A Study of Employee Engagement Practices of Faculties of Engineering Institutes Of Karnataka State

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Abstract

"Our assets walk out of the door each evening. We have to make sure that they come back the next morning"- **Narayan Murthy**

Employee engagement refers to the degree to which employees are focused on and present in their roles. Each and every employee needs to be motivated constantly throughout their stay in the organization Engaged faculties are indeed asset to any educational Institution, whereas disengaged faculty may become a major liability to institution as well as may affect students' career adversely. Thus, Faculty remains the knowledge capital of any nation thus engaging it in correct way becomes utmost necessity of this hour. The importance of education especially technical education has been constantly growing and knowledge-based industries are now occupying center stage in development. Consequently, multifold growth in number of universities & institutions are offering technical education over the past few decades. To survive globally quality of education needs to be improved constantly. In this context faculty engagement is found to be key elements in order to create skilled manpower. This paper aims to discuss faculty engagement practices at engineering. Along with this paper revolves around in identifying what engages the faculties of technical education the most. By identifying those factors, we hope to engage the faculties of engineering colleges in a much more effective way.

Keywords: Employee engagement, Faculty Engagement, College performance**,** Technical education, disengaged faculty

Introduction

In India education system is lacking lot of attention in the area if faculty engagement .Faculty members remains the backbone of any education institution .So faculty engagement should have been a serious issue , government as well as many institutions have taken serious note of this and have brought various initiatives to satisfy them and keep them engaged , but yet the faculty engagement issue exist . As far as academic interest in work engagement is concerned, various factors contribute to it. Firstly, a qualitative study was conducted by Kahn (1990) to conceptualize personal engagement in work roles and to identify the psychological conditions and antecedents thereof

Success stories of engaged employees have been scripted in success books of many flourishing organizations. Employee's engagement is a real time exercise by the organization to effectively use the services of its human resources in relation to its objective, resources and competitive environment. The major objective of all the institutes imparting technical education

is to assist and contribute in engaging the faculties thereby leading to produce top-quality professional engineers and technicians needed by the industries. This sector should be more focused as it has very high employment possibilities in future and also It expanded multifold after India attained its Independence and it is still progressing. In academia, faculty members need to be engaged. By their unique nature, universities are expected to be a repository of the most specialized and skilled intellectuals. They serve as storehouses of knowledge for nurturing the manpower needs of the nation and, hence, for satisfying the aspirations of the people for a good and humane society. Universities across the world portray a different picture of educational values, higher education system and faculty so employed (Raina , 2015). Employee engagement, according to (Kaur, 2017), is a distinct and exclusive concept of commitment, involvement, and satisfaction towards the job, and it includes three elements, physical: involving physical labor while working and showcasing a positive outlook; emotional, including an employee's ability to link personal 'self' and commitment to organizational goals, and cognitive. This contains the employee's knowledge, experience, and abilities. (Barman, 2011) mentioned in their study that "Employee engagement is best defined as the degree of commitment to a particular job. Commitment, in the work context, can be separated into rational commitment – which is driven by self-interest.

Review of Literature

(Ahuja, 2015) In their study they aimed at investigating work engagement among the faculty members employed in Higher Education sector institutes in Punjab. (**Khokhar, 2016**) they have used review method & studied various papers at macro level .They suggested new employee engagement approaches for new employees , like strong induction programme , rigorous training and development and giving them a realistic job preview **. (Adrianto, 2020)**They studied Employee engagement is a sense of emotional attachment to work and organization .Their study revealed positive relationship between employee engagement and individual performance **(Latasri, 2017)** They aimed at studying faculty & among self-financing colleges; they undertook this study to know the factor influencing faculty engagement in self-financing colleges. They studied a stress level which was caused due to work overload, poor infrastructural facilities, conflict with management and peer, student interaction and inadequate salary among the temporary staff. The results showed that male faculty members are experiencing excessive pressure than female faculty members. Staff also faces excessive pressure related to Rewards and Recognition. Job demands which interfere with other personal activities, lacking being heard in departmental/institutional decision-making meetings and not having clear criteria for evaluation of research publication and making presentation in conference activities. (**Ngweny, 2020**) They studied that Individual performance levels depend on how engaged and how satisfied the employees are with their work .They concluded by proving a positive relationship between employee engagement and individual performance.

(Raina, 2015) Though most of the studies focus on corporate employees only, but this study is more focused on faculties of Government and Private institutions facing engagement issues. This study was carried out at management and technical institutions at Philippines. (**Ding, 2015**) A Strong nation -building requires a strong knowledge base which is rendered by faculties among various institutions. They help in predicting future of any country and to execute this

faculty play a very important role, it is very much necessary to enhance the factors that engage and influence the growth of quality in faculty.

