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## Job Engagement of Women Faculty in Professional Colleges of Kerala

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### Abstract

*Job engagement means the extent to which an individual associates with the job. It is a known fact that certain jobs or work environment influence the degree to which an individual becomes involved in the job. A healthy work environment is very essential for a teacher to be productive and successful. Hence there is a pertinent need to analyze and study the issues and factors associated with Job Engagement of women faculty in Professional colleges in Kerala under AICTE. The study compares and contrasts the Job engagement of women faculty across professional colleges and attempts to bring to light any inadequacy of the initiatives taken by the authorities to facilitate better Job Engagement of women faculty of Professional colleges in various disciplines. Sample size of the study was 350. Proportionate Stratified Random Sampling was used. A pilot study was conducted and the final data collection was done. Structured Interview schedule was used for data collection. The analysis was conducted using chi-square test, ANOVA test, Regression analysis and Correlation analysis. The women faculty was found to have moderate satisfaction and moderate level of Job Engagement, which was relatively high in MBA and Hotel Management domain and least in the Pharmacy domain.*

**Keywords:** CLAIR Model, Motivation, Stress, Personal Realm, Professional Realm.

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### 1. Introduction

Job engagement means the extent to which an individual associate himself / herself with the job. It is the degree to which a person is physically and psychologically, able to identify with his or her work. Job engagement is the result of the possession of certain values, convictions and personal characteristics because of which the individual is actively involved in the job. Job engagement can also be the result of the natural response to certain work situations. In other ways, certain types of jobs or characteristics of the work situation influence the degree to which an individual becomes involved in his/her job. Therefore it is pertinent to study the nature of Job engagement from both the perspective of the individual as well as the work environment. A healthy work environment is very essential for a teacher to be productive and successful.

### 2. Statement of the Problem

Former studies suggest that Individual characteristics such as age, education, gender, experience, motivation, stress, level of control and values were linked to Job engagement, although these

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linkages were not very consistent across studies. Few other studies have related Job engagement to situational variables in the work environment such as leader behavior and management support, Organizational climate, decision making processes, interpersonal relations and job characteristics as well as with work outcomes such as job satisfaction, turnover and absenteeism. It was suggested that individual differences and job characteristic variables were about equally important in determining Job engagement. Hence there is a pertinent need to analyze, compare and contrast and study the issues and factors associated with Job engagement of women faculty in professional colleges offering various courses in the discipline of Engineering, Architecture, Pharmacy, Management, MCA and Hotel Management. The study attempts to examine the relationship between Job engagement and certain individual, family and work domain variables for women teachers in the chosen college category and disciplines.

### **3. Objectives of the Study**

1. To examine the impact of personal, family and work related variables on Job Engagement of women faculty of professional colleges in Kerala.
2. To determine the impact of college category and discipline on allocation of tasks and Value Added Programmes undertaken by Professional colleges in Kerala.
3. To develop a model for *CLAIR: Creating Linkages in Academic Innovation and Research* to facilitate work engagement and better performance of women teachers in the discipline of Engineering, Architecture, Pharmacy, Management, MCA and Hotel Management.

### **4. Hypotheses**

1. The value added programmes undertaken in professional colleges and allocation of tasks are negatively associated with the college category and the type of discipline.
2. The personal, family and work related variables are negatively associated with Job Engagement of women faculty of professional colleges in Kerala.

### **5. Variables**

Job engagement has been set up as the dependent variable and the factors that can influence or determine it are identified as independent variables. The independent variables have been classified into three domains- personal, family and work related variables.

### **6. Research Design**

Descriptive research design is employed in this study.

#### ***Pilot Study***

Interview schedule was opted for instead of questionnaire, after the pilot study for enhanced interaction with the respondents.

#### ***Pre-Test***

A pre-test was conducted to determine whether the proposed tool, interview schedule, was appropriate.

#### ***Universe, Sample, Sample Size and Method of Sampling***

*Universe:* The universe of the present study is the women teachers of professional colleges under AICTE in Kerala.

*Sample:* The sample includes a proportionate representation of women teachers who are married and belong to different disciplines. The sample size includes 254 teachers from Engineering &

Architecture, 81 teachers from MCA & MBA, 13 teachers from Pharmacy and 2 teachers from Hotel Management.

*Sampling Technique:* The respondents were selected on the basis of Proportionate Stratified random sampling.

