Employee Engagement of University Teachers –A Comparative Study of Osmania University in Hyderabad

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Abstract

The objective of this research is to examine the relationship between independent variables namely "Organizational related factors (Organizational Climate, Job Stress), Socially related factors (Relation with Peers/Superiors, Relation with Students), Task related factors (Job Autonomy, Job Resources)" and Employee Engagement of faculty members belonging to Osmania University. Further, to understand the relationships between Employee Engagement and the faculty's personal background variables like, "age, gender, educational qualifications, and experience in years, designation and faculties" of the faculty members in Osmania University. It was decided to adopt, descriptive-analytic research design as the most suitable design. A questionnaire survey instrument was designed and administered to full time faculty members of Osmania University. The total sample responded is 269 out of 606 from Osmania University, which accounted for a response rate of 44.3 percent. Data ware processed using SPSS v23 statistical package and analysis were made using various statistical techniques including computation of means, frequencies, standard deviations, correlation coefficients, regression analysis and F-values using ANOVA.

Keywords: Organizational related factors, independent variables, Osmania University, correlation coefficients, regression analysis.

1. Introduction

Human resources are the most important asset in any business enterprise. In a dynamic economic environment characterized by way of high personnel turnover, mind drain, numerous work pressure human sources practitioners' most important undertaking is to locate methods of attracting and maintaining creative and committed body of workers dedicated to the business enterprise and to determine which conditions at work stimulate employees to commit ie give their best, to be engaged, to move, work, overcome and perform under all conditions. In modern organizations employees are predicted to be proactive and show initiative, collaborate smoothly with others, and be devoted to high high-quality performance standards and to be responsible for their personal professional development [1]. groups need personnel who experience lively and devoted, and who are absorbed with the aid of their work. In other phrases, corporations want engaged employees. Employee Engagement is the "volume to which an employee is captivated with his work realising organizational task and running in the direction of it with enthusiasm, thereby making a discretionary attempt to paintings towards it". In modern organizations employees are expected to be proactive and show initiative, collaborate smoothly with others and be committed to high quality performance standards and to be responsible for their own professional development [2]. Organizations need employees who feel energetic and dedicated, and who are absorbed by their work. In other words, organizations need engaged workers. Employee Engagement is the "extent to which an employee is passionate about his work realising organizational mission and working towards it with enthusiasm, thereby making a discretionary effort to work towards it".

The construct employee engagement is built on the foundation of earlier concepts like job satisfaction, employee commitment and Organizational citizenship behaviour. Though it is related to and encompasses these concepts, employee engagement is broader in scope. Employee engagement is stronger predictor of positive organizational performance clearly showing the two-way relationship between employer and employee compared to the three earlier constructs: job satisfaction, employee commitment and organizational citizenship behaviour. Engaged employees are emotionally attached to their organization and highly involved in their job with a great enthusiasm for the success of their employer, going extra mile beyond the employment contractual agreement. The management of human capital is fast becoming a mandatory in universities which are treated as knowledge intensive firms. The management of knowledge and the knowledge worker thus becomes primarily important. There is an organization of research that has marked humans as the key components to organisational success commonly referring to as an organisation's human capital [3,4]. Human capital is an investment in people so they can operate at their full potential [5] to 'bring about skills and capabilities that make them able to act in new ways' [6]. The focus on increasing human capital or maximizing the employee aspect through HRM represents an effort that positively impacts the bottom line. From a strategic perspective human capital is an important resource which the organization can manage in its best interest as a source of competitive advantage [7]. Human capital is believed to be the key aspect that has been focused on successful organizations with; greater profit margins, increased productivity, lower absenteeism, and its benefits [8].

Engagement has been so long seen as a way of measuring employees' commitment to their organizations and their jobs and as a way of creating more highly effective workplaces [9]. Many human resource consultants use engagement models to market to organizations the possibility of creating more effective and efficient employees who will deliver greater organizational benefits and better organizational performance [10]. Obviously, organizations respond to this because they have always felt the need to invest in human capital(employees) to achieve maximum efforts from their employees and to be able to create success in highly competitive global markets. Engagement is a mode of investment the organization's makes to gain the benefits. In other words, as the organization invests in the human element at work, then employees are more likely to be engaged at work [11].