(Marken, 2021) Faculty who are both psychologically and physiologically invested in their jobs and workplaces are said to be engaged. Engaged employees are less likely to leave their organization, represent reduced healthcare expenses for their employer, take fewer sick days, and are more likely to promote their organization as a place to work, according to Gallup. Faculty engagement is a strong indicator of a high-quality student experience. (**Barman, 2011**) This paper addresses the key role of faculty in realizing the national goal of increased college competition. they also add to their study by identifying changes and challenges in higher education that impact broader faculty engagement. They also suggested new strategies for achieving broader faculty engagement in enhancing student attainment. (**Ashraf, 2020**) Their study aimed at examining the direct and indirect effects of demographic factors on employee compensation, job satisfaction and organizational commitment in private higher education institutes in Bangladesh. Data was collected 515 faculties of private universities in Bangladesh. Finding indicated that demographic factors have no direct impact on organization commitment.

Types of employee engagement based on the levels of engagement
A great way to analyze engagement among employees is by focusing on the attitudes and performance levels of the employees when it comes to engagement and dedication. The 3 types of engagement based on this are,

Figure No.1 Three types of engagement Ref - Businessjargons.com

1)   Actively Engaged Employees: These are employees who are passionate about their role, what they do on a day-to-day basis and are entirely dedicated to the goals of your business. Actively engaged employees spread positivity in the workplace, serve as advocates for your brand and rarely allow distractions to interrupt their work. They also serve as encouraging forces during times of distress or negativity. These types of employees are the biggest asset for a company. So, meet their consistency with rewards, appreciation and new goals at regular intervals. Make sure to always keep them informed

2)   Not engaged
Unfortunately, employees who are not engaged can make up a large part of a company's workforce. They typically only complete the tasks at hand, usually one at a time, and do not take a proactive approach to do any more than required. They rarely show emotion, whether

happy or unhappy, are generally disengaged and may not show interest in anything else going on in the company.

As an employer, you might need to invest a bit of extra time and effort in getting to know these employees, finding ways to inspire them, motivate them and make them feel special. Help them see beyond each task and encourage them to push their potential not just for the growth of the company, but for their personal growth as well.

3) Actively disengaged employees

These are the unhappy set of employees in your company. Actively disengaged employees can encourage unhappiness, spread negative news and inspire others to abandon their jobs and tasks. They underperform and can resent those who perform better than them while struggling to find the desire to do better or more.

It can be tough to deal with, or even identify, actively disengaged employees as most stay in a company for many years without being noticed. You should attempt to overcome negativity as soon as you notice it before it proves harmful to your work culture and company.

Three types of employee engagement based on the desired end result

Another way to classify types of employee engagement is in terms of the desired end result. This framework looks at the way employees feel while at work. It takes a more holistic approach to employee engagement by looking into their psyche. The framework classifies these into cognitive, emotional and physical engagement.

1) Cognitive engagement

This is when an employee is fully and keenly aware of the company's values, goals and mission. They also are completely aligned with them and channel all their efforts into completing each task to meet the goal of their manager and company. An employee's confidence levels and creativity play key roles in making them engage with their work at a cognitive level.

2) Emotional engagement

Emotional engagement refers to an emotional connection that an employee has with their work, their team, their manager or the company. It is how mentally attached the employee is to the organization and how much of their personal feelings and emotions they bring into their professional life. A happy, trusted and secure employee will be able to easily emotionally attach themselves to their work.

3) Physical engagement

This can be both physical and mental energy and can be seen in the types of activities that the employee takes part in, who they interact with and how much energy they invest in their work. Physical effort requires an employee to take an active interest and personal initiative when it comes to their job and this comes when they feel fully secure in their role and with the expectations set for them.

Objective of the Study:

1)   To find out the whether the demographic factors affect faculty engagement at select engineering colleges of Karnataka

2)   To find out various factors which affect faculty engagement at select engineering colleges of Karnataka

