

A Study on Teachers' Work Engagement concerning Higher Secondary Institutions in Manipur

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Abstract

The present study attempts to find out the significant difference in the levels of work engagement of teachers working in higher secondary schools in Churachandpur, Manipur with respect to the gender, marital status and streams. The study utilized primary and secondary data. The primary data have been collected from teachers working in both private and government schools. The study has employed SPSS AMOS in order to analyse data. The finding of the study reveals that there is no significant difference in work engagement of teachers across gender and streams, however, unmarried teachers are found to have higher levels of work engagement in contrast to married teachers.

Keywords: Teachers, Work Engagement, Gender, Marital Status, Streams

JEL Classification: I2, J2

Introduction

Academic staff is the most critical point in every school. Teachers have an important role in influencing the students' characters and their various experiences. Teachers are committed, enthusiastic and attached to their jobs to fulfill their responsibilities and obligations. The task assigned to teachers is a very challenging one and has been increasing with the increasing expectations of students and parents. Individuals who are highly engaged in their work tend to be associated themselves with their respective jobs/work and stimulated by the job itself. They tend to put in more effort towards meeting the needs of their customers and organization. It is found that engaged employees put their skills and abilities to good use in their job, which create a sense of accomplishment to them. According to Crabtree (2004) employees who are engaged are known as the builders. An engaged individual is aware of the responsible rested upon them, they look forward to utilizing their capabilities and skills for the betterment of the organizations. They drive their organizations toward a positive road by utilizing their skills.

Work engagement can be defined as a personal passion and commitment in one's the job/work (Roberts & Davenport, 2002). Maslach & Leiter (1997) described engagement as being energetic, effective, and involved; and defined engagement as the direct antithesis of burnout dimensions, which comprises cynicism, weariness, and decrease in

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accomplishment, while. Work engagement is evident when employees are endowed with a feeling that their needs are met by the organization and when they are happy in their job itself (Rayton & Yalabik, 2014). Work engagement is both a psychological as well as a behavioral aspect (Kirkpatrick & Johnson, 2014). Work engagement embracing a constructive, fulfilling and job-related mind-set, is classified by vigor, dedication and absorption. Vigor is distinguished by a level of high energy and a flexible mindset while at work, perseverance at work, and encountering obstacles. Dedication is distinguished by having a feeling of enthusiasm, importance, accomplishment, pride and inventiveness. Last but not the least, absorption is distinguished by developing a sense of full concentration at one's work, whereby, one is not aware of time passing and one has a hard time refraining from his/her job (Schaufeli, Salanova, González-Roma, & Bakker, 2002).

Work engagement of teachers can be defined as the emotions teachers feel about their work, which have an impact on the direction and effort put into their work. According to Hakanen, Bakker, & Schaufeli (2006), engaged teachers tend to be more committed to their students and school. Highly engaged teachers tend to approach their work with a sense of the high intensity of effort, vigor and show interest, enthusiasm, and concentrate on their teaching. In addition, teachers who are more engaged caused a decrease in the dropout rates of students they taught (Bryk & Thum, 1989). Bakker (2005) stated the positive relation of teacher high engagement levels with student commitment and accomplishment. However, the lack of symptoms of burnout does not mean a high level of work engagement of teachers, and teachers depicting a highly engaged work behavior could simultaneously be in a state of emotional exhaustion (Klusmann, Kunter, Trautwein, Ludtke, & Baumert, 2008). It is believed that creating a conducive environment at work could lead to overcoming many obstacles connected with discontentment and stress while at work (Freeney & Tiernan, 2012).

Some teachers are highly engaged, exert enormous effort and action in their work. On the other hand, some others are disengaged, depicting a picture of low motivation and disinterest to make them successful in their work. Therefore, the difference in the work engagement of teachers often is left unnoticed and neglected. The present study attempts to study the difference in engagement levels of higher secondary teachers concerning gender, marital status and streams in Churachandpur, Manipur.