2. Literature survey

Moreover, momentary work engagement was positively related to job resources in the successive week. These findings show how intra individual variables affect employees' experiences at work which can explain weekly job performance. A longitudinal survey among 201 telecom managers done in [12] supports the Job Demands-Resources (JD-R) model that postulates a health depletion process and a motivational process. The hypothesis was tested using structural equation modeling analyses which revealed that: (1) increase in job demands (i.e., overload, emotional demands, and work-home intervention) and decrease in job resources (i.e., social support, autonomy, opportunities to learn, and feedback) predict burnout,(opposite of engagement) (2) increase in job resources predict work engagement, and (3) burnout (positively) and engagement (negatively) predict registered sickness duration ("involuntary" absence) and frequency ("involuntary" absence), respectively. Finally, consistent with predictions results suggest a positive initial work engagement predicts an increase in job resources, which, in its turn, further increases work engagement. In [13] authors, study on "Workplace Empowerment, Work Engagement and Organizational Commitment" of New Graduate Nurses. As a large section of experienced nurses were approaching retirement, it is critical to examine factors that will promote the engagement and empowerment of the newer workforce, allowing them to

provide high quality patient care at work. A predictive, non- experimental survey design was used to test a theoretical model in a sample of new graduate nurses. More specifically, the relationships among structural empowerment, six areas of work life (assumed as predecessors of employee engagement), emotional exhaustion and organizational commitment were examined. Structural empowerment had a direct positive effect on the areas of work life, and a direct negative effect on emotional exhaustion. Emotional exhaustion had a direct negative effect on commitment. In [14] authors in his study suggests that having access to opportunities for learning, growth and advancement in the organization plays a key role in employees' work satisfaction and productivity. Those with access to opportunities to learn, grow and develop are more motivated, committed, and innovative in their jobs. And those distanced from these opportunities result in lower motivation to move in career and lower levels of organizational commitment. The structure of power includes having access to lines of resources, information, and support [15]. Access to resources relates to power (one's ability to acquire the financial means, materials, time, and supplies required to do the work), access to information refers to having the formal and informal knowledge that is necessary for effectiveness in the workplace. Employees must possess the technical knowledge and expertise required to accomplish the job, as well as an understanding of organizational policies and decisions Workplace Empowerment, Finally, access to support involves receiving feedback and guidance from subordinates, peers, and superiors. A relatively recent focus in the field of Education has been on increasing work engagement among teachers [15,16]. Teachers who are engaged in their work can find meaning in their work and are perceived to be more attentive to student needs [17]. Teachers experiencing work engagement are better able to cope with increasing demands and can generate support [18] and create opportunities for themselves [19]. Work engagement among teachers is critical to teacher retention [20].

Work-related demands. Much of the research on work-related demands has been centered on the Job-Demands Resources Model (JD-R Model), however this model does not account for the direct, positive relationship that exists between some work-related demands and work engagement, and instead focuses on the negative effects of demands [21]. There are two types of demands in a workplace setting: hindrance demands and challenge demands [22]. Hindrance demands are negatively associated with work engagement [23] and include role ambiguity, organizational politics, red tape [24], physical demands, job insecurity, work-to-family conflict, constraints, obstacles, and unclear expectations [25].

3. Research Design

As the study attempts to explore the relationships between perceived work engagements among the faculty, with the personal background variables and independent variables, it was decided to adopt, descriptive-analytic research design as the most suitable design. This design is most suitable when scores on independent and dependent variables are presented in a descriptive manner. Further, the relationships between independent and dependent variables are analyzed using statistical tools like correlation, regression analysis and Analysis of variance (ANOVA).

