

A Study of Employee Engagement in the Higher Education Institutions

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ABSTRACT

Purpose: *After liberalization of the Indian economy, the impact of privatisation, economic changes, and international markets put pressure on all functions of the organizations (Bhatnagar, 2007; Budhwar, et al, 2026) There is a requirement amongst the managers to build capacities, competencies, and capabilities. With the overall competition, retaining and attracting good talent has become a challenge. Employee engagement is key to the retention of talent in an organization. During the last decade, several studies related to talent management have been conducted, but mostly in developed countries and in a corporate context. Even within the employee engagement framework, very little has been done on teaching faculty and staff in colleges and universities.*

Methodology: *There is a strong need to study employee/faculty engagement in the education sector. The literature study on employee engagement shows very little study on faculty engagement and motivation. Faculty engagement and motivation are possible if organizations, i.e., colleges and institutes provide the teachers with a passion for work and an engaging ambience which their performances and give them a continuous satisfying work experience.*

Result/Analysis: *The research titled, "A Study of Employee Engagement in the Higher Education Institutions", is carried out as there is an immense need to study faculty engagement in the education sector. The previous studies on employee engagement have very little emphasis on faculty engagement and motivation. The study is a descriptive study and is based on primary data. Primary data from 72 teachers/faculty members were collected from colleges and institutes of higher education across India. A structured questionnaire was adopted for collecting primary data through the questionnaire method and in few cases, wherever possible through the interview method, to collect in-depth information about the education system.*

Originality/Value: *This paper discusses a very important observation of the research study, i.e., the reason for the change in the engagement pattern of faculty members/teachers in the HEI. What has been discussed and seen during the research interview is that the faculty has expressed the support of the senior management and academic leaders in their meaningful contribution.*

Paper Type: *Empirical study.*

Keywords: Employee Engagement, Higher Education, Dedication, Vigour, Absorption

1. INTRODUCTION :

During the 1980s and 1990s the working conditions of the employees was very different. The employees earlier were strictly led by the principles of loyalty and commitment to the organization. Highly dedicated employees endowed loyalty to the organization, and in reciprocation for that commitment, they were offered lifetime employment in their workplace. In the 1980s, with increased global competition, employers were demanded to be more flexible in their deployment of employees. Factories went for lockouts, due to economic conditions, unrest and political motives, and then again reopened in countries or places where wages were lower. As business became global, leaders looked-

for more regulation by the government, regarding wages, salaries, and benefits to employees so that they could compete effectively. With changes in the global scenario and working conditions, loyalty towards organization was fleeting. Many job opportunities were available to the skilled workforce, giving rise to high attrition. Thus, the employee engagement movement reached as a tactic to resolve this problem. Employees should be more engaged to have better productivity at workplace. What started as a movement, became a culture and practice in the world of human resource management.

After liberalization of the Indian economy, the impact of privatisation, economic changes and international markets had put pressure on all functions of the organizations (Bhatnagar, 2007 [1]; Budhwar, et al. 2026 [2]) There is a requirement amongst the managers to build capacities, competencies, and capabilities. With the overall competition, retaining and attracting good talent has become a challenge. Employee engagement is key to the retention of talent in an organization. Over the last few years, several studies related to the management of talent have been conducted, but mostly in developed countries and in a corporate context. Even within the employee engagement framework, very little has been done on teaching faculty and staff in colleges and universities [3].

The literature study on employee engagement shows very little study on faculty engagement and motivation. Faculty engagement and motivation are possible if organizations, i.e., colleges and institutes provide the teachers with a passion for work and an engaging ambience with a continuous satisfying work experience.

The selection and recruitment of teachers also play a significant role in employee engagement and work satisfaction. It is therefore very important to have proper selection and recruitment of faculty members, fitting the job requirement, experience, and knowledge. Engaged teachers in a college or university will provide better learning outcomes for students and demonstrate better self-efficacy.

A study by Bailey et al 2015 [4]; suggests that high work engagement leads to lower voluntary turnover. Having engaged employees results in better faculty and student feedback and better stakeholder satisfaction. Another very important aspect of employee engagement is on-the-job training. The recent concept of inductee teachers helps in providing teachers with training opportunities for learning, research, and self-development, thereby contributing more towards work productivity and employee engagement [5].

