

FINAL REPORT - MAJOR

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AN INQUIRY INTO 'TEACHER ENGAGEMENT' AMONG THE FACULTIES OF ARTS AND SCIENCE COLLEGES IN TAMILNADU



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St. JOSEPH'S COLLEGE (Autonomous)

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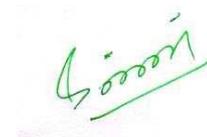
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(G.John)

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LIST OF ABBREVIATIONS

AISHE	All India Survey on Higher Education
DET	DisEngaged Teachers
ET	Engaged Teachers
FGD	Focus Group Discussion
NET	Not Engaged Teachers
QWL	Quality Work Life
SD	Scale Dimension
SI	Scale Item
TEI	Teachers Engagement Index
TES	Teacher Engagement Scale

CHAPTER - I

INTRODUCTION AND RESEARCH DESIGN

Introduction

Organisations have started realizing that in a world of cut throat competitions and challenging business environment, the only way to gain strategic and competitive advantage is by leveraging human resource - the most valuable asset. Researchers have consistently found that only about 20-30% of the general working population are engaged, while the rest (70-80%) are either not engaged or totally disengaged. Employee engagement is the degree of emotional commitment that employees have to their job and the organisation as a whole. Engaged employees "go the extra mile" for their company, their colleagues and their customers, while disengaged employees do the bare minimum. The first use of the term "employee engagement" dates back to 1990 in the Academy of Management Journal by Yale organisational psychologist William A. Kahn.

In his paper titled "Psychological Conditions of Personal Engagement and Disengagement at Work," he discussed what drives personal energies into role behaviours. "Kahn found that there were three psychological conditions related to engagement or disengagement at work: meaningfulness, safety, and availability. He argued that people asked themselves three fundamental questions in each role situation: (i) How meaningful is it for me to bring myself into this performance; (ii) How safe is it to do so?; and (iii) How available am I to do so? He found that workers were more engaged at work in situations that offered them more psychological meaningfulness and psychological safety, and when they were more psychologically available.

It took another ten years for the term 'Employee Engagement' to enter mainstream discussion. It was only at the beginning of the 2000s that we began to hear the term "employee engagement" entering the mainstream business vocabulary, used as a fresh way of looking at established terms like job satisfaction and motivation. Engagement went further than simply being happy or enthusiastic about one's job, to being *passionate*, giving one's best effort on a daily basis, displaying intense loyalty and patriotism for the company, and intending to stay. Engagement was largely popularised as a result of survey vendors and management consultancies, in particular Gallup — the consultancy that is widely agreed to have popularised the term — as part of the most in-depth analysis on engagement ever conducted, known as the Gallup Study (Gallup Q12 Engagement Survey).

As a result, the concept of employee engagement has gained a considerable recognition from many contemporary human resource and management professionals as one of the most prominent, critical drivers for business success today. Employee engagement has also been tied to customer satisfaction, retention, and loyalty. When employees are engaged in their work, they have good relationships with their co-workers, and the company's climate is better for service, and engaged employees help in fulfilling the company's promises to the customers. The customers who receive better-quality service make repeat purchases and recommend the store to friends, thus promoting customer loyalty.

A successful employee engagement strategy helps create a community at the workplace and not just a workforce. When employees are effectively and positively engaged with their organisation, they form an emotional connection with the company. This affects their attitude towards both their colleagues and the company's clients and improves customer satisfaction and service levels.

'Teacher Engagement' is an offshoot of Employee Engagement. Educational institutions, though they also operate in a similar environment, seem to be in a state of deep slumber with respect to employee engagement. In academic circles, nothing much is discussed about the 'engagement of teachers'. If some institutions are faring better than the others, it is because such institutions are endowed with teachers who are highly engaged. If some institutions are ranked higher than the others, it may be due to the fact that their teachers are highly engaged. It is for sure that without ensuring and taking steps to enhance engagement level of teaching community, the basic purpose of education institutions viz. teaching, learning and evaluation may not yield intended results.

Statement of the Problem

Teacher Engagement plays a vital role in the current era where every contribution of the Teacher counts. The success or failure of an educational institution, often quantified by different methods for different purpose, is determined by the level of teacher Engagement. A highly engaged teacher would contribute enormously to the system of education, and a disengaged teacher may prove to be liability for the system whose quality is highly questionable. An engaged faculty shows a high degree of commitment and involvement in the profession of teaching. For him/her teaching is more

of commitment than a compliance. Teacher engagement is more concerned about ‘*how*’ teachers are doing than ‘*what*’ they are doing.

Student Engagement is directly linked to Teacher Engagement. Only an engaged teacher can ensure high level of student engagement. The necessary precursor to high levels of student achievement is deep engagement in learning, and the teacher’s own engagement is the key to achieving that. Curriculum counts and technology can help, but it is teachers who inspire students, and enthusiastically engaged teachers do that best. So what *does* motivate teachers?

It is the same thing that motivates everyone else: autonomy, mastery and purpose. Respect, fair treatment and adequate compensation are necessary but not sufficient. In addition, people want to have reasonable control over what they do, to do it well and to feel that it is meaningful because it contributes to a larger purpose. This creates a virtuous circle of increasing vocation, contribution and fulfillment.

The general phenomenon is that quality of the end product of education institutions is on a declining trend. If the quality of the end product is defect and found wanting, then the input should be examined. One of the inputs is ‘faculty or teacher’. This has to be examined and dissected into to understand what makes some perform better and why are some not performing better, in spite of being capable. One of the answers could be ‘engagement’. The term engagement is gaining momentum day by day, and a lot of research is being undertaken of late, but in the field education there is paucity of research. There is often a mistaken assumption to equate Employee Engagement with Job Satisfaction. Engagement is much more than job satisfaction or motivation.

It is in this context the current research is undertaken. The central aim of this research is to understand ‘Teachers Engagement’ and decipher the various drivers of engagement among the Arts and Science faculties of colleges in Tamilnadu.

Implication and significance of this study

Studies across the globe show a gory picture of 70 to 80 percent of workforce being either not engaged or disengaged. This means that only 20 percent of the human resource is productive and play active role in nation building. Most of these studies are done in western countries in the area of employee engagement. There is no such comprehensive study in India. Even if there are some studies, most of them are done by HR professionals and with respect to Teacher Engagement very little is there. This study

seeks to fill the void and throw some light as to what extent teaching staff are engaged, clearly indicating and categorizing them into a) Engaged, b) Not Engaged and c) Disengaged. This would further help us understand the reasons contributing to engagement or otherwise of teachers. At a macro level, the study would be able to shed light on the various factors that might push up the engagement level and those factors that might spoil the soup.

Once it is known clearly there could be policy decisions to improve the engagement level of teachers which would have far reaching implication and consequences in the quality enhancement of HEIs. For the management, it would be a beacon light in the sense that it would indicate on what account they are performing better and where they fail. This would explain why some colleges are better than the others and why some are faring poorly.

Objectives of the study

- a) To explore the factors/dimensions that are responsible for Teacher Engagement
- b) To examine the drivers of 'Teachers engagement' and their impact on overall Teacher Engagement
- c) To assess and to account the level of 'Teacher Engagement', and
- d) To suggest ways and means for increasing the level of Teacher Engagement.

Hypotheses

- 1) There is no significant difference in the Teacher Engagement Index of male and female teachers.
- 2) There is no significant difference in the Teacher Engagement Index of Arts and Science teachers.
- 3) There is no significant difference in the Teacher Engagement Index of teachers in different administrative positions.
- 4) There is no significant difference in the Teacher Engagement Index of teachers of different marital status.
- 5) There is no significant difference in the Teacher Engagement Index of teachers of different Types of Institution.

- 6) There is no significant difference in the Teacher Engagement Index of teachers of different Nature of jobs.
- 7) There is no significant association between Age and the overall Engagement level of Teachers.
- 8) There is no significant association between Monthly Income and the overall Engagement level of Teachers.
- 9) There is no significant association between Years of Experience and the overall Engagement level of Teachers.
- 10) There is no significant association between the Dimensions of teacher engagement.

Research Methodology

To fulfill the objectives of this study, a descriptive research design is used. A descriptive design completely portrays the characteristics of a particular situations, groups or communities. It may be static, dynamic in nature. In wider sense, it tests and analyses relationship between variables. The present study describes various drivers of Teacher engagement and the level of Teacher Engagement among the Faculties of Arts and Science Teachers in Tamilnadu.

Population and sampling method

Teachers working in Arts and Science colleges of Tamilnadu are the units of population which comes to 51636 consisting of 20027 male and 31609 female teachers. This was ascertained from the web portal of All India Survey on Higher Education (AISHE). When this research project was started, the data available was with reference to the period 2015-2016. In Tamilnadu, as per the data available with the Directorate of Collegiate Education there were 1464 colleges of which Arts and Sciences colleges constitute 723 comprising 80 government colleges, 37 constituent colleges, 139 aided colleges and 467 unaided (self-financing) colleges. These colleges function under the administrative control of the Directorate Collegiate Education whose headquarters is at Chennai. There are eight regional offices located Chennai, Vellore, Coimbatore, Trichy, Madurai, Tirunelveli, Dharmapuri and Thanajur. Teachers of Arts and Science departments of 723 colleges are the total population units of this proposed study.

Table 1.1
Population and Sample Size

Sl. No.	University	Population		Sample	
		No. of Teachers	Percent	No. of Teachers	Percent
1	Alagappa University	1703	3	19	3
2	Bharathidasan University	9686	19	125	19
3	Bharathiyar University	8347	16	105	16
4	Madras University	8497	16	105	16
5	Madurai Kamaraj University	5844	11	72	11
6	Manonmaniam Sundaranar University	4030	8	53	8
7	Mother Teresa Women's University	750	2	13	2
8	Periyar University	6738	13	86	13
9	Thiruvallur University	6041	12	80	12
	Total	51636	100	658	100

Source: *Compiled from the data available with All India Survey on Higher Education (AISHE)*

Sampling procedure

For this study, a simple stratified random sampling method was adopted. First, size of the sample was decided using Morgan Sample Size Theory (appendix II) which comes to 658 units. The sample was chosen which is in direct proportion to the number of teachers in each university, as ascertained from the portal of AISHE. In the second stage, ten colleges from each university were randomly chosen and the list of teachers working in those institutions were prepared. From the list, required number of sample units were picked up randomly. The list of teachers chosen became the sampling units of this study.

Margin of Error	:	5%
Confidence Level	:	99%
Population	:	51636
Recommended Sample	:	658

Tools of data collection

Review of literature revealed that there is absence of consistent conceptualization and empirically tested scale for measuring of engagement. Hence, it was decided to develop a scale known as Teacher Engagement Scale (TES) which is explained elaborately in

chapter five. As there is no consensus as to the definition and meaning of Teacher Engagement, different people defining differently, the researcher first culled out various definitions and meanings given by academia and HR practitioners and arrived at a concept paper that gave a brief description of Teacher Engagement. This paper was presented as the background material for understanding of the concept to seven groups of different college teachers chosen. The Focus Group Discussion (FGD) yielded 13 dimensions and 89 scale items that became part of the questionnaire. Using this questionnaire, a pilot study was conducted using the developed scale, collecting data from 60 randomly chosen respondents in the central part of Tamilnadu. These data were fed into the computer and reliability test was conducted using SPSS. At the end of the reliability test, 14 statements were removed and only 75 scale items were retained that became part of the final questionnaire (Appendix IV) to measure Teacher/Faculty Engagement, known as Teacher Engagement Scale. To ascertain the response for each Scale Item, five point Likert Scale was used. The structured questionnaire was divided into two major parts. The first part is meant to elicit demographic details of the respondents and the second part of the questionnaire dealt with Teacher Engagement dimensions namely: 1) Recognition, 2) Reward, 3) Organizational Culture, 4) Work, 5) Quality Work Life, 6) Teamwork, 7) Communication, 8) Leadership, 9) Fairness, 10) Career development, 11) Perceived Organizational Support, 12) Commitment, and 13) Infrastructure. These dimensions are the indicators that lead to Teacher Engagement.

Concepts used in the study

Employee Engagement

“A positive attitude held by the employee towards the organization and its values. An engaged employee is aware of business context, and works with colleagues to improve performance within the job for the benefit of the organization. The organization must work to develop and nurture engagement, which requires a two-way relationship between employer and employee”.

Teacher Engagement

Being passionate about college and teaching profession, giving one's best effort on a daily basis, displaying intense loyalty and patriotism to the college, and intending to stay. Engaged Teachers (ET) "go the extra mile" by their discretionary efforts, for their

college, colleagues and students, while Not Engaged Teachers (NET) do the bare minimum and DisEngaged Teachers (DET) are not just unhappy at the college but they're busy acting out their unhappiness.

Engaged Teachers (ET)

"Engaged Teachers are builders of an education institution. They want to know the desired expectations for their role so they can meet and exceed them. They're naturally curious about their college/ institution and their place in it. They perform at consistently high levels. They want to use their talents and strengths at work place every day. They work with passion and they drive innovation and move their institution forward.

Not Engaged Teachers (NET)

"Not-engaged Teachers tend to concentrate on tasks rather than the goals and outcomes they are expected to accomplish. They want to be told what to do so they can do it and say they have finished. They focus on accomplishing tasks Vs. achieving an outcome. Teachers who are not-engaged tend to feel their contributions are being overlooked, and their potential is not being tapped. They often feel this way because they don't have productive relationships with their administrative heads and their colleagues.

DisEngaged Teachers (DET)

The disengaged teachers are the 'cave dwellers'. They are 'consistently against virtually everything'. They're not just unhappy at work; they're busy acting out their unhappiness. They sow seeds of negativity at every opportunity. Every day, actively disengaged teachers undermine what their engaged colleagues accomplish. As an educational institution rely on teaching staff to deliver contents and values to pupils, the problems and tensions that are fostered by actively disengaged teachers can cause great damage to an institution's functioning.

Discretionary Effort (DE)

The most common thing among the engaged teachers is "discretionary effort." (Extra effort beyond what is expected.). There are two types of DE: "In-role DE" – extra effort put by the teachers directly relating to their job of teaching and learning (e.g., working after hours, counseling, mentoring, publishing articles, etc). "Extra-role DE" –

extra effort put by the teachers outside their basic role of teaching and learning (e.g., assisting other teachers, college functioning etc.).

Job Satisfaction

Job satisfaction is defined as a pleasurable or positive emotional state resulting from the appraisal of one's job or experience. It is positively related to organizational commitment, job-involvement, organizational citizenship behavior and mental health. It is negatively related to turnover, perceived stress and pro-union voting but the relationship of job-satisfaction with performance is weak. Being happy and content in one's job doesn't necessarily mean that the teacher is connected to the college's/institution's vision/mission/values, or that they will "go the extra mile" in their work. Engagement is a step higher than satisfaction or motivation. This study was compared to the research done by Abbas, Murad, et al.¹ who noted that satisfaction gets employee just turn up for work. Another study argues that satisfaction was the base level of employee contentment since employees consider how happy they were with the remuneration, working environment and the ability to do the job². As such, it has noted that employees have no urge to go an extra mile³. As argued by Woodruffe, motivation a second facet in the model, ensures that employees work harder in the quest to ensure exemplary performance in their work⁴

Organizational Commitment

It refers to the degree to which a teacher individual identifies with his/her college/institution and is committed to its goals. It is directly related to voluntary turnover. Researchers like Wellins and Concelman (2004) suggests that engagement is an amalgam of commitment, loyalty, productivity and ownership. They suggested that to be engaged is to be actively committed, as to a cause.

¹ **Abbas, R., Murad, H., Yazdani, N., and Asghar, A., (2014)**, "Extending Kahn's model of personal engagement and disengagement at work with reference to existential attributes: A case study of HR managers in Pakistan", *International Journal of Social Economics*, Volume 41, No 1, pp.2-31.

² **Lambert, E. and Horgan, N., (2009)**, "The importance of job satisfaction and organizational commitment in shaping turnover intent: A test of a casual model", *Criminal Justice Review*, 34(1), pp. 96-118.

³ **Albrecht, S., (2012)**, "The influence of job, team and organizational level resources on employee well-being, engagement, commitment and extra-role performance", *International Journal of Manpower*, 33(7), pp. 840-853.

⁴ **Jepkogie, P., and Kiprotich, P., (2016)**, "Influence of outsourcing the human resource activities on employee engagement at rural electrification authority, Kenya", *International Journal of Economics, Commerce and Management*, Volume IV, No 9, pp. 273-299.

Limitations of the study

This study is confined to Arts and Science college teachers only. There are about 1464 colleges in Tamilnadu of which Arts and Sciences colleges constitute 80 percent. Though the number of Arts and Science colleges as stated by the Directorate Collegiate Education is 723, the data available with AISHE is 695 only. It is learnt that some of the colleges are not existent, and some have not uploaded their data with HRD ministry. This means, teachers working in those 695 colleges are the actual population for this study.

As there is no consensus as to the meaning and definition of the concept 'Teacher Engagement', the researcher through a process of search, research and Focused Group Discussion hit upon 13 dimensions and 75 scale items to design a tool called Teacher Engagement Scale (TES). This is just a beginning of a long process of developing a tool which needs to be tested under different circumstances and still with wider consultation and deliberations.

There could be personal bias with respect to eliciting opinion about personal behaviour and human beings always try to rate them higher and when it comes to rating others, they have a tendency to underrate. The result of this study also suffers from the inherent weakness of statistical measures.

Chapter Scheme

The first chapter deals with Introduction and Research Design of the study. It includes statement of the problem, significance of the study, objectives and hypothesis, sampling methodology, tools of data collection, limitations of the study and chapter scheme.

In the second chapter, review of literature is presented. It consists of two sections: the first part deals with reviews relating to employee engagement and the second part deals with review relating to teacher engagement.

The concept of Employee Engagement is discussed in the third chapter. Different models used to measure employee engagement is also presented in this chapter.

The fourth chapter deals with the profile of the sample respondents, highlighting significant ones and the profile of the universities are presented.

Taking the cue from Employee Engagement, teacher engagement is conceptualised and presented in the fifth chapter. Teacher Engagement Scale construction process and

analysis and interpretation of data relating to Teachers Engagement is presented in this chapter.

The last chapter presents the summary of this study labeled as: findings, suggestions, scope for further studies and conclusion.

CHAPTER - II

REVIEW OF LITERATURE

Introduction

Review of literature relating to: a) concept and b) previous studies help in deciphering the crux of the issue that is being studied. This acquaints the researcher and the reader with the logical sequence of unfolding the research problem. In this chapter, the researcher makes an attempt to present previous researches done in the field of Employee Engagement and Teacher/Faculty Engagement. The first part of the chapter is devoted to present reviews related evolution of the concept of Employee Engagement and the second part is devoted to present researches done in the area of Teacher/Faculty Engagement.

I - REVIEW OF LITERATURE – EMPLOYEE ENGAGEMENT

Kahn, W.A. pioneered in introducing the concept ‘engagement’ and did a prominent research in “Psychological conditions of personal engagement and disengagement at work” in 1990. The researcher interviewed sixteen counselors, nine men and seven women ranging in age from 20 to 35 years, with an average age of 25.5 years in a summer camp, to firm their moment about engagement and disengagement at work. This research began with the premise that people can use varying degrees of their selves, physically, cognitively and emotionally in their work. It had shown that there were three psychological conditions related to engagement or disengagement at work: meaningfulness, safety, and availability. The researcher further argued that people asked themselves three fundamental questions in each situation i) ‘how meaningful is it for me to bring myself into this performance’ ii) ‘how safe is it to do so’? And iii) ‘how available am I to do so’? Finally, it revealed that workers were highly engaged in the situations that which offered them more psychological meaningfulness and psychological safety¹.

Buckingham, M. as part of a study by the Gallup organization in 2001 based on a sample of 1.7 million employees of the UK workforce identified three distinct categories of employees: engaged employees, not-engaged employees and actively disengaged employees. The Results concluded that only seventeen percent of British workers were

¹ **Kahn, W.A., (1990)** “Psychological conditions of personal engagement and disengagement at work”, *Academy of Management Journal* , December 1990, Volume 33, No 4, Pp. 692-724.

engaged, these employees were loyal, productive and task effective. Sixty-three percent of employees were not engaged, these employees were characterized as being productive, but they were not psychologically bonded to their organisation and twenty percent of employees were actively disengaged and these employees were physically present at work but psychologically absent.²

Demerouti, E., Bakker, A.B., et al., undertook a study on “Burnout and engagement at work as a function of demands and control” in 2001. The intention of the study was to scrutinize the relationship between job demands and job control on one hand and health impairment and active learning on the other. Sample sizes of 381 insurance company employees were selected for study purpose. It revealed that demands and control could be predicted on the basis of employee’s perceived health impairment (exhaustion and health complaints) and active learning (engagement and commitment).³

Rothbard, N.P. did a work entitled on “Enriching or Depleting? The dynamics of engagement in work and family roles” in 2001. The aim of the study was to expand a model of engagement in the multiple roles of work and family. Furthermore, researcher examined the depleting and enriching process that link engagement in one role of engagement in another using structural equation models. Findings made known that depletion existed merely for women and only in the work-to-family direction. Men experienced enrichment from work to family, while women experienced enrichment from family to work. On the whole, women found to be more correlated between work and family⁴.

Luthans, F. and Peterson, S.J. did a study on "Employee engagement and manager self-efficacy" in 2002. This study initially examined the theoretical understanding of employee engagement. After that, it carries out an empirical investigation on manager’s self-efficacy to ascertain the relationship between his or her employee engagement. It concluded that self-efficacy is a partial mediator of the relationship between employee engagement and the manager’s rated effectiveness. Moreover, it’s revealed that both employee engagement and managers self-efficacies were important antecedents together influence manager effectiveness⁵.

² **Buckingham, M., (2001)** “What a waste”, *People Management*, October, Volume 7, No 20, Pp.36-40.

³ **Demerouti, E., Bakker, A.B., Jan de Jonge, Janssen , P.P.M., and Schaufel, W.B., (2001)** “Burnout and engagement at work as a function of demands and control”, *Scandinavian Journal of Work , Environment and Health*, 27(4), Pp.279-286.

⁴ **Rothbard, N.P., (2001)** “Enriching or Depleting? The dynamics of engagement in work and family roles”, *Administrative Science Quarterly*, Volume 46, No 4, Pp. 655-684.

⁵ **Luthans, F., and Peterson, S.J., (2002)** "Employee engagement and manager self-efficacy", *Journal of Management Development*, 21(5), Pp.376-387.

Schaufeli, W.B., Salanova, M., et al., did a work on “The measurement of engagement and burnout: A two sample confirmatory factors analytic approach” in 2002. A sample size of 314 undergraduate students of the University of Castellon, Spain and 619 employees from public and private companies’ of Spain was selected for study purpose. In this study, the factorial structure of a new instrument to measure employee engagement was examined. And also Maslach-Burnout Inventory – General Survey was used to assess the relationship between engagement and burnout. It exposed that two higher order factors, namely ‘burnout’ and ‘engagement’ did not show a super fit to the data. As an alternative, the analyses revealed that two latent factors 1) exhaustion and cynicism 2) all three engagement scales plus efficacy were negatively related and share between 22 percent and 62 percent of their variance in both samples⁶.

Schaufeli, W.B., Martínez, I., et al., did a study on “Burnout and engagement in University students: A cross-national study” in 2002. The purpose of the study was to examined engagement, the hypothesized opposite of burnout among University students from Spain, Portugal, and Netherlands. Utrecht Work Engagement Scale (UWES) was used and the result indicated that hypothesized, the burnout and engagement subscales were negatively correlated. Finally, irrespective of country, Efficacy and Vigor were optimistically related to academic performance, that was, the number of passing exams relative to the total number of exams in the previous term⁷.

Harter, J.K., Schmidt, F.L., et al. conducted a study on “Business-unit-level relationship between Employee satisfaction, Employee engagement, and Business outcomes: A meta-analysis” in 2002. A sample size of 7,939 business units in thirty-six companies was examined. It had analyzed the relationship at a business unit level between employee satisfaction, employee engagement, and business outcomes through Meta-analysis. Researchers concluded that employee satisfaction and engagement were related to meaningful business outcomes at a magnitude that was important to many organizations and that these correlations generalize across companies⁸.

⁶ **Schaufeli, W.B., Salanova, M., Gonzalez- Roma, V., and Bakker, A.B., (2002)** “The measurement of engagement and burnout: A two sample confirmatory factors analytic approach” *Journal of Happiness Studies*, 3, Pp. 71-92.

⁷ **Schaufeli, W.B., Martínez, I., Marques Pinto, A., Salanova, M., and Bakker, A.B., (2002)** “Burnout and engagement in University students: A cross national study” , *Journal of Cross-Cultural Psychology*, Volume.33, No. 5, September 2002, Pp.464-481.

⁸ **Harter, J.K., Schmidt, F.L., and Hayes, T.L., (2002)** “Business-unit-level relationship between Employee satisfaction, Employee engagement, and Business outcomes: A meta-analysis”, *Journal of Applied Psychology*, 87(2), Pp. 268-279.

Towers Perrin did a talent report on “Working Today: What drives employee engagement” in 2003. The purpose of the research was to measure the respondent’s level of engagement in their work. It had drawn a sample size of 35,000 employees in U.S. companies for the research reason. It exposed that merely 17 percent of respondents were highly engaged and 19 percent were disengaged. On the other hand, it shows that 64 percent of respondents were moderately engaged. Moreover, it is shown that the senior executives were highly engaged than any other and less likely to be disengaged⁹.

Bakker, A.B., and Demerouti, E., et al. did a research on “Dual processes at work in the call centre: An application of the job demands – resource model” in 2003. The sample of 477 employees worked in a call centre for a Dutch telecom company was selected, to examine the predictive validity of the Job demand – Resource (JR-D) model for self-reported absenteeism and turnover intentions. The central hypothesis was that job demands would be the most important predictors of absenteeism, through the relationship with health problems. Whereas job resources would be the most important predictors of turnover intentions, through their relationship with involvement. Results indicated that in the first energy driven process, job demands were the most important predictors of health problems, which in turn were related to sickness absence. In the second motivation driven process, job resources were the only predictors of involvement, which in turn related to turnover intentions¹⁰.

Holbeche, L., and Springett, N. did a research on “In Search of Meaning in the Workplace” in 2003. The aim of the research was to investigate people’s perceptions of ‘meaning’ with regard to the workplace, were clearly linked to their level of engagement and performance. The survey was completed by people in 735 organization between 2003-2004. The findings revealed that the majority of people experience a greater search for meaning in the workplace than in life in general. Moreover, it also found that people tend to work less hard if they experience no sense of meaning. Yet when people are fully engaged, the great companies were able to outperform the market¹¹.

⁹ **Towers Perrin, (2003)** “ Working Today: Understanding what drives employee engagement” , *The 2003 Towers Perrin Talent Report*, [Online] Available www.towersperrin.com, Accessed on 18th September 2015.

¹⁰ **Bakker, A.B., Demerouti, E., and Schaufeli, W.B., (2003)** “Dual processes at work in call centre: An application of the job demands – resource model”, *European Journal of Work and Organizational Psychology*, 12(4), Pp. 393-417.

¹¹ **Holbeche, L., and Springett, N., (2003)** “In Search of Meaning in the Workplace”, [Online] Available <http://www.roffeypark.com>, Accessed on 25th November 2014.

Strom, K. and Rothmann, S. made a study entitled on “A Psychometric analysis of the Utrecht work engagement scale in the South African police service” in 2003. The objectives of this research were to validate the Utrecht Work Engagement Scale (UWES) for the South African Police Service (SAPS) and to determine its construct equivalence and bias in different race groups. This study covered police members of nine provinces in South Africa with cross-sectional survey design. Structural equation modelling confirmed a Three-factor model of work engagement, consisting of vigour, dedication and absorption. It was concluded that no evidence was found for a standardized or non-uniform bias of the items of the UWES for different racial groups¹².

Sonnentag, S. did a work on “Recovery, Work engagement, and Proactive behaviour: A new look at the interface between nonwork and work” in 2003. It examined work-related outcomes of recovery in leisure time among 147 employees by adopting a daily survey for five consecutive work days. The multilevel analyses showed that day-level revival was positively linked to day-level work engagement and day-level proactive behaviour. Furthermore, it had stated that daily fluctuations in behaviour and attitudes at work were related to previous experience and opportunity for recovery in the non-work domain. However, this study does not provide an answer to the question about the preconditions of successful recovery on a specific day¹³.

Bakker, A.B., Demerouti, E., et al. undergone a work titled on “Using the Job Demands-Resources model to predict burnout and performance” in 2004. In this study, the researchers examined the relationship between job characteristics, burnout, and performance. They hypothesized that job demands (e.g., work pressure and emotional demands) would be the most important antecedents of the exhaustion component of burnout, which in turn would predict in-role performance. In contrast, job resources (e.g., autonomy and social support) were hypothesized to be the most important predictors of extra-role performance, through their relationship with the disengagement component of burnout. And also they predicted that job resources would shield the relationship between job demands and exhaustion and that exhaustion would be optimistically related to the

¹² **Strom, K., and Rothmann, S.,(2003)** “A Psychometric analysis of the utrecht work engagement scale in the South African police service”, *South African Journal of Industrial Psychology*, 29 (4), Pp. 62-70.

