# DRIVERS OF FACULTY ENGAGEMENT AMONG USL FACULTY MEMBERS

Mrs. Gladys T. Tumbali, MBA
*School of Accountancy, Business and Hospitality*

## ABSTRACT

This study determined the drivers of engagement among full time faculty members of University of Saint Louis (USL). The descriptive-survey method of research was employed using a questionnaire administered to a total of ninety-eight faculty members. Data was analyzed using descriptive and inferential statistics. Findings of the study revealed that the five drivers of faculty engagement namely Administration and Management, Workplace and Resources, Compensation and Benefits, Interpersonal Relationship, and Achievement and Recognition are all important factors that drive faculty engagement. Compensation and Benefits was found to be the most significant driver of faculty engagement followed by Achievement and Recognition, and Administration and Management. The Workplace and Resources was found to be less important among faculty members. Furthermore, it was shown from the result of the study that the drivers of engagement among faculty vary by department and by the highest educational attainment.

**Keywords:** *Employee Engagement, Drivers of faculty engagement, Faculty Members,*

_____

## INTRODUCTION

People need organizations and organizations need people. In every organization, the importance of engaging and motivating people to perform has gained more importance with time. Employee engagement describes employees' emotional and intellectual commitment to their organization and its success (Chartered Institute of Internal Auditors, 2017). Employees who are engaged in their work are more productive and every organization needs to know what the determinants of employee engagement are. Employee engagement is defined as employees' willingness and ability to help their company succeed, largely by providing discretionary effort on a sustainable basis and affected by many factors which involve both emotional and rational factors relating to work and the overall work experience (Perrin's Global Workforce Study, 2003).

Over the years, one of the toughest challenges confronting the Chief Executive Officers, Human Resource and the business leaders of many organizations, has been to ensure that when their employees report to work everyday, they not only do it physically but also mentally and emotionally. In short, they need to ensure that their employees are truly engaged. Employee engagement has emerged as a critical driver of business today. It practically affects the employee morale, productivity and reasons for retaining in the company. Organizations are using their engaged employees as a tool of strategic competence. A highly engaged employee will consistently outperform and set new standards (Bedarkar & Pandita, 2014). In every organization, employees with a strong sense of responsibility and engagement serve as assets of the company. They are the reason why a company exists for a long period of time as they help contribute to the firm's achievement of its vision, mission, goals and objectives (Laguador &

Deligero, 2014). It is therefore necessary for employers to be aware of what drives their employees to be effective and engaged to work. Knowing these can help develop a positive attitude among employees towards their organization to have awareness of business context and work, thus, improve job and organizational effectiveness.

University of Saint Louis, as a higher educational institution, must keep its teaching workforce competent and committed to deliver its products and services necessary to its stakeholders towards fulfilling mission and excellence. As such, management should be aware of the status of its teaching workforce as to their work engagement. Therefore, determining the drivers of engagement among faculty members would help provide a better picture of the University's teaching staff to maintain competent teachers to provide quality education for its clients, thus, this study.

## Research Objective and Questions

This study aimed to identify the drivers of engagement among full time faculty members of University of Saint Louis (USL).

Specifically it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
    a. Department
    b. Age
    c. Sex
    d. Civil status
    e. Highest Educational attainment
    f. Length of service
2. What are the drivers of faculty engagement among USL faculty members?
    a. Administration and Management
    b. Work Place and Resources
    c. Compensation and Benefits
    d. Interpersonal Relationships
    e. Achievement and Recognition
3. Is there a significant difference on the drivers of engagement among faculty members when grouped according to their profile variables?

## Hypothesis

There is no significant difference on the drivers of engagement among full time faculty members when grouped according to their profile variables.

## Significance of the Study

This study will provide insights among employers on the drivers of engagement among employees. Determining the drivers of engagement among faculty members would help provide a better picture of the University's teaching staff to maintain competent teachers to provide quality education for its clients. Moreover, knowing the drivers could help management develop a positive attitude of employees towards their organization and its values, wherein employees have awareness of business context and work to improve job and organizational effectiveness.

Additionally, every organization needs to know the different dimensions of the drivers of employee engagement to make their employees more engaged to work, thus become more productive in the workplace.

**Literature Review**

*Underpinning Theory*

**Two-Factor Theory of Motivation**

The two-factor theory was proposed by psychologist Frederick Herzberg. It is also sometimes called motivation-hygiene theory in the belief that an individual's relation to work is basic and that one's attitude toward work can very well determine success or failure. The theory holds that intrinsic factors are related to job satisfaction while extrinsic factors are associated with dissatisfaction.

According to Herzberg, the factors leading to job satisfaction are separate and distinct from those that lead to job dissatisfaction. Managers who seek to eliminate factors that can create job dissatisfaction may bring about peace but not necessarily motivation. They will be placating their workforce rather than motivating them. As a result, conditions surrounding the job such as quality of supervision, pay, company policies, physical working conditions, relations with others, and job security were characterized by Herzberg as hygiene factors. When they're adequate, people will not be dissatisfied; neither will they be satisfied. If we want to motivate people on their jobs, Herzberg suggested emphasizing factors associated with the work itself or to outcomes directly derived from it, such as promotional opportunities, opportunities for personal growth, recognition, responsibility, and achievement. These are the characteristics that people find intrinsically rewarding.