The questions that arise are:

- (1) What is the organizational responsibility to attract and groom the best talent?
- (2) What motivates employees to be engaged, to work with commitment, to take risks to do something more and different, and to withstand difficult situations?

There has been a considerable change in the learning organizational structure. The traditional learning organizational structures greatly relied on direct control of the management and to cost reduction. In the new structure, efficiency, and revenue flow are more important, where the major focus is on the smooth and judicious management of human capital, i.e., the teachers in this case. Currently, learning organizations expect their employees to be proactive and exhibit initiative, collaborate smoothly with their peers, take responsibility for their own professional development, and to be committed to teaching and research.

2. OBJECTIVES OF THE STUDY :

- (1) To measure the engagement level of faculty in Higher Education Institutions.
- (2) To study the demographic variables along with Vigour, Dedication, and Absorption of faculty in HEIs.
- (3) To find out the engagement level between men and women faculty members.
- (4) To analyze the effect of work experience on the level of employee engagement.
- (5) To analyze the effect of monthly salary on the level of vigour, dedication, and absorption of faculty members.

3. LITERATURE REVIEW :

Employee Engagement is the effort to understand and describe, both qualitatively and quantitatively, the nature of the relationship between an organization and its employees. An "engaged employee" is defined as one who is fully absorbed by and enthusiastic about their work and so takes positive action to further the organization's reputation and interests.

3.1 Conceptual Background:

Burnout Antithesis Approach (2011) by Shuck's, identified four main approaches to defining engagement, which can also be utilized when exploring measures of engagement [16, 21]

The Needs-Satisfying Approach:

According to the Needs satisfying approach, engagement is the expression of one's preferred self in task behaviours. The first formal definition was provided by William Kahn (1990). He defined personnel engagement as "the harnessing of organization members' to their work roles; where, people employ and express themselves physically, cognitively, and emotionally during role performance [3, 4, 5].

Burnout antithesis approach, on the other hand describes employee engagement as energy, involvement and efficacy, and are exactly the opposites of established "burnout" constructs, like exhaustion, cynicism and lack of accomplishment.

The Satisfaction Engagement Approach:

Satisfaction-engagement approach, in which engagement is a more technical version of job satisfaction, evidenced by The Gallup Company's own Q12 engagement survey [6].

The Multidimensional Approach:

This approach makes a clear distinction between job and organizational engagement, usually with the primary focus on antecedents and consequents to role performance rather than organizational identification.