3.1 Study Area

Osmania University: Osmania University is one of the premier institutions of higher learning in India epitomizing the national agenda for higher education. "A pioneering and performing university re-accredited by NAAC with the highest rating of Grade 'A' in the service of the Nation, making higher education accessible, affordable and meaningful to lakhs of students from the backward

region".   This aptly sums up the spirit and essence of Osmania University – the symbol of lifelong learning. Established in 1918, Osmania University is the 7th oldest university in the country, 3rd oldest in South India and the oldest in the state of Andhra Pradesh. Named after its founder Nawab Mir Osman Ali Khan, the 7th Nizam of the then princely state of Hyderabad, Osmania University is the first university in the country to impart instruction through the medium of an Indian language i.e., Urdu with English as a compulsory subject. Over the years, Osmania University has transitioned from a traditional university and is traversing to become a pacesetter in the field of higher education with an international outlook and global outreach. Osmania University is a multi-faculty, multi-campus, comprehensive, semi- residential and the largest affiliating university with nearly 1000 affiliated colleges under it. There are 12 faculties and 53 academic departments. The University caters to the educational needs of nearly 4.5 lakhs students by offering 30 courses at the UG level (with 158 combinations) and more than 100 courses at the PG level. M.Phil and Doctoral programs are offered in almost all the subjects. Prof. G.Rami Reddy Centre for Distance Education has been offering a number of UG, PG and Professional courses numbering around 30 in different disciplines with an enrolment of nearly 65000 students. The university functions through a network of 8 campus colleges, 5 constituent colleges, 3 district PG colleges and a vast network of affiliated colleges spread over 6 districts of Telangana covering a geographical area of 60000 sq.kms. With a population of over 20 million. The Research pursuits at the University are wide ranging, inter-disciplinary and of a high order. The University Departments and Research centers have been performing exceedingly well in this arena. Department of Biotechnology has awarded a grant of Rs. 14.00 crores to set up an Inter-Disciplinary School of Life Sciences for Advanced Research and Education at Osmania University. Osmania University has an impressive track record of international collaboration with leading institutions abroad. It has forged linkages with industry and R & D institutions.

Osmania University is one of the most sought-after universities by international students, especially from the third world countries. It is a home away from home for nearly 4500 students including 500 girls from about 70 countries for academic pursuits in India. Alumni of Osmania University have distinguished themselves at the national and international levels. The University has embarked upon far reaching initiatives to promote scholarship and innovation in higher education and to modernize the University governance. These include Choice-based Credit System, compulsory extra disciplinary courses at PG level and continuous evaluation. Table 1 shows the classification of faculties by departments. The University has been ranked 10th among the top Indian Universities according to India Today-Nielson survey on higher education in 2010. Osmania University envisages for itself a proactive role in re-engineering the higher education system for the establishment of a knowledge-based society. Osmania University's faculty and staff number nearly 5000. It is a multi-faculty and multidisciplinary university, offering varied courses in the fields of Humanities, Arts, Sciences, Social Sciences, Law, Engineering, Technology, Commerce and Business Management, Information Technology and Oriental Languages. There are nine faculties existing in this university. They are arts, social sciences, education, commerce, Management, law, sciences, technology, and engineering. Thus, this study is carried out in all the departments of the nine faculties under the university. The following table represents the classification of faculties by departments.

3.2 Sampling

It appears there is no conventional way of determining a sample size that is representative of the target population as there are diverse views on this issue. According to Bless and Higson-Smith (2000:86) a representative sample must have the same properties as the population from which it is drawn.

Moreover, these authors suggest that 'correct' and 'complete' sampling frame should be used to ensure representativeness of the sample. That is to say that a representative sample will reflect characteristics of the target population if the sample is carefully chosen. It was decided to select the sample which represents all the faculties and the schools that are existing in these universities. Therefore, the nine faculties from Osmania University and ten schools from University of Hyderabad were identified. Further, the respondents namely, Assistant professors, Associate professors and the Professors representing all the faculties and the schools were identified as the sample units of the study. All the respondents were administered with the questionnaires. It was hoped that at least fifty percent of the faculty members from each faculty/School would respond to the survey instrument. A detailed picture about the sampling frame is presented in the following Table 2.

