

Organizational climate, Length of teaching and Sex on Work Engagement of Higher Secondary School Teachers

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Abstract

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Work Engagement, length of teaching, organizational climate, and employees' sex have immense impact in an organization especially in a educational setup. This study attempts to examine the role of organizational climate, length of teaching and sex on work engagement among teachers. A three-way factorial ANOVA was used to analyze the data and results revealed that work engagement of school teachers is independent of sex and organizational climate. But length of teaching has considerable role in work engagement. Two-way interaction was found to be significant and the graphical analysis showed that organization climate interacts at length of teaching below five and above eleven years and length of teaching interacts with sex between six to ten years.

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Research in work engagement has been done in various professions, including teaching. Many have come to suggest that work engagement has been identified as having correlation with both positive and negative aspects of work achievement (Kirkpatrick, 2007; Mauno, Kinnunen, & Ruokolainen, 2007; Milner & Hoy, 2002).

Khan (1900) was one of the first to theorize about work engagement. He described engaged employees as being fully physically, cognitively and emotionally connected with their work roles. Engagement refers to focused energy that is directed toward organizational goals. Khan concluded that individuals who experienced engagement at work were more likely to feel a sense of psychological safety in their jobs. Engaged people, according to Khan, put more effort into their work because they identify with it.

May, Gilson and Harter (2004) conducted a study to examine the determinants of engagement. Consistent with these propositions, meaningfulness, psychological safety, and availability were all related to engagement, as demonstrated by a structural equation model.

Rich, Lepine, and Crawford (2010) also confirmed Khan's theory. In particular, in their study, participants completed measures that represent the extent to which they feel the work aligns to their values, called value congruence, and their organization supports employees. Furthermore, a measure of core self evaluations, comprising self esteem, self efficacy, emotional stability, and locus of control, was also administered. In addition, they completed the various measures of engagement. Value congruence, perceived organizational support, and core self evaluations were indeed associated with engagement.

Schaufeli and Bakker (2004) defined work engagement as a "positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, absorption". Vigor refers to high levels of energy and mental resilience in works, where the employees are willing to invest their effort in their work and being persistence even in the face of difficulties, dedication means sense of significance, enthusiasm, inspiration, pride and challenge at works while absorption is characterized as fully concentrated happy and deeply engrossed in ones work whereby time passes quickly and one has difficulty detaching oneself from work. In short, engaged employees have high levels of energy and are enthusiastic about their work. Moreover, they are often fully immersed in their work so that they fly.



Organisational climate which includes factors like leadership, communication, training and change management definitely influences performance of the teachers. If the climate is perceived as conducive by the members of the organization, it will bring high productivity among them. Organizational climate can be defined as the way in which organizational members perceive and characterize their environment in an attitudinal and value-based manner (Denison, 1996; Moran & Volkwein, 1992; Verbeke, Volgering, & Hessels, 1998). It has been asserted as an important and influential aspect of satisfaction and retention, as well as institutional effectiveness and success in higher education. As a result of its subjective nature and vulnerability to be controlled and manipulated by individuals within an organization's decision-making mechanism, it is greatly influenced by organizational leadership (Cameron & Smart, 1998; Johnsrud, 2002; Smart, 1990; Volkwein & Parmley, 2000).

One of the earliest systematic studies of "climate" in the classroom was undertaken by Harold H. Anderson and his associates. Their recording of "dominative" and "integrative" actions of teachers and pupils in classroom interaction clearly demonstrated that acts of the teachers set behavior patterns that were reflected in classroom interaction generally.

Chaturvedi and Roy (2007) investigated the impact of job experience and organizational climate on organizational commitment. Organizational climate and organizational commitment were measured on 180 employees from telecom industries. The study revealed positive correlation between job experience and organizational climate. That is favorable organizational climate promotes organizational commitment.

In India very few attempts were made to understand the work engagement of employees (eg., Chitra & Mahalakshmi, 2012; Arya Nair & Manikandan, 2013; Lima Raj & Manikandan, 2014; Arya Nair, Sarath, & Manikandan, 2014), but in west there are many. Nowadays managements are trying to achieve their objectives of organization by introducing/practicing new theories developed by experts. All most all organizational theories applied in the organizational settings and are given more emphasis to negative aspects of human behavior. Development of the field positive psychology opened a new way to look in to the problems of behavior of workers in an organizational setting. They propose that workers are having much positive strength and instead of going through negative traits, understand and boost the positive characteristics. In India educational institutions plays a prime role in the building/creation of resources for our country.