Research Design:
i) Type of Research – Descriptive type of research method is utilized in the study.
ii) Area of Research – The present study is taken up by researchers in select engineering Institutes of Karnataka state.
iii) Sampling Technique – Convenient sampling method is used based on the convenience of the respondents.
**iv) Sources of Data Collection** –
a)   Primary data – The study was carried out by taking samples of teaching staff belonging to different faculties working in diploma and engineering colleges of Karnataka State.
b)   Secondary data – It is collected mainly through material available on websites and books.
 **v) Sample Size** – The sample size consists of 30 respondents who were working in engineering and diploma colleges of Karnataka State.
 vi) Method of Data Collection – Data collection for the study was carried out through online survey. Structured questionnaire is used in this research to collect data. All the items are assessed on Likert five-point scale were "1" represents "Strongly Agree" and "5" represents "strongly disagree" including questions related to job, co-workers, seniors and organization. Pre tested scales were used to assess their cognitive, emotional and physical engagement.
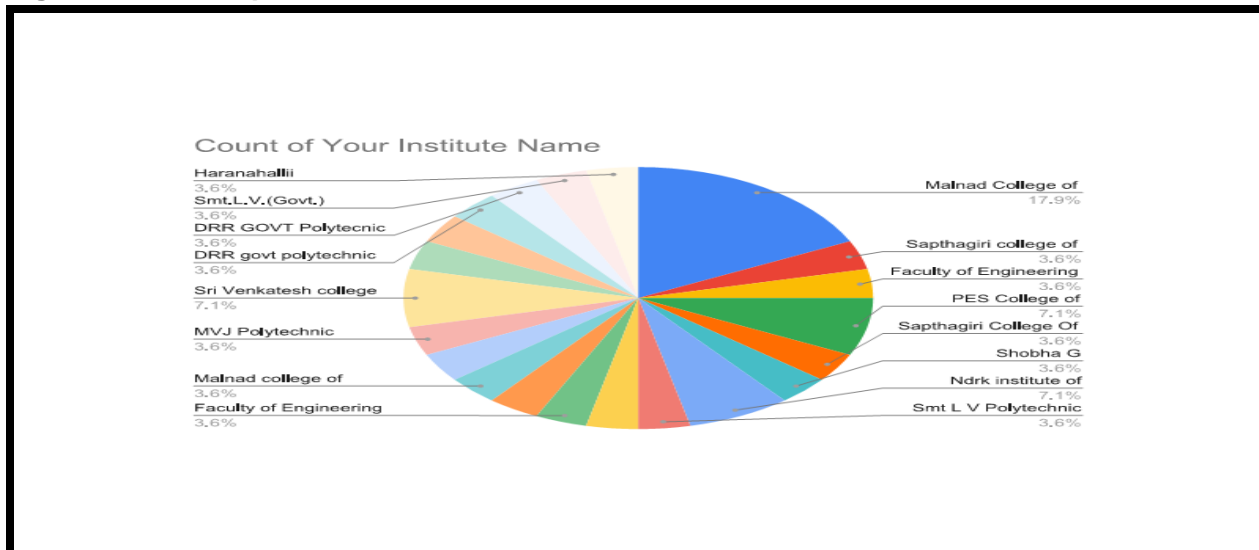