Four Approaches

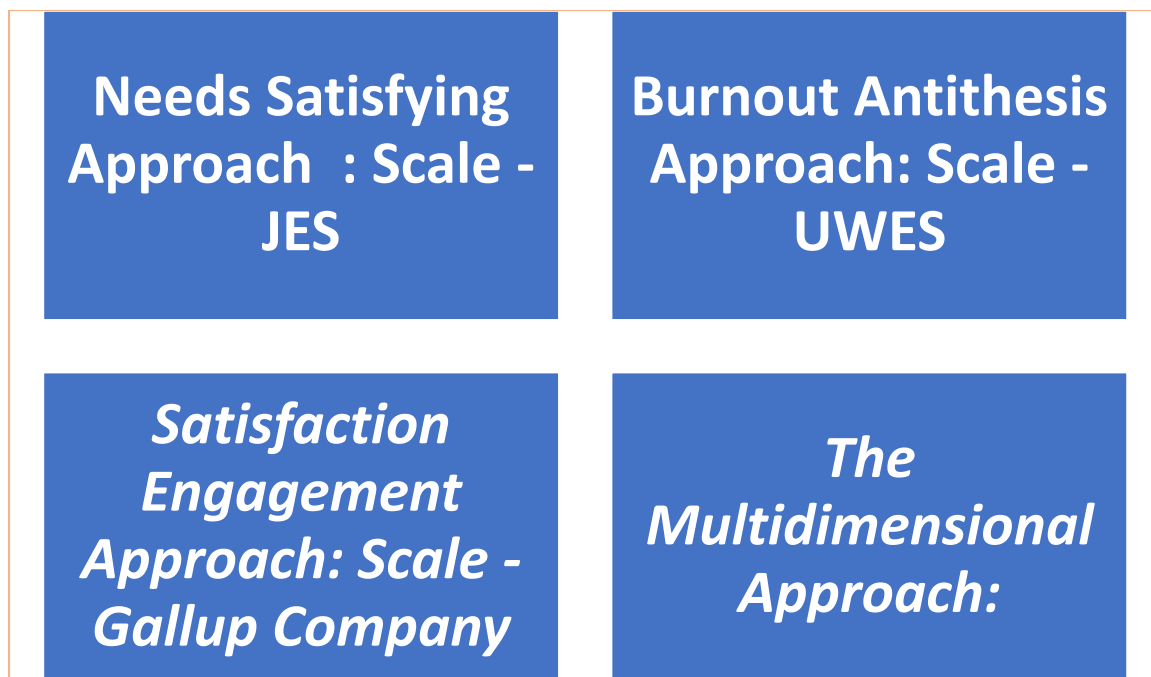


Fig. 1: Four Approaches to Employee Engagement

3.2 Description of the Scale: Rich et al's (2010) -JES:

The scale of employee (Job) engagement has 17 items based on three dimensions. Dimension Physical Attribute is represented by five questions. Dimensions Emotional and Cognitive have six questions each. Making the questionnaire based on 17 Items. Participants rated their levels of employee engagement on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) [7]. Questionnaire 1, is given in annexure

Expected Findings:

After using above scale the analysis may reveal the physical, cognitive, and emotional level of employee engagement with the concerned job role. The findings may indicate the varying of the

engagement level due to demographic profiles. So, these items were compared with the UWES and further research was conducted.

3.3 Burnout Antithesis Approach:

Schaufeli et al. (2002) conceptualizes “work engagement” as the positive opposite of psychological burn out. They defined engagement as “a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption” (pg. 74). This perspective refers to feelings of vigour (e.g. energy), dedication (e.g. enthusiasm), and absorption (e.g. feeling immersed).

The **Utrecht Work Engagement Scale** was developed by Schaufeli et al. (2002) [5] assesses three dimensions: vigor, dedication, and absorption. There are six questions for vigor and absorption and five questions for dedication, creating a total of 17 questions. Participants rate their levels of employee engagement on a 7-point Likert scale (0 = Never to 6 = Always/Every day). Questionnaire 2, is attached in the annexure

Expected Findings:

After using above scale, the analysis may reveal the state of mind of respondents in terms of energy, enthusiasm and feeling of immersion. The findings may indicate the varying of the engagement level due to demographic profiles.

3.4 Determinants of Employee Engagement:

Employee engagement is appositive fulfilling work related state of mind that is characterized by vigour, dedication and absorption.

(1) Vigour- Vigour indicates high levels of energy at work, resilience both physical and mental, time and strategy invested in actual work and high level of perseverance even during difficult times. Vigour has a positive influence on employee performance. An individual with vigour will do good things for the organization that would contribute towards bigger success.

(2) Dedication- Dedication at work refers to the disciplined behavior of an employee at work. A dedicated employee will always follow rules, comply with the policies, work hard to meet goals and take initiatives to initiate new things. This individual takes pride in his or her responsibilities, duties and feels important and meaningful in the organization. In the role efficacy scale the individual goes from role entering to role centering.

(3) Absorption- Absorption happens in employee engagement when an individual has perseverance and can absorb the instructions, roles and job descriptions better. The individual is more concentrated on work and escapes surrounding disturbances. The individual is not a clock watcher and stays focused in fulfilling his job obligations.

4. METHODOLOGY :

4.1 Research Methodology:

The present study is a descriptive study and is based on primary data. Primary data has been collected from colleges and institutes of higher education in Maharashtra, Chennai, Kolkata & Delhi. A structured questionnaire was adopted for collecting primary data through questionnaire method and in few cases, wherever possible through interview method, to collect in- depth information of the education system. Secondary data and literature study is taken from published articles, journals, periodicals, and research papers.

4.2 Hypotheses of the Study:

(1) Null Hypothesis: There is no significant difference in the mean scores of ‘Vigour’ with reference to Gender.

(2) Null Hypothesis: There is no significant difference in the mean scores of ‘Dedication’ with reference to Gender.

(3) Null Hypothesis: There is no significant difference in the mean scores of ‘Absorption’ with reference to Gender.

(4) Null Hypothesis: There is no significant difference in the mean scores of ‘Vigour’ with reference to Teaching Experience.

