EMPLOYEE ENGAGEMENT OF UNIVERSITY TEACHERS-VALIDATION OF UWES SCALE

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Abstract

Engagement at work is one of the important factors to determine an individual's performance at work. An engaged employee is well aware of the scenario of his organization and works to improve his performance as well as work for the benefit of the organization. Engagement makes an employee more accountable for his organization and provides justice to his work, henceforth that leads to the growth and development of the nation. This study is an attempt to validate Utrecht Work Engagement Scale(UWES) on university teachers in the Indian context. The statements in the Utrecht scale are divided into three sub-scales viz. Vigour, Dedication, and Absorption. The study was done on 300 University teachers in Punjab(India). Confirmatory factor analysis results showed a superior fit of the three-factor structure (vigor and dedication) with 9 items over the three-factor structure with 17 items. The Utrecht scale validated in the present study is applicable to measure employee engagement of University teachers.

Keywords: Employee Engagement, Work Engagement, UWES-17

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Employee Engagement is a term coined by Kahn, (1990). Engagement means employees' involvement or individual role in their work performance. For such kind of engagement, an employee has to put himself in varying strength physically, cognitively, and emotionally in his work. Employee engagement is referred to as " a psychological state" by Schaufeli, and Bakker (2003). Actions of vigor, dedication, and absorption at the workplace depict an engaged mindset. Through Vigor, an employee is full of energy, determination, and mental resilience in his job. He faces all the difficulties easily at the workplace. Employee dedication is shown through his pride and feelings at work, enthusiasm even in challenging faces, and motivation to work. Working with full concentration and getting happiness out of work is the employee's part of absorption. The term Work Engagement is synonymous with employee engagement. An employee who works in a team to improve the performance for benefit of the organization in one or another way is said to be well engaged. An employee's cognitive, emotional, and behavioral engagement in his work contributes to the prosperity of the organization (Shuck and Wollard 2010). Christian et al. (2011) describe Work engagement as a disposition that leads to the investment of personal energies exhaustively at the workplace. Myrden and Kelloway (2015) culminate that Employee engagement is a representation of an employee's efforts, enthusiasm, and commitment to his work to make the organization succeed.

Employee Engagement and performance of teachers
Saks (2006) found that highly engaged employees make a substantive contribution to their agency and may predict organizational success. He found that employee engagement has a positive influence on organizational performance indicators such as employee satisfaction, productivity, employee turnover, organizational commitment, and safety. Dajani (2015) reported in his study on bank employees that Employee engagement had a significant impact on job performance, but less impact on organizational commitment. Gupta, Acharaya, and Gupta(2015) studied the impact of work engagement on the performance of two hundred and sixty academicians from universities It was found that work engagement has a significant mediating role between job resources and performance. One more such study on teachers of Kenya in Machakos country by Kilonzo, Were & Odhiambo (2018) concluded that Employee engagement had a statistically significant influence on the Performance of Teachers in Secondary Schools. The study recommends that the school management should involve the teachers in decision-making for their active engagement. Beri and Gulati (2020) concluded that organizations today should actively look forward to fulfilling teachers' expectations and thus, create an impact on the performance of the employee, which directly affects the organization's performance. To accomplish goals, the institutions must move beyond employee motivation strategies and towards increasing the levels of employee engagement. Having engaged faculties has become crucial in a time when institutions look to their employees to take initiative, bring creativity, and be proactive with solutions to current teaching methodology. The most widely used tool for measuring employee engagement is UWES. UWES is likely more useful for assessing engagement in organizations that involve statements that focus on the overall perceptions of employees (Byrne et al., 2016). Hence researcher decided to validate this scale to measure employee engagement of teachers.

Purpose of Study: To Validate the Utrecht Work Engagement Scale on University Teachers in the Indian Context

1.   Method

UWES Questionnaire was utilized to survey employee engagement of teachers and a quantitative analysis technique was employed. The Utrecht Work Engagement Scale (UWES) consists of 17 items six, five, and six items fall under subscales of vigor, dedication, and absorption respectively. The psychometric properties of the UWES scale have been compiled using 23 studies that have been conducted between 1999 and 2003 in 9 countries. Studies were conducted on a single organization as well as multiple sites or included professional groups such as teachers or police officers It is a seven-point Likert scale (0-Never, 7-Always). Statistical norms for the UWES have five categories: 'very low', 'low', 'average', 'high', and 'very high' engagement. The UWES presented an internal consistency (alpha coefficient) of .66-.87 for Vigor, .83-.92 for Dedication and .79-.88 for absorption, and .88-.95 for total engagement scores in different studies (Schaufeli & Bakker 2004).

Participants
The study was conducted on 300 University teachers in Punjab state(India). To collect data from respondents Utrecht-17 item work engagement UWES was used. The convenience sampling technique was adopted to collect the data. The data was collected via hard copy as well as google forms. Total data of 300 teachers were collected. As there is no fixed rule to decide the sample size. Hinkin (1995; 2005) favored a ratio from 1:4 to 1:10 between the number of items and respondents for sample selection. Therefore, the sample considered for validation of the scale is appropriate. The data collected consisted of 60.33 % of female teachers and 39.66% of

male teachers, 70% of teachers were married, and 30% were unmarried. Necessary instructions for completing the scale were given and responses from the whole sample were recorded for further analysis.

