Enabling Faculty Through Engagement: Insights to Human Resource Policy Directions

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Abstract: The goal of fostering engagement is to make institutions more competitive. This is done through education, motivation of leaders, and commitment in social interactions. This is a descriptive research, which ascertained the level of engagement and work status of the faculty of Capiz State University that leads to changes in organizational performance. The researcher made a questionnaire as the tool in data collection, which underwent reliability testing and validation from the Human Resource Practitioners of various public agencies. The 131 regular faculty members who have worked at Capiz State University-Main Campus for one year or longer make up the respondents. The findings show that the faculty have high levels of autonomy, competence, and relatedness; they are dedicated to the work and value positive working affairs with one another; and they have positive work relationships with the institution. The faculty believed that family culture is present; they tend to engage if they felt given importance. Thus, if the faculty's needs are supported and prioritized by the institution in providing quality work-related needs, they will facilitate faculty engagement towards achieving the institution's vision and goals.

Keywords: *Faculty Engagement, Work-Related Factors, Human Resource Policy, Capiz State University*

Introduction

Change is inevitable, which generates challenges in society, above all in organizations. However, the distinction is also necessary for continued existence. A dramatic shift, particularly in the worldwide economic system, has expedited the necessity for both public and private entities to discover new ways to deal with changes in technology, competitiveness, profitability, sustainability, demographics, as well as market realities. Such changes further compelled organizations to re-evaluate the costs of talent management, entailing the need to accomplish more while spending less. High workforce performance, employee engagement, and organizational success must be maintained; new strategies were put into action in response to these changes. Both manufacturing and service-oriented organizations are reviewing their processes and systems in light of these changes.

Bethencourt (2012) and Kahn (2010) define worker engagement as the association of employees' personalities with their job roles; the people use and convey their physical, cognitive, and emotional selves while performing their roles. Additionally, it entails actively contributing intellectually, feeling joy and connection with others during work performance (CIPD, 2006; Alfes, et al., 2010), and having passion for one's work (Truss et al., 2006). Furthermore, Buckingham and Coffman (1999 in May et al., 2014) posit that the term "employee engagement" is now frequently used in academic and business writing.

Productivity, competitiveness, profitability, employee retention, safety, and customer satisfaction are all positively correlated with it.

Vance (2006) opines that training and development is an important HRM practice and helps create an engaged workforce. Due to their satisfaction with learning new tasks, workers who develop their skills through training seem to be more inclined to give their all to their jobs.

Training, according to Sardar et al. (2011), reduces service imprecision (poor education delivery), which has an effect on service performance and employee engagement.

The results of Hassaan's (2011) study show how various HRM practices affect employee engagement, with training and development of HRM practices being the main drivers of an engaged workforce.

Today, the challenges faced by the Philippine educational system both in public and private institutions are the change of government, accreditation, and alignment in international standards, the integration of the Association of Southeast Asia Nation, and the implementation of the K-12 Program. These changes pose a great challenge for administrators and employees just to remain to be competitive through the achievement of the goals set by the management and attaining their vision of quality and excellent education.

Roxas City is a growing province in Panay Island. Public Higher Education Institutions (HEIs) continue to deliver global quality education to keep up with the trends of the world. With the goal of improving and modernizing educational conditions, the faculty are trained and sent to higher education institutions. The decline in enrollment over the past few years, which caused issues with employee engagement and competition, poor educational standards, subpar results on licensing exams, corruption, and poor governance, among other important factors, presented various challenges to institutions.

For Albrecht (2012), organizations should encourage and keep employees' wellbeing, contributing to their performance and commitment to achieving organizational goals. Joshi and Sodhi (2011) suggest that the employee's autonomy will determine that engagement to their job content when employees' autonomy in modifying their job characteristics and being proactive connects to their engagement.

In Bakker and Demerouti's (2007) study, daily self-management and daily work engagement are positively correlated.

