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## Work Engagement in relation to Psychological Well-Being and Motivation at Work

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### Abstract

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Work attitudes of the employees have a determinant role in the success of any organization. Whatever decisions the management takes, for the effective implementation the employees must take it whole heartedly. When people are happy and positively motivated, they work harder, faster and better. In any attempt to improve the school education system, a serious factor to be considered is teachers, their attitudes and engagement. The study attempts to find out the efficiency of Psychological Well-being and Motivation at Work in predicting Work Engagement of school teachers. The participants of the study were 300 secondary school teachers from three revenue districts of Kerala. Pearson's r and multiple regression analysis revealed that Psychological Well-being and Motivation at Work are significantly positively related to Work Engagement and are significant predictors of Work Engagement.

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Education is the foundation stone of nation's intellectual power which shapes the power profile of a nation. Progress of a country like India depends greatly upon the quality of its teachers and for this reason teaching can be considered as one among the noblest among all professions. It is globally approved that school is the 'sanctum sanctorum' in which the glorified process of transacting knowledge and values to the young generation, there by building and bringing up a generation capable of fulfilling the varied needs of the nation and the world as a whole, is undergone. In India, schools are considered as 'Saraswathy Kshetra', the place of divinity. The school and classrooms are expected to be pure and congenial for pupil development to become committed, responsive, value-based citizen.

The success of an organization depends greatly upon work attitudes of its employees. A happy, positively motivated work force brings better results than an unhappy, less motivated group. Any decision taken by the managers will be implemented effectively only if the employees take it whole heartedly. Education system is not exceptional to this worldly accepted idea. Education system need happy, motivated teachers who are properly engaged in the activities of the school. Nowadays the teacher is titled as a facilitator who meets all the ends to help the learner sharpen themselves in the process of learning. Teacher has a significant responsibility in preparing young people to lead successful and productive lives. In the context of value deterioration in social endeavors, it is important to study the work engagement of school teachers who build the future world. Schaufeli and Bakker (2004) have explained engagement as a positive, fulfilling, work related state of mind characterised by vigor, dedication, and absorption. Vigor means a high level of energy and mental resilience at work, the willingness to invest effort in it and the persistence which is against the feeling of exhaustion. A sense of significance, enthusiasm, inspiration, pride, and challenge is dedication, the opposite being cynicism. The third dimension of engagement, the absorption, is being fully concentrated and happily engrossed in the work, whereby time passes quickly at the same time feeling difficulties in detaching oneself from work.

Psychological well being is a combination of feeling good and functioning effectively (Huppert, 2009). It is a state characterized by health, happiness and prosperity. The

motivational aspect of work, work motivation is the willingness to work or put in sustainable effort on a task or a job (Basavanna, 2002). Findings of various studies reveal that Psychological Well-being, Motivation at work and Work Engagement contribute to better performance of the entire educational system (Al-Salamach & Jamil, 2014; Baskin, 2007; Sisak & Varnik, 2014).

Review of literature on engagement shows that various researches consider employee engagement in different approaches, viz., a) engagement as a description of conditions under which people work, b) engagement as a behavioural outcome, and c) engagement as a psychological presence. Also measurement of engagement is a difficult task as it involves assessing complex feelings and emotions (Macey & Schneider, 2008). Present study tries to find out the extent to which Psychological Well-being, and Motivation at Work are related to Work Engagement of teachers. It also tries to find out the efficiency of these variables in predicting the Work Engagement.

### **Objectives**

1. To find out the extent of Work Engagement, Psychological well-being and Motivation at Work among secondary school teachers of Kerala.
2. To find out whether Psychological well-being and Motivation at Work are related to Work Engagement of secondary school teachers.
3. To find out whether Psychological well-being and Motivation at Work are efficient predictors of Work Engagement of secondary school teachers

### **Hypotheses**

1. There exists significant positive relationship between Psychological Well-being and Work Engagement.
2. There exists significant positive relationship between Motivation at Work and Work Engagement.
3. Psychological Well-being and Motivation at Work are significant predictors of Work Engagement.

### **Method**

The study followed a predictive non experimental design as its major objective was to predict Work Engagement from Psychological Well-being and Motivation at Work. Here Psychological Well-being and Motivation at Work are the predictors and Work Engagement is the criterion variable.

