

A Study on Employee Engagement Among Higher Education College Teachers with Special Reference to Aluva Zone

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Abstract

College Teachers are arguably the most important group of professionals for our nation's future. Therefore, it is disturbing to find that many of today's teachers in higher education are dissatisfied with their jobs. Teachers are key players in moving learning institutions to achieve their goals and objectives of moulding students to excel in examination and eventually succeed in life. They desire security, recognition, new experience, and independence. When their needs are not satisfied they become tense, disengagement among workers is undesirable and dangerous in any profession. The level of disengagement rising in all sectors including teaching. So the worker has to be engaged to give the best of his abilities to his work role. Teachers therefore need motivation to enhance their level of engagement in order to undertake their duty effectively and efficiently. In this global world, employee engagement has been an important issue. It is very crucial to the long-term growth of any educational system around the world. Therefore, employee engagement is needed among college teacher if he or she has to perform productive activities in the college.

INTRODUCTION

Employee engagement is the emotional commitment an employee feels towards his or her employment, organisation which tends to influence his or her behaviour and level of effort in work related activities. It has been assumed that the more engagement in work of an employee will result in putting more effort in their work. Engaged employees demonstrate care, dedication, enthusiasm accountability and results focus. How an organisation treats its employees has a direct impact on its employee's engagement.

William Kahn provided the first formal definition of personnel engagement as "the harnessing of organisation members' selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances."

"The challenge today is not just retaining talented people, but fully engaging them, capturing their minds and hearts at each stage of their work lives." Employee engagement has emerged as a critical driver of business success in today's competitive marketplace. Further, employee engagement can be a deciding factor in organizational success.

Employee engagement is defined as "the extent to which employees commit to something or someone in their organization, how hard they work and how long they stay as a result of that commitment." Research shows that the connection between an employee's job and organizational strategy, including understanding how important the job is to the firm's success, is the most important driver of employee

engagement. Employee engagement is a complex concept, with many issues influencing engagement levels. Consequently, there are many pathways to foster engagement, with no one „kit“ that fits all organizations. While each company may define employee engagement differently, ultimately, the key to effective engagement will be rooted in the flexibility of approach most appropriate for each individual firm.

College Teachers are the most important group of professionals for our nation“s future. Therefore, it is astonishing to know that even today many of the college teachers are disengaged with their jobs. Employee engagement among college teachers is good not only for themselves but society as a whole. It increases productivity and classroom performance in the college. Wellbeing of any society depends upon the role played by the teacher. Teachers are the source of guidance in all the crucial steps in the academic life of the students. When teachers are satisfied with their job they can perform their responsibilities with more concentration and devotion. For the same reason a study was undertaken to identify the factors which impact the level of work engagement of college teachers.

Students are one of the important assets of any society. Well-being of society depends upon its students because these are the people who will take the responsibility of the success of the society in future and in achieving this goal teacher“s role is extremely important. Teachers are the source of guidance in all the crucial steps in academic life of the students. People are interested to work in the institutions as well as in the services where they feel satisfied. Job dissatisfaction leads to reduced level of performance; it increases turnover and turnover intentions and also leads to absenteeism. But in reality how far such job satisfaction is ensured in college teacher“s jobs is an important issue in recent times.

In this global world, employee engagement has been an important issue. It is very crucial to the long-term growth of any educational system around the world. Therefore, employee engagement is needed among college teacher if he or she has to perform productive activities in the college.

STATEMENT OF THE PROBLEM

As compared to other levels of educational system in the society, higher education has a much bigger role to play. Being at higher level of the educational pyramid and thus able to influence other levels of education, and having wider access to all available knowledge, it can undoubtedly operate as a powerful instrument to help the process of social change in society. It nurtures the competency of future leadership in the students who hold the potential to develop the society. It prepares them to successfully carry out different responsibilities for social, economic and political development. Higher education is 'higher' also because it is at the frontier of knowledge trying to further expand these frontiers.

College Teachers are arguably the most important group of professionals for our nation“s future. Therefore, it is disturbing to find that many of today“s teachers in higher education are dissatisfied with their jobs. Teachers are key players in moving learning institutions to achieve their goals and objectives of moulding students to excel in examination and eventually succeed in life. They desire security, recognition, new experience, and independence. When their needs are not satisfied they become tense, disengagement among workers is undesirable and dangerous in any profession. The level of disengagement rising in all sectors including teaching. So the worker has to be engaged to give the best of his abilities to his work role. Teachers therefore need motivation to enhance their level of engagement in order to undertake their duty effectively and efficiently.