*Sampling Frame:* The list available in AICTE website has been used to select the colleges to be considered for the purpose of the study.

*Sample Size:* The sample size for the study is 350.

## 7. Tools for Data Collection

Structured Interview Schedule is the tool used for the study.

### *Data Collection*

Data collection was done during the months from January – November, 2016

## 8. Limitations of the Study

The findings of the study might depict variations when a state-wise study is conducted on the topic and is also subject to the drastic differences in the development of rural and urban areas in India. The respondents may not disclose actual facts for fear of being penalized by the top management.

## 9. Data Analysis

Primary data was collected through interview schedule. The filled in schedule was edited and was subsequently coded and analyzed with SPSS software.

### *Data Analysis and Interpretation*

**Table 1: Women Faculty Perception about Career in Comparison with Family**

Response	Frequency	Percent
Equally important	237	67.7
Career has priority	10	2.8
Family has priority	103	29.5
	350	100

Source: Primary Data

Inference: A major percentage of teachers consider work and family equally important.

**Table 2: Impact of the College Category on Significance Attached to Value Added Programmes**

ANOVA						
		Sum of Squares	Df	Mean Square	F	Sig.
Value Additions	Between Groups	412.630	2	206.315	25.955	.000
	Within Groups	2758.298	348	7.949		
	Total	3170.929	350			
Short Term Programmes	Between Groups	144.600	2	72.300	23.966	.000
	Within Groups	1046.829	348	3.017		
	Total	1191.429	350			
Research	Between Groups	24.678	2	12.339	20.483	.000
	Within Groups	209.036	348	.602		
	Total	233.714	350			
Conferences / Seminars	Between Groups	10.618	2	5.309	9.987	.000
	Within Groups	184.456	348	.532		
	Total	195.074	350			

Source: Primary Data

**Table 3: Impact of the Domain Category on Significance Attached to Value Added Programmes**

ANOVA						
		Sum of Squares	Df	Mean Square	F	Sig.
Value Addition	Between Group	28.243	3	9.414	1.036	.376
	Within Groups	3142.686	347	9.083		
	Total	3170.929	350			
Short Term Programme	Between Group	8.078	3	2.693	.787	.502
	Within Groups	1183.351	347	3.420		
	Total	1191.429	350			
Research	Between Group	3.070	3	1.023	1.535	.205
	Within Groups	230.644	347	.667		
	Total	233.714	350			
Conference s/ Seminars	Between Group	.925	3	.308	.549	.649
	Within Groups	194.150	347	.561		
	Total	195.074	350			

Source: Primary Data

Inference: The findings of ANOVA test depicts that government colleges are in the forefront for active involvement in organizing value added programmes, Research, Short Term Programmes and Conferences, followed by Aided colleges in the second position and Self financing colleges giving the least priority to such value additions. Similarly Engineering colleges are in the foremost place for active involvement in organizing Short Term Programmes and Research activities, followed by MBA & MCA colleges, Hotel Management and Pharmacy colleges. However for value added programmes and Conferences, Engineering colleges are in the foremost place followed by Hotel Management colleges, MBA & MCA colleges and Pharmacy colleges.

**Table 4: Comparison of Allocation of Tasks with Respect to Domain Category**

ANOVA						
		Sum of Squares	Df	Mean Square	F	Sig.
<b>Teaching &amp; Mentoring</b>	Between Groups	1.538	3	.513	1.652	.177
	Within Groups	107.379	347	.310		
	Total	108.917	350			
<b>Administrative Tasks</b>	Between Groups	6.915	3	2.305	6.279	.000
	Within Groups	126.661	347	.367		
	Total	133.576	350			
<b>Research Work</b>	Between Groups	1.833	3	.611	1.586	.192
	Within Groups	133.321	347	.385		
	Total	135.154	350			
<b>Others</b>	Between Groups	.948	3	.316	1.107	.346
	Within Groups	98.826	347	.286		
	Total	99.774	350			

Source: Primary Data

Inference: The domain wise classification of work depicts that maximum allocation of teaching and Mentoring, Administrative tasks and Research assignments is made to engineering college faculty. However in Research assignments allocation, after engineering colleges; MBA and MCA colleges have higher percentage of task allocation followed by Hotel Management and Pharmacy colleges. Engineering college faculty has the highest percentage of administrative task allocation followed by Hotel Management college faculty. Hotel Management college faculty has the highest participation in departmental tasks, followed by engineering, MCA, MBA and Pharmacy college faculty.

