Table 1: Reliability of the Study Constructs

Construct / Dimension	Items	Cronbach's α
Work Satisfaction		
<i>Opportunities and Rewards</i>	4	.929
<i>Nature of Work</i>	4	.871
<i>Supervision</i>	4	.901
<i>Benefits</i>	4	.949
<i>Operating Conditions</i>	6	.951
<i>Coworkers</i>	3	.848
Overall Work Satisfaction	29	.979
Skill Upgradation		
<i>Satisfaction from Skill Upgradation</i>	4	.935
<i>Employee Attitude towards Skill Upgradation</i>	4	.863
<i>Organisational Support for Skill Upgradation</i>	4	.925
Overall Skill Upgradation	12	.954

Source: Primary data

5. Results

5.1 Descriptive Findings

Table 2 represents the favorable perceptions of both work satisfaction and skill upgradation among the 500 respondents. Overall work satisfaction recorded a mean of 4.04,

Table 2: Descriptive Statistics of Work Satisfaction and Skill Upgradation

Construct	Dimension	N	M	SD
Work Satisfaction	Opportunities and Rewards	500	4.01	1.001
	Nature of Work	500	3.85	1.083
	Supervision	500	4.05	1.126
	Benefits	500	4.12	1.071
	Operating Conditions	500	4.12	1.045
	Coworkers	500	4.08	1.033
	Overall Work Satisfaction	500	4.04	0.965
Skill Upgradation	Satisfaction from Skill Upgradation	500	4.02	1.088
	Employee Attitude towards Skill Upgradation	500	4.03	0.979
	Organisational Support for Skill Upgradation	500	4.05	1.023
	Overall Skill Upgradation	500	4.03	0.946

Source: Primary data

with Benefits and Operating Conditions receiving the highest ratings ($M = 4.12$), whereas Nature of Work recorded the lowest mean ($M = 3.85$). Similarly, overall skill upgradation had a favourable mean of 4.03. Organisational Support recorded the highest mean among the skill-upgradation dimensions ($M = 4.05$), followed by Employee Attitude ($M = 4.03$) and Satisfaction from Skill Upgradation ($M = 4.02$). These findings provide a favourable descriptive context for

Table 3: Multiple Regression Model Summary

Statistic	Value
R	.858
R ²	.737
Adjusted R ²	.735
Standard Error of Estimate	.496
Durbin-Watson	1.694
F (3,496)	462.440
p	<.001

Source: Collected data

examining the relative statistical contribution of the three skill-upgradation dimensions to overall employee work satisfaction through multiple regression analysis.

5.2 Multiple Regression Analysis

Multiple linear regressions were used to determine whether satisfaction from skill upgradation, employee attitude towards skill upgradation, and organisational support for skill upgradation jointly explained variation in overall employee work satisfaction. The model was statistically significant, $F(3,496) = 462.440$, $p < .001$. The multiple correlation coefficient was $R = .858$ and the coefficient of determination was $R^2 = .737$, with an adjusted R^2 of .735. Thus, the three predictors jointly accounted for 73.7% of the observed variance in overall work satisfaction. The standard error of the estimate was .496 and the Durbin-Watson statistic was 1.694 (Table 3).

Table 4: Regression Coefficients for Skill-Upgradation Dimensions Predicting Employee Work Satisfaction

Predictor	B	SE	β	t	p	VIF
Constant	.515	.098	—	5.267	<.001	—
Satisfaction from Skill Upgradation	.243	.034	.275	7.138	<.001	2.794
Employee Attitude towards Skill Upgradation	.452	.047	.460	9.725	<.001	4.207
Organisational Support for Skill Upgradation	.178	.037	.189	4.755	<.001	2.970

Source: Collected data

5.3 Regression Coefficients

All three dimensions of skill upgradation had positive and statistically significant coefficients. Employee attitude towards skill upgradation had the largest standardised coefficient ($\beta = .460$, $t = 9.725$, $p < .001$). Satisfaction from skill upgradation followed ($\beta = .275$, $t = 7.138$, $p < .001$), while organisational support for skill upgradation had a positive coefficient of $\beta = .189$ ($t = 4.755$, $p < .001$). The VIF values ranged from 2.794 to 4.207 and were below the conventional threshold of 5, indicating that the predictors did not exhibit problematic multicollinearity. Accordingly, H1, H2, H3, and H4 were supported.

6. Discussion

The results provide consistent evidence that the three dimensions of skill upgradation are positively associated with overall employee work satisfaction. The joint model explains 73.7% of the observed variance, indicating that skill-upgradation perceptions form an important part of the broader employee experience, which suggests that skill development deserves attention as a meaningful component of employee work satisfaction. The positive relationship between satisfaction from skill upgradation and overall work satisfaction is consistent with Schmidt's (2007) argument that satisfaction with workplace training is related to overall job satisfaction. It also corresponds with Kostea (2023), who found that employer-sponsored training has a positive effect on job satisfaction using a more rigorous longitudinal/fixed-effects framework.

The present study extends this literature by focusing not simply on participation in training but on employees' satisfaction with skill-upgradation experiences. This distinction is important because the mere availability of training cannot guarantee that employees consider it useful or relevant. The strongest standardised coefficient was observed for employee attitude towards skill upgradation ($\beta = .460$). This result suggests that the employee's orientation towards continuous learning may be especially important when the other two dimensions are statistically controlled, and the employees who value learning and skill development may be more likely to perceive change as an opportunity for growth and competence. Their positive

orientation may also increase the perceived value of organisational development activities, this result is also consistent with To and Leung (2024), who found that training orientation was associated with training satisfaction and that perceived value of training played an important mediating role. The prominence of employee attitude also has an important theoretical implication. Development is not solely something an organisation does to employees. It is an interaction between organisational provision and employee engagement with learning. Two employees exposed to the same training environment may derive different levels of satisfaction because they differ in how they understand the relevance and value of skill development. The current findings therefore support a more employee-centred approach to workplace learning in which positive learning orientation is considered alongside formal training provision. Organisational support for skill upgradation also showed a positive and significant association with work satisfaction, although its standardised coefficient was smaller than those of employee attitude and satisfaction from skill upgradation.