SCOPE OF THE STUDY

Employee engagement is defined as “the extent to which employees commit to something or someone in their organization, how hard they work and how long they stay as a result of that commitment”. The scope of the present study is limited to the employee engagement among higher education college teachers in Aluva Zone. The study attempt to understand and evaluate the factors influencing the employee engagement among faculties in higher education institutions, level of satisfaction of work and problems faced by College teachers.

OBJECTIVES OF THE STUDY

1. To ascertain the level of satisfaction of work among teaching faculty in higher education institutions.
2. To identify the factors affecting employee engagement among teaching faculty.
3. To find out the problems faced by the teachers in their teaching profession.

SIGNIFICANCE OF THE STUDY

The purpose of the study is to know the factors impacting work engagement among the college teachers, because, it may have a direct effect on student learning of the colleges. The quality of instruction received by students may be impacted by the level of job satisfaction a teacher experiences. Considering the possible correlation between teacher work engagement and the quality of student instruction or teaching, it is important to understand the factors that may affect work engagement.

Most of the research of work engagement is related to management of industrial, banking and business organization. The study of college teacher’s work engagement is not many. Hence, more research is needed in work engagement among college teachers, if we are interested to provide quality education to our students at the college level. This study is hoped to contribute to that extent.

RESEARCH GAP

Employee engagement is defined as “the extent to which employees commit to something or someone in their organization, how hard they work and how long they stay as a result of that commitment”. The various literature reviews shows that, Most of the research of work engagement is related to management of industrial, banking and business organization.

There are very limited numbers of research on faculty engagement. Over the period of time teaching and research has evolved as prime most responsibilities of the faculties. The common perception was that faculties who were highly involved in teaching engages the students that results in better learning. But, it is not so in reality. How does the faculty’s works motivates to see further in terms of performance is still a burning question or an un- answered question. How universities and colleges should engage the faculties to enhance the student learning process. All these require a fresh answer as well as standard model for further study.

So this study focused on “Employee engagement among higher education college teachers in Aluva zone” and also intends to help bridge the gap by analysing the factors that contributes to work engagement and the problems faced by the teachers in their teaching profession.

HYPOTHESIS OF THE STUDY

H₀: There is no significant relationship between working conditions and level of satisfaction among college teachers.

H₁: There is significant relationship between working conditions and level of satisfaction among college teachers.

H₀: There is no significant relationship between Supervision and level of satisfaction among college teachers.

H₁: There is significant relationship between Supervision and level of satisfaction among college teachers.

H₀: There is no significant relationship between Attitude of colleagues and level of satisfaction among college teachers.

H₁: There is significant relationship between Attitude of colleagues and level of satisfaction among college teachers.

H₀: There is no significant relationship between working conditions and problems faced by college teachers.

H₁: There is significant relationship between working conditions and problems faced by college teachers.

H₀: There is no significant relationship between Supervision and problems faced by college teachers.

H₁: There is significant relationship between Supervision and problems faced by college teachers.

H₀: There is no significant relationship between Attitude of colleagues and problems faced by college teachers.

H₁: There is significant relationship between Attitude of colleagues and problems faced by college teachers.

RESEARCH METHODOLOGY

Area of study

Colleges situated in Aluva Zone as a suitable area to know the employee engagement among college teachers and also identifying the factors influencing their work engagement.

Sampling

Sampling is the process of learning about the population on the basis of sample drawn from it. A sample is a subset of population units. The current study is based on sample of 50 teachers working in the colleges in Aluva Zone. The method of sampling used in this study is convenient sampling method.

Data collection

Both primary and secondary data is used for the study purpose.

Primary data

Primary data is collected with the help of a set of structured questionnaire, framed keeping in view the objectives of the study. It includes information relating to level of satisfaction, working conditions, work life balance etc.

Secondary data:

Secondary data is obtained from various books, journals and internet websites.

Tools for analysis

The data collected were classified and presented in tables and charts. The analysis was done using statistical tools like percentages, Mean, standard deviation, weighted average and analysis of variance.

REFERENCE PERIOD

The study was conducted during the year 2023 – 2024

DATA ANALYSIS AND INTERPRETATION

TABLE No: 1 FACTORS CONTRIBUTING TO WORK ENGAGEMENT OF RESPONDENTS

Factors	Strongly Disagree	Disagree	Neutral	Agree	trongly Agree	Mean	SD	Rank By mean	Rank by SD
I like my job	0	1	5	32	12	4.10	.647	IV	II
Good work environment	0	2	3	30	15	4.16	.710	III	III
Better learning experience	0	0	4	25	21	4.34	.626	I	I
Supportive colleagues	0	1	6	23	20	4.24	.744	II	IV

Source: Primary data

Table No. 1 shows the factors contributing to work engagement. As per mean first rank is given to Better learning experience. Second rank is given to Supportive colleagues. Third rank is allocated to Good work environment and fourth rank is given to I like my job.