### **Participants**

Population under study is secondary school teachers of Kerala. The study was conducted on a sample of 300 secondary school teachers working in schools of Malappuram, Kozhikode and Palakkad revenue districts of Kerala state. The sample was selected using stratified sampling technique the strata being gender of the teacher and management of the school. Among 300 teachers, 124 are male and 176 are female teachers. Forty eight teachers are from Government schools and 252 are from aided schools.

### **Instruments**

1. Motivation at Work scale was developed by Vrinda and Vijayakumari (2015) which is a Likert type five point scale with 18 items measuring two factors of motivation viz, Intrinsic and Extrinsic Motivation based on the Self Determination theory by Deci and Ryan (1985). The reliability coefficient, Cronbach alpha coefficient ( $\alpha$ ) was reported as 0.78 indicating that the scale is a reliable one. The content validity of the scale is ensured as the items were constructed based on strong theoretical foundation.
2. Work Engagement was assessed using the Utrecht work Engagement Scale (UWES) developed by Schaufeli and Bakkar (2003). It is a three factor scale consisting of 17 items aiming to measure the three dimensions of Work Engagement Viz., Vigor, dedication and absorption. The reliability of the scale was established by calculating the

Cronbach Alpha for the subscales and the total scale. (vigour:  $\alpha = 0.71$ ; dedication :  $\alpha = 0.65$ ; absorption:  $\alpha = 0.63$  and total work engagement:  $\alpha = 0.84$ ). The values obtained indicate that the scale is a reliable one. The scale is prepared on Job Demands and Resources Model (JD-R) by Demerouti, Bakker, Nachreiner, & Schaufeli, (2001) and the items are prepared in the context of teaching. Hence the scale will be valid to measure work engagement of teachers.

3. Psychological Well-being was assessed using Psychological Well-being scale. The scale was developed by the Department of Psychology, Calicut University based on the theoretical approach of Diener (2009). It is one dimensional five point Likert type scale with 13 items. Cronbach alpha coefficient obtained is 0.86 indicating that the scale is a reliable one. The content validity of the scale was also claimed.

### Results and Discussion

The mean and standard deviation of the scores on Work Engagement are 82.18 and 7.60. The maximum score obtainable in the scale is 102 and minimum is zero. The average scale value is 51 and a mean score greater than this value indicates that secondary school teachers are engaged in their work at a moderate level. A mean score of 78.55 with standard deviation 5.41 for the variable Motivation at Work reveals that the teachers are motivated at their work (The maximum value obtainable is 90 and minimum is 18, the average scale value being 54). In the case of Psychological well-being the mean score is 57.05 and standard deviation is 4.50. the maximum value obtainable is 85 and minimum is 13. The average scale value is 39 and hence it can be assessed that secondary school teachers have high level of Psychological well being.

The Pearson's coefficient of correlation was calculated for the variables, Psychological Well-being, Motivation at Work and its components with Work Engagement. The values are given as table 1.

Table 1

*Coefficient of Correlation for Work Engagement with Psychological Well-Being, Motivation at Work and its components*

Variables	Work Engagement
Psychological well-Being	.31**
Intrinsic	.30**
Extrinsic	.34**
Motivation at Work	.37**

\*\*p < .01.

The coefficients obtained reveal that significant positive relationship exist for the variable Work Engagement with Motivation at work and its components (Intrinsic motivation and Extrinsic motivation) and Psychological Well-being. The two variables Psychological Well-being and Work Engagement are significantly related and the relationship is positive and low ( $r = 0.31$ ). The correlation obtained for Intrinsic motivation and Work engagement is .30 which is greater than the required value for significance at 0.01 level for  $N = 300$ . Hence the two variables are significantly related or there is a real relationship between the two variables. The positive sign shows that the relationship is positive but the magnitude shows that there is only a low relationship. Similarly, Extrinsic motivation and work engagement are positively related and the relationship is low but significant at 0.01 level. The variable Motivation at work is also significantly related to Work engagement and the relationship is positive and low.

Multiple regression analysis was done to find the effectiveness of the two variables Psychological well-being and Motivation at work to predict Work engagement and the results are presented in table 2.



