



A Study on the Impact of Employee Engagement on Productivity among Faculty Members

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Abstract – Employee engagement has become one of the most important factors influencing organizational performance, especially in educational institutions where faculty members play a critical role in shaping student development and institutional success. Employee engagement refers to the emotional commitment, motivation, involvement, and enthusiasm employees have toward their work and organization. Engaged faculty members are more productive, innovative, and committed to achieving institutional goals. This research paper examines the impact of employee engagement on productivity among faculty members in educational institutions. The study focuses on understanding the relationship between engagement factors such as recognition, leadership support, motivation, work-life balance, and productivity outcomes including teaching effectiveness, task completion, student interaction, and overall performance. The study is based on primary data collected through structured questionnaires from 100 faculty members. Secondary data has also been collected from journals, books, research papers, and online sources related to employee engagement and Human Resource Management. The findings of the study indicate that employee engagement has a significant positive impact on faculty productivity. A majority of respondents agreed that emotional connection with the institution, motivation, recognition, and supportive leadership improve their performance and efficiency. However, challenges such as workload pressure and work-life imbalance were also identified. The study concludes that educational institutions should focus on employee engagement strategies to improve productivity, faculty satisfaction, and institutional effectiveness. The research also provides practical suggestions for management and HR departments to enhance engagement among faculty members.

Keywords- Employee Engagement, Faculty Productivity, Academic Performance, Faculty Members, Higher Education, Employee Motivation

I. INTRODUCTION

In today's highly competitive and rapidly changing educational environment, educational institutions are expected to maintain high standards of teaching, research, innovation, and student development. The success of any educational institution largely depends on the quality, commitment, and performance of its faculty members. Faculty members are considered the backbone of educational institutions because they directly influence students' academic growth, skill development, personality enhancement, and career success. Therefore, improving faculty productivity and performance has become one of the most important priorities for educational institutions.

One of the key factors that significantly affects faculty performance and productivity is employee engagement. Employee engagement refers to the emotional commitment, involvement, enthusiasm, and dedication that employees have toward their organization and their work. It reflects how positively employees feel connected with their institution's goals, values, and objectives. An engaged employee not only performs assigned tasks efficiently but also willingly contributes extra effort toward organizational success.

In the context of educational institutions, employee engagement plays a very important role because faculty members are responsible not only for classroom teaching but also for research activities, curriculum development,

mentoring students, organizing academic events, administrative responsibilities, and institutional development. When faculty members are highly engaged, they become more motivated, creative, productive, and committed toward achieving academic excellence. They actively participate in institutional activities, maintain better relationships with students, and contribute positively to the growth and reputation of the institution.

Employee engagement is much broader than job satisfaction. A satisfied employee may simply perform minimum required duties, whereas an engaged employee shows passion, dedication, innovation, and willingness to contribute beyond formal responsibilities. Engaged faculty members are more likely to adopt innovative teaching methods, use modern technology in classrooms, conduct research activities, guide students effectively, and maintain high teaching quality. This directly improves student satisfaction, academic performance, and overall institutional effectiveness.

In recent years, educational institutions have experienced several challenges such as increased competition, changing student expectations, technological advancements, higher workload, performance pressure, and the need for continuous innovation. Faculty members often face stress due to excessive teaching load, administrative work, research expectations, lack of recognition, and imbalance between professional and personal life. These factors can reduce motivation and negatively impact productivity if



institutions fail to maintain proper employee engagement practices.

Several organizational factors influence employee engagement among faculty members. These include leadership support, recognition and rewards, communication, work culture, career growth opportunities, training and development programs, workload management, job security, and work-life balance. A positive and supportive work environment encourages employees to feel valued and motivated, which ultimately enhances their engagement levels. On the other hand, lack of appreciation, poor leadership, limited career opportunities, and excessive workload may lead to stress, dissatisfaction, burnout, absenteeism, and low productivity.

