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## ASSESSING THE DEMOGRAPHIC ASSOCIATION WITH EMPLOYEE ENGAGEMENT OF ACADEMICIANS IN PRIVATE INSTITUTES IN DELHI/NCR

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### ABSTRACT

*The rapid transformation in the Indian academic scenario has attracted the attention of the experts to find ways that will improve the engagement and satisfaction of the academicians. The management ought to charter the ways through strategic HR to provide a conducive organizational climate that can harness the skills and competence of the academicians while keeping them engaged for long term retention. For this, it is imperative to understand the demographic association of the academicians on their engagement sub-components. Though there are many extant studies on Employee Engagement in the Indian sectors, specifically in banking, manufacturing sectors and hospitals, but there is hardly any such study in the education sector pertaining to private institutes. So, this paper tries to explore and understand the demographic association of the academicians with their engagement in private institutes in Delhi/NCR.*

### KEYWORDS

Delhi/NCR, employee engagement, academicians, private institutes.

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### 1. INTRODUCTION

In the fast changing academic scenario, an engaged employee is surely an asset since he is intellectually and emotionally engaged, feels passionate about its goals and is committed towards its values. The engaged employee/academician is likely to go the extra mile beyond the basic job responsibility and prove his worth especially in the time of crisis. This puts a tremendous amount of pressure on the education sector to ensure that the employees remain engaged. Of late, the education sector is marred by the fast mobility/switch of highly skilled and talented academicians from one institute to the other. The trend is even more perplexing in private institutes which are facing the menace of rampant brain drain. It is imperative that private institutes invest time and energy on devising means to increase the engagement levels. But the catch is that HR cannot devise a "one size fit all" approach when it comes to increasing the engagement levels of the academicians. So, it is pertinent to understand how the demographic variables are associated with the sub-components of Employee engagement. In this backdrop, the **MAIN OBJECTIVE** of this study is to assess the relationship between demographic variables and Employee Engagement of the academicians.

### 2 THEORETICAL BACKGROUND & REVIEW OF LITERATURE

As per his pioneering work, Kahn's definition of Employee Engagement is - "*harnessing of organization member's selves to their work roles: in engagement, people employ and express themselves physically, cognitively, emotionally and mentally during role performances*".

Kahn (1990) through his study revealed 3 psychological conditions of Employee Engagement, namely, --Meaningfulness, Safety and Availability. He suggested that people vary in their degree of engagement in a given situation as per their perception of the benefits, and also by the resources which they perceive it as meaningful. So, he asserted that people tend to be more engaged in meaningful situations. This proposition was also supported by Lind, E. A., and Van den Bos, K. (2002) who suggested that organizations which build a culture of meaningfulness will have more engaged employees. Meaningfulness represents the sense of a return on investing the self and exerting energies into a task, and occurs when people feel they are valued and making a difference. Another important driver was safe environment. Feeling able to express and employ oneself without fear of negative consequences to self-image, status or career is another key determinant of engagement according to Kahn (1990).

In a study about antecedent and consequences of Employee Engagement, Saks (2006) defines it as the extent to which an individual is attentive and absorbed in the performance of his/her roles. Employee Engagement has been defined as emotional and intellectual commitment to the organization (Richman, 2006 and Shaw, 2005) or the amount of extra effort exhibited by employees in their job (Frank et al., 2004).

Further, Wilmar Schaufeli (2004) asserted that Engagement is composed of three sub-components: -Vigour, Dedication and Absorption. This can be represented in the following figure 1.1:

**Vigour** refers the employees displaying elevated levels of energy and resiliency in the workplace and the willingness to invest effort

**Dedication** refers to being invested in and feeling a sense of pride in one's work and feeling inspired or challenged

**Absorption** is described by being fully engrossed in one's job such that time often passes by quickly and having trouble detaching oneself from their work

Since there have been many studies focusing on Employee Engagement—the organizational drivers of Employee Engagement, the level of engagement, the relationship between employee Engagement and its other constructs, like Job satisfaction, commitment, Organizational citizenship behaviour, employee retention and employee productivity and organizational performance.