In place of the above, the researcher came up with this research to ascertain the engagement level and work status of the faculty of Capiz State University that leads to changes in the organizational performance.

The Statement of the Problem

The study assessed the engagement level and work status of the faculty members at Capiz State University, focusing on their need for competence, relatedness, and autonomy; the work-related factors status like compensation, leadership, work environment, team and career development, group and workmate relationships, workplace wellbeing, and organizational procedures; and the insights that could be applied following the result of the study.

Theoretical Framework

The researcher adopted various theories and models for the employee engagement. The first theory is the Self-Determination Theory (SDT), which Meyer and Gayne proposed as a need-based motivation theory. This motivational theory focuses on both the psychological requirements for development and the environments that support their satisfaction. SDT contends that satisfying these needs will increase the levels of self-motivation. Autonomous motivation, which is comparable to intrinsic motivation, and controlled motivation, which is comparable to extrinsic motivation, are the two primary types of motivation according to SDT (Gayne & Deci, 2005; Deci & Ryan, 2000).

In contrast to other theories of motivation that view motivation as either extrinsic or intrinsic, the Self-Determination Theory (SDT) views motivation as a continuum between autonomous

and controlled. Conferring to Gagne and Deci (2005), relatedness, competence, and autonomy are essential needs. Instead of focusing on any individual differences in need strength, SDT places emphasis on the fact that these needs are universal.

Meyer et al. (2004) adopted SDT into a motivation model for the workplace. The SDT-engagement path model (Bethencourt, 2012) will test the departmental links between the SDT and employee engagement by putting a model of the three primary SDT needs to the test (competence, relatedness, and autonomy).

When Kahn (1990; 2010) first proposed the idea of employee engagement, Self-Determination Theory explained that it was generated by needs fulfillment, particularly availability, safety, and meaningfulness. It resulted in a clear connection to the currently proposed relationship between SDT and employee engagement. Psychological obtainability is also required for engagement in Kahn's model. It represents having the psychological, affective, or physical resource in employing to a specific activity at a given time. The current study focuses on the organizational level's persistent state of engagement as well as individual transient engagement.

Conceptual Framework

The figure below shows the research paradigm. The Conference Board released a paper on 2006 titled 'Employee Engagement - A Review of Current Research and Its Implications' in (Gibbons, J., 2006), which was predicated on major research done by the Corporate Leadership Council, Gallup, Blessing White, Towers Perrin, and others. It identifies key drivers of employee engagement. But in this article, the researcher utilized drivers applicable in the Capiz State University settings. The drivers are the work-related factors and the faculty engagement level. It is assumed that the elements are interrelated with each other whatever findings will be a springboard for the insights to human resource policy directions.

Figure 1: The Research Paradigm
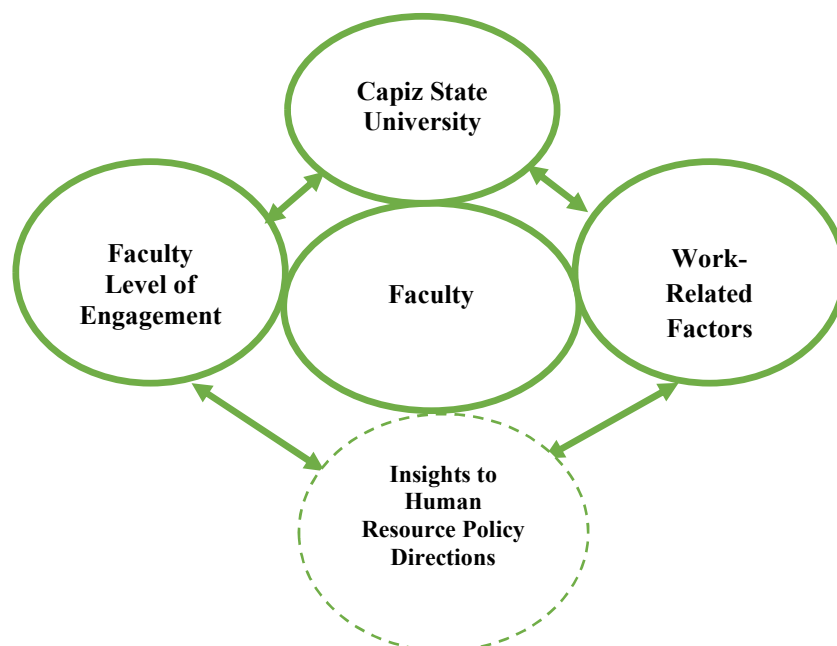
Methodology

