

An Examination of the Association between Teachers Work Engagement and Organizational Commitment at University Level

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Received on: 02-10-2021

Accepted on: 03-11-2021

Abstract

The purpose of this study was to examine the association between teachers work engagement and organizational commitment at university level. In this study, a quantitative research approach was used. The research would use factor analysis to describe the relationship between organisational commitment and work engagement, hence it was descriptive in nature. Work engagement and organisational commitment are factors in the study that are already present and cannot be manipulated by the researcher. All full-time teaching faculty (N= 37397) of public and private sector universities/Degree Awarding Institutions/Higher Education Institutions in Pakistan that are recognised by the Higher Education Commission made up the study's population. The sample of 400 university instructors (n=500) was chosen using a proportionate stratified random selection procedure. This sample size represents around 1.33 percent of the overall population (N=37397) and 7% of the population that is accessible (N1=7134). The questionnaire used to evaluate overall employee involvement as well as the study's sub-dimensions is clearly accurate and consistent. To collect data and assure the highest response rate possible, the researcher personally visited teachers. To answer the study's original questions, SPSS was used to analyse the data.

Keywords: Examination, Association, Work Engagement, Organizational Commitment, University Level

Introduction

In terms of organisational culture, understanding and managing is essential. The success of an institute, and well-being of its employees, employee work engagement, and its efficacy are all dependent on organisational commitment. The human side of business, such as employee work engagement, is seen as vital to organisational commitment in today's environment (Teri & Sabater, 2014). Employee well-being, employee work engagement, job satisfaction, and organisational commitment have all been shown to be positively linked (Teri & Sabater, 2014). As a result of previous research, it has been concluded that positive, supportive, and

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adaptive organisational commitment leads to employee work engagement, organisational success, Unadaptive, discouraging, and apathetic organisational commitment, on the other hand, has unpleasant and negative consequences for the organisation as a whole, as well as the status of its employees' job engagement (Egwuonwu, 2019).

Universities principally but expertly equip societies in a variety of ways, including by providing qualified labour, supporting scholastic and research-based learning activities, and supporting to the social, economic, and social well-being of society members, among other things. As a result, it is critical to know and understand university organisational culture in order to improve employee work engagement and organisational commitment. Recognizing, supporting, and humanising university employee well-being is one of the greatest and most effective ways to solve this challenge. Due to cultural diversity, fragmented and chaotic society, and the fluid character of corporate cultures, managing and improving organisational commitment and employee job engagement has become a problem for all stakeholders at universities (Riketta, 2013).

Internal communication and involvement were aided by social exchanges that included support and identification. Inner message, as a form of social exchange, has a significant impact on employee engagement. Social contacts with an employee with his or her boss, according to these researchers, play an important role in the employee-organization link, as evidenced by the employee's correspondence of commitment (Jackson et al., 2014).

In any occupation, there are two sorts of risk factors: Job requirements and available resources (Orgambidez-Ramos, 2014). Yanchus, and Fishman (2013) explored the association between job demands as well as resources and commitment to the organization, finding that job satisfaction and resources were explanatory of involvement. Jobs are formed up of demand and resources, according to the paper. Independence, make sure to apply, and professional progress are examples of work engagement, are stronger markers of job engagement than job demands, according to the study (Albrecht, 2012).

Employee engagement is still a comparatively innovative idea, according to academic literature (Bakker, Schaufeli, Leiter, & Taris, 2008), with Kahn (1990) indorsed with its birth. While theoretical study on worker commitment was scarce in the first decade of its existence, the next decade saw a massive growth in the amount of research on the subject (Schaufeli, 2013). The positive psychology movement and changes in the workplace have sparked an increase in research (Schaufeli, 2013). Employee engagement has been defined and operationalized in a variety of ways as a result of this increase in study. The following are some of the most frequent methods for determining employee engagement. In an organisation, justice and unfairness judgments are based on judgments among oneself and others based on inputs and outputs (Adam, 1965). What a person observes to offer (knowledge and effort) is referred to as inputs, whereas what a person perceives to gain beyond a discussion relationship (compensation and recognition) is referred to as outcomes (Adams, 1963). Internal (one's own self at a previous period) or outside (another person) comparison points might be used to evaluate these inputs and outcomes (other individuals). Various definitions of organisational commitment have been proposed over time. It is described by Porter, Steers, and Mowday (1974) as a measure of how much workers care about and interact with their jobs. Organizational commitment is a multifaceted notion that encompasses a worker's desire to visit with an organisation, confidence in and recognition of

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the government's principles as well as aims, as well as willingness to put out work on its behalf (Mowday, Steers, & Porter, 1979). Organizational commitment, according to Allen and Meyer (1996), is characterised as contribution in, a wisdom of be appropriate to, as well as a responsive association to a effort organisation. Employees that have a psychological link with an organisation are often referred to as "organisational commitment." Similarly, organisational commitment has recently existed characterised as a person's psychosomatic relationship by an organisation, by way of indicated through an emotive affection to it, a sense of trustworthiness to it, as well as an meaning to stay a share of it.

