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

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Abstract

The purpose of this study is three-fold. Firstly, it attempts to examine faculty work engagement and the personal background variables like, "age, gender, educational qualifications, and experience in years, and designation of the faculty members of University of Hyderabad separately. Secondly it attempts to compare the work engagement levels of faculty belonging to University of Hyderabad. Lastly, it attempts to propose suggestions to help faculty members improve their work engagement. Data ware processed using SPSS 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, University of Hyderabad, correlation coefficients, regression analysis.

1. Introduction

In the context of globalization when going for studies in abroad is affordable for many Indians, Indian Universities are increasingly facing intense competition from the foreign universities. Given the fact that as many as 350,000 is the estimated short fall in the Indian universities' faculty members in 2015 [1], almost eight lakh Indian students spent more than INR 100billion on studies abroad [2] in the year 2012-13 alone. To with stand competition and overcome with such a shortage of supply and competitive environment, the universities are working with new ways and means to attract and retain potentially good faculties and are increasingly following the philosophy of "academic capitalism". According to this philosophy, academia functions like a business enterprise in that, students are the customers, employees are academicians, and the employer is the management of the university [3]. This trend of academic capitalism in India is new and shocking to its critiques because it can manage not so rich non-profit organizations without quality faculty. Nevertheless, many researchers and philanthropists argue that the remedy lies in the concept of employee (faculty) engagement as it advocates that motivation is not restricted to monetary benefits only.

The higher education system in India at present is at a shift stage. A stage where changes have taken place for good and more transformations in thoughts and processes are desired for the best to happen. Higher education system in any nation today needs to be relooked in order to envision competitive global education challenges. The world is being steadily turned into a global village [4]. Synchronization and harmony among the global universities across the globe can create natural and common thinking throughout, where in the nurturing of the young minds may be accustomed and adapt to the changes desired. Another aspect which is very important today is the concept of blended and creative learning. It is just the next step to the previous idea of creating a harmonization and uniformity of higher education across the globe. Students from all over the world will be benefitted from the expertise of the renowned and knowledgeable academicians. This harmony may create a balance in learning and research.

thereafter. For India however, the problem is deep-rooted which need to be taken to next level before we try to synchronize with global universities and a higher education reform is the need of the hour. The National Knowledge Commission (NKC) Report [5] has been precisely correct and the Government has to pay detailed attention to the problems in hand. Fortunately, the Indian Government has taken up many of the Commission's proposals. For example, India's Eleventh Five-Year Plan [6] for higher education had been written within the framework of NKC's policy recommendations. "The Eleventh Plan saw where there was a nine-fold increase in the public spending on higher education which fueled significant inclusive expansion in the public higher education sector. However, there has been significantly no improvement in terms of quality of higher education delivery. The issues of skill gaps, skill shortages, and unemployable graduates persist" [7]. So, we see that India's Higher Education sector has seen remarkable growth and even in terms of the number of institutions in the higher education system, India holds the first position. India has shown tremendous increase in the number of institutions and student enrolment; however, it still faces the challenges on several counts such as inequitable and low access to higher education, shortage of competent faculty, poor infrastructure, and most importantly inadequate research [8]. Another aspect of India's higher education is that problems are not taken care of at the grass-root level. The students are not engaged in the education system. Right from their enrolment they face many problems which remain mostly undisclosed. They do not get quality education because of the concept of rote learning being practiced. The syllabus remains conventional and orthodox which has little relevance in the present scenario [9]. The revisions of the syllabus and reinforcement of concepts are not done in a regular manner. The teaching methodologies of the whole education system seem to be flawed. The overall evaluation system encourages rote learning and there is little or no value addition. The faculties are not engaged enough to engage the students in return, according to a study of engagement of the faculty members of one of the premier Universities of India viz. the University of Delhi [10].