Procedure
After the collection of data internal consistency was inspected with Cronbach's Alpha.

Table 1

Cronbach's alpha	Number of Items
.974	17

The Confirmatory factor analysis (CFA) was done using IBM-SPSS AMOS Version-23. The structure of the UWES-17 consisting of seventeen items having three factors was tested using the Confirmatory Factor Analysis. The GFI and CFI indices' standard values should be in-between 0 and 1 though, in the review of related literature there are varying views on these values. The values of GFI and CFI as reviewed by Schumacker & Lomax, 2016 should be in-between 0 and 1 and a value above 0.90 also gives evidence of a good fit. Hair et al. (2010) suggested that the value of CFI > 0.85 is acceptable and the value of CFI > 0.90 is considered a better fit. The studies of Gay et al. (2010), Mahne and Huxhold (2014), and Lima-Rodríguez et.al. (2015) have a value of CFI less than 0.90. The value of RMSEA varies in-between 0 and 1. According to Joreskog & Sorbom, (1993); Hu & Bentler (1999); Kline(2005); Hooper et. al.,(2008). RMSEA value close to 0 shows to better fit. Consequently, a Confirmatory Factor Analysis run sequence was conducted and the resultant outcomes of the statistics for the fit indices are presented in Table 2. Some resultant values are less than the value of 0.9 as suggested. From Table 2 below it has been observed that the CFA default Model-1 indicated a poor fit. Hence the items whose item correlation was >0.8 and were nearly equal were retained and the rest were removed. Hence 8 items vigour1, vigour4, vigour15, absorption3, absorption14, absorption16 , dedication2, dedication13 were removed. Hence from Table 2 default, Model-II indicated good model-fit indices. Hence Utrecht-17 scale was validated.

TABLE 2

Measure Fit	Model I	Model II
p-value	.000	.000
PCMIN/Df	3.322	3.001
Root Mean Square Error of Approximation (RMSEA)	.145	.145
Incremental Fit Index (IFI)	.880	.955
Goodness of Fit Index (GFI)	.683	.879
Comparative Fit Index (CFI)	.880	.955
Normed Fit Index (NFI)	.864	.923
Relative Fit Index (RFI)	.840	.949
Tucker- Lewis Index (TLI)	.880	.933
Standard RMR	0.0539	0.0294

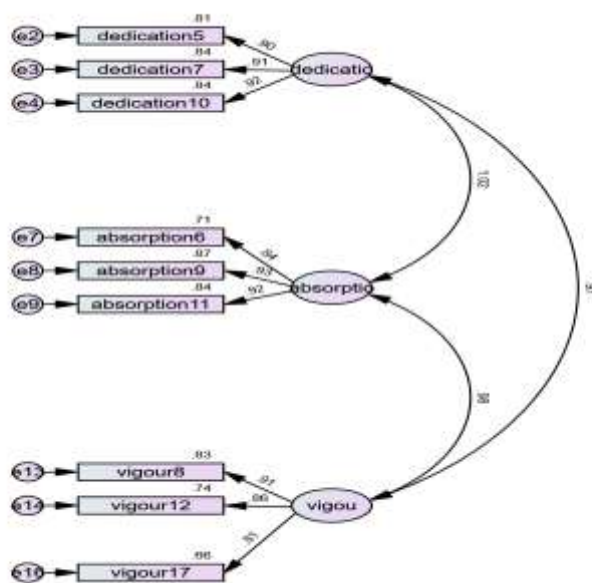Eur. Chem. Bull. 2023, 12 (s3), 1848 – 1852

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Figure-1 Confirmatory Factor Analysis Model of Employee Engagement Scale

Reliability Statistics of sub-dimensions of the Utrecht Scale

Reliability Analysis Internal reliability of the scale along with it three subscales was estimated through Cronbach alpha using SPSS 23.0. The value of α for three subscales came out to be high for all three subscales and the total Engagement scale. The results indicating the reliability coefficient of UWES on University teachers are mentioned in table 3 below:

Table 3

Dimension	Number of Items	Cronbach's Alpha
Vigor	3	.897
Absorption	3	.920
Dedication	3	.934
Total Scores	9	.970

Average Extracted Variance: The validity of the Utrecht Scale was assessed by examining the Average Extracted Variance of the scale. The Average Extracted Variance (AVE) of the Utrecht scale is 0.50 which ensures that the scale is valid enough to be used in the present study.

Composite Reliability: Utrecht scale was found to be reliable with CR = 0.9087, ensuring the validation of the Utrecht scale. Hence, it can be concluded that the Utrecht scale in the present study to measure Employee Engagement of University teachers indicates a high degree of convergence.

2.   Conclusion

This study is an attempt to find the reliability and validity of the Utrecht Work Engagement Scale (UWES) on University teachers in Indian culture. Although results showed a three-factor solution, eight items were deleted to get a better model fit on Confirmatory Factor Analysis. More future research can be done to identify the cultural specificity of employee engagement and how University teachers in the Indian context depict positive aspects of work behavior because positive work behavior is a must for doing justice to oneself, the organization, society, and on the whole to the nation.

3.   References

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