¹³ **Sonnentag,S., (2003)** “Recovery, Work engagement, and Proactive behavior: A new look at the interface between non-work and work”, *Journal of Applied Psychology*, 88(2003), No 3, Pp. 518-528.

disengagement. Finally, the work revealed that job demands and job resources initiate two psychological processes, which ultimately influence organizational outcomes¹⁴.

May, D.R., Gilson, R.L., et al. did a work on “The psychological conditions of meaningfulness, safety and availability and the engagement of the human spirit at work” in 2004. Building on Kahn’s (1990) ethnographic work, the researchers did a field study in the U.S. Midwestern insurance company to explore the determinants and mediating effects of three psychological conditions meaningfulness, safety, and availability on employee engagement in their work. It concluded that all the three psychological conditions exhibited considerable positive relations with engagement. Additionally, it has given away that psychological availability was positively related to resources available and negatively related to participating in outside activities¹⁵.

Gallup did a study in 2004 to find out the level of engagement in Australia, China, Japan, New Zealand and Singapore. It shows that the engagement level was eighteen percent, twelve percent, nine percent, seven percent, and nine percent correspondingly. It also revealed that it was significant to consider whether or not the same engagement techniques work for employees in countries with dissimilar economies and culture¹⁶.

Schaufeli, W.B., and Bakker, A.B. undertaken on a study entitled “Job demands, job resources, and their relationship with burnout and engagement: a multi-sample study” in 2004. It aimed to focus on burnout and its positive antipode specifically engagement. The structural equation model was used to analyze the data from independent samples. It revealed that 1) burnout and engagement are negatively related 2) burnout mainly predicted by job demands, whereas engagement wholly predicted by available job resources 3) burnout was related to health problems as well as to turnover intention, whereas engagement was associated only to the latter 4) burnout mediates the relationship between job demands and health problems, whereas engagement mediates the relationship between job resources and turnover intention¹⁷.

¹⁴ **Bakker, A.B., Demerouti, E., and Verbeke, W., (2004)**“Using the Job Demands- Resources model to predict burnout and performance”*Human Resource Management*, Spring 2004, Volume. 43, No. 1, Pp. 83–104.

¹⁵ **May, D.R., Gilson, R.L., and Harter, L.M., (2004)** “The psychological conditions of meaningfulness, safety and availability and the engagement of the human spirit at work”, *Journal of Occupational and Organizational Psychology*, 77, Pp.11–37.

¹⁶ **Gallup , (2004)** “ Getting personal in the workplace”, *Gallup Management Journal*, June 2004.

¹⁷ **Schaufeli, W.B., and Bakker, A.B., (2004)**“Job demands, job resources, and their relationship with burnout and engagement: a multi-sample study”, *Journal of Organizational Behavior*, Volume 25, Pp.293–315.

Duran, A., Extremera, N., et al. did a study titled on “Engagement and Burnout: Analyzing their association patterns” in 2004. This study explored the negative patterns of associations between emotional exhaustion and depersonalization with the dimensions of engagement. The sample of 112 Spanish human service professionals who worked with mentally retarded people was selected for study purpose. Analysis revealed that there were moderate negative correlations among emotional exhaustion and on all three engagements scales namely vigor, dedication and absorption. Furthermore, positive correlation between personal accomplishment and engagement dimensions (vigor, dedication, and absorption).¹⁸

Bakker, A.B., Demerouti, E., et al. did a work on “The crossover of burnout and work engagement among working couples” in 2005. It used job- demand resource model to find out the burnout and work engagement among 323 couple working in an assortment of occupations. Result concluded that the crossover of burnout and work engagement relationships were significant and about equally strong for both partners, behind controlling for important characteristics of work and home environment¹⁹.

Hakanen, J., and Bakker, A.B., et al. did a research titled on “How dentists cope with their job demands and stay engaged: the moderating role of job resources” did in 2005. It aimed to spotlight on job demand, job resources, and work engagement among 1919 Finnish dentists based on job demand resource model. The researchers split the dentists into two random groups in order to cross-validate the results. It revealed that job resources are helpful in coping with the high demands in dentistry and help dentists to stay engaged²⁰.

Salanova, M., Agut, S., et al. did a study entitled on “Linking organizational resources and work engagement to employee performance and customer loyalty: The mediation of service climate” was undertaken by et al. in 2005. A sample size of 342 employees from 114 service units and 1140 customers from these units was selected to examine the employee performance and customer loyalty. The structural equation model

¹⁸ **Duran, A., Extremera, N., and Rey, L., (2004)** “Engagement and Burnout: Analyzing their association patterns”, *Psychological Report*, 94, Pp.1048- 1050.

¹⁹ **Bakker, A.B., Demerouti, E., and Schaufeli, W.B., (2005)** “The crossover of burnout and work engagement among working couples”, *Human Relations*, Volume 58(5), Pp.661–689.

²⁰ **Hakanen, J., Bakker, A.B., and Demerout, E., (2005)** “How dentists cope with their job demands and stay engaged: the moderating role of job resources”, *European Journal of Oral Science*, Volume 113, Issue 6, Pp. 479-487.

was used to find the effect of service climate and customer loyalty. Finally, it concluded that there was a reciprocal outcome between service climate and customer loyalty²¹.

Hewitt did a survey for the annual list of the “50 Best Employers” to work for in Canada in 2005. It found that the employees of those companies were engaged up to 21 percent than employees of other organizations. Furthermore, best employers had 81 percent of the engagement, when compared to 51 percent of other participating organizations. It revealed that when employees were more productive it will ultimately lead to a positive impact on business results²².

Langelaan, S., Bakker, A.B., et al. made a study entitled on “Burnout and work engagement: Do individual differences make a difference?” in 2006. The researchers examined whether burnout and its positive antipode work engagement could be differentiated on the basis of personality and disposition. Sample sizes of 572 Dutch employees were selected for study purpose. It concluded that high neuroticism was the central feature of burnout, while engagement was attributed by low neuroticism in permutation with high extraversion and high levels of mobility. So, in consequence, personality and temperament made a difference in burnout and work engagement²³.

Freeney, Y., and Tiernan, J. did a study entitled on “Employee engagement: An overview of the literature on the proposed antithesis to burnout” in 2006. In this study, the researchers emerged two trends burnout and antithesis to explore the value of employee engagement. First, the concept of burnout had been expanded to embrace all professions. Second, in line with the growth of positive psychology, it was shifted in focus towards its antithesis, namely engagement. It concluded that the value of engagement not only as a state of well-being other than as a forecaster of high performance²⁴.

Saks, A.M. piloted a study on “Antecedents and consequences of employee engagement” in 2006. The intention of the study was to test a model of the antecedents and consequences of job and organization engagements based on social exchange theory. A sample size of 102 employees working in a variety of jobs and organizations was

²¹ **Salanova, M., Agut, S., and Peiro, J.M., (2005)** “Linking organizational resources and work engagement to employee performance and customer loyalty: The mediation of service climate”, *Journal of Applied Psychology*, 2005, Volume. 90, No. 6, Pp.1217–1227.

²² **Hewitt, E., (2005)**, Refreshing Engagement, *Hewitt Online Magazine*, Volume 17, Issue 2.

²³ **Langelaan, S., Bakker, A.B., Van Doornen, L.J.P. and Schaufeli, W.B., (2006)** “Burnout and work engagement: Do individual differences make a difference?”, *Personality and Individual Differences*, 40 (2006) , Pp.521–532.

²⁴ **Freeney, Y., and Tiernan, J., (2006)** “Employee engagement: An overview of the literature on the proposed antithesis to burnout”, *The Irish Journal of Psychology*, Volume 27, No 3-4, Pp.130 -141.

selected for study purpose. It concluded that there was a meaningful difference between job and organization engagements. In addition, it articulated that job and organization engagement mediated the relationships between the antecedents and job satisfaction, organizational commitment, intentions to quit, and organizational citizenship behaviour²⁵.

Bakker, A.B., Van Emmerik, H., et al. made a study entitled on “Crossover burnout and engagement in work teams” in 2006. A sample size of 2,229 Royal Dutch constabulary officers working in 85 teams was selected for study purpose. It was concluded that team-level burnout and work engagement were related to individual team members’ burnout (i.e., exhaustion, cynicism, and reduced professional efficacy) and work engagement (vigor, dedication, and absorption), after controlling for individual members’ job demands and resources²⁶.

Mawethu Cawe made a study entitled on “Factors contributing to employee engagement in South Africa” in 2006. In this study, the researcher had drawn 30 local experts in the field of human resource in 80 organizations. It exposed that the employee engagement approach of the company was supportive for the business growth. It was also shown that highest outcome of 74 percentages of respondents uttered that the incentives provided by the organization improved their performance. And 65 percentages of respondent’s whispered HR policies and 54 percentages of respondents thought leadership team ensures employee engagement²⁷.

Jackson, L.T.B., Rothman, S.R., et al. did a study on “A model of work- related well- being for educators in South – Africa” in 2006. The purpose of the study was to assess the validity and internal consistency of constructs in a model of work-related well-being and to test a structural model of their relationships. A sample of 1177 educators in North-West Province of South Africa was selected. Findings exposed that both positive and negative aspects of work-related well-being (burnout and engagement) can be integrated into one model²⁸.

²⁵ **Saks, A.M., (2006)**, “Antecedents and consequences of employee engagement”, *Journal of Managerial Psychology*, 2006, Volume 21, No 7, Pp. 600-619.

²⁶ **Bakker, A.B., Van Emmerik, H., and Euwema, M.C., (2006)** “Cross over burnout and engagement in work teams”, *Work and Occupation*, Volume 33, No 4, Pp .464-489.

²⁷ **Mawethu Cawe, (2006)** “Factors contributing to employee engagement in South Africa” *A Research Report* , Faculty of commerce, Law and Management, University of Witwatersrand, Johannesburg, South Africa.

²⁸ **Jackson, L.T.B., Rothman, S.R., and Vande Vijver, F.J.R., (2006)** “A model of work related well-being for educators in South – Africa”, *Stress and Health*, 22, Pp.263-274.

Koyuncu, M., Burke, R.J., et al. did a study entitled on “Work engagement among women managers and professionals in a Turkish bank” in 2006. The sample size of 286 women was selected for study purpose. The engagement was assessed by three scales developed by Schaufeli et al. Vigour, Dedication, and Absorption. The results shown that first, work life experiences particularly control, rewards and recognition and value fit were found to predict all three engagement measures. Second, dedication predicted various work outcomes (e.g. Job satisfaction, intent to quit). Third, vigour, predicted various psychological well-being outcomes²⁹.

Mostert, K., and Rothmann, S., did a study on “Work-related well-being in the South African Police service” in 2006. The aim of the study was to assess whether background variables, job stress and personality traits could predict the work-related well-being (burnout and work engagement) of police members. The sample size of 1794 police members of eight provinces in South Africa was selected by a stratified random sample. It was concluded that age, gender, and race explained a small percentage of the variance in exhaustion, cynicism, and vigor/dedication. Stress because of job demands and a lack of resources predicted exhaustion and cynicism. Emotional stability and conscientiousness inversely predicted exhaustion and cynicism, while emotional stability, conscientiousness, and extraversion predicted vigor and dedication. Stress because of job demands predicted only a small percentage of the variance in vigor and dedication.³⁰

Schaufeli, W.B., Bakker, A.B., et al. did a research on “The measurement of work engagement with a short questionnaire: A cross – national study” in 2006. Data were collected in 10 different countries as a sample size of 14,521. Results show that Utrecht Work Engagement Scale (UWES) 17 items was shortened to 9 items (UWES-9). Furthermore, work engagement may be conceived as the positive antipode of burnout. And UWES-9 scores had acceptable psychometric properties and that the instrument can be used in studies on positive organizational behaviour³¹.

²⁹ **Koyuncu, M., Burke, R.J., and Filisenbaum, L., (2006)** “Work engagement among women managers and professionals in a Turkish bank”, *Equal opportunities International*, 25, Pp.299-310.

³⁰ **Mostert, K., and Rothmann, S., (2006)** “Work-related well-being in the South African Police service”, *Journal of Criminal Justice*, Volume 24, Pp.479-491.

³¹ **Schaufeli, W.B., Bakker, A.B., and Salanova, M., (2006)** “The measurement of work engagement with a short questionnaire: A cross – national study”, *Educational and Psychological Measurement*, Volume 66, No 4 , Pp. 701-716.

Richardson, A.M., Burke, R.J., et.al did a research entitled on “Work and health outcomes among police officers: The mediating role of police cynicism and engagement” in 2006. The aim of this study was to examine the relationship between personality variables like job demands and job resources, and police cynicism and engagement, and also examined the mediating role of cynicism and work engagement. The sample size of 150 Norwegian police officers was selected and the findings showed that behaviour was related to both cynicism and engagement. As predicted, both job demands and lack of job resources were related to cynicism, and job resources were positively related to engagement. Furthermore, work engagement predominantly affects individual characteristics, job demand, and resources on organizational commitment and self-efficacy³².

Truss, C., Soane, E., et al. did a survey on “Working Life: Employee Attitude and Engagement” in 2006. It was conducted among 2,000 employees in public and private sector in Nationwide. It studied the effect of demographic variables on attitudes to work, working life, including occupations, working hours, and work-life balance, what employees think of their managers and leaders, and of communication in their organisations, employee well-being, job satisfaction, an experience of stress at work, dimensions of engagement: emotional, cognitive and physical, and how all these factors impact on individual performance, intention to leave and sickness absence. It was found that group in the public sector had a more negative experience of work, bullying, and harassment than those in the private sector³³.

Schaufeli, W.B., and Salanova, M. did a work entitled on “Efficacy or inefficacy, that’s the question: Burnout and work engagement, and their relationships with efficacy beliefs” was carried out by in 2007. The two sample sizes of Spanish and Dutch university students and, two sample sizes of Spanish employees working in various jobs and ICT were selected for study purpose by using the Structural equation model. In this study, the researchers challenged that the traditional view that of lack efficiency and it was measured by using reversed efficacy scale. It exposed that inefficacy beliefs were stronger than efficacy in related to burnout components. And also it suggested that, for

³² **Richardson, A.M., Burke, R.J., and Martinussen, M., (2006),** “Work and health outcomes among police officers: The mediating role of police cynicism and engagement”, *International Journal of Stress Management*, Volume 13(4), Nov, Pp. 555-574.

³³ **Truss, C., Soane, E., Edwards, C., Wisdom, K., Croll, A., and Burnett, J., (2006),** “Working Life: Employee Attitude and Engagement”, *Chartered Institute of Personnel and Development*, London, UK, ISBN 9781843981794.

the future research instead of reversed efficacy scale, an inefficacy scale should be used to assess burnout³⁴.

Little, L.M., Simmons, B.L., et al. did a study on “Health among Leaders: Positive and Negative Affect, Engagement and Burnout, Forgiveness and Revenge” in 2007. This study exposed that the health of an organization’s leader has profound implications not only for the leader but also for the organization itself and for its members. The researchers focused on three indicators (positive effect, engagement, forgiveness behaviours) of eustress, the positive stress response, and three indicators (negative effect, burnout, and revenge behaviour) of distress, and the negative stress response. It concludes that both positive effect and revenge behaviour was considerably connected to health. Furthermore, work-family conflict was unconstructively related to revenge behaviour, at the same time family-work conflict was positively related to revenge behaviour and engagement was negatively related to revenge behaviour³⁵.

Llorens, S., Schaufeli, et al. conducted a study on “Does a positive gain spiral of resources, efficacy beliefs and engagement exist?” in 2007. The aim of this study was to examine the causal relationship between two potentially significant resources in the use of Information & Communication Technology (i.e., time control and method control), efficacy beliefs and engagement. A sample size of 110 Spanish university students was selected for study purpose. It exposed that efficacy beliefs play a mediating role between task resources and engagement. Engagement increases efficacy beliefs, which in turn raise task resources over time. It concluded that positive gain spiral of resources; efficacy beliefs played a vital role³⁶.

Mauno, S., Kinnunen, U., et al. did a study on “Job demands and resources as antecedents of work engagement: A longitudinal study” in 2007. The purpose of the study was to investigate the experience of work engagement and its antecedents among Finnish health care personnel. It showed that work engagement, especially vigor, and dedication was frequently experienced among the participants, and its average level did not change

³⁴ **Schaufeli, W.B., and Salanova, M., (2007)** “Efficacy or inefficacy, that’s the question: Burnout and work engagement, and their relationships with efficacy beliefs”, *Anxiety, Stress, and Coping*, June 2007; 20(2), Pp 177-196.

³⁵ **Little, L.M., Simmons, B.L., and Nelson, D.L., (2007)** “Health among Leaders: Positive and Negative Affect, Engagement and Burnout, Forgiveness and Revenge”, *Journal of Management Studies*, 44, Pp.243-260.

³⁶ **Llorens, S., Schaufeli, W., Bakker, A., Salanova, M., (2007)** “Does a positive gain spiral of resources, efficacy beliefs and engagement exist?” , *Computers in Human Behavior*, 23 (2007), Pp.825–841.

across the follow-up period. It also expressed that work engagement was better than job demands. Furthermore, Job control and organization-based self-esteem proved to be the best -lagged predictors of the three dimensions of work engagement³⁷.

Brake, J.H.M., Bouman, A.M., et al. conducted a study on “Professional burnout and work engagement among dentists” in 2007. This study intended to find out the level of burnout and work engagement among the dentist. The three factors of work engagement vigor, dedication, and absorption were measured by using the Utrecht Work Engagement Scale. Results exposed that overall burnout levels among dentists were low, and the levels of engagement indicated that dentists had an optimistic working attitude³⁸.

Avery, D.R., McKay, P.F., et al. A study explicated on “Engaging the aging workforce: The relationship between perceived age similarity, satisfaction with co-workers and employee engagement” in 2007. The aim of this study was to examine the relationship between employee age, perceived co-worker age composition, and satisfaction with older (older than 55) and young (younger than 40). Results exposed that satisfaction with one's co-workers related significantly to engagement. Furthermore, it out in the open that age similarity was associated with higher levels of engagement among older workers when they are highly fulfilled with their co-workers over 55 and inferior when they were not³⁹.

Xanthopoulou, D., Bakker, A.B., et al. did a work on “The role of personal resources in the Job- Demand Resources model” in 2007. It examined the role of three personal resources, namely self- efficacy, organizational-based self-esteem and optimism to predict exhaustion and work engagement. The sample size of 714 Dutch employees of an electrical engineering company was selected for the study. It exposed that personal resources arbitrate the association between job resources and engagement/ exhaustion, and persuade the perception of job resources⁴⁰.

³⁷ **Mauno, S., Kinnunen, U., and Ruokolainen, M., (2007)** “Job demands and resources as antecedents of work engagement: A longitudinal study”, *Journal of Vocational Behavior*, Volume 70, Issue 1, February 2007, Pp. 149–171.

³⁸ **Brake, J.H.M., Bouman, A.M., Gorter, R.C., Hoogstraten, J., and Eijkman, M.A.J., (2007)** “Professional burnout and work engagement among dentists”, *European Journal of Oral Sciences*, June 2007, Volume 115, Issue 3, Pp.180–185.

³⁹ **Avery, D.R., McKay, P.F., Wilson, D.C., (2007)**, “Engaging the aging workforce: The relationship between perceived age similarity, satisfaction with co-workers and employee engagement”, *Journal of Applied Psychology*, Volume 92(6), November 2007, Pp.1542-1556.

⁴⁰ **Xanthopoulou, D., Bakker, A.B., Demertouti, E., and Schaufeli, W.B., (2007)** “The role of personal resources in the Job- Demand Resources model”, *International Journal of Stress Management*, Volume 14, No 2, Pp. 121-141.

Andreassen, C.S., Ursin, H., et al. did a study on “The relationship between strong motivation to work, ‘workaholism’ and health” in 2007. The purpose of the study was to examine (1) psychometric properties of Spence and Robbins’ measures of the components of workaholism and (2) relations between workaholism and health-related outcomes, namely job stress, burnout, work engagement, and subjective health complaints (SHC). Data was collected from 235 bank employees. Findings made known that there were significant relations between workaholism subscales and SHC, job stress, burnout, and work engagement. The “Drive” subscale correlated positively with job stress and subjective health complaints, and marginally with burnout and work engagement. The “Enjoyment of Work” subscale correlated negatively with job stress, burnout, and subjective health complaints⁴¹.

Halberg, U., Schaufeli, W.B., et al. did a study on “Type A behaviour and work situation: Associations with burnout and work engagement” in 2007. Data was collected from 329 Information Communication Technology consultants. It aimed to examine the effects of individual (Type A) behaviour patterns on burnout and work engagement. It concluded that both work situation and Type A behaviour was correlated with work engagement and burnout; though, no interactions between Type A behaviour and work situation were elicited⁴².

Zhang, Y., Gan, Y., et al. did a work on “Perfectionism, academic burnout and engagement among Chinese college students: A structural equation modelling analysis” in 2007. A sample size of 482 undergraduate students was used to identify the association between perfectionism, academic burnout, and engagement with China. In this study, Frost Multidimensional Perfectionism Scale (FMPS), the Maslach Burnout Inventory-Student Survey (MBI-SS), and the Utrecht Work Engagement Scale for Students was used to find out the results. It was concluded that burnout and engagement were moderately and negatively correlated concepts, with efficacy and engagement dimensions. And also it exposed that perfectionism was correlated with burnout, whereas positive perfectionism related to engagement⁴³.

⁴¹ **Andreassen, C.S., Ursin, H., and Eriksen, H.R., (2007)** “The relationship between strong motivation to work, ‘workaholism’ and health”, *Psychology and Health*, Volume 22, Issue 5, Pp. 615-629.

⁴² **Halberg, U., Schaufeli, W.B., and Johansson, G., (2007)** “Type A behaviour and work situation: Associations with burnout and work engagement”, *Scandinavian Journal of Psychology*, Volume 48, Issue 2, Pp. 135-142.

⁴³ **Zhang, Y., Gan, Y., and Cham, H., (2007)** “Perfectionism, academic burnout and engagement among Chinese college students: A structural equation modelling analysis”, *Journal of organizational and Occupational Psychology*, 82, Pp. 183-200.

Hakanen, J.J., Perhoniemi, R., et al. did a study made on “Positive gain spirals at work: From job resources to work engagement, personal initiative, and work–unit innovativeness” in 2008. A sample size of 2555 Finnish dentists based on two ways 3-year panel design was selected for study purpose. Structural equation modelling was employed to revise cross-lagged relations. It aimed to investigate the energizing power of job resources and related gain spirals. It concluded that positive and reciprocal cross-lagged associations were found between job resources and work engagement and between work engagement and personal initiative⁴⁴.

De Lange, A. H., De Witte, H., et al. did a work entitled on “Should I stay or should I go?-Examining longitudinal relations among job resources and work engagement for stayers versus movers” in 2008. It focused on three groups, namely stayers, workers who have obtained promotions and external job movers. This Belgian panel study was one of the first to test the theory driven hypothesis on the association between job resources, work engagement, and actual turnover across time. It revealed that low work engagement, low job autonomy, and low departmental resources predicted actual transfer to another company. Additionally, for stayers, the study found positive effects of job autonomy on work engagement, but also reversed causal effects. For external movers and promotion makers, the expected reversed causal effects of work engagement were found⁴⁵.

Richman, A.L., Civian, J.T., et al. did a study on “The relationship of perceived flexibility, supportive work life policies, and use of formal flexible arrangements and occasional flexibility to employee engagement and expected retention” in 2008. It examined the relationship of perceived workplace flexibility and supportive work life policies to employee engagement and expectations to remain with the organization. Additional it explored the association of formal and informal use of flexibility with the outcomes. It also shows that both formal and occasional use of flexibility was positively associated with perceived flexibility, employee engagement, and expected retention. Analysis concluded the workplace flexibility may enhance employee engagement, which may in turn lead to longer job tenure⁴⁶.

⁴⁴ **Hakanen, J.J., Perhoniemi, R., and Toppinen Tanner, S., (2008)** “Positive gain spirals at work: From job resources to work engagement, personal initiative and work–unit innovativeness”, *Journal of Vocational Behavior*, Volume 73 (2008), Pp. 78–91.

⁴⁵ **De Lange, A.H., De Witte, H., and Notelaers., G., (2008)** “Should I stay or should I go?-Examining longitudinal relations among job resources and work engagement for stayers versus movers”, *Work and Stress*, Volume 22, Issue 3, Pp. 201-223.

⁴⁶ **Richman, A.L., Civian, J.T., Shannon, L.L., Hill, E.J., and Brennan, R.T., (2008)** “The relationship of perceived flexibility, supportive work life policies, and use of formal flexible arrangements and occasional flexibility to employee engagement and expected retention”, *Community, Work & Family*, Volume. 11, No. 2, May 2008, Pp.183-197.

Pitt-Catsoupes, M., and Matz-Costa, C. did a work entitled on “The multi-generational workforce: Workplace flexibility and engagement” in 2008. The study explored the perceptions of employees of different ages regarding the flexibility they need at work and their engagement with the work. A sample size of 1,83,454 employees in twenty-two different companies was selected and estimated by Hierarchical linear model to examine the variation in employee engagement as a function of flexibility fit and age . It revealed that flexible fit was a powerful positive forecaster of engagement for all employees, and more powerful forecaster of engagement for employees age forty-five and older. Moreover the optimistic moderating effect of flexibility, fit provides an employer with guidance about how to uphold the engagement of workers of all ages⁴⁷.

Gorter, R.C., Te Brake, J.H.M., et al. did a work entitled on “Positive engagement and job resources in dental practice” conducted by in 2008. The intention of this study was to find out the level of engagement among dentists, and consequently to inspect which dental job resources were optimistically correlated with engagement. It used Utrecht Work Engagement Scale (UWES) to assessed engagement with three subscales: Vigor, Dedication, and Absorption. Additionally, job resources were measured using Dentists’ Experienced Job Resources Scale (DEJRS). A sample size of 848 general dental practitioners was drawn at random, along with 95 female dentists for gender comparison purposes. Results revealed that dentists showed the high level of engagement and there was no gender differences in mean scores were found⁴⁸.

Hakanen, J., Schaufeli, W.B., et al. did a study on “The Job Demands-Resources model: A three-year cross-lagged study of burnout, depression, commitment, and work engagement” in 2008. This study focuses on the motivational and health impairment processes predicted by the Job Demands-Resources model, using a sample of 2,555 Finnish dentists during a three- year period. Results revealed that job resources were associated with future levels of work engagement, which then led to higher levels of organizational commitment. On the other hand, job demands were associated with higher levels of burnout, which was then associated with depression. Furthermore, home demands

⁴⁷ **Pitt-Catsoupes, M., and Matz-Costa, C. (2008)**“The multi-generational workforce: Workplace flexibility and engagement”, *Community, work and family*, Volume 11,Pp.215-229.

⁴⁸ **Gorter, R.C., TeBrake, J.H.M., Hoogstraten, J., and Eijkman, MA.J., (2008)** “Positive engagement and job resources in dental practice”, *Community Dentistry and Oral Epidemiology*, February 2008, Volume 36, Issue 1, Pp.47–54.

and home support were unrelated to the work process, indicating that a large amount of workplace well-being is attributable to workplace demands and resources⁴⁹.

Halbesleben, J.R.B., and Wheeler, A.R. made a study on “The relative role of engagement and embeddedness in predicting job performance and intention to leave” in 2008. It aimed to examine whether work engagement and job embeddedness were empirically distinct constructs. A sample of 587 US employees from an extensive diversity of industries and occupations was selected. Through confirmatory factor analysis, it was found that engagement and embeddedness were unique constructs and each shared unique variance with in-role performance and intention to leave⁵⁰.

Towers Perrin conducted employee engagement survey amongst employees in 18 countries “Closing the engagement gap: A road map for driving superior business performance” in 2008. It mainly focused on the drivers of attraction, retention, and engagement in the workplace. It was conducted from 2007 to 2008. It exposed that in global counterpart only fifth of the respondents could be considered as engaged, four out of five were suspect enrolled, and remaining two out of five was disengaged. In India it revealed that 36 percent employees were engaged, 46 percent were enrolled, 15 percent was disenchanted and three percent of employees were disengaged. Moreover, it made known the top engagement drivers in India, where Organizational reputation for social responsibility, opportunities to develop new skills and knowledge, decision making, senior management’s performance consistent with the values, and career opportunities⁵¹.