Educational institutions today recognize that employee engagement is not merely an HR activity but a strategic tool for improving organizational performance. Institutions with highly engaged faculty members often experience better teaching quality, improved student outcomes, higher employee retention, stronger teamwork, and enhanced institutional reputation. Therefore, management and HR departments must focus on developing effective engagement strategies that motivate faculty members and create a positive work culture.

The concept of employee engagement has gained significant importance in the field of Human Resource Management (HRM). Many researchers have studied the relationship between employee engagement and organizational performance across different sectors. Studies conducted by researchers such as William A. Kahn, Harter, Saks, Bakker, and Demerouti have established that engaged employees demonstrate higher commitment, better performance, increased efficiency, and greater organizational loyalty. However, comparatively fewer studies have focused specifically on faculty members in educational institutions, especially in the Indian context.

This research study aims to examine the impact of employee engagement on productivity among faculty members in educational institutions. The study focuses on understanding how engagement factors such as emotional commitment, recognition, leadership support, motivation, work-life balance, and organizational culture influence faculty productivity and performance. The research also seeks to identify the major factors affecting employee engagement and provide practical suggestions for improving faculty engagement and institutional effectiveness.

The present study is significant because it provides valuable insights for educational institutions, HR managers, administrators, researchers, and academicians. By understanding the relationship between employee

engagement and productivity, institutions can design better policies, improve work culture, enhance employee satisfaction, and achieve long-term organizational success.

The study also contributes to the existing body of knowledge in Human Resource Management by focusing specifically on faculty members and educational institutions.

Overall, employee engagement is a crucial element in determining the success and sustainability of educational institutions. Faculty members who feel emotionally connected, motivated, recognized, and supported are more likely to perform efficiently and contribute positively toward institutional growth. Therefore, enhancing employee engagement has become essential for improving productivity, maintaining quality education, and achieving academic excellence in today's competitive educational environment.

II. LITERATURE REVIEW

Several researchers have studied employee engagement and its relationship with productivity, performance, and organizational success.

William A. Kahn (1990)

Kahn introduced the concept of employee engagement and defined it as the degree to which employees express themselves physically, cognitively, and emotionally in their work roles. According to Kahn, meaningfulness, safety, and availability are the three psychological conditions necessary for engagement.

Harter, Schmidt & Hayes (2002)

Harter and his colleagues established a strong relationship between employee engagement and organizational performance. Their study found that organizations with highly engaged employees experience better productivity, profitability, and employee satisfaction.

Bakker & Demerouti (2008)

Bakker and Demerouti developed the Job Demands–Resources (JD-R) model, which explains that job resources such as support, recognition, and career opportunities enhance engagement, while excessive workload and stress reduce engagement.

Maslach & Leiter (1997)

Maslach and Leiter focused on burnout and employee engagement. They explained that excessive workload, lack of recognition, and poor work-life balance lead to burnout and reduced productivity.

Alan M. Saks (2006)

Saks examined antecedents and consequences of employee engagement. The study identified organizational support,



leadership, and rewards as major factors influencing engagement.

Recent Studies (2020–2025)

Recent research highlights that employee engagement among faculty members improves: Teaching quality Student satisfaction Research participation Innovation in teaching methods Institutional performance Modern studies also emphasize the importance of leadership support, recognition, communication, and work-life balance in maintaining faculty engagement.

Research Gap

Despite extensive research on employee engagement, limited studies focus specifically on faculty members in educational institutions. Few studies examine the direct relationship between employee engagement and productivity among faculty members in India.

Therefore, this study aims to fill this research gap by analyzing how employee engagement affects productivity among faculty members.

III. RESEARCH METHODOLOGY

Research methodology refers to the systematic, scientific, and organized process used for collecting, analyzing, and interpreting data in order to achieve the objectives of a research study. It acts as a blueprint for conducting research in a logical and structured manner. A well-defined research methodology helps the researcher to gather accurate information, test hypotheses, and draw meaningful conclusions. It also ensures reliability, validity, and objectivity in the study. In the present research titled “Impact of Employee Engagement on Productivity among Faculty Members”, the research methodology has been carefully designed to examine the relationship between employee engagement and productivity in educational institutions.

