

A STUDY ON MEASURING FACULTY ENGAGEMENT OF COLLEGE TEACHERS IN TIRUCHIRAPPALLI DISTRICT

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ABSTRACT

College Teachers are the most important group of professionals for our nation's future. Measuring teachers' work engagement without capturing social engagement with students ignores one of the most important aspects of teacher engagement.

This study was conducted among Teaching Faculty members of Arts and Science Colleges in Tiruchirappalli District, Tamil Nadu. The challenge today is not just retaining talented people, but fully engaging them, capturing their minds and hearts at each stage of their work lives. This article focuses on studying the level of engagement possessed by Faculty members of Arts & Science Colleges in Tiruchirappalli District, Tamil Nadu, and India.

Employee engagement, also called worker engagement, is a business management concept. An "engaged employee" is one who is fully involved in, and enthusiastic about their work, and thus will act in a way that further their organization's interests.

KEYWORDS: Employee Engagement, College Teachers, Objectives

INTRODUCTION

Employee engagement is defined as the commitment to and passion for one's work and role within a company. Engagement, as opposed to the satisfaction, translates directly into discretionary effort-the willingness to do more than only meet job requirements and customer needs. Employee engagement is the extent to which employees are motivated to contribute to business success, and are willing to apply discretionary effort to accomplishing tasks important to the achievement of stated business goals. An engaged faculty will show a high degree of commitment and involvement in the profession. For him/her, teaching is more of a commitment than compliance.

STATEMENT OF THE PROBLEM

The reason why employee engagement is so important to companies is that there is a host of benefits associated with high employee engagement. For example, engaged employees are more likely to volunteer their time and services for the company beyond the call of their job descriptions. They are also less likely to quit, fail to show up to work, or take sick days. Engaged employees tend to be more productive (though engagement does not necessarily because productivity, as there are many factors that relate to productivity, such as availability of resources). They also tend to produce higher-quality work. The important thing to be noticed here is where this commitment and involvement of a faculty reflect

upon? Over the period of time, teaching and research has evolved as prime most responsibilities of the faculties. The common perception was that, faculties who were highly involved in teaching engages the students that results in better learning. But, it is not so in reality. How do the faculty's works motivates to see further in terms of performance is still a burning question or an un-answered question? How universities and colleges should engage the faculties to enhance the student learning process? All these require a fresh answer as well as the standard model for further study. Although work engagement research in business settings is thriving (Bakker, Albrecht, & Leiter, 2011; Sonnentag, 2003), the same attention has not been paid to the construct in education, at least partly due to the absence of context-relevant tools. Building an understanding of faculty engagement at work is vital: research shows that teacher's attitudes and motivation levels are transmitted to students (Roth, Assor, Kanat-Maymon, & Kaplan, 2007). Hence an attempt is made to study the faculty engagement among college teachers.

OBJECTIVES OF THE STUDY

- To measure the faculty engagement among college teachers
- To find out the relationship between personal profile and faculty engagement

HYPOYHESES

- There is a significant difference between educational qualification and proud to work for this college.
- There is a significant difference between monthly income and look for another job in the college.
- There is a significant difference between gender and treated with respect in the college.

METHODOLOGY

The data has been collected from 75 respondents. Structured questionnaire was being used in this research to collect data. All the items were assessed on a five-point like scale, where 1 represents "Strongly Agree" and 5 represents "strongly disagree". The sample size consists of 75 respondents. The random sampling method is used. Primary Data is collected through a questionnaire. Secondary data are collected through websites, magazines, journal, research, report and newspapers. Collected data were analyzed and interpreted using tools like percentage analysis and Chi-square test.

Table 1: Chi – Square Test Showing the Association between Age and Enjoy Work with My Team

	Value	Df	Asymp. Sig. (2- Sided)
Pearson Chi-Square	59.867	30	.001
Likelihood Ratio	43.359	30	.054
Linear-by-Linear Association	.049	1	.824
N of Valid Cases	75		

Source: Compiled From Primary Data

Table 1 show that there is a significant difference between ages of the respondents and enjoy work with my team. Hence, the calculated value less than the table value ($0.001 < 0.05$).