The need is to understand the real requirements of faculty and students; the problems should be sought at the basic level to begin with. Policy making for higher education has been very sound; however, the time now demands action on the same with precision [11]. The need for today in higher education is also to have competent faculty members who are engaged in their work and have sound quality competence. India cannot afford to have poorly competent faculty now, as the world is now being transformed into a global village. The pedagogy, the regulations, the evaluation criteria, the curriculum, the infrastructure need to be reformed from time to time to bring India in the list of quality players in Higher Education system.

2. Literature survey

In [12] authors study on "The role of employee engagement in work-related outcomes" investigated the predecessors and consequences of employee engagement in Jordanian Industry. A snowball sample of 310 respondents from the Jordanian hotel industry was interviewed using the research questionnaire. The sample comprised of employees from different hierarchical levels of management. The results confirm the association between Employee Engagement and perceived organizational support. The effect of Job Characteristics, Intrinsic and Extrinsic Rewards, Perceived Supervisor Support, Perceptions of Procedural Justice, Perceptions of Distributive Justice on Employee Engagement [13] is also confirmed the association of employee engagement and organizational support. Family associations, friendships with co-workers and supervisors and involvement in social activities can offer a psychological buffer against stress, anxiety, and depression. Social resources can also increase a sense of belonging, purpose and self-worth, promoting positive mental health. The determinants of social resources explored include social support from co-workers and supervisor support.

In [14] authors study examined the interaction between employee age, perceived coworker age, and satisfaction with older (> 55) and younger (<40) coworkers on engagement using N=901 individuals employed in the UK. Results showed that satisfaction with working with coworkers related significantly to engagement. Moreover, the older employees who perceived coworkers as similar age showed higher levels of engagement among older workers when they were highly satisfied with their coworkers over 55 and lower levels of engagement when they were not. In [15] authors study on "Moderating Role of Follower Characteristics With Transformational Leadership and Follower Work Engagement" Data was collected from 140 subordinates and their 48 supervisors from a diverse range of industries in South Africa. Hierarchical linear modeling results [16] show that follower characteristics mediate the positive relationship between transformational leadership and follower work engagement. More specifically, transformational leadership has a more positive effect on work engagement of the follower when follower characteristics are more positive. In [17] authors have done a field examination of 337 representatives and their quick bosses and analyzed the interceding part of strengthening in relations between employment attributes, leader–member exchange (LMX), team–member exchange (TMX), and work results. The significance and fitness measurements of empowerment intervened the connection between job characteristics and work satisfaction [18]. The significance measurement likewise intervened the connection between job characteristics and organizational commitment. In opposition to expectation, strengthening did not mediate relations between LMX, TMX, and the result factors. In addition, LMX and TMX were were directly related to organizational. Moreover, TMX was specifically identified with employment execution. These findings recommend that work satisfaction is clarified to a great extent by job characteristics (through empowerment) however that LMX and TMX combine with job characteristics and empowerment to explain variation in organizational commitment and job performance. In [19] authors developed a model which discusses two competing arguments about the effects of engaging in multiple roles work and family, depletion(burnout) and enrichment(engagement), and assimilate them by identifying the type of emotional response to a role, negative or positive, as a critical and contrasting assumption held by these two perspectives [20]. Moreover, this study represents depletion(burnout) and enrichment(engagement) as complex multistep processes that include multiple constructs, such as engagement and emotion. This study jointly examines both the depleting and enriching processes that link engagement in one role to engagement in another, using structural equation modeling [21]. Findings from a survey of 790 employees reveal evidence for both depletion and enrichment as well as gender differences. Depletion existed just for women and just in the work-to-family heading. Men experienced enhancement from work to family, while women experienced advancement from family to work. More linkages were found amongst work and family for women than for men.