Salanova, M., and Schaufeli, W.B., did a study on “A cross- national study of work engagement as a mediator between job resources and proactive behaviour” in 2008. It was intended to investigate the mediating role of work engagement (i.e. vigor and dedication) among job resources (i.e. job control, feedback, and variety) and proactive behaviour at work. Structural equation model was used to examine the mediating role of work engagement and job resources. Data was collected from technology employees (Spain) and telecom managers (Netherland). Results revealed that work engagement

⁴⁹ **Hakanen, J., Schaufeli, W.B., and Ahola, K., (2008)** “The Job Demands-Resources model: A three-year cross-lagged study of burnout, depression, commitment, and work engagement”, *Work and Stress*, Volume 22, Issue 3, Pp.224-241.

⁵⁰ **Halbesleben , J.R.B., and Wheeler, A.R. (2008)**, The relative role of engagement and embeddedness in predicting job performance and intention to leave”, *Work and Stress: An International Journal of Work, Health and Organization* , Volume 22, Issue 3,Pp. 242-256.

⁵¹ **Towers Perrin., (2008)** “ Closing the engagement gap : A road map for driving superior business performance”, *Towers Perrin global workforce study*, [Online] Available <http://www.towersperrin.com>, Accessed on 15th August 2016,

entirely mediates the impact of job resources on proactive behaviour. Further, the strength of structural paths was invariant across both national samples⁵².

Watson Wyatt did a research on “Managing employee engagement in good times and in bad” in 2008 to investigate employees work attitude and opinion on key people practices in the workplace. It exposed that, companies those who had higher employee engagement levels should improve their subsequent financial performance. Furthermore, it found that in Asia, India had the highest employee engagement level of 78 percent and Japan, which had the lowest engagement level at 39 percent. This meant Indian employees had enhanced understanding of the organization’s business goals, the steps essential to achieve those goals and how their involvement drives goals.

As per this study, the top drives which lead employee engagement in India was customer focus and compensation and benefits. It indicates that Indian employees believed that companies focus on customer service and customer satisfaction was more unbeaten and employees were proud to work for them. Additionally, an attractive total reward which attracts more Indian employees and this study recommended that organizations need to come up with a competitive, fair reward package to effectively communicate its value to the employees. But when compared to across industry segments, compensation and benefits were the top drivers of engagement for manufacturing sectors like pharmaceutical, IT enabled services and consumer products⁵³.

Jeong Kim, H., Hyun Shin, K., et al. did a study on “Burnout and engagement: A comparative analysis using the Big Five personality dimension” in 2009. It focused on personality dimensions, namely extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience. The data were collected from employees on supervisory positions and non-supervisory positions in quick service restaurants. Findings exposed that, the most critical personality trait affecting burnout was neuroticism and the most eminent traits predicting engagement were conscientiousness and neuroticism. Moreover, it does not authenticate the effects of optimistic personality traits like extraversion and agreeableness on burnout⁵⁴.

⁵² **Salanova, M., and Schaufeli, W.B., (2008)** “A cross- national study of work engagement as a mediator between job resources and proactive behaviour” *International Journal of Human Resource Management*, Volume 19, Pp.226-231.

⁵³“ Managing employee engagement in good times and in bad”, [Online] Available <http://www.watsonwyatt.com>, Accessed on 20th February 2016.

⁵⁴ **Jeong Kim, H., Hyun Shin, K., Swanger, N., (2009)** “Burnout and engagement: A comparative analysis using the Big Five personality dimension”, *International Journal of Hospitality Management*, Volume 28, Issue 1, Pp. 96-104. **Watson Wyatt, (2008)**

Choo Ling Suan did a study on “Factors that influence employee engagement: A study of Celestica Malaysia Sdn. Bhd” in 2009. The aim of the study was to examine and gain a better understanding of the drivers that influence the employee engagement among 97 exempt staffs in Celestica Malaysia Sdn. Bhd. It found that there was a significant relationship between the three independent variables, namely Employee Communication, Rewards and Recognition and Employee development with the dependent variables – Employee Engagement. Among all three independent variables, employee development was found to be the most independent variable in driving the employee engagement in Celestica⁵⁵.

Bakker, A.B., and Demerouti, E. did a work entitled on “The crossover of work engagement between working couples: A closer look at the role of empathy” conducted by in 2009. It examined the role of empathy (empathic concern and perspective taking) in the crossover process. Particularly this study tests whether empathy moderates the crossover effect of women’s work engagement to their men’s work engagement. And also it investigates the relationship between men’s engagement and colleague ratings of job performance. A sample size of 175 Dutch women and their partners working in different occupational sectors and 175 colleagues of the male participants was selected. The result revealed that in the crossover of work engagement men was stronger in perspective taking. In addition, it concluded that men’s work engagement was certainly related to an in-role and extra-role recital⁵⁶.

Gallup did a survey on “Impact of manager’s feedback on employee engagement” on 1,000 US based employees in 2009. The survey asked the employees to rate their managers on whether they focused on their positive or negative characteristic. But the respondents did not choose any of the description classified. It exposed that, employees received only negative feedback from their managers and were twenty times more likely to be engaged employees received no little positive feedback. Moreover, it made known that employees ignored their managers were twice as likely to be actively disengaged employees. It concluded that four out of ten employees were engaged when their

⁵⁵ **Choo Ling Suan (2009)** “Factors that influence employee engagement: A study of Celestica Malaysia Sdn. Bhd”, *Master Degree Dissertation*, Department of Human Resource Management, University of Utara, Malaysia (2009).

⁵⁶ **Bakker, A.B., and Demerouti, E. (2009)** “The crossover of work engagement between working couples: A closer look at the role of empathy”, *Journal of Managerial Psychology*, Volume. 24, No. 3, 2009, Pp. 220-236.

managers gave little or no feedback. Whereas, ninety- eight percent of the employees were disengaged when their managers gave little or no feedback⁵⁷.

Inoue, A., Kawakami, N., et al. did a study on “Organizational justices, psychological distress, and work engagement in Japanese workers” in 2009. It investigates the cross-sectional association between organizational justice (i.e. procedural justice and interactional justice) and psychological distress or work engagement, as well as the mediating roles of job stress. A sample of 185 males and 58 females from a manufacturing factory was selected. Results showed that the effects of organizational justice on psychological distress seems to be mediated by reward at work. While, those regarding work engagements may be mediated by worksite support to a large extent, at least in Japanese workers⁵⁸.

Tanyu Zhang did a study on “The relationship between perceived leadership styles and employee engagement: The moderating role of employee characteristic” in 2010. It examined the relationship between four perceived leadership styles to be exact classical, transactional, visionary (transformational) and organic (distributed) with employee engagement. In addition, it examined the three moderating variables of employee characteristic namely achievement, equity sensitivity, and need for clarity. A sample of 439 sales assistants in Sydney, Australia was selected. Results exposed that, the moderating variables had a strong, reliant outcome of the original relationship between the independent and dependent variables⁵⁹.

Shimazu, A. did a work on “Is working hard good or bad for employee well-being?- The distinctiveness of work engagement and workaholism” in 2012. The aim of the study was to investigate the empirical uniqueness between the terms, namely health, life satisfaction, job performance, and family functioning. First, it conducted a cross-sectional survey among 776 Japanese employees of a construction machinery company. Secondly, it conducted a study among 1968 Japanese employees from heterogeneous occupations with an interval of six months as a longitudinal survey. Finally, a cross-sectional questionnaire survey was conducted among 1988 dual-earner parents (i.e., 994

⁵⁷ **Gallup, (2009)** “Impact of manager’s feedback on employee engagement”. [Online] Available <http://www.businessperform.com>, Accessed on 17th august 2016.

⁵⁸ **Inoue, A., Kawakami, N., Ishizaki, M., Shimazu, A., Tabata, M., Akiyama, M., Kitazume, A., and Kuroda, M.,(2009)**“Organizational justice, psychological distress, and work engagement in Japanese workers” , *International Archives of Occupational and Environmental Health*, Volume 83, Pp.29-38.

⁵⁹ **Tanyu Zhang, (2010)**“The relationship between perceived leadership styles and employee engagement: The moderating role of employee characteristic”, *Dissertation on Doctorate of Philosophy*, Macquarie Graduate School of Management, Macquarie University, Sidney, Australia.

couples) with pre-school children. It revealed that Work engagement and workaholism are two different kinds of concepts. Work engagement and workaholism are positively and negatively related to one's own and one's partner's well-being correspondingly.⁶⁰

J. Swaminathan and Dr. S. Aramvalarthan did a work on “Employee engagement of managerial staff in hospitals – an Indian pilot study” in 2013. It aimed to examine on employee engagement was an antecedent of job involvement and what should the management of hospitals do to make their managers engaged. The drivers included in this study were Employee Empowerment, Communication, Team Work, Training and Development, Recognition, Leadership Quality, and Work Life Balance. A sample size of 100 managerial staff in Nagapattinam, Tamil Nadu was selected. It revealed that engagement among the managerial staffs was moderate and a hospital should concentrate on Teamwork and Recognition to improve engagement⁶¹.

P. Sivaguru et al. did a study on “Employee Engagement in Kothari Sugar & Chemicals Pvt Lmt in Kattur” made in 2015. This study identifies the association of job satisfaction with employee engagement and analyzes the impact of employee engagement in the organization. The research exposed that employee engagement is influenced by several factors, namely management style, environment, working conditions, salary, leadership, relationship, and labour welfare. Moreover, it revealed that employee engagement promotes the healthy organization, and without employee engagement, organization may not successes in its phase⁶².

Andreassen, C.S., Ursin, H., et al. did a study on “The relationship between strong motivation to work, ‘workaholism’ and health” in 2007. The purpose of the study was to examine (1) psychometric properties of Spence and Robbins’ measures of the components of workaholism and (2) relations between workaholism and health-related outcomes, namely job stress, burnout, work engagement, and subjective health complaints (SHC). Data was collected from 235 bank employees. Findings made known that there were significant relations between workaholism subscales and SHC, job stress, burnout,

⁶⁰ **Shimazu, A., (2012)** “Is working hard good or bad for employee well-being?- The distinctiveness of work engagement and workaholism”,^{30th} *International Congress on Occupational Health*, March 18 - 23, 2012, Cancun , Mexico.

⁶¹ **J.Swaminathan and Dr.S.Aramvalarthan (2013)** “Employee engagement of managerial staff in hospitals – an Indian pilot study” *Journal of Business and Management*, Volume 1(3), Pp.166-174.

⁶² **P.Sivaguru, J. Wilfered and G. Louis (2015)** “Employee Engagement in Kothari Sugar & Chemicals Pvt Lmt., Kattur, Trichirappalli”, *International Journal of Human Resource Management and Research*, January 2015, Pp. 87-92.

and work engagement. The “Drive” subscale correlated positively with job stress and subjective health complaints, and marginally with burnout and work engagement. The “Enjoyment of Work” subscale correlated negatively with job stress, burnout, and subjective health complaints⁶³.

II - REVIEW OF LITERATURE – TEACHER/FACULTY ENGAGEMENT

Bakker, A.B., and Bal, P.M. did a study entitled “Weekly work engagement and performance: A study among starting teachers” in 2010. Sample sizes of 54 Dutch teachers were selected for the study purpose. Hypotheses were tested by using multi- level analysis and work engagement was measured by using the Utrecht Work Engagement Scale (UWES). It exposed that a resourceful work environment promotes the teachers’ weekly work engagement, and can indirectly have positive effects on job performance⁶⁴.

Bakker, A.B., Hakanen, J.J., et al. did a study on “Job resources boost work engagement, particularly when job demands are high” in 2007. This study tested two interaction hypotheses among 805 Finnish teachers working in elementary, secondary, and vocational schools. Researchers predicted that job resources act as shield and reduce the negative relationship between pupil misconduct and work engagement. Results exposed that supervisor support, innovativeness, appreciation, and organizational climate were important job resources that helped teachers cope with challenging interactions with students.⁶⁵

Barkhuizen, N., and Rothmann, S. did a study on “Work engagement of academic staff in South African Higher Education Institutions” in 2006. The purposes of this study were to measure the psychometric properties of the Utrecht Work Engagement Scale (UWES) for academic staff in South African Higher Education Institutions and to examine differences between the work engagements of different demographic groups. It covered academics in six South African higher education institutions with cross – sectional surveys. In that 595 were selected as a sample unit on stratified random sampling method. It concluded that the three scales of the UWES (i.e.) vigor, dedication

⁶³ Andereassen, C.S., Ursin, H., and Eriksen, H.R., (2007) “The relationship between strong motivation to work, ‘workaholism’ and health”, *Psychology and Health*, Volume 22, Issue 5, Pp. 615-629.

⁶⁴ Bakker, A.B., and Bal, P.M., (2010) “Weekly work engagement and performance: A study among starting teachers”, *Journal of Occupational and Organizational Psychology*, 83, Pp. 189 -206.

⁶⁵ Bakker, A.B., Hakanen, J.J., Demerouti, E., and Xanthopoulou, D., (2007) “Job resources boost work engagement, particularly when job demands are high”, *Journal of Educational Psychology*, 2007, Volume. 99, No. 2, Pp.274–284.

and absorption showed an acceptable internal reliability and there was significant difference were found between work engagement of academics with different job levels and qualifications⁶⁶

Barman, A., and Saikat, R. carried out a research titled “Faculty Engagement in Higher Educational Institution-A proposed model” was done in 2011. In this study, the researchers examined the factor which engages the faculties of management in colleges and institutions to result in better performance of the students. In addition, it developed a model for faculty engagement based on the study conducted in Tripura state. The findings indicated that it may add a new dimension to the faculty engagement in the context of higher education⁶⁷.

Bezuidenhout, A., and Cilliers, F.V.N. made a study entitled on “Burnout, work engagement and sense of coherence in female academics in higher-education institutions in South Africa” in 2010. The research was quantitative in nature and used a cross-sectional design to measure the variables, the sample sizes of 187 female academics were selected for the study purpose. The research was conducted from the salutogenic paradigm, seeking to find ways of avoiding the negative consequences of burnout and contributing towards the positive experience of work engagement for the female academic. Furthermore, it explored the effect of the individual academic’s sense of coherence (SOC) on her experience of burnout and work engagement⁶⁸.

Buckingham, M. as part of a study by the Gallup organization in 2001 based on a sample of 1.7 million employees of the UK workforce identified three distinct categories of employees: engaged employees, not- engaged employees and actively disengaged employees. The Results concluded that only seventeen percent of British workers were engaged, these employees were loyal, productive and task effective. Sixty-three percent of employees were not engaged, these employees were characterized as being productive, but they were not psychologically bonded to their organisation and twenty percent of employees were actively disengaged and these employees were physically present at

⁶⁶ Barkhuizen, N., and Rothmann S., (2006) “Work engagement of academic staff in South African higher education institutions”, *38 Management Dynamics* , Volume 15 No 1, Pp. 38- 45.

⁶⁷ Barman, A., and Saikat, R., (2011) “Faculty Engagement in Higher Educational Institution-A proposed model” ,*Romanian Journal for Multidimensional Education*, Year 3, No. 7, August, Pp: 143-164.

⁶⁸ **Bezuidenhout, A., and Cilliers, F.V.N., (2010)** “Burnout, work engagement and sense of coherence in female academics in higher-education institutions in South Africa”, *SA Journal of Industrial Psychology*, 36(1) , Art. #872, Pp.10pages.

work but psychologically absent. They were intended for sharing with colleagues the many reasons for which they believe their organisation was such a rotten place to work⁶⁹.

Choo Ling Suan did a study on “Factors that influence employee engagement: A study of Celestica Malaysia Sdn. Bhd” in 2009. The aim of the study was to examine and gain a better understanding of the drivers that influence the employee engagement among 97 exempt staffs in Celestica Malaysia Sdn. Bhd. It found that there was a significant relationship between the three independent variables, namely Employee Communication, Rewards and Recognition and Employee development with the dependent variables – Employee Engagement. Among all three independent variables, employee development was found to be the most independent variable in driving the employee engagement in Celestica⁷⁰.

Chughtai, A.A, and Buckley, F. did a study entitled “Linking trust in the principal to school outcomes -The mediating role of organizational identification and work engagement” in 2009. It examined the effects of faculty’s trust in the school’s principal on the factors specifically self -reported in-role job performance, organizational citizenship behaviour and learning goal orientation. Data was collected from 130 high school teachers in Pakistan. It was found that organizational identification and work engagement utterly mediated the association between trust in the principal and in-role job performance. While partially mediated the association between trusts in the principal on organizational citizenship behaviour and learning goal orientation. Finally, it proved that faculty trust in the principal was an input determinant of school efficacy⁷¹.

Demerouti, E., Bakker, A.B., et al., did a study on “Burnout and engagement at work as a function of demands and control” in 2001. The intention of the study was to scrutinize the relationship between job demands and job control on one hand and health impairment and active learning on the other. Sample sizes of 381 insurance company employees were selected for study purpose. It revealed that demands and control could be predicted on the basis of employee’s perceived health impairment (exhaustion and health complaints) and active learning (engagement and commitment).⁷²

⁶⁹ Buckingham, M., (2001) “What a waste”, *People Management*, October ,Volume 7, No 20, Pp.36-40.

⁷⁰ Choo Ling Suan(2009) “Factors that influence employee engagement: A study of Celestica Malaysia Sdn. Bhd”, *Master Degree Dissertation*, Department of Human Resource Management, University of Utara, Malaysia (2009).

⁷¹ Chughtai, A.A., and Buckley, F., (2009) “ Linking trust in the principal to school outcomes- The mediating role of organizational identification and work engagement” *International journal of Education Management*, Volume 23, Pp. 574-589.

⁷² Demerouti, E., Bakker, A.B., Jan de Jonge, Janssen , P.P.M., and Schaufel, W.B., (2001) “Burnout and engagement at work as a function of demands and control”, *Scandinavian Journal of Work , Environment and Health*, 27(4), Pp.279-286.

Hakeem, I.A., and Sumaira Gulzar carried out a study on “Employee Engagement: An Empirical Study of Higher Education Sector in Kashmir” in 2015. The aim of the paper was to find the level of engagement among the faculty at the university level in Kashmir. A sample of 75 faculty members from different departments of the university was selected using simple random sampling. Employee Engagement in this research was measured using the long form of the Utrecht work Engagement scale (UWES 17) developed by Schaufeli et al. (2002). It was concluded that female academy members were having the same level of work engagement as that of male faculty members. Further, the study indicates that there is no statistically significant difference between age groups for the overall work engagement⁷³.

Du Plessis, C. did a study on “Employee Engagement among Academic Staff at a Merged Higher Education Institution” in 2013. The qualitative research methodology was adopted in this case study involving the University of Johannesburg (UJ) following merger between Rand Afrikaans University (RAU), Technikon Witwatersrand (TWR) and the East Rand and Soweto campuses of VISTA University. The study was intended to find the specific factors that affect academic employee engagement at a merged higher education institution. Finally, the researcher concluded that the academic employees were not fully engaged due to the two most pertinent factors of UJ merger: unsuccessful leadership engagement and top- down communication style⁷⁴.

Field, L.K., and Buitendach, J.H. did a study entitled “Happiness, work engagement and organizational commitment of support staff at a tertiary education institution in South Africa” in 2011. The researchers used a cross-sectional survey design. They used a sample of 123 support staff members from a tertiary education institution in South Africa. The researchers used four demographic questionnaires for the research. These were the 'Satisfaction with Life Scale' (SWLS), the 'Well-Being Questionnaire' (WBQ), the 'Utrecht Work Engagement Scale' (UWES) and the 'Organizational Commitment Questionnaire (OCQ). Finally, the results showed that happiness and work engagement have predictive value for affective organisational commitment⁷⁵.

⁷³ Hakeem,I.A., and SumairaGulzar., (2015) “Employee Engagement: An Empirical Study of Higher Education Sector in Kashmir”, *Abhinav International Journal of Research in Management and Technology*, Volume 4, Issue 4, Pp.20-26.

⁷⁴ Du Plessis, C., (2013) “Employee Engagement among Academic Staff at a Merged Higher Education Institution”, *Master Degree Dissertation*, School of Strategic Communication, University of Johannesburg.

⁷⁵ Field, L.K., and Buitendach, J.H., (2011) “Happiness, work engagement and organisational commitment of support staff at a tertiary education institution in South Africa”, *South African Journal of Industrial Psychology*, Volume 37, No. 1.

Gallup did a study in 2004 to find out the level of engagement in Australia, China, Japan, New Zealand and Singapore. It shows that the engagement level was eighteen percent, twelve percent, nine percent, seven percent, and nine percent correspondingly. It also revealed that it was significant to consider whether or not the same engagement techniques work for employees in countries with dissimilar economies and culture⁷⁶.

Gallup did a survey on “Impact of manager’s feedback on employee engagement” on 1,000 US based employees in 2009. The survey asked the employees to rate their managers on whether they focused on their positive or negative characteristic. But the respondents did not choose any of the description classified. It exposed that, employees received only negative feedback from their managers and were twenty times more likely to be engaged employees received no little positive feedback. Moreover, it was made known that employees who were ignored by their managers were twice as likely to be actively disengaged employees. It concluded that four out of ten employees were engaged when their managers gave little or no feedback. Whereas, ninety- eight percent of the employees were disengaged when their managers gave little or no feedback⁷⁷.

Gladies, J. J., and Vijila, K. had undertaken a study, namely “Comparison of Faculty Engagement Factors between Arts and Science and Engineering and Technology Institutions” in 2013. In order to examine the factors of faculty engagement. The researchers conducted a survey of 662 faculty members representing 10 percent of the population using a stratified sampling method. It revealed that the faculty engagement between Arts and Science and Engineering and Technology factors differ with regard to the type of the institution, nature of the institution, age, and current position⁷⁸.

Harter, J.K., Schmidt, F.L., et al. conducted a study on “Business-unit-level relationship between Employee satisfaction, Employee engagement, and Business outcomes: A meta-analysis” in 2002. A sample size of 7,939 business units in thirty-six companies was examined. It had analyzed the relationship at a business unit level between employee satisfaction, employee engagement, and business outcomes through Meta-analysis. Researchers concluded that employee satisfaction and engagement were

⁷⁶ Gallup , (2004) “ Getting personal in the workplace”, *Gallup Management Journal*, June 2004.

⁷⁷ Gallup, (2009) “Impact of manager’s feedback on employee engagement”. [Online]Available <http://www.businessperform.com>, Accessed on 17th august 2016.

⁷⁸ Gladies, J. J., and Vijila, K., (2013) “Comparison of Faculty Engagement Factors between Arts and Science and Engineering and Technology Institutions”, *Research Journal of Management Sciences*, Volume 2(11), November, Pp .25-28.

related to meaningful business outcomes at a magnitude that was important to many organizations and that these correlations generalize across companies⁷⁹.

Jackson, L.T.B., Rothman, S.R., et al. did a study on “A model of work- related well- being for educators in South – Africa” in 2006. The purpose of the study was to assess the validity and internal consistency of constructs in a model of work- related well- being and to test a structural model of their relationships. A sample of 1177 educators in North-West Province of South Africa was selected. Findings exposed that both positive and negative aspects of work- related well- being (burnout and engagement) can be integrated into one model⁸⁰.

Janetius, Padmanabhan., et al. in their study entitled “Engaged Employees in Institutes of Higher Education” in 2013. The research was three-phased qualitative, descriptive, exploratory study in nature. It was conducted among 265 college teachers from eight colleges in Coimbatore region of Tamil Nadu. In this study, the researchers answered the following questions i) what were the characteristics of engaging the employee in institutes of higher education? ii) What were the antecedents of engaging the employee in IHE? and, iii) what have the managerial factors contributed to employee engagement and disengagement in IHE?. The findings revealed that only fraction of employees was committed to the student welfare and thus labeled as an engaged employee⁸¹.

Kahn, W. A first introduced the term personal engagement and did a prominent research in “Psychological conditions of personal engagement and disengagement at work” in 1990. The researcher interviewed sixteen counselors, nine men and seven women ranging in age from 20 to 35 years, with an average age of 25.5 years in a summer camp to find the level of engagement and disengagement at work. This research began with the premise that people can use varying degrees of their selves, physically, cognitively and emotionally in their work. It had shown that there were three psychological conditions related to engagement or disengagement at work: meaningfulness, safety, and availability. Furthermore, the researcher argued that people asked themselves three

⁷⁹ Harter, J.K., Schmidt, F.L., and Hayes, T.L., (2002) “Business-unit-level relationship between Employee satisfaction, Employee engagement, and Business outcomes: A meta-analysis”, *Journal of Applied Psychology*, 87(2), Pp. 268-279.

⁸⁰ Jackson, L.T.B., Rothman, S.R., and VandeVijver, F.J.R., (2006) “A model of work related well- being for educators in South – Africa”, *Stress and Health*, 22, Pp.263-274.

⁸¹ Janetius, Padmanabhan and Mini TC (2013) “Engaged Employees in Institutes of Higher Education”, *Paper for International Conference on “Managing Human Resources at the Workplace”* Dec. 1314, 2013, SDMIMD, Mysore.[Online] Available www.academice.edu/engaged_employees_in_institute_of_higher_education.

fundamental questions in each situation i) how meaningful is it for me to bring myself into this performance ii) how safe is it to do so? And iii) how available am I to do so? Finally, it revealed that workers were highly engaged in the situations, which offered them more psychological meaningfulness and psychological safety⁸².

Kalaiyaran, B., and Gayatri, R. did a study entitled “An Analysis on Employee Engagement with reference to Teaching Faculties in Arts and Science Colleges” in 2015. The respondents of 42 teaching faculty were drawn using a stratified random sampling method. The researchers analyzed the relationship between employee age and employee attitude among teaching faculties in Arts and Science Colleges in Tiruvallur District. It exposed that Employee Engagement is more a psychological contract than a physical one. In addition, it had shown that there is a link between employee age and employee attitude⁸³.

Klusmann, U., Kunter, M., et al. undertook a study entitled “Engagement and Emotional Exhaustion in Teachers: Does the School Context Make a Difference?” in 2008. The purpose of the study was to examine the association between school-specific demands and resources, on the one hand, and engagement and exhaustion, on the other. The study exposed that school level features accounted only a small amount of difference in teacher’s emotional exhaustion. Moreover, teacher’s engagement differed significantly between schools. It also identified that, when controlling individual teacher characteristics, the principal’s support in educational matters predicted a higher level of engagement. On the other hand, when related to disciplinary problems in the classroom predicted higher emotional exhaustion. Finally, the results suggested that paying particular interest to individual differences between teachers that may prompt them to build up either more engagement or more exhaustion⁸⁴.

Luthans, F., and Peterson, S.J. did a study on "Employee engagement and manager self-efficacy" in 2002. This study initially examined the theoretical understanding of employee engagement. After that, it carries out an empirical investigation on manager’s

⁸² Kahn, W.A., (1990) “Psychological conditions of personal engagement and disengagement at work”, *Academy of Management Journal* , December 1990, Volume 33, No 4, Pp. 692-724.

⁸³ Kalaiyaran, B., and Gayatri, R., (2015) “An Analysis on Employee Engagement with reference to Teaching Faculties in Arts and Science Colleges” ,*International Journal of Applied Services Marketing Perspective* , Volume 4, Number 1, January – March 2015,Pp .1491-1496.

⁸⁴ Klusmann, U., Kunter, M., Trautwein, U., Ludtke, O., and Baumert, J., (2008) “Engagement and Emotional Exhaustion in Teachers: Does the School Context Make a Difference?”, *Applied Psychology: An International Review*, 57, Pp. 127-151.

self-efficacy to ascertain the relationship between his or her employee engagement. It concluded that self-efficacy is a partial mediator of the relationship between employee engagement and the manager's rated effectiveness. Moreover, it's revealed that both employee engagement and managers self-efficacies were important antecedents together influence manager effectiveness⁸⁵.

Mawethu Cawe made a study entitled "Factors contributing to employee engagement in South Africa" in 2006. In this study, the researcher had drawn 30 local experts in the field of human resource in 80 organizations. It exposed that the employee engagement approach of the company was supportive for the business growth. It was also shown that highest outcome of 74 percentages of respondents uttered that the incentives provided by the organization improved their performance. And 65 percentages of respondent's whispered HR policies and 54 percentages of respondents thought leadership team ensures employee engagement⁸⁶.

Nayyar Zaidi, R., Rana Wajid, A., et al. (2013) did a research to examine the big five inventories (BFI) was used to measure various dimensions of personality namely, extraversions, agreeableness, conscientiousness, neuroticism, and openness among university teachers of Lahore. It measured engagement with Utrecht Work Engagement Scale that includes the subscales vigor, absorption, and dedication. Data was collected randomly from 398 teachers, 237 male and 161 female for the study. Findings revealed that all the big five personality traits were associated with work engagement. Furthermore, the relationship between the five big traits and work engagement were not very strong due to various situational variables⁸⁷

Kanchana, K. made a study on "Organizational Values, Faculty Engagement and Organizational Effectiveness in Arts and Science Colleges of Chennai City" in 2015. In this study, both analytical and descriptive research design was used. The respondents of 527 college teachers were drawn from a stratified proportionate random sample. It exposed that Faculty members are more tend to involve in clerical work rather than

⁸⁵ Luthans, F., and Peterson, S.J., (2002) "Employee engagement and manager self-efficacy", *Journal of Management Development*, 21(5), Pp.376-387.