As per standard deviation better learning experience got first rank. I like my job got second rank. Third rank is given to good work environment and fourth rank is given to supportive colleagues.

TESTING OF HYPOTHESIS I

The following hypothesis was developed to test the relationship between working conditions and level of satisfaction among college teachers.

H₀: There is no significant relationship between working conditions and level of satisfaction among college teachers.

H₁: There is significant relationship between working conditions and level of satisfaction among college teachers.

TABLE No. 3 RELATIONSHIP BETWEEN WORKING CONDITIONS AND LEVEL OF SATISFACTION AMONG COLLEGE TEACHERS.

ANALYSIS OF VARIANCE (ANOVA) TEST

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	17.740	9	1.971	2.790	.012
Within Groups	28.260	40	.707		
Total	46.000	49			

Source: Output SPSS F = 2.790

Degree of freedom = (9, 40)

The table value of F at 5% level of significance for (9, 40) degree of freedom is 2.12.

Since the calculated value of F (2.790) is greater than the table value (2.12) the null hypothesis is rejected and the alternative hypothesis is accepted. So the result reveals that “There is significant relationship between working conditions and level of satisfaction among college teachers”.

TESTING OF HYPOTHESIS II

The following hypothesis was developed to test the relationship between Supervision and level of satisfaction among college teachers.

H₀: There is no significant relationship between Supervision and level of satisfaction among college teachers.

H₁: There is significant relationship between Supervision and level of satisfaction among college teachers.

TABLE No: 4 RELATIONSHIP BETWEEN SUPERVISION AND LEVEL OF SATISFACTION AMONG COLLEGE TEACHERS

ANALYSIS OF VARIANCE (ANOVA) TEST

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.564	8	.821	.853	.563
Within Groups	39.436	41	.962		
Total	46.000	49			

Source: Output SPSS

F = .853

Degree of freedom = (8, 41)

The table value of F at 5% level of significance for (8, 41) degree of freedom is 2.17.

Since the calculated value of F (.853) is less than the table value (2.17) the null hypothesis is accepted. So the result reveals that “There is no significant relationship between Supervision and level of satisfaction among college teachers”.

TESTING OF HYPOTHESIS III

The following hypothesis was developed to test the relationship between Attitude of colleagues and level of satisfaction among college teachers.

H₀: There is no significant relationship between Attitude of colleagues and level of satisfaction among college teachers.

H₁: There is significant relationship between Attitude of colleagues and level of satisfaction among college teachers.

TABLE No: 5 RELATIONSHIP BETWEEN ATTITUDE OF COLLEAGUES AND LEVEL OF SATISFACTION AMONG COLLEGE TEACHERS

ANALYSIS OF VARIANCE (ANOVA) TEST

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	18.605	9	2.067	3.018	.008
Within Groups	27.395	40	.685		
Total	46.000	49			

Source: Output SPSS

F = 3.018

Degree of freedom = (9, 40)

The table value of F at 5% level of significance for (9, 40) degree of freedom is 2.12. Since the calculated value of F (3.018) is greater than the table value (2.12) the null hypothesis is rejected and the alternative hypothesis is accepted. So from the result it can be inferred that “There is significant relationship between Attitude of colleagues and level of satisfaction among college teachers”.

TESTING OF HYPOTHESIS IV

The following hypothesis was developed to test the relationship between working conditions and problems faced by college teachers.

H₀: There is no significant relationship between working conditions and problems faced by college teachers.

H₁: There is significant relationship between working conditions and problems faced by college teachers.

TABLE No: 6 RELATIONSHIP BETWEEN WORKING CONDITIONS AND PROBLEMS FACED BY COLLEGE TEACHERS

ANALYSIS OF VARIANCE (ANOVA) TEST

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.234	9	.804	9.172	.000
Within Groups	3.505	40	.088		
Total	10.739	49			

Source: Output SPSS

F = 9.172

Degree of freedom = (9, 40)

The table value of F at 5% level of significance for (9, 40) degree of freedom is 2.12. Since the calculated value of F (9.172) is greater than the table value (2.12) the null hypothesis is rejected and the alternative hypothesis is accepted. So the result shows that “There is significant relationship between working conditions and problems faced by college teachers”.

