

Employee Engagement and its Influencing Factors Among the Women Lecturers of Self-Financing Arts and Science Colleges in Chennai Region

N. Radhakrishnan and Dr.S. Sujatha

Abstract--- *In the competitive world, the employee involvement is the major feature for the success of the organization. Further the concept of employee engagement is also considered as a vital indicator for the success of the organization. Hence there is a need of employee engagement is to be studied by any successful organization. In this study an attempt is made to obtain the significant results on employee engagement among the selected women lecturers from self-financing arts and science colleges, Chennai. 200 respondents were selected and collected data using structured questionnaire and analyzed. The results shows that career development and organizational support were significantly predict employee engagement.*

Keywords--- *Employee Engagement, Recognition, Locus of Control.*

I. INTRODUCTION

Employee engagement is “the emotional attachment and commitment an employee has towards his/her job, colleagues, and organization that profoundly influence the level of performance, commitment, and loyalty”.

According to Simon Sinek, “When people are financially invested, they want a return. When people are emotionally invested, they want to contribute.”

The concept of employee engagement was first introduced in 1990 by Dr. William Kahn. He suggested that people are involved in their work at three levels – physically, cognitively, and emotionally. However, employees may be engaged at fewer levels, or even disengaged or actively disengaged. As opposed to engaged employees, disengaged employees simply put in their specified hours at work and leave. They do not involve themselves in activities beyond their regular jobs, and they value the job just enough to ensure that they get their paycheck at the end of the month. Engagement begins at the beginning of the employee lifecycle, from the candidate experience, the recruitment process, continuing through onboarding, career planning, learning and development, leadership and succession, and retirement or exit from the organization. However, employee engagement is a two-way street. Even if organizations follow the best practices in employee engagement, there is a specific personality that employees must either possess or inculcate in themselves to be an excellent cultural fit for the organization.

“The harnessing of organization members selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances” - Kahn (1990)

Employee engagement differs from several concepts that exist in organizational behavior such as “organizational

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commitment, organizational citizenship behavior and job involvement". Organizational commitment and engagement are different perspectives. Commitment is an attitude that drags a person that fix him into the organization but engagement is the degree role performance attached to an organization. In the similar aspects, engagement differ from organizational citizenship behaviour and job involvement.

II. REVIEW OF LITERATURE

Kahn (1992) and Saks (2006) have studied that high levels of job characteristics can be enhanced the individuals with space and monetary benefits for the betterment of employee engagement. Maslach et al. (2001) have studied that employee engagement will be improved by at higher level by getting proper respect and recognition from their organization.

Janeti¹, Padmanabhan and Mini (2016) studied that the origin of employee engagement is industrial sector and they tried to extend in academic sector. They discussed in their study about the characteristics, antecedents among the employees in the higher educational institutions. Further they contributed the managerial factors of employee engagement and disengagement in higher educational institutions.

Joseph Regy and Malini (2017) have studied on empirical work to find out current engagement levels among existing staff of select higher educational institutes in select colleges of south India. They were evaluated on seven sub scales viz: measuring hygiene factors, policy factors, motivational factors, people factors, self related factors, manager related factors, organization related factors. They measured the engagement level, find the factors which contribute to the retention of staff and to understand the major challenges in retaining the faculties in higher education. The results showed positive connection between conducive work environment and engaged workforce.

Alan M. Saks (2006) in the paper titled —Antecedents and consequences of employee engagement |perceived organizational support, perceived supervisor support predicts both job and organization engagement, job characteristics predicts job engagement and procedural justice, distributive justice predicts organization engagement. Higher job and organization engagement led to job satisfaction, organizational commitment, reduced intentions to quit and organizational citizenship behavior.

Theresa. M. Welbourne (2007) has identified that behaviour of an employee on multiple organizations is the major strategy to improve the employee engagement. She has developed a model of role based performance to define the behaviour of the employee and which is used to find the various type of behaviors required to improve the performance from the employees.

Bakker et al. (2006) have studied employee engagement and job performance among the school teachers. They found that there exist a significant and positive relationship between the scores of job engagement by the principals' and the teacher grading of principals' performance and leadership.

W.H. Macey and B. Schneider (2008) studied that job attributes and leadership are the major impact on behavioural engagement and it is moderators to affect the three facets of engagement.

Maha Ahmed Zaki Dajani (2015) identified the main drivers of employee engagement and studied its impact on job performance and organizational commitment based on Social Exchange Theory (SET). They applied correlation

analysis and regression analysis to predict the causal relationship between the leadership and organizational justice.

