



Analysis of Factors Affecting Work Engagement: A Study of State Universities of Haryana

Anju Sharma

Research Scholar, Dept. of Management Studies,
BPS Women University, Sonipat, Haryana

Dr. Kapil Kumar

Assistant Professor, Dept. of Management Studies,
BPS Women University, Sonipat, Haryana
E- mail: kapiljangra25@gmail.com

Abstract

This paper deals with an assessment of factors affecting work engagement of faculty members employed in Higher Education Institutions (HEIs) and measures to enhance work engagement. People employ different degrees of their physical, mental and affective domains, given the appropriate conditions. Visionaries realize that engaged employees can make a significant difference to organizational effectiveness and efficiency. They experiment with different methods to encourage engagement. An endeavour to identify the factors affecting work engagement of faculty members can help higher education institutions to better approach the issue to the mutual benefit of the individual and organization.

Keywords: Work Engagement, Factors, Faculty Members and Haryana.

INTRODUCTION

Previous studies regarding factors affecting the work engagement related to Kahn (1990), Maslach et.al (2001), May et al. (2004), Saks (2006), Bakker and Demerouti (2008), Macey and Scheider (2008) are related to common factors that is job characteristics. Personal resources propounded by studies of Kahn (1990), May et al. (2004), Bakker and Demerouti (2008). Interpersonal relation examined as a factor by studies of Kahn (1990), Maslach et.al (2001), May et al. (2004), Bakker and Demerouti (2008), Macey and Scheider (2008). Organisation support also concluded as a factor from the studies of Kahn (1990), Maslach et.al (2001), Saks (2006), Bakker and Demerouti (2008), Macey and Scheider (2008) and many more factors related to private and public sectors of different domains. Those were had impact on work engagement and organazional effectiveness in major or minor terms.

OBJECTIVE OF THE STUDY

The following research objectives have been framed from the research gap identified:

- To study the factor of work engagement of state universities of Haryana.
- To analysis the factors affecting work engagement of state universities of Haryana

Research Methodology

Sampling Design

The respondents were faculty members working in higher education in Haryana as they represent the largest demographics. This study uses non-probability sampling technique.

Methods of Data Collection

Primary data was collected from the respondents using an online questionnaire survey with the help of Google forms. 325 respondents belonging to State Universities of Haryana region were selected for the survey. However, 300 valid responses were received which were used for the study twenty five incomplete responses were rejected.

Research Tools

Statements were presented in five-point Likert type scale ranging from strongly disagree coded as one (1), three (3) being neutral and five (5) is strongly agree. As mentioned the questionnaire was divided into two sections, demographic information and statements to obtain qualitative information. Information collected through survey was further analysed using SPSS using factor analysis.

Since the number of statements was large, exploratory factor analysis was applied, with the key objective of reducing a larger set of variables to a smaller set and summarizing the data. Relationships amongst the set of many interrelated variables were examined and represented in terms of a few underlying factors. The appropriateness of factor analysis was determined by The Kaiser-Meyer-Olkin(KMO) measure of sampling adequacy which was 0.618 which is well above the minimum criteria of 0.5 (Malhotra and Dash, 2011). Bartlett's test of sphericity having null hypothesis that the variables are uncorrelated in the population or the correlation

matrix is an identity matrix, was rejected as the KMO value was significant as depicted in Table

1.1

Table 1.1 KMO Bartlett's Test

Kaiser -Meyer -Olkin Measure of Sampling Adequacy		0.916
Bartlett's Test of Sphericity	Approx. chi-Square	21436
	DF	3321
	Sig.	.000

As a result of factor analysis, nine factors emerged in the rotated component matrix (Table 1.2) shows the factor wise loading of statements for example statements labelled FW74,FW77,FW73,FW75,FW76,FW81,FW79,FW78,FW80,FW37,FW54,FW38 loaded on Factor 1. Factor identification was based on the fact that items having highest correlation with a factor would define its conceptual meaning. Identified factors were named based on the portfolio of items that correlate highest with it. After identification of the number of factors and the variables associated with each factor, the next step was to name the factors based on the variables that loaded heavily on them.