Table 1. Classification of faculties by departments

Faculty	Department
Arts	Telugu, Hindi, Sanskrit,Urdu, Philosophy, Linguistics, Marathi, English, and Kannada
Social sciences	Sociology, Economics, History, Public, Administration, Political Science
Education	Education
Commerce	Commerce
Management	Business management
Law	Law
Sciences	Chemistry, Physics, Mathematics, Statistics, Bio- Chemistry, Geology, Microbiology, Zoology, Botany and Geography
Technology	Physical Education and Technology
Engineering	Computer Science engineering, Electrical engineering, Electronics and communication engineering, Mechanical engineering, IT, Civil engineering

Table 2. Sampling Frame: Osmania University Faculties by Designation of Respondents.

Faculty	Designation of Respondents			Total
	Professor	Associate Professor	Assistant Professor	
Arts	15	4	21	40
	(39)	(06)	(40)	(85)
Social sciences	12	3	16	31
	(36)	(05)	(31)	(72)
Education	5	2	4	11
	(12)	(02)	(07)	(21)
Commerce	6	2	9	17
	(15)	(02)	(15)	(32)
Management	4	0	4	8
	(9)	(01)	(06)	(16)
Law	4	01	4	9

	(06)	(01)	(07)	(14)
Sciences	36	10	57	103
	(80)	(21)	(155)	(256)
Technology	4	01	01	06
	(12)	(02)	(02)	(16)
Engineering	12	10	22	44
	(20)	(17)	(57)	(94)
	98	33	138	269
Total	(229)	(57)	(320)	(606)

3.3   Variables in the Study

The variables in this study are as follows

3.3.1 Organizational related factors (Independent variable)

Factors related to the organizations which encourage/discourage employee engagement. Organizational related factors are conditions in which an individual or staff works, including but not limited to such things as amenities, physical environment, stress and noise levels, degree of safety or danger, and the like. The physical environment in which you work, including the actual space, the quality of ventilation, heat, light and degree of safety. Two dimensions considered in this variable are Organizational Climate and Job Stress.

3.3.2   Socially related factors (Independent variable)

Factors related to the social life of faculty members which encourage/discourage employee engagement. Two dimensions considered in this variable are Relations with seniors/peers and Relation with students. Co-workers are people who share a workplace with each other. The study of co-worker dynamics has absorbed many psychologists, since relationships between co-workers can get quite interesting and very complex. Many people deal with co-workers daily because they work for organization with multiple employees. Many people like to distinguish between a co-worker and a subordinate or supervisor, considering a co-worker a colleague of the same status, rather than someone higher or lower on the organizational food chain. Co-workers may hold similar or comparable positions, and they often have similar levels of power and authority in an organization. This sets them apart from supervisors, who can issue directives, and subordinates, who take orders. Many people hope that their equal standing with their co-workers ensures equal treatment and a good workingrelationship.

3.3.3 Data Collection

A pilot study was carried out taking four respondents from each faculty. Therefore, covering all the departments, 38 respondents each were contacted from Osmania University data were collected from them. The purpose of this study was to check the consistency of the scales incorporated in this study. Further, to check for the item analyses of the scales included. Having ensured the reliabilities of the scales used in the pilot study, the questionnaire was slightly modified to suit to the main study. As the data are required from all the faculties of the select Universities, it was estimated an approximate of three months' time. Thus, data collected during a three-month period from July 2016 to September 2016.

3.3.4 Data Processing and Analysis

The questionnaires collected from the respondents were examined for the completeness in all manners. Later a code book was prepared to enter the data in the statistical package for social sciences (SPSS v23). Data were processed using the same statistical package. Firstly, frequency tables were prepared for the personal background variables which include age, gender, educational qualifications, designation, faculty to which they belong. Secondly, means and standard deviations were computed for the independent and dependent variables to present the results pertaining to the perceived organizational climate, faculty stress, job autonomy, job resources and employee engagement.