*Employee Engagement*

Employee engagement describes employees' emotional and intellectual commitment to their organization and its success. Engaged employees experience a compelling purpose and meaning in their work and give their discrete effort to advance the organization's objectives. Engagement at work was conceptualized by Kahn (1990) as the "harnessing of organizational members' selves to their work roles. In engagement people employ and express themselves physically, cognitively and emotionally during role performance. Hewitt Associate (2006) defines employee engagement as those who say, speak-positively about the organization, stay-desire to be an effective member and strive - continue to perform beyond minimal requirements for the organization. Engaged employees are not just committed but passionate about their work. Engaged employees are more profitable, productive, focused, have fun and less likely to leave the company because they are engaged (Gallup Organization, USA, 1999).Engaged employees are concerned about the future of the organization and are willing to invest discretionary efforts to organization. Studies on employee engagement (Tower Perin, USA 2003, 2007) linked the same to customer impact and financial results. They suggested that there exists a close relationship between high levels of employee engagement and lower staff turn-over rates, higher customer satisfaction and loyalty. Emotionally bound employees feel passionately and commit towards delivering the best performance, it is defined as the way an individual contributes and relates to the organization for which the employee works. The employee engagement can be considered as the extent which employees put the discretionary effort into

their work in the form extra time, brain power and energy. Employee engagement is closely linked to employee turnover, customer satisfaction, loyalty, productivity, safety and profitability criteria (Harter, Schmidt & Hayes, 2002).The need to create development and career growth opportunities, appropriate leadership styles and work- life balance were deemed important to attract, retain and engage employees.

*Drivers of Employee Engagement*

Administration and management policies, workplace and resources, compensation and benefits, interpersonal relationships, achievement and recognition are enumerated to be the drivers of employee engagement (Comia & Buenviaje, 2016).

**Administration and Management Policies**

Involvement of employees in decision-making can satisfy the needs of employees that lead to induce engagement in work (Comia & Buenviaje, 2016). It has pointed out that the key driver of employee engagement is a sense of feeling valued and involved, which has the components such as involvement in decision making, the extent to which employees feel able to voice their ideas, the opportunities employees have to develop their jobs and the extent to which the organization is concerned for employees' health and well-being (Robinson, et. al., 2004). Also, communication is the top priority to lead employees to engagement, opportunity to feed their views and opinions upwards and the importance of being kept informed about what is going on in the organization is the most important driver of people's engagement (CIPD, 2006). Moreover, Schneider, Macey & Barbera (2009) as cited by Jones (2014) stated that the recruitment policy used by an organization connects immediately with the employee's future levels of engagement. Anitha (2013) promotes that work life balance is a vital policy/process that organization can often overlook. Millar (2012) supports the fact that employees must be happy in life in order to be happy in work. Organisations ability to offer a flexi-work policy in order for the employee to avail of the freedom of a work life balance has an extremely positive effect on engagement levels (Richman, et. al. 2008).

**Workplace and Resources**

Good working condition can encourage the engagement of the employee in their work (Bay, An & Laguador, 2014). Also, engagement can be improved by offering a workplace with healthy services to employees (Comia & Buenviaje, 2016). To keep employees satisfied today, it takes an entirely different approach than it did just a few years ago and the work environment is the most critical factor in keeping an employee satisfied in today's business world (Smith, 2015). Rich, Lepine & Crawford (2010) as cited by Jones (2014) found from their study the benefits to employee engagement come from various features within the workplace. Further to the importance of the work environment to employee's engagement levels comes the supportive factor within the workplace environment and its clear link to a successful working climate. Shuck (2010) cited in (Rana, Ardchvilli & Tkachenko, 2014) stated that offering support was an incredibly beneficial for promoting a positive effect on the workplace climate. Shuck (2010) also made a recommendation to managers and superiors to create a working atmosphere that is positive and meaningful to the employee. Saks (2006) study of employee engagement proved that the assumed support from the company was a good predictor of the levels of employee and organisational engagement.

## Compensation and Benefits

The higher the benefits the employee can gain the higher it can induce employee work engagement (Comia & Buenviaje, 2016). Total rewards structures, programs and policies influence employee engagement (Scott, 2010). Luthans (2000) highlights two types of rewards which are financial (extrinsic) and non-financial (intrinsic) reward and both can be utilized positively to enhance employees performance. Financial rewards mean pay for-performance such as performance bonus, job promotion, commission, tips, gratuities and gifts etc. Non-financial rewards are non-monetary/non cash and it is a social recognition, praise and genuine appreciation etc. Such rewards help employees to gauge their performance and know whether they are doing good and bad (Sarvadi, 2010). Thomas (2009) also said that extrinsic rewards are now less important, as day to day motivation is more strongly driven by intrinsic rewards. While, according to Hasaan, Fazal (2011), intrinsic rewards actually fulfill employee's intrinsic factors or motivation and thus motivate him.