⁸⁶ Mawethu Cawe, (2006) "Factors contributing to employee engagement in South Africa" ,*A Research Report* , Faculty of commerce, Law and Management, University of Witwatersrand, Johannesburg, South Africa.

⁸⁷ **Nayyar Zaidi, R., Rana Wajid, A., Farheen Zaidi, B., Ghazala Zaidi, B., and Mohammad Zaidi, T., (2013)**, "Big five personality traits and their relationship with work engagement among Public Sector University teachers of Lahore", *African Journal of Business Management*, Volume 7 (15), pp.1344-1353

interact with faculties and students. Furthermore, it found that 45.9 percent of the detached faculty was found to be from Women's Colleges and, 15.7 percent of devoted faculty were found to be only from Men colleges⁸⁸.

Rothbard, N.P. did a work entitled "Enriching or Depleting? The dynamics of engagement in work and family roles" in 2001. The aim of the study was to expand a model of engagement in the multiple roles of work and family. Furthermore, researcher examined the depleting and enriching process that links engagement in one role of engagement in another using structural equation models. Men experienced enrichment from work to family, while women experienced enrichment from family to work. On the whole, women found to be more correlated between work and family⁸⁹.

Schaufeli, W.B. Salanova, M., et al., did a work on "The measurement of engagement and burnout: A two sample confirmatory factors analytic approach" in 2002. A sample size of 314 undergraduate students of the University of Castellon, Spain and 619 employees from public and private companies' of Spain was selected for study purpose. In this study, the factorial structure of a new instrument to measure employee engagement was examined. And also Maslach- Burnout Inventory – General Survey was used to assess the relationship between engagement and burnout. It exposed that two higher order factors, namely 'burnout' and 'engagement' did not show a super fit to the data. As an alternative, the analyses revealed that two latent factors 1) exhaustion and cynicism 2) all three engagement scales plus efficacy were negatively related and share between 22 percent and 62 percent of their variance in both samples⁹⁰.

Schaufeli, W.B., and Bakker, A.B. undertook a study entitled "Job demands, job resources, and their relationship with burnout and engagement: a multi-sample study" in 2004. It aimed to focus on burnout and its positive antipode specifically engagement. The structural equation model was used to analyze the data from independent samples. It revealed that 1) burnout and engagement are negatively related 2) burnout mainly predicted by job demands, whereas engagement wholly predicted by available job

⁸⁸ Kanchana,K., (2015) "Organizational Values, Faculty Engagement and Organizational Effectiveness in Arts and Science Colleges of Chennai City", *International Journal of Management and Social Science Research Review*, Volume.1, Issue.15, September - 2015. Pp368-375.

⁸⁹ Rothbard, N.P., (2001) "Enriching or Depleting? The dynamics of engagement in work and family roles", *Administrative Science Quarterly*, Volume 46, No 4, Pp. 655-684.

⁹⁰ Schaufeli, W.B., Salanova, M., Gonzalez- Roma, V., and Bakker, A.B., (2002) "The measurement of engagement and burnout: A two sample confirmatory factors analytic approach" *Journal of Happiness Studies*, 3, Pp. 71-92.

resources 3) burnout was related to health problems as well as to turnover intention, whereas engagement was associated only to the latter 4) burnout mediates the relationship between job demands and health problems, whereas engagement mediates the relationship between job resources and turnover intention⁹¹.

Schaufeli, W.B., and Salanova, M. did a work entitled on “Efficacy or inefficacy, that’s the question: Burnout and work engagement, and their relationships with efficacy beliefs” was carried out by in 2007. The two sample sizes of Spanish and Dutch university students and, two sample sizes of Spanish employees working in various jobs and ICT were selected for study purpose by using the Structural equation model. In this study, the researchers challenged that the traditional view that of lack efficiency and it was measured by using reversed efficacy scale. It exposed that inefficacy beliefs were stronger than efficacy in related to burnout components. And also it suggested that, for the future research instead of reversed efficacy scale, an inefficacy scale should be used to assess burnout⁹².

Shoko, M., and Zinyemba, A. presented a paper on “Impact of Employee Engagement on Organizational Commitment in National Institutions of higher learning in Zimbabwe” in 2014. The research was carried out against a backdrop of decreasing financial resources and economic hardships and brain drain in National Institutions of higher learning in Zimbabwe. The research methodology employed an explanatory-descriptive survey design and respondents were drawn from a stratified random sample of 142 employees from three universities. Employee engagement was measured using the Gallup Worker Audit (GWA) while organisational commitment was measured using the Organisational Commitment Questionnaire. It was revealed that only 33.8 percent of the employees were actively engaged while the remaining employees were disengaged. The findings indicated that there is a positive correlation between employee engagement and organisational commitment⁹³.

⁹¹ Schaufeli, W.B., and Bakker, A.B., (2004) “Job demands, job resources, and their relationship with burnout and engagement: a multi-sample study”, *Journal of Organizational Behavior*, Volume 25, Pp.293–315.

⁹² Schaufeli, W.B., and Salanova, M., (2007) “Efficacy or inefficacy, that’s the question: Burnout and work engagement, and their relationships with efficacy beliefs”, *Anxiety, Stress, and Coping*, June 2007; 20(2), Pp 177-196.

⁹³ Shoko, M., and Zinyemba, A., (2014) “Impact of Employee Engagement on Organizational Commitment in National Institutions of higher learning in Zimbabwe”, *International Journal of Advanced Research in Management and Social Sciences*, Volume 3 No. 9, September, Pp .255-268.

Sonnetag, S. did a work on “Recovery, Work engagement, and Proactive behaviour: A new look at the interface between nonwork and work” in 2003. It examined work-related outcomes of recovery in leisure time among 147 employees by adopting a daily survey for five consecutive work days. The multilevel analyses showed that day-level revival was positively linked to day-level work engagement and day-level proactive behaviour. Furthermore, it had stated that daily fluctuations in behaviour and attitudes at work were related to previous experience and opportunity for recovery in the non-work domain.⁹⁴

Towers Perrin conducted employee engagement survey amongst employees in 18 countries “Closing the engagement gap: A road map for driving superior business performance” in 2008. It mainly focused on the drivers of attraction, retention, and engagement in the workplace. It was conducted from 2007 to 2008. It exposed that in global counterpart only fifth of the respondents could be considered as engaged, four out of five were suspect enrolled, and remaining two out of five was disengaged. In India it revealed that 36 percent employees were engaged, 46 percent were enrolled, 15 percent was disenchanted and three percent of employees were disengaged. Moreover, it made known the top engagement drivers in India, where Organizational reputation for social responsibility, opportunities to develop new skills and knowledge, decision making, senior management’s performance consistent with the values, and career opportunities⁹⁵.

Towers Perrin (2003) did a study on “Working Today: What drives employee engagement” in 2003. The purpose of the research was to measure the respondent’s level of engagement in their work. It had drawn a sample size of 35,000 employees in U.S. companies for the research reason. It exposed that merely 17 percent of respondents were highly engaged and 19 percent were disengaged. On the other hand, it shows that 64 percent of respondents were moderately engaged. Moreover, it is shown that the senior executives were highly engaged than any others who are and less likely to be disengaged⁹⁶.

Truss, C., Soane, E., et.al did a survey on “Working Life: Employee Attitude and Engagement” in 2006. It was conducted among 2,000 employees in public and private

⁹⁴ Sonnetag. S., (2003) “Recovery, Work engagement, and Proactive behavior: A new look at the interface between non-work and work”, *Journal of Applied Psychology*, 88(2003), No 3, Pp. 518-528.

⁹⁵ Towers Perrin., (2008) “Closing the engagement gap : A road map for driving superior business performance”, *Towers Perrin global workforce study*, [Online] Available <http://www.towersperrin.com>, Accessed on 15th August 2016,

⁹⁶ Towers Perrin, (2003) “Working Today: Understanding what drives employee engagement”, *The 2003 Towers Perrin Talent Report*, [Online] available at www.towersperrin.com.

sector in Nationwide. It studied the effect of demographic variables on attitudes to work, working life, including occupations, working hours, and work-life balance, what employees think of their managers and leaders, and of communication in their organisations, employee well-being, job satisfaction, an experience of stress at work, dimensions of engagement: emotional, cognitive and physical, and how all these factors impact on individual performance, intention to leave and sickness absence. It was found that group in the public sector had a more negative experience of work, bullying, and harassment than those in the private sector.⁹⁷

Conclusion

Though there are several studies on employee engagement, there is paucity of research in the realm of Indian Higher Education. The present study is attempted to explore ways and means of measuring Teacher Engagement in Tamilnadu among the Arts and Science faculties working in colleges. This would form as the base for taking up a similar study to measure the level of Teacher Engagement at all India level.

⁹⁷ Truss, C., Soane, E., Edwards, C., Wisdom, K., Croll, A., and Burnett, J., (2006), “Working Life: Employee Attitude and Engagement”, *Chartered Institute of Personnel and Development*, London, UK, ISBN 9781843981794.

CHAPTER - III

EMPLOYEE ENGAGEMENT – CONSTRUCT AND MODELS

Employee Engagement is a multi-faced concept. The biggest challenge in understanding and measuring the concept of Employee Engagement is the lack of a universal definition. More one reviews the available literature, more confused one would become. Hazen A. Witemeyer (2013) states that “despite numerous academic and practitioner publications on employee engagement, no consistently-accepted conceptualization of the construct or its sub-dimensions exists, and there is an ongoing debate regarding whether the employee engagement construct is a new idea or a re-hashing of old ideas. Similarly, no consistently-accepted tool to measure employee engagement exists. In the absence of consistent conceptualization and measurement, relationships between employee engagement and its antecedents and outcomes cannot be empirically tested”. Following are some of the prominent definitions of Employee Engagement.

Kahn (1990) defines employee engagement as “the harnessing of organization members’ selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances”.¹ The cognitive aspect of employee engagement concerns employees’ beliefs about the organisation, its leaders and working conditions. The emotional aspect concerns how employees feel about each of those three factors and whether they have positive or negative attitudes toward the organisation and its leaders. The physical aspect of employee engagement concerns the physical energies exerted by individuals to accomplish their roles. According to Kahn (1990), engagement means to be psychologically as well as physically present when occupying and performing an organisational role.

Haudan, J.A., and MacLean, D., (2002) describes engagement as a sustained connection and undivided concentration, where time seems unimportant and the hearts and minds of employees are involved².

Schelmann, W. A., (2005) also viewed employee engagement as “means that the hand, heart and minds of employees are deployed at full tilt to meet the objectives of the

¹ Kahn, W.A., (1990), “Psychological conditions of personal engagement and disengagement at work”, *Academy of Management Journal*, December, Volume 33, No 4, pp. 692-724.

² Haudan, J. A., and MacLean, D., (2002), “E is for Engagement: Transforming Your Business by Transforming Your People”, *Journal of Change Management*, Volume 2, pp. 255-265.

business, serve customer, create a caring culture, and produce quality products and services”³.

According to Bakker, A.B., and Leiter,(2010) Employee engagement is “The psychological state that accompanies the behavioural investment of personal energy”⁴.

Hewitt, (2012) defines employee engagement as the employees’ desire to say (speak positively about the organization), stay (desire to be a member of the organization) and strive (go beyond the expected of the organization)”⁵.

Hewitt, Bacon and Woodrow have defined engagement as ‘the measure of an employee’s emotional and intellectual commitment to their organisation and its success’.

Harter *et al.* (2002) defined engagement as “referring to an individual’s involvement and satisfaction with,as well as enthusiasm for, their work”.

Towers Perrin, (2003) defined Employee Engagement as “the extent to which employees put discretionary effort into their work, beyond the required minimum to get the job done, in the form of extra time, brain power or energy”⁶.

Robertson, T., and Coopers, C.L., (2010) describes Employee engagement “Psychological wellbeing; characterized by cognitive, emotional, and behavioural components”⁷.

Kevin Kruse, (2012) defined employee engagement as “the degree of emotional commitment that an employee has to their job and organization as a whole.”⁸

Corporate Executive Board , (2004) defined Engagement as “The extent to which employees commit to something or someone in the organization, and how long they stay as a result of that commitment.”⁹

³ Schiemann, W.A., (2005), “Measuring Return on Human Capital: Build the Equity of Your People”, *Leadership Excellence*, Volume 22, No 8, p. 19.

⁴ Bakker, A. B., and Leiter, M. P., (2010), “Work Engagement: A Handbook of Essential Theory and Research”, *Psychology Press*, n.p.

⁵ Hewitt, (2012), “Trend in Global Engagement”, Retrieved 7 12, 2017, from <http://www.aon.com>.

⁶ Towers Perrin, (2003), “ Working Today: Understanding what drives employee engagement” , *The 2003 Towers Perrin Talent Report*, Retrieved 10 18, 2017, from www.towersperrin.com

⁷ Robertson, T., and Coopers, C.L., (2010), “Full Engagement: The Integration of Employee Engagement and Psychological Well-being”, *Leadership and Organizational Development Journal*, Volume 31, No 3, pp.324-336.

⁸ Kevin Kruse,(2012),“What is employee engagement”, Retrieved 6 15,2017,from <http://www.frobe.com/sites/kevinkruse/2012/06/22/employee-engagement-what-and-why.html>.

⁹ Corporate Executive Board. *Driving performance and retention through employee engagement*.(2004). Washington, DC

Walker loyalty report, (2003) defined Employee Engagement “Loyal employees (versus satisfied employees) stay because they want to. They go above and beyond the call of duty to further their company’s interests.”¹⁰

Hewitt Research, (2004) defined Engagement as “Engagement is the state in which individuals are emotionally and intellectually committed to the organization as measured by three primary behaviors: Say, Stay and Strive.”¹¹

Features of Employee Engagement

From the definitions, the following features could be drawn that define or explain engagement or the absence of it. They are:

- ✓ to be psychologically as well as physically present when occupying and performing an organisational role
- ✓ sustained connection and undivided concentration on the job
- ✓ committing oneself fully to the role/job performance
- ✓ desire to say positive of the organisation, stay longer and strive for the better
- ✓ desire to invest discretionary effort at the workplace and ‘going extra mile’
- ✓ to be in union with the job and organisation cognitively, emotionally
- ✓ feeling valued and involved
- ✓ emotional and intellectual commitment to their organisation and its success
- ✓ involvement in job and enthusiasm for the work
- ✓ psychological wellbeing of employees
- ✓ passion for the work
- ✓ a positive attitude held by the employee towards the organization and its value
- ✓ degree of an employee's positive or negative emotional attachment to their job, colleagues and organization

¹⁰ Walker loyalty report.(2003, September). Indianapolis, IN: Walker Information.

¹¹ Employee engagement at double-digit growth companies.(2004). Hewitt Research Brief

II. EMPLOYEE ENGAGEMENT MODELS

Khan's Model (1990)

Khan's model of engagement was the oldest replica of employee engagement. This model emphasizes that an engaged employee could be physically, cognitively, and emotionally engaged and these conditions were being affected by three psychological circumstances i.e., meaningfulness, availability, and safety.¹²

Maslach, C., Schaufeli, W. B., et al. Model (2001)

This model conceptualized employee engagement as the optimistic antithesis to burnout. Burnout - is defined as "an individual's response to chronic emotional and interpersonal stressors within the workplace". This model encompasses the central relationships with six areas of burnout namely; workload, control, reward, community, fairness, and values. Burnout arises from chronic mismatches between people and their work setting in terms of some or all of these six areas. These six areas of work life come together in a framework that encompasses the major organizational antecedents of burnout¹³. It contemplated that burnout as erosion of engagement with the job and engagement was characterised as the opposite of three burnout dimensions: exhaustion, cynicism and ineffectiveness. A) Exhaustion -The exhaustion component represents the basic individual stress dimension of burnout. It refers to feelings of being over extended and depleted of one's emotional and physical resources¹⁴. B) Cynicism- The cynicism component represents the interpersonal context dimension of burnout. It refers to negative, callous, or excessively detached response to various aspects of the job. Depersonalization or cynicism is an attempt to put distance between oneself and service recipients by actively ignoring the qualities that make them unique and engaging people¹⁵. C) Ineffectiveness-The component of reduced efficacy or accomplishment represents the self-evaluation dimension of burnout. It refers to feelings of incompetence and a lack of achievement and productivity at work¹⁶. A work situation with chronic,

¹² Kahn, W.A., (1990), op. cit., pp. 692-693; Graber, A. C., (2014), "What is employee engagement in three words?", Retrieved 7 27, 2018, from [www.http://organizationalmanagement.blog.spot.in/2014/03/html](http://organizationalmanagement.blog.spot.in/2014/03/html).

¹³ Maslach, C., Schaufeli, W. B., and Leiter, M. P., (2001), "Job Burnout", *Annual Reviews Psychology*, Volume 52, p. 414.

¹⁴ Ibid. p. 399.

¹⁵ Ibid. p.403.

¹⁶ Ibid. p.399

overwhelming demands contributes to exhaustion or cynicism and is likely to erode one's sense of effectiveness.

Schaufeli, W. B., Salanova, M., et al Model (2002)

Schaufeli and his colleagues had defined engagement as “a constant, positive affective-motivational state of fulfilment in employees that was characterized by vigor, dedication, and absorption”. Even though engagement, conceptualized as the positive antithesis of burnout, there was not the presumption that it assessed by the opposite profile of Maslach Burnout Inventory (MBI) scores¹⁷. According to this framework, researchers expressed that Burnout was characterized by a combination of Exhaustion (low activation) and cynicism (low identification), whereas engagement was characterized by Vigor (high activation) and Dedication (high identification). A) Vigor - this is characterized by high levels of energy and mental resilience while working, the willingness to invest effort in one's work, and persistence even in the face of difficulties. B) Dedication -This refers to being strongly involved in one's work and experiencing a sense of significance, enthusiasm, inspiration, pride, and challenge. C) Absorption- This is a state being fully concentrated and happily engrossed in one's work, whereby time passes quickly and one has difficulties with detaching oneself from work¹⁸.

May, Gilson, D. R., et al. (2004)

This study empirically tested Kahn's (1990) model and found that meaningfulness, safety, and availability were significantly related to engagement. They also found job enrichment and role fit were positive predictors of meaningfulness; rewarding co-worker and supportive supervisor relations were positive predictors of safety, while adherence to co-worker norms and self-consciousness were negative predictors. Resources were a positive predictor of psychological availability, while participation in outside activities was a negative predictor. Overall, meaningfulness was found to have the strongest relation to different employee outcomes in terms of engagement¹⁹.

¹⁷ Ibid. p.417.

¹⁸ Vivekanand, (2014), “Employee Engagement: An empirical study of teacher's engagement in higher education”, *Doctoral dissertation*, SVKM's NMIMS University.

¹⁹ Kular, S., Gatenby, M., Rees, C., Soane, E., and Truss, K., (2008), “Employee engagement: A literature review”, *Working paper series*, No 19, Kingston University.

Robinson, D., Perryman, S., et al. Model (2004)

The model of engagement tool uses the fact that feeling valued and involved is the key driver of engagement. This model shows that there was a strong link between feeling valued and involved and engagement. This model revealed that the engagement level of the respondents vary in association with personal, job characteristics and experience at work. Finally, it emphasized that the commitment of employees was possible only when the organization continues to focus on developing and nurturing its employees. The model shows some key components employees engagement are: involvement in decision-making, the extent to which employees feel value their ideas, the opportunities provided by the organization to their employees to develop their job and the extent to which organization is concerned for employees' health and wellbeing.

Saks Model (2006)

The purpose of this study was to provide the first empirical tests of the antecedents and consequences of employee engagement. This study approached engagement as role precise with respect to one's job and organization. The results revealed that job and organization engagements were related but distinct constructs. Research showed that, the participants' scores were significantly higher for job engagement compared to organization engagement. In addition, the associations between job and organization engagement with the antecedents and consequences differed in a number of ways suggesting that the psychological circumstances that lead to job and organization engagements as well as the consequences were not the same. As well, both job and organization engagements explained important and unique variance in job satisfaction, organizational commitment, intention to quit, and Organizational Citizenship Behaviour – Organization (OCBO).

Secondly, this research found that a number of factors predicted job and organization engagement. i) While perceived organizational support predicted job and organization engagement, ii) job characteristics predicted job engagement and iii) procedural justice predicted organization engagement. Third, the results of this study indicated that job and organization engagement were related to employees' attitudes, intentions, and behaviours. In particular, job and organization engagements predicted job satisfaction, organizational commitment, intention to quit, and Organizational Citizenship Behaviour-Organization (OCBO) while only organization engagement predicted

Organizational Citizenship Behaviour Individual (OCBI). Furthermore, organization engagement was a much stronger predictor of all of the outcomes than job engagement.

Finally, the results suggested that employee engagement partially mediated the relationship between antecedent variables and consequences. It also exposed that employee engagement could be understood in terms of Social exchange theory (i.e.)

- i) Employees who perceive higher organizational support were more likely to reciprocate with greater levels of engagement in their job and in the organization.
- ii) Employees doing jobs that were high on the job characteristics were more likely to reciprocate with greater job engagement; and
- iii) Employees who have higher perceptions of procedural justice were more likely to reciprocate with greater organization engagement. Engaged employees were also more likely to have a high-quality relationship with their employer leading them to high positive attitudes, intentions, and behaviours²⁰.

Gallup Model (1992-1999)

During the last 30 years, researchers with the Gallup Organization have conducted thousands surveys of wide variety of industries. The approach underlying this research came to be known as “positive psychology”²¹. Specifically it studied the characteristics of successful employees and managers and productive work groups. In developing measures of employee perceptions, Gallup researchers have focused on the consistently important human resource issues on which managers can develop specific action plans. An instrument developed from studies of work satisfaction, work motivation, supervisory practices, and work-group effectiveness came to be known as the Gallup Workplace Audit (GWA)²².

The instrument, ‘Gallup Workplace Audit’ is composed of an overall satisfaction item plus 12 items that measure employee perceptions of work characteristics. These 13 items were developed to measure employee perceptions of the quality of people-related management practices in business units. The criteria for selection of these questions came from focus groups, research, and management and scientific studies of the aspects of

²⁰ Saks, A.M., (2006), “Antecedents and consequences of employee engagement”, *Journal of Managerial Psychology*, Volume 21, No 7, pp. 600-619.

²¹ Seligman, M.E.P., and Csikszentmihalyi, M. (eds.), (2000), “Special Issue on happiness, excellence, and optimal human functioning”, *American Psychologist*, Volume 55, p.1.

²² The Gallup Organization (1992-1999), “Gallup Workplace Audit” (Copyright Registration Certificate TX-5080066), *Washington DC: US Copyright Office*.

employee satisfaction and engagement that are important and influenced by the manager at the business-unit or work-group level.

Andrew Brown Engagement Pyramid Model (2005)

This research developed an engagement pyramid model that deals with employee engagement in an organization. According to the author, engagement was a progressive merger of factors namely: satisfaction, motivation, commitment and advocacy. At the base of the pyramid was satisfaction, which was the most passive measure of engagement. This study was compared to the research done by Abbas, Murad, et al²³ who noted that satisfaction gets employee just turn up for work. Another study argues that satisfaction was the base level of employee contentment since employees consider how happy they were with the remuneration, working environment and the ability to do the job²⁴. As such, it has noted that employees have no urge to go an extra mile²⁵. As argued by Woodruffe, motivation a second facet in the model, ensures that employees work harder in the quest to ensure exemplary performance in their work²⁶.

Therefore, motivated employees feel excited about their work and desire to excel in it²⁷ and as they progress up the pyramid, they attain commitment²⁸. This model suggests that an engaged worker is satisfied, motivated, committed and is an ambassador of the organization. Hence, an organization can assess motivators for its employees in a bid to reap the benefits brought by motivated and committed employees. As such, productivity and performance in an organization will increase²⁹.

²³ Abbas, R., Murad, H., Yazdani, N., and Asghar, A., (2014), "Extending Kahn's model of personal engagement and disengagement at work with reference to existential attributes: A case study of HR managers in Pakistan", *International Journal of Social Economics*, Volume 41, No 1, pp.2-31.

²⁴ Lambert, E., and Horgan, N. , (2009), "The importance of job satisfaction and organizational commitment in shaping turnover intent: A test of a casual model", *Criminal Justice Review*, 34(1), pp. 96-118.

²⁵ Albrecht, S., (2012), "The influence of job, team and organizational level resources on employee well-being, engagement, commitment and extra-role performance", *International Journal of Manpower*, 33(7), pp. 840-853.

²⁶ Jepkogie, P., and Kiprotich, P., (2016), "Influence of outsourcing the human resource activities on employee engagement at rural electrification authority, Kenya", *International Journal of Economics, Commerce and Management*, Volume IV, No 9, pp. 273-299.

²⁷ Ibid.

²⁸ Rana, S., Ardichvili, A.,andTkachenko, O., (2014), "A theoretical model of the antecedents and outcomes of employee engagement: Dubin's method", *Journal of Workplace Learning*, 26(3/4), pp. 249-266.

²⁹ Jepkogie, p., and Kiprotich, P., (2016), op.cit., p.279.

The Conference Board (2006)

It was found that 26 different drivers of engagement were proposed in 12 largely consultancy-based studies of engagement. The most commonly reported drivers were trust and integrity, the nature of the job, the line-of-sight between individual performance and company performance, career growth opportunities, pride in the company, relationships with co-workers/team members, employee development and the personal relationship with one's manager³⁰.

Foresight's Employee Engagement Model (2007)

The structural framework of Employee Engagement for this model is based on the research conducted by motivational theorists (Herzberg, Maslow and Alderfer). Foresight's Employee Engagement model describes three levels of Employee Engagement strategy. First level- The basic level; Second level- The intermediate level; and Third level - The advanced level.

Penna Hierarchy of Engagement Model (2007)

Researchers of this model have come up with a new model called "Hierarchy of engagement" which resembles Maslow's need hierarchy model. At the bottom line, there were basic needs of pay and benefits. Once an employee is satisfied with these needs, the employee looks to development opportunities, the possibility for promotion and then leadership style will introduced to the mix in the model. Finally, when all the above-cited lower level aspirations have been satisfied the employee looks to an alignment of value meaning, which was been displayed by a true sense of connection, a common purpose and a shared sense of meaning at work³¹.

David Zinger Model (2009)

It is a Canadian model, which aims to foster relationships to increase the employee engagement in organisations. Based on the 25 years of experience in conducting Employee engagement survey, the author developed workable model on various aspects of employee involvement, dedication and engagement. This model provided

³⁰ Conference Board (2006), "Employee Engagement: A review of current research and its implications", *The Conference Board*, p.6.

³¹ Shaheen, I., and Akram,S., (2015), "Employee engagement as a force of organizational success : A case study of UMSIT Kotil", *International Journal of Management Sciences and Business Research*, Volume 4, Issue 6, p.127.

organizations with 12 keys to achieve the substantial outcome. They are: Achieve Results, Craft Strategies, Enliven Roles, Excel at Work, Get Connected, Be Authentic, Live Recognition, Fully Engage, Identify with Organisation, Serve Customers, Develop Personally, and Attain Happiness.³²

Blessing White's X Engagement Model (2011)

According to Blessing White, Engagement is “a personal equation shaped by an individual's unique values, interests, talents and aspirations. Full engagement depends on individuals having a thriving personal connection with their work and a belief that they have a promising future in their organization. Although leaders and organizational practices can significantly influence employee engagement levels and every person ultimately has responsibility for his or her own engagement. Employees must be clear on what matters to them before they can take control of their job satisfaction and career success. They also need to take initiative in building and applying their unique knowledge and skills to contribute fully towards the organization's goals”³³. Blessing White's engagement model focuses on an individual's - i) contribution to the organization success and ii) personal satisfaction in the role. As per Blessing White study full engagement represents an alignment of maximum job satisfaction (I like my work and do it well) with maximum job contribution (I help to achieve the goals of my organization)”³⁴. It divides the employees into five levels, they are i) The Engaged - High contribution and high satisfaction; ii) Almost Engaged - Medium to high contribution and satisfaction; iii) Honeymooners and Hamsters-Medium to high satisfaction but low contribution; iv) Crash and Burn-Medium to high contribution but low satisfaction; v) The disengaged-Low to medium contribution and satisfaction.

Aon Hewitt Model (2015)

The Aon Hewitt engagement model includes the organizational drivers and business outcomes of engagement as well as the individual outcome. Engagement is defined as “the psychological state and behavioural outcomes that lead to better

³² Zinger model of employee engagement, (2009), Retrieved 6 19, 2017, from <http://www.manageemntstudyguide.com/zinger-model-employee-engagement-html>.