In [22] authors study on titled "The psychological conditions of meaningfulness, safety and availability and the engagement of the human spirit at work" was built ethnographic work, a field study in a U.S. Midwestern insurance company explored the determinants and mediating effects of three psychological conditions meaningfulness, safety and availability on employees' engagement in their work. The study of the revised theoretical framework revealed that all three psychological conditions exhibited significant positive associations with engagement [23]. Meaningfulness was the strongest contributor. Job enrichment and work role fit were positively related to psychological meaningfulness. Psychological safety and Rewarding co-worker and supportive supervisor relations were positively associated, whereas sticking to co-worker norms and self-consciousness were negatively associated [24]. There was a positive relation between psychological and resources available and negatively related to participation in activities outside the workplace. Finally, the relations of job enrichment and work role fit with engagement were both fully mediated by the

psychological condition of meaningfulness. The association between adherence to co-worker norms and engagement was partially mediated by psychological safety.

Even though innovation still rules, HR and how they are overseen is accepting expanded consideration in the examination of increasing upper hand. However, numerous perplexing inquiries remain. This review first looks at the hypothetical comprehension of employee engagement [25]. Then an empirical investigation is made of the role that a wide variety of managers' (n = 170) psychological state of self- efficacy plays in the relationship between their employees' (average of about 16 per manager) measured engagement and a multiple measure (self, subordinates, and peers) of the managers' effectiveness. Consequences of the statistical results of factual examination show that the manager's self- efficacy is a partial mediator of the relationship between his or her representatives' engagement and the manager's rated effectiveness.

3. Research Design

It was determined that the descriptive-analytic research design would be the most appropriate design to use in this investigation because the purpose of the study is to investigate the relationships between perceived work engagements among the faculty, personal background variables, and independent variables. When scores on both independent and dependent variables are presented in a descriptive way, this design functions to its highest potential. In addition, the statistical methods of correlation, regression analysis, and analysis of variance are used to investigate how the independent variables are related to the dependent variables (ANOVA). All respondents were full-time faculty members currently employed at University of Hyderabad with full-time graduate/post graduate programs. University of Hyderabad had a total of 360 full time faculty members (excluding Adjunct, Honorary and Guest faculty) working at the time of conducting this survey. The survey instrument was administered to full-time faculty members of above two Universities. They are Assistant Professors / Lecturers, Associate Professors / Readers, and Professors.

3.1 Study Area

Established in 1974 by an Act of Parliament, the University of Hyderabad, once widely considered only as a research University and barely known outside its sphere of operations, has today emerged as the No.1 Institution of higher learning in the country. Receiving the PURSE Award from the Prime Minister of India for being No. in the country two years ago preceded by a string of other distinctions: 'A Grade by NAAC with a CGPA equivalent of 97%, the highest ever score for any institution in the country; SCOPUS ranking of No.1 in terms of research publications; and the very recent Quacquarelli Symonds (QNS) ranking of top 200 Asian Universities are all indicators of the new growth trajectory of the University of Hyderabad as shown in Table 1.

The University of Hyderabad has gate-crashed into the 34th position in Asia in terms of academic excellence as measured by citations per paper (with no other University from India figuring in the top 90), and 5th position in Asia in terms of student / faculty ratio, with an overall rank of 81. The Sarojini Naidu School of Arts & Communication and the Centre for Applied Linguistics and Translation Studies (CALTS) have been designated as "Centres of Excellence" by a study commissioned by the Research Councils UK (RCUK).   The Centre for the Study of India Diaspora has also been highlighted under the Potential for Excellence. The Department of Communication at the Sarojini Naidu School of Arts and Communication has also been ranked the No.1 University Department according to a national survey conducted by Outlook – MDRA (Outlook, June 28, 2010). University of Hyderabad is the first Central University to have the entire campus, including hostels, residences and canteens linked by 68 Mbps WI-FI connectivity, which is likely to increase to 1 Gbps, thereby considerably improving networking and speed, vital for sustaining the high academic credentials. The