(5) Null Hypothesis: There is no significant difference in the mean scores of ‘Dedication’ with reference to Teaching Experience.

- (6) Null Hypothesis: There is no significant difference in the mean scores of ‘Absorption’ with reference to Teaching Experience.
- (7) Null Hypothesis: There is no significant difference in the mean scores of ‘Vigour’ with reference to Monthly Salary.
- (8) Null Hypothesis: There is no significant difference in the mean scores of ‘Dedication’ with reference to Monthly Salary.
- (9) Null Hypothesis: There is no significant difference in the mean scores of ‘Absorption’ with reference to Monthly Salary.

4.3 Research Design:

The philosophical foundation of this quantitative study builds upon the theory of knowledge regarding validity, scope, and method. The study adopted a positivism approach. The study focuses on theory testing in the context of teaching fraternity. The descriptive design was adopted with the use of demographic variables.

4.4 Sampling Framework:

The Stratified Random technique was adopted to select the sample from the universe. All the teachers were considered as the ‘Universe’ of study. The study was undertaken only for higher education college teachers. The college teachers from all specializations of Management, Interdisciplinary Education, were included while considering the importance of NEP 2020 in near future. Teachers from social sciences were included in the study to focus on interdisciplinary education. Moreover, the age group of samples were kept 30 years and above. Around 100 questionnaires were shared with respondents through google form and some personal interviews were also held to get in-depth understanding. Around 72 questionnaires complete in all aspects were considered for further analysis. However, sufficient care was taken by the researcher to avoid chance error, sample frame errors, non-response errors and misinterpretation errors.

4.5 Tool Description:

Construct of Employee Engagement:

An "engaged employee" is one who is enthusiastic about their work and is completely committed to the work, hence takes positive action to further the organization's reputation and interests.

Employee Engagement Measures:

The tool used for the present study was **Utrecht Work Engagement Scale (UWES)** developed by Schaufeli et al. (2002). The 17 items used a five-point rating scale was chosen, ranging from 1= Strongly disagree, 2= Disagree, 3= Can't say, 4= Agree and 5= Strongly agree. A comparison of the questionnaire of UWES and Physical, emotional and cognitive scale was done, as stated above, the questionnaire used for the study, shows the factors and attributes that contributes to faculty engagement in Interdisciplinary Higher Education.

Question 1, 4, 8, 12, 15 and 17 -----Vigour Scale

Question 16, 14, 3, 6, 9 and 11-----Absorption Scale

Question 2, 5, 7, 10 and 13 ----- Dedication Scale

The five items of Physical Dimension Attribute match the six items of Vigour Dimension Attribute. The Emotional and Cognitive dimensions also have much similarity with Dedication and Absorptions.

The tool consists of -

- 1. Personal information of respondents on age, gender, salary levels, and years of experience.
- 2. Other factors contributing to the engagement level of the faculty members, such as vigour, dedication, absorption.

Reliability of the Tool

Table 1: Cronbach Alpha Score

S. No.	Sub-Variable	Number of Statements	Cronbach Alpha
1	VIGOUR	6	0.872
2	DEDICATION	5	0.892
3	ABSORPTION	6	0.852

Cronbach's alpha is a measure of the extent to which the group of questions are related to one another. The measurement accuracy of the tool is good as Cronbach Alpha is above 0.8.

Data Interpretation

The following range will be used for the data interpretation to indicate the level of engagement (Objective 1).

Table 2: Range of Level of Engagement

S. No.	Sub-Variables	No of Items	Five-Point Scale	Range	Interpretation of Mean value
1	Vigour	6	1 - Strongly Disagree To 5 – Strongly Agree	6.00 to 14.00	Low Level Vigour
				14.01 to 22.00	Moderate Level Vigour
				22.01 to 30.00	High Level Vigour
2	Dedication	5		5.00 to 11.66	Low Level Dedication
				11.67 to 18.33	Moderate Level Dedication
				18.34 to 25.00	High Level Dedication
3	Absorption	6		6.00 to 14.00	Low Level Absorption
				14.01 to 22.00	Moderate Level Absorption
				22.01 to 30.00	High Level Absorption

5. ANALYSIS OF DATA :

The first part of this section was indicated by Frequency table for demographic details of the respondents. Further, Mean and standard deviation was shown to designate the level of sub-variables of engagement. Inferential Statistics used for the testing of hypotheses.