³³ Blessing White, (2015),“ Owing your own engagement”, *Employee Engagement Progress Report*, Retrieved 7 18,2015, from <http://hr.smcgov.org/.../Employee/Engagement/Newsletter/2015>

³⁴ Blessing White, (2011), “The X model of employee engagement”, *Blessing White Employee Engagement Model*, Retrieved 6 25, 2016, from <http://blessingwhite.com/business-issues/employee-engagement/the-x-model-of-employee-engagement/>.

performance”. Engagement includes several constructs like commitment, motivation, and organization citizenship behaviour. According to this model, there are six engagement drives and twenty-two organizational antecedents’ are namely, Brand, Leadership, Performance, Work, Basic, and Company practices and composed of three observable facets of “say, stay, and strive”³⁵.

IES’ Engagement Model (2004)

“Feeling valued and involved” – is the core concept of this model. Feeling valued and involved are the key drivers of engagement. The model indicates that a focus on increasing individuals’ perceptions of their involvement with, and value to, the organisation will pay dividends in terms of increased engagement levels. In this model, the key driver of engagement is measured using the following statements: a) managers listen to employees, b) employees are involved in decision making, c) employer demonstrates concern about employees’ health and well-being, d) senior managers show employees that they value them, e) employees feel able to voice their opinions, f) good suggestions are acted upon, and g) employees have the opportunity to develop their jobs.

The components of feeling valued and involved, and the relative strength of each driver, are likely to vary depending on the organisation. In addition, different employee groups within one organisation will probably have a slightly different set of drivers. IES’ engagement research indicates that the following areas are of fundamental importance to engagement: a) good quality line management, b) two-way, open communication, effective co-operation, b) a focus on developing employees, b) a commitment to employee well-being, b) clear, accessible HR policies and practices, e) Fairness in relation to pay and benefits, and g) a harmonious working environment³⁶.

The WIFI Engagement Model (2009)

The WIFI model of engagement is made up of four basic components: Wellbeing, Information, Fairness, and Involvement. When these four components are brought together are very powerful in providing engagement and hence they could act as indicators if measured. The first component - Well-Being considers how good the employee feels

³⁵ Aon Hewitt, (2015), “Aon Hewitt’s Model of Employee Engagement”, *Global Engagement Practice Leader*, p.1.

³⁶ Dilys Robinson, Sarah Perryman and Sue Hayday., (2004), “The Drivers of Employee Engagement”, Institute for employment studies, U.K.

about their organization and how in turn the organization cares for its employee. It also includes having the necessary tools to succeed and having enough challenge at work. Information is how well the employees understand the goals and values of the organization. It gives the employees clarity of what to work towards. Fairness is concerns whether organization has a fair and appropriate rewarding system. Fairness is also about hiring the right people for the job description. It is also important to clarify what is expected from the employees, provide them with constructive feedback on a regular basis and create a career plan for each employee. Involvement is concerned with two way communication existing in the organisation. Managers should actively engage conversation with employees as well as to listen and act when employees want to discuss with managers.³⁷

³⁷ Sarah Cook, (2009), "The essential Guide to Employee Engagement- Better business performance through staff satisfaction", Kogan Page Publication, London.

CHAPTER – IV

PROFILE OF THE POPULATION AND SAMPLE

Introduction

In this section, the demographic profile of the sample respondents are presented. The sample respondents consisted of 658 respondents randomly chosen from different colleges of Tamilnadu. For the purpose of this study, the teachers working in Arts and Science colleges of Tamilnadu constitute the population. The Arts and Science colleges in Tamilnadu are affiliated to different universities spread across the state. Population is ascertained from the website of AICHE portal which works out to 51,636.

The Table 4.1 exhibits the demographic profile of the sample respondents. The sample consists of 238 (36 percent) male teachers and 420 (64%) female teachers. It is worthwhile to note that the size of universe (total numbers of teachers working Arts and Science colleges is 51636 of which 39 percent are males and 61 percent are females. The teachers are grouped to into four age groups. In the first group, there are 138 respondents (21%), 322 (49%) are in the second category, 24 percent fall in the third category and six percent are found in the category '51 years and above.

With respect to marital status - 19 percent are single and 80 percent (525 respondents) are married. Seventy eight percent of respondents are double income families whose spouses are working and only 22 percent are single income families.

There is no uniformity with respect salaries drawn by the teachers of Arts and Science colleges in Tamilnadu. Those who are working in government colleges on a permanent basis and aided college teachers working in aided colleges draw salaries as per the UGC norms and they are similar across the state. But those who work as temporary staff in government colleges and those who work in self-financed colleges and those management staff in aided institution draw varied salary. There is no uniform salary structure in place. It is highly pitiable that in some self-financed colleges, a salary of around Rs.5000 is paid to the teaching staff. Hence, the researcher grouped the sample respondents into five categories.

Table 4.1
Demographic Profile of the Sample Respondents

Particulars	Category	Frequency	Percentage (%)
Gender	Male	238	36
	Female	420	64
		658	100
Age	below30years	138	21
	31 to 40 years	322	49
	41 to 50 years	155	24
	51 above	43	6
		658	100
Marital Status	Single	126	19
	Married	525	80
	Divorce	7	1
		658	100
Employed status of spouses	Employed	411	62.4
	Not Employed	114	17.3
	Not Applicable	133	20.3
		525	100
Monthly Income	Below 25000	461	70
	25001-50000	80	12
	50001-75000	51	8
	75001-100000	38	6
	100000 above	28	4
		658	100
Family System	Nuclear	415	63
	Joint Family	238	36
	Not applicable	5	1
		658	100
Educational Qualification	Ph.D.	319	48
	M.Phil.	335	51
	Post-Graduation	4	1
		658	100

Sixty three percent (415 Nos) of respondents are living in nuclear type family and 238 respondents (36%) still live joint families which includes 126 teachers who are single. When this single are excluded, it indicates that only around 17 percent live in joint family which is fast disappearing as a concept and soon it may become a thing of the past. This is in sync with general overall demographic trend of Indian population.

Of the sample respondents, 319 are Doctorates and there are four respondents with Post Graduation degree only. Fifty one percent of respondents, numbering 335, possess M.Phil degree.

**Table 4.1 (cont.)
Demographic Profile of the Sample Respondents**

Particulars	Category	Frequency	Percentage(%)
Type of the Institution	Government college	91	14
	Aided in College	245	37
	Self-Finance College	322	49
		658	100
Type of Employment	Government	80	12
	Grant-in-Aid	90	13.5
	Self-Financing/Management	485	74
	Part time	3	.5
		658	100
Category	Arts	445	68
	Science	213	32
		658	100
Designation	Associate Professor	72	11
	Assistant Professor	586	89
		658	100
Administrative position	Yes	112	17
	No	546	83
		658	100
Year of experience	Less than 5	204	31
	6-10	294	45
	11-15	82	12
	16-20	58	9
	Above 21	20	3
		658	100
Major or minor research projects	Yes	96	15
	No	526	80
	Not applicable	36	5
		658	100

Source: *Primary Data*

The sample includes 91 respondents (14%) from government colleges, 245 (37%) teachers from aided colleges and a majority of 49 percent of teachers are working self-financed colleges. The type of employment of sample respondents indicate that majority, constituting 74 percent are working in self-financed colleges, in government colleges as guest faculty or temporary faculty and as management staff in aided institutions. There are 90 teachers (14%) in aided category and another 80 in government colleges receiving salary as per UGC norms. This means that, a total of 170 teachers (26%) of the sample are on UGC pay scale and the rest are left to the whims and fancies of those run and manage the institutions, without any safeguard with respect to salary and working conditions.

The sample consists of 68 percent (445 teachers) belonging to Arts stream and the rest 213 (32%) work as Science faculties. There are 72 teachers (11 percent), mostly drawing UGC pay structure falling under the category of Associate Professor and the majority of 89 percent are Assistant Professors. As far as affiliated colleges are concerned, there is no such cadre as Professors as it is only applicable to Universities.

The sample includes 112 teachers (17%) who are/were in the past or at present in some administrative position of the college. With respect to years of teaching experience, there are four categories. The study included only those teachers with a minimum of two years of experience. Ninety six (15%) of sample teachers have had an experience of undertaking major or minor research projects.

Bharathidasan University

Named after the great revolutionary and freedom fighter and Tamil poet named Bharathidasan, the Bharathidasan University was established in February 1982, with the motto of “We Will Create a Brave New World”. The University has totally 17 Schools, 35 Departments and 10 Specialized Research Centres. The University Departments/Schools are offering 177 programmes including 40 PG programmes in M.A., M.Sc. and M.Tech. The University has adopted Choice Based Credit System (CBCS). In addition to the regular teaching programmes in the Department and Schools, the University under its Distance Education mode is conducting 15 UG and 26 PG programmes. As an affiliating University, it has a jurisdiction over the eight districts: Tiruchirappalli, Pudukkottai, Karur, Perambalur, Ariyalur, Thanjavur, Tiruvarur and Nagapattinam. There are 10 Constituent Colleges in Perambalur, Orathanadu, Lalgudi, Aranthangi, Inamkulathur- Srirangam

Taluk, Vedaranyam, Thiruthuraiipoondi, Nannilam, Nagapattinam and Veppur. There are more than 250 programmes comprising of both UG and PG conducted in the affiliated Colleges and the total strength of students in the affiliated colleges is over 1.50 lakhs. There are 115 colleges affiliated to the university.

Table 4.2
Number of Faculty in Bharathidasan University

University	No. of Colleges	No. of Teachers		Total No. of Teachers
		Male	Female	
Bharathidasan University	115	4085	5601	9686

Source: *Compiled from AISHE portal*

Bharathiar University

The Bharathiar University, which was named after the great national poet Subramania Bharathi, was established at Coimbatore in 1982. The University's motto is "Educate to Elevate". There are 31 Research Institutes of the State and Central Governments that are recognized by this University for research purpose. All the institutions cater to the educational needs of more than 1.50 lakhs Students and Research Scholars. The NAAC re-accredited with "A" grade in the year 2009. It has been ranked 29 amongst top 50 Universities in India in the survey conducted by the popular English magazines India Today in 2014. There are more than 100 programmes comprising of both UG and PG conducted in the affiliated Colleges and the institutions cater the educational needs of more than 1.5lakhs of students and Research Scholars.

Table 4.3
Number of Faculty in Bharathiyar University

University	No. of Colleges	No. of Teachers		Total No. of Teachers
		Male	Female	
Bharathiyar University	96	2775	5572	8347

Source: *Compiled from AISHE portal*

Madurai Kamaraj University

Madurai Kamaraj University was established in 1966 and was named after the former Tamilnadu Chief Minister Kamaraj. It is recognized and funded by UGC and is a member of Association of Indian Universities. The motto of the University is “To Seek Truth is Knowledge”. The University with 20 Schools comprising 77 Departments offers 44 Post Graduate, 40 M.Phil., 57 Ph.D programmes and 17 diploma / P.G. diploma / certificate courses has produced about one crore graduates in the past 50 years. Currently, a total of 4650 UG/PG students and research scholars are on the roll. In the "SWACHHTA" Ranking of Higher Educational Institutions in the Country, the HRD Ministry awarded Second Rank to the University in the category of Government Institutions on 14th September 2017. The National Institutional Ranking Framework (NIRF) ranked Madurai Kamaraj University 81 overall in India and 54 among universities in 2018.

Table 4.4

Number of Faculty in Madurai Kamaraj University

University	No. of Colleges	No. of Teachers		Total No. of Teachers
		Male	Female	
Madurai Kamaraj University	76	2456	3388	5844

Source: *Compiled from AISHE portal*

Periyar University

The Periyar University came into being in the year 1997 at Salem and was named after the Great Social Reformer E.V. Ramasamy, affectionately called “Thanthai Periyar”. The University covers the area comprising four districts: Salem, Namakkal, Dharmapuri and Krishnagiri. The University bagged 90th rank among Indian Universities by MHRD NIRF 2018. The University aims at developing knowledge in various fields to realize the maxim inscribed in the logo “Arival Vilayum Ulagu” (Wisdom Make the World). Periyar University imparts higher education through three modes, viz., through its Departments of Study and Research, the affiliated Colleges and Periyar Institute of Distance Education (PRIDE). There are 146 permanent faculties working in Periyar University and 22 visiting faculty are in the university as per the Annual Quality Assurance Report 2015-16. More than 1, 65,000 of students are studying in all the institutions come under the control of Periyar University.

Table 4.5
Number of Faculty in Periyar University

University	No. of Colleges	No. of Teachers		Total No. of Teachers
		Male	Female	
Periyar University	96			6738
		2956	3782	

Source: *Compiled from AISHE portal*

Thiruvallur University

The Thiruvalluvar University was established at Vellore in October 2002 under the Thiruvalluvar University Act, 2002 and was named after the great Tamil Saint “Thiruvalluvar”. Liberation of knowledge to develop the students in consonance with the saying of the sage Thiruvalluvar “Lead them to lead” and employment of our youth leading to a social transformation are the vision of Thiruvallur University.

The University affiliates Arts and Science colleges under the area comprising the districts of Vellore, Tiruvannamalai, Viluppuram and Cuddalore. The University is located in a Sprawling Campus of about 112.68 acres at the Serkkadu near Vallimalai about sixteen km away from the Vellore City on the Ranipet-Chittoor Trunk Road. 98 arts and Science college are affiliated to this university, of which 10 are government Arts and science colleges, 9 are aided Arts and science colleges, 3 are oriental title colleges, 72 are self financing Arts and Science Colleges and the remaining 4 are University Constituent colleges. A Post Graduation Extension Centre of this /university is functioning at Villupuram. It provides 126 programmes which include Traditional, Engineering, Paramedical, Management, Vocational, Science and Fashion Programmes.

Table 4.6
Number of Faculty in Thiruvallur University

University	No. of Colleges	No. of Teachers		Total No. of Teachers
		Male	Female	
Thiruvallur University	99			6041
		2689	3352	

Source: *Compiled from AISHE portal*

University of Madras

One of the oldest Universities in India, the University of Madras is 150 years old. The Public Petition dated 11-11-1839 initiated the establishment of Madras University. It was in January 1840 with Mr. George Norton as its President, that the University Board was constituted. In 1854 after a lapse of 14 years, the Government of India formulated a systematic educational policy for India and as a sequel to this on 5th September 1857 by an act of Legislative Council of India the University was established. It was organised on the model of London University. The University motto is 'Doctrina Vim Promovet Insitam' meaning 'learning promotes (one's) innate talent'. The University's aim is to develop citizens with knowledge, skill and character leading to societal transformation and national development.

The University has 18 Schools and 69 departments of post-graduate teaching and research and 104 Affiliated Colleges and Approved Institutions (OT) – 3, Approved Institutions – 3, Stand alone Institutions M.B.A. / M.C.A.7 and 52 approved Research Institutions as of 2011. The university has 6 campuses which spread over at Chepauk, Marina, Guindy, Taramani, Chetpet and Maduravoyal in Chennai, out of which the main campus is located in Tholkapiar Valagam (Chepauk). The University's area of jurisdiction however has been confined to 3 districts of Tamil Nadu in recent years.

Table 4.7

Number of Faculty in the University of Madras

University	No. of Colleges	No. of Teachers		Total No. of Teachers
		Male	Female	
University of Madras	93	2804	5693	8497

Source: *Compiled from AISHE portal*

Alagappa University

Located at Karaikudi in Tamil, Alagappa University is situated at 440 acre green and lush campus that houses all the academic activities. This University was initially founded by the great philanthropist and educationist Dr. RM. Alagappa Chettiar. This University was brought into existence by a Special Act of the Government of Tamil Nadu in May 1985 with the objective of fostering research, development and dissemination of knowledge in various branches of learning. The University's motto is "Excellence in Action" and the University keeps before it the vision of achieving Excellence in all

spheres of Education with particular emphasis on ‘PEARL’- Pedagogy, Extension, Administration, Research and Learning. The University has 39 Department, 9 Centres and 2 Constituent Colleges on its campus. 40 Affiliated Colleges located in the districts of Sivaganga and Ramanathapuram are part of the University. The University offers education through Regular, Week-end, Distance and Collaborative modes. Through all modes of education, the University caters to the needs of the student community of around 1.14 lakhs. The University is having International Collaborations with Universities / Institutions of Higher Learning in countries like China, Malaysia, West Indies, U.S.A. and South Korea. 41 international exchange programmes attract the attention of the teachers and students from abroad.

Table 4.8

Number of Faculty in Alagappa University

University	No. of Colleges	No. of Teachers		Total No. of Teachers
		Male	Female	
Alagappa University	36			1703
		842	861	

Source: *Compiled from AISHE portal*

Manonmaniam Sundaranar University

The University was established in 1990 as a teaching-cum-affiliating University to cater to the long-felt needs of the people of the three southern most districts of Tamil Nadu viz., Tirunelveli, Tuticorin, and Kanyakumari. This University is setup in a rural background of southern Tamil Nadu, with a campus spread over 550 acres. It is named after the renowned Tamil Poet scholar, Professor P. Sundaram Pillai (1855-1897), the author of the famous verse drama Manonmaniam. It is his poem that has become “Tamil Thaa Vazhthu” the official invocation song sung in all functions in Tamilnadu. The motto of the University is “Reaching the Unreached”. Around 2400 students are studying in this institution directly. The University has under its jurisdiction 77 affiliated Colleges, 6 University Colleges and 4 Constituent Colleges, about 1,20,000 students in regular mode and 40,000 students in distance mode.

Majority of the students of this University belong to rural and economically weaker sections of the society. The Vision of this University is “To provide quality education to reach the un-reached”. The Mission of the University is to create an

academic environment that honours women and men of all races, caste, creed, cultures and an atmosphere that values intellectual curiosity, pursuit of knowledge, academic freedom and integrity. It also aims to provide inclusive education, especially for the rural and un-reached segments of economically downtrodden students including women, socially oppressed and differently abled.

Table 4.9

Number of Faculty in Manonmaniam Sundaranar University

University	No. of Colleges	No. of Teachers		Total No. of Teachers
		Male	Female	
Manonmaniam Sundaranar University	36	1402	2628	4030

Source: *Compiled from AISHE portal*

Mother Teresa Women's University

Established in the year 1984, Mother Teresa Women's University is situated at Kodaikanal, a quiet hill station tucked away in the Palani hills of South India. It is named after the Saint Mother Teresa, a Nobel peace prize winner who devoted her entire life in serving the needy and abandoned people of the society. She was also awarded with Ramon Magsaysay and Padmashri Award for her social works. The motto of this University is "Empowerment of Women through Education". This University aims to extend its service to women students of all communities. It strives for Academic Excellence and Personality Development and gives equal importance for promotion of employment prospects to young girls. There are 11 University Affiliated Colleges which includes 4 Constituent Colleges, 2 Autonomous Colleges and 5 Self Financing Colleges. There are 17 departments comprises of both Arts and Science. The Vision of the University is the "Empowerment of women through Education". It includes the mission of promoting Quality Education to Women at all levels and also to carryout research facilitating pro women policies. The university offers distance education courses which are open to women's Candidates only. The School of Distance Education of Mother Teresa Women's University was started in 1988 at Kodaikanal which offers various courses such as M.Phil, MA and PG Diploma courses.

Table. 4.10
Number of Faculty in Mother Teresa University

University	No. of Colleges	No. of Teachers		Total No. of Teachers
		Male	Female	
Mother Teresa Women's University	10	18	732	750

Source: *Compiled from AISHE portal*

The table below shows the population and sample composition of this study.

Table 4.11
Number of college teachers in Tamilnadu -Arts and Science

Sl. No.	University	No. of Colleges	Male	Female	Total No. of Teachers	Percent
1	Alagappa University	36	842	861	1703	3
2	Bharathidasan University	115	4085	5601	9686	19
3	Bharathiyar University	96	2775	5572	8347	16
4	Madras University	93	2804	5693	8497	16
5	Madurai Kamaraj University	76	2456	3388	5844	11
6	Manonmaniam Sundaranar University	74	1402	2628	4030	8
7	Mother Teresa Women's University	10	18	732	750	2
8	Periyar University	96	2956	3782	6738	13
9	Thiruvallur University	99	2689	3352	6041	12
	Total	695	20027	31609	51636	100

Source: *Compiled from AISHE portal*

Conclusion

This chapter presented the demographic profile of the sample respondents taken for the study. The population for this study consists of teachers working in Arts and Science streams in Tamilnadu. All the colleges in Tamilnadu are affiliated to different universities as per the geographical location. The data as to the number of teachers

working in those colleges were ascertained at the web portal of All India Survey on Higher Education (AISHE). At the time of finalizing the population, prior to data collection process, data were available for the year 2015-16 only. This data formed the basis for ascertaining population and sample size of the study. As the colleges are units of different universities, a brief profile of each university is also presented in this chapter. Forth coming chapter deals with Teacher Engagement conceptualization and analysis of level of engagement of teachers.

CHAPTER - V
**TEACHER ENGAGEMENT – CONCEPTUAL FRAMEWORK
AND ANALYSIS**

Introduction

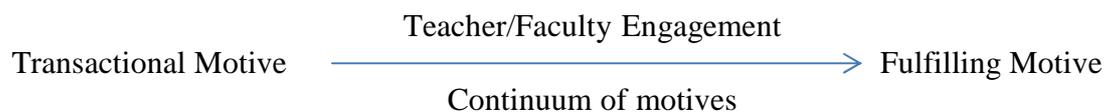
First part of this chapter discusses the concept of Teacher Engagement, characteristics of an Engaged Teacher, and importance of Teacher Engagement. In the second part, the researcher explains the development of Teachers Engagement Scale (TES) that is used to measure Engagement level of teachers of Arts and Science colleges in Tamilnadu, explaining different dimensions and scale items. The last section is devoted to analyse the level of Engagement using TES. Overall TEI (Teachers Engagement Index) is calculated and for each of the dimensions too. Hypotheses are tested to verify similarity or otherwise of engagement level, with respect to demographic variable using appropriate statistical tools.

SECTION - I
TEACHER ENGAGEMENT - CONCEPTUALIZATION

The verb ‘to engage’ has a variety of meanings as to:

- to hire
- to employ busily and purposefully
- to contract or promise
- to pledge
- to induce or attract
- to fascinate and charm

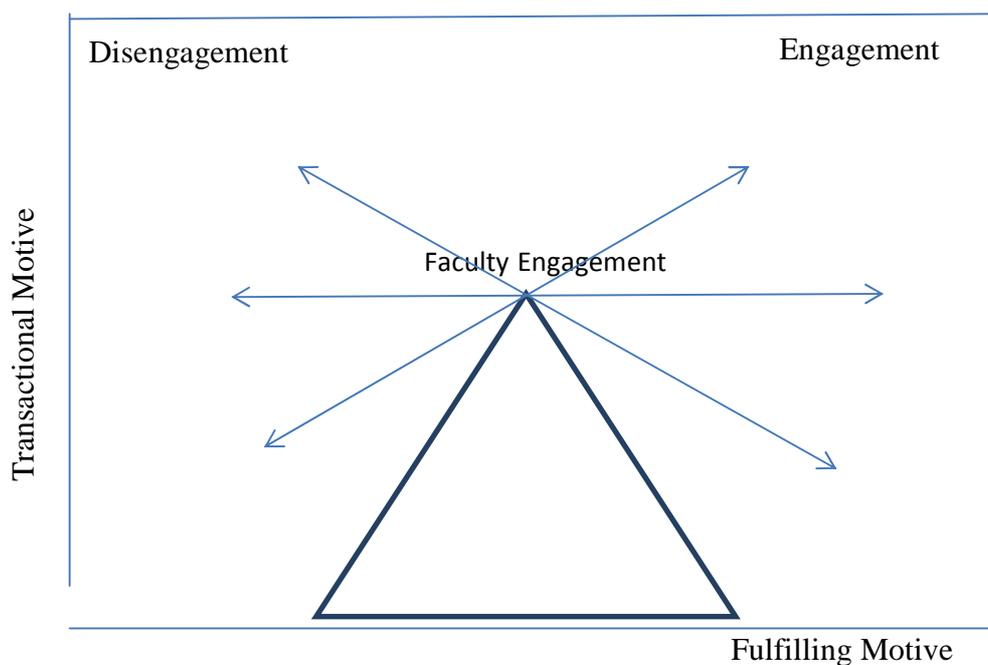
As such, it is left to the institution and administrators to choose the kind of engagement they are ready and willing to offer faculty members. It is the institutions’ choice of moving faculty from transactional meaning of ‘hiring someone’ to exciting preposition of ‘fascinating and charming’.



As an employer has a choice to adopt any of the meaning of engagement, teachers too, have a choice. Either they can choose to remain within the meaning of ‘transactional motive’ or go beyond and remain more attracted and attached to the job and institution. Some teachers rarely move beyond the transactional motive, but many aspire and expect something more from their jobs so as to give them a sense of worth, being valued, and being a partner in the success/progress of the institution. Moving from one extreme to the other, from transactional motive to ‘more fulfilling motive’ is engagement all about.

If a teacher is stuck with ‘transactional motive’ and does not move beyond, vis a vis, when the education institution is not able to create an ‘eco system’ whereby teachers aspire and achieve fulfilling motives, the institution becomes stagnant and doesn’t grow. The success or failure of an education institution can be traced to this ‘continuum’ trajectory of motives of teachers. The ‘engagement or disengagement’ lies between these two extremes. As a teacher moves from left to right side of the continuum, she/he becomes ‘engaged’. Conversely, it means that only engaged teachers move from left side to right side seeking and getting more fulfillments. Most of the teachers are lost somewhere between these two extremes.

Figure 5.1
Teacher/Faculty Engagement Continuum



The strongest driver of Teacher/Faculty engagement is a sense of feeling valued and involved. This components of ‘feeling valued and involved’ relates to several aspects:

- ✓ involvement in decision-making process of the institution
- ✓ the extent to which teachers/faculty feel they are able to voice their ideas, and administrators listen to these views, and value teachers’ contributions
- ✓ the opportunities teachers have to develop their potential
- ✓ the extent to which the institution is concerned for teachers’/faculty’s health and well-being

Teacher Engagement may be viewed as “the extent to which teachers enjoy and believe in what they do and feel valued for doing it.” People in general and teachers in particular, tend to receive more pleasure, enjoyment and satisfaction from what they do as teachers and specific role performances that match both their interests and skills. It’s not just the functional tasks that add to or detract teachers from enjoyment, other elements too. ‘What teachers like and enjoy’ may differ from individual to individual: some teachers thrive in a team environment, some may like to work more independently, some teachers are more concerned with teaching only and yet some may find enjoyment in doing and donning administrative roles, some may be inclined to take up research activities and yet others may be averse to such activities, some may excel in people management skills and find pleasure in extension activities and while other may be confined only to curricular aspects, some teachers like going places presenting paper and publishing article etc., Teachers, as individuals, are unique and there should be a space for everyone to find pleasure and enjoyment in their roles as teachers so that over all teacher engagement is ensured for the greater benefit the society at large.

When teachers feel they are making meaningful contributions to their jobs, to their institution, and to society as a whole, they tend to be more engaged. The connection between what teachers do every day and the goals and mission of the institution is crucial to engagement. If there is alignment and congruence between personal and institutional goals, the engagement grows. Greatest satisfaction comes from the belief that he is making a difference in the lives of students being a ladder to their growth.

Recognition is one of the basic needs of all human beings. People want to be recognized and rewarded for their contributions and teachers are no exception to it. Rewards and recognition come in many forms and shapes. A pat on the back given by the

leader to a teacher on doing something worth appreciating would definitely increase the engagement. But perhaps more important is the heightened sense of worth employees feel when their leaders take just a few minutes to let them know that they are doing a great job and that their contributions are valued and appreciated.

Characteristics of an Engaged Teacher

Engagement or the absence of it (disengagement), is a psychological condition of attachment of teachers expressed through their role performances. Khan (1990) describes two status of employees with respect to engagement saying “behaviour by which people bring in or leave out their personal selves during work role performances”. He defined disengagement as the decoupling of the self within the role, involving the individual withdrawing and defending themselves during role performances. Disengaged employees displayed incomplete role performances and were effortless, automatic and robotic (Khan 1990). Engaged Teachers do not treat work just as source of livelihood, but enjoy coming to institutions with a positive frame of mind, day in and day out.

The following are the some of the signs of Engaged Teachers.

- ✓ keeps up-to-date with developments in his/her field and continuously strives to be a better teacher
- ✓ sees the bigger picture of himself/herself and the institution
- ✓ is positive about teaching and the institution
- ✓ believes in the institution and trusts the management
- ✓ works actively to make things better, often going-extra mile
- ✓ identifies herself/himself with the institution
- ✓ looks for, and is given, opportunities to improve performance of the department and institution
- ✓ can be relied upon, trusted
- ✓ goes beyond the requirements of the job – beyond the call of the duty
- ✓ treats others with respect, and helps colleagues in the department and institution to perform more effectively and efficiently

Importance of Teacher Engagement

Success and achievement of an education institution is directly proportional to the amount of effort put in by Engaged Teachers. Practitioners and academics have stated

unequivocally with their empirical data that an engaged workforce can create competitive advantage. This is true in case of educational institution too. It is imperative for the leaders of educational institutions to identify the level of engagement of teachers and implement behavioural strategies that will facilitate full engagement.