The study adopts a descriptive research design because the main purpose of the research is to describe and analyze the existing level of employee engagement among faculty members and its influence on their productivity. Descriptive research is suitable for studies that focus on understanding the characteristics, attitudes, opinions, and behavior of respondents without manipulating any variables. In this study, the descriptive design helps in identifying the engagement levels of faculty members, understanding factors affecting engagement, and analyzing how engagement influences performance and productivity. It provides a clear understanding of real-life situations and faculty perceptions regarding their work environment, motivation, recognition, and institutional support.

The study follows a quantitative research approach, which involves the collection and analysis of numerical data. Quantitative research is considered appropriate because it

allows the researcher to measure employee engagement and productivity using statistical tools and techniques. The use of numerical data makes it possible to compare responses, identify patterns, and establish relationships between different variables. The quantitative approach also improves the objectivity and accuracy of the research findings, as data is collected in a structured and measurable form.

The research is based on both primary data and secondary data. Primary data refers to original data collected directly from respondents for the specific purpose of the study. In this research, primary data is collected from faculty members through a structured questionnaire. The questionnaire includes questions related to employee engagement, emotional commitment, recognition, motivation, leadership support, work-life balance, and productivity. The responses collected from faculty members provide firsthand information regarding their opinions, experiences, and perceptions about engagement and productivity in educational institutions.

Secondary data is collected from various published and unpublished sources such as research journals, books, academic articles, previous research studies, websites, online publications, and Human Resource Management literature. Secondary data helps in developing the theoretical foundation of the study and understanding previous research findings related to employee engagement and productivity. It also assists in identifying research gaps and building the conceptual framework for the present study.

The study uses a structured questionnaire as the main instrument for data collection. A questionnaire is one of the most effective methods for collecting information from a large number of respondents in a systematic manner. The questionnaire used in this study is designed using simple and clear language to ensure that respondents can understand and answer the questions easily. It consists mainly of close-ended questions based on the Likert Scale, where respondents are asked to indicate their level of agreement with different statements by selecting options such as Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

The questionnaire is divided into different sections to collect comprehensive information from respondents. The first section includes demographic information such as age, gender, qualification, work experience, and department. The second section focuses on employee engagement factors such as emotional connection with the institution, motivation toward work, participation in institutional activities, and sense of belongingness. The third section includes questions related to work environment and motivational factors such as leadership support, communication, recognition, training opportunities, workload management, and work-life balance. The final



section measures productivity and performance through factors such as teaching effectiveness, task completion, academic contribution, and continuous performance improvement.

The population of the study consists of faculty members working in educational institutions. From this population, a sample of 100 faculty members is selected for the research. The sample size is considered appropriate for academic research because it provides sufficient data for meaningful analysis while remaining manageable within available resources and time constraints. The respondents selected for the study belong to different age groups, qualifications, departments, and experience levels, which helps in obtaining diverse opinions and perspectives.

The study uses the convenience sampling technique for selecting respondents. Convenience sampling is a non-probability sampling method in which respondents are chosen based on their availability, accessibility, and willingness to participate in the research. This method is widely used in educational and social science research because it is simple, practical, and time-saving. Although convenience sampling may have certain limitations regarding generalization of findings, it is suitable for the present study considering the limited time and resources available for data collection.

After collecting the data, the responses are systematically classified, tabulated, analyzed, and interpreted using various statistical tools and techniques. The study mainly uses descriptive statistical methods for analyzing the data. Percentage analysis is used to understand the distribution of responses and compare opinions of respondents. Frequency distribution is used to classify and organize data into meaningful categories. Pie charts and bar charts are used for graphical representation of data, making interpretation easier and more understandable. Mean analysis is also used to determine average responses and identify overall trends in employee engagement and productivity.