Statement of the Problem

With the increase in varying techniques in teaching, the burden of teachers has also increased extremely. Teachers entrusted with very exacting and taxing tasks often cause them to pull back emotionally and mentally to cope with the fatigue-related with their jobs. Also, the increasing attrition levels of teachers shed light on the importance of the work engagement of teachers more than ever. Despite, various studies conducted by researchers on work engagement, there have been a few studies on work engagement among higher secondary school teachers conducted in India. The present study intends to study the difference in the level of work engagement across the gender, marital status, and streams of higher secondary school teachers in Churachandpur, Manipur.

Review of Literature

Kahn (1990) found that in a certain favorable condition strengthening connections with work and others, employees intimately engaging in their work employ and convey the dimensions about themselves, which favor the most in the task they performed. On the other hand, teachers intimately disengaging have the habit of distancing themselves, which results in disconnections from others and their work.

Shimazu, Schaufeli, Miyanaka, & Iwata (2010) found extremely low scores on work engagement of Japanese UWES-9 as compared to other countries. The study stated that this phenomenon might be due to the effect of decreased measurement accuracy of the sample in a Japanese sample and Japanese people tend to suppress the positive affect.

Fong & Ng (2011) found that workers in the support rank have a higher level of engagement as compared to workers in the professional rank. Petrovic, Vukelic, & Cizmic (2017) concluded that there is a significant but low correlation with employees' age; higher educated employees are more engaged than educated ones; employees' occupying supervisory roles are more engaged than others; and employees working at state-owned organizations are found to be more engaged than those working in private organizations.

Mostert & Rothmann (2006) observed that work engagement could be affected by various factors like age, gender and race, stress at work, and attributes of a person. Maslach, Schaufeli, & Leiter (2001) indicated that of the three dimensions of work engagement two of it namely, vigor and dedication are set to be the opposite of the two fundamental dimensions of burnout- cynicism and exhaustion.

Shaheen, Akram, & Ghazanfar (2015) studied the impact of teacher's engagement on university/organizational performance and found that salary and benefits, role and abilities, leadership qualities, and institutional context persisted to be statistically significant in the prediction of organizational performance. Therefore, the study concluded that engagement played an important role in predicting organizational performance.

Objectives of the Study

1. To find a significant difference in the level of work engagement between male and female higher secondary school teachers.
2. To find a significant difference in the level of work engagement between unmarried and married higher secondary school teachers.
3. To find a significant difference in the level of work engagement across the streams of higher secondary school teachers.

Hypotheses of the Study

H₀₁: Male and female higher secondary school teachers have the same level of work engagement.

H₀₂: Unmarried and married higher secondary school teachers have the same level of work engagement.

H₀₃: Arts, Science and Commerce higher secondary school teachers have the same level of work engagement.

Research Methodology of the study

Research design

The focus of the study is on the work engagement of higher secondary school teachers. The nature of the study is cross-sectional and quantitative. The questionnaire was conducted through a survey. The data were analyzed using IBM SPSS 22.0 (AMOS).

Sampling

The target population for the present study is the teachers from higher secondary schools in Churachandpur, Manipur. The techniques used for sampling is Random Sampling. The questionnaires were distributed to the respondents and the researchers personally collected the responses. For this study, 200 questionnaires were distributed to higher secondary teachers of various streams from arts, science and commerce. Out of these 180 responses were retrieved which resulted in a 90% rate of response.

Table 1: Profile of Respondents

Profile		No. of Respondents	Percentage
Sex	Male	88	48.89
	Female	92	51.11
Marital Status	Unmarried	101	56.11
	Married	79	43.89
Streams	Arts	65	36.11
	Science	59	32.78
	Commerce	56	31.11
Total		180	100

Source: Computed from Primary Data

Measurement Scale of Work Engagement:

The Utrecht Work Engagement Scale (UWES) developed by (Schaufeli & Bakker 2004) is used to measure the work engagement of Teachers in Private Higher Secondary. UWES has 17 items of 7 points Likert scale assigning the values 0 for never, 1 for rarely/a few times a year or less, 2 for rarely/once a month or less, 3 for sometimes/a few times a month, 4 for often/once a week, 5 for very often/a few times a week, 6 for always/every day. Further, the UWES is classified into three constituting factors/components/aspects of work engagement: Vigor, Dedication, and Absorption.