University encourages entrepreneurship development by permitting our faculty members to become entrepreneurs and set up their own industries without losing their job at the University. The Technology Business Incubator (TBI) established at the University with support from the Department of Science & Technology, Government of India, provides innovators to establish proof of principle to their ideas. During 2009-2010, Ph.D. in Materials Engineering, Indian Diaspora, Science & Technology and Society Studies were initiated. The number of combined faculty publications exceeded 14,000 (cumulative) since inception of the University. The University of Hyderabad is also the first University to issue RFID based degree certificates to its students. There are ten schools existing in this university. They are Mathematics/CIS, Physics, Chemistry, Life sciences, Humanities, Social sciences, SN schools, Management, Medical sciences, and School of engineering science & technology (SEST). Thus, this study is carried out in all the departments of the ten schools under the university. The following table represents the classification of schools by departments.

Table 1. Classification of Schools by departments

School	Department
Mathematics/CIS	Mathematics and Statistics, Computer and Information science and Advanced Centre of Research in High Energy Materials (ACRHEM).
Physics	Physics
Chemistry	Chemistry
Life sciences	Biochemistry, Plant sciences, Animal sciences, Biotechnology and University Centre for Earth and Space Sciences (UCESS).
Humanities	English, Hindi, Philosophy, Telugu, Urdu, Applied Linguistics and Translation studies, Comparative literature, Sanskrit studies, and English Language Teaching Cell (ELTC).
Social sciences	Economics, History, Political science, Sociology, Anthropology, centre for Regional studies, centre for Folk culture studies, Centre for Study of Indian Diaspora (CSID), Centre for Health Psychology, Centre for the Study of Social Exclusion and Inclusive Policy, and Academic Staff College.
Sarojini Naidu school	Dance, Theatre arts, Fine Arts and Communications
Management	Management
Medical sciences	Medical Sciences
SEST	School of Engineering Science & Technology (SEST).

3.2 Sampling

Sampling defines a target population as a group of people that share common characteristics from which the researcher aims to generalize his/her results. She stresses the need for the researcher to describe an accessible population within the target population from which a sample is taken also concur that a sample should be taken from the accessible population rather than using the target population. They assert that while the target population is 'ideal' in research, the accessible population is 'realistic'. Based on the afore-mentioned point, the researcher drew the sample for this study from the accessible population as shown in Table 2. Sampling state that the first thing to do in the sample selection process is to 'identify' and 'define' the target population. According to these scholars, the target population is the interest group the researcher intends to study and to which the research result will be generalized. Sampling stress the importance of obtaining a sample that is representative of the target population from which inferences are to be drawn. They argue that it would not be a worthwhile exercise if by the end of the day survey results cannot be accurately generalized to the target population due to under representativeness of the sample. In other words, a sample that is too small can make the "generalizability" of the study almost impossible and meaningless, this may be used to explain why some scholars, for example, Cohen et al. (2001: 94) believe that the 'larger the sample, the better'.

Table 2. Sampling Frame: University of Hyderabad Schools by Designation of Respondents

School	Designation of Respondents			Total
	Professor	Associate Professor	Assistant Professor	
School of Maths, Stat & CIS	04	04	03	11
	(08)	(06)	(06)	(20)
School of Physics	04	03	06	13
	(08)	(06)	(14)	(28)
School of Chemistry	03	02	02	07
	(05)	(04)	(02)	(11)
School of Life sciences	12	08	07	27
	(19)	(13)	(18)	(50)
School of Humanities	14	08	16	38
	(32)	(11)	(31)	(74)
School of Social Sciences	12	12	15	39
	(25)	(18)	(29)	(72)
Sarojini Naidu School	03	04	08	15
	(05)	(08)	(16)	(29)
School of Management studies	01	03	02	06
	(02)	(05)	(04)	(11)
School of Medical Sciences	01	02	0	03
	(02)	(05)	(01)	(08)
School of Engineering Science and Technology	08	07	10	25
	(22)	(13)	(22)	(57)
Total	62	53	69	184
	(128)	(89)	(143)	(360)