TESTING OF HYPOTHESIS V

The following hypothesis was developed to test the relationship between Supervision and problems faced by college teachers

H₀: There is no significant relationship between Supervision and problems faced by college teachers.

H₁: There is significant relationship between Supervision and problems faced by college teachers.

TABLE No: 7 RELATIONSHIP BETWEEN SUPERVISION AND PROBLEMS FACED BY COLLEGE TEACHERS

ANALYSIS OF VARIANCE (ANOVA) TEST

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.372	8	.546	3.519	.003
Within Groups	6.367	41	.155		
Total	10.739	49			

Source: Output SPSS

F = 3.519

Degree of freedom = (8, 41)

The table value of F at 5% level of significance for (8, 41) degree of freedom is 2.17.

Since the calculated value of F (3.519) is greater than the table value (2.17) the null hypothesis is rejected and the alternative hypothesis is accepted. So from the result it can be identified that “There is significant relationship between Supervision and problems faced by college teachers”.

TESTING OF HYPOTHESIS VI

The following hypothesis was developed to test the relationship between Attitude of colleagues and problems faced by college teachers.

H₀: There is no significant relationship between Attitude of colleagues and problems faced by college teachers.

H₁: There is significant relationship between Attitude of colleagues and problems faced by college teachers.

TABLE No: 8 RELATIONSHIP BETWEEN ATTITUDE OF COLLEAGUES AND PROBLEMS FACED BY COLLEGE TEACHERS

ANALYSIS OF VARIANCE (ANOVA) TEST

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.094	9	.455	2.738	.014
Within Groups	6.645	40	.166		
Total	10.739	49			

Source: Output SPSS

F = 2.738

Degree of freedom = (9, 40)

The table value of F at 5% level of significance for (9, 40) degree of freedom is 2.12.

Since the calculated value of F (2.738) is greater than the table value (2.12) the null hypothesis is rejected and the alternative hypothesis is accepted. So the result reveals that “There is significant relationship between Attitude of colleagues and problems faced by collegeteachers”.

FINDINGS, CONCLUSIONS AND SUGGESTIONS

1. Fifty four percent of the teachers are females and forty six percent of the teachers are male.
2. Forty six percent of the college teachers are belong to the age group of below thirty years,
3. Sixty eight percent of the college teachers are married and thirty two percent are single.
4. Majority of teachers that is forty eight percent have an educational qualification of PG with NET
5. Fifty two percent of the college teachers have a monthly income of less than 20000.
6. Majority of teachers that is Forty two percent have been completed their service of less than five years.
7. Ninety percent of the college teachers are satisfied in their current work
8. Level of satisfaction of most of the college teachers that is fifty four percent is satisfied.

9. Thirty four percent of the teachers are of the opinion that supportive colleagues are the most attractive attribute in the workplace.
10. Forty percent of the college teachers consider less salary as the unattractive attribute in the workplace.
11. Majority of the teachers that is seventy four percent maintains good relationship with their colleagues.
12. Most of the teachers often get opportunities for expressing their opinions in the workplace.
13. Most of the teachers consider better learning opportunities as the most important factor that contribute to their work engagement.
14. Majority of the teachers are of the opinion that friendly colleagues are the most important factor that inspires them to come to workplace.
15. Most of the teachers seek clarification when their efforts are not recognized.
16. Majority of the teachers opted the statement my immediate supervisor explains what is expected of me in respect of supervision.
17. In respect of colleagues, most of the teachers choose the statement I like the people with whom I work with.
18. Most of the teachers opted the statement the procedure for obtaining materials and services are well defined in respect of working conditions.
19. In respect of recognition, majority of teachers choose the statement I am getting recognition for extra work.
20. With regards to pay, most of the teachers selected the statement teaching income is less than I deserve.
21. Majority of college teachers choose the statement Teaching is very interesting work with regards to work itself.
22. Most of the college teachers selected the statements I have chances to continue to learn with regards to advancement.
23. With regards to work – life balance majority of teachers choose the statement I am successful in managing my home and work demand.
24. Most of the teachers selected Performance pressure as the problem faced by them in their teaching profession.
25. Majority of the college teachers approach colleagues at the time of problems at the work place.
26. Ninety two percentages of the college teachers feel stress in their teaching profession.
27. Most of the teachers feel average stress in their teaching profession.
28. Majority of teachers opted tension as the impact of stress during the job.
29. There is significant relationship between working conditions and level of satisfaction among college teachers.
30. There is no significant relationship between Supervision and level of satisfaction among college teachers.
31. There is significant relationship between Attitude of colleagues and level of satisfaction among college teachers.
32. There is significant relationship between working conditions and problems faced by college teachers.

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