5.1 Demographic Profile of the Respondents:

Table 3: Age of the Respondents

Categories	Coding	Frequency	Percent
30-40	1	24	33.3
40-50	2	17	23.6
50-60	3	27	37.5
60 and above	4	4	5.6

N= 72

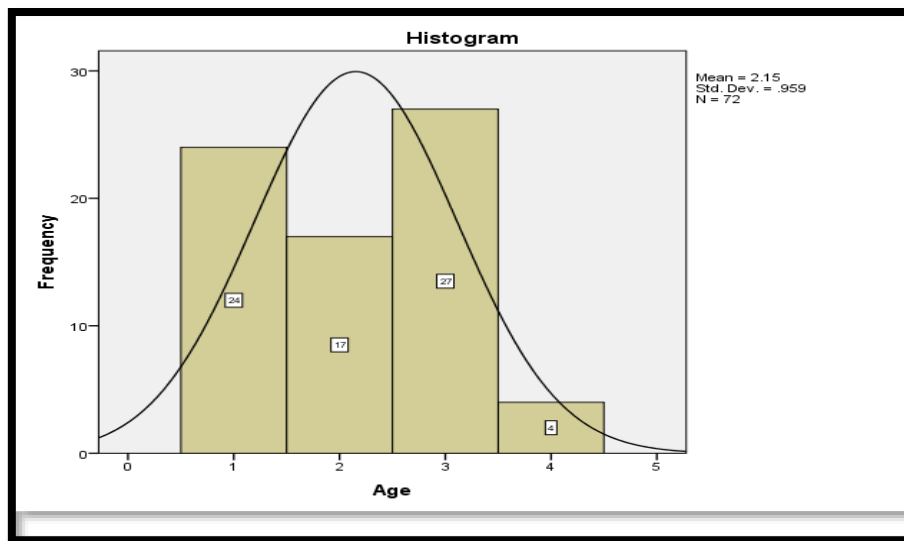


Fig. 2: Histogram; Age of Respondents

The respondents were in the Age group of 30 to 65 years and minimum age was considered as 30 years for the study as maturity and understanding of career goals is more focused for employees above 30. 65 years was taken as the maximum age limit as that is the retirement age for teachers/professors in higher education. The total number of respondents were divided according to the class interval of 30-40, 40-50, 50-60 and 60-70 years. The class interval is continuous, where the upper limit of the previous class is counted in the next class, as shown in Table 3 The maximum number of respondents was in the age group 50-60 year, i. e., 27 respondents, followed by 24 respondents in the age group of 30-40 year, 17 respondents in the age group of 40-50 and only 4 respondents in the age group of 60 and above. It is understood therefore that most faculty members in the age group of 50-60 year has taken the survey as they are interested in knowing better the employee engagement process and be effective in guiding the junior faculty.

Table 4: Teaching Experience of the Respondents

Categories	Coding	Frequency	Percent
Less than 5 years	1	15	20.83
5 to 10 years	2	11	15.28
10 to 15 years	3	16	22.22
15 to 20 years	4	16	22.22
20 and above	5	14	19.44