Sample Collection Distribution:
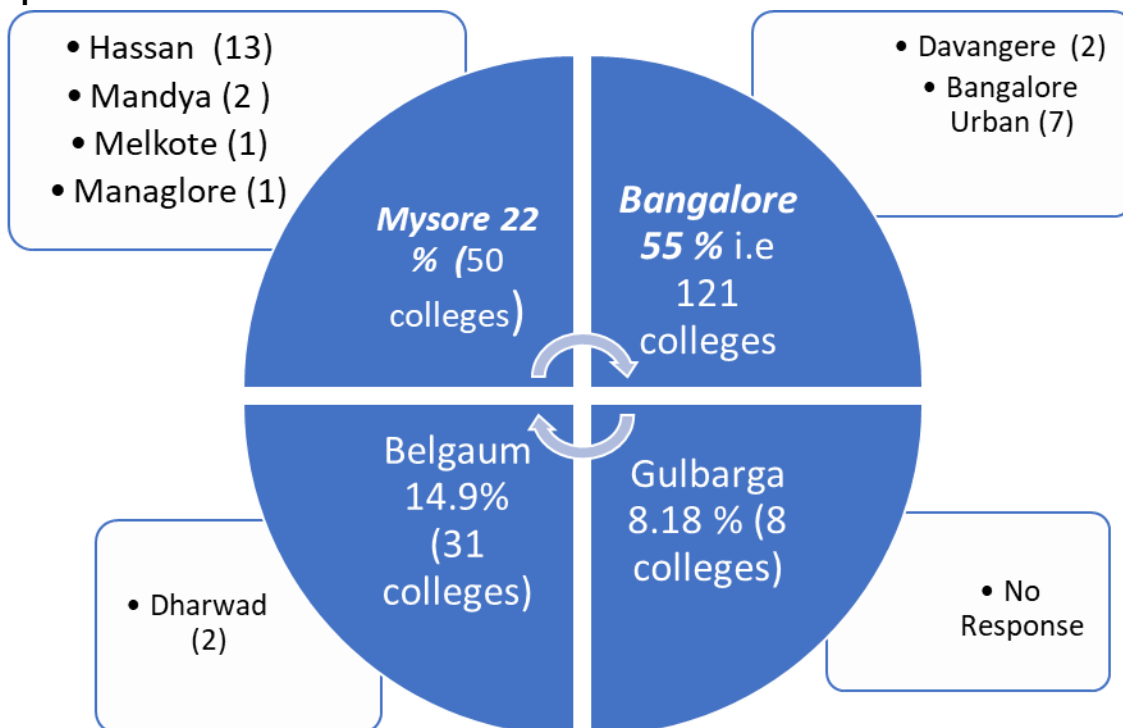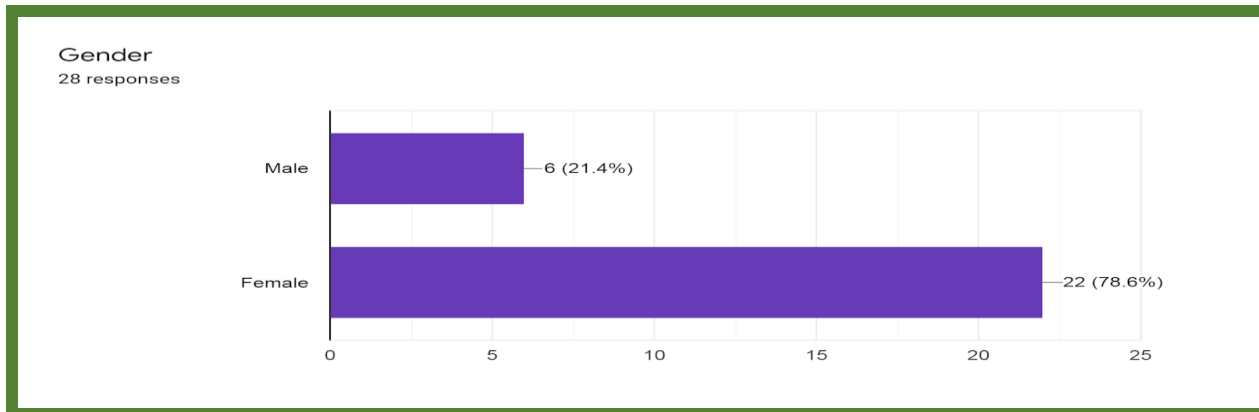
Sample Distribution and Collection:
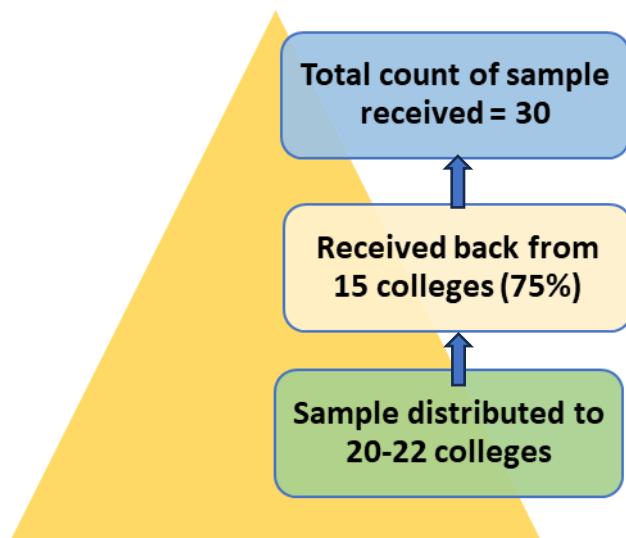
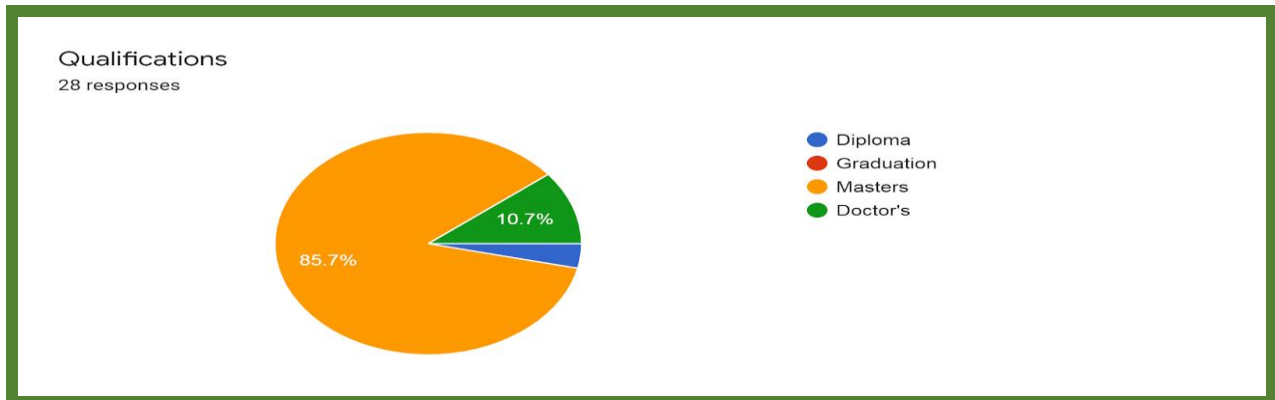**Figure No. 2 Sample Size collection and distribution**

 Figure No.3 Data Analysis: College Distribution
Demographic Profile:

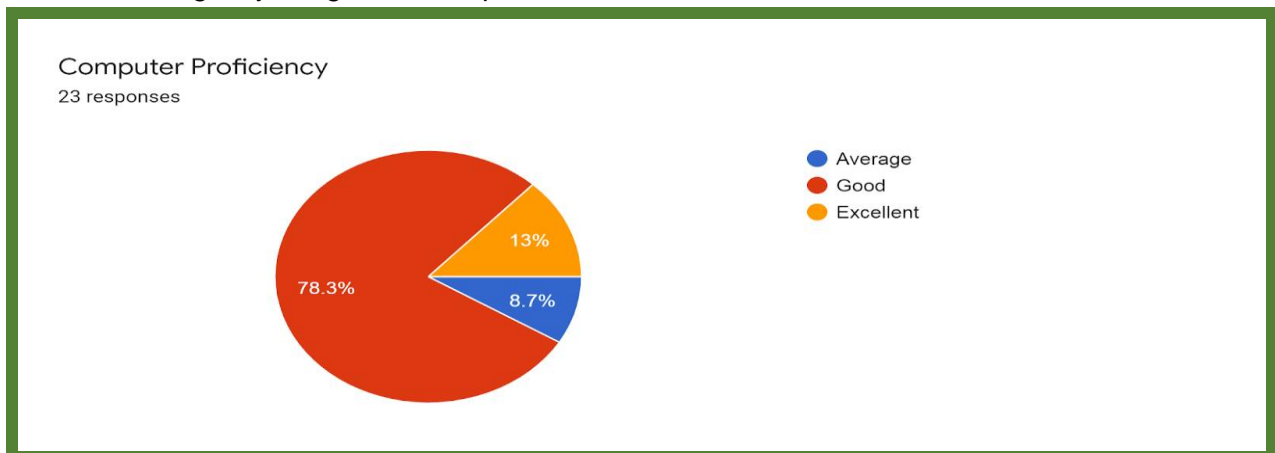**Figure No. 4 Gender & Qualification**

Data Interpretation: Most educators are women, and this survey found that women made up 79% of respondents while men made up just 21%.

Figure No.5 Qualification of Faculties:
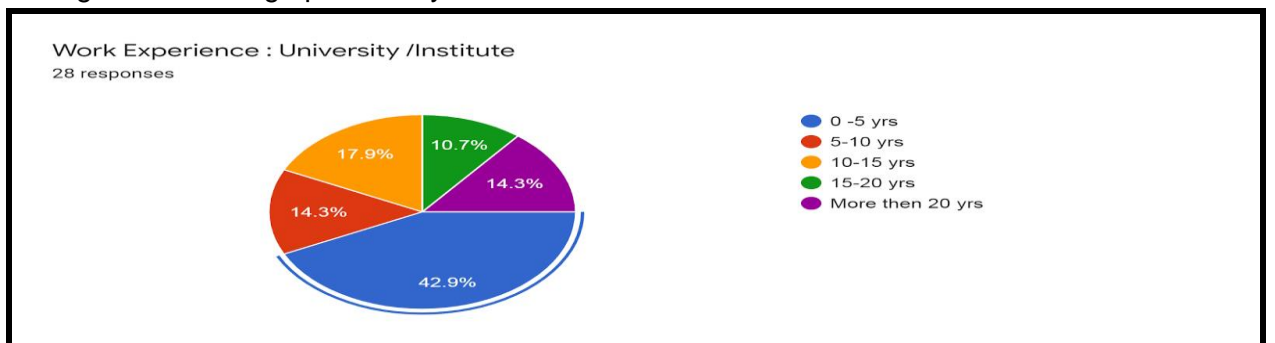**Data Interpretation:**
It appears that most faculty members hold master's degrees, with about 11% holding doctorates and 2% holding only a high school diploma.

Figure No. 6 Computer Proficiency:
Data Interpretation:
In light of the fact that computer literacy is now a prerequisite for teaching in any institution, it's safe to assume that the vast majority of professors have the necessary skills. A survey of professors found that 78 percent had adequate computer literacy, while 9 percent were rated as having above-average proficiency.


Figure No.7 Work Experience of faculties

Data Interpretation:
In Karnataka, over half of engineering college instructors have less than five years of experience. The ratio of professors with more than 20 years of experience to those with around 10 years of experience is about even. Only a little over one-fifth of professors have more than ten years of experience. And about 11 percent of professors have more than 15 years' worth of experience but fewer than 20.