**Some important recent review studies from 2011 till date is presented herewith:**

Sahu et al. (2018) conducted an empirical study between transformational leadership, employee branding and employee engagement on 405 full-time employees working in information technology (IT) organizations in India. The outcome suggests transformational leadership and employer branding is mediated by employee engagement. Gangwani, S. (2017) investigated the impact of demographic variables on level of Employee Engagement. They conferred that 3 demographic variables, i.e. age, experience and position tend to be strongly associated with Employee Engagement. Age and Experience are also inter-connected to each other. Thus, the experienced employees were found to be more engaged compared to those employees who have just started their career. Nazir & Islam (2017) conducted empirical research to examine the relationships between perceived organizational support, employee engagement, employee performance and affective commitment in the higher education sector of India with self-administered questionnaire from 410 employees. The outcome suggests perceived organizational

support is having positive influence on employee engagement and the engaged employees deliver higher performance and having high degree of commitment. Devendhiran et al. (2017) studied the impact of spirituality in the context of employee engagement in India. This study suggests workplace spirituality is having three dimensions i.e. meaning in work, sense of community and alignment with organizational values. All these dimensions are having positive influence on employee engagement. Janjhua, Y., et.al (2016) revealed in their study on antecedents of employee retention and turnover intentions of employees that job characteristics contribute to job engagement, and organizational engagement. If the employees feel that their jobs provided variety, freedom, identity and proper feedback then the employees got more engrossed and engaged in their work, thereby, leading to better quality, productivity and efficiency. Perceived organizational support was significantly and positively related to job engagement and organizational engagement. The findings revealed that those respondents with experience of (5-10 years) were more engaged than the employees who had less experience. Chandani, A. et al. (2016) revealed the major factors of employee engagement which were leadership, respectful treatment of employees, effective management of talent, empowerment, pay and benefit, fair treatment, communication, nature of job, health & safety, talent recognition, clarity of company values and policies, company's standard of ethical behaviour, organizational politics and personality factors etc. The research also revealed the significant and positive relationship between employee engagement and organizational performance in terms of productivity, sales and job satisfaction. V., Siva kumar (2015) attempted a study on employee engagement in private sector banks in India and concluded that high level of employee engagement enhances the growth of banks and plays important role in retention of talented employees. Mary, M. et al. (2015) attempted a research study to understand the effect of organizational culture and employee engagement on organizational performance using organizational communication as Mediator. The researchers concluded that if employees are engaged in their work then, better organizational performance could be achieved. Proper and effective communication will lead to better management and performance. Eldor, L. and Harpaz I. (2015) attempted a study on developing a process model of employee engagement and tried to examine the learning climate and its relationship with extra-role performance behaviors on a sample of 625 employees in various occupations and organizations throughout Israel. The study found that employee engagement is a key mechanism for explaining the relationship between perceptions of the organization's learning climate and employees' proactivity, knowledge sharing, creativity, and adaptability. They also found that relationship to be more thorough and rigorous than similar concepts, such as job satisfaction and job involvement. Orla, B. (2014) conducted a research on investigation into employee engagement in the hotel sector in the West of Ireland' and concluded that work engagement which involves the vigour that employees invest in doing the job, is related with the level of attachment to their work. Work engagement results in lower job turnover, higher levels of individual performance and positive evaluation of the organization. The research study also found that employee engagement leads to effective organizational performance. Anitha J. (2014) conducted a research study which emphasized the importance of employee engagement and also identified various aspects that have a significant effect on it. It also showed that there is a strong significant relationship between employee engagement and employee performance. The researcher concluded that working environment, co-worker relationship, training and development compensation, organizational policies, leadership and workplace well-being as important drivers of employee engagement. Joe, D. (2014) attempted a research on MacLeod and Clarke's Concept of Employee Engagement to study the workplace employment relations. The finding of the study revealed that there were significant gaps in engagement based on employee characteristics. It was found that women were significantly more engaged than men. Older employees tended to be less engaged. Disabled employees were significantly less engaged than their colleagues. Chaudhary et al. (2014) examined the linkage between climate quality and climate strength on work engagements. 375 employees from 28 business organizations of India participated in this study. The results suggest there is direct linkage between climate quality and work engagement. The development of positive work climate in side organization can increase employee engagement. Abraham (2012) conducted research on employee engagement at Cochin by selecting 30 employees of a private insurance company. He has taken questions and sub questions from Gallup model and tested through co-relation and f test. The results found that cooperation between departments, nature of job, immediate supervisor, recognition to work, equality and working environment where trust, co-operation and creativity can be sustained leads to high level of satisfaction and subsequent employee engagement. Thiagarajan B & Renugadevi V (2011), conducted research to find the engagement related factors in BPO Industries in India. The study revealed that Career development; performance appraisal and motivation factors are connected to employee engagement.