Objective

1. To find out the influence of organizational climate, Experience in the present job and sex on work engagement of higher secondary school teachers.

Hypothesis

1. There will be significant main and interaction effect of organizational climate, length of teaching and sex on work engagement of higher secondary school teachers.

Method

Participants

The participants of this study consist of teachers from various Higher Secondary Schools in Kerala belongs to Aided, and Government school. To select the participants, simple random sampling method was used and this yielded a sample of 101 teachers. Among them 54.5% from aided school and 45.5% participants from government school. The age range of the participants was between 23 and 55 years (Mean=37.23, SD=5.81). The length of teaching ranges from 2 to 27 years (Mean=8.94, SD=5.84). There were few teachers with higher qualification like PhD, MPhil, and additional Post graduation. All teachers possess basic qualification (PG Degree) with a professional teacher training degree.

Instruments

1. Work Engagement Scale: Teacher work engagement in this study was assessed using the Utrecht Work Engagement Scale (UWES) developed by Schaufeli, Salanova, Roma, & Bakker (2002). This measure is a three-factor scale consisting of 17 items aiming to

- measure the three dimensions of work engagement- vigor; dedication and absorption. Items used to address the vigor dimension of work engagement include statements like *At my work, I feel bursting with Energy, At my job, I feel strong and vigorous*, etc. Participants' dedication to the job of teaching was measured using items such as, *I am enthusiastic about my job, My job inspires me*, etc. Absorption aspect of the teachers was also measured using subscale consisting of statements like *I feel happy when I am working intensely, I am immersed in my work, I get carried away when I am working* etc. All 17 items were anchored in a seven-point Likert-type scale ranging from 1 (never) to 7 (always).
2. Organizational Climate Scale: This 30 item one-dimensional scale was developed by Manikandan (2010) to measure the working climate of an organization. The reliability of the test was established by the method of Cronbach Alpha, and the alpha coefficient obtained was .84. The author also reported reasonable face validity.
 3. Personal Information Schedule: Information such as age, length of teaching, sex and type of school were collected using this instrument.

Results and Discussion

Work engagement is a positive psychological concept which has profound influence in the performance of employees. Management or organizational authorities should enhance the work engagement of their employees. There are many organizational as well as personal variables controlling employee's vigor, dedication and absorption in their work. Understanding those variables is a challenge to the organizational psychologists. In this study the investigator try to understand how the organizational climate, length of teaching and their sex influencing the work engagement of higher secondary school teachers. For this three-way ANOVA was computed and the results of 'F' values of three dimension of work engagement namely Vigor, Dedication and Absorption are presented in table 1.

Table 1

Summary of "F" Values of Vigor, Dedication, and Absorption by Organizational Climate x Experience x Sex (2x3x2)

Source of Variance	"F" Values		
	Vigor	Dedication	Absorption
Organizational Climate	0.44	8.04**	2.10
Length of teaching	9.37**	6.78**	7.88**
Sex	0.92	0.11	0.65
Organizational Climate x Length of teaching	0.64	3.62*	2.08
Organizational climate x Sex	0.12	1.84	0.47
Length of teaching x Sex	2.30	1.74	4.31*
Organizational Climate x Length of teaching x Sex	0.01	0.27	0.35

*p< .05, **p< .01

Analysis of variance revealed that there exist significant main effect of organizational climate on dedication (F=8.04, p< .01). Dedication refers to being strongly involved in one's work and experiencing a sense of significance, enthusiasm, and challenge. But there is no significant main effect on vigor and absorption by organizational climate. Regarding the variable length of teaching, results revealed that there exists significant main effect among the three groups on vigor (F=9.37, p< .01), dedication (F=6.78, p< .01) and Absorption (F=7.88, p< .01). The sex of the participants is not a significant factor in determining the work engagement of teachers. The two-way interaction effect revealed that organizational climate and length of

teaching of the teachers is significant on the variable dedication ($F=3.62, p < .05$). Length of teaching and sex of the participants is also found to be significantly interacting each other on the variable apportion.