N = 72

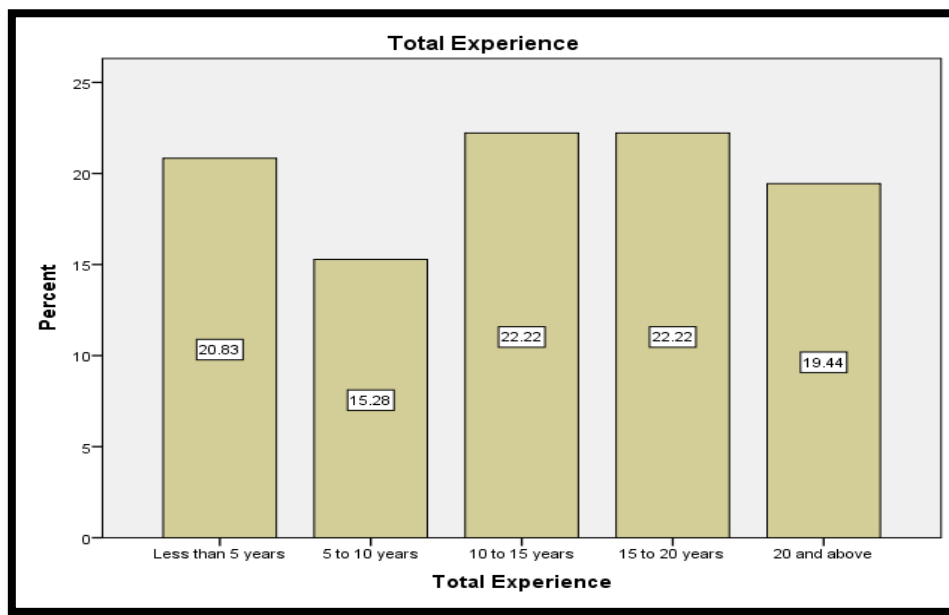


Fig. 3: Total Experience

The number of years for teaching experience is considered from below 5 years to 20 years and above. The class interval is taken as 5 years and is continuous in nature. Since the maximum number of respondents were in the age group of 50 -60 year, the class 10 years to 15, 15 years to 20 and 20 years and above has the maximum frequency, i.e., most respondents are in that experience group.

Table 5: Gender Profile

Categories	Coding	Frequency	Percent
Male	1	45	62.5
Female	2	27	37.5

N =72

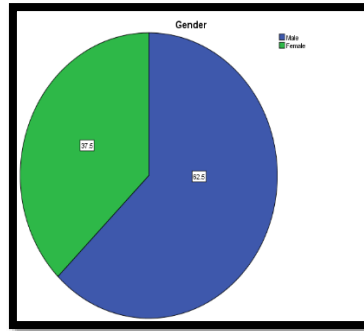


Fig. 4: Gender Profile

Of the total respondents, 45 were men and 27 were women teachers.

Table 6: Monthly Salary of the Respondents

Categories	Coding	Frequency	Percent
Less than 1 lakh	1	14	19.4
1 lakh to 1.5 lakhs	2	19	26.4
1.5 lakhs to 2 lakhs	3	22	30.6
Above 2 lakhs	4	17	23.6

N = 72

At the beginning of the study, it was mentioned that due to the increase in faculty pay packages and implementation of sixth and seventh pay commission, the salary levels are high. When organizations pay higher salaries the expectations from the faculty members are also high. The maximum number of respondents are seen in the salary bracket between Rs 1 Lakh to 2 lakhs.

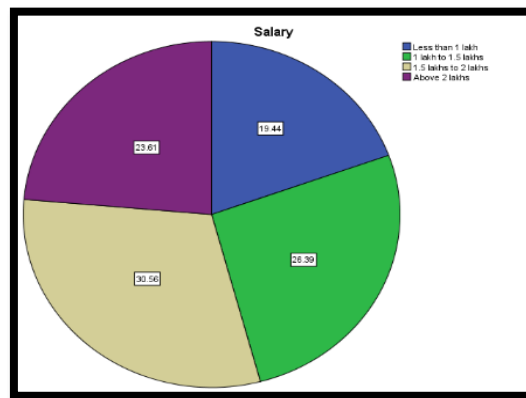


Fig. 5: Salary Statistics

5.2 Descriptive Statistics:

The total sum score, mean and the standard deviation has been worked out for all statements and sub-variables - 'Vigour', 'Absorption' and 'Dedication' presented below-

Table 7: Sum, Mean and Standard Deviation of Items

S. No.	Statements	Sum	Mean	SD	Interpretation
1	At my work, I feel bursting with energy. (vigor)	293	4.07	.924	High Level

2	I find the work that I do full of meaning and purpose. (dedication)	297	4.13	.963	High Level
3	Time flies when I'm working. (absorption)	289	4.01	.942	High Level
4	At my job, I feel strong and vigorous. (vigor)	296	4.11	.972	High Level
5	I am enthusiastic about my job. (dedication)	283	3.93	1.012	High Level
6	When I am working, I forget everything else around me. (absorption)	296	4.11	1.001	High Level
7	My job inspires me. (dedication)	286	3.97	1.007	High Level
8	When I get up in the morning, I feel like going to work. (vigor)	295	4.10	1.009	High Level
9	I feel happy when I am working intensely. (absorption)	307	4.26	.993	High Level
10	I am proud of the work that I do. (dedication)	288	4.00	.888	High Level
11	I am immersed in my work. (absorption)	274	3.81	.959	High Level
12	I can continue working for very long periods at a time. (vigor)	275	3.82	.983	High Level
13	To me, my job is challenging. (dedication)	267	3.71	.971	High Level
14	I get carried away when I'm working. (absorption)	274	3.81	.882	High Level
15	At my job, I am very resilient, mentally. (vigor)	268	3.72	1.051	High Level
16	It is difficult to detach myself from my job. (absorption)	272	3.78	.996	High Level
17	At my work I always persevere, even when things do not go well. (vigor)	293	4.07	.924	High Level