**3. RESEARCH METHODOLOGY**

The research design in this study is Descriptive in nature and cross-sectional on a sample of 450 academicians in private institutes in Delhi/NCR. Non-probability purposive sampling technique is the most suitable to meet the study requirements. The data was collected with the help of self-administered questionnaire to the academicians with at least 1 year of tenure in that particular institute. The questionnaire mainly comprised of measures pertaining to the Demographic variables and the Employee Engagement items which were derived from the study of Schaufeli, WB. (2013). The data was analyzed using the techniques of ANOVA (including post hoc tests) to find the demographic variance across the sub-components of Engagement.

**4. RESULTS & DISCUSSIONS**

On administering the ANOVA tests to analyze the relationship between demographic variables and the sub-components of Employee Engagement (i.e. Vigour, Absorption and Dedication), the following results is presented in the following sub-sections:

**4.1 Effect of Gender on Sub-components of Engagement (Vigour, Absorption and Dedication)**

The results of ANOVA on Gender association with the sub-components are shown below:

**TABLE 1.1: GENDER AND SUB-COMPONENTS OF EMPLOYEE ENGAGEMENT**

Sub-components of Engagement	F value	Sig.	Result / Outcome
Vigour	0.348	0.556	Not Significant
Dedication	1.061	0.303	Not Significant
Absorption	1.491	0.223	Not Significant

It can be thus inferred that no significant relationship (as p>.005) exists, thereby disapproving gender variance of the academicians on the Vigour, Absorption and Dedication sub-components of engagement

**4.2 Effect of Age group on Sub-components of Engagement**

The results of ANOVA on Age group association with the sub-components are shown below:

**TABLE 1.2: AGE GROUP AND SUB-COMPONENTS OF EMPLOYEE ENGAGEMENT**

Sub Components of Engagement	F value	Sig.	Result / Outcome
Vigour	79.546	0.000	Significant
Dedication	9.179	0.000	Significant
Absorption	13.5	0.000	Significant

It can be inferred from the table 1.2 that all the sub-components of engagement have significant association with Age group. In order to further understand the actual difference of Age group of academicians on each of the sub-components, Post Hoc tests have been administered separately on each sub-component of Employee Engagement (as shown in table 1.3, 1.4 & 1.5)

**TABLE 1.3: POST-HOC ANALYSIS (TUKEY'S HSD TEST) AGE W.R.T VIGOUR**

Sub-component of Engagement	Age Group 1	Age Group 2	Mean Difference	Post Hoc Tukey Hsd Sig
Vigour	20 - 30 Years	31 - 40 Years	.22641*	0.001
		41 - 50 Years	.55795*	0.000
	51 and Above	1.14213*	0.000	

From the Tukey's post hoc analysis, it can be inferred that the mean value of Vigour decreases from 20-30 years to 31-40 years to 41-50 years and 51 years and above which is statistically significant ( $p = .005$ ) at 95% confidence level. This implies that the younger aged academicians were having more vigour than the older generation.