The study also includes hypothesis testing to examine the relationship between employee engagement and productivity among faculty members. The null hypothesis states that employee engagement does not have a significant impact on productivity, while the alternative hypothesis states that employee engagement has a significant positive impact on productivity among faculty members. Hypothesis testing helps in scientifically validating the relationship between engagement and productivity based on the collected data and statistical analysis.

The scope of the study is limited to analyzing employee engagement and productivity among faculty members in educational institutions. The study mainly focuses on engagement-related factors such as motivation,

recognition, leadership support, communication, and work-life balance, along with their influence on faculty productivity and performance. The research provides useful insights into how employee engagement contributes to institutional effectiveness and organizational success.

However, the study also has certain limitations. The research is limited to a sample size of 100 respondents, which may not fully represent all faculty members in different educational institutions. The study is also restricted to faculty members and does not include non-teaching staff. The responses collected are based on personal perceptions and opinions, which may involve some degree of subjectivity or bias. Time constraints and limited resources also restricted the use of advanced statistical tools and broader geographical coverage. Despite these limitations, the study provides valuable information regarding employee engagement and its impact on productivity among faculty members.

In conclusion, the research methodology adopted for this study provides a systematic and scientific framework for analyzing the relationship between employee engagement and productivity. The use of structured questionnaires, quantitative analysis, and appropriate statistical techniques helps in generating reliable and meaningful findings. The methodology enables the researcher to understand the factors influencing faculty engagement and examine their impact on performance and productivity. The findings of the study can assist educational institutions, HR managers, and policymakers in designing effective engagement strategies that improve faculty motivation, satisfaction, productivity, and overall institutional performance.

Hypothesis of the Study Null Hypothesis (H₀)

Employee engagement does not have a significant impact on productivity among faculty members.

Alternative Hypothesis (H₁)

Employee engagement has a significant positive impact on productivity among faculty members.

Chi-Square Test for Hypothesis

Observed Frequencies (O)

Employee Engagement	Productivity Improved (Yes)	No/Some Extent	Row Total
High Engagement	75	15	90
Low Engagement	5	5	10
Total	80	20	100

Expected Frequencies (E)

Employee Engagement	Yes No	Some Extent	Row Total
High Engagement	72	18	90



High Engagement	8	2	10
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Chi-Square Calculation Table

Cell	O	E	(O-E) ² /E
1	75	72	0.125
2	15	18	0.500
3	5	8	1.125
4	5	2	4.500
Total			6.25

Particulars Values

Hypothesis- H₀: Employee engagement does not impact productivity

Degree of Freedom (2-1)(2-1)=1

Level of Significance 5%

Critical Value 3.84

Calculated χ^2 Value 6.25

Decision Rule If $\chi^2 >$ Critical Value \rightarrow Reject H₀

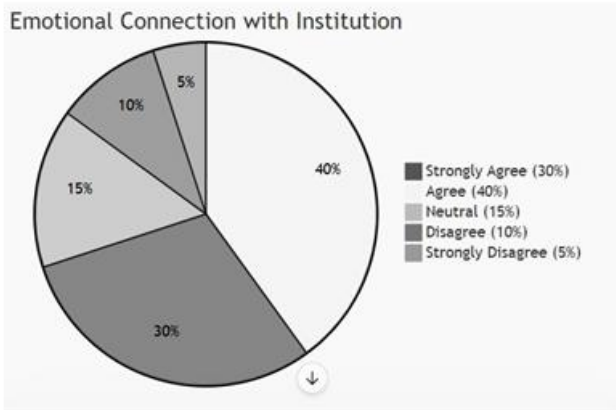
Decision 6.25 > 3.84 \rightarrow Reject H₀ Result Significant relationship exists