Statistical Treatment: To analyze the collected data both descriptive and inferential statistics is used. In descriptive statistics means, standard deviations, frequencies, correlation coefficients and regression analysis were computed. Inferential statistics used is Analysis of Variance (ANOVA) i.e., F-values were computed, and analysis was made based on the f-value.

F – Values: It is the measurement of distance between individual distributions on given variables. As F value goes up, P goes down (i.e., more confidence in there being a difference between two means). To calculate F value, the formula (***Mean Square of X / Mean Square of Error***) has been used. Thus, using this value, the means difference on given study variables can be examined for significant variations.

Correlation Analysis: Correlation is a technique for investigating the relationship between two quantitative, continuous variables. Correlation is the degree or extent of the relationship between two variables. If the value of one variable increase when the value of the other increases, they are said to be positively correlated. If the value of one variable decrease when the value other variable is increasing it is said to be negatively correlated. If one variable does not affect the other, they are not correlated. Using the formula as mentioned below, the correlation coefficients were computed between independent and dependent variables.

$$r = \frac{n\sum xy - \left(\sum x\right)\left(\sum y\right)}{\sqrt{\left[n\sum x^2 - \left(\sum x\right)^2\right]\left[n\sum y^2 - \left(\sum y\right)^2\right]}}$$

The correlation coefficient quantifies the degree of linear association between two variables. It is typically denoted by r and will have a value ranging between negative 1 and positive 1. Thus, the correlation between independent and dependent variables have been computed using the above stated formula.

Regression Analysis: It is the relationship between the mean value of a random variable and the corresponding values of one or more independent variables. Regression is a model for predicting one variable from another and a statistical analysis assessing the association between two variables. Regression analysis is a method of analysis that enables you to quantify the relationship between two or more variables (X) and (Y) by fitting a line or plane through all the points such that they are evenly distributed about the line or plane. The formula for computing regression is

$$Y = a + bX$$

Using this formula, the predictive relationships between independent variables and the dependent variable have been examined in this study. The regression equation expected is

$$Y = a + b1X1 - b2X2 + b3X3 + b4X4 + b5X5 + b6X6$$

Employee Engagement = Constant + (Constant*Organizational climate) — (constant*Job stress) + (constant*Relation with seniors/peers) + (constant*Relation with students) + (constant*Job Autonomy) + (constant*Job Resources)

4. Data analysis and discussion

In this part, an attempt has been made to present the profile of the faculty members across select University under study. Various variables of the faculty like, age, gender, educational qualifications, and experience in years, designation and faculties have been presented in the following tables.

4.1 Age of the faculty members

Age of the faculty members is an important variable as far as assessment of Employee Engagement is concerned. Therefore, data in this regard are collected and presented in the tables 3. It is quite evident from the table that among the faculty members, 35.3% of the faculty members are in the age group of 26-36 years and 48-60 years each and reaming are in the age group of 37-47 years. Gender is always a perplexing variable in the research. Do faculty members vary in their perceptions about Employee Engagement in relation to their gender? This question has been quite consistent in almost all research across the world. Thus, it is considered an important variable in this study. Data collected in this regard are presented in table 4. Table 4 clearly shows that a majority of faculty members (86.2%) are male. The remaining of them is female (13.7%).

Table 3. Age Group of faculty members (in years) – Osmania University

Age	Frequency	Percent
26-36	95	35.3
37-47	80	29.7
48-60	94	35.3
Total	269	100.0

Table 4. Gender of Respondents– Osmania University

Gender	Frequency	Percent
Male	232	86.2
Female	37	13.7
Total	269	100.0

4.2 Age and perceived Employee Engagement

As the workforce increasingly ages, it will be critical to find ways of accommodating the decrements in abilities that come with age. Age is an important factor which can alter our perceptual abilities. In this section perceived Employee Engagement is assessed using the age of faculty members of both the Universities (Osmania University and University of Hyderabad). Results in this regard are presented

in Table 5.

