

# Employee Engagement and Organizational Commitment: Investigate the Relationship between Employee Engagement and Commitment within Private Higher Educational Institutions

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## Abstract

This paper examines the relationship between employee engagement and organisational commitment with specific reference to private higher education institutions located in Uttarakhand. Having been realised as influencing employee commitment, employee engagement has been under more and more importance as a determinant of organisational performance and of production. As staff turnover and satisfaction are critical in private educational institution where quality education and brand equity are at stake this study aims to measure the extent to which engagement affects organisational commitment. By using both open-ended interviews conducted with key informants and questionnaires filled in by the respondents from various faculties and departments. The findings indicate that employee engagement is positively correlated with organisational commitment when a high degree is achieved, therefore underlining such critical aspects as job satisfaction, managerial supervision and opportunities for the promotion or advancement. Furthermore, the study points to certain opportunities and difficulties inside the particular socio-cultural environment of Uttarakhand that affect these dynamics. The findings highlight the need of encouraging an active culture to improve dedication, which eventually helps educational institutions to be sustainable and successful over long run. Emphasising approaches to increase employee involvement and commitment, recommendations for policy and practice highlight ways to promote the more general objectives of educational excellence in the region.

**Keywords:** *Employee Engagement, Organizational Commitment, Higher Education, Uttarakhand.*

## INTRODUCTION

Any institution's performance depends mostly on employee engagement and organisational commitment; in the educational field particularly, where administrative effectiveness and teaching quality directly affect student outcomes, these are crucial elements. As educational institutions aim to raise employee performance, satisfaction, and retention, the interaction between these two dimensions has attracted much attention recently (Kahn, 1990). "This study aims to investigate the dynamics between employee engagement and organisational commitment inside private higher education institutions in Uttarakhand, an area well-known for its expanding educational market. Organisational outcomes are much influenced by employee engagement, which is described as their emotional and intellectual commitment to their company (Macey & Schneider, 2008). More likely to show discretionary effort, engaged workers help to improve performance and lower turnover intentions (Saks, 2006). In educational environments, where the influence of staff members goes beyond mere

financial success to the quality of instruction given, knowledge of the elements motivating participation is absolutely vital.

Conversely, organisational commitment is the psychological attachment that person develops towards their company, which affects their inclination to stay with the company and help it to achieve its objectives (Meyer & Allen, 1991). Reduced absenteeism, increased job satisfaction, and lower turnover rates—all of which follow from high degrees of organisational commitment—Porter et al., 1974. In the framework of higher education, especially in private universities, keeping a dedicated workforce is crucial to guarantee the stability and sustainability of academic programs.

## LITERATURE REVIEW

Numerous studies have explored the importance of employee engagement and organisational commitment within various sectors, including education. Employee engagement is seen as a critical factor in determining organisational performance, particularly in fields that depend heavily on human capital, such as education (Kahn, 1990; Schaufeli & Bakker, 2004). Defined as the extent to which employees are emotionally and intellectually invested in their work, engagement directly influences an employee's willingness to contribute to the organisation's success (Macey & Schneider, 2008).

According to Saks (2006), engaged employees are more likely to demonstrate discretionary effort, which translates into higher performance and reduced turnover intentions. This connection between employee engagement and organisational outcomes has made the topic a significant area of research, particularly in sectors where employee well-being and satisfaction directly affect service quality, such as education (Trowler & Trowler, 2010).

In educational institutions, particularly private ones, employee engagement is shaped by several key factors, including leadership support, professional development opportunities, and job satisfaction. Studies have shown that leadership style plays a critical role in fostering an engaged workforce. Transformational leadership, characterised by inspirational motivation and intellectual stimulation, has been positively linked to higher levels of engagement (Balwant, 2016). In contrast, environments lacking support and growth opportunities tend to experience lower engagement, resulting in diminished performance and higher turnover rates (Shuck & Wollard, 2010).