Types of College /University:
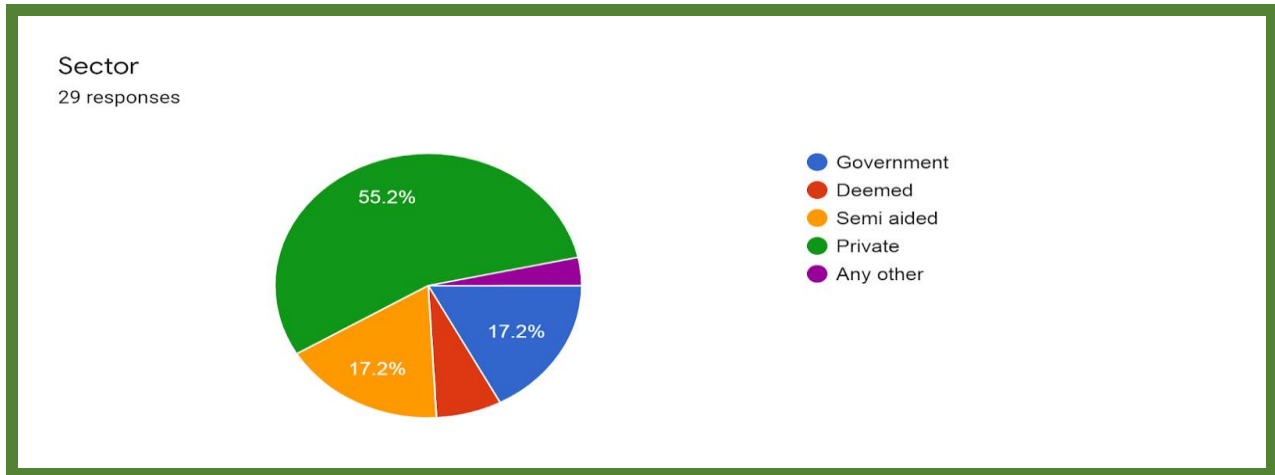
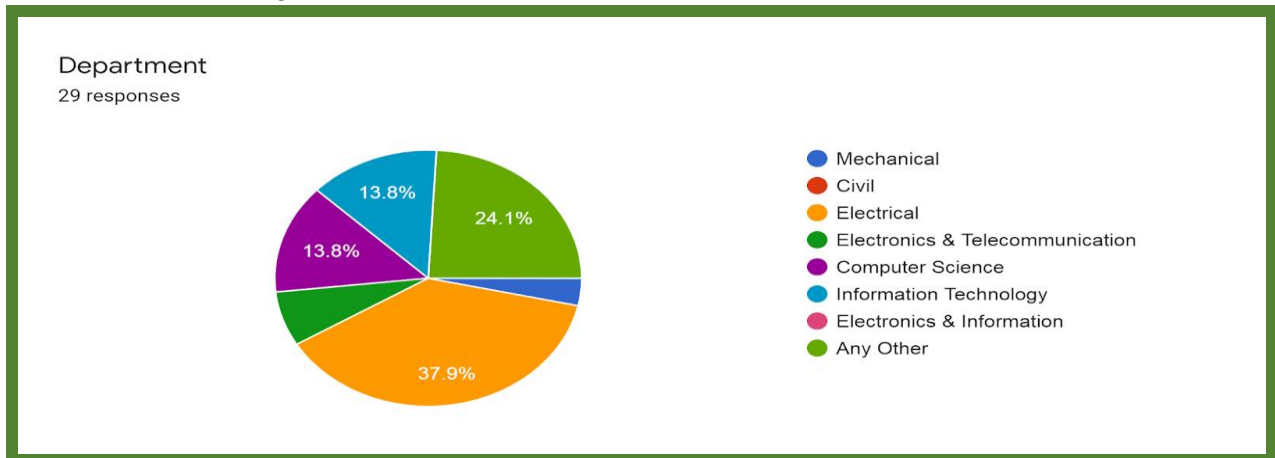
Figure No.8 Types of College /University

Interpretation:
Majority of the colleges surveyed were private colleges and the other majors were Government and semi aided colleges followed the least with Deemed Universities.

Figure No. 9 Department

Data Interpretation:
Major of the respondent were from mechanical department followed with E &TC , mechanical and Computer science .
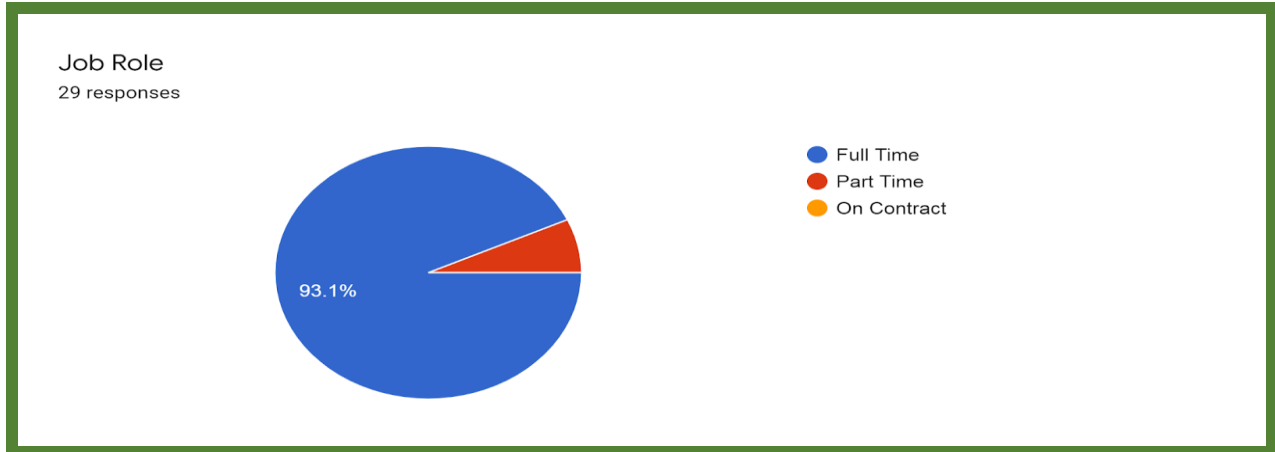
Figure No.10 Job Role