Teacher engagement affects the mindset of people and is highly infectious. Once the trend of disengagement sets in, it is very difficult to break the chain. More often, the factors contributing to disengagement go unnoticed and remain hidden underneath before exhibiting visible symptoms and significant negative outcomes. It remains dormant for a very long period, so much so that it would fail to attract the attention of the leaders and administrators. What is more dangerous is, when they manifest, the leaders either fail to recognize it or don't care to take notice if it as the initial resultant negative outcome is very negligible and often these negative outcome is offset by the engaged teachers. These leaders are deceived by 'average outcome' as the disengaged workers are a few in number initially. If they have cared for 'sum of outcome' such a negligence would not occur or they would have taken cognizance of 'loss of possible outcome'. Slowly and steadily, as this is contagious and infectious, the level of disengagement grows at individual level and more and more individual fall in the category of disengagement category, the institution starts suffering. By the time it is felt, enough damage has already been done.

Engaged Teachers believe that they can make a difference in their institution. His/her belief and confidence in the knowledge, skills, and abilities they possess – in both themselves and others - is a powerful predictor of positive behavior and resultant performance. Teacher engagement can not only make a real difference, it can distinguish a good institution from the mediocre ones.

Engaged Teachers create stronger ties to students, who in turn are more likely to participate in organizational citizenship behaviors such as recommending their institution to others. There is also a need to increase the level of engagement of teachers so that they become a strong and sustainable pipeline for various leadership positions in education institutions in future. When we fail to do so, the sustainability is lost and the chain breaks.

Evidences show that there is a strong positive relationship between engagement and business success, both at the firm and individual levels, and outcomes including retention, productivity, profitability, and customer loyalty and satisfaction. The same could be true with respect to educational institutions. Even a cursory look at those

‘performing institutions’ would amplify this fact without having to prove it with empirical research.

Teachers are the assets of an institution and the intellectual capital of the country. Using this intellectual capital and not losing it, is of paramount importance to any country and the institution. It is this asset that is responsible for the creation of all the future assets. For an institution, it is a vital source of competitive advantage like companies. By nurturing Teacher Engagement, a country can easily navigate during difficult times as this capital is capable of coming out with possible solution for the problem a country faces now and then.

As Engaged Teachers are energized and passionate about their work and have excitement and enthusiasm, productivity and efficiency of teaching-learning-evaluation would be more. They are committed, motivated, energetic and enthusiastic about problem solving. Efficiency increases as they are absorbed in their work, put their heart and soul into their jobs, are excited about doing a good job, exert energy in their work and are a source of competitive advantage for their institutions. The same is applicable to employees working in companies. Empirical results show that a highly engaged employee will consistently deliver beyond expectations (Wright and Cropanzano, 2000). High levels of employee engagement are inextricably linked with high levels of customer engagement, good performance appraisal and a safe working environment (Shaw, 2005).

Another visible sign of engaged teacher is ‘discretionary effort’. The effort a teachers puts in is more than what is required and mandatory. It is purely his choice decision. Every teachers has her/his direct and unilateral control over the amount of discretionary effort she/he chooses to put in the process of teaching-learning-evaluation. It can’t be thrust from above. It is purely voluntary. As an institution has more and more such teachers, they would outperform others. This is what researches show: an engaged employee will consistently outperform and achieve new standards of excellence (Harter et al., 2002). According to Corporate Leadership Council (2004), engaged employees are more likely to exhibit discretionary efforts and improve individual performance and they are less likely to experience cynicism and exhaustion.

One of the antecedents of engagement is alignment of vision and mission of the institution with the personal aspiration of the teachers, not sacrificing one for the other. When there is such congruence between personal aspiration of teachers and that of

institutional goals, it results in synergy leading to right behaviour and the resultant positive outcome for the institution. This is evident from the research conducted by Towers Perrin (2003). The study conducted a survey and stated that employee engagement occurs when a company aligns its programs and practices within its framework to drive the right behavior from employees through to customers; it positions itself to realize an appropriate return on people investment. On the other hand, when an organization builds its people programs in a strategic and operational vacuum with no explicit or implicit links between behavior and investment, it will lead to drop in return on investment, profitability and customer retention. The report by Towers Perrin (2003) stresses on the need for organizations to focus on factors that influence engagement like competitive pay, followed by balance between work and personal life, advancement opportunities, competitive benefits, challenging work, merit pay, learning and development opportunities, competitive retirement benefits, caliber of co-workers and an employer with good reputation.

As education institutions are service organisation and they don't deal with production of tangible goods, it is very difficult to measure the quality of its service. As this task is highly complicated, one needs to depend on some metrics against which the service quality could be measured. Constant watch on the quality of teaching-learning-evaluation would shed enough light on which front the institution is doing better and where they fail. If they could find out where they fail, then remedial actions are possible so as to sustain and enhance service quality. This is possible by developing institution specific Teacher Engagement Scale that could be used to measure engagement level of teachers. The service quality is directly related to engagement level of employees, as demonstrated in a study of hotel and restaurant service quality by Salanova, AgutandPeiro (2005). This study indicates that the employee's level of job engagement, measured by the Utrecht Work Engagement Scale (Schaufeli, Salanova, Gonzáles-Romá, & Bakker, 2002), predicted the overall service climate of the organization, which in turn predicted employee performance and customer loyalty.

A highly engaged Teacher/Faculty would consistently deliver beyond expectations in the institution. She/he would will stay longer with the institution; act as an advocate of the institution and what it does, and contribute to every aspect of functioning of the department and the institution. There is a significant link between Teacher Engagement

and overall functioning of an educational institution. Engaged Teachers form an emotional connection and bond with the institution so much so that they consider success of the department and institution as their personal success and vice versa.

There is complete alignment of 'self' with the institution. There is oneness in the identity of engaged teachers and the institution, both are the same. This in turn impacts her/his attitude towards students, colleagues, administrators and other staff of the college or institution. This further leads to maximization of educational outcomes in terms of teaching, learning, and other parameters put forth in place now and then by various agencies like UGC NAAC, NIRF etc.

Engaged teachers are passionate about what they do in their role as teachers and in other capacities. This passion is explicit more vividly in what they do. First, it has permanent impact in their basic role of teaching. Every time they venture into the class, year after years, semester after semesters, they are like 'possessed' men, they try to deliver the best they can. This passion makes them as 'men and women for students'. Secondly, this passion drives them do and take up responsibilities for the betterment of the institution. They are always on the look out to correct what is not good and come with new ideas and ways and means of improving the system so as to improve the overall efficiency of the institution.

There is a sense of loyalty among the engaged teachers. They would not betray the college and tend to speak positive of the institution highlighting what is good in them. These engaged teachers are always 'full of energy and available' to the institution and students. They are available both physically and cognitively.

In general, teachers have a tendency to resist changes for various reasons. Bringing changes and making them acceptable by the teaching community is one of the uphill tasks education institutions face today. The changes happening in higher education sector are inevitable and they are part of overall changes that sweep across the society. Engaged Teachers, by their very nature, are very adaptive of these changes and it will be easy for the management/institution to make Engaged teachers understand and adopt those imminent changes. When number of DisEngaged teachers grow, bringing those changes would be a herculean task.

SECTION - II

SCALE CONSTRUCTION PROCESS

5.2.1. First Process – Focus Group Discussion (FGD)

In the absence of consistent conceptualization and measurement, relationships between employee engagement and its antecedents and outcomes cannot be empirically tested and hence it is up to the researcher to come out with a scale to measure Teacher Engagement. As there is no consensus as to the definition and meaning of employee engagement, different people defining differently, the researcher first culled out various definitions and meanings given by academia and HR practitioners and arrived at a concept paper that gave a brief description of Teacher Employment. This paper is presented as the background material for understanding of the concept to seven groups of different college teachers chosen.

Teacher Engagement – Concept paper for Focus Group Discussion (FGD)

Teacher Engagement (TE) is the emotional commitment a teacher has to the college, its goals and teaching profession. Highly engaged teachers tend to have high enthusiasm, high energy levels, willingness to learn new things, sense of belongingness to the college, involvement in the profession, good interpersonal skill, adaptability to change, openness for innovative ideas, ability to work under pressure, leadership qualities and team spirit.

“Engagement” is above and beyond simple satisfaction with the job of teaching or basic loyalty to the college. “Engagement”, in contrast, is about passion and commitment — the willingness to invest oneself and apply one’s **discretionary effort** to help the college go greater strides.

It is about being passionate about college and teaching profession, giving one's best effort on a daily basis, displaying intense loyalty and patriotism for the college, and intending to stay. Highly Engaged teachers "go the extra mile" for their college and, their colleagues and students, while disengaged teachers do the bare minimum.

In the light of the above construct, the present project tries to elicit valuable inputs from Faculty members of Arts and Science Colleges in Tamilnadu so as understand construct called ‘Teacher Engagement’.

At the end of this research, answers would be there for the following questions:

- ✓ What makes some teachers ‘go extra mile’ and what results in ‘discretionary efforts’ of teachers? And why some don’t?
- ✓ What are the drivers of Teacher Engagement?
- ✓ Why are some motivated than others? What are the motivating and demotivating factors?
- ✓ What are the different stimulants of satisfaction and dissatisfaction – related to teaching and institutions?
- ✓ What are the factors responsible for increasing or decreasing ‘engagement’ level of teachers?

The Project Director, with pre appointment, went to chosen colleges and had a discussion with the focus group. Being college teachers, having worked for many number of years, they were able to come out with factors that determine or dimensions that would indicate presence or absence of Teacher Engagement. There were seven such meetings of different college teachers. First, the participants of FGD were asked to pin point those factors (dimensions) that are responsible for Engagement of college teachers and then come with item statement that could be used elicit response for each of those factors. In the process, they were assisted by the Research Director and his team whenever they needed clarification. Points generated were later collated and compared with various existing models of different engagement model already developed. Upon comparisons, it was found that there were similarities with respect to most of the dimensions and scale items. As these scales were already tested and proved, the team was convincingly able to adopt those dimensions and scale item. The new dimensions and scale items were further subjected to discussion among the Focus Group, and Teacher Engagement being slightly different from Employee engagement, appropriate words were used. And finally, after deletion, editing and modifying, the research team came up with 13 dimensions and 86 scale items that became part of the questionnaire.

5.2.2. Second Phase – Pilot study

A pilot study was conducted using the developed scale, collecting data from 60 randomly chosen respondents in the central part of Tamilnadu. There were some modifications as to the wordings, paraphrasing, alteration etc. at this stage. These data were fed into the computer and reliability test was conducted using SPSS. At the end of

the reliability test, 14 statements were removed and only 75 scale items were retained that became part of final questionnaire (Appendix IV) to measure Teacher/Faculty Engagement, known as Teacher Engagement Scale.

Table 5.1
Reliability Test – Scale Dimensions

No	Dimensions	No. of Scale Items	Cronbach's Alpha	Reliability Result
SD1	Recognition	6	0.861	Good
SD2	Reward	8	0.954	Excellent
SD3	Organizational Culture	5	0.899	Good
SD4	Work	6	0.822	Good
SD5	Quality Work Life	5	0.838	Good
SD6	Teamwork	6	0.875	Good
SD7	Communication	5	0.902	Excellent
SD8	Leadership	6	0.885	Good
SD9	Fairness	5	0.896	Good
SD10	Career development	3	0.838	Good
SD11	Perceived Organizational Support	7	0.908	Good
SD12	Commitment	6	0.912	Excellent
SD13	Infrastructure	6	0.895	Excellent
Overall Scale Items		75	0.979	Excellent

Third Phase – Data Collection

In this phase, the researcher collected data from college teachers located in different parts of Tamilnadu. The structured questionnaire was divided into two major parts. The first part is meant to elicit demographic details of the respondents and the second part of the questionnaire dealt with Teacher Engagement dimensions namely: 1) Recognition, 2) Reward, 3) Organizational Culture, 4) Work, 5) Quality Work Life, 6) Teamwork, 7) Communication, 8) Leadership, 9) Fairness, 10) Career development, 11) Perceived Organizational Support, 12) Commitment, and 13) Infrastructure. These dimensions are the indicators that lead to Teacher Engagement.

TEACHER ENGAGEMENT – SCALE DIMENSION AND SCALE ITEMS

1. Recognition (SD1)

Recognition is the opportunity to acknowledge the unique contribution or the value of expertise and experience of a teacher or a department. The identification or acknowledgment given for something can be termed as recognition. Recognition is the act of recognizing or the act of being recognized or acknowledgment given by the administrators/academic heads of education institution to the teachers. This is a return (besides monetary benefits) a teacher gets for his/her dedication at work and results. It is governed by mutual respect and is expressed regularly through a host of simple gestures such as a sincere gratitude, as well as symbolically through the receiving of an award etc. Though it is highly recognized and practiced by companies, education institutions are yet to realize the importance of having system of HR policy to offer due recognition to teachers. This will greatly motivate teachers to offer their best. An impartial, well informed HR policy in this regard goes a long way in increasing the engagement level of teachers.

Teachers' good work and contribution to the institution must be recognized and rewarded. Appreciation is a fundamental human need. Teachers respond to appreciation expressed through recognition of their good work because it confirms that their work is valued. When teachers and their work are valued, their satisfaction and productivity rises, and they are motivated to maintain or improve their good work (Roshan L.R, 2005). Praise and recognition are crucial to an outstanding workplace, as people want to be respected and valued for their contribution. The following are the scale items (SIs) to measure recognition: a) My college cares for me as a person, b) In the past one year I have received praise and recognition from my HOD/superiors/management, c) I get enough recognition and attention for the work I do, d) I received enough appreciation when I did good works, e) Talents and Skills are appreciated and rewarded properly, and f) I have a fair chance of receiving promotion.

Reward (SD2)

Rewards are the returns for performance of a desired behavior or positive reinforcement. Psychologically, reward is any pleasant event that follows a response and therefore increases the likelihood of the response recurring in the future. According to

Colin Pitts *et al.* (1995) reward is the benefit that arise from performing a task, rendering a service or discharging a responsibility. In general, the principal reward is pay. In our system of Higher Education, we have two sets of teachers: a) Government college teachers and Aided teachers who receive salaries paid by the government which is periodically revised taking into consideration the inflation rate prevailing at the particular point in time and b) Management staff whose salaries are paid by the management and fall under ‘self-financing’ sections of the college. Scale Dimension – Reward is tested using the following eight Scale Items: a) I receive appropriate pay and benefits for the job that I do, b) My salary is enough to lead a decent life, c) My salary matches with the quantum of work I do, d) Salary I receive is prestigious and honourable, e) My salary increases periodically (Annual Increment), f) I am able to manage my expenses with current remuneration, g) There is enough increases in my salary every year that takes care of rising cost of living / inflation, and h) I am able to save for my future.

Organizational Culture (SD-3)

‘Organizational culture’ is an important part of an educational system that influences teacher engagement. The culture of an institution can have a powerful impact on teachers. A positive, open culture can create trust and loyalty among teachers that gives them passion for their job and a dedication to the institution. Teachers who feel comfortable in the culture are more likely to be engaged in their jobs and institution, which can inspire enthusiasm and efficiency. When teachers feel highly engaged with their work place culture they become connected and collaborated to create better efficiency and positivity about the institution. Positivity about an institution drives a way for positive engagement, develops a better sense about organization structure, and creates a culture that values participation from everyone. Without the proper culture, engagement spiral in organizations will be out of control. Organizational culture is tested using the following five scale items: a) This college makes an effective contribution to the community, b) My college treats the faculties gently and respectfully, c) The vision of this college is clear, d) The name and fame of my college makes me happy and feel proud, and e) Management policies are open and transparent

Work (SD-4)

A teacher spends his better part of the day on his work and as such the work and its environment – ‘a home away from home’ can greatly impact the engagement level. A

pleasant and challenging workload that is manageable will go a long way in ensuring positive feeling and vice versa. A work situation with chronic, overwhelming demands contributes to exhaustion or cynicism and is likely to erode one's sense of effectiveness. Exhaustion or depersonalization interferes with effectiveness. It is difficult to gain a sense of accomplishment when feeling exhausted or when helping people toward whom one is indifferent. However, in other job contexts, inefficacy appears to develop in parallel with the other two burnout aspects, rather than sequentially¹. Clear role and availability of adequate resource will enhance positive experience on the job. This Scale Dimension is tested using the following six Scale Items: a) I am not over-loaded with work to do, b) I have the appropriate resources to do my job well, c) I am clear of what is expected in my role, d) My workload is manageable e) I am happy about my workload, and f) Teaching is a right profession for me.

Quality Work Life (SD-5)

Quality Work Life (QWL) is concerned with taking care of the higher-order needs of teachers besides their basic needs. The eco-system of an educational institution should be tailored in such a way that it takes care of the overall wellbeing of teachers. Sense of security and conducive climate at the work spot would enhance the positive feeling of a teacher about his own self, institution and administrators and this feeling would further result in positive attitude towards students, colleagues and the institution. QWL as a concept is responsible for ensuring a climate in which teachers feel fully satisfied with the working environment and extend their wholehearted cooperation and support to the management to improve teaching, learning and evaluation. Long hours and inadequate resources to carry out work, would result in poor work life balance. The Scale Dimension - Quality of Work Life is measured using the following six items: a) The college promotes the health and well-being of teachers, b) I am able to balance my work and personal life, c) My workload in my college leaves me sufficient time for my family and personal growth, d) I have enough time to pursue my hobbies and for leisure activities, e) My job is safe and secure, and f) The volume of work I have in my role is manageable.

¹ Maslach, C., Schaufeli, W. B., and Leiter, M. P., (2001), "Job Burnout", *Annual Reviews Psychology*, Volume 52, p. 414.

Teamwork SD-6

Teamwork is an essential part of teaching career. A teacher working in an institution needs to work in teams in various capacities. He/she is part of a department, and part of different task groups within the department and within the institution. Often, she/he needs to collaborate with others for various reasons. Research conducted by Towers Perrin (2003) identified teamwork as one of the factors to have impact on employee engagement. A good supporting team, an environment of friendliness at the work spot, colleagues who are supportive etc., would enhance positive feelings of teachers and would eventually result in engagement. This Scale Dimension is tested using the following six statements: a) During difficult times I get support from my head/boss, b) During difficult times I get support from my colleagues, c) Teamwork is encouraged in my department/college, d) I trust my department members, e) My college promotes cooperation among the faculty, and f) There is mutual understanding and respect among colleagues.

Communication (SD-7)

Communication within an educational institution flows in many directions. Top to bottom communication, the usual mode, flows to give instruction and orders down the line. To be effective, this has to be every effective and clear without any ambiguity. There needs to be enough communication flowing from the top so that works in the departments are carried out by the teachers in a much pleasant manner. It is also a kind of empowerment of teachers. They need to be informed of anything that affects and concerns them because they are the important stake holders of education system. It is also a matter of right to get proper communication that concerns them and their teaching. If the flow of information from the top is inadequate or ambiguous, it is likely to create a void in the attitude of teachers leading to disengagement. Likewise, there should be a proper mechanism for the flow of communication across the departments and from bottom to the top. If there is any flaw in this regard, it is certain to create an air of suspicion in the minds of teachers and consequently efficiency and outcome would suffer.

Robinson, D., Perryman, S., et al Model (2004) while developing IES engagement tool lays emphasis on communication. The study said that if employees are made to feel valuable, it would enhance engagement. One of the ways of making teachers feel 'valued' is facilitating two-way communication. The administrators and leaders of educational

institutions need to make sure that there is unhindered and adequate flow of communication. Five Scale Items are used to check this dimension. They are: a) Communication within college is effective, b) I receive timely information to help me do my job well, c) My college encourages two-way communication, d) Essential information flows effectively from top management to staff, and e) It is easy for staff members to communicate with officials of the college.

Leadership (SD-8)

Empirical evidences show that one man at the top or at the helm of affairs will make a difference between success and failure of an organisation. Even the worst of soldiers would win battles if they a good leader and conversely, the best of the soldiers would fail in a battle if they have a worst of a leader. Such is the importance of leadership. This is very much applicable to education institution as well. Leaders are responsible for effective functioning of an organisation through their followers. Leaders play an important role in the development of engagement by projecting the ideals and characteristics that are tied to engagement drivers, such as being supportive, and providing a vision to the teachers that go beyond short term and long term goals of the institution.

A wrong person, as the head of an institution or department is akin to a rudderless boat that drifts along the stormy water and the boat may never reach its intended destination in time. Today, this is one of the important and critical factors impacting teacher engagement. This dimension is tested using the following six scale items: a) Head and other authorities lead by example, b) There is strong and effective leadership in my department, c) There is strong and effective leadership in my college, d) Leadership at department level is good, e) My senior colleagues inspire me and act as role model, and f) Management enjoys trust of staff members.

Fairness (SD-9)

‘Human Rights’ is an ever evolving concept and what is now considered as a ‘right’ was not so some hundred years ago. Education institutions were the breeding ground for the concept of ‘justice and fairness’ to grow and flower to its current status. Though fairness is an expected virtue in all spheres of life, it is more expected to be practiced in education institution. Any dampness in this regard would leave the teachers

less engaged and disillusioned. It is obligatory to ensure fairness in its dealings to enhance teachers' engagement. The following are the five scale items used to test this dimension: a) The college recruits and selects the right people to the right jobs, b) Faculties are chosen on merit basis without any bias, c) There is a fair and open mechanism for addressing the grievances of faculty members, d) This college gives equal opportunities to everyone, and e) I enjoy the same rights like my colleagues in other institutions.

Career Development (SD-10)

The Conference Board (2006) in its study came up with 26 different drivers of engagement. One of the most commonly reported drivers was 'career growth opportunities, the others being: trust and integrity, the nature of the job, the line-of-sight between individual performance and company performance, pride in the company, relationships with co-workers/team members, employee development and the personal relationship with one's manager². Teachers in general are choosy before taking teaching assignments. They always consider the possibilities of building one's career. They chose an institution where their personal aspiration would be met and where there is a scope for nurturing, and using, strengthening one's capabilities and talents so as to give them greater satisfaction. When their personal aspirations of going up in their career is not met and when there is no enough scope for utilizing one's talent, it results in disengagement. It is the responsibility of the institutions and administrators to create an eco-system wherein personal aspirations of varied individuals are met in such a way that the institution is the ultimate beneficiary.

If the realization of personal aspiration of individuals doesn't result in greater benefits for the institution, it would result in resentment of other members, besides the inherent loss of benefits to the institutions. Almost all the studies on engagement stress on this factor. This dimension is checked using three statements. They are: a. I have personal development plan that helps me grow and develop my career, b) There is ample scope for continuous and lifelong learning, and c) I receive appropriate training to help me do my job well.

² **Conference Board (2006)**, "Employee Engagement: A review of current research and its implications", *The Conference Board*, p.6.

Perceived Organizational Support (SD-11)

Perceived Organizational Support (POS) is the general belief that an organization values their employees' contribution and cares about their well-being (Rhoades and Eisenberger 2002). POS is also valued as assurance that assistance will be available from the organization when it is needed to carry out one's job effectively and to deal with stressful situations (George et al., 1993). POS is defined as to how much administrators and management of education institutions give importance to the employee's contribution, take care of employee's well-being, interest and benefits (Kottke and Sharafinski 1988). Teachers over the years develop beliefs concerning the extent to which the organization values their contributions and cares about their well-being. This dimension uses seven scale items for testing: a) My higher authorities make me feel my contributions are valued, b) I am able to express my views to my immediate authority, c) My head or higher authority listens and acts on my views, d) I am encouraged to do my job with passion and dedication, e) Proper and unbiased feedback about my teaching is given to me, f) Management is trust worthy, and g) My rights are well protected.

Commitment (SD-12)

Commitment refers to the degree to which an individual identifies with an organization and is committed to its goals. Researchers like Wellins and Concelman, (2004) proposed that engagement is a combination of commitment, loyalty, productivity and ownership. They suggested that 'to be engaged is to be actively committed, as to a cause'. Commitment can be considered to be affective responses or attitudes which link or attach an employee to the organization. As an attitude, organizational commitment is most often defined as a strong desire to remain a member of a particular organization, a willingness to exert high levels of effort on behalf of the organization and a definite belief in and acceptance of the values and goals of the organization (Meyer and Allen, 1990).

The Corporate Executive Board (2004), a publicly traded company, suggested that engagement is "the extent to which employees commit to someone or something in their organization, how and how long they stay as a result of that commitment.' An individual is committed to the task at hand and as well as the institution. It is often seen in educational institutions that when individuals are entrusted with responsibilities, they tend to exhibit a high levels of commitment but their commitment to the institutions may be lacking. This is not a typical engagement. An engaged teacher is committed to the task at

hand as well as institution. If anyone is missing, it can't be called engagement. The following seven scale items are used to check this dimension. They are: a) I would recommend this college to others as a good place to work, b) I have a strong sense of belongingness to the college, c) I care about the future of this college, d) I enjoy and look forward going to college, e) I am willing to go the extra mile for my college, and f) I speak positively to outsiders about my college.

Infrastructure (SD-13)

For teachers as well as students, an education institution is their second home. Better part of their time is spent here. It is where they grow, nurture their skills, socialise and are made productive members of the society. Buildings, furniture, classrooms, playgrounds, ICT tools, computers, libraries, canteen, sports facilities etc., are the most important aspect of infrastructure. They not only affect student community but also teachers. Good infrastructure is an out-and-out key factor in effective teaching and learning in which teachers are the main handlers. Teachers always prefer to work in a system that provides good infrastructure facilities. It can boost the morale of teachers and elevate them to a higher level of satisfaction and can make them more efficient in teaching-learning process. As such, it can greatly influence the engagement level of teachers. This scale dimension is tested using the following seven scale items: a) I am happy about the physical environment of my college, b) Audio, Visual and other teaching aids are sufficient, c) Staffroom, Canteen and other facilities are good, d) There is clean and healthy environment in the campus, e) My campus is IT enabled – Internet, Computers WIFI etc., and f) My college has sufficient books and library.

SECTION – III
ANALYSIS OF TEACHER ENGAGEMENT

Teacher Engagement Index (TEI)

This section presents the calculation and analysis of TEI for each Scale Dimension and the overall Teacher Engagement. It is calculated by using the formula as below.

I) Teacher Engagement Index (TEI)

$$TEI = \frac{\Sigma TEI}{N}$$

ΣTEI = Sum of Teacher Engagement Index

N = Total number of dimensions

II) Calculation of Index for Each Scale Dimension

$$\frac{\Sigma X}{n}$$

\bar{X} = Mean

n = Number of Scale Items in each Scale Dimension

Calculation of \bar{X}

$$\bar{X} = \frac{\Sigma Xi Ni}{SR}$$

ΣXi = Number of respondents for a particular level of engagement

Ni = Numerical value for a particular level of engagement

SR = Total number of sample respondents

Table 5.2
Dimension Index of Teacher Engagement

SD Nos.	Dimensions	DI	Rank
SD-1.	Recognition	3.56	12
SD-2.	Reward	3.17	13
SD-3.	Organizational Culture	3.78	5
SD-4.	Work	3.85	3
SD-5.	Quality Work Life	3.6	9
SD-6.	Teamwork	3.84	4
SD-7.	Communication	3.67	8
SD-8.	Leadership	3.69	7
SD-9.	Fairness	3.53	11
SD-10.	Career Development	3.86	2
SD-11.	Perceived Organizational Support	3.58	10
SD-12.	Commitment	4.08	1
SD-13.	Infrastructure	3.76	6
Overall TEI		3.69	

Over all Teacher Engagement Index (TEI) is 3.69 on a scale of five. This is the grand mean of all the 13 Scale Dimensions. As TEI is a function of each Scale Dimension, it is required to analyse how each of those Scale Dimensions account for the overall TEI. Not all the SDs fare in the same manner. The best performing dimension is Commitment (SD-12) with an index of 4.08, followed by Career Development (SD-10) and Work (SD-4) with scores of 3.85 and 3.85 respectively. The Scale Dimension-2 (Reward) is at the bottom followed by Recognition (SD-1) and Fairness (SD-9) with indices of 3.56 and 3.17 respectively. Perhaps, these are the pointers to administrators and institution that to improve the Engagement level of teachers, much needs to be done in these gray areas.

To understand how each of these 13 Scale Dimensions contribute, Scale Item Indices need to be analysed. The Scale Item Index of each Scale Dimension is given in the (Appendix I).

1. Recognition (SD-1)

The calculated Index of this dimension is 3.56 and it occupies 12th position. The Scale Item-1, 'my college cares for me as person' fares better than the other scale items which has a score of 3.83. There are two Scale Items i.e. SI-1.5 and SI-1.6 that have indices below the Scale Dimension Index of 3.56. These two are the ones that need to be concentrated to improve this Dimension Score.