As Buckingham & Coffman (2005) said, pay and benefits are equally important to every employee. A company's pay should at least be comparable to the market average. However, bringing pay and benefits package up to market levels, which is a sensible first step, will not take a company very far- they are like tickets to the ballpark, -they can get the company into the game, but can't help it win (Markos, 2010). According to Herman (2005), compensation and benefits help to focus on the position and duties performed. Also, it attempts to influence employee's current and future working performance (Sonnentag, et. al., 2002; Sonnentag, et al., 2010). Besides, compensation serves different objectives, the main ones being to attract, retain and motivate high potential employees (Comia & Buenviaje, 2016).

Moreover, According to Anitha (2013) as cited by Jones (2014), a striking compensation package is made up of a combination of financial rewards such as bonuses and pay but also non-financial rewards such as an extra day of holidays. This encourages the employee to work to a high level of productivity and to produce high quality products or service because of the recognition they have received. Also, a study into the drivers of employee engagement found that compensation was ranked 2nd out of the six main drivers at the organization (Joshi & Sodhi 2011).

## Interpersonal Relationships

The oldest consulting organization in conducting engagement survey, Gallup has found that the manager is the key to an engaged work force. James Clifton, CEO of Gallup organization indicates that employees who have close friendships at work are more engaged workers (Clifton, 2008). Vance (2006) explains the fact that employee engagement is inextricably linked with employer practices. To shed light on the ways in which employer practices affect job performance and engagement, he presents a job performance model. According to him, employee engagement is the outcome of personal attributes such as knowledge, skills, abilities, temperament, attitudes and personality, organizational context which includes leadership, physical setting and social setting and HR practices that directly affect the person, process and context components of job performance.

Anitha (2013) as cited by Jones (2014), an open and supportive work environment is vital in order for employees to have a sense of security at work and with this feeling of safety the employee will be able to totally engage, this point emphasises the importance of worker
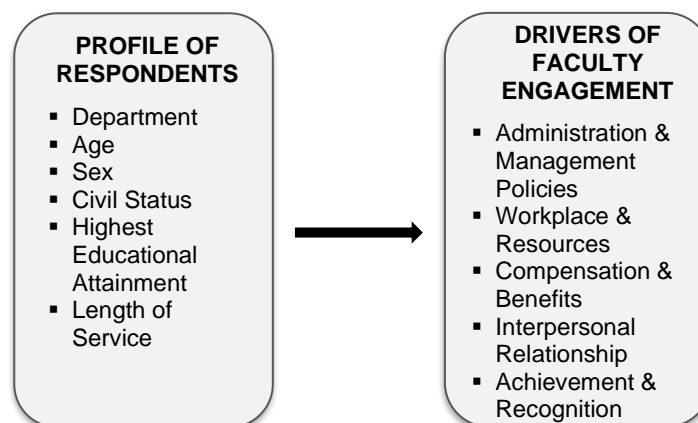
relationships. Following on from Anitha's (2013) point of safety and its link with positive workplace relationships Kahn (1990) coins that in a workplace relationship where the person feels they can 'be themselves' makes the employee feel safer. This allows the employed to focus on the job at hand rather than focus energy on the conflict that may occur with another party.

## Achievement and Recognition

Manager must do five things to create a highly engaged workforce. They are align efforts with strategy, empower, promote and encourage teamwork and collaboration, help people grow and develop, and provide support and recognition where appropriate (Development Dimensions International, 2005) as referenced in Comia & Buenviaje (2016). Work engagement occurs when the goals of the business are aligned with the employee's goals and how the employees spend his or her time. The glue that holds the strategic goals of employee and the business together if frequent, effective communication that reaches and informs the employee at the level and practice of his or her job (Gallup's research as referenced in Comia & Buenviaje, 2016). Recognizing the contributions of the employees fosters employee engagement. Employees like to feel they are valued which can lead to commitment on their job and likely to do more efforts for the organization (Comia & Buenviaje, 2016). To keep employees engaged managers ensure that employees have all the resources needed to do their job, giving appropriate training to increase their knowledge and skill about their job (Markos, 2010).

Most drivers that are found to lead to employee engagement are non-financial in their nature. Therefore, any organization who has committed leadership can achieve the desired level of engagement with less cost of doing it. This does not mean that managers should ignore the financial aspect of their employees. In fact, performance should be linked with reward. Nevertheless, this is simply to repeat the old saying of Human Relations Movement which goes "as social being, human resource is not motivated by money alone" (Markos, 2010).