Data Interpretation:
Most of the college employed full time faculty with very least ratio of part time faculties also adds to major factor for faculty engagement
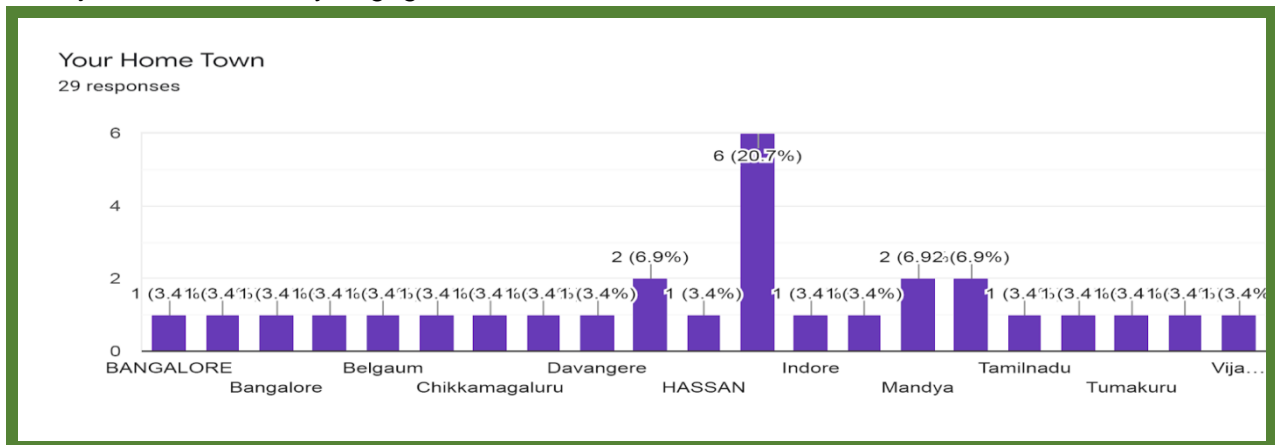
Figure No. 1 Home Town:

Data Interpretation:
Major of the respondent was from Karnataka with few of them from Madhya Pradesh and Tamil Nādu. It shows that being local also has effect on faculty engagement.

[Note: 1= Highly Agree, 2=Disagree, 3=Average, 4= Agree, 5= Highly Agree]

Sr. No.	Questions	1	2	3	4	5
1	I am proud of this institution's identity	0%	0%	7.10%	32.10%	60.10%
2	Workplace allocated to me & technological provisions provided to me do affect my working here	3.40%	0%	13.80%	34.50%	48.30%

3	Yes this Institute's reputation is one of the reason that I am working here	0%	0%	17.20%	41.40%	41.40%
4	I would definitely recommend other job seekers to work in this institute	0%	0%	10.30%	44.80%	44.80%
5	Employees are always treated with respect here	0%	3.40%	13.80%	34.50%	48.30%
6	In my opinion rules & procedure in my institution are applied fairly & correctly	0%	3.40%	13.80%	34.50%	48.30%

Table No. 1 Nature of workplace, Organization Culture & Reputation

1	My HOD is open to new ideas & encourages me to use my own new ideas	3.40%	0%	3.40%	20.70%	72.40%
2	My HOD gives me feedback regularly	3.40%	0%	10.30%	20.70%	65.50%
3	There is a clear communication of my performance expectation	0%	3.40%	6.90%	34.50%	55.20%
4	In case of personal or professional problem I can count on understanding and help from my HOD	3.40%	0%	3.40%	24.10%	69%
5	My HOD knows when I work hard	0%	3.40%	6.90%	17.20%	72.40%
6	My HOD values my colleagues and my opinion equally & fairly	0%	3.40%	10.30%	20.70%	65.50%
7	Creates clear work routine & time table	0%	3.40%	0%	27.60%	69%
8	My HOD provides me with all tools & technology required to perform my work	0%	3.40%	17.20%	24.10%	55.20%
9	My HOD listens carefully to my views & opinions	3%	0.00%	6.90%	34.50%	55.20%

Table No.2 Supervisor /Head of Department (HOD)