TABLE 1.4: POST-HOC ANALYSIS (TUKEY'S HSD TEST) AGE W.R.T DEDICATION

Sub Components of Engagement	Age Group 1	Age Group 2	Mean Difference	Post Hoc Tukey Hsd Sig
Dedication	20 - 30 Years	31 - 40 Years	-0.08905	0.561
		41 - 50 Years	0.13442	0.319
		51 and Above	.33581*	0.001

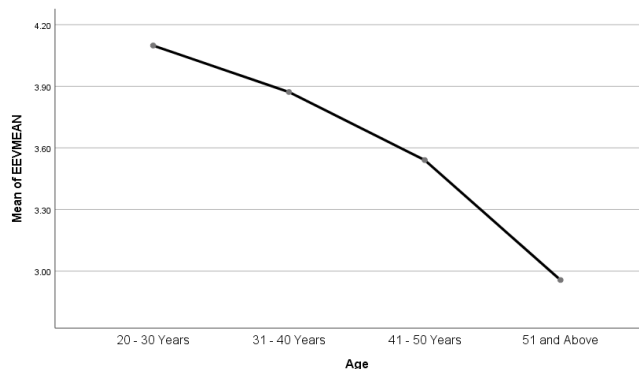
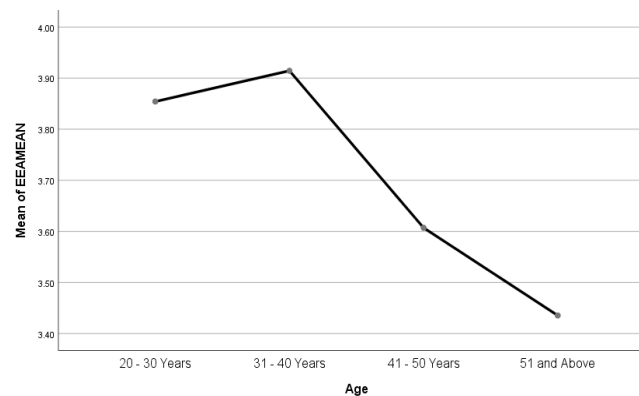
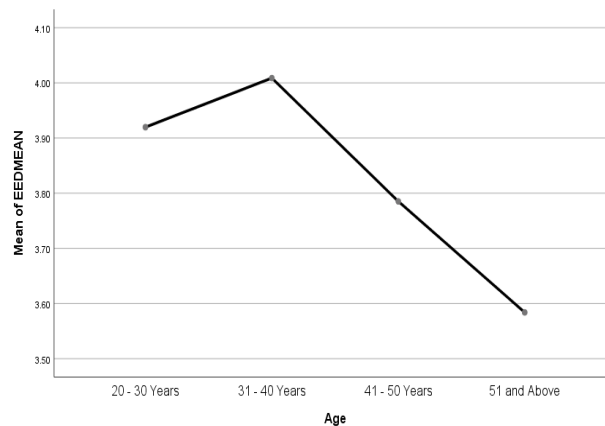
In the case of Dedication, wrt to Age Group, there is statistically significant variation only one between age group of 20 - 30 years whose dedication is found to be relatively more (and significant also) than those in the age bracket of 51 years and above (Mean difference=.335). However, for the other age groups, the differences are not statistically significant ( $p>0.005$ ). The mean value of dedication is higher for 20-30 years of age group which shows that they are more absorbed and involved in their work.