Table 2: Factors of Work Engagement

Factor	Description	Statements
Vigor	It is assessed by six items that are referred to as high levels of energy and resilience, the willingness to invest effort, not being easy, and persistence in the face of difficulties.	<i>Q1. At my work, I feel bursting with energy.</i> <i>Q4. At my job, I feel strong and vigorous.</i> <i>Q8. When I get up in the morning, I feel like going to work.</i> <i>Q12. Can continue working for very long periods at a time.</i> <i>Q15. At my job, I am very resilient, mentally.</i> <i>Q17. At my work, I always persevere, even when things do not go well.</i>
Dedication	It is assessed by five items that are referred as high level of cognizance of one's purpose of doing job, enthusiasm about the job, inspiration from own work, feeling proud and chasing work as challenge.	<i>Q2. I find the work that I do full of meaning and purpose.</i> <i>Q5. I am enthusiastic about my job.</i> <i>Q7. My job inspires me.</i> <i>Q10. I am proud of the work that I do.</i> <i>Q13. To me, my job is challenging.</i>
Absorption	It is measured by six items that refer to being totally and happily immersed in one's work and having difficulties oneself from it so that time passes quickly and one targets everything else that is around.	<i>Q3. Time flies when I'm working.</i> <i>Q6. When I am working, I forget everything else around me.</i> <i>Q9. I feel happy when I am working intensely.</i> <i>Q11. I am immersed in my work.</i> <i>Q14. I get carried away when I'm working.</i> <i>Q16. It is difficult to detach myself from my job.</i>

Source: Review of existing literatures

Results and Discussions

Table 3: Internal consistency (Reliability) of three scales of UWES

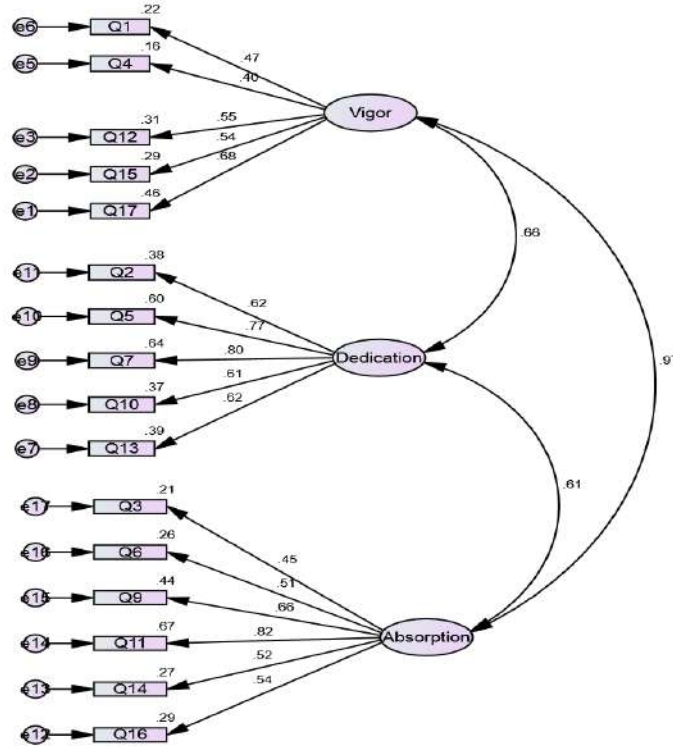
Reliability	No. of items	Cronbach's Alpha	Remarks
Vigor	6	0.654	Reliable
Dedication	5	0.808	Very Good
Absorption	6	0.749	Very Good
Overall	17	0.870	Very Good

Source: Computed from Primary Data

Table 3 presents result of reliability test. The internal consistency of three scales and overall scales of UWES is measured by Cronbach's alpha and all except scales of vigor are greater than 0.8. Therefore, the items to measure those factors are good and reliable.

Confirmatory Factor Analysis (CFA) of Work engagement

Confirmatory factor analysis is used to test the hypotheses that the overall work engagement is contributed by the three components/factors/aspects. Further, it is also tried to confirm whether the vigor is measured by six items listed above, dedication is measured by five items listed above and absorption is also measured by the above six items. The following figure shows the path diagram of CFA.