## Research Paradigm

| PROFILE OF RESPONDENTS | DRIVERS OF FACULTY ENGAGEMENT |
|---|---|
| ▪ Department<br>▪ Age<br>▪ Sex<br>▪ Civil Status<br>▪ Highest Educational Attainment<br>▪ Length of Service | ▪ Administration & Management Policies<br>▪ Workplace & Resources<br>▪ Compensation & Benefits<br>▪ Interpersonal Relationship<br>▪ Achievement & Recognition |

*Figure 1. Research Paradigm*

The diagram shows the drivers of faculty engagement among USL faculty members which may vary depending on their profile variables.

## METHODS

### Research Design

The study used of the descriptive research design.

### Locale of the Study

The study was conducted in University of Saint Louis, Tuguegarao City, Cagayan.

### Respondents of the Study

The respondents of the study were full time faculty members of USL for the School Year 2016-2017 who are still employed in the University up to present. A total of ninety eight faculty members (85%), who responded to the survey, were considered in the study.

### Data Gathering Instrument

The study used an adapted questionnaire from the study of Comia & Buenviaje (2016) entitled "Workforce engagement among employees of Citimart Head Office in Batangas" which was published in the Asia Pacific Journal of Academic Research in Business Administration on April 2016. The questionnaire consisted of two parts. The first part contained the respondents' profile while the second part described the workforce engagement in terms of administration and management policies, workplace and resources, compensation and benefits, interpersonal relationships, and achievement and recognition using 4-point Likert Scale. Some statements/questions were modified based on its appropriateness and relatedness in the current study. A pilot test was conducted to determine the reliability of the instrument. The result of the reliability test was excellent (internal consistency) with a 0.902 (Cronbach's Alpha) rating.

### Data Gathering Procedure

Permission to conduct the study was properly sought from the Administration. The researcher personally administered the questionnaires among the respondents and retrieved the same.

### Data Analysis

Descriptive statistics such as frequency, percentage and mean were used to describe the profile of the respondents and the drivers of faculty engagement. Meanwhile, Independent Sample T-test and ANOVA were used to test the significant difference on the drivers of faculty engagement when grouped according to their profile variables.

## RESULTS

**Table 1. Profile of the Respondents**

| Variables | Frequency | Percentage |
|---|---|---|
| **Department** | | |
| Elementary | 12 | 12.24% |
| Junior High School | 30 | 30.61% |

| | | |
|---|---|---|
| Senior High School | 11 | 11.22% |
| SABH | 14 | 14.29% |
| SEASH | 20 | 20.40% |
| SEADITE | 11 | 11.22% |
| **Age** | | |
| 21-30 | 58 | 59.18% |
| 31-40 | 24 | 24.49% |
| 41-50 | 12 | 12.24% |
| 51-60 | 4 | 4.08% |
| **Mean Age = 32** | | |
| | | |
| **Sex** | | |
| Male | 30 | 30.61% |
| Female | 68 | 69.39% |
| **Civil status** | | |
| Single | 56 | 57.14% |
| Married | 38 | 38.76% |
| Widowed | 4 | 4.08% |
| **Highest Educational attainment** | | |
| College Degree | 55 | 56.12% |
| Master's Degree | 39 | 39.80% |
| Doctorate | 4 | 4.08% |
| **Length of service** | | |
| 1-3 years | 41 | 41.84% |
| 4-6 years | 22 | 22.44% |
| 7-9 years | 9 | 9.18% |
| 10 years and above | 26 | 26.53% |
| **Ave. Number of Years of Service   = 6 years** | | |

Table 1 presents the profile of the respondents. Majority of the respondents came from the Junior High School, 32 years old, female, and single. Most of them are college degree holders and have been in the University for six (6) years.

**Table 2a. Drivers of Faculty Engagement by Department**

| Department | Drivers of Faculty Engagement (Mean) | | | | | |
|---|---|---|---|---|---|---|
| | Administration and Management | Workplace and Resources | Compensation and Benefits | Interpersonal Relationship | Achievement and Recognition | Drivers of Engagement |
| Elementary | **3.45** | 3.19 | 3.39 | 3.36 | 3.35 | 3.35 |
| JHS | 3.56 | 3.31 | 3.66 | 3.61 | **3.71** | 3.57 |
| SHS | 3.18 | 2.92 | **3.53** | 3.17 | 3.20 | 3.20 |
| SABH | **2.99** | 2.90 | 2.79 | 2.49 | 2.65 | 2.76 |
| SEASH | 2.65 | 2.68 | **3.04** | 2.80 | 2.99 | 2.83 |
| SEADITE | 3.05 | 3.05 | **3.35** | 3.33 | 3.11 | 3.18 |
| Overall Mean | 3.15 | 3.01 | **3.29** | 3.13 | **3.17** | 3.15 |
| F-value | 9.486 | 5.500 | 9.486 | 9.486 | 5.500 | 8.714 |
| p-value | .000 | .000 | .000 | .000 | .000 | .000 |

Legend:
1.00 - 1.49 – not a driver
1.50 – 2.49 – somewhat a driver
2.50 – 3.49 – a driver

3.50 – 4.00 – a significant driver

As shown in Table 2a, all dimensions are drivers of faculty engagement. Compensation and Benefits is found to be the most important driver of faculty engagement especially for Senior High School, SEADITE and SEASH faculty while Administration and Management is recognized as the most important driver of faculty engagement for the Elementary and SABH faculty. Moreover, Achievement and Recognition is a key determinant in enabling Junior High School faculty to engage with their work. Meanwhile, Workplace and Resources is found to be the weakest driver of engagement among faculty in the different schools except for SABH wherein Interpersonal Relationship is the weakest driver of engagement.