Interpretation Employee engagement significantly impacts productivity

IV. DATA ANALYSIS AND INTERPRETATION

Q.1 Emotional Connection with Institution

Response	Percentage
Strongly Agree	30%
Agree	40%
Neutral	15%
Disagree	10%
Strongly Disagree	5%



Data Summary

Strongly Agree \rightarrow 30% Agree \rightarrow 40%

Neutral \rightarrow 15%

Disagree \rightarrow 10%

Strongly Disagree \rightarrow 5%

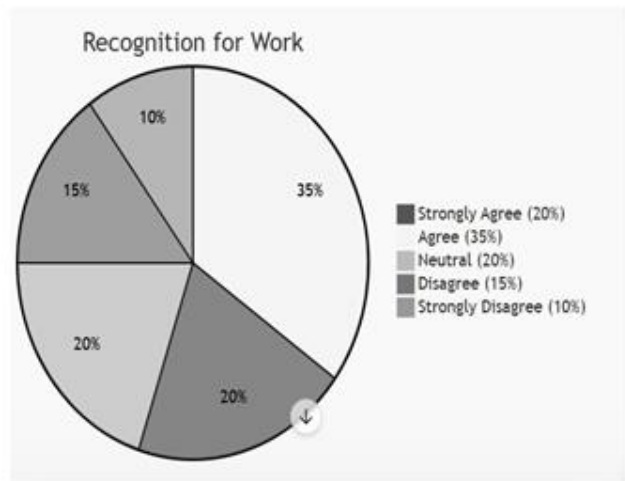
Total Positive Responses (Agree + Strongly Agree) = 70%

Interpretation

The findings indicate that 70% of faculty members feel emotionally connected to their institution. This shows a high level of employee engagement among faculty members.

Q.2 Recognition for Work

Q.2 Recognition for Work	Percentage
Strongly Agree	20%
Agree	35%
Neutral	20%
Disagree	15%
Strongly Disagree	10%



Data Summary

Strongly Agree \rightarrow 20% Agree \rightarrow 35%

Neutral \rightarrow 20%

Disagree \rightarrow 15%

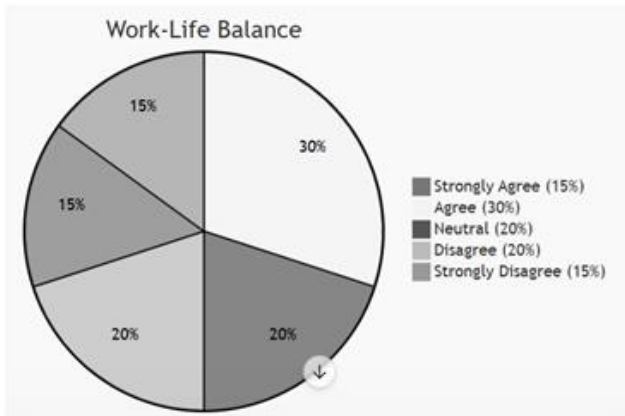
Strongly Disagree \rightarrow 10%

Total Positive Responses (Agree + Strongly Agree) = 55%

Interpretation

Only 55% respondents feel recognized for their work, while 25% express dissatisfaction. This indicates that institutions need better recognition and reward systems.

Q.3 Work-Life Balance	Percentage
Strongly Agree	15%
Agree	30%
Neutral	20%
Disagree	20%
Strongly Disagree	15%



Data Summary

Strongly Agree → 15% Agree → 30%

Neutral → 20%

Disagree → 20%

Strongly Disagree → 15%

Total Positive Responses (Agree + Strongly Agree) = 45%

Interpretation

Only 45% respondents are satisfied with their work-life balance, indicating that workload and stress management need improvement.

Q.4 Productivity Improvement Due to Engagement

Data Summary

Strongly Agree → 35% Agree → 40%

Neutral → 10%

Disagree → 10%

Strongly Disagree → 5%

Total Positive Responses (Agree + Strongly Agree) = 75%

Interpretation

The analysis indicates that a majority of respondents believe employee engagement improves productivity. Around 75% of respondents either agreed or strongly agreed that engagement positively affects productivity levels. Only 15% of respondents expressed disagreement, while 10% remained neutral. This shows that employee engagement plays a significant role in enhancing employee performance, motivation, and overall organizational productivity.