To get more clarity about the interaction of organizational climate and length of teaching on dedication, the mean scores of organizational climate and length of service on dedication was plotted graphically and is given as figure 1. The result shows that the participant's service has significant role on their dedication. Participants with five or below years of service has considerably good dedication even the climate is poor. After five years their dedication slowly shifts according to the climate. When the organizational climate is good and employees with more than eleven years of service in the organization will also have high dedication.

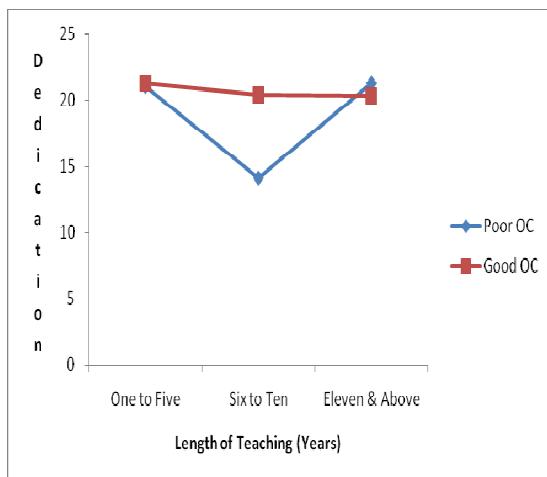


Figure 1: Interaction effect of organizational climate and length of teaching on dedication

Analysis of variance of absorption by length of teaching and sex of the participants also showed a significant interaction. To know where the interaction takes place the mean score of the variable absorption for length of teaching and sex was calculated and it was plotted in a graph and is given as figure 2.

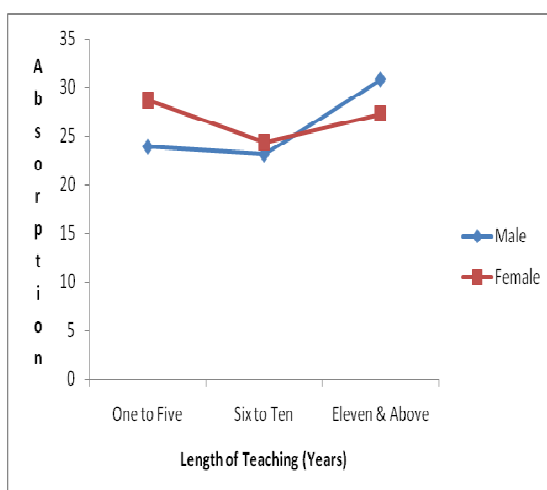


Figure 2: Interaction effect of length of teaching and sex on Absorption



From figure 2, it can be seen that male teachers with more than eleven years of teaching experience have a sudden increase in their absorption, but female teachers also show a steady increase in their absorption but not par with the male teachers. This may be due to the role and responsibility of male and female teachers in the institution as well as in the society. Beginning of a career every individual will have positive attitude towards their work, then it may decrease in their career and when they realized that they are going to retire from the service within a span of time.

Conclusion

Educational institutions in the state of Kerala (India) have played a crucial role in the overall development of the state as well as the educational achievement of India. There were many numbers of institutions both in government sector and private sector. Managements were trying to attract students into its institution by highlighting infrastructure like economic capital, human capital, social capital, carrier/placement opportunities in their institution. One peculiarity of State of Kerala is its educated motivated committed parents for educational achievement of their wards.

Parents who are aware about the importance of infrastructure and facilities in the institution will analyze the functioning of the educational institution before admitting their wards. But the fact is most of them failed to understand the nature of human resource they have including the teaching faculties and their psychological capital.

Nowadays, especially in western countries managements are concerned with the human resources available in their organization and continuously monitoring their performance. If they found any deficiency remedial measures will be taken immediately. In India institutions provides quality education by developing human resources, social capital and organizational capital.

Work engagement is a relatively new concept to Indian managers and human engineers. Education is one of the major industries in India and the educational facilitators will be definitely benefited by this type of studies and can use finding at the time of recruitment and training.

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