A descriptive research design was employed. A researcher-made questionnaire was utilized to gather the needed data. The questionnaire was sent to the respondents through google form, and the link was provided. It was done online since this was conducted from March to April 2020, when lockdowns and isolation occurred. The respondents were the 131 regular Capiz State University-Main Campus faculty who served one year and up through random sampling. However, only 40 of the regular faculty answered the tool upon collating the instrument. The rest refused to participate and answer the tool given due to isolations and lockdowns. Some

had unstable internet connectivity at home since this was done during the pandemic. For the respondents' profile, there were 16 males, and 24 females. As to their civil status, 15 were single, 22 were married, one (1) was separated, and two (2) were widowed. On the faculty department, 23 (majority) of them are from the College of Management (CM), 10 are from the College of Education (CoEd), and seven are from the College of Engineering, Architecture, and Technology (CEAT).

Results and Discussion

Faculty Engagement Level as to their Needs

Table 1 shows the faculty engagement level as to their needs. As to their autonomy, statistical analysis revealed a grand mean score of 3.83, interpreted as high. It implies that faculty autonomy was high because the university is confident that their assigned tasks would be successfully performed. The faculty might actively seek solutions in the workplace if they were in a group but not individual output.

The wellbeing of employees, which influences their performance and commitment to achieving organizational goals, should be supported and maintained, according to Albrecht (2012). He contended that giving employees open, encouraging, and clear autonomy will guarantee their engagement.

Joshi and Sodhi (2011) postulated that the employee's autonomy would determine engagement to their job content when employees' autonomy in modifying their job characteristics and being proactive is connected to their engagement.

Table 1: The faculty engagement level as to their needs for autonomy.

Autonomy	Mean
1. I am empowered to make decisions without consulting others.	4.15
2. I am well engaged in my work if I work alone.	2.70
3. I have the freedom to implement my classroom strategies.	3.80
4. To enhance the productivity, our department employees are encouraged to try new approaches and ideas.	4.15
5. I have trust in my ability to carry out my job's obligations successfully.	3.17
6. I accept responsibility for my mistake when I am unable to complete a task at work.	4.25
7. I assertively look for solutions to issues at work.	3.87
8. My institution has become a better place to work and to stay.	4.00
9. I can choose training and seminars to attend.	4.30
10. Every day, I have the opportunity to give my all.	4.00
Grand Mean	**3.83**

Competence

Table 2 displays the faculty engagement as to competence. Statistical analysis revealed a grand mean score of 3.89, interpreted as high. It implies that the faculty had the competence to perform their teaching roles effectively. But they have a low level of competence in enhancing their personal career development and making decisions.

The study of Blackburn and Lawrence (1995), as cited by Livingston (2011) states that the faculty have emphasized faculty motivation, behavior, productivity, perceived competence, desired effort for a given position, and purported organisational expectations.

Thus, employees must feel adept, appreciated, and purposeful in their job, and organizations support the development of competency and autonomy.

Notifying employees of what is expected of them, and provides resources to help them finish their tasks, and follow-up with intensive and reasonable remark from management will foster excellent skills and autonomy (Harter et al., 2002; Wagner & Harter, 2006).

Table 2: The faculty engagement level as to their needs for competence.