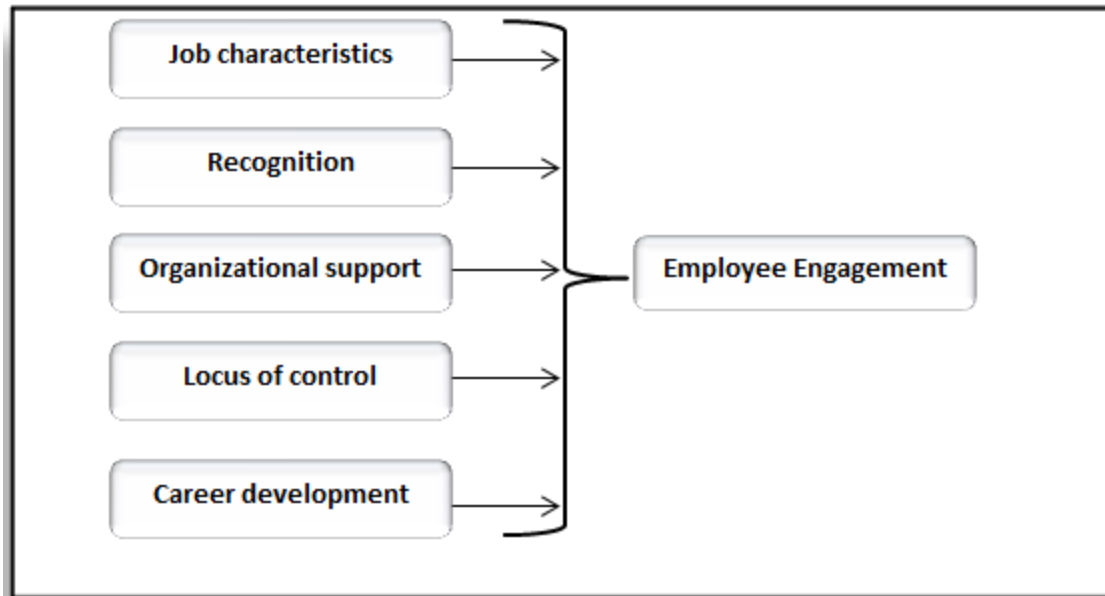


Figure 1: Conceptual Model of Employee Engagement

III. RESEARCH METHODOLOGY

The study is a collection of both primary and secondary data. A structured questionnaire is designed to measure their employee engagement among women lecturers in Chennai. The women lecturers from self-financing arts and science colleges were selected for this study. This questionnaire was distributed to 200 women lecturers working in self-financing colleges affiliated to University of Madras in Chennai. The researcher adopted Stratified random sampling technique for collecting data from women lecturers. The data were collected through mailed questionnaire from 200 lecturers and the analysis was carried out by making use of Statistical Package for Social Sciences (SPSS) software package. The validity test and Cronbach's reliability test were carried out and based on the confirmation the statistical hypotheses were tested and simple regression analysis was applied to test the cause and effect relationship between the dependent and independent variable.

3.1 Research Objectives

1. To study the demographic and job characteristics of women lecturers from the selected self-financing colleges in Chennai.
2. To measure the level of employee engagement factors among the women lecturers
3. To test significance of employee engagement factors across socio-economic status of women lecturers.
4. To test the relationship and influence between job characteristics, recognition, organizational support, locus of control, career development and employee engagement.

3.2 Hypothesis Statements

Hypothesis 1: There exists a significant mean difference between employee engagement and its factors across

marital status.

Hypothesis 2: There exists a significant mean difference between engagement factors across experience

IV. RESULTS AND DISCUSSION

The core steps in research process are results and discussion. The objective of the analysis of data is to justify the research questions and writing appropriate interpretation. Data screening was done before analysis. Analysis without interpretation is meaningless at the same time interpretation cannot be done without proper analysis and hence both are inter-dependent. A suitable analysis was carried out based on the objectives and hypotheses stated in the previous sections. Finally the conclusion were drawn on the basis of the tested hypothesis and results of the study.

Table 1: Distribution of Socio-Economic Status of the Women Lecturers from Self-Financing Arts and Science Colleges in Chennai

Description	Category	Frequency	Percentage
Marital status	Married	137	68.5
	Unmarried	63	31.5
	Total	200	100.0
Age (in years)	Below 30	37	18.5
	30 - 35	48	24.0
	35 - 40	83	41.5
	Above 40	32	16.0
	Total	200	100
Type of family	Joint	64	32.0
	Nuclear	136	68.0
	Total	200	100.0
Educational qualification	Postgraduate	64	32.0
	M.Phil.	94	47.0
	Ph.D.	42	21.0
	Total	200	100.0
Monthly income (in Rs.)	Below 25000	89	44.5
	25000 – 50000	73	36.5
	Above 50000	38	19.0
	Total	200	100

From the Table 1 it is seen that, 68.5% of the women lecturers were married and 31.5% of them were unmarried, majority 41.5% of the lecturers were under 35 to 40 years age group, 68.0% of them living as nuclear family, 47.0% of them were M.Phil. degree holders and 21 percent of them were Ph.D. holders, 44.5% of them earn below Rs.25000 as their monthly income and majority of 46.5 percent of the women lectures have five to 10 years of experience.