TABLE 1.5: POST-HOC ANALYSIS (TUKEY'S HSD TEST) AGE W.R.T ABSORPTION

Sub Components of Engagement	Age Group 1	Age Group 2	Mean Difference	Post Hoc Tukey Hsd Sig
Absorption	20 - 30 Years	31 - 40 Years	-0.06022	0.818
		41 - 50 Years	.24712*	0.01
		51 and Above	.41885*	0.000

It can be further interpreted that there is statistically significant variation across age groups 20 - 30 years with 41-50 years (Mean difference=.247). Thus, the mean value of Absorption is relatively higher for 20-30 years academicians which shows that they are more absorbed and involved in their work and also committed towards the organization than those in the age bracket of 41-50 years. The mean plots representing the Age association with Vigour, Dedication and Absorption is presented in the figure 1.1.

FIGURE 1.1: MEAN PLOTS OF AGE GROUP W.R.T VIGOUR, DEDICATION AND ABSORPTION



4.3 Effect of Education on Sub-components of Engagement

The results of ANOVA on Education association with the sub-components are shown below:

TABLE 1.6: EDUCATION AND SUB-COMPONENTS OF EMPLOYEE ENGAGEMENT (ANOVA)

Sub Components of Engagement	F value	Sig.	Result / Outcome
Vigour	50.333	0.00	Significant
Dedication	82.3	0.00	Significant
Absorption	369.309	0.00	Significant

It can be inferred from the table 1.6 that all the sub-components of the Engagement have significant association with Education level of the academicians ( $p < .005$ ). So, further Post hoc analysis is shown in tables 1.7, 1.8 & 1.9 w.r.t Vigour, Dedication and Absorption, respectively

TABLE 1.7: POST-HOC ANALYSIS (TUKEY'S HSD TEST) EDUCATION W.R.T VIGOUR

Sub Components of Engagement	Education Group 1	Education Group 2	Mean Difference	Post Hoc Tukey Hsd Sig
Vigour	Masters	M. Phil.	-.23449*	0.002
		Ph.D.	-.63746*	0.000

From the Tukey's post hoc analysis, it can be interpreted that the mean value of Vigour increases from Masters to M.Phil. to Ph.D. holders. The maximum difference is noticeable between the academicians with Masters degree and the academicians who possess PhD degrees (Mean difference=-.637).

TABLE 1.8: POST-HOC ANALYSIS (TUKEY'S HSD TEST) EDUCATION W.R.T DEDICATION

Sub Components of Engagement	Education Group 1	Education Group 2	Mean Difference	Post Hoc Tukey Hsd Sig
Dedication	Masters	M Phil	-.26835*	0.000
		Ph D	-.73454*	0.000

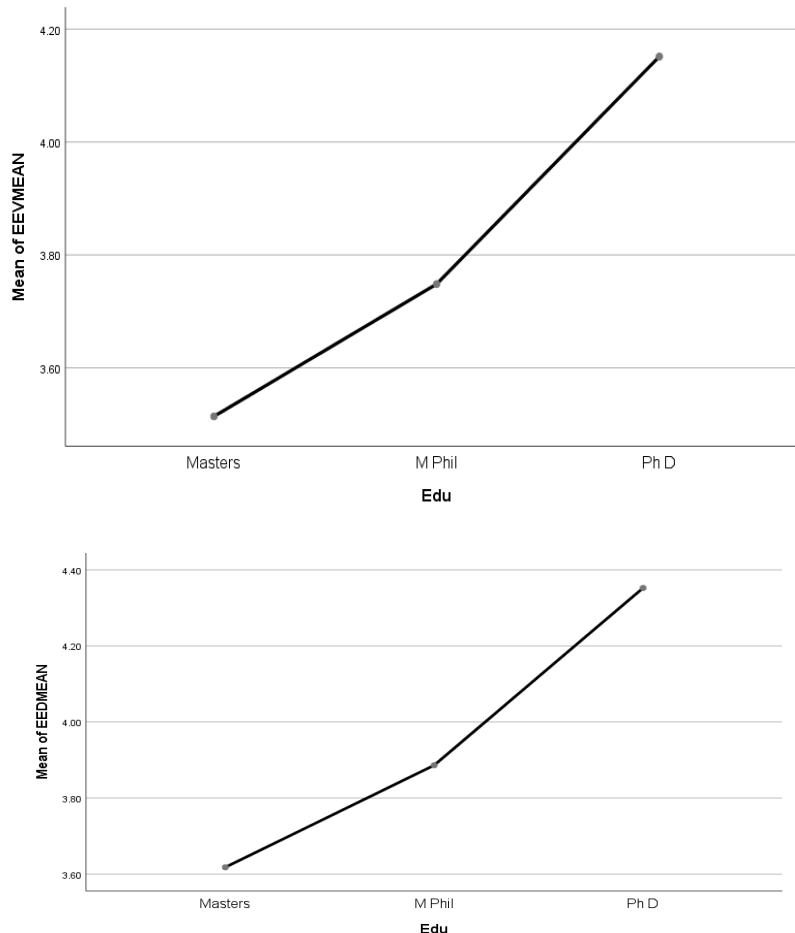
It can be interpreted that the mean value for Dedication increases for academicians from Masters to M.Phil. to Ph.D. degree holders which is statistically significant ( $p = .001$ ) at 95% confidence level. A substantial difference in the dedication levels is noticeable between the academicians with just Master degree and those who have attained Ph.D. degree (Mean difference=-.734).