Competence	Mean
1. I feel confident that I do my duty to the best of my ability.	4.40
2. My academic preparation helps me become effective in the teaching profession.	4.27
3. My language skills enable me to communicate my ideas effectively to others.	4.00
4. I arrive at decisions on important matters through analyses and critical evaluations.	4.32
5. I solve problems creatively.	4.35
6. I can effectively apply my knowledge, abilities, and skills in the workplace.	4.27
7. The accomplishment of my professional goals is guaranteed by my current level of productivity.	4.37
8. I have trust in my ability to offer a full support.	4.22
9. I can enhance my personal career development with the help of my present organization.	2.35
10. I have the competence to make decisions.	2.40
Grand Mean	**3.89**

Relatedness

Table 3 shows the faculty engagement as to relatedness. Statistical analysis revealed a 4.03 grand mean with a high verbal interpretation. It infers that the faculty had high ratings for relatedness because they experienced fairness, respect, and cooperation in the department; however, average on how they acted the way they contributed to the institution's reputation.

As cited by Kahn (2010) from the study of Locke and Taylor (1990), the results of their research focused on the needs for relatedness that people who have progressive interactions to their coworkers possess. These individuals experience greater significance in their work and are expected to be highly engaged.

Table 3: The faculty engagement level as to their needs for relatedness.

Relatedness	Mean
1. The people in our department are equally treated irrespective of their beliefs, gender, background, and age.	4.15
2. I attend several meetings called for by the university/college/department for open communication and acquaintances of my colleagues from other departments.	4.07
3. I receive memos informing the important information about the university/college/department for important details about the organization's various activities.	3.97
4. I can work with others harmoniously.	4.37
5. In our college/department, there is a strong collaboration for every available resource, activity, and the project the department/college implemented.	4.00
6. In our college/department, everyone is encouraged to become a team player for every assigned task given by the dean/head.	3.97
7. In our college/department, I am treated with respect, and I cooperate with my colleagues.	4.17
8. In my department, my co-workers give their best efforts when doing their jobs and receive praise or recognition after the appointment.	4.17

9. The people in our department do things that help my institution's reputation.	3.40
10. I consider my institution, especially our college or department, to be a good place to work and am proud to be a part of it.	4.12
Grand Mean	**4.03**

Status of the Work-Related Factors
Work Environment
Table 4 displays the work-related factors on the work environment. The result revealed a 3.74 grand mean with a favorable verbal interpretation. It implies that the faculty wind their work environment as a place that helps them grow regardless of lapses, such as the availability of teaching materials.

The result conformed to the study of Sharma and Raina (2013) that if there is an improved organizational climate dimension, it can lead to further improvement in the faculty engagement level.

Olivier and Rothmann (2007) averred that employees are engaging in their job when their relationships to their supervisors are inspiring, trustworthy, and non-controlling.

Table 4: The work-related factors on the work environment.

Work Environment	Mean
1. I have all of the supplies and tools I need for my job (e.g., computer, online references, updated books, and ICT).	3.40
2. In my college/department, I experience intellectual harassment from my dean and colleagues.	4.07
3. In my college/department, I experience physical harassment.	3.80
4. In my college/department, I experienced verbal abuse from my dean and colleagues that haunted me all the time.	4.17
5. My physical environment is pleasant.	3.47
6. I feel a high degree of trust from my supervisor.	3.75
7. My colleagues at work extend their help to make the job easier.	3.82
8. It is easy to discuss work-related issues and concerns.	3.55
9. When things at work get tough, I can count on my coworkers.	3.80
10. Our college/department fosters a work environment that encourages a healthy lifestyle and strengthens the overall life quality.	3.65
Grand Mean	**3.74**

Leadership
The grand mean score of 3.80 shows that the faculty agreed that their respective deans and department heads' leadership was favorable. It implies that to attract and engage the faculty, there must be unique leadership styles appropriate to the current environment, where the faculty is assigned.