2. Reward (SD-2)

This is the least dimension among all the other, with an Index of 3.16. The Scale Item-1, 'I receive appropriate pay and benefits for the job that I do' has scored more than the other Scale items with a score of 3.40. There are four Scale Items i.e. SI-2.2, SI 2.6, SI 2.7 and SI 2.8 having indices below the Scale Index of 3.16. These four are the ones which have to be focused to progress the Dimension Score.

3. Organizational Culture (SD-3)

It is the dimension which is ranked in 5th compared to other dimensions that scored 3.78 as its Dimension Index. The Scale item-3, 'The vision of this college is clear' scored 3.89 which is healthier than the remaining Scale items in this dimension. The

Scale Item 3.5 scored less than the overall Scale index of this dimension. It is the one that has to be motivated to strengthen the dimension score.

4. Work (SD-4)

The Dimension Index is 3.85 which is in third position contributing much to the teacher engagement. The Scale Item 4.6, 'Teaching is a right profession for me' notches better position than the other Scale items with a score of 4.27. But the two Scale Items, i.e. SI-4.1, SI-4.2 have the indices below the Dimension Index of 3.85. Hence, these two Scale Items should be concentrated to enhance this Dimension Index.

5. Quality Work Life (SD-5)

The dimension has an index of 3.6. The Scale item, SI-5.6, 'The volume of work I have in my role is manageable' performs better than other Scale Items which has a score of 3.74. The two Scale Items, i.e. SI- 5.3, SI- 5.4 are the ones which scored less than the other Scale Items and the Overall Dimension Index. These two are the ones which have to be concentrated more to develop this Dimension Score.

6. Teamwork (SD-6)

The computed Index of this dimension is 3.84 and it occupies 4th position among the 13 Dimensions. The Scale Item-3, 'Teamwork is encouraged in my department/college' copes better than the other scale items which has a score of 3.94. There are two Scale Items i.e. SI-6.5 and SI-6.6 that have indices below the Dimension Scale Index of 3.84. These two are the ones that need to be concentrated to improve this Dimension Score.

7. Communication (SD-7)

It is the Dimension which is ranked 8th Position and has an Index of 3.67. The Scale Item-1, 'Communication within college is effective' does well than the remaining Scale items with a score of 3.78. The Scale Items, i.e. SI-7.3, SI-7.4 and SI-7.5 are the three that scored below the Scale Index of this Dimension. These three are the ones which have to be looked into for the improvement of this Dimension.

8. Leadership (SD-8)

This Dimension has the Scale Index of 3.69 which made the dimension to reach the 7th position of all the dimensions. The Scale Item-2, 'There is strong and effective

leadership in my department’ plays a better role than the other with a score of 3.76. There are two Scale Items, i.e. SI-8.5 and SI-8.6 indicates less Scale Index and scored below the Dimension Index. Hence, these Scale Indices have to be focused for the betterment of this dimension.

9. Fairness (SD-9)

This dimension fills the 11th position with an Index of 3.53 which is below the overall TEI of 3.69. The Scale item-1, ‘The college recruits and selects the right people to the right jobs’ conquers other Scale Item with a Scale Index of 3.67. The two Scale Items, SI-9.3 and SI-9.4 are the ones which scored below the Dimension Index of 3.53. Thus, these Scale items have to be focused for enhancing this Dimension.

10. Career development (SD-10)

As far as this dimension is, concerned there is no much difference between Dimension index and Scale Indices. It is ranked in 2nd position, which means that the respondents are happy and have a clear vision about the career development in higher education.

11. Perceived Organizational Support (SD-11)

This Dimension has the Dimension Index as 3.6 which paved the way to reach the 10th position compared to other dimensions. All the Scale items included in this Dimension scored above the overall Dimension Index which reflects there is no much difference between the individual Scale Items and Dimension Index

12. Commitment (SD-12)

It is the significant dimension ranked first and with high Dimension Index of 4.08. The Scale Item-6, ‘I speak positively to outsiders about my college’ has better Scale Index than the others. The Scale Item-12.1 scored less than the Dimension index. This Scale item has to be focused better to improve the Dimension Index and also to develop the Engagement of faculty.

13. Infrastructure (SD-13)

This is the final Dimension which is in 6th position with a Dimension Index of 3.76. The Scale item-1, ‘I am happy about the physical environment of my college’

scores high compared to all the other Scale Items Index, which shows that the respondents are happy about their institutions Physical environment. There are four Scale Items, SI-13.2, SI-13.3, SI-13.4 and SI-13.5 which scored below the Dimension Index of 3.76. These four Scale Items have to be concentrated to improve the Dimension Index and also the Infrastructure contribution towards the institutions.

Level/Status of Teacher Engagement

Mean Score and SD being 3.69 and 0.79 respectively, and on the basis of total score of individual sample units, sample teachers are categorised as below. Those individual sample units with a score of more than 4.45 are classified as Engaged Teachers(ET), those who have scores between 2.92 and 4.45 are grouped as Not Engaged Teachers (NET) and those who have a score of less than 2.92 are classified as DisEngaged Teachers (DET).

Table. 5.3

Levels of Teacher Engagement

Engagement Category	Threshold limit (Individual Engagement Score out of five)
Engaged Teachers (ET)	Above 4.45
Not Engaged Teachers (NET)	2.92 to 4.45
DisEngaged Teachers (DET)	Less than 2.92

1. Engaged Teachers (ET)

"Engaged Teachers are builders of an education institution. They want to know the desired expectations for their role so they can meet and exceed them. They're naturally curious about their college/ institution and their place in it. They perform at consistently high levels. They want to use their talents and strengths at work place every day. They work with passion and they drive innovation and move their institution forward.

2. Not Engaged Teachers (NET)

"Not-Engaged Teachers tend to concentrate on tasks rather than the goals and outcomes they are expected to accomplish. They want to be told what to do, so they can do it and say they have finished. They focus on accomplishing tasks Vs. achieving

an outcome. Teachers who are not-engaged tend to feel their contributions are being overlooked, and their potential is not being tapped. They often feel this way because they don't have productive relationships with their administrative heads and or their colleagues.

3. DisEngaged Teachers (DET)

The disengaged teachers are the ‘cave dwellers’. They are ‘consistently against virtually everything’. They're not just unhappy at work but they're busy acting out their unhappiness. They sow seeds of negativity at every opportunity. Every day, DisEngaged Teachers undermine what their engaged colleagues accomplish. As an educational institution rely on teaching staff to deliver contents and values to pupils, the problems and tensions that are created by DisEngaged Teachers can cause great damage to an institution’s functioning.

Table 5.4
Teacher Engagement – overall

	Level of Engagement	No. of Teachers	Percentage	Mean TEI
1	Engaged Teachers (ET)	131	20	4.73
2	Not Engaged Teachers (NET)	409	62	3.66
3	Disengaged Teachers (DET)	118	18	2.59
	Total No. of Teachers	658	100	3.69

Twenty percent of the teachers are found in the ‘Engaged Teachers (ET)’ category. Majority of them, numbering 409 constituting 62 percent fall in the ‘Not Engaged Teachers (NET)’ and 18 percent are Disengaged Teachers (DET). The characteristics, behavioral outcomes and attitude of each category of teachers vary impacting the overall education system, one should take note of the fact that only around 20 percent of the teachers working in Arts and Science colleges are fully engaged and the rest are not engaged. The discussion in the earlier part of the chapter shows how this engagement is caused and reasons for the lack of disengagement.

Table. 5.5 (1)
Teacher Engagement – Demographic profile-wise

Demographic Profile		ET	NET	DET	Frequency
Gender	Male	47 (20%)	155 (65%)	36 (15%)	238 (36%)
	Female	84 (20%)	254 (60%)	82 (20%)	420 (64%)
	Total	131	409	118	658
Age	Below30years	20 (14%)	85 (62%)	33 (24%)	138 (21%)
	31 to 40 years	65 (20%)	196 (61%)	61 (19%)	322 (49%)
	41 to 50 years	36 (23%)	99 (64%)	20 (13%)	155 (24%)
	51 above	10 (23%)	29 (67%)	4 (9%)	43 (6%)
	Total	131	409	118	658
Marital Status	Single	16 (13%)	79 (63%)	31 (24%)	126 (19%)
	Married	113 (22%)	326 (62%)	86 (16%)	525 (80%)
	Divorce	2 (28%)	4 (57%)	1 (14%)	7 (1%)
	Total	131	409	118	658
Spouse Employed / Unemployed	Yes	86 (21%)	256 (62%)	69 (17%)	411 (62.4%)
	No	27 (24%)	70 (61%)	17 (15%)	114 (17.3%)
	Not applicable	18 (14%)	83 (62%)	32 (24%)	133 (20.3%)
	Total	131	409	118	658
Monthly Income	Below 25000	63 (13%)	294 (64%)	104 (23%)	461 (70%)
	25001-50000	27 (34%)	44 (55%)	9 (11%)	80 (12%)
	50001-75000	19 (37%)	29 (57%)	3 (6%)	51 (8%)
	75001-100000	13 (34%)	23 (61%)	2 (5%)	38 (6%)
	100000 above	9 (32%)	19 (68%)	0 (0%)	28 (4%)
	Total	131	409	118	658

Table. 5.5 (2)
Teacher Engagement – Demographic profile-wise

Demographic Profile		ET	NET	DET	Frequency
Family System	Nuclear	78 (19%)	273 (66%)	64 (15%)	415 (63%)
	Joint Family	52 (22%)	132 (55%)	54 (23%)	238 (36%)
	Not applicable	1 (20%)	4 (80%)	0 (100%)	5 (1%)
	Total	131	409	118	658
Educational Qualification	Ph.D	67 (21%)	214 (67%)	38 (12%)	319 (48%)
	M.Phil.	64 (19%)	192 (57%)	79 (24%)	335 (51%)
	Post-Graduation	0 (0%)	3 (75%)	1 (25%)	4 (1%)
	Total	131	409	118	658
Type of the Institution	Government college	20 (22%)	55 (60%)	16 (18%)	91 (14%)
	Aided in College	76 (31%)	145 (59%)	24 (10%)	245 (37%)
	Self-Finance College	35 (11%)	209 (65%)	78 (24%)	322 (49%)
	Total	131	409	118	658
Employee of:	Government	20 (25%)	51 (64%)	9 (11%)	80 (12%)
	Grant-in-Aid	40 (44.4%)	48 (53.3%)	2 (2.2%)	90 (13.5%)
	Self-Financing and Management	71 (15%)	307 (63%)	107 (22%)	485 (74%)
	Part time	0 (0%)	3 (100%)	0 (0%)	3 (.5%)
	Total	131	409	118	658
Category	Arts	76 (17%)	285 (64%)	84 (19%)	445 (68%)
	Science	55 (26%)	124 (58%)	34 (16%)	213 (32%)
	Total	131	409	118	658

Table. 5.5 (3)
Teacher Engagement – Demographic profile-wise

Demographic Profile		ET	NET	DET	Frequency
Designation	Associate Professor	18 (25%)	50 (69%)	4 (6%)	72 (11%)
	Assistant Professor	113 (19%)	359 (61%)	114 (20%)	586 (89%)
	Total	131	409	118	658
Administrative Position	Yes	25 (22.3%)	72 (64.3%)	15 (13.4%)	112 (17%)
	No	106 (19%)	337 (62%)	103 (19%)	546 (83%)
	Total	131	409	118	658
Year of Experience	Less than 5	45 (22%)	119 (58%)	40 (20%)	204 (31%)
	6-10	44 (15%)	187 (64%)	63 (21%)	294 (45%)
	11-15	19 (23%)	52 (64%)	11 (13%)	82 (12%)
	16-20	20 (34%)	34 (59%)	4 (7%)	58 (9%)
	Above 21	3 (15%)	17 (85%)	0 (0%)	20 (3%)
	Total	131	409	118	658
Major or Minor Research Projects	Yes	20 (21%)	66 (69%)	10 (10%)	96 (15%)
	No	101 (19%)	327 (62%)	98 (19%)	526 (80%)
	Not applicable	10 (28%)	16 (44%)	10 (28%)	36 (5%)
	Total	131	409	118	658

The Table 5.5 exhibits number of teachers falling under three categories of engagement with respect to Gender, Age, Marital Status, Employment status of Spouse, Monthly Income, Family System, Educational Qualification, Types of Institution, Nature

of jobs, Category of Institutions, Designation, Administrative Position, Year of Experience and the Major and Minor Research Projects.

There is no much difference in the engagement level of male and female teachers. Twenty percent of 238 Male sample respondents are Engaged, Sixty five percent are Not Engaged and remaining fifteen percent are DisEngaged. It also states that of the 420 female sample respondents, Twenty percent are Engaged, sixty percent are Not Engaged and twenty percent are DisEngaged teachers.

With respect to age, among the 138 respondents who are below 30 years, fourteen percent are Engaged, Sixty Two percent are Not Engaged and twenty four percent are DisEngaged. Of the 322 respondents in the age group 31- 40 years, twenty percent are Engaged, sixty one percent are Not Engaged and nineteen percent are DisEngaged. Of the 155 respondents who are in the age group of 41 to 50 years, twenty three percent are actively engaged, sixty four percent are disengaged and thirteen percent are DisEngaged. In the last category of age wise classification of respondents, i.e. among the 43 faculty who are above 51 years old, twenty three percent are Engaged, sixty seven percent are Not Engaged and remaining ten percent are DisEngaged.

As far as marital status is concerned, 126 are singles consisting of 16 Engaged, 79 Not Engaged and 31 DisEngaged teachers. Of the 525 married faculties 113 are Engaged, 326 are Not Engaged and 86 are DisEngaged. Only 7 respondents are Divorcees.

Family system wise classification of respondents shows the following. Of the 415 respondents belonging to Nuclear Family, Nineteen percent are Engaged, Sixty Six percent are Not Engaged and Fifteen percent are DisEngaged. Of the 238 respondents living in Joint Family, Twenty Two percent are Engaged, Fifty Six percent are Not Engaged and Twenty Two percent are DisEngaged.

Ph.D holders are 319 respondents of whom 67(21%) are Engaged, 214(67%) are Not Engaged and 38 (20%) are DisEngaged. Of those with M.Phil degree, Nineteen percent fall in Engaged category, Thirty Seven percent in Not Engaged category and Twenty Four percent are DisEngaged.

There is variation in the engagement level of teachers of Government colleges, Aided College and Self-financed college teachers. Of the 91 Government College teachers, 20 (22%) are Engaged, 55(60%) are Not Engaged and 16 (18%) are DisEngaged. There are 245 respondents working in Aided Colleges of whom 76 (31%) are Engaged, 145 (59)

are Not Engaged and 24(10%) are DisEngaged. Among 322 teachers in Self-Financed Colleges, 35(11%) are Engaged, 209(65%) are Not Engaged and 78 (24%) are DisEngaged. This throws up intriguing picture. In both Government and Aided college the percentage of NETs are almost same but aided colleges seem to have more Engaged teachers than the other category. Likewise, self-financed colleges have less Engaged Teachers and more DisEngaged Teachers than the other category. DisEngaged Teachers are minimum in Aided colleges.

There are 445 sample respondents working in Arts stream of whom Seventeen percent are Engaged, Sixty Four percent are Not Engaged and Nineteen percent are DisEngaged. Two hundred and thirteen respondents are working in Science stream of whom twenty six percent are Engaged, Fifty Eight percent are Not Engaged and Sixteen percent are DisEngaged. The engagement level is same for both the group of teachers.

Testing of Hypothesis

1. There is no significant difference in the Teacher Engagement Index of male and female teachers- **Accepted.**

Table. 5.6

Difference in the Teacher Engagement Index of male and female

	Gender	TEI	Standard Deviation	Statistical Inferences
Teacher Engagement Index	Male (n=238)	3.64	.771	T=-.958 Df= 656 .548>0.05 Not Significant
	Female (n=420)	3.70	.763	

2. There is no significant difference in the Teacher Engagement Index of Arts and Science teachers –**Accepted.**

Table 5.7

Difference in the Teacher Engagement Index of Arts and Science teachers

	Stream	Mean	Standard Deviation	Statistical Inferences
Teacher Engagement Index	Arts (n=445)	3.60	.774	T=-3.775 Df= 656 .544>0.05 Not Significant
	Science (n=213)	3.84	.725	

3. There is no significant difference in the Teacher Engagement Index of teachers in different administrative positions –**Accepted**

Table 5.8

Difference in the Teacher Engagement Index of teachers in different administrative positions

	Administrative Position	TEI	Standard Deviation	Statistical Inferences
Teacher Engagement Index	Yes (n=112)	3.73	.751	T=-.761 Df= 656 .898>0.05 Not Significant
	No (n=546)	3.67	.769	

4. There is no significant difference in the Teacher Engagement Index of teachers of different marital status –**Accepted**

Table 5.9

Difference in the Teacher Engagement Index of teachers of different marital status

	Between Groups	TEI	S.D	SS	DF	MS	Statistical Inferences
Teacher Engagement Index	Single (n=126)	3.56	.805	2.441	2	1.221	F=2.086 .125>0.05 Not Significant
	Married (n=525)	3.70	.757				
	Divorcee (n=7)	3.93	.480				

5. There is no significant difference in the Teacher Engagement Index of teachers of different Types of Institution –**Rejected**

Table 5.10

Difference in the Teacher Engagement Index of teachers of different Types of Institution

	Between Groups	TEI	S.D	SS	DF	MS	Statistical Inferences
Teacher Engagement Index	Govt. College (n=91)	3.79	.776	22.081	2	11.040	F=19.887 .001<0.05 Significant
	Aided College (n=245)	3.88	.711				
	Self-Finance College (n=322)	3.50	.762				

6. There is no significant difference in the Teacher Engagement Index of teachers of different Nature of jobs - **Rejected**

Table 5.11

Difference in the Teacher Engagement Index of teachers of different Nature of jobs

	Between Groups	TEI	S.D	SS	DF	MS	Statistical Inferences
Teacher Engagement Index	Government (n=80)	3.89	.706	30.070	3	10.023	F=18.433 .001<0.05 Significant
	Grant-in-Aid (n=90)	4.14	.577				
	Self-Finance / Management College (n=485)	3.56	.769				
	Part time (n=3)	4.17	.112				

7. There is no significant association between Age of the respondents and the overall Engagement level of Teachers –**Rejected**

Table. 5.12

Association between Age wise classification of the respondents and the overall Engagement level of Teachers

		Age	Average of 75 Statements
Age	Pearson Correlation	1	.123**
	Sig. (2-tailed)		.002
	N	658	658
Average of 75 Statements	Pearson Correlation	.123**	1
	Sig. (2-tailed)	.002	
	N	658	658

** Correlation is significant at the 0.01 level (2-tailed).

8. There is no significant association between Monthly Income of the respondents and the overall Engagement level of Teachers- **Rejected**

Table. 5.13

Association between Monthly Income wise classification of the respondents and the overall Engagement level of Teachers

		Monthly Income	Average of 75 Statements
Monthly Income	Pearson Correlation	1	.246**
	Sig. (2-tailed)		.000
	N	658	658
Average of 75 Statements	Pearson Correlation	.246**	1
	Sig. (2-tailed)	.000	
	N	658	658

** . Correlation is significant at the 0.01 level (2-tailed).

9. There is no significant association between Years of Experience of the respondents and the overall Engagement level of Teachers - **Rejected**

Table. 5.14

Association between Years of Experience wise classification of the respondents and the overall Engagement level of Teachers

		Years of Experience	Average of 75 Statements
Years of Experience	Pearson Correlation	1	.106**
	Sig. (2-tailed)		.007
	N	658	658
Average of 75 Statements	Pearson Correlation	.106**	1
	Sig. (2-tailed)	.007	
	N	658	658

** . Correlation is significant at the 0.01 level (2-tailed).

Table 5.15
Correlations among the Dimensions

SCALE DIMENSIONS			SD1	SD2	SD 3	SD4	SD5	SD6	SD7	SD8	SD 9	SD10	SD11	SD 12	SD 13
SD 1	Recognition	Pearson Correlation	1	.519**	.612**	.518**	.537**	.562**	.623**	.607**	.476**	.514**	.643**	.448**	.398**
SD 2	Reward	Pearson Correlation	.519**	1	.596**	.465**	.622**	.340**	.441**	.479**	.491**	.430**	.536**	.473**	.304**
SD 3	Organizational Culture	Pearson Correlation	.612**	.596**	1	.606**	.650**	.555**	.695**	.633**	.611**	.582**	.723**	.709**	.561**
SD 4	Work	Pearson Correlation	.518**	.465**	.606**	1	.559**	.550**	.612**	.583**	.552**	.420**	.610**	.539**	.491**
SD 5	Quality Work Life	Pearson Correlation	.537**	.622**	.650**	.559**	1	.549**	.643**	.612**	.644**	.574**	.752**	.609**	.495**
SD6	Teamwork	Pearson Correlation	.562**	.340**	.555**	.550**	.549**	1	.692**	.699**	.554**	.519**	.680**	.503**	.412**
SD 7	Communication	Pearson Correlation	.623**	.441**	.695**	.612**	.643**	.692**	1	.777**	.745**	.653**	.786**	.593**	.584**
SD 8	Leadership	Pearson Correlation	.607**	.479**	.633**	.583**	.612**	.699**	.777**	1	.702**	.575**	.781**	.590**	.582**
SD 9	Fairness	Pearson Correlation	.476**	.491**	.611**	.552**	.644**	.554**	.745**	.702**	1	.579**	.749**	.559**	.523**
SD 10	Career Development	Pearson Correlation	.514**	.430**	.582**	.420**	.574**	.519**	.653**	.575**	.579**	1	.638**	.517**	.415**
SD 11	Perceived Organization Support	Pearson Correlation	.643**	.536**	.723**	.610**	.752**	.680**	.786**	.781**	.749**	.638**	1	.687**	.550**
SD 12	Commitment	Pearson Correlation	.448**	.473**	.709**	.539**	.609**	.503**	.593**	.590**	.559**	.517**	.687**	1	.554**
SD 13	Infrastructure	Pearson Correlation	.398**	.304**	.561**	.491**	.495**	.412**	.584**	.582**	.523**	.415**	.550**	.554**	1

N= 658

** . Correlation is significant at the 0.01 level (2-tailed)

10. There is no significant association between the Dimensions of teacher engagement -
Rejected

The significant value is less than 0.05 for every dimension, so the null hypothesis (there is no significant association between the dimensions of teacher engagement) is rejected. It shows that there is significant association between the dimensions of teacher engagement based on the correlation value given in the above table.

Conclusion

An attempt has been made in this chapter to conceptualise 'Teacher Engagement' and design Teacher Engagement Scale (TES) which resulted in identifying 13 Dimensions and 75 item statements. TES is used to elicit data from the sample respondents of Arts and Science stream teachers in Tamilnadu. The collected data were analysed using various statistical tools and inferences were drawn. Hypotheses were tested to know if there is any significant difference in the engagement scores of teachers belonging to certain category. In the forthcoming chapter, brief findings are presented besides suggestions and conclusions.

CHAPTER - VI

FINDINGS, SUGGESTIONS, SCOPE FOR FURTHER RESEARCH AND CONCLUSION

This chapter summarizes capsuling major findings, suggestions, and scope for further research. Crux of the entire research project is presented in this chapter so that an interested reader doesn't have to spend a great deal of scanning through the entire report. The following are the major findings of the study.

I. Major Findings

- 6.1.1. Review of literature revealed that there are multiple definitions and scales to measure employee engagement and not much research has been done to assess teacher engagement.
- 6.1.2. For the purpose of this study, Teacher Engagement is conceptualized as “being passionate about college and teaching profession, giving one's best effort on a daily basis, displaying intense loyalty and patriotism for the college, and intending to stay. Engaged teachers "go the extra mile” for their college and their colleagues and students”.
- 6.1.3. Focused Group Discussion yielded in the construction of Teacher Engagement Scale with 13 dimensions and 75 item statement. The Scale Dimensions are: 1) Recognition, 2) Reward, 3) Organizational Culture, 4) Work, 5) Quality Work Life, 6) Teamwork, 7) Communication, 8) Leadership, 9) Fairness, 10) Career development, 11) Perceived Organizational Support, 12) Commitment, and 13) Infrastructure. These dimensions are the indicators that lead to Teacher Engagement. Scale Items are presented in (Appendix I).
- 6.1.4. The overall Teacher Engagement Index (TEI) is 3.69 on a scale of five. The best performing Dimensions are: Commitment (Dimension Index of 4.08), Career Development (DI-3.85) and Work (DI-3.85). The Scale Dimension ‘Reward’ is at the bottom followed by ‘Recognition’ and ‘Fairness’, Scale Item Indices reveal those item statements that are strong and weak in contributing to Scale Dimension Index.

- 6.1.5. For the Dimension Recognition, the best performing Scale Item is 'My college cares for me as a person' with Scale Item Index of 3.83 and the worst is 'I have a fair chance of receiving promotion with 3.21'.
- 6.1.6. 'Reward' is the worst performing Dimension with an index of 3.16. Scale Item 'I am able to save for my future' is at the bottom.
- 6.1.7. The Dimension Organizational Culture is ranked in 5th position with a score of 3.78. The Scale Item 'The vision of this college is clear' with a score of 3.89 fares better and 'Management policies are open and transparent' is the worst performing scale item.
- 6.1.8. The Dimension Work is in the third position with an Index of 3.85. The Scale Item, 'Teaching is a right profession for me' notches first position with a score of 4.27 but two scale items 'I am not over-loaded with work to do' and 'I have the appropriate resources to do my job well' have the indices below the Dimension Index of 3.85.
- 6.1.9. For the Dimension Quality Work Life, the scale item 'The volume of work I have in my role is manageable' performs better and worst SIs are: 'My workload in my college leaves me sufficient time for my family and personal growth', and 'I have enough time to pursue my hobbies and for leisure activities'. The Dimension Index is 3.6.
- 6.1.10. The SDI for Teamwork is 3.84. The SI 'Teamwork is encouraged in my department/college' is the best performing one with a score of 3.94. The worst performing SI is "My college promotes cooperation among the faculty" that has an index of 3.71.
- 6.1.11. The Index for the Dimension Communication is 3.67. The SI 'Communication within college is effective' does well than the other SIs with a score of 3.78. There are three Scale Items below the DI of 3.67.
- 6.1.12. With an Index of 3.69, the Dimension Leadership occupies seventh position. The Scale Items, 'There is strong and effective leadership in my department' plays a better role than the other items with a score of 3.76. There are two Scale Items ('My senior colleagues inspire me and act as role model', and 'Management enjoys trust of staff members') whose scores are lesser than the Dimension Index.

- 6.1.13. As far as Career Development Dimension is concerned, there is no much difference in the Indices of Scale Items and the Dimension Index. It occupies second position among the thirteen Dimensions. It is an indication that respondents are happy and have a clear vision about their career prospects.
- 6.1.14. Perceived Organizational Support as a Dimension of Teacher Engagement has a score of 3.60 and is ranked at the 10th position. All the Scale items included in this Dimension scored above the overall Dimension Index which reflects there is no much difference between the individual Scale Items and Dimension Index.
- 6.1.15. The Dimension Commitment ranks first with an Index of 4.08. The Scale Item 'I speak positively to outsiders about my college' is the best performing one and Scale Item 'I would recommend this college to others as a good place to work' is the worst performing index.
- 6.1.16. The Dimension Index for Infrastructure is 3.76 and it occupies sixth position. The Scale item 'I am happy about the physical environment of my college' scores high with an Index of 4.05 which shows that the respondents are happy about their institutions' physical environment. There are four Scale Items whose scores are lesser than the average score of the Dimension. These four Scale Items have to be concentrated to improve the Dimension Index.
- 6.1.17. The Dimension Fairness is in 11th position with an Index of 3.53 which is below the overall TEI of 3.69. The Scale item 'The College recruits and selects the right people to the right jobs' is the prominent Scale Item with an Index of 3.67. The two Scale Items scored (SI-9.3 and SI-9.4) below the Dimension Index of 3.53.

Hypotheses related findings

- 6.1.18. There is no significant difference in the Teacher Engagement Index of male and female teachers
- 6.1.19. There is no significant difference in the Teacher Engagement Index of Arts and Science teachers.
- 6.1.20. There is no significant difference in the Teacher Engagement Index of teachers in different administrative positions
- 6.1.21. There is no significant difference in the Teacher Engagement Index of teachers of different marital status

- 6.1.22. There is significant difference in the Teacher Engagement Index of teachers of different Types of Institutions
- 6.1.23. There is significant difference in the Teacher Engagement Index of teachers of different Nature of jobs.
- 6.1.24. There is significant association between Age and the overall Engagement level of Teachers.
- 6.1.25. There is significant association between Monthly Income and the overall Engagement level of Teachers.
- 6.1.26. There is significant association between Years of Experience and the overall Engagement level of Teachers.
- 6.1.27. There is significant association between the Dimensions of teacher engagement.