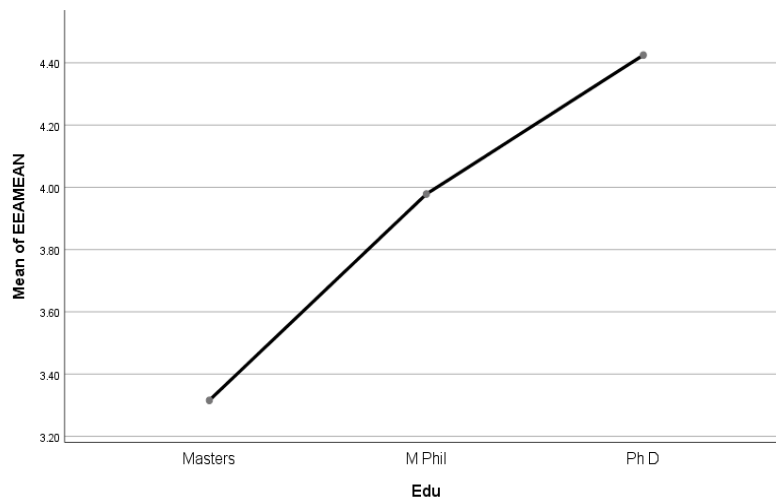
TABLE 1.9: POST-HOC ANALYSIS (TUKEY'S HSD TEST) EDUCATION W.R.T ABSORPTION

Sub Components of Engagement	Education Group 1	Education Group 2	Mean Difference	Post Hoc Tukey Hsd Sig
Absorption	Masters	M Phil	-.66285*	0.000
		Ph D	-1.10943*	0.000

It can be interpreted that the mean value of Absorption shows an increasing trend from Masters to M.Phil. to Ph.D. degree holder which is statistically significant at 95% confidence level. A substantially large difference in the absorption is noticeable between the academicians with just Master degree and those who have attained Ph.D. degree (Mean difference=-1.109). The mean plots representing the Education association with Vigour, Dedication and Absorption is presented in the figure 1.2.

FIGURE 1.2: MEAN PLOTS OF EDUCATION W.R.T VIGOUR, DEDICATION AND ABSORPTION





1.4.4 Effect of Teaching Experience on Sub-components of Engagement

The results of ANOVA on Teaching Experience association with sub-components are shown as:

TABLE 1.10: TEACHING EXPERIENCE AND SUB-COMPONENTS OF EMPLOYEE ENGAGEMENT (ANOVA)

Sub Components of Engagement	F value	Sig.	Result / Outcome
Vigour	79.546	0.00	Significant
Dedication	9.179	0.00	Significant
Absorption	13.5	0.00	Significant

It can be inferred from the table 1.10 that all the sub-components of Engagement have significant association with Teaching Experience of the academicians, ( $p < .005$ ). So, further Post hoc analysis for this is administered as in the tables 1.11, 1.12 & 1.13.