**Table 5: Comparison of Allocation of Tasks with Respect to College Category**

ANOVA						
		Sum of Squares	Df	Mean Square	F	Sig.
<b>Teaching &amp; Mentoring</b>	Between Groups	14.621	2	7.310	26.902	.000
	Within Groups	94.296	348	.272		
	Total	108.917	350			
<b>Admin Work</b>	Between Groups	44.525	2	22.262	86.499	.000
	Within Groups	89.051	348	.257		
	Total	133.576	350			
<b>Research</b>	Between Groups	11.505	2	5.753	16.144	.000
	Within Groups	123.649	348	.356		
	Total	135.154	350			
<b>Other</b>	Between Groups	5.791	2	2.896	10.691	.000
	Within Groups	93.983	348	.271		
	Total	99.774	350			

Source: Primary Data

Inference: The category wise classification of work depicts that maximum allocation of teaching and Mentoring tasks and Research assignments is made to Government college faculty. However the proportion of administrative tasks and departmental tasks allocation is highest in Self financing colleges, followed by Aided colleges. Research assignments task allocation and involvement in research activities are despairingly low in Self financing colleges. It is worth noting that young faculty with children below 5 years of age, were allocated more of supplementary administrative tasks and departmental paper work. Thus the young women teachers have a hard time doing justice to their primary responsibility as a teacher by actively involving in teaching, mentoring and research activities. Being new to the profession and suffering from work life imbalance and life stress due to familial demands, in addition to the pangs of guilt for not making effective contribution as a teacher, mentor and a researcher; makes a young teacher's life miserable.

**Table 6: Job Engagement of Professional College Women Faculty**

Behavioural Attributes	Never	Rarely	Sometimes	Always	Total
Concerned about excelling in job	13 (3.7) (100)	26 (7.4)	78 (22.3)	233 (66.6)	350
Participate & present papers in Conferences/ FDP	17 (4.9)	108 (30.9)	170 (48.6)	55 (15.7)	350 (100)
Act as Spokesperson of my college	134 (38.3)	68 (18.2)	83 (24.5)	65 (18.0)	350 (100)
I do my best at work place	6 (1.7)	17 (4.8)	90 (25.7)	237 (67.8)	350 (100)
Carry work assignments home	70 (20.0)	129 (36.5)	136 (38.8 )	34 (9.7)	350 (100)
Preoccupied with job related matters at home	37 (10.5)	67 (19.1)	208 (59.4)	38(11.0)	350 (100)
Stay back after working hrs if there is extra work	20 (5.7)	44 (12.6)	187 (53.5)	103 (29.2)	350 (100)

Source: Primary Data

Inference: The results suggest that 28.1 percent of the women teachers are highly involved with their profession, 67.3 percent demonstrate moderate involvement and a marginal 4.6 percent show low involvement. The respondents have chosen the particular profession out of their interest on the same and that may be the possible reason for their high degree of Job engagement.

**Table 6 (a): Association of 'Job Engagement' with Personal Domain Variables**

Variables	p value	Accept/Reject Ho
Age of the Respondents	.000	Reject Ho
Religion	.000	Reject Ho
Education	.000	Reject Ho
Income	.093	Accept Ho

Source: Primary Data

**Table 6 (b): Association of 'Job Engagement' with Family Domain Variables**

<b>Variables</b>	<b>p value</b>	<b>Accept/ Reject Ho</b>
Type of family	.000	Reject Ho
Spouse-support	.000	Reject Ho
Family support	.000	Reject Ho
Family orientation	.000	Reject Ho
Age of children	.000	Reject Ho
No: of children	.000	Reject Ho