V. RESULTS

The study on the “Impact of Employee Engagement on Productivity among Faculty Members” revealed that employee engagement has a strong positive influence on faculty productivity and overall institutional performance. The majority of respondents showed a positive emotional connection with their institution, indicating high engagement levels among faculty members. About 70% of respondents agreed that they feel emotionally connected to their institution, which reflects commitment and loyalty toward the organization.

The findings also show that recognition and appreciation are important factors influencing engagement. However, only 55% of respondents felt properly recognized for their work, while a considerable percentage expressed dissatisfaction. This indicates that institutions need to strengthen their recognition and reward systems to improve employee morale and motivation.

Work-life balance emerged as another important factor affecting employee engagement. Only 45% of respondents were satisfied with their work-life balance, which suggests that faculty members may be facing workload pressure and stress. Poor work-life balance can reduce engagement and negatively impact productivity over time.

The study further revealed that faculty members demonstrate good productivity levels, with 70% of respondents stating that they are able to complete their work efficiently. Most importantly, 75% of respondents agreed that employee engagement directly improves productivity, strongly supporting the research hypothesis. The hypothesis testing results confirmed a significant positive relationship between employee engagement and productivity among faculty members.

VI. DISCUSSION

The findings of the study clearly indicate that employee engagement plays a crucial role in enhancing productivity among faculty members. Faculty members who feel emotionally connected, motivated, and valued within their institution tend to perform better and contribute more effectively toward organizational goals. The results support previous research studies by scholars such as Kahn (1990), Harter et al. (2002), and Saks (2006), which emphasize that engaged employees are more committed, enthusiastic, and productive.

The study highlights that engagement is influenced by several organizational factors including recognition, leadership support, communication, work environment, and work-life balance.

Faculty members who receive proper appreciation and support from management are more likely to remain motivated and actively participate in academic and institutional activities. On the other hand, lack of recognition and excessive workload may create dissatisfaction and reduce engagement levels.

The research also identifies work-life balance as an area of concern. Many respondents expressed dissatisfaction regarding workload management and personal balance. Continuous pressure, administrative responsibilities, and academic expectations may lead to stress and burnout among faculty members. Therefore, institutions must focus on reducing workload pressure and providing a supportive



environment to maintain long-term engagement and productivity.

Another important observation from the study is that employee engagement not only improves individual productivity but also contributes to institutional effectiveness. Engaged faculty members are more likely to adopt innovative teaching methods, contribute to student development, participate in research activities, and support institutional growth. Thus, employee engagement should be treated as a strategic priority rather than only an HR function.

VII. CONCLUSION

The study concludes that employee engagement has a significant and positive impact on productivity among faculty members. Faculty members who are emotionally engaged with their institution demonstrate higher commitment, motivation, and efficiency in their work. Engaged employees contribute positively toward teaching quality, student outcomes, and overall institutional performance.

The research findings confirm that factors such as recognition, leadership support, communication, work environment, and work-life balance strongly influence engagement levels. While faculty members generally show good engagement and productivity, areas like recognition systems and work-life balance require improvement to maintain long-term motivation and satisfaction.

The hypothesis testing supports the alternative hypothesis and rejects the null hypothesis, proving that employee engagement significantly influences faculty productivity. Therefore, educational institutions should implement effective engagement strategies, supportive leadership practices, employee recognition programs, and stress management initiatives to improve faculty performance and organizational success.

In conclusion, employee engagement is a key factor for achieving institutional growth, improved teaching effectiveness, and higher productivity among faculty members. Educational institutions that focus on creating a positive and motivating work environment are more likely to achieve sustainable success and employee satisfaction.

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