TABLE 1.11: POST-HOC ANALYSIS (TUKEY'S HSD TEST) TEACHING EXPERIENCE W.R.T VIGOUR

Sub Components of Engagement	Teaching Experience Group 1	Teaching Experience Group 2	Mean Difference	Post Hoc Tukey Hsd Sig
Vigour	Less than 5 Years	6 - 10 Years	.22641*	0.001
		11 - 15 Years	.55795*	0.000
	16 Years and Above	1.14213*	0.000	

From the Tukey's post hoc analysis, it can be inferred that on the mean values of Vigour decreases from teaching experience less than 5 years to 5-10 years to 11-15 years and for those with teaching experience of 16 years and above which is statistically significant ( $p = .001$ ) at 95% confidence level.

TABLE 1.12: POST-HOC ANALYSIS (TUKEY'S HSD TEST) TEACHING EXPERIENCE W.R.T DEDICATION

Sub Components of Engagement	Teaching Experience Group 1	Teaching Experience Group 2	Mean Difference	Post Hoc Tukey Hsd Sig
Dedication	Less Than 5 Years	6 - 10 Years	-0.08905	0.561
		11 - 15 Years	0.13442	0.319
	16 Years and Above	.33581*	0.001	

It can be inferred the mean value of dedication is relatively more for the young academicians with teaching experience less than 5 years than for the senior most academicians with more than 16 years of teaching experience (Mean difference=0.335).