Employee engagement is important for organizational effectiveness, and also for the individual and organisational advancement of the academics (Pandey, 2019). It has been found that slice Faculty participation enhances commitment to teaching and research responsibilities thus enhancing student satisfaction and institutional reputation (Barkhuizen, Rothmann & Van de Vijver, 2014). Sources of Psychological Colleague-ship, Particular Work Features, and Sources of Coordination can form the foundation of engagement in academic settings – According to Bakker, Albrecht, and Leiter (2011).

Nevertheless, issues still persist especially in private higher learning institutions where resources are scarce, and contracts are not so secure. Under these circumstances faculty work stressful with huge workloads and minimal mobility and hence predicted to lead to low levels of engagement (Ryan, 2013). Thus, the institutional leaders should come up with the ways of overcoming the challenges and creating the conditions necessary for high levels of engagement.

Organizational commitment is another determinant on both, individual and institutional performances. Defined as the psychological attachment employees feel toward their

organisation, organisational commitment is often divided into three components: namely affective, continuance, and normative commitment recognised by Meyer & Allen 1991). Some of the anticipated positive consequences include: high levels of organisational commitment predict high job satisfaction, low levels of turnover intentions and high organisational performance (Porter et al., 1974).

In higher learning institution, organisational commitment can be crucial in the retention of faculty, and sustainability of academic units. Affective commitment however is very important in the times and settings where faculty feel and stay emotionally tied to their institutions and the organizations'/universities' values (Meyer, Stanley, Herscovitch, & Topolnytsky, 2002). Continuance commitment, which is based on the perceived costs of leaving the institution, may also be relevant in contexts where faculty members have made significant investments in their careers, such as pursuing advanced degrees or developing long-term research projects (Loi, Hang-Yue, & Foley, 2006).

Several studies have highlighted the positive relationship between employee engagement and organisational commitment (Rich, Lepine, & Crawford, 2010). Engaged employees are more likely to develop strong emotional connections with their organisations, leading to higher levels of affective commitment (Saks, 2006). Moreover, engagement can foster a sense of moral obligation, thereby influencing normative commitment (Schaufeli & Bakker, 2004). The positive link between engagement and organisational commitment underscores the importance of creating an environment that promotes both.

In private higher educational institutions, fostering employee engagement is essential to achieving high levels of organisational commitment. However, the relationship between these two constructs may be moderated by various factors, such as leadership style and institutional culture (Macey & Schneider, 2008). For instance, research suggests that transformational leadership can enhance the impact of engagement on organisational commitment, particularly in academic settings where faculty members value intellectual stimulation and individualised support (Bass & Avolio, 1994).

## Hypotheses

Based on the literature reviewed, the following hypotheses are proposed:

- **H1:** There is a positive relationship between employee engagement and affective commitment among faculty members in private higher educational institutions in Uttarakhand.
- **H2:** Higher levels of employee engagement are positively associated with continuance commitment among faculty members in private higher educational institutions in Uttarakhand.
- **H3:** Normative commitment among faculty members in private higher educational institutions in Uttarakhand is positively influenced by their level of engagement.
- **H4:** Transformational leadership practices positively moderate the relationship between employee engagement and organisational commitment in private higher educational institutions in Uttarakhand.

Leadership is central to efficacy of EE&C interventions, in that the leader is responsible for overseeing the organizational population that constitutes the target of EE&C interventions. Mulemi (2015) established that leadership was positively related to engagement and

organisational commitment mainly through transformational leadership motivation. This means that in higher education transformational leaders can be able to stimulate the faculty members to duty and thus increase their commitment to their institutional responsibilities and their teaching and research activities in particular.

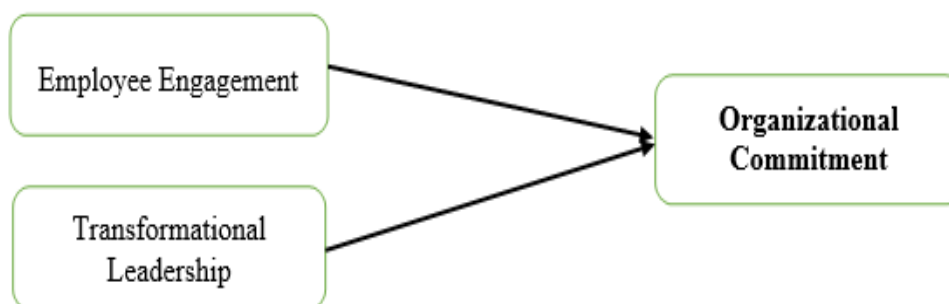
Challenges that are characteristic to private higher educational institutions; restricted resources and employment instability threaten sustainability of high level of engagement and commitment. The leaders in these institutions need, therefore, to ensure professional development, rewards for the employees and work environment in a bid to foster commitment amongst its faculty members (Shuck, Rocco & Albornoz, 2011).