1	I have required information to do my work properly	0%	0%	10.30%	24.10%	65.50%
2	I am well informed about changes at my workplace	0%	0%	20.70%	34.50%	44.80%
3	I am given required freedom and decision making to perform my duties efficiently	0%	0%	17.20%	37.90%	44.80%
4	My institute has a fixed clear & fair employee evaluation system	3.40%	3.40%	10.30%	44.80%	37.90%
5	I participate in decision making of my Institute in important matters	3.40%	10.30%	31%	34.50%	20.70%

6	I have freedom to makes changes in my work if required for betterment	0%	3.40%	13.80%	37.90%	44.80%

Table No. 3 Communication & Involvement:

1	I know my salary and perk /Incentives system clearly	0%	0%	27.60%	17.20%	55.20%
2	I am rewarded for exceeding my goals	6.90%	3.40%	17.20%	41.40%	31%
3	I consider my remuneration to be appropriate in level to the work I do	3%	0%	27.60%	27.60%	41.40%
4	I consider my remuneration to be fair in relation to what I would have received in another Institute	0%	7%	20.70%	34.50%	37.90%

Table No. 4 Rewards /Remuneration & Recognition

1	I have enough opportunities to learn and grow in my profession	0%	0%	10.30%	34.50%	55.20%
2	Elements which contribute to my appraisal and career growth are clearly known to me	0%	0%	24.10%	24.10%	51.70%
3	There are sufficient opportunities within the Institute for me to advance and take on greater responsibilities	3.40%	6.90%	20.70%	31%	37.90%
4	Training offered in this Institute enables me to extend my professional development	3.60%	0%	7.10%	46.40%	42.90%
5	People in my Team cooperate with each other to get the job done	0%	3.60%	3.60%	25%	67.90%
6	In the Institute different Departments reach out to help and support each other	0%	3.70%	7.40%	44.40%	44.40%

Table No. 5 Career Growth & Security & Teamwork

Sr. No.	Programs	I Know	I Partially Know	I Don't Know
1	Quality Improvement Programme	30.00%	33.30%	36.70%
2	Quality Improvement Programme (Foreign University)	23.30%	23.30%	53.30%
3	Short Term Training Programme (STTP)	70%	20.00%	10.00%
4	Faculty Development Programme (FDP)	83.30%	6.70%	10%
5	Training Program for Physical Education Trainers /Sport-Games Teachers/Director of Sport	33.30%	30.00%	33.30%

6	AICTE-Technical University Joint Training Programs for Teachers	66.70%	10.00%	23.30%
7	Travel Grant Scheme for Faculty	46.70%	26.70%	26.70%
8	AICTE-INAE Teachers Research Fellowship Scheme for Faculty	26.70%	26.70%	46.70%
9	Quality Improvement Programme	30.00%	33.30%	36.70%
10	Quality Improvement Programme (Foreign University)	23.30%	23.30%	53.30%
11	Short Term Training Programme (STTP)	70%	20.00%	10.00%
12	Faculty Development Programme (FDP)	83.30%	6.70%	10%
13	Training Program for Physical Education Trainers /Sport-Games Teachers/Director of Sport	33.30%	30.00%	33.30%
14	AICTE-Technical University Joint Training Programs for Teachers	66.70%	10.00%	23.30%
15	Travel Grant Scheme for Faculty	46.70%	26.70%	26.70%
16	AICTE-INAE Teachers Research Fellowship Scheme for Faculty	26.70%	26.70%	46.70%

List of Current Best Engagement Factors	List of Current Best Engagement Factors
▪ Work satisfaction & Freedom	▪ Best training
▪ Provides a good platform towards research and also supports financially	▪ Career growth
▪ Working environment is good	▪ This college gives best career advancement opportunities
▪ Good environment	▪ Nil
▪ Best management	▪ This college gives me best career advancement
▪ Better working environment	▪ Discipline
▪ Healthy work atmosphere	▪ Support each other
▪ Our college allow us to attend the different workshop held in and around Hassan.	▪ Support each other
▪ Support faculty for their work	▪ Empathy among peers is amazing!
▪ Career Growth with training	▪ My college encourage every staff to clear NPTL exam & other exams
▪ Working Environment	▪ Gives me best career advancement opportunities

Table No. 7 Best Engagement factors

Table No. 6 Government Engagement Schemes (AICTE/MHRD)- References used for secondary sources

The above table shows the findings of the study when researcher asked about the best engagement factor that stills make them feel with the Institution.

Conclusion

Employee engagement is crucial for an organization's success, as engaged faculty are valuable assets and can positively impact students' careers. Technical education is growing, and improving the quality of education is essential for global survival. This paper discusses faculty engagement practices in engineering and identifies factors that engage technical education faculties the most, aiming to engage them more effectively. The faculty engagement is the most compelling component that decides student success and their future. An engaged faculty with expertise pursued by the elements which make them fulfilled and committed is vital to be considered for the securing of quality education. An engagement environment will leads to overall student development leading to institutional success.

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