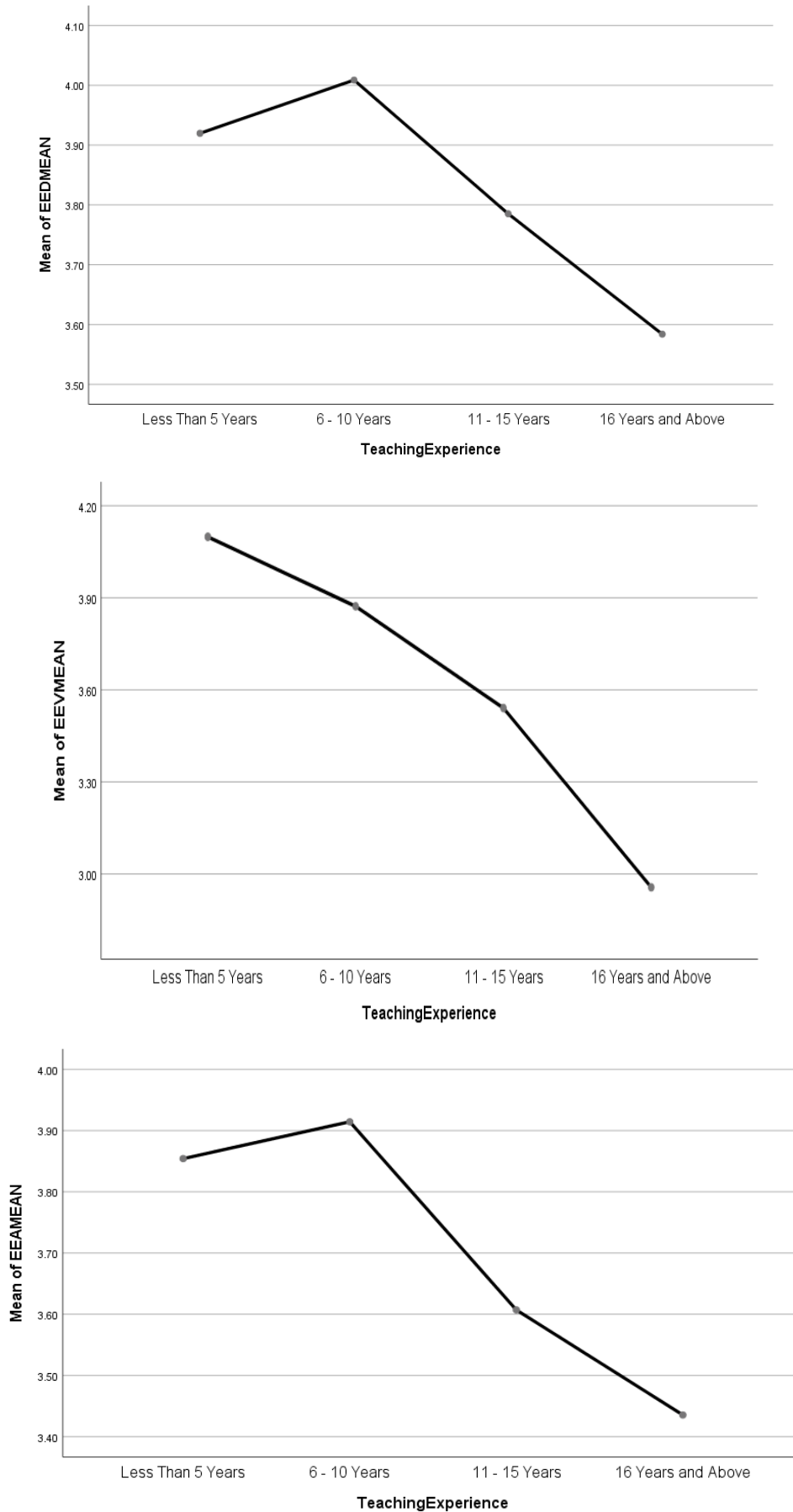
TABLE 1.13: POST-HOC ANALYSIS (TUKEY'S HSD TEST) TEACHING EXPERIENCE W.R.T ABSORPTION

Sub Components of Engagement	Teaching Experience Group 1	Teaching Experience Group 2	Mean Difference	Post Hoc Tukey Hsd Sig
Absorption	Less than 5 Years	6 - 10 Years	-0.06022	0.818
		11 - 15 Years	.24712*	0.01
	16 Years and Above	.41885*	0.000	

It can be interpreted that the mean value of Absorption is relatively more for the young academicians with teaching experience less than 5 years than academicians with 11-15 years of teaching experience (Mean difference=.247). A relative comparison on Absorption level of the academicians with less than 5 years teaching experience with those with 16 years and above teaching experience shows a much wider difference (Mean difference = .418).

The mean plots representing the Teaching Experience association with Vigour, Dedication and Absorption is presented in the figure 1.3.

FIGURE 1.3: MEAN PLOTS OF TEACHING EXPERIENCE W.R.T VIGOUR, DEDICATION AND ABSORPTION



## 5. CONCLUSION

It can be concluded that gender does not have any impact on all the sub-components of Employee Engagement. An employee may be vigorous, dedicated or absorbed, irrespective of his/her gender. As per Age group, it can be concluded in this study that the younger aged academicians were having more vigour than the older generation. Further, it can be concluded that dedication is higher for 20-30 years of age group but there is a dip in the dedication levels for the senior professionals above 51 years. Similarly, Absorption level is relatively higher for 20-30 years academicians than those in the age bracket of 41-50 years. So, senior most professionals were found to be passively engaged in their job profile which is a serious concern for the management of these institutes. In similar vein, it can also be concluded that senior faculty member with more than 16 years of teaching experience did not feel much attached to that organization. However, w.r.t education association, the results were encouraging in the sense that those academicians with higher educational qualifications, Ph.D.s showed more cognitive and affective association for their job role in that specific institute.

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