This finding is consistent with Barnett and Bradley (2007) and with To and Leung (2024), both of whom emphasised the relevance of organisational support to career or training outcomes. The result indicates that employees' evaluation of the organisation matters even when individual attitude and satisfaction are considered simultaneously. The results also complement evidence from the Indian context, where Paposa and Kumar (2019) found a positive relationship between training and development practices and job satisfaction among faculty members, while Batta et al. (2023) demonstrated the relevance of training and development within an Indian HRM-performance framework. The present study adds to this evidence by examining a mixed public-private sample and separating the development construct into three dimensions. This is useful because an aggregate training variable may obscure whether employees respond primarily to their own learning orientation, the quality of their development experience, or the support they perceive from the organisation.

The findings can also be interpreted alongside the systematic review by Shiri et al. (2023), which linked continuing professional development with employment retention and noted that job satisfaction and commitment may mediate some relationships. Although retention was not measured in the present study, the strong relationship between skill-upgradation dimensions and work satisfaction suggests a plausible broader employment relevance. Organisations seeking to retain employees may therefore benefit from treating development as part of the employment experience rather than as a stand-alone training activity.

7. Theoretical Implications

The principal theoretical contribution is the conceptualisation of skill upgradation as a multidimensional workplace experience. The study distinguishes three related but non-identical components: how satisfied employees are with development, how positively they approach skill development, and how much support they perceive from the organisation. This distinction enriches the conventional training-and-development perspective by integrating employee-level and organisational-level factors within a single multivariate model.

8. Practical Implications

First, organisations should conduct systematic training-needs assessments and ensure that skill-upgradation activities are closely aligned with employees' current responsibilities and anticipated future roles. Relevance is likely to strengthen employees' perception that development has practical value.

Second, HR managers should actively cultivate positive learning attitudes. Communication about why a programme matters, how new skills can be applied, and how learning connects to career opportunities may help employees interpret development as an investment rather than an additional workload.

Third, organisational support should extend beyond simply offering courses. Managers should provide time, resources, encouragement, access to learning materials, and opportunities to apply newly acquired competencies. Without such support, training may not translate into meaningful employee experiences.

Fourth, organisations should evaluate training using employee-centred indicators as well as participation counts. Measures of training satisfaction, perceived usefulness, learning orientation, application of skills, and perceived support can provide a more informative picture of development effectiveness.

Finally, public- and private-sector HR systems can use skill-upgradation programmes as part of a broader employee experience strategy. Development should be linked with career planning, performance discussions, recognition, and opportunities for internal mobility where appropriate.

9. Limitations

The study has several limitations. First, its cross-sectional design prevents causal interpretation. The positive coefficients indicate statistical associations rather than proof that skill upgradation causes higher work satisfaction. Second, the use of self-reported questionnaire responses may introduce common-method and response biases. Third, the sample is geographically bounded to Raipur district, limiting generalisation to other regions of India. Fourth, the analysis does not explicitly test whether relationships differ between public- and private-sector employees, although both groups are included in the sample. Finally, the study does not incorporate objective indicators such as training hours, training expenditure, performance outcomes, promotion records, or turnover behaviour.

10. Suggestions for Future Research

Future research should employ longitudinal or time-lagged designs to examine whether changes in skill-upgradation experiences are followed by changes in work satisfaction. Comparative studies across Indian districts, states, industries, and employment sectors could assess contextual differences. Structural equation modelling could also be used to test whether employee attitude influences training satisfaction through perceived value, or whether organisational support strengthens the effect of positive learning orientation. Future studies may additionally test mediation and moderation involving organisational support, employee engagement, career satisfaction, organisational commitment, and turnover intention. Incorporating objective training indicators and supervisor-rated outcomes would reduce reliance on common self-report measures and provide a stronger basis for assessing the practical effectiveness of skill-upgradation programmes.

11. Conclusion

This study examined the relative contribution of satisfaction from skill upgradation, employee attitude towards skill upgradation, and organisational support for skill upgradation to overall employee work satisfaction among 500 employees in Raipur district. The evidence demonstrates that all three dimensions are positively and significantly associated with work satisfaction, while their combined explanatory power is substantial ($R^2=.737$). Among the three predictors, employee attitude towards skill upgradation made the strongest unique contribution, followed by satisfaction from skill upgradation and organisational support.

The findings strengthen the argument that employee development should not be reduced to the number of training programmes delivered or the proportion of employees who attend them. Development is experienced through an interaction among the employee, the learning opportunity, and the organisational environment. An employee may have access to training but remain dissatisfied if the training is irrelevant; similarly, a relevant programme may have limited impact if the employee does not value learning or if the organisation does not

provide sufficient support for applying new skills. The multidimensional framework used in this study captures these distinctions and provides a more nuanced way to examine workplace development.

Overall, the study concludes that skill upgradation is most appropriately understood as a multidimensional component of the employee experience. Organisations that want development initiatives to contribute to work satisfaction should move beyond a programme-delivery approach and focus on three connected questions: Do employees value and feel satisfied with the development experience? Do they hold a positive orientation towards continuous learning? And does the organisation provide credible, practical support for their development? Addressing these questions can help organisations design development systems that are more relevant to employees and more closely connected with sustainable workplace outcomes. ■

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