Source- prepared

Table 8: Sum, Mean and Standard Deviation of Variables

S. No.	Variable	Sum	Mean	SD	Interpretation
1	Vigor (6 Items)	1679.00	23.3194	4.41134	High Level
2	Dedication (5 Item)	1467.00	20.3750	4.07479	High Level
3	Absorption (6 Items)	1698.00	23.5833	4.47450	High Level

N =72

From the above table, it is observed that respondents indicated higher level mean for all three variables of employee engagement.

5.3 Inferential Statistics:

(A) *Gender and Vigour, Dedication & Absorption:*

Null Hypothesis: *There is no significant difference in the mean Vigour, Dedication, and Absorption level scores with reference to Gender.*

For testing the hypothesis, the Independent ‘t’ test was computed for men and women

Table 9: Sum, Mean and Standard Deviation of Variables Gender Wise

Variables	Gender	N	Mean	Std. Deviation
Vigour	Male	45	24.0889	4.49152

	Female	27	22.0370	4.03334
Dedication	Male	45	21.0222	3.95135
	Female	27	19.2963	4.12138
Absorption	Male	45	24.3333	4.41588
	Female	27	22.3333	4.36771

Table 10: Independent Samples Test

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
VIGOUR	Equal variances assumed	.941	.335	1.948	70	.055	2.05185	1.05333	-.04895	4.15266
DEDICATION	Equal variances assumed	.001	.979	1.766	70	.082	1.72593	.97746	-.22356	3.67542
ABSORPTION	Equal variances assumed	.104	.748	1.868	70	.066	2.00000	1.07063	-.13530	4.13530

5.4 Analysis of the Findings:

Three variables of employee engagement were computed by using ‘Independent t’ test wrt men and women. The sig. value was more than 0.05 for all three sub-variables. Therefore, there was no significant difference between men and women in terms of their vigor, dedication and absorption for their organization and work profile. Hence, the null hypothesis can be retained. It can be concluded that all HEI teachers of Management from Maharashtra have **similar level** of engagement for their organization as well as profession.

Table 11: Hypotheses

S. No.	Hypotheses	Significant or No-significant Difference
1	There is no significant difference in the mean Vigour level scores with reference to Gender.	No-significant Difference
2	There is no significant difference in the mean Dedication level scores with reference to Gender.	No-significant Difference
3	There is no significant difference in the mean Absorption level scores with reference to Gender.	No-significant Difference

Table 12: Hypotheses Testing

S. No.	Hypotheses	Significant/ No-significant Difference
1	There is no significant difference in the mean Vigour level scores with reference to Work Experience.	No-significant Difference
2	There is no significant difference in the mean Dedication level scores with reference to Work Experience	No-significant Difference
3	There is no significant difference in the mean Absorption level scores with reference to Work Experience	No-significant Difference

A) Teaching Experience and Vigour, Dedication & Absorption

Null Hypothesis: There is no significant difference in the mean scores of ‘Vigour’, ‘Dedication’ and ‘Absorption’ level with reference to Teaching Experience.