Table 2  
Model Summary

Criterion Variable	Predictor Variable	R	R <sup>2</sup>	Adjusted R <sup>2</sup>
Work Engagement	Psychological well-being	.40	.16	.155
	Motivation at Work			

The multiple correlation coefficient for the predictors Psychological well-being and Motivation at Work and the criterion variable Work Engagement is .40. The square of R(R<sup>2</sup>) is .16 which means that 16 percentage of variation in Work Engagement is accounted for by the predictor variables psychological well-being and Motivation at Work. The adjusted R<sup>2</sup> is .155 which is an index of accuracy of the model. It indicates the loss of predictive power or shrinkage. Here the value of R<sup>2</sup> and adjusted R<sup>2</sup> are almost the same the difference being negligible (.005). That is, if the model used were derived from the population instead of the sample it would account for approximately .005 or .5 percentage decrease in variance in the criterion variable, Work Engagement.

Table 3  
Summary of ANOVA

Model	Sum of Squares	df	Mean square	F
Regression	2760.098	2	1380.049	28.389
Residual	14437.539	297	48.611	
Total	17197.637	299		

The F value obtained is large enough so that the regression model derived is capable of better prediction of the criterion variable (F=28.389; df: 2, 297). Thus the regression model is successful in predicting the criterion variable Work Engagement. The parameters derived from the model are given as table 4

Table 4  
Regression Coefficients

Variables	Unstandardized Coefficients		Standardized Coefficients	t
	B	Std. Error	Beta	
Constant	100.790	9.762		10.33
Psychological well-being	.263	.093	.171	2.84
Motivation at Work	.406	.085	.290	4.80

The unstandardized regression coefficients obtained are .263 and .406 respectively of the variables Psychological Well-being and Motivation at Work respectively. This indicates that a unit change in the predictor variable Psychological Well-being brings a variation of .263 in the mean score of the criterion variable provided, the variable Motivation at work is kept constant ; a change of one unit in Motivation at Work brings a change of .406 units in Work Engagement on an average, keeping Psychological Well- being as a constant. As the obtained t values are greater than 2.58 the regression coefficients can be taken as significantly higher than zero.

The regression equation for predicting Work Engagement by the predictor variables Psychological Well-being and Motivation at Work is given below.

$$Y=100.79+.263 x_1 +.406 X_2$$

Where Y the predicted Work Engagement score

$X_1$  - Psychological well-being score and

$X_2$  - Motivation at Work score

For a given value of Psychological Well-Being and Motivation at Work, this equation can be used for predicting the Work Engagement of the teacher.

The standardised regression coefficients ( $\beta$ ) obtained are .171 and .29 respectively for the variables Psychological Well-being and Motivation at Work.

Using these values the regression equation becomes

$$Z_y = .171 Z_1 + .29 Z_2$$

Where  $Z_y$  is the predicted standard score of Work Engagement.

$Z_1$  = Standard score of psychological well-being

$Z_2$  = Standard score of Motivation at Work.

The standardized Beta coefficients show that among the two variables, Motivation at Work with  $\beta$  as .29 is more efficient than Psychological Well-being ( $\beta=.171$ ) in predicting Work Engagement of secondary school teachers.

### Conclusion

The study revealed that secondary school teachers have high level of Psychological Well-being and Motivation at Work and a moderate level of Work Engagement. Muralidharan(2015) also found that secondary school teachers in Kerala have moderate level of Work engagement. Psychological well-being and Motivation at Work are significantly related to Work Engagement and the relationship is positive but low in each case, Intrinsic and Extrinsic Motivation were also found to be significantly related to Work Engagement, the relationship being positive and low. It was also found that Work Engagement of school teachers can be significantly predicted from Psychological Well-being and Motivation at Work. Motivation at Work is more efficient than Psychological Well-being in predicting Work Engagement. The study shows that only 16 percent of variation in Work Engagement is explained by the two variables Psychological Well-being and Motivation at Work. Hence more studies on Work engagement is needed to find its predictors.

The study recommends a school environment congenial for the improvement of motivation, especially intrinsic, for fostering psychological well being and encouraging teachers to engage in their work. For this it is essential to have a substantial understanding and co-operative work among administrators, teachers, students and parents.

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