Source: Computed from Primary Data

Fit Indices: Chi-square = 274.314, $df = 99$, $CMIN/df = 2.771$; $GFI = 0.846$, $CFI = 0.828$, $TLI = 0.792$, $RMSEA = 0.099$

The loading factors (i.e. standardized regression coefficients) of all items concerning the factor "Vigor" are greater than the threshold value 0.40 except Item "Q8". Therefore item Q8 is deleted from the analysis and thus five items namely Q1, Q4, Q12, Q15, and Q17 measured the latent factor "Vigor". It is known that the factor loading is the correlation between the original variables (items) and the factors/components and the key to understanding the nature of a particular factor. Thus the correlation between Q1 (item) and Vigor is 0.53. Similarly, the factor loading of the factor Vigor on Q4, Q12, Q15, and Q17 are respectively 0.52, 0.62, 0.54, and 0.66. It suggests that the latent factor Vigor has a significant contribution to energy, zest, and stamina to do work.

All five items of the latent factor "Dedication" have significantly contributed to measure this factor since the factor loadings are greater than the threshold value 0.40. Therefore, it is confirmed from CFA that dedication can be assessed by these five items Q2,

Q5, Q7, Q10, and Q13. Likewise, it is also confirmed that the factor "Absorption" can be assessed by six (6) items Q3, Q6, Q9, Q11, Q14, and Q16. The correlation coefficient between the factors Vigor and Dedication is 0.66, between Vigor & Absorption is 0.97 and between Dedication and Absorption 0.61. Thus, the three factors of work engagement are highly and positively correlated meaning that if the level of vigor is increased then dedication to work and absorption on work are also increased and vice-versa. Finally, it is concluded from the confirmatory factor analysis that the work engagement of teachers in Higher Secondary Schools of Churachandpur, Manipur can be assessed by the above sixteen (16) items. The comparison of work engagement concerning gender, marital status, and streams of respondents can be made based on the total scores of three factors and overall total scores of sixteen (16) items that measure the work engagement.

H₀₁: Male and female higher secondary school teachers have the same level of work engagement.

Table 4 provides results of descriptive statistics and t-test for gender. There is no significant difference between male and female teachers concerning vigor since the p-value (0.493) is greater than the significant value of 0.05. Both female and male teachers are at the same level of vigor in their work. The mean scores dedication for male and female teachers are also found to be statistically not significant as the p-value (0.249) of the t-test is greater than 0.05. But, the p-value (0.027) for testing the significant difference between males and females for absorption is less than the significant value of 0.05, there is a significant difference between male and female teachers on absorption to do work. Female teachers are more absorption in their work than male teachers. In respect of the work engagement, which is the overall measures of vigor, dedication, and absorption, there is no significant difference between males and females as witnessed by the t-test which is found to be insignificant at a 5% level of significance. Therefore, the null hypothesis cannot be rejected.

Table 4: Mean, Standard Deviations and t-test for Gender

Factors	Gender	N	Mean	SD	t	p-value
Vigor	Male	88	21.4	4.1	0.687	0.493
	Female	92	21.8	4.4		
Dedication	Male	88	24.3	4.6	1.157	0.249
	Female	92	25.1	4.1		
Absorption	Male	88	21.3	4.1	2.23	0.027
	Female	92	22.8	4.7		
Work Engagement	Male	88	67.0	10.8	1.604	0.110
	Female	92	69.7	11.4		

Source: Computed from Primary Data

Based on previous studies, (Fong & Ng, 2011) female workers have a higher level of engagement compared to male workers, however, this gender distinction was only relevant in the aspect of vigor. Petrović, Vukelić, & Čizmić (2017) found that women were more engaged than men both in the long-form and short-form of the UWES scale. Also, Kong (2009) found a significant difference between male and female employees particularly in the area of dedication, female employees were found to be placing a high value on their job, while male employees scored higher on the dimension of vigor and absorption. In contrast, Iyer (2016) found that male teachers were more engaged than female teachers, however, it was found that the effect of the difference was small. San & Tok (2017) found that regarding gender on work engagement, male teachers were found to be more engaged than female teachers. While, Kavitha & Devi (2018) found no significant difference in the work engagement scores between X and Y generation teachers concerning gender, this result corresponds with the present study's result, which indicates no significant difference between males and female teachers.