It further shows that there is a significant difference on the drivers of faculty engagement among departments. The difference exists between the Elementary and SEASH department. Likewise, a significant difference is revealed between JHS and SABH and between JHS and SEASH department.

**Table 2b. Drivers of Faculty Engagement by Age**

| Age | Drivers of Faculty Engagement | | | | | |
| | Administration and Management | Workplace and Resources | Compensation and Benefits | Interpersonal Relationship | Achievement and Recognition | Drivers of Engagement |
|---|---|---|---|---|---|---|
| 21-30 | 3.20 | 3.04 | **3.40** | 3.29 | 3.36 | 3.1336 |
| 31-40 | 3.04 | 2.96 | **3.33** | 3.17 | 3.18 | 3.0083 |
| 41-50 | 3.31 | 3.12 | **3.43** | 3.26 | 3.28 | 3.2351 |
| 51-60 | 3.31 | 3.25 | **3.49** | 3.41 | 3.30 | 3.2875 |
| F-value = .076 | | p-value = .551 | | Interpretation = Not Significant | | |

As gleaned from the table, Compensation and Benefits is considered as the most important driver of faculty engagement for all age groups especially for faculty whose age ranged from 51 to 60 years old. On the other hand, Workplace and Resources is the least important factor that drives faculty engagement

The data further reveals that there is no significant difference on the drivers of faculty engagement when grouped by age. This means that faculty regardless of age do not vary in terms of their drivers of engagement.

**Table 2c. Drivers of Faculty Engagement by Sex**

| Sex | Drivers of Faculty Engagement | | | | | |
| | Administration and Management | Workplace and Resources | Compensation and Benefits | Interpersonal Relationship | Achievement and Recognition | Drivers of Engagement |
|---|---|---|---|---|---|---|
| Male | 3.12 | 3.03 | **3.46** | 3.31 | 3.36 | 3.0827 |
| Female | 3.20 | 3.04 | **3.56** | 3.24 | 3.28 | 3.1389 |
| F-value = -.490 | | p-value = .625 | | Interpretation = Not Significant | | |

The table shows that for both male and female faculty, the main driver of faculty engagement is Compensation and Benefits. Also, Achievement and Recognition is a key determinant in facilitating engagement among male and female faculty members. The result

further shows that the drivers of faculty engagement are not significantly different for male and female faculty members.

**Table 2d. Drivers of Faculty Engagement by Civil Status**

| Civil status | Drivers of Faculty Engagement | | | | | |
|---|---|---|---|---|---|---|
| | Administration and Management | Workplace and Resources | Compensation and Benefits | Interpersonal Relationship | Achievement and Recognition | Drivers of Engagement |
| Single | 3.16 | 2.99 | **3.39** | 3.24 | 3.34 | 3.0929 |
| Married | 3.22 | 3.09 | **3.39** | 3.23 | 3.29 | 3.1718 |
| Widowed | 3.03 | 3.07 | **3.46** | 3.00 | 2.95 | 3.0473 |
| F-value = .297 | | p-value = .774 | | Interpretation = Not Significant | | |

It can be inferred from the table that all dimensions are drivers of faculty engagement. However, Compensation and Benefits is found to be the most important driver among the respondents especially among the widowed faculty. Findings of the study likewise reveal that the drivers of faculty engagement do not vary among respondents when grouped according to civil status.

**Table 2e. Drivers of Faculty Engagement by Highest Educational attainment**

| Highest Educational attainment | Drivers of Faculty Engagement | | | | | |
|---|---|---|---|---|---|---|
| | Administration and Management | Workplace and Resources | Compensation and Benefits | Interpersonal Relationship | Achievement and Recognition | Drivers of Engagement |
| Bachelor | 3.33 | 3.12 | **3.49** | 3.37 | 3.44 | 3.2485 |
| Master's | 2.97 | 2.86 | **3.13** | 3.05 | 3.00 | 2.9241 |
| Doctorate | 2.98 | 2.93 | **3.27** | 3.13 | 3.26 | 2.9630 |
| F-value = 3.946 | | p-value = .023 | | Interpretation = Significant | | |

As disclosed in Table 2e, the key enabler of faculty engagement is Compensation and Benefits. It further shows that Achievement and Recognition is also important in inspiring faculty members to engage in their job especially among bachelor's degree holders and those with doctorate degree.

Moreover, the data shows variation on the drivers of faculty engagement when grouped according to highest educational attainment. Further analysis using multiple comparisons revealed that the difference exists between college degree holders and those with doctorate degrees. Faculty members who are bachelor's degree holders find Compensation and Benefit more important as compared with those with doctorate degree.