Table 2: Chi – Square Test Showing the Association Between Qualification and Proud to Work for This College

	Value	Df	Asymp. Sig. (2- Sided)
Pearson Chi-Square	22.850	8	.004
Likelihood Ratio	21.612	8	.006
Linear-by-Linear Association	5.508	1	.019
N of Valid Cases	75		

Source: Compiled from primary data

Table 2 shows that there is a significant difference between qualification of the respondents and proud to work for this college. Hence, the calculated value less than the table value ($0.004 < 0.05$)

Table 3: Square Test Showing the Association Between Monthly Income and Look for another Job in the College

	Value	Df	Asymp. Sig. (2- Sided)
Pearson Chi-Square	11.431	3	0.010
Likelihood Ratio	16.479	3	0.001
Linear-by-Linear Association	9.973	1	0.002
N of Valid Cases	75		

Source: Compiled from primary data

Table 3 shows that there is a significant difference between monthly incomes and look for another job in the college. Hence, the calculated value less than the table value ($0.010 < 0.05$).

Table 4: Chi – Square Test showing the association Between gender and treated with respect in the college

	Value	Df	Asymp. Sig. (2- Sided)
Pearson Chi-Square	7.047a	2	.029
Likelihood Ratio	8.225	2	.016
Linear-by-Linear Association	6.941	1	.008
N of Valid Cases	75		

Source: Compiled from primary data

Table 4 shows that there is a significant difference between genders and treated with respect in the college. Hence, the calculated value less than the table value ($0.029 < 0.05$).

FINDINGS

- Most of the respondents are between the age group of 25-30 years.
- 61 percent of the respondents are female
- 45 percent of the respondents are qualified PG with M.Phil,
- This table shows that 34 percent of the respondents are having below 5 years experience and also having 11-15 years experience.
- 71 percent of the respondents are earning the income between 10,001-20,000
- 80 percent of the respondents strongly agree with believing in doing every work in the college
- Vast majority of the respondents strongly agree with the statement - enjoy working with their team.

- 61 percent of the respondents strongly agree with the statement that they are treated with respect.
- 39 percent of the respondents agree with the statement that they are highly spoken with a supervisor.
- Vast majority of the respondents are strongly agree with the statement that they are feeling proud to work for their organization.
- 64 percent of the respondents strongly agree with the statement that they recommend others to work in the college.
- 56 percent of the respondents strongly agree with the statement that they are frequently helping others to have heavy workloads.
- 39 percent of the respondents strongly agree with the statement that they have not put much effort into their job
- 48 percent of the respondents strongly agree with the statement that they are constantly doing the job in a better way.
- 57 percent of the respondents strongly agree with that they are putting extra effort to get a job done.
- 43 percent of the respondents disagree with that they look for another job in the next year.
- 48 percent of the respondents strongly disagreed that they are quitting jobs and leaving this college in the next year.
- 41 percent of the respondents are strongly disagreed that they are recently making phone calls and send resume to other institutions.

There is a significant difference between the age of the respondents and enjoy working with my team. Hence, the calculated value is lesser than the table value ($0.001 < 0.05$). So, the research hypothesis is accepted and the null hypothesis rejected.

There is a significant difference between qualification of the respondents and proud to work for this college. Hence, the calculated value is lesser than the table value ($0.004 < 0.05$). So, the research hypothesis accepted and the null hypothesis rejected.

There is a significant difference between monthly income and look for another job in the college. Hence, the calculated value is lesser than the table value ($0.010 < 0.05$). So, the research hypothesis accepted and the null hypothesis rejected.

There is a significant difference between gender and treated with respect in the college. Hence, the calculated value is lesser than the table value ($0.029 < 0.05$). So, the research hypothesis accepted and the null hypothesis rejected.

SUGGESTIONS

- Most of the respondents have completed PG and M.Phil, because of that they are getting only below Rs.20,000 so the respondents are trying to improve their qualifications, so that they would get better salary.

- Some of them not interested to help others who have heavy workloads, because they are not engaged and tend to feel their contributions overlooked, and their potential is not being tapped. The problems and tensions that are fostered by actively disengaged workers can cause great damage on college's functioning.
- Some of them having more interested to look for another job next year
- Some of them send resumes to other institutions.

CONCLUSIONS

It is concluded that faculty engagement is the buzzword term for faculty communication. It is a positive attitude held by the employees towards the institution and its values. It is rapidly gaining popularity, use and importance in the workplace and impacts college in many ways.

Therefore, faculty engagement should be a continuous process of learning, improvement, measurement and action.

Finally, raising and maintaining faculty engagement lies in the hands of an institution and requires a perfect blend of time, effort, commitment and investment to craft a successful endeavor.

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