H_{02} : *Unmarried and married higher secondary school teachers have the same level of work engagement.*

Table 5: Mean, Standard Deviations and t-test for marital status

Factors	Marital Status	N	Mean	SD	t	p-value
Vigor	Married	79	20.5	4.5	3.093	0.002
	Unmarried	101	22.5	3.9		
Dedication	Married	79	24.4	4.6	0.703	0.483
	Unmarried	101	24.9	4.2		
Absorption	Married	79	21.1	4.8	2.543	0.012
	Unmarried	101	22.8	4.1		
Work Engagement	Married	79	66.1	11.9	2.469	0.014
	Unmarried	101	70.2	10.3		

Source: Computed from Primary Data

Table 5 provides results of descriptive statistics and t-test for marital status. It can be seen that unmarried teachers are more vigorous in their work as compared to married teachers. However, the mean scores dedication for married and unmarried teachers are found to be statistically not significant as the p-value (0.483) of the t-test is greater than 0.05. But, the p-value (0.012) for testing the significant difference between married and unmarried teachers for absorption is less than the significant value of 0.05, there is a significant difference between married and unmarried teachers on dedication to doing work. Unmarried teachers are more absorption in their work than married teachers. In case of work engagement, there is a significant difference between unmarried and married teachers as witnessed by t-test which is found to be significant at a 5% level of significance.

Unmarried teachers have a higher level of work engagement as compared to married teachers.

Based on previous studies, (San & Tok, 2017) found no significant difference found between married and unmarried teachers. However, Kong (2009) found that unmarried employees scored higher on all three dimensions of work engagement as compared to married employees. While the latter study's result corresponds with the present result but concerning the dedication dimension of work engagement there is no significant difference between married and unmarried teachers, however, the overall measures indicate that unmarried teachers scored higher compared to married teachers.

H₀₃: Arts, Science and Commerce higher secondary school teachers have the same level of work engagement.

Table 6 provides results of descriptive statistics and F-test for the stream. There is no significant difference across streams of teachers concerning vigor since the p-value (0.389) is greater than the significant value of 0.05.

Table 6: Mean, Standard Deviations and F-test for the three streams

Factors	Stream	N	Mean	SD	F	p-value
Vigor	Arts	65	22.0	3.9	0.948	0.389
	Science	59	21.9	4.5		
	Commerce	56	21.0	4.4		
	Total	180	21.6	4.3		
Dedication	Arts	65	24.9	4.3	0.159	0.853
	Science	59	24.6	4.5		
	Commerce	56	24.5	4.3		
	Total	180	24.7	4.3		
Absorption	Arts	65	22.1	4.3	0.011	0.989
	Science	59	22.1	4.4		
	Commerce	56	22.0	4.8		
	Total	180	22.1	4.5		
Total	Arts	65	69.0	10.4	0.288	0.75
	Science	59	68.5	11.8		
	Commerce	56	67.5	11.5		
	Total	180	68.4	11.2		

Source: Computed from Primary Data

All streams of teachers have the same level of vigor in their work. The mean scores dedication for arts, science and commerce teachers are also found to be statistically not significant as the p-value (0.853) of the F-test is greater than 0.05. The p-value (0.989) for testing the significant difference across the streams of teachers for absorption is more than the significant value of 0.05, there is no significant difference across the streams of teachers on absorption to do work. With regard to the work engagement, there is no significant difference among arts, science and commerce teachers as witnessed by F-test which is found to be insignificant at a 5% level of significance.

Based on the study conducted by Umamheswari & Swarnalatha (2015) on the work engagement of college staffs, it was found that the three dimensions of work engagement-vigor, dedication, and absorption have some impact but of low significance value on work satisfaction of science and arts college staffs. Especially, dedication is the main predictor of work satisfaction of science and arts college staff. However, in contrast, the present study found no significant difference between arts, science, and commerce teachers.

Conclusion

The findings of the study reveal the true picture of the work engagement levels of teachers working in both private and government higher secondary schools in Churachandpur, Manipur concerning gender, marital status, and across the streams. The overall scores of work engagement indicate that with regard to gender and streams there are no significant differences among teachers. However, concerning marital status, the overall scores of work engagement indicate that unmarried teachers are found to be more engaged than married teachers.

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