A growing interest in staff productivity has resulted in a slew of organisational commitment studies (Mowday et al., 1979). Organizational commitment is a psychological state in which employees have a good attitude and are loyal to the company (Meyer & Allen, 1991). Employees who are committed are more likely to want to stay with the company (Meyer et al., 2002). Three mind-sets are incorporated in Meyer as well as Allen's commitment classical. Affective commitment discusses to a worker's emotional attachment toward the company; continuation obligation communicates to the employee's intelligence of responsibility to stopover with the society; and attitudinal loyalty relates to the employee's notion of cost-benefit of leaving the organisation. In research, the Meyer and Allen model (TCM) is commonly utilised (Vinué, Saso, & Berrozpe, 2017). This commitment model was employed in this investigation.

So, the current study evaluate and investigate the organisational commitment and state of work engagement of its employees at universities in Pakistan, take into consideration the previous mentioned situations in perspective of the significance of organisational commitment and workers' level of job engagement. The Higher Education Commission (HEC) has already begun to work on higher education growth through university/degree awarding institution rankings (DAIs). There are few studies that examine the organisational commitment and work engagement of university personnel from a Pakistani viewpoint. As a result, the goal of this study on university teachers' organisational commitment and job engagement is to add value and expose the purpose of higher education development and research.

The goal of this study is to take into account organisational commitment and see how it affects employee work engagement in higher education institutions. On the basis on which colleges are ranked internationally, employee organisational loyalty to their universities is undoubtedly always questioned across the world. The HEC began functioning on this measurement by founding a QA Detachment in Pakistan with the purpose of expanding and taking into account the total organisational effectiveness of higher education institutions. Only if the culture of these organisations conforms to and adds value to their employees' job engagement and organisational dedication would it be possible to secure and establish superiority and excellence by these universities, which help as a national inspiration. According to study, the level of organization in which organisational culture exists influences on employee organisational commitment and work engagement of an organisation.

Purpose of the Study

The Purpose of the study was to examine the association between teacher's work engagement and organizational commitment.

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Methodology of the Study

In this study, a quantitative research approach was used. The research would use factor analysis to describe the relationship between organisational commitment and work engagement, hence it was descriptive in nature. Work engagement and organisational commitment are factors in the study that are already present and cannot be manipulated by the researcher. The goal of this study was to look at the relationship between these two variables. All full-time teaching faculty (N= 37397) of public and private sector universities in Pakistan that are recognised by the HEC made up the study's population. This study's population is divided into two groups: (a) public university professors (N=25908, 70 percent), and (b) private university teachers (N=11489, 30 percent). In Pakistan, there are 180 HEC-recognized public and private universities, Awarding Institutions, and Higher Education Institutions. As the study have been delimited to all the teachers of public and private universities in Islamabad (N1= 7134) which is considered as accessible population for drawing sample. The sample of 400 university instructors (n=500) was chosen using a proportionate stratified random selection procedure. This sample size represents around 1.33 percent of the overall population (N=37397) and 7% of the population that is accessible (N1=7134). If the population is 50000, a sample of 381 is sufficient, according to L.R. Gay (1996). Taro Yamane's formula can also be used to determine/calculate/verify the sample size for the current investigation. The inter-item consistency and reliability of the entire employee engagement questionnaire (Section B) is good (Alpha = 0.841), as shown in Table 3.3. As a result, the survey effectively assesses the major elements that influence employee engagement, such as energy, absorption, and dedication. The attributes of energy, absorption, and devotion were each assessed independently for their reliability. The inter-item consistency of vitality (Alpha = 0.766) and devotion (Alpha = 0.746) is excellent, but absorption reliability (Alpha = 0.595) is fair. The questionnaire used to evaluate overall employee involvement as well as the study's sub-dimensions is clearly accurate and consistent. To collect data and assure the highest response rate possible, the researcher personally visited teachers. To answer the study's original questions, SPSS was used to analyse the data.