Table 5. - Age and Employee Engagement – Osmania University

		N	Mean	Std. Deviation	F	Sig.
					df=(2,266)	
Age	26-36	95	4.4220	.41147		
	37-47	80	4.0826	.46496		
	48-60	94	4.1727	.44142		
	Total	269	4.0920	.44030	2.379	.004

It is clear from the table above that with regard to perceived Employee Engagement level Osmania University faculty members in the age group of 26-36 (mean = 4.4220)) years are more Engaged than their counterparts in the age group of 37-47 years (mean = 4.0826) and 48-60 (mean = 4.1727) years. The F value suggests that such variation in the mean scores is statistically significant. In other words, Osmania University faculty members do differ in the perceived Employee Engagement according to their personal background variable age.

4.3 Work experience and perceived Employee Engagement

The next background variable considered for assessing the perceived Employee Engagement is the work experience of the faculty members. Table 6 presents the results relating to the work experience and perceived Employee Engagement of faculty members belonging to Osmania University. It is clear from the table that with regard to perceived Employee Engagement, faculty members with 1-7 years of experience perceived better (mean=4.953) than those who had 8-17 years of experience (mean=4.1630) and with those who put up 18- 34 years of experience(mean=3.8295). Such variation is also supported by the f- value presented in table. This means that faculty members differ significantly in perceived Employee Engagement according to their background variable work experience. The present retirement age of a faculty member is 60 years. Data is collected and is grouped into three categories, i.e., 1-7 years, 8-17 years, and 18-34 years.

Table 6. Work experience and Employee Engagement – Osmania University

		N	Mean	Std. Deviation	F	Sig.
					df=(2,266)	
Experience	1-7	84	4.3953	.43911		
	8-17	76	4.1630	.44808		
	18-34	109	3.8295	.43835		
	Total	269	4.0940	.44016	2.314	.000

4.4 Designation and perceived Employee Engagement

The three designations given to the faculty members of the select Universities are Professor, Associate

Professor/Reader and Assistant professor/Lecturer. The designation is an important variable in the sense that it may contribute to Employee Engagement. Data collected about the designation of faculty members and perceived Employee Engagement is presented in table 7. It is clear from the table that at Osmania university, Associate Professors perceived a more qualitative (mean=4.5149) score than Professors (mean=3.9529) and Assistant Professors (mean=4.0369) and. Assistant Professor scored a very low Employee Engagement levels. Such variation in their mean score has reached statistical level of significance, indicating that Osmania University faculty members differ in their perception about Employee Engagement levels according to their background variable designation.

Table 7. Designation and Employee Engagement, Osmania University

		N	Mean	Std. Deviation	F	Sig.
					df=(2,266)	
Designation	Assistant Professor	138	4.0369	.37178		
	Associate Professor	33	4.5149	.41825		
	Professor	98	3.9529	.38583		
	Total	269	4.0951	.44042	9.564	.000

4.5 Faculties and perceived Employee Engagement

The last background variable of the faculty members is the faculty to which a teacher belongs to. As mentioned previously, the faculties are broadly classified into nine categories by departments at Osmania University and ten categories by schools at University of Hyderabad. The Employee Engagement of faculties as perceived by faculty members is summarized below in table 8. It is clear from the table that with regard to perceived Employee Engagement, faculty of Engineering perceived a more qualitative (mean=4.5143) score followed by other faculties, i.e. faculty of Technology (mean=4.2062), faculty of Sciences (mean=4.1920), faculty of Arts (mean=3.8785), faculty of Social Sciences (mean=4.077), faculty of Management (mean=4.0442) and faculty of Commerce (mean=4.0323). Such variation in their mean score has reached statistical level of significance, indicating that Faculty members differ significantly in their perceived Employee Engagement levels according to their background variable faculty.