**Table 2f. Drivers of Faculty Engagement by Length of service**

| Length of service | Drivers of Faculty Engagement | | | | | |
|---|---|---|---|---|---|---|
| | Administration and Management | Workplace and Resources | Compensation and Benefits | Interpersonal Relationship | Achievement and Recognition | Drivers of Engagement |
| 1-3 years | 3.14 | 2.99 | **3.35** | 3.21 | 3.32 | 3.0817 |
| 4-6 years | 3.28 | 3.14 | **3.56** | 3.41 | 3.43 | 3.2847 |

| 7-9 years | 2.96 | 2.86 | 3.30 | **3.34** | 3.33 | 2.9179 |
| ≥10 years | 3.14 | 3.08 | **3.34** | 3.19 | 3.17 | 3.1173 |
| F-value = 1.267 | | | p-value = .290 | | Interpretation = Not Significant | |

As gleaned from the table, Compensation and Benefits is the most essential driver of faculty engagement among faculty who have been in the University for at most 6 years and those who served for at least 10 years. Also, Interpersonal Relationship is found to be the most important factor of engagement for faculty who have been in the University for 7 to 9 years. Moreover, it is shown that the drivers of faculty engagement do not vary among faculty when grouped according to length of service.

## DISCUSSION

The study determines the drivers of faculty engagement among USL faculty members.

Findings of the study revealed that the five drivers of faculty engagement namely Administration and Management Policies, Workplace and Resources, Compensation and Benefits, Interpersonal Relationship, and Achievement and Recognition are important factors affecting faculty engagement. Generally, Compensation and Benefits, and Rewards and Recognition are found to be the most significant driver of faculty engagement especially among faculty members in the Senior High School, SEASH, and SEAIDITE. This implies that Compensation and Benefits, and Rewards and Recognition are really important in instilling faculty engagement. Faculty members who are provided with reasonable compensation and benefits and who are recognized and rewarded for their services or work are more likely to engage in their work and in the university. This result is parallel to the findings of the study of Comia & Buenviaje (2016) that the higher the benefits the employee can gain the higher it can induce employee work engagement. Moreover, pay and benefits are equally important to every employee, and that a company's pay should at least be comparable to the market average (Buckingham & Coffman, 2005).

Meanwhile, the importance of Administration and Management in driving faculty engagement is revealed in the study especially among the Elementary and SABH faculty. This result suggests that maintaining a high ethical standard in the workplace is a significant driver of faculty engagement. Moreover, awareness of the University's existing policies has enabled the faculty members to get engaged in their work. Also, it is important that employees are given opportunities to get involved especially when important decisions are made as this helps them feel being valued in their work. This finding was also pointed out by Robinson, et. al., (2004) that the key driver of employee engagement is a sense of feeling valued and involved, which has the components such as involvement in decision making, the extent to which employees feel able to voice their ideas, the opportunities employees have to develop their jobs and the extent to which the organization is concerned for employees' health and well-being. Moreover, the involvement of employees in decision-making can satisfy the needs of employees that lead to induce engagement in work. Furthermore, employees like to feel they are valued which can lead to

commitment on their job and likely to do more efforts for the organization (Comia & Buenviaje, 2016).

Result of the study further showed that Achievement and Recognition is a key determinant in enabling Junior High School faculty to engage with their work. This implies that when the heads/supervisors recognize the achievement of their faculty members, the more that the faculty member is engaged to work. This is also true from the study of Laguador, de Castro, & Portugal, (2014) who stated that respondents were normally satisfied in the appreciation they received for their good work and recognition they get for exceptional work. Moreover, recognizing the contributions of the employees fosters employee engagement (Comia & Buenviaje, 2016).

Furthermore, it was shown from the result of the study that there is variation on the drivers of engagement among faculty members by departments and by the highest educational attainment. The difference was shown between college degree holders and doctorate degree holders. This implies that faculty members who are bachelor's degree holders find Compensation and Benefit more important as compared with those with doctorate degree. This result was also revealed by Comia & Buenviaje (2016) that age and educational attainment showed significant difference on work engagement. According to Gallup/Lumina foundation study (2012), as cited by Comia & Buenviaje (2016), those with higher levels of education were slightly less likely to be actively disengaged than those with a high school diploma, technical/vocation training, or some college. Their finding suggests that a college degree may allow workers to avoid becoming trapped in a job by providing more employment options and allowing them to be more selective in the work they choose. Despite the benefits that the increasingly educated workforce is expected to bring to the economy, it appears that employers are doing too little to engage this influx of college graduates in their workplaces. Leaders must do more to learn about these employees' specific needs and expectations to develop targeted, measurable plans of action that tie to organizational objectives. However, the drivers of faculty engagement do not vary in terms of age, sex, civil status, and length of service.