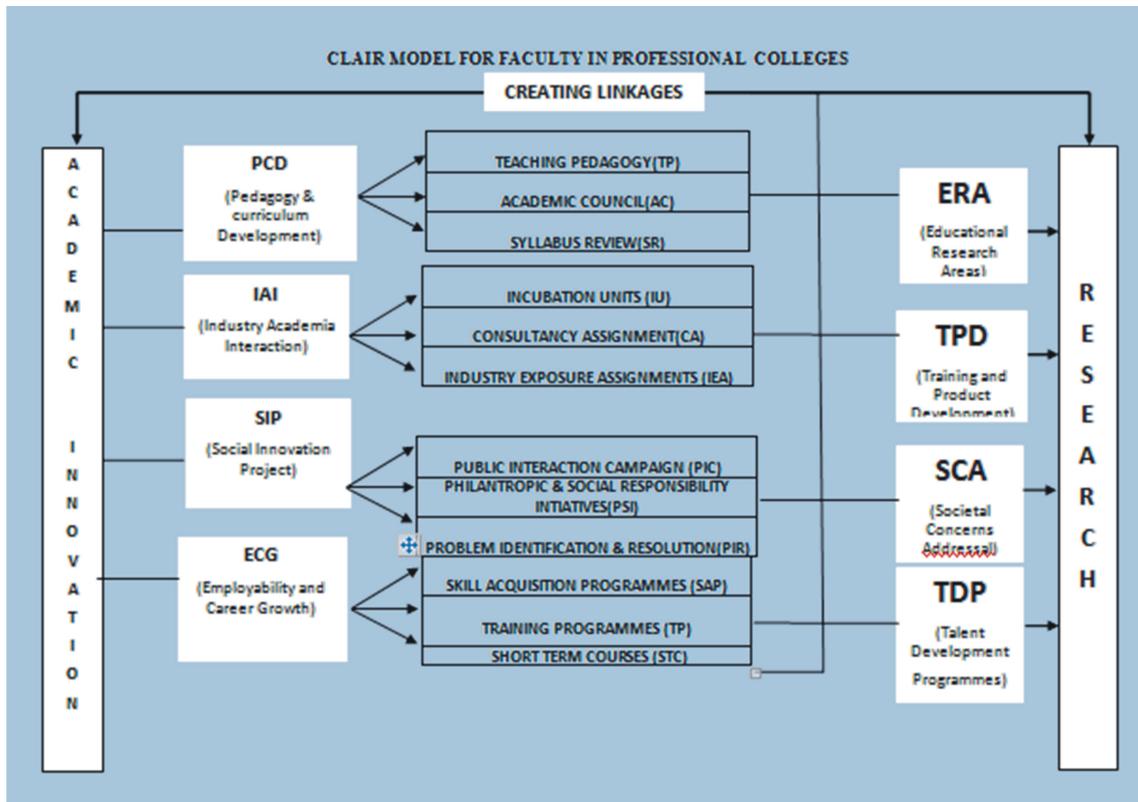
Source: Primary Data

**Table 6 (c): Association of Job Engagement with Work Related Variables**

<b>Work Related Variables</b>	<b>P value</b>	<b>Accept/ Reject Ho</b>
Hours of Work per day	.000	Reject Ho
Number of working days per week	.000	Reject Ho
Years of service	.000	Reject Ho
Category of the college	1.000	Accept Ho
Professional Domain	.000	Reject Ho

Source: Primary Data

Inference: It can be inferred that 'job engagement' is associated with age of the respondent, education and religion. The findings also suggest that family domain variables have a predominant role to play in determining the Job engagement of the respondents, since it is seen that all the family domain variables influence the level of Job engagement. The results show that Job engagement is also associated with working hours per day, working days per week, years of service and professional domain.



**Figure 1: Clair Model- Creating Linkages in Academic Innovation and Research Model**  
Source: Primary Data

Inference: The CLAIR- Creating Linkages in Academic Innovation and Research model developed as a result of the study is advocated for adoption in professional colleges. The CLAIR model suggests various arenas for academic innovation namely Pedagogy and curriculum development, Industry Academia Interaction, Social Innovation projects and Employability and Career Growth. The prominent research areas proposed by the model include Educational Research Areas, Training and Programme Development, Societal Concerns Address and Talent Development Programmes.

## 10. Results and Discussions

The study findings depict that Job Engagement is associated with personal variables, family related variables and work related variables. The study has thrown light on the marginal involvement of majority of the self financing colleges and few aided colleges in value added programmes including research, consultancy assignments, academic innovation and industry-academia-public interaction. This should be taken seriously. There should also be stricter norms and regular appraisal on the implementation and effectiveness of such norms, to ensure an educational institution which has to be a temple of knowledge seeking and sharing, does not turn out to be a torture house and a money minting premise. Thus the CLAIR- Creating Linkages in Academic Innovation and Research model developed as a result of the study is advocated for adoption in professional colleges.

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