Data Analysis and Results

Table 1 *Pearson Product Moment Correlation: Sub-elements of employee engagement*

Sub-elements of employee engagement	r/pVigour	Absorption	Dedication
Vigour	r	1.000	
Absorption	r	0.475	1.000
	p	0.000*	

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Dedication	r	0.496	0.464	1.000
	p	0.000*	0.000*	

* p < 0.01

Table 1 demonstrates that there are significant connections between the sub-dimensions of employee engagement at the 1% level of significance (vigour, absorption, and devotion).

Table 2 *Pearson Product Moment Correlation: Sub-elements of commitment*

Sub-element of commitment	r/p	Affective Commitment	Continuance Commitment	Normative Commitment
Affective Commitment	r	1.000		
Continuance Commitment	r p	0.392 0.000*	1.000	
Normative Commitment	r p	0.518 0.000*	0.447 0.000*	1.000

* p < 0.01

At the 1% significant level, Table 2 shows that there are significant links between the sub-dimensions of commitment (affective commitment, continuation commitment, and normative commitment).

Table 3 *Pearson Product Moment Correlation: Correlation between employee engagement and commitment*

Dimension	r/p	Commitment
Employee engagement	r p	0.559 0.000*

* p < 0.01

Table 3 reveals that there is a significant relationship between employee engagement and organisational commitment at the 1% significant level.

Table 4 *Analysis of Variance: Organizational commitment and Age*

Organisational commitment and its sub-dimensions	F	P
Organisational commitment	2.736	0.032**
Affective commitment	1.954	0.106
Continuance commitment	2.979	0.022**
Normative commitment	1.189	0.319

** p < 0.05

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Table 4 shows that there is a significant variation in the levels of overall organisational commitment and continuation commitment of personnel as a function of age at the 5% significant level. Employees of various ages, on the other hand, demonstrate similar levels of affective and normative commitment.

Table 5 *Analysis of Variance: Organisational commitment and length of service*

Organisational commitment and its sub-dimensions	F	P
Organisational commitment	3.074	0.019**
Affective commitment	3.445	0.011**
Continuance commitment	2.077	0.088
Normative commitment	1.403	0.237

** $p < 0.05$

Table 5 reveals that there is a significant difference in the levels of overall organisation commitment and emotional commitment of employees with different tenures at the 5% level of significance. Employees with varying tenures, on the other hand, exhibit no significant differences in consistency or normative commitment.

Conclusions

To evaluate the link between employee engagement and organisational commitment, the researchers collected and analysed quantitative data. The data collection and analysis informed the researcher's findings and considerations, which led to the study's recommendations and conclusions. The study respondents said they are fairly productive in the workplace. They also expressed their dedication to the university, hinting that there is still opportunity for progress. Furthermore, the study showed a correlation among teachers' work engagement and their loyalty to their organisations. Dedication, in particular, was determined to have a significant impact on organisational commitment. Employees who have their skills recognised and acknowledged feel valued and a sense of connection, which increases their commitment to their employment. In addition, comprehensive training and development programmes will increase employee enthusiasm by ensuring that they are well-versed in their field. If staffs are assumed an allowing and helpful work setting, they will definitely have enough of vigor to fulfil their tasks. Department heads and Deans may also conversation with staffs since it supports to explain the purposes, aims, and tasks that workers are expected to do, allowing them to focus more on their work. They may hire and recruit people who can communicate their values and objectives in a way that fits with the university's mission. Employees should be offered lavish benefits so as to inspire them to stay at the university. Putting the proposals into practise will, in essence, boost university instructors' work engagement as well as organisational commitment.

Recommendation

The researchers used a quantitative technique to investigate these variables in Pakistani settings, but we strongly believe that a qualitative approach should be used to investigate what really constitutes engagement and how it affects employee behaviour. Future

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researchers should build on these findings, whether by employing the same environment or a different one, in order to expand the literature on work engagement, which is still mostly unexplored. Finally, because there appears to be a shift from previous findings, a look at tenure and commitment, as well as maybe other work outcomes, would be relevant. Employee tenure and commitment findings are currently inconclusive. The link between independent factors (employee engagement-EE), dependent variables (organisational commitment-OC), and demographic features was investigated in this study (age, gender, length of service, marital status etc.). The researchers presented recommendations at the teacher, university, and for future researchers based on the data analysis from this study to help universities enhance their management and instructors' work engagement and organisation commitment. Meanwhile, we want to assist universities in improving their development in the future.

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