

FACTORS INFLUENCING EMPLOYEE ENGAGEMENT IN EDUCATIONAL ORGANIZATION

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ABSTRACT--*Aim of this research is to identify the factors that determine employee engagement in the context of educational organizations. Companies put in enormous investments to build competitive advantage in human capital by developing employee engagement and commitment. Though these indicators are increasing, yet despite the increase in spending, research indicates levels of employee commitment and engagement are not improving in line with the spend, possibly making employee-generated competitive advantage in question. Hence this study was undertaken to identify the current engagement level of employees and its impact on organizational effectiveness and to recommend suggestions to overcome ineffectiveness in these measures through appropriate employee engagement initiatives.*

Key words-- *Employee engagement, global organizations, competitive advantage*

I. INTRODUCTION

The idea of employee engagement has garnered attention of corporate and academic personnel and many approaches for understanding about employee engagement have been developed. Presently, there is a lack of consistency in definition of engagement and is measured in many disparate ways. It has been defined recently as “an individual employee’s cognitive, emotional, and behavioral state directed toward desired organizational outcomes” (Shuck & Wollard, 2010). The literature review identified gaps and issues that are not covered so far. It appears that there is a lack of research about the predictors of engagement. Hence focus of this study is on the factors that cause engagement.

In order to achieve employee engagement firms engage many HRM programs, which usually focus on activities of organizing work and managing people to achieve organizational goals (Zhang et al. 2012). But still HR professionals and managers are continuously are confronted with the challenge of engaging the workforce.

Levinson (2017) indicates that engaged employees tend to have a better understanding of how to meet customer needs and, as a result, customer loyalty tends to be better in organizations where the employees are engaged. He also claims that in departments where engaged employees sell to organizations customers, customer loyalty, repeat purchases and sales referrals are double than that of companies with average employee engagement. This is likely to lead to increased customer engagement as well, where there is a significant emotional connection between the organization and the customer. He also suggests that employees who are happy in their work are more likely to stay in the organization.

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II. LITERATURE REVIEW

One of the early studies on engagement was carried out by Kahn (1990), who had undertaken a qualitative study on the psychological conditions of personal engagement and disengagement of employees about their moments of engagement and disengagement at work. Defining disengagement as the decoupling of the self within the work role, he had placed emphasis on incomplete role performances as a mark of non engagement of employees.

But as the concept of employee engagement has grown in popularity and use, there had been significant changes in definition, measurement, and conceptualization of the same (Bakker & Demerouti, 2018). Another model of engagement emerges from the 'burnout' literature, describing job engagement as the opposite of burnout, while burnout is noted by the erosion of engagement with one's job (Maslach et al 2001). According to them, there are six areas of work-life that lead to either burnout or engagement: namely workload, control, rewards and recognition, community and social support, perceived fairness and values. It is stated that job engagement is associated with a sustainable workload, feelings of choice and control, recognition and reward that is appropriate to the work involved, a supportive community in work, fairness and justice, and meaningful and work getting valued. Similar to burnout, engagement is expected to address the link between these six work-life factors and associated work outcomes.

Wyatt's (2017) had surveyed 946 companies in 22 countries and had found that employees who are highly engaged are twice more likely to be top performers than are other employees. Luthans and Peterson (2019) found that the employees who are engaged in their work and their organization are more likely to demonstrate good performance and achieve success besides responding positively to their managers.

Robinson et al. find that best performing employees are those with the highest engagement scores' (Robinson et al., 2007). Harter and colleagues' meta-analysis of 7,939 business units in 36 companies found a relationship between employee conducted in 2018 found that engagement, customer satisfaction, productivity, profit and employee turnover (Harter et al., 2002). The study concluded that increasing employee engagement and building an environment to support and encourage engagement can significantly increase the likelihood of organization success.

The relevance of employee engagement in educational institutions is highlighted by the New Education Policy of government of India as evidenced by recent research by Nayar (2019), who highlights the importance of improving teachers quality of engagement on the job. Hence employee engagement study is an important contribution for the education sector improvement in India.

Thus we find that employee engagement can significantly increase the business and organization benefits. With this motivation this study is focused on determining the factors that impact the engagement level of teaching staff in higher education institution.

III. OBJECTIVES

The primary objective of this research is to identify the factors determining employee engagement in a higher education institution. The research is also aimed at understanding the relationship between the predictor variables

and the outcome in terms of employee engagement. The predictor variables selected based on prior research were Rewards and Recognition for teachers, Job Contribution of teachers, employee Organizational Commitment, Perceived Organizational Support as felt by teachers and Teachers' Perceived Supervisor Support and their effect on the outcome variable teachers' engagement.

IV. RESEARCH HYPOTHESES AND MODEL

The hypotheses have been framed based on the research model given in the figure 1 below. The predictor variables are appearing on the left as independent variables and the outcome variable teachers engagement is appearing on the right as dependent variable.