Table 8. Faculties and Employee Engagement- Osmania University

		N	Mean	Std. Deviation	F	Sig.
					df=(8,260)	
Faculty	Arts	40	3.8785	.46072		
	Social Sciences	31	4.0757	.41621		
	Education	11	4.0323	.41628		

Commerce	17	4.0323	.39440		
Management	08	4.0442	.39745		
Law	09	3.9614	.44879		
Sciences	103	4.1920	.37397		
Technology	06	4.2062	.44821		
Engineering	44	4.5143	.37054		
Total	269	4.0821	.43012	2.114	.001

4.6. Organizational Climate and perceived Employee Engagement

Most of the research on organizational climate has examined its direct relationship with employee outcomes. One of the employee outcomes is the Employee Engagement. Employee engagement is a property of the relationship between an organization and its employees. An "engaged employee" is one who is fully absorbed by and enthusiastic about their work and so takes positive action to further the organization's reputation and interests. Faculty scores on Organizational Climate have been classified into Low, Medium, and High. Results in this regard are presented in Tables 9.

Table 9. Organizational Climate and perceived Employee Engagement – Osmania University

		N	Mean	Std. Deviation	F	Sig.
					df=(2,266)	
Organizational Climate	Low	12	4.0087	.24350		
	Medium	247	4.1900	.43238		
	High	10	4.6408	.30599		
	Total	269	4.0813	.42236	1.763	.123

4.7 Job Stress and perceived Employee Engagement

In this section, an attempt has been made to assess the perceived Employee Engagement of faculty members from Osmania University and University of Hyderabad, according to independent variable "Job Stress". The results are summarized in the following tables' 4.10.

Table 10. Job Stress and perceived Employee Engagement– Osmania University

		N	Mean	Std. Deviation	F	Sig.
					df=(2,266)	
Job Stress	Low	56	4.2373	.26274		
	Medium	168	4.1062	.45098		
	High	45	4.0070	.40128		
	Total	269	4.0813	.44236	11.455	.000

4.8 Relations with Peers/Superiors and perceived Employee Engagement

In this section, an attempt has been made to assess the perceived Employee Engagement of faculty members from Osmania University and University of Hyderabad, according to independent variable "Relations with Peers/Superiors". The results are summarized in the following tables' 11 With regard to Osmania University on socially related factor "Relation with Peers/Superiors" respondents have scored in average of 4.1610 with a standard deviation of .40036. 63 respondents have scored a high average of 4.6408 with a standard deviation of .21819 on their low score. This followed by 145 respondents scoring a mean of 4.1245 with a standard deviation of .26690 on their medium score.

Table 11. Relations with Peers/Superiors and perceived Employee Engagement– Osmania University

		N	Mean	Std. Deviation	F	Sig.
					df=(2,266)	
Relations with Peers/Superiors	Low	63	4.6408	.21819		
	Medium	145	4.1245	.26690		
	High	64	3.7240	.40783		
	Total	269	4.1610	.40036	126.540	.000

Finally 64 respondents scored average of 3.7240 with a standard deviation of .40783 on their high score. The F value also suggests that the variations among faculty member's average scores differ significantly. In other words faculty members from Osmania University differ significantly on their perception about Employee Engagement according to independent variable Relation with peers/Superiors.

4.9 Relations with Students and perceived Employee Engagement

In this section at attempt has been made to assess the perceived Employee Engagement of faculty members of Osmania University and University of Hyderabad according to the independent variable "Relation with Students". The results are summarized in the following table 12.

Table 12. Relation with Students and perceived Employee Engagement–Osmania University.

		N	Mean	Std. Deviation	F	Sig.
					df=(2,266)	
Relation with Students	Low	11	4.0089	.43131		
	Medium	38	4.0984	.44364		
	High	220	4.1078	.41300		
	Total	269	4.0951	.44012	.227	.797

5. Conclusion

A Comparative study of State and Central Universities in Hyderabad" has been broadly presented in five major parts. First part attempts to present the statement of the problem with objectives, hypotheses, and limitations. Part two presents an extensive review of literature on Employee

Engagement. Subsequent part three delves into the research design for the present study. Having presented the Osmania University and University of Hyderabad scenario, a canvas has been prepared to present the reality of faculty job engagement in the form of results in part four. Lastly, implications for practice and future research directions have been drawn thereof in the concluding part of this work.

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