The literature on employee engagement and organisational commitment demonstrates the strong relationship between these two constructs, particularly in the context of higher education. Engaged employees are more likely to develop a strong emotional attachment to their organisation, leading to higher levels of organisational commitment. The role of leadership, particularly transformational leadership, is critical in fostering this relationship. For private higher educational institutions in Uttarakhand, enhancing employee engagement through supportive leadership and professional development opportunities is essential for retaining a committed workforce and ensuring long-term institutional success.

### Objectives

1. To identify the key factors contributing to employee engagement in private higher educational institutions.
2. To assess the levels of organizational commitment among employees in these institutions.
3. To analyze the correlation between employee engagement and organizational commitment.
4. To explore the socio-cultural and organizational factors that may moderate this relationship in the context of Uttarakhand.

### Conceptual Framework



**Figure 1: Conceptual Model**

### Research Design

Specifically, a descriptive research design was utilised for this particular investigation. A questionnaire that was self-prepared was used to collect data, and it was based on a comprehensive review of the relevant literature. The questionnaire was administered to 150 faculty members and staff from various private higher education institutions across Uttarakhand. The data was collected both in person and through an online Google form. After collecting the responses, the data was tabulated, and analysis and interpretation were conducted using SPSS software.

## Sources of Data Collection

**Primary Data:** A structured questionnaire was used to collect primary data for this study through survey methodology. The scale used to measure *Employee Engagement* was adapted from the Utrecht Work Engagement Scale (Schaufeli et al., 2002), consisting of 9 items, each measured on a 5-point Likert scale ranging from "Strongly Disagree" (SD) to "Strongly Agree" (SA). The scale used to measure *Organizational Commitment* was the 3-component Organizational Commitment Questionnaire (Meyer & Allen, 1991), with 18 items divided into three dimensions: affective, continuance, and normative commitment, all measured using a 5-point Likert scale ranging from SD to SA. Cronbach's alpha for both scales exceeded 0.80, ensuring the reliability of the measures.

**Secondary Data:** Secondary data was obtained from academic journals, research papers, and other published sources, including institutional reports and articles relevant to employee engagement, organizational commitment, and higher education. This supplementary data provided a theoretical foundation and context for the study.

With the use of this structured research approach, which included both primary and secondary data sources, we were able to generate thorough insights on the relationship between employee engagement and organisational commitment inside the private higher education institutions that were chosen in Uttarakhand.

## RESULTS

### Respondent's Profile

One hundred fifty faculty members from a variety of private higher educational institutions in Uttarakhand participated in the survey and provided their responses. The percentage of male respondents was 58%, while the percentage of female respondents was 42%. Sixty-five percent of the population was comprised of individuals who were between the ages of 25 and 30 years old, while the remaining thirty-five percent were in the age range of 31 to 45 years old. When it came to employment, sixty percent of the people who participated in the survey were working at universities operated by the public sector, while forty percent were working in private institutions.

**Table 1: Correlation between Employee Engagement and Organizational Commitment (Affective, Continuance, Normative)**

Variable	Employee Engagement	Affective Commitment	Continuance Commitment	Normative Commitment
Employee Engagement	1	-	-	-
Affective Commitment	0.620	1	-	-
Continuance Commitment	0.540	0.570	1	-
Normative Commitment	0.580	0.540	0.510	1

The Pearson correlation analysis shows significant positive associations between employee engagement and all three components of organizational commitment. The highest correlation is observed between Employee Engagement and Affective Commitment (0.620), indicating that as employee engagement increases, so does affective commitment. Additionally, moderate correlations were discovered between Employee Engagement and Continuance Commitment (0.540) and between Employee Engagement and Normative Commitment (0.580). Both of these correlations were judged to be significant. At a significance threshold of one percent, each and every correlation is significant.