The result was congruent to the study of Zhang et al. (2014). The investigation on employee engagement and leadership discovered that transactional styles of leadership were adversely associated with employee engagement, whereas visionary and organic styles of leadership were positively associated. This aspect had to do with trust in organizational leadership as well as values, fairness, and respect (Custom Insight, 2016).

Table 5: The work-related factors on leadership.

Leadership	Mean
1. My dean/head is a visionary leader, inspiring and encouraging.	3.50
2. My dean/head does not accept poor performance.	3.77
3. My dean/head helps us improve our skills and performance.	4.02
4. Having a healthy work-life balance is something my dean/head supports.	3.97
5. My dean/head usually gives us praise and recognition when we do a good job.	3.40
6. My dean/head demonstrates daily the desired values that our institution holds.	3.92

7. My dean/head is competing with their subordinates for whatever accomplishment received and claiming the recognition of others.	4.05
8. In my college/department, my dean/head gives equal opportunities to their subordinates for professional growth and development.	3.72
9. In my college/department, my dean/head offers mutual respect to their subordinates.	3.85
10. My dean/head knows how to recognize individual effort for every successful activity and project of the department/college.	3.85
Grand Mean	**3.80**

Team and Co-Worker Relationship

The good relationship matters as perceived by the faculty. Faculty strongly agreed to the team and co-worker relationship with a mean of 4.13, interpreted as favorable. The result implies that in the present college where the faculty belonged, they experienced a good relationship with their colleagues, which tends to engage their work and organization.

Kahn (2010) avowed that supportive teams and trusting interpersonal relationships increase employee engagement. Employees must feel safe and fully engaged in their duties in an open and reassuring environment. Additionally, workers can try new things, if they fail in a supportive environment they are not worried about the results.

Locke and Taylor (1990 as cited in May et al., 2004) claim that the workplace relations have substantial effect on workers' engagement. It follows that if an employee has a helpful and supportive coworker and a good working relationship with them, work engagement will likely be high.

Table 6: The work-related factors on the co-worker and team relationships.

Co-Worker and Team Relationships	Mean
1. I have a good cross-department relationship.	4.25
2. I value and emphasize my positive relationships with other members of the faculty and staff.	4.27
3. There is good communication between colleges/ departments.	4.30
4. Our department/college has a strong sense of cooperation and teamwork.	4.42
5. There is a low faculty turnover, and gossiping is not common in our department/college.	4.02
6. I accept committee work and sometimes serve as Chairperson of a committee.	4.12
7. I value the team effort because we arrive at the right decisions at the right time.	3.50
8. Concerning my colleagues, I have trust in them.	
9. In my college/department, my colleagues and my dean/head respect each other.	3.87
10. In my college/department, we practice confidentiality.	4.42
Grand Mean	
	4.15
	4.13

Training and Career Development

The average result was 4.04 and considered favorable. It suggests that the organization believes that development and training are geared toward establishing new skills and competencies, raising the productivity and effectiveness of employees to a higher level.

Conferring to the Alderfer (1972) theory, which was cited by Kahn (2010), when a company gives its employees the opportunities to grow, doing so is equivalent to rewarding them; however, a person must have the chance to fully express who he is and achieve his potential.

Vance (2006) conformed that training and development is an important HRM practice and helps create an engaged worker. Because they are pleased with their progress in learning new tasks, workers with training in their skills are often more inclined to dedicate all their best to the job.

Training reduces service inaccuracy (poor education delivery), which has an effect on service performance and employee engagement, according to Sardar et al. (2011).

Hassaan (2009) avowed that training and advancement are the main drivers of an engaged workforce.

Table 7: The work-related factors on training and career development.