## CONCLUSION

The study concludes that the five drivers of faculty engagement which are Administration and Management Policies, Workplace and Resources, Compensation and Benefits, Interpersonal Relationship, and Achievement and Recognition are all important factors that drive faculty engagement. Compensation and Benefits was found to be the most significant driver of faculty engagement followed by Achievement and Recognition, and Administration and Management Policies. The Workplace and Resources was found to be least important driver among faculty members.

## RECOMMENDATION

Based on the findings of the study, it can be recommended that employee engagement should be a continuous process to be integrated in the culture of the University in fulfilling organizational goals as well as personal goals of employees. Top management may revisit the Performance Management System (PMS) for its possible implementation to strengthen the salary structure of employees as this is the primary driver of engagement. Also, to revisit the policies on giving monetary rewards for achievements obtained by faculty members. Lastly, for the Administration to strengthen the implementation of policies in maintaining high ethical standards in the University.

## REFERENCES

Bay, A., An, I. & Laguador, J. (2014). *Organizational satisfaction and work engagement of filipino teachers in an Asian university*. International Journal of Multidisciplinary Academic Research, 2(4), 32-41.

Bedarkar, M. & Pandita, D. (2014). *A study on the drivers of employee engagement impacting employee performance.* Procedia - Social and Behavioral Sciences 133, 106 – 115.

Buckingham, M. & Coffman, C. (2005). *First, break all the rules.* Pocket Books, London.

Chartered Institute of Internal Auditors (2017). Retrieved on September 20, 2017 at www.employment-studies.co.uk/system/files/resources/files/469.pdf.

Chartered Institute of Personnel and Development (2006). *Reflections on employee Engagement: Change agenda.* CIPD: London. [Online] Available: http://www.cipd.co.uk/changeagendas (November 10, 2008).

Cleland, A., Mitchinson, W. &Townend, A. (2008*). Engagement, assertiveness and business performance – A New Perspective.* Ixia Consultancy Ltd.

Clifton, J. (2008). *Engaging your employees: Six keys to understanding the new workplace.* 2002 SHRM Foundation Thought Leaders Remarks. Society for Human Resource Management.

Comia, J. & Buenviaje, M. (2016). *Workforce engagement among employees of citimart head office.* Asia Pacific Journal of Academic Research in Business Administration, 2 (1), 84-93.

Cropanzano, R. & Mitchell, M. (2005). *Social exchange theory: An interdisciplinary review.* Journal of Management, 31(6), 874-900.

Gallup (2006). *Gallup study: Engaged employees inspire company innovation: National survey finds that passionate workers are most likely to drive organisations forward.* The Gallup Management Journal, accessed at

http://gmj.gallup.com/content/24880/GallupStudyEngagedEmployeesInspireCompany.aspx.

Harter,J. (2002). *Business unit level relationship between employee satisfaction, employee engagement, and business outcomes: A meta analysis.* Journal of Applied Psychology, 87(2). 268-279.

Hasaan Fazal, (2011). *What is the difference between intrinsic and extrinsic rewards?* http://pakaccountants.com/difference-between-intrinsic-extrinsic-rewards/.

Hewitt, Aon (2011). *Trends in global employee engagement.* Retrieved at http://www.aon.com/attachments/thoughtleadership/Trends_Global_Employee_Engagement_Final.pdf.

Johnson, M. (2004). *The new rules of engagement life-work balance and employee commitment.* Chartered Institute of Personnel & Development.

Kahn, W. (1990). *Psychological conditions of personal engagement and disengagement at work.* Academy of Management Journal, 33 (4), 692-724.

Laguador, J. & Deligero, J. (2014). *Work Engagement among Employees and Its Relationship with Work Units' Performance of a Higher Education Institution*. International Journal of Management Sciences. Vol. 3, No. 12, 2014, 909-917

Levinson, E. ( 2007). *Developing high employee engagement makes good business sense.* Accessed from www.interactionassociates.com/ideas/2007/05/developing_ high_employee _engagement_makes_good_business_sense.php, on April 27. 2013

Luthans, K. (2000) *Recognition: A powerful, but often overlooked, leadership tool to improve employee performance. The Journal of Leadership Studies,* 7(1), 32-39.

Markos, S. (2010). *Employee engagement: The key to improving performance.* International Journal of Business and Management, 5 (12), 89-96.

Perrin T. (2003). *Working today: Understanding what drives employee engagement*. The 2003 Towers Perrin Talent Report U.S Report. [Online] Available: http://www.towersperrin.com/tp/getwebcachedoc? Webc = HRS /USA/2003/200309/Talent_2003.pdf (October 30, 2008).

Robinson, D., Perryman, S. & Hayday, S. (2004). *The drivers of employee engagement. Report 408*, Institute for Employment Studies, UK.

Sarvadi, P. (2010). *The best ways to reward employees.* Entrepreneur Magazine. Retrieved from http://www.entreprenuer.com/humanresources/article75340.html.

Scott, D. (2010). *The impact of rewards programs on employee engagement*. Worldatwork Journal. Worldatwork Press And Telework Advisory Group.