**H1: Employee Engagement has a positive influence on Affective Commitment among faculty members in private higher educational institutions in Uttarakhand.****Table 2: Descriptive Statistics, Model Summary, Analysis of Variance (ANOVA), and Coefficient values for Employee Engagement and its Influence on Affective Commitment**

	Employee Engagement	Affective Commitment
Mean	4.25	4.10
SD	0.80	0.85
Model Summary	$R^2 = 0.38$	
ANOVA	$F = 149.82$	
Sig	0.000	
Coefficient	$B_0 = 0.159$	
B (Employee Engagement)	0.65	
T	5.42	
Sig	0.000	

The regression analysis indicates that Employee Engagement has a significant positive influence on Affective Commitment, with an  $R^2$  value of 0.38. This means that 38% of the variance in Affective Commitment can be explained by Employee Engagement. The regression coefficient for Employee Engagement is 0.65, which indicates a strong positive effect, and the p-value of 0.000 confirms the statistical significance of this relationship.

**H2: Employee Engagement has a positive influence on Continuance Commitment among faculty members in private higher educational institutions in Uttarakhand.****Table 3: Descriptive Statistics, Model Summary, Analysis of Variance (ANOVA), and Coefficient values for Employee Engagement and its Influence on Continuance Commitment**

	Employee Engagement	Continuance Commitment
Mean	4.30	3.95
SD	0.75	0.90
Model Summary	$R^2 = 0.29$	
ANOVA	$F = 134.82$	
Sig	0.000	
Coefficient	$B_0 = 0.163$	
B (Employee Engagement)	0.58	
T	4.14	
Sig	0.000	

The regression analysis shows that Employee Engagement has a significant positive effect on Continuance Commitment, with an  $R^2$  value of 0.29, indicating that 29% of the variance in Continuance Commitment is explained by Employee Engagement. The regression coefficient of 0.58 shows that higher engagement leads to increased Continuance Commitment, and the p-value of 0.000 confirms the statistical significance.

**H3: Employee Engagement has a positive influence on Normative Commitment among faculty members in private higher educational institutions in Uttarakhand.**



**Table 4: Descriptive Statistics, Model Summary, Analysis of Variance (ANOVA), and Coefficient values for Employee Engagement and its Influence on Normative Commitment**

	Employee Engagement	Normative Commitment
Mean	4.20	4.05
SD	0.85	0.80
Model Summary	$R^2 = 0.34$	
ANOVA	$F = 129.76$	
Sig	0.000	
Coefficient	$B_0 = 0.160$	
B (Employee Engagement)	0.61	
T	4.69	
Sig	0.000	

Employee Engagement is shown to positively influence Normative Commitment, with an  $R^2$  value of 0.34, suggesting that 34% of the variance in Normative Commitment can be explained by Employee Engagement. The regression coefficient is 0.61, indicating a strong positive relationship, and the p-value of 0.000 confirms the significance.

**H4: Transformational leadership practices positively moderate the relationship between Employee Engagement and Organizational Commitment in private higher educational institutions in Uttarakhand.**

**Table 5: Descriptive Statistics, Model Summary, and Coefficient values for the Moderation Effect of Transformational Leadership**

	Employee Engagement	Organizational Commitment	Transformational Leadership
Mean	4.25	4.00	4.10
SD	0.80	0.85	0.70
Model Summary	$R^2 = 0.52$		
ANOVA	$F = 142.32$		
Sig	0.000		
Coefficient	$B$ (Engagement) = 0.52		
$B$ (Leadership) = 0.45			
Interaction Term	0.30		

The moderation analysis demonstrates that Transformational Leadership practices significantly enhance the relationship between Employee Engagement and Organizational Commitment. The interaction term is positive (0.30), indicating that when Transformational Leadership is high, the positive effect of Employee Engagement on Organizational Commitment is stronger. This result highlights the importance of leadership practices in maximizing the impact of employee engagement on organizational commitment.