Student's t-test of Women Lecturers towards the Factors of Employee Engagement across Marital Status

Null Hypothesis: There exists no significant mean difference on the factors of employee engagement across the two categories of marital status

Alternative Hypothesis: There exists a significant mean difference on the factors of employee engagement across the two categories of marital status

Table 2: Student's t-test for Significant Difference Across Marital Status towards the Factors of Employee Engagement

Factors	Marital status				t -value	p- value
	Married (n=137)		Unmarried (n=63)			
	Mean	SD	Mean	SD		
Job characteristics	21.36	6.15	23.54	6.98	2.148	0.000**
Recognition	22.65	6.43	20.14	6.81	2.439	0.001**
Organizational support	23.47	5.98	19.36	5.45	3.015	0.000**
Locus of control	19.36	4.56	18.64	4.11	2.971	0.003**
Career development	19.45	5.10	20.14	4.97	2.045	0.000**

**Significant at 5% level

Table 2 on t-test reveals that, the two tail significance for the marital status indicates that $p < 0.01$ and, therefore, is significant. It shows that there exists a significant mean difference among the women lecturers on job characteristics ($t = 2.148$, $p < 0.01$), recognition ($t = 2.439$, $p < 0.01$), organizational support ($t = 3.015$, $p < 0.01$), locus of control ($t = 2.971$, $p < 0.01$) and career development ($t = 2.045$, $p < 0.01$).

One-Way ANOVA on Experience of Women lecturers towards the Factors of Employee Engagement

Null Hypothesis: There is no significant mean difference across experience towards the factors of employee engagement

Alternative Hypothesis: There is a significant mean difference across experience towards the factors of employee engagement

Table 3: ANOVA for Significant Difference across Experience towards the Factors of Employee Engagement

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Job characteristics	Between Groups	122.651	2	61.326	5.027	0.001**
	Within Groups	2403.322	197	12.199		
	Total	2525.973	199			
Recognition	Between Groups	203.148	2	101.574	6.396	0.025*
	Within Groups	3128.562	197	15.882		
	Total	2331.71	199			
Organizational support	Between Groups	226.410	2	113.205	7.915	0.002**
	Within Groups	2817.351	197	14.301		
	Total	3043.761	199			
Locus of control	Between Groups	202.301	2	101.151	6.311	0.014*
	Within Groups	3157.254	197	16.027		
	Total	3359.55	199			
Career development	Between Groups	257.354	2	128.677	8.686	0.000**
	Within Groups	2918.148	197	14.813		
	Total	3175.502	199			

**Significant at 1% level; *Significant at 5% level;

One – way ANOVA was applied to find the significant mean difference between experience towards the factors of employee engagement and the result showed (Table 3) that there is a significant mean difference in experience of the women guest lecturers towards job characteristics ($F = 5.027$, $p < 0.01$), recognition ($F = 6.396$, $p < 0.05$),

organizational support ($F = 7.915, p < 0.01$), locus of control ($F = 6.311, p < 0.05$) and career development ($F = 8.686, p < 0.01$).

Impact of Employee Engagement

To test the hypotheses for the impact of employee engagement, multiple regression analyses were conducted in which each of the outcomes was regressed on employee engagement. As shown in Table 4.4, the engagement measures explained a significant amount of the variance in employee engagement ($R^2 = 0.41, p < 0.01$). In connection with the study hypotheses, both job characteristics ($0.36, p < 0.01$) and organizational support ($0.27, p < 0.05$) and career development ($0.46, p < 0.01$) were the significant predictors of employee engagement.

<i>Variables</i>	<i>Employee engagement</i>
Job characteristics	0.36**
Recognition	-0.09
Organizational support	0.27*
Locus of control	-0.04
Career development	0.46**
R ²	0.41
F	3.43
<i>Notes: *p < 0.05; **p < 0.01 and values in table are standardized coefficients</i>	

V. CONCLUSION

This study concludes that the employees engaged in higher educational institutions are different from the other sectors. From this study the major factors predicting employee engagement among the women lecturers working in higher educational self-financing institutions were career development and organizational support. This study is not appropriate in sectors such as the corporate sector, banking sector etc. It is suggested from this study that the independent variables such as job characteristics, recognition, locus of control were also predictors of employee engagement.

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