As it could be observed from the above tables, the sample size estimated is nearly 50% from each University. After constantly reminding and repeatedly persuading, Assistant professors (138), Associate Professors (33) and Professors (98) from University of Hyderabad and Assistant Professors (69), Associate Professors (53) and Professors (62) from the University of Hyderabad to whom the structured questionnaires only have returned the filled in questionnaires. Thus, the total sample responded is 269 out of 606 from University of Hyderabad and 184 out of 360 from University of Hyderabad, accounting for a response rate of 44.38 percent and 51.11 respectively from these Universities.

3.3 Variables in the Study

The variables in this study are as follows.

Task related factors (Independent variable): Factors related to the task/job of faculty members which encourage/discourage employee engagement. Two dimensions considered in this variable are Job Autonomy and Job Resources. Job Autonomy is the degree or level of freedom and discretion allowed to an employee over his or her job. As a rule, jobs with high degree of autonomy engender a

sense of responsibility and greater job satisfaction in the employee. Job resources refer to those physical, psychological, social, or organizational aspects of the job that either/or (1) reduce job demands and the associated physiological and psychological costs; (2) are functional in achieving work goals; (3) stimulate personal growth, learning and development. Hence, resources are not only necessary to deal with job demands and to 'get things done,' but they also are important.

Employee engagement (Dependent variable): Employee engagement is the extent to which employees feel passionate about their jobs, are committed to the organization, and put discretionary effort into their work. Employee engagement is not the same as employee satisfaction.

3.4 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 University of Hyderabad 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.

3.4.1 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 coeffients 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.

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 Table 3 and Table 4. Whereas in University of Hyderabad majority of them are (45.1%) in the age group of 48-60 years followed by (30.9%) in the age group of 26-36 years remaining of them 23.9% are in the age group of 37-47 years. Similarly in University of Hyderabad faculty members (81.5%) are male. The remaining of them is female (18.4%). This also shows that males dominate the faculty community as far as these Universities are concerned. Female faculty form the smaller number, it does not mean that they are small in proportion in the general population. Most of the females can be found in many other occupations which were beyond the confines of this study. Hence, it does not picture they're under representation as far as their occupation as a teacher at a university level.

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

Age	Frequency	Percent
26-36	57	30.9
37-47	44	23.9
48-60	83	45.1
Total	184	100.0

Table 4. Gender of Respondents– University of Hyderabad

Gender	Frequency	Percent
Male	150	81.5
Female	34	18.4
Total	184	100.0

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 (University of Hyderabad). Results in this regard are presented in Table 5. Similarly, at University of Hyderabad among the faculty members, a large number of them (85.8%) are Doctorates, a few (8.1%) are M.Phil holders and remaining are (5.9%) are Post graduates.

Table 5. - **Educational Qualifications of faculty members- University of Hyderabad**

		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

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. A similar trend is observed at University of Hyderabad. The data from the University of Hyderabad reveals that faculty members in the age group of 26-36 years are more Engaged (mean = 4.4453) than their counterparts in the age group of 37-47 years (mean = 4.0940) and in the age group of 48-60 years (mean= 4.0867). Further F value suggests that such variation in the mean score is statistically significant as shown in Table 6. In other words, University of Hyderabad faculty members differ in the perceived Employee Engagement according to their background variable age. To summarize, at both Universities, i.e., junior faculty members of University of Hyderabad in the age group of 26-36

years obtained more score than their counterparts at their respective Universities. The F value reveals that such a total variation in the mean score among the faculty members is statistically significant. In other words, faculty members of both the Universities differ significantly in the perceived Employee Engagement according to their background variable age.