Training and Career Development	Mean
1. At work, I am given the chance and support to learn and advance my career over time.	4.25
2. My institution has a strong faculty development program.	4.07
3. My institution assists with the faculty career growth program.	4.05
4. The institution's training and seminars are in line with my specialization.	3.87
5. The institution pays for our seminars, workshop, conferences, and training attendance.	3.90
6. I feel delighted and highly valued whenever I send to training and seminars.	4.00
7. The institution's training makes me understand my meaningful role in the department.	4.00
8. My college/department allows me to attend at least two different pieces of training aligned on my specialization every year.	4.20
9. My college/department allows me to become a resource speaker/facilitator/participant in training and seminars.	4.07
10. The training that the institution provides helps me better understand the department's strategic direction.	4.07
Grand Mean	**4.04**

Compensation

A vital component of employee engagement is compensation, which inspires workers to work harder and focus on both their professional and personal growth. The result showed a mean of 3.55 with a favorable verbal interpretation as perceived by the faculty, which is quite low among factors related to one's place of employment. Most of the faculty did not receive rewards and recognition for every achievement brought to their respective college.

The result implies that since the score is somehow low, there must be an attractive compensation package to the faculty. It must be remembered that it must also be in line with the mandates and policies implemented by the college or university. An enticing compensation package includes remuneration, bonuses, other financial and non-monetary benefits. Through this, it will attract and retain competent and qualified teachers.

According to Saks (2006), rewards and recognition are important preconditions for employee engagement. Kahn (2010, 1990) averred that how engaged employees are at work depends on

how they view their benefits. Thus, the employee's perception governs their engagement in the job regardless of the amount or nature of the reward. It is also congruent with the study result by Bakker and Demerouti (2007); to optimize individuals, the organization must invest the resources necessary to achieve a goal, and compensation positively affects the work engagement.

Table 8: The work-related factors on compensation.

Compensation	Mean
1. I have received rewards and recognition for every achievement I brought to my college/department.	2.92
2. The pay and benefits in my organization are comparatively better than similar institutions in Roxas City.	3.62
3. In our institution, compensation plans meet my expectations.	3.65
4. The benefits I got at work are satisfactory to me.	3.52
5. As a result of my excellent performance, I receive both monetary and non-monetary rewards.	3.07
6. My total reward package is fair and enough for my present position.	3.42
7. I understand that my better performance is compensated with financial rewards.	3.72
8. The fringe benefits offered by the institution motivate me to stay.	3.82
9. Our benefits are always released on time.	3.82
10. The institution makes sure that its compensation package is enhanced and upgraded regularly.	3.98
Grand Mean	**3.55**

Organizational Policies

A grand mean score of 3.63 was interpreted as favorable to the engagement. The result implies that every institution formulates and implements administrative policy, which the faculty deemed to follow without averseness and not against their will. It was therefore made clear from numerous studies that agreeable procedures and rules are crucial for the engagement of employee and the ultimate achievement of organizational goals. Policies that balance work and promotion are crucial, as are those that promote a just selection and recruitment, flexible scheduling, and other factors.

To achieve employees' engagement and commitment, there must be a strong and clear recruitment policy (Schneider et al., 2009).

Employee engagement, according to Richman et al. (2008), is significantly boosted by an organization's flexible work-life programs.

Other studies have also highlighted the significance of organizational procedures and policies that best assist flexible schedules (Woodruffe, 2005; Rama Devi, 2009).

Table 9. The work-related factors on the organizational policies.

Organizational Policies	Mean
1. The organization's policies are communicated to all concerned faculty.	3.82
2. There are clear performance criteria outlined for my job.	3.82
3. The hiring practices in our college/department are fairly implemented based on merits.	3.90
4. The faculty are involved in the formulation of strategic plans for our college/department and the whole institution.	3.85
5. The institution practices a flexi-time policy with the faculty.	3.22
6. The institution and my department have a functional organizational structure.	3.15
7. The institutional policy for the faculty ranking and promotion is clear.	3.95
8. All policies of the institution are implemented well.	3.52

	3.65
9. Our organization implements job promotion evaluation criteria that are fair and objective.	3.55
10. Institutional policies are periodically enhanced and improved.	3.45
Grand Mean	**3.63**

Workplace Wellbeing

The faculty agreed that the workplace wellbeing was favorable with a mean score of 4.10. It is viewed as an all-encompassing strategy to raise employee engagement. The Towers Perrin Talent Report (2007) researchers found that the top administration concern in the employees' welfare is the most significant driver of engagement.