Smith, G. P. (2015). *Work environment more important to employees.* Business Know-how. Retrieved 03/08/15, http://www.businessknowhow.com/manage/workenv.htm.

Soldati, P. (2007). *Employee engagement: what exactly it is?* Accessed from www.management-issues.com/2007/3/8/opinion/employeeengagement-whatexactly-it-is.asp, accessed on April 30, 2013.

Sonnentag, S. & Frese, M. (2002). *Performance concept and performance theory.* University of Konstunz, Germany.

Sonnentag, S., Volmer, J. & Spychela, A. (2010). *Job Performance.* Sage handbook of Organizational Bahavior (1), Published in Micro Approaches.

Thomas, K. W. (2009). *The four intrinsic rewards that drive employee engagement.* Ivey Business Journal Online, 1. Retrieved from http://search.proquest.com.ezaccess.library.uitm.edu.my/docview/216176406?accountid=42518.

Tower, P. (2006). *Ten steps to creating an engaged workforce: Key European findings.* Towers Perin HR Services.

Vance, R. (2006). *Employee engagement and commitment.* SHRM Foundation, USA.

Vijayalakshmi, S. (2016). *Employee engagement –A conceptual study.* Anveshana's International Journal Of Research In Regional Studies, Law, Social Sciences, Journalism And Management Practices, 1(8), 317-328

**QUESTIONNAIRE**

Dear Respondent,

Christian Greetings!

I am presently conducting a research entitled "Drivers of Faculty Engagement affecting Performance". In view hereof, may I seek for your cooperation in accomplishing this questionnaire with honesty. Rest assured that all information will be used for research purpose only and will be kept with strict confidentiality.

Thank you very much and God Bless!

Respectfully yours,

Gladys Tuppil Tumbali, MBA
USL Instructor-Researcher

_____

**PART I. PROFILE OF RESPONDENTS**

Name (Optional) _____Age:_____ Sex: _____ Civil Status: _____

Highest Educational Attainment: _____ No. of years in USL: _____

Department: _____

**PART II.  FACULTY ENGAGEMENT QUESTIONNAIRE**
Please check the corresponding column that best describes what you actually experience in your work in your current position. Please refer to the legend provided below.
        4- Strongly Agree      3- Agree      2- Disagree    1-Strongly Disagree

| STATEMENTS | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| 1. Decisions and policies of the University are fair. | | | | |
| 2. Policies for promotion and advancement are fair and just. | | | | |
| 3. High ethical standard are always maintained throughout. | | | | |
| 4. Faculty input is considered before important decisions or changes are made. | | | | |
| 5. I have a clear understanding of the University's strategic goals. | | | | |
| 6. I am encouraged to participate in the decision-making process. | | | | |
| 7. I am oriented about the University's existing policies. | | | | |
| 8. I am given an opportunity to express my thoughts and actions. | | | | |
| 9. There are bulletin boards for memo and other updates in the University. | | | | |
| 10. There are sufficient technical facilities in the faculty room (tables, chairs, etc.) | | | | |
| 11. The faculty room is conducive for working. | | | | |
| 12. There is flexibility in scheduling the work load for faculty. | | | | |
| 13. There is available internet connection in the faculty room. | | | | |
| 14. There is safe and stress free working environment. | | | | |
| 15. My work gives me a feeling of personal accomplishment. | | | | |

| | | | | |
|---|---|---|---|---|
| 16. Compensation is based on experience and educational qualification. | | | | |
| 17. Performance evaluation and appraisal is considered in determining pay increase. | | | | |
| 18. Benefits such as sick leave, sabbatical leave and birthday leave are provided. | | | | |
| 19.There is provision of physical-medical check-up for employees. | | | | |
| 20. Service recognition awards are given to all qualified employees. | | | | |
| 21. Other benefit packages such as uniform allowance and rice allowance are provided to all employees. | | | | |
| 22. There is a strong spirit of teamwork and cooperation among faculty members. | | | | |
| 23. There is an atmosphere of trust in the workplace. | | | | |
| 24. There is concern of superior and co-worker for well-being. | | | | |
| 25 There are opportunities for honest and transparent communication. | | | | |
| 26. Training is given to integrate and coordinate organizational resources towards the accomplishment of objectives. | | | | |
| 27. I am given opportunities for social interactions. | | | | |
| 28. I am encouraged to participate in workshops, seminars and conferences. | | | | |
| 29. I am recognized by my superiors and co-workers. | | | | |
| 30. I have good relationship with my head of office. | | | | |
| 31. I feel the sense of belongingness when working in a group. | | | | |
| 32. Fellow faculty members are equally approachable. | | | | |
| 33. Heads or superiors recognize faculty members' achievements on the job. | | | | |
| 34. Faculty members in small victory are being recognized. | | | | |
| 35. I have clear, achievable goals and standards for work. | | | | |
| 36. I receive regular, timely feedback on performance evaluation. | | | | |
| 37. I am adequately challenged in my job. | | | | |