II. Suggestions

- 6.2.1. Absence of a commonly accepted definition of the concept of Teacher Engagement might hamper and invalidate researches done by individual researchers. Each one has his own line of thinking and angle to approach the issue of Teacher Engagement. As heat is measured using either Fahrenheit or Celsius, thankfully only two measures, Teacher Engagement is measured by individual researchers according to how one conceptualizes the term 'engagement'. Higher Education bodies like HRD ministry, UGC, AICTE etc., should take steps to conceptualise and define Teacher Engagement. Once there is consensus as to its meaning and definition, devising a scale becomes easy.
- 6.2.2. There needs to be broader consortium of researches and discussion, first at the state level and then at the national level to conceptualise 'Teacher Engagement' and design a scale with different dimensions and scale items. Once a general tool is designed, this can be used in education institutions customizing it according to the local environment of each institution.
- 6.2.3. Institutions require actively engaged teachers to reach greater heights. Only those institutions that treat their teachers well, with respect, and take care of their basic and psychological needs would survive in the long run with success. Just because an institution survives for a long period can't be taken as a mark of success or can't be construed as having engaged employees. If one applies certain performance

metrics to measure the efficiency of education institutions, it would reveal that only those institutions that have Engaged Teachers are high on those performance indicators. Hence, it is imperative for the HEIs to pay special attention to enlarge the category of ETs.

- 6.2.4. As success and achievement of an education institution is the sum of efforts put in by Engaged Teachers (ET), this category needs to be greater than the other categories – Non Engaged Teachers (NET) and DisEngaged Teachers. These two categories accounting for nearly 80 percent is a worrisome trend. Even if half of the NET category of teachers could be converted into ET, there would be remarkable achievement.
- 6.2.5. Plain measuring of Engagement score with different set of population that are different in characteristics might give an overall picture but that may not be enough to pinpoint dimension and scale items that are not performing well. Hence, proper weightage should be given to those dimensions and scale items that are more important than the others. Perhaps, weighted average score could be a better indicator.
- 6.2.6. Scale Item Indices reveal those item statements that are strong and weak in contributing to Scale Dimension Index. On the one hand, the education institutions can try to maximize those SD and SIs that are very strong in their index, on the other hand, efforts should be taken to improve performance of those SDs and SIs that are weak in contributing to the overall TEI.
- 6.2.7. The following Scale Items whose performance is poor compared to the others, require special attention so as to improve the TEI. Their respective SD and SI number is given in parenthesis.
- 1) Talents and Skills are appreciated and rewarded properly(1.5)
 - 2) I have a fair chance of receiving promotion(1.6)
 - 3) My salary is enough to lead a decent life (2.2)
 - 4) I am able to manage my expenses with current remuneration (2.6)
 - 5) There is enough increases in my salary every year that takes care of rising cost of living / inflation (2.7)
 - 6) I am able to save for my future (2.8)
 - 7) Management policies are open and transparent (3.5)

- 8) I am not over-loaded with work to do (4.1)
 - 9) I have the appropriate resources to do my job well (4.2)
 - 10) My workload in my college leaves me sufficient time for my family and personal growth (5.3)
 - 11) I have enough time to pursue my hobbies and for leisure activities(5.4)
 - 12) My college promotes cooperation among the faculty (6.5)
 - 13) There is mutual understanding and respect among colleagues(6.6)
 - 14) My college encourages two-way communication (7.3)
 - 15) Essential information flows effectively from top management to staff (7.4)
 - 16) It is easy for staff members to communicate with officials of the college (7.5)
 - 17) My senior colleagues inspire me and act as role model (8.5)
 - 18) Management enjoys trust of staff members (8.6)
 - 19) There is a fair and open mechanism for addressing the grievances of faculty members (9.3)
 - 20) This college gives equal opportunities to everyone (9.4)
 - 21) I would recommend this college to others as a good place to work (12.1)
 - 22) Audio, Visual and other teaching aids are sufficient (13.2)
 - 23) Staffroom, Canteen and other facilities are good (13.3)
 - 24) There is clean and healthy environment in the campus (13.4)
 - 25) My campus is IT enabled – Internet, Computers WIFI etc.(13.4)
- 6.2.8. Education institutions should take earnest steps to improve the performance of the above indicator so that the overall Engagement of Teachers would improve. As these are worst performing SIs, the reasons for their poor performance should be analysed and ways and means should be explored to improve their performance. When the performance of these SIs improve, it will augment the score of the respective SD which in turn would improve the overall TEI.

III. Scope for further research

- 6.3.1. Education institution should conduct a survey at the institution level to find out level of engagement of teachers. Such a survey would not only indicate the overall engagement level, but also shed lights on what count the institution is performing better and where they fail. Once it is known, with empirical evidence, there could be a tailor-made HR policy and strategy to improve the engagement level of the teachers.
- 6.3.2. There could be a research on the impact of Teacher Engagement on certain performance indicators that are being used today by various agencies like NAAC, UGC, AICTE, NIRF etc. Once such a relationship is established, individual institution can minimize their area of weakness even while strengthening those dimensions and scale items that are very strong for them.
- 6.3.3. Nationwide survey needs to be done to understand and to take remedial measures to strengthen those poor scoring dimensions and scale items.
- 6.3.4. The impact of Engagement of Teachers on the learning outcome needs to be assessed so that the loss the nation suffers due to disengagement of teachers can be quantified. If quantified, the policy makers and leaders of education institutions would be able to comprehend the significance of engagement of teachers which would further pave the way for creating an eco-system where by all the stakeholders become sensitive to the issue concerning Teachers Engagement.
- 6.3.5. Today number matters. To assess the functioning of an education institution, first, TEI should be taken into account and second, a considerable weightage should be given to this metrics in assessment done by various agencies like UGC, NAAC, NIRF etc. When an institution fails on this metrics, it is quite certain it can't have a better metrics on other performance indicators.

Conclusion

If teachers feel they are making meaningful contributions to their jobs, to their institution, and to society as a whole, they tend to be more engaged. The connection between what teachers do every day and the goals and mission of the institution is crucial to engagement. If there is alignment and congruence between personal and institutional goals, the engagement grows. Greatest satisfaction comes from the belief that she/he is

making a difference in the lives of students being a ladder to their growth. Success and achievement of an education institution is directly proportional to the amount of efforts put in by Engaged Teachers. Hence, it is imperative for the leaders of educational institutions to identify the level of engagement of teachers and implement behavioural strategies that will facilitate full engagement of teachers.

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Appendix - I
Dimension and Scale Item Index

SI	Recognition SD-1	Score (3290)	SI- Index (5)	Rank
1.1	My college cares for me as a person	2520	3.83	1
1.2	In the past one year I have received praise and recognition from my HOD/superiors/management	2406	3.66	3
1.3	I get enough recognition and attention for the work I do	2417	3.67	2
1.4	I received enough appreciation when I did good works.	2357	3.58	4
1.5	Talents and Skills are appreciated and rewarded properly	2229	3.39	5
1.6	I have a fair chance of receiving promotion	2110	3.21	6
	Total Score (out of possible 30) and out of 5	14039	21.34	
	Overall Score and Index Grand Mean	2339.83	3.56	

SI	Reward SD-2	Score (3290)	SI- Index (5)	Rank
2.1	I receive appropriate pay and benefits for the job that I do	2236	3.40	1
2.2	My salary is enough to lead a decent life	2059	3.13	4
2.3	My salary matches with the quantum of work I do	2107	3.20	3
2.4	Salary I receive is prestigious and honourable	2120	3.22	2
2.5	My salary increases periodically (Annual Increment)	2102	3.20	3
2.6	I am able to manage my expenses with current remuneration	2053	3.12	5
2.7	There is enough increases in my salary every year that takes care of rising cost of living / inflation	1974	3.00	7
2.8	I am able to save for my future	2007	3.05	6
	Total Score (out of possible (30)	16658	25.32	
	Overall Score and Index	2082.5	3.165	

SI	Organizational Culture SD-3	Score (3290)	SI- Index (5)	Rank
3.1	This college makes an effective contribution to the community	2525	3.84	3
3.2	My college treats the faculties gently and respectfully	2506	3.81	4
3.3	The vision of this college is clear	2562	3.89	1
3.4	The name and fame of my college makes me happy and feel proud	2559	3.89	2
3.5	Management policies are open and transparent	2287	3.48	5
	Total Score (out of possible 30) and out of 5	12439	18.91	
	Overall Score and Index	2487.8	3.782	

SI	Work SD-4	Score (3290)	SI- Index (5)	Rank
4.1	I am not over-loaded with work to do	2263	3.44	6
4.2	I have the appropriate resources to do my job well	2469	3.75	5
4.3	I am clear of what is expected in my role	2609	3.97	2
4.4	My workload is manageable	2522	3.83	4
4.5	I am happy about my workload	2527	3.84	3
4.6	Teaching is a right profession for me	2810	4.27	1
	Total Score (out of possible 30) and out of 5	15200	23.1	
	Overall Score and Index	2533.33	3.85	

SI	Quality Work Life SD-5	Score (3290)	SI- Index (5)	Rank
5.1	The college promotes the health and well-being of teachers	2430	3.69	3
5.2	I am able to balance my work and personal life	2437	3.70	2
5.3	My workload in my college leaves me sufficient time for my family and personal growth	2278	3.46	5
5.4	I have enough time to pursue my hobbies and for leisure activities	2229	3.39	6
5.5	My job is safe and secure	2384	3.62	4
5.6	The volume of work I have in my role is manageable	2458	3.74	1
	Total Score (out of possible 30) and out of 5	14216	21.6	
	Overall Score and Index	2369.33	3.6	

SI	Teamwork SD-6	Score (3290)	SI- Index (5)	Rank
6.1	During difficult times I get support from my head/boss	2574	3.91	3
6.2	During difficult times I get support from my colleagues	2581	3.92	2
6.3	Teamwork is encouraged in my department/college	2592	3.94	1
6.4	I trust my department members	2545	3.87	4
6.5	My college promotes cooperation among the faculty	2443	3.71	6
6.6	There is mutual understanding and respect among colleagues	2451	3.72	5
	Total Score (out of possible 30) and out of 5	15186	23.07	
	Overall Score and Index	2531	3.845	

SI	Communication SD-7	Score (3290)	SI- Index (5)	Rank
7.1	Communication within college is effective	2489	3.78	1
7.2	I receive timely information to help me do my job well	2448	3.72	2
7.3	My college encourages two-way communication	2379	3.62	4
7.4	Essential information flows effectively from top management to staff	2391	3.63	3
7.5	It is easy for staff members to communicate with officials of the college	2375	3.61	5
	Total Score (out of possible 30) and out of 5	12082	18.36	
	Overall Score and Index	2461.4	3.672	

SI	Leadership SD-8	Score (3290)	SI- Index (5)	Rank
8.1	Head and other authorities lead by example	2432	3.70	4
8.2	There is strong and effective leadership in my department	2475	3.76	1
8.3	There is strong and effective leadership in my college	2458	3.74	3
8.4	Leadership at department level is good	2468	3.75	2
8.5	My senior colleagues inspire me and act as role model	2368	3.60	5
8.6	Management enjoys trust of staff members	2368	3.60	5
	Total Score (out of possible 30) and out of 5	14569	22.15	
	Overall Score and Index	2428.17	3.69	

SI	Fairness SD-9	Score (3290)	SI- Index (5)	Rank
9.1	The college recruits and selects the right people to the right jobs	2418	3.67	1
9.2	Faculties are chosen on merit basis without any bias	2376	3.61	2
9.3	There is a fair and open mechanism for addressing the grievances of faculty members	2293	3.48	4
9.4	This college gives equal opportunities to everyone	2223	3.38	5
9.5	I enjoy the same rights like my colleagues in other institutions	2320	3.53	3
	Total Score (out of possible 30) and out of 5	11630	17.67	
	Overall Score and Index	2326	3.534	

SI	Career development SD-10	Score (3290)	SI- Index (5)	Rank
10.1	I have personal development plan that helps me grow and develop my career	2544	3.87	1
10.2	There is ample scope for continuous and lifelong learning	2537	3.86	2
10.3	I receive appropriate training to help me do my job well	2537	3.86	2
	Total Score (out of possible 30) and out of 5	7618	11.59	
	Overall Score and Index	2539.33	3.863	

SI	Perceived Organizational Support SD-11	Score (3290)	SI- Index (5)	Rank
11.1	My higher authorities make me feel my contributions are valued	2532	3.85	1
11.2	I am able to express my views to my immediate authority	2370	3.60	7
11.3	My head or higher authority listens and acts on my views	2393	3.64	6
11.4	I am encouraged to do my job with passion and dedication	2466	3.75	3
11.5	Proper and unbiased feedback about my teaching is given to me	2478	3.77	2
11.6	Management is trust worthy	2459	3.74	4
11.7	My rights are well protected	2438	3.71	5
	Total Score (out of possible 30) and out of 5	17136	26.06	
	Overall Score and Index	2448	3.6	

SI	Commitment SD-12	Score (3290)	SI-Index (5)	Rank
12.1	I would recommend this college to others as a good place to work	2619	3.98	6
12.2	I have a strong sense of belongingness to the college	2661	4.04	5
12.3	I care about the future of this college	2719	4.13	2
12.4	I enjoy and look forward going to college	2683	4.08	3
12.5	I am willing to go the extra mile for my college	2677	4.07	4
12.6	I speak positively to outsiders about my college	2753	4.18	1
	Total Score (out of possible 30) and out of 5	16112	24.48	
	Overall Score and Index	2685.33	4.08	

SI	Infrastructure SD-13	Score (3290)	SI-Index (5)	Rank
13.1	I am happy about the physical environment of my college	2666	4.05	1
13.2	Audio, Visual and other teaching aids are sufficient	2431	3.69	4
13.3	Staffroom, Canteen and other facilities are good	2350	3.57	6
13.4	There is clean and healthy environment in the campus	2450	3.72	3
13.5	My campus is IT enabled – Internet, Computers WIFI etc.	2384	3.62	5
13.6	My college has sufficient books and library	2559	3.89	2
	Total Score (out of possible 30) and out of 5	14840	22.54	
	Overall Score and Index	2473.33	3.76	

Appendix - II

MORGAN'S TABLE FOR SAMPLE SIZE

Population Size	Confidenc= 95%				Confidence=99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
1000	278	440	606	906	399	575	727	943
1200	291	474	674	1067	427	636	827	1119
1500	306	515	759	1297	460	712	959	1376
2000	322	563	869	1655	498	808	1141	1785
2500	333	597	952	1984	524	879	1288	2173
3500	346	641	1068	2565	558	977	1510	2890
5000	357	678	1176	3288	586	1066	1734	3842
7500	365	710	1275	4211	610	1147	1960	5165
10000	370	727	1332	4899	622	1193	2098	6239
25000	378	760	1448	6939	646	1285	2399	9972
50000	381	772	1491	8056	655	1318	2520	12455
75000	382	776	1506	8514	658	1330	2563	13583
100000	383	778	1513	8762	659	1336	2585	14227
250000	384	782	1527	9248	662	1347	2626	15555
500000	384	783	1532	9423	663	1350	2640	16055

Appendix - III

INDIVIDUAL DIMENSION SCORE AND FREQUENCY**SD-1**

RECOGNITION	Number of respondents						TOTAL SCORE	TEI	
	1	2	3	4	5	TOTAL			
Q1	52	28	167	193	218	658	2520	3.83	TOTAL DIMENSION SCORE= 3.56
Q2	59	59	163	204	173	658	2406	3.66	
Q3	29	85	179	196	169	658	2417	3.67	
Q4	44	105	168	175	166	658	2357	3.58	
Q5	75	101	185	163	134	658	2229	3.39	
Q6	109	98	193	147	111	658	2110	3.21	

SD-2

REWARD	1	2	3	4	5	TOTAL	TOTAL SCORE	SCORE	
Q7	107	81	157	136	177	658	2236	3.40	TOTAL DIMENSION SCORE= 3.17
Q8	140	115	129	136	138	658	2059	3.13	
Q9	112	125	159	119	143	658	2107	3.20	
Q10	120	121	146	113	158	658	2120	3.22	
Q11	118	147	120	122	151	658	2102	3.20	
Q12	125	144	127	124	138	658	2053	3.12	
Q13	167	101	147	115	128	658	1974	3.00	
Q14	157	116	129	115	141	658	2007	3.05	

SD-3

ORG CULTURE	1	2	3	4	5	TOTAL	TOTAL SCORE	SCORE	
Q15	48	59	149	184	218	658	2525	3.84	TOTAL DIMENSION SCORE= 3.78
Q16	27	82	176	144	229	658	2506	3.81	
Q17	43	85	118	160	252	658	2562	3.89	
Q18	40	93	115	151	259	658	2559	3.89	
Q19	87	102	141	156	172	658	2287	3.48	

SD-4

ORG CULTURE	1	2	3	4	5	TOTAL	TOTAL SCORE	SCORE	
Q20	82	84	172	161	159	658	2263	3.44	TOTAL DIMENSION SCORE= 3.85
Q21	30	61	193	175	199	658	2469	3.75	
Q22	19	61	135	204	239	658	2609	3.97	
Q23	33	59	148	194	224	658	2522	3.83	
Q24	25	89	152	169	223	658	2527	3.84	
Q25	30	47	58	139	384	658	2810	4.27	

SD-5

QUALITY WORK LIFE	1	2	3	4	5	TOTAL	TOTAL SCORE	SCORE	
Q26	57	76	132	213	180	658	2430	3.69	TOTAL DIMENSION SCORE= 3.6
Q27	30	61	209	202	156	658	2437	3.70	
Q28	56	101	183	188	130	658	2278	3.46	
Q29	64	108	213	125	148	658	2229	3.39	
Q30	67	100	131	160	200	658	2384	3.62	
Q31	28	98	153	194	185	658	2458	3.74	

SD-6

TEAM WORK	1	2	3	4	5	TOTAL	TOTAL SCORE	SCORE	
Q32	49	52	115	211	231	658	2574	3.91	TOTAL DIMENSION SCORE= 3.84
Q33	30	52	136	228	212	658	2581	3.92	
Q34	17	91	150	149	251	658	2592	3.94	
Q35	39	86	128	156	249	658	2545	3.87	
Q36	45	91	142	184	196	658	2443	3.71	
Q37	41	79	162	186	190	658	2451	3.72	

SD-7

COMMUNICATION	1	2	3	4	5	TOTAL	TOTAL SCORE	SCORE	
Q38	32	72	158	226	170	658	2489	3.78	TOTAL DIMENSION SCORE= 3.67
Q39	20	87	190	200	161	658	2448	3.72	
Q40	30	101	182	201	144	658	2379	3.62	
Q41	14	111	215	164	154	658	2391	3.63	
Q42	39	89	197	179	154	658	2375	3.61	

SD-8

LEADERSHIP	1	2	3	4	5	TOTAL	TOTAL SCORE	SCORE	
Q43	66	60	164	198	170	658	2432	3.70	TOTAL DIMENSION SCORE= 3.69
Q44	59	71	148	170	210	658	2475	3.76	
Q45	40	79	155	196	188	658	2458	3.74	
Q46	60	85	142	144	227	658	2468	3.75	
Q47	90	69	158	147	194	658	2368	3.60	
Q48	76	86	146	170	180	658	2368	3.60	

SD-9

FAIRNESS	1	2	3	4	5	TOTAL	TOTAL SCORE	SCORE	
Q49	57	79	148	173	201	658	2418	3.67	TOTAL DIMENSION SCORE= 3.53
Q50	78	81	149	156	194	658	2376	3.61	
Q51	77	84	178	170	149	658	2293	3.48	
Q52	96	107	169	124	162	658	2223	3.38	
Q53	75	92	157	165	169	658	2320	3.53	

SD-10

CAREER DEVELOPMENT	1	2	3	4	5	TOTAL	TOTAL SCORE	SCORE	
Q54	38	65	137	212	206	658	2544	3.87	TOTAL DIMENSION SCORE= 3.86
Q55	26	59	177	203	193	658	2537	3.86	
Q56	31	53	183	201	190	658	2537	3.86	

SD-11

RECOGNITION	1	2	3	4	5	TOTAL	TOTAL SCORE	SCORE	
Q57	26	46	154	261	171	658	2532	3.85	TOTAL DIMENSION SCORE= 3.6
Q58	46	81	184	203	144	658	2370	3.60	
Q59	47	86	162	209	154	658	2393	3.64	
Q60	49	63	168	193	185	658	2466	3.75	
Q61	28	88	159	201	182	658	2478	3.77	
Q62	40	104	123	182	209	658	2459	3.74	
Q63	58	84	151	159	206	658	2438	3.71	

SD-12

COMMITMENT	1	2	3	4	5	TOTAL	TOTAL SCORE	SCORE	
Q64	31	55	117	204	251	658	2619	3.98	TOTAL DIMENSION SCORE= 4.08
Q65	12	80	107	193	266	658	2661	4.04	
Q66	18	55	94	212	279	658	2719	4.13	
Q67	38	38	120	196	266	658	2683	4.08	
Q68	26	53	99	210	270	658	2677	4.07	
Q69	16	51	83	191	317	658	2753	4.18	

SD-13

INFRASTRUCTURE	1	2	3	4	5	TOTAL	TOTAL SCORE	SCORE	
Q70	28	40	141	158	291	658	2666	4.05	TOTAL DIMENSION SCORE= 3.76
Q71	45	89	162	154	208	658	2431	3.69	
Q72	58	77	190	150	183	658	2350	3.57	
Q73	38	67	183	173	197	658	2450	3.72	
Q74	84	84	121	123	246	658	2384	3.62	
Q75	49	70	115	152	272	658	2559	3.89	

Appendix - IV

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Dear Madam / Sir, Greetings and Wishes !

First, let me thank you for agreeing to participate in a study entitled "An Inquiry into Teacher Engagement among the Faculties of Arts and Science Colleges in Tamilnadu" sponsored by ICSSR (Indian Council of Social Science Research).

The purpose of this research is to identify drivers of Teacher Engagement and measure the same. The population for my research is teachers working in Arts and Science colleges in Tamilnadu. The concept of Teacher Engagement is nothing but Employee Engagement. Though there are many studies on Employee Engagement, there isn't much research on Teacher Engagement which is slightly different from Employee Engagement. And so this study is undertaken with the support of ICSSR. This study would shed light on the level of Teacher Engagement at Tamilnadu State.

Your input will definitely provide valuable insights into this research. I assure you that the information collected from you will be used only for academic purpose and kept confidential.

I earnestly thank you for sparing your valuable time and providing vital data for this research work.

Thank you.

Yours Sincerely,

ICSSR sponsored Research Project

(Modified schedule after the pilot study)

Title of the Research Project: **“An Inquiry into ‘Teacher Engagement ’among the Faculties of Arts and Science Colleges in Tamilnadu”.**

Kindly provide the following information as requested below. The information will remain confidential and will only be used in aggregate form or for statistical purposes.

I. Personal Background Information

No	Details	Options
1	Gender	1) <input type="checkbox"/> Male 2) <input type="checkbox"/> Female
2	Age	
3	Marital Status	1) <input type="checkbox"/> Single 2) <input type="checkbox"/> Married 3) <input type="checkbox"/> Divorcee
4	Whether spouse is employed	1) <input type="checkbox"/> Yes 2) <input type="checkbox"/> No 3) <input type="checkbox"/> Not applicable
	4(a) If yes	1) <input type="checkbox"/> Government Employed 2) <input type="checkbox"/> Private Concern 3) <input type="checkbox"/> Self – Employed
5	Monthly Income	
6	Family System	1) <input type="checkbox"/> Nuclear 2) <input type="checkbox"/> Joint Family 3) <input type="checkbox"/> Not applicable
7	Your highest educational qualification	1) <input type="checkbox"/> Ph.D 2) <input type="checkbox"/> M.Phil. 3) <input type="checkbox"/> Post- graduation
8	Have you completed NET/ SET	1) <input type="checkbox"/> Yes 2) <input type="checkbox"/> No

II. Job Information

9	Type of the Institution	1) <input type="checkbox"/> Government College 2) <input type="checkbox"/> Aided College 3) <input type="checkbox"/> Self – Finance College
10	You are an employee of	1) <input type="checkbox"/> Government 2) <input type="checkbox"/> Grant-in-Aid 3) <input type="checkbox"/> Self – Financing / Management 4) <input type="checkbox"/> Part time
11	Category	1) <input type="checkbox"/> Arts 2) <input type="checkbox"/> Science
12	Designation	1) <input type="checkbox"/> Professor 2) <input type="checkbox"/> Associate Professor 3) <input type="checkbox"/> Assistant Professor
13	Do you hold any administrative position?	1) <input type="checkbox"/> Yes 2) <input type="checkbox"/> No
	13 (a) If yes, state the position	
14	Years of experience in this Institutions	
15	Have you undertaken any major or minor research projects	1) <input type="checkbox"/> Yes 2) <input type="checkbox"/> No 3) <input type="checkbox"/> Not applicable
	15 (a) If yes, state the number of projects.	1) <input type="checkbox"/> Minor 2) <input type="checkbox"/> Major 3) <input type="checkbox"/> Minor & Major
16	Number of articles / research papers published in International/National level journals by you so far.	(Specify the number)

III. Faculty Engagement

Please use the following scale to indicate the extent to which you agree or disagree with the following statements, where **5 indicates highest degree of agreement** and **1 indicates lowest degree of agreement (please tick)**.

Recognition		5	4	3	2	1
1	My college cares for me as a person					
2	In the past one year I have received praise and recognition from my HOD/superiors/management					
3	I get enough recognition and attention for the work I do					
4	I received enough appreciation when I did good works.					
5	Talents and Skills are appreciated and rewarded properly					
6	I have a fair chance of receiving promotion					
Reward						
7	I receive appropriate pay and benefits for the job that I do					
8	My salary is enough to lead a decent life					
9	My salary matches with the quantum of work I do					
10	Salary I receive is prestigious and honourable					
11	My salary increases periodically (Annual Increment)					
12	I am able to manage my expenses with current remuneration					
13	There is enough increases in my salary every year that takes care of rising cost of living / inflation					
14	I am able to save for my future					
Organizational Culture						
15	This college makes an effective contribution to the community					
16	My college treats the faculties gently and respectfully					
17	The vision of this college is clear					
18	The name and fame of my college makes me happy and feel proud					
19	Management policies are open and transparent					
Work						
20	I am not over-loaded with work to do					
21	I have the appropriate resources to do my job well					
22	I am clear of what is expected in my role					
23	My workload is manageable					
24	I am happy about my workload					
25	Teaching is a right profession for me					

Quality of Work Life						
26	The college promotes the health and well-being of teachers					
27	I am able to balance my work and personal life					
28	My workload in my college leaves me sufficient time for my family and personal growth					
29	I have enough time to pursue my hobbies and for leisure activities					
30	My job is safe and secure					
31	The volume of work I have in my role is manageable					
Teamwork						
32	During difficult times I get support from my head/boss					
33	During difficult times I get support from my colleagues					
34	Teamwork is encouraged in my department/college					
35	I trust my department members					
36	My college promotes cooperation among the faculty					
37	There is mutual understanding and respect among colleagues					
Communication						
38	Communication within college is effective					
39	I receive timely information to help me do my job well					
40	My college encourages two-way communication					
41	Essential information flows effectively from top management to staff					
42	It is easy for staff members to communicate with officials of the college					
Leadership						
43	Head and other authorities lead by example					
44	There is strong and effective leadership in my department					
45	There is strong and effective leadership in my college					
46	Leadership at department level is good					
47	My senior colleagues inspire me and act as role model					
48	Management enjoys trust of staff members					
Fairness						
49	The college recruits and selects the right people to the right jobs					
50	Faculties are chosen on merit basis without any bias					
51	There is a fair and open mechanism for addressing the grievances of faculty members					

52	This college gives equal opportunities to everyone						
53	I enjoy the same rights like my colleagues in other institutions						
Career development							
54	I have personal development plan that helps me grow and develop my career						
55	There is ample scope for continuous and lifelong learning						
56	I receive appropriate training to help me do my job well						
Perceived Organizational Support							
57	My higher authorities make me feel my contributions are valued						
58	I am able to express my views to my immediate authority						
59	My head or higher authority listens and acts on my views						
60	I am encouraged to do my job with passion and dedication						
61	Proper and unbiased feedback about my teaching is given to me						
62	Management is trust worthy						
63	My rights are well protected						
Commitment							
64	I would recommend this college to others as a good place to work						
65	I have a strong sense of belongingness to the college						
66	I care about the future of this college						
67	I enjoy and look forward going to college						
68	I am willing to go the extra mile for my college						
69	I speak positively to outsiders about my college						
Infrastructure							
70	I am happy about the physical environment of my college						
71	Audio, Visual and other teaching aids are sufficient						
72	Staffroom, Canteen and other facilities are good						
73	There is clean and healthy environment in the campus						
74	My campus is IT enabled – Internet, Computers WIFI etc.						
75	My college has sufficient books and library						