Rath and Harter (2010) suggested that wellbeing is how we think about experiences in our lives.

Additionally, Salanova and Schaufeli (2008) looked into the connection of proactive behavior to work engagement as a mediating variable (workplace wellbeing). Committed employees have a positive outlook on their coworkers, clients (students), and the company, claims Aon Hewitt (2012).

Table 10: The work-related factors on workplace wellbeing.

Workplace Wellbeing	Mean
1. I see myself continually working for this organization until my retirement because my department/college provides me with a good teaching experience.	4.17
2. The reputation of my institution is one of the main reasons I stay in my work.	4.27
3. My institution helps me grow as a better person and prioritize its faculty welfare and development (e.g., faculty development, retirement plan, and work-life balance).	4.30
4. My physical work environment is pleasant.	4.30
5. My institution helps me to prepare myself for the job I now hold.	4.30
6. I have no plans to transfer to other schools that provide better benefits because of my loyalty.	3.80
7. My institution emphasizes a work-life balance of the faculty.	4.15
8. My college/department conducts regular spiritual activities that help me grow spiritually	3.80
9. The university/college offers health care services for the welfare of the faculty.	4.02
10. My university/college provides socialization and recreational activities like family, fun, recognition, and faculty day.	3.97
Grand Mean	**4.10**

Conclusion

The faculty engaged themselves to different tasks because they have autonomy, competence, and strong relationship among colleagues. Thus, they considered various work-related factors that help them be engaged in their work and institutions. For example, the college/department affiliation of the faculty influences their engagement because they created a culture of the family within their college and department. What matters to them is transparency, trust, and mutual respect among colleagues.

The faculty favored the status of work-related factors. Some of them were builders in their departments and institutions. They knew the desired expectations for their role and consistently performed. They also put their all into their work, and their passion, innovation, and drive helped improve their department or college.

The faculty favored different work-related factors. They had different leadership styles practiced by their deans and department heads. Along with this, the faculty had a strong engagement in team and co-worker relationships because they believed that an institution with a culture of the family, and if they feel they were given importance, they tend to engage themselves. The institutionally established organizational policies were also in line with training and career development. Moreover, the faculty tended to believe that they stayed because their institutions valued their wellbeing.

The College and the University President may consider in their strategic plans the inputs of institutional faculty development that focus on intellectual excellence (instruction, research, and production); community excellence (focused on community engagement and formation and development), and personal excellence (focused on personal, intellectual, spiritual and emotional (PISE) being of the faculty).

To maintain a good cross-department relationship that encourages teamwork and camaraderie across departments, the institution may have a clear and correct delivery of information and develop a college/department with a value of respect, trust, and transparency.

The institution may prioritize the holistic development of the faculty and develop a lifelong experience and a workplace with high ethical standards.

The institution may have clear performance criteria for jobs/tasks assigned to the faculty and encourage participative management.

The institution may train and mentor (succession) competent, transformational and visionary leaders as regards leadership. On Training and Career Development, HRD may look at different strategies to train, develop, and retain qualified faculty.

The need for assessment, evaluation, feedback, and financial and non-financial rewards enhancement may be considered.

The institution may also consider a partnership with external partners to fund faculty research, grants, aids, scholarship, and serve as consultants.

The results may serve as another benchmark for quality and productive faculty by delivering quality education and quality and satisfied life of the teachers in the Philippines.

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