Table 13: Sum, Mean and Standard Deviation of Variables Teaching Experience Wise

Variables	Teaching Experience	N	Mean	Std. Deviation
Vigour	Less Than 15 Years	42	23.2143	4.52384
	More Than 15 Years	30	23.4667	4.32103
Dedication	Less Than 15 Years	42	20.0714	4.08682
	More Than 15 Years	30	20.8000	4.08867
Absorption	Less Than 15 Years	42	23.2381	4.45470

Table 14: Independent Samples Test

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
VIGOUR	Equal variances assumed	.366	.547	-.238	70	.813	-.25238	1.06159	-2.36965	1.86489
DEDICATION	Equal variances assumed	.022	.883	-.746	70	.458	-.72857	.97712	-2.67738	1.22023
ABSORPTION	Equal variances assumed	.155	.695	-.772	70	.442	-.82857	1.07266	-2.96793	1.31078

Table 15: Hypotheses Testing

S. No.	Hypotheses	Significant/ No-significant Difference
1	There is no significant difference in the mean scores of ‘Vigour’ level with reference to monthly salary.	No-significant Difference
2	There is no significant difference in the mean scores of ‘Dedication’ level with reference to monthly salary	No-significant Difference
3	There is no significant difference in the mean scores of ‘Absorption’ level with reference to monthly salary.	No-significant Difference

6. CONCLUSION :

What has been observed in the study is that faculty members are not individual workers, working in silos, they are integrated into a system that has students, management, institutions, and other stakeholders. Faculty engagement is required to realize higher levels of student learning attainment. What had happened earlier was the decoupling of teaching role and research role of faculty, more because remuneration for faculty was low. So, it was not expected of faculty to accomplish both the roles. But in the new career prospects under Sixth and Seventh pay commission, teaching, research, and institution building has been integrated. With increased faculty engagement, there are strategic collaborations between faculty and support professionals, thereby bringing more faculty engagement

in academic institutions. The positivity of faculty engagement is transmitted to the students, thus making learning more student-oriented.

A very important observation of the study was the reason for the change in the engagement pattern of faculty members/teachers in the HEI. What has been discussed and seen during the research interview is that the faculty have expressed the support of the senior management and academic leaders in their meaningful contribution. Teachers mentioned that they expect respectful treatment and two-way communication for better engagement and performance. Hence HODs, Principals, Directors, and Deans, along with the Management have a big role to play in effective employee engagement. High-quality leadership, proper governance and ethical practices in academic institutions can contribute towards better employee engagement. During the in-depth interview, many faculty members mentioned that the behavior of the senior academic leaders have impact on faculty engagement. Due to the increased role of technology in teaching, young faculty /teachers are adept in it and reverse mentoring is on the rise. While senior academic leaders share knowledge and research skills with young faculty members, they in turn teach the senior members technology-based learning. This has improved the faculty engagement in HEIs. The academic environment is more civil and there is less rudeness as compared to earlier times.

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ANNEXURE

Questionnaire 1. Rich et al- Job Engagement Measure:

1. I work with intensity on my job. (physical)
2. I exert my full effort to my job. (physical)
3. I devote a lot of energy to my job. (physical)
4. I try my hardest to perform well on my job. (physical)
5. I strive as hard as I can to complete my job. (physical)
6. I am enthusiastic about my job. (emotional)
7. I feel energetic about my job. (emotional)
8. I am interested in my job. (emotional)
9. I am proud of my job. (emotional)
10. I feel positive about my job. (emotional)
11. I am excited about my job. (emotional)
12. At work, my mind is focused on my job. (cognitive)
13. At work, I pay a lot of attention to my job. (cognitive)
14. At work, I concentrate on my job. (cognitive)
15. At work, I focus a great deal of attention on my job. (cognitive)
16. At work, I am absorbed in my job. (cognitive)
17. At work, I devote a lot of attention to my job. (cognitive)

Questionnaire 2. Utrecht Work Engagement Scale:

1. At my work, I feel bursting with energy. (vigor)
2. I find the work that I do full of meaning and purpose. (dedication)
3. Time flies when I'm working. (absorption)
4. At my job, I feel strong and vigorous. (vigor)
5. I am enthusiastic about my job. (dedication)
6. When I am working, I forget everything else around me. (absorption)
7. My job inspires me. (dedication)
8. When I get up in the morning, I feel like going to work. (vigor)
9. I feel happy when I am working intensely. (absorption)
10. I am proud of the work that I do. (dedication)
11. I am immersed in my work. (absorption)
12. I can continue working for very long periods at a time. (vigor)
13. To me, my job is challenging. (dedication)
14. I get carried away when I'm working. (absorption)
15. At my job, I am very resilient, mentally. (vigor)
16. It is difficult to detach myself from my job. (absorption)
17. At my work I always persevere, even when things do not go well. (vigor)