Table1.2 : Factor Analysis Summary

Factor (variance explained)	Statement Label	Statement	Loading
Perceived Organizational Support (12.869%)	FW74	My opinions matter in the organization	0.939
	FW77	Ever since I have joined this organization there is a continuous up gradation .	0.939
	FW73	I am duly respected in the organization.	0.939
	FW75	I get due recognition making me feel a valued member of the organization	0.932

	FW76	The organization regularly gives me opportunities to attend conferences, seminars and Faculty development programs	0.931
	FW81	Three years ahead I visualize myself working in the same organization	0.928
	FW79	(I am satisfied with my status in the organizational hierarchy	0.923
	FW78	The organization provides facilities for employees training and development	0.921
	FW80	The organization provides good opportunities for career advancement.	0.915
	FW37	I have full faith that the organization takes right decisions pertaining to the employees.	0.882
	FW54	I am satisfied with my present job.	0.849
	FW38	I am satisfied with my salary.	0.474
Personal and Professional Orientation (11.367%)	FW53	I invest time, effort and money in my own learning and development.	0.958
	FW49	I am confident that I can deal efficiently with unexpected events	0.956
	FW55	I believe that I have made valuable contribution to the organization.	0.955
	FW51	I am considered to be efficient at work.	0.953
	FW52	It is easy for me to stick to my aims and accomplish my goals.	0.953
	FW57	Even when I face any failure or disappointment i quickly come back to my normal state of mind.	0.949
	FW59	I am considered to be helpful and cooperative at work.	0.949
	FW56	I feel that I can handle many tasks at a time.	0.948
	FW58	Lot of good things keep happening to me in life	0.944
	FW36	I can remain calm when facing difficulties	0.935

	FW34	I have set clear career goals for myself	0.412
Supervisory Coaching (10.263%)	FW8	I can freely approach my immediate superior to discuss any work related matter	0.948
	FW9	My immediate superior gives me regular feedback about my performance.	0.942
	FW18	My immediate superior usually encourages me to take independent decisions.	0.935
	FW15	S/he inspires me to accept challenging tasks.	0.916
	FW12	S/he makes efforts to help me develop myself.	0.911
	FW50	S/he is a role model for me.	0.905
	FW20	My immediate superior guides me on improving performance.	0.895
	FW22	S/he helps me with difficult tasks at work.	0.87
	FW19	S/he provides me personalized guidance and counselling whenever required.	0.862
	Climate Of Participation And Recognition (8.363%)	FW86	The nature of my job is such that my talent gets noticed by my seniors
FW68		Employees who improve professional knowledge and skills are highly valued in this organization.	0.877
FW82		I am encouraged to try new ideas without fear of negative consequences.	0.865
FW84		There is free flow of communication across individuals of different ranks in my department.	0.864
FW69		Whenever I share a new idea, my immediate superior gives me a thorough hearing.	0.853

	FW70	A clear-cut career path is defined for the employees of this organization.	0.852
	FW87	The employees here do play a role in improving the policies, systems and procedures.	0.851
	FW40	The organization operates in a manner which is in the interest of the larger society.	0.83
Organizational Orientation For Results (7.706%)	FW32	I am not able to make regular improvements in the quality of my work.	0.905
	FW31	Over here my talent is not being utilized appropriately.	0.903
	FW17	I do not have much choice in deciding the nature of work I have to perform.	0.898
	FW33	No special recognition is given to employees who work beyond their job profiles, in the larger interest of the organization.	0.897
	FW46	There is not enough role clarity in my job.	0.897
	FW13	Adequate staff is not available to ensure quality of work.	0.885
	FW26	I have to sacrifice quality of work for quantity of work.	0.539
	FW39	Some of the tasks that I have to do are non-productive.	0.49
Interaction With Students (7.651%)	FW41	MY job requires me to upgrade my qualification ,knowledge and skills continuously.	0.967
	FW44	I experience a strong bond between me and my students.	0.964
	FW43	Students keep in touch with me even after passing out.	0.963
	FW47	My students approach me for sorting out their problems.	0.956
	FW27	My students approach me to discuss their ideas.	0.946
Intrinsic Rewards (7.30%)	FW1	Usually I get compliments for performing competently.	0.877