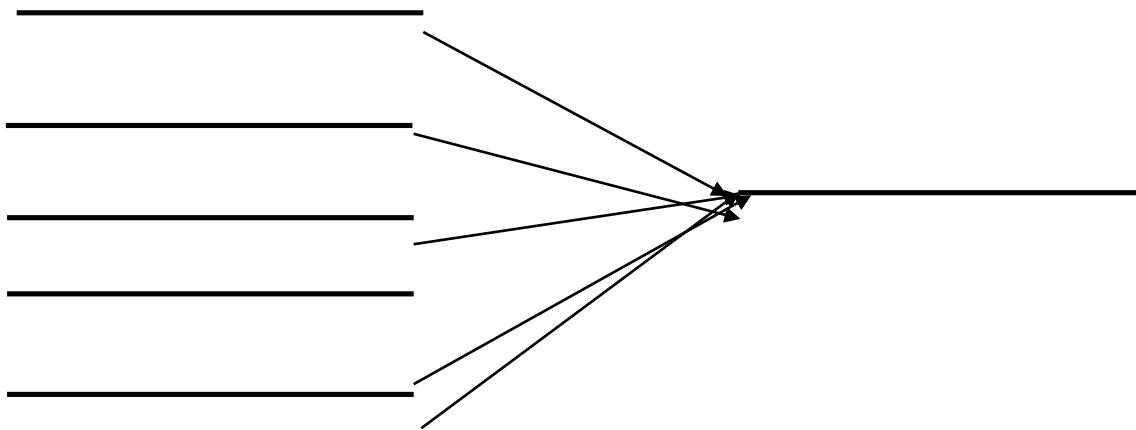


Figure 1: Research Model

Accordingly the hypotheses were framed for each of the independent variable are not having any effect on the outcome variable and the null hypotheses were used for testing for significance using the collected data. The null hypotheses are:

1. Rewards and recognitions given by organization do not have any impact on teachers work engagement
2. Perceived Job Contribution does not have any impact on teachers work engagement
3. Perceived organizational support does not have any impact on teachers work engagement
4. Perceived organizational commitment does not have any impact on teachers work engagement
5. Perceived supervisor support does not have any impact on teachers work engagement

V. METHODOLOGY

The measurement of the independent and dependent variables were designed with a structured questionnaire according to the suggested metrics from the literature review. The target population were the teaching staff of two institutions of higher education providing graduate and post-graduate level programs in multiple domains such as engineering, arts, sciences, management and medical sciences. The respondents were chosen to represent the population of higher education teachers across all levels of characteristics such as age, experience, educational levels, positions so as to exclude variability due to such factors. In total a sample size of 689 was used to collect the valid responses using the research instrument in the form of the questionnaire.

The study was cross sectional in nature and descriptive to identify the factors as planned in our objectives.

VI. FINDINGS

The collected data was analyzed for normality of outcome variable so as to use parametric tests for testing the hypotheses. Further multiple regression test was conducted to analyze the data and the results are reproduced in the table 1 below. The overall adjusted multiple R squared value of the multiple regression model was 0.78 indicating that the model was able to account for nearly 80% of the variance in the outcome variable and hence the model is significant.

Table 1: Results of the Multiple Regression Analysis of Data

Teacher's Engagement Model	Standardized Estimate	S.E.	C.R.	P
Teachers Organizational Commitment → Teachers Job Contribution	0.501	0.056	7.468	0.12
Teachers Perceived Organizational Support → Teachers Job Contribution	0.469	0.076	7.259	0.09
Teachers Job Contribution → Teacher's Engagement	0.258	0.037	5.733	0.22
Teachers Rewards and Recognition → Teacher's Engagement	0.125	0.022	3.119	0.11
Teachers Perceived Supervisor Support → Teacher's Engagement	0.578	0.032	10.700	0.23

Source: Research analysis

The results show that all the predictor variables, namely Rewards and Recognition for teachers, Job Contribution of teachers, employee Organizational Commitment, Perceived Organizational Support as felt by teachers and Teachers' Perceived Supervisor Support are impacting teachers engagement on the job and are very significant. Further the maximum extent of impact seems to be from the perceived support from the supervisor of the employee followed by perceived job contribution while the rewards and recognition, while significant seems to have a lesser effect compared to other factors. However all 5 independent variables have significant impact on the outcome of interest.

VII. DISCUSSION

We see that the proposed predictors, perceived supervisor support for the teachers, perceived job contribution, perceived organizational commitment and support and rewards and recognition for the teachers contribution are significantly associated with the teachers employee engagement outcome. I few were to cross validate the results with other researchers as well, we find the following.

Hartner et. al.(2014) have found that supervisor support and employees organizational commitment and perceived support in case of European corporate employees were positively associate with the level of employee engagement. They also find that besides that the recognition and rewarding practices of the organization also has a significant and positive effect on the level of employee engagement.

Similarly Goodman et.al. (2018) find among health care employees that perceived job contribution and organizational commitment and culture has a positive effect on employee engagement. Thus the results we got seems to be in agreement with previous studies as well.

VIII. SUGGESTIONS AND CONCLUSION

Based on the findings we can suggest that management of higher education institutions need to foster a culture of enabling employee engagement among teachers through counseling and training of the supervisors of teachers, probably their head of the departments and other academic and functional heads by supporting their activities, encouraging their increased commitment and initiatives and recognize their job contribution through appropriate rewards.

The rewards and recognitions need not be only monetary either, a timely appreciation also can go a long way with employees in creating a culture of support from the organization.

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