Table 6. Work experience and Employee Engagement – University of Hyderabad

		N	Mean	Std. Deviation	F	Sig.
					df=(2,181)	
Age	26-36	57	4.4453	.45979		Age
	37-47	44	4.0940	.41673		
	48-60	83	4.0867	.44649		
	Total	184	4.1032	.44203	.229	

Designation and perceived Employee Engagement: With regard to University of Hyderabad Doctorate teachers perceived better mean (mean=4.1282) than Post Graduate teacher (mean=4.1004) and M.Phil teachers (mean=4.0665). Yet, the f-value does not the support the variation in their mean scores. This means that all the faculty members of the University of Hyderabad perceived Employee Engagement in the same way irrespective of their educational qualifications as shown in Table 7. The faculty members of Osmania University with PhD obtained more score than their counterparts in that University and a similar trend is observed at University of Hyderabad. The F value indicates that faculty members do not differ significantly in their perceived Employee Engagement according to their background variable educational qualification.

Table 7. Educational qualification and Employee Engagement – University of Hyderabad

		N	Mean	Std. Deviation	F	Sig.
					df=(2,181)	
Qualification	Post Graduate	11	4.1004	.35050		
	M Phil	15	4.0665	.43521		
	P hD	158	4.1282	.45036		
	Total	184	4.0038	.44206	.099	.906

About University of Hyderabad, it was found from the table that Assistant Professors perceived it to be more (mean=4.1376) Engaged than their counterparts, Associate Professors (mean=4.0742) and Professors (mean=4.0899). Nevertheless, the F value reveals that the variation in the mean score among the faculty members is not statistically significant. In other words, the faculty members do not differ significantly in their perceived Employee Engagement according to their background variable designation. According to the demographic variable designation of the faculty members, data reveal that these two Universities have a different opinion about Employee Engagement as shown in Table 8.

Table 8. Designation and Employee Engagement, University of Hyderabad

		N	Mean	Std. Deviation	F	Sig.
					df=(2,181)	
Designation	Assistant Professor	69	4.1376	.40913		
	Associate Professor	53	4.0742	.47171		
	Professor	62	4.0899	.44573		
	Total	184	4.1100	.44211	.132	.876

As regards University of Hyderabad, it was found from the table 4.12(b) that School/faculty of Engineering & Science perceived such dimension more (mean=4.3061) followed by other faculties, i.e. faculty of Management (mean = 4.2027), faculty of Chemistry (4.1583), faculty of Life Sciences (mean=4.1211), faculty of Social sciences (mean=4.1100), faculty of Sarojinaidu School (mean=4.0988),,faculty of Maths (mean=4.0848), faculty of Humanities (mean=4.0801), faculty of Physics (mean=4.0729), and faculty of Medical Sciences (mean=3.9049). The F-value also suggests that such variation in their mean score is statistically significant, indicating that faculty members differ significantly in their perceived Employee Engagement levels according to the background variable faculty as shown in Table 9. To summarize, the F values reveal that the variation in the mean scores among the faculty members of both University of Hyderabad is statistically significant. In other words, the faculty members of select Universities differ significantly in the perceived Employee Engagement according to their background variable faculty to which they belong to.

Table 9. Faculties and Employee Engagement, University of Hyderabad

		N	Mean	Std. Deviation	F	Sig.
					df=(9,174)	
Faculty	Math's	11	4.0848	.47075		
	Physics	13	4.0729	.46931		
	Chemistry	07	4.1583	.37513		
	Life Sciences	27	4.1211	.48514		
	Humanities	38	4.0801	.42755		
	Social	39	4.1100	.45095		
	science	15	4.0988	.46440		
	Sarojini Naidu school	06	4.2027	.24934		
	School of Management					
	Medical Sciences	03	3.9049	.36858		

Engineering Science & Technology	25	4.3061	.58256		
Total	184	4.2122	.42209	2.054	.000

5. Conclusion

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 University of Hyderabad. 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 and University of Hyderabad. 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 and University of Hyderabad. The total sample responded is 184 out of 360 from the University Of Hyderabad, which accounted for a response rate of 51.1 percent respectively. 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.

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