	FW6	My job gives me a sense of accomplishment of my personal goals	0.874
	FW5	MY work is valuable for the organization.	0.865
	FW7	My job requires me to do a variety of tasks.	0.856
	FW2	At the end of a work day I derive a sense of satisfaction from having done my work	0.855
	FW4	My work is interesting enough to spend my time and energy on it	0.811
Empowerment (5.950%)	FW63	I am trusted by all sections of people in the organization.	0.836
	FW64	I feel free to discuss any work-related matter in my work group	0.831
	FW16	Usually I do not experience a feeling of achievement when I finish a task.	0.822
	FW10	My job does not give me enough decision-making power.	0.818
	FW24	I am seldom consulted when my work goals are framed.	0.814
	FW29	Usually after completing a task I come to know on my own, how well I have done it.	0.79
Organizational Rules And Provision (5.247%)	FW88	The criteria for deciding pay raise/promotion is not clear.	0.564
	FW85	I cannot see a relation between the pay raise/promotions awarded to employees and their performance.	0.542
	FW45	The organization clearly communication its mission to employees at all levels.	0.538
	FW28	In the organization, the boundaries of acceptable conduct (do's and don'ts) are clearly defined for the employees.	0.535
	FW61	There is free flow of communication across different department.	0.515
	FW67	I am satisfied with my salary.	0.511



	FW66	Employee benefits available here are inadequate	0.495
	FW65	Over here, generally there is no feeling of job insecurity.	0.48
	FW60	The policies, systems and procedures of the organization are rigid.	0.471

Finding and Conclusion

To study the factors of work engagement and to analyse the factors affecting work engagement of state universities of Haryana we consider 91 Statements regarding Work Engagement. Factors were named as Perceived Organizational Support, Supervisory Coaching, Personal and Professional Orientation, Climate of Participation And Recognition, Intrinsic Rewards, Interaction With Students, Organizational Orientation For Results, Empowerment, Organizational Rules And Provision. These are the important factors which effect employee engagement in higher education in Haryana.

Reference

Albdour, A. A., & Altarawneh, I. I. (2014). Employee Engagement and Organizational Commitment: Evidence from Jordan. *International Journal of Business*, 19 (2), 193-212.

Alderfer, C. P. (1985). An Intergroup Perspective On Group Dynamics. In J. Lorsch (Ed.), *Handbook of Organizational Behaviour* (pp. 190-222).

Englewood Cliffs NJ: Prentice Hall. Aon Hewitt. (2015). 2015 Trends in Global Employee Engagement. Retrieved September 22, 2015, from aonhewitt.hu/download/608/file/final_trends_in_global_employee_engagement_report_2015_.pdf

Aselstine, K., & Alletson, K. (2006). A new deal for 21st century workplace. Retrieved May 25, 2010, from Ivey Business Journal: www.iveybusinessjournal.com



ASSOCHAM. (2015, June 24). The Associated Chambers of Commerce & Industry of India. Retrieved September 22, 2015, from ASSOCHAM India: <http://assocham.org/newsdetail.php?id=5042>

Bakker, A. B. (2011). An Evidence- Based Model of Work Engagement. *Current Directions in Psychological Science*, 20 (4), 265-269.

Bakker, A. B., & Demerouti, E. (2007). The Job Demands - Resources Model : State of The Art. *Journal of Managerial Psychology*, 22 (3), 309-328.

Bakker, A. B., & Demerouti, E. (2008). Towards a Model of Work Engagement. *Career Development International*, 13 (3), 209-223.

Bakker, A. B., & Hakanen, J. J. (2013). Work engagement among public and private sector dentists.

R. J. Burke, A. J. Noblet, & C. L. Cooper, *Human resource management in the public sector* (pp. 109-131).

Cheltenham, U.K: Edward Elgar. Bakker, A. B., Demerouti, E., & Schaufeli, W. B. (2003). The Socially Induced Burnout Model. In S. Shohov (Ed.), *Advances in Psychology Research* (Vol. 25, pp. 13-30). New York: Nova Science Publishers