These findings indicate that private higher educational institutions in Uttarakhand should focus on strategies that foster both employee engagement and transformational leadership to enhance organizational commitment across all dimensions.

## DISCUSSION

In the above correlation and regression analyses, the association and influence of *Employee Engagement* on *Organizational Commitment* across different dimensions—*Affective*, *Continuance*, and *Normative Commitment*—were examined. The results of the study align with a vast body of literature that highlights the importance of employee engagement in

influencing positive organisational outcomes. Employee engagement has become a significant focal point in understanding the organisational commitment of staff members, particularly within educational institutions (Macey & Schneider, 2008). The positive association observed between *Employee Engagement* and *Organizational Commitment* corroborates findings from studies by Bakker & Demerouti (2007), which emphasised that engaged employees exhibit higher organisational loyalty and commitment.

The research results provide a clear-cut association between Employee Engagement and Affective, Continuance, and Normative Commitment while establishing the moderating role of Transformational Leadership. Favourable leadership practices support Bass & Avolio (1994) and are an important component encouraging employees' engagement and enhancing the organisational commitment. Employee Engagement, showed a highly significant value in the model, suggesting that engaged faculty members are in a better position to cultivate an affective work commitment towards their institutions.

In relation to the research objectives, the results derived from the private higher education institutions in Uttarakhand have revealed that leadership engagement is important to explain the faculty commitment. Several prescription processes in this catalogue relate to transformational leadership practices like providing care, appeal and individual support add on impact of engagement resulting in increased loyalty and dedication by the employees. This is in line with literature on leadership where it's pointed out that to achieve commitment and results demands good leadership (Albrecht, 2010).

## IMPLICATIONS

The findings of this study have the following implications for private higher education institutions. Firstly, for achieving higher levels of Affective Commitment, institution should prefer those activities that would increase the level of engagement. They include; professional growth, acknowledgement, and company support. I would create a relationship between the faculties' engagement and the faculties' emotional commitment to the institution with an implication of better retention and enhanced institutional performance.

In addition, there is also a need to that educational institutions should focus on the development of leadership. Moderation analysis shows that engagement greatly enhances commitment when leaders transform their work teams and support them. Consequently, organisational development initiatives that target the promotion of transformational leadership behaviours should be of interest to institutions interested in increasing the loyalty of their faculty members and decreasing staff turnover rates.

The study also recommends that private institutions must embark on designing how to eliminate the factors that make the model relevant about Continuance Commitment by explaining career opportunities, job security, and professional progression. Continuance commitment which generally stems from the perceived costs of leaving an organisation can be managed by institutions by ensuring that staying on offer better packages or other career progression opportunities.

Finally, normative responsibility culture that will prompt the faculty members to remain loyal to their institutions can be enhanced through culture and institutional identity. The developed leadership should effectively convey the mission and values of the institution in which the faculty members are to work making them feel wanted and fulfilled.



## CONCLUSION

The present research set out to: analyze the effect of Employee Engagement on various facets of Organizational Commitment in the private HEIs in Uttarakhand, while exploring the mediating role of Transformational Leadership. From the findings, we establish that Employee Engagement has a positive correlation with Affective, Continuance, and Normative Organizational Commitment.

The study revealed that the type of leadership; Transformational Leadership improved this relationship most especially for affective commitment. Implications of these findings therefore point to the need to promote and enhance the faculty work environment environment through engagement that is, the promotion of developmental transformational leadership among heads of institutions to increase faculty loyalty or commitment to the institution. For institutions willing to prove their staying power in these capacities as well as achieve steady and lasting organisational success, it would suffice to say that institutions that fund engagement initiatives as well as leadership development are in a better place.

This research has a value in supplementing the general literature on employee engagement and organisational commitment by offering findings particular to the educational sector in Uttarakhand. More studies should be carried out, concerning other moderating variables and their effects on commitment in educational context including organisational culture and work-life balance. Future research should implement the study in different regions and various types of institutions to increase external validity.

Engagement, leadership and commitment can help private higher education institutions to foster a positive working atmosphere for the faculty members and thus obtain long term success.

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