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JOB ENGAGEMENT OF FACULTY MEMBER AND ITS INFLUENCING FACTORS

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ABSTRACT

Binus University's vision to become a world class university needs to be supported by its human resources, including full-time lecturer or faculty member. Thus, Binus University needs to enhance job engagement of its faculty members. The aim of this study is to know the engagement level of faculty members and the impact of job demand, job resources, workplace empowerment on job engagement of Binus University faculty members. Questionnaires were randomly distributed to 100 faculty members following simple random sampling technique, and then analyzed using multiple regression. The level of engagement was analyzed using WIFI model. The results showed high level of engagement among Binus University faculty members, and significant effect of job demand, job resource and workplace empowerment on job engagement.

INTRODUCTION

The need for higher education and the limited number and capacity of state universities encourage the emergence of many private universities, colleges, institutes, or academies. There are the number of universities in Indonesia that reach around 3000 institutions, in which around 1000 are universities ("Jumlah perguruan tinggi", 2017). The role of human resources in education organization is very important in achieving organizational goals, as in any other types of organization. Lecturer, one component of human resources in education organization, plays essential roles in universities with its main task is "Tridarma perguruan tinggi". ("Pedoman beban kerja", 2017). Tridarma perguruan tinggi is the three educational roles that become the benchmark of the quality of value of colleges or universities, which requires every lecturer to perform good quality of research and teaching, and to empower the community through community service activities. ("Kegiatan penelitian", 2015)

Binus University's vision to become a world class university needs to be supported by its human resources, including full-time lecturers or faculty members. Thus, it is important for Binus University to encourage and facilitate all faculty members to perform the tridarma perguruan tinggi well in order to achieve the vision. One possible way to encourage and facilitate all faculty members to perform the tridarma perguruan tinggi well is by creating and enhancing the job engagement of all faculty members. It is more likely that an 'engaged' employee will contribute the best for the company. Based on the preliminary study, the majority of faculty members admitted that they do not have any difficulty, in fulfilling their obligations as faculty members but 20% of them admitted they do. Some of the difficulties in fulfilling their obligations as faculty members are heavy workload and lack of informations.

Research Problem

Referring to research background, the research problems are formulated as follows: any organization, including Binus University, needs to create and enhance the job engagement of all faculty members, in order to achieve its vision, mission, and also its goals to be a World Class University. The job engagement can be influenced by job demand, job resource and workplace empowerment. Therefore, it is important for Binus University to establish the longterm engagement of its faculty members.

Research Questions

Research questions for this research are: do job demand, job resources, and workplace empowerment influence engagement of faculty members and how is the level of engagement of Binus University faculty members.

LITERATURE REVIEW

Definition of Job Demand

According to Inoue et al. (2014), job demand can be defined as a physical, social, or organizational aspect and relate to certain physical and psychological cost. Other definition of job demand is some work to be done by the employees resulting from the workload, the existence of role conflict, and the ambiguity in the work so as that give high pressure in doing the work (Karimi, Omar, Alipour, & Karimi, 2014).

Job Demand Dimensions

According to Inoue et al. (2014), job demand is divided into two groups:

Challenges.

Challenges refer to job-related demands or situations that, although potentially stressful, may potentially provide benefits or benefits to the individual. Examples of challenges are 'time' and workload pressure.

Hindrances.

Hindrances are defined as work-related or situation-related demands that tend to hinder and disrupt the achievement of individual performance. Role ambiguity, role conflict, and unconducive work environment are included in hindrances.

Relationship between Job Demand and Job Engagement

Research conducted by Inoue et al. (2014) showed that challenges and hindrances, which are part of job demand, have a different relationship with work engagement. Challenges will strengthen work engagement, while hindrances will actually reduce employee work engagement.

Previous studies have shown that challenges positively related to job engagement. A recent study in Japan showed that workload and also high time pressure are positively associated with job engagement.

Definition of Job Resources

Inoue et al. (2014) defines job resources as a physical, psychological, social, and organizational aspect of a job that can help achieving goals. Demerouti, Bakker, Nachreiner, and Schaufeli (2001) states that job resources refer to physical, psychological, social, and organizational aspects that can (1) assist in the achievement of goals, (2) reduce job demand on certain costs, and (3) stimulate development and personal growth.

Job Resources Dimensions

According to Bakker and Demerouti (2007) in De Braine and Roodt (2011) job resources exist or can be found in several locations within the organization:

- Organizational level, for example salary, career opportunities, access to resources, and job security
- Social and interpersonal relationship level, for example supervisor and peer support
- Organization of work level, for example role clarity and participation in decision making
- Task level, for example skill variety, autonomy, performance feedback, task significance

Relationship between *Job Resources* and *Job Engagement*

A research in Japan showed that higher task control is significantly associated with high work engagement. De Braine and Roodt (2011) suggested that job resources can be buffered and reduce the negative impact of job demand on burnout, which in turn will affect work engagement.

Definition of Workplace Empowerment

According to Spreitzer and Bartenak (2006) in Laschinger, Leiter, Day, and Gilin (2009), workplace empowerment strategy is designed to improve employee control over work, so it will also improve job satisfaction and employee commitment. Kanter (1993) also stated that workplace empowerment affects employee behavior (Laschinger, Wong, Cummings, & Grau, 2014).

Workplace Empowerment Dimensions

Kanter (1979) in Laschinger et al. (2009) stated there are four structures in workplace empowerment, which are:

- Access to information
- Access to support
- Access to resources needed in doing the job
- Access to opportunity to grow and develop

Relationship between Workplace Empowerment and Job Engagement

Many previous studies had stated that workplace empowerment is related to employee engagement. Hatcher and Laschinger (1996) in Laschinger and Wong (2016) stated that there is a direct relationship between workplace empowerment and job engagement. A research conducted by Laschinger et al. (2009) and Smith et al (2010) also support the previous studies (Lachinger, Wong, et.al, 2014).

Definition of Job Engagement

Engagement is defined as a unique and distinct construct consisting of cognitive, emotional, and behavior elements associated to individual performance (Shuck, Rocco, & Alborno, 2011, in Gichohi, 2014). According to Carbonara (2013), engagement refers to the extent or level of dedication, commitment, innovation, and emotional energy that a person willing to do. Trich (2003) stated that according to Gallup Organization, a human resource consultant, the engaged employees will have a total involvement and enthusiasm toward their job (Heriyati & Ramadhan, 2012).

Job Engagement Dimensions

According to Schaufeli, Martínez, Pinto, Salanova, and Bakker (2002) in Slatten and Mehmetoglu (2011), job engagement has characteristics as follow:

- *Vigor*, refers to a person's willingness to give effort to do his job and persistent in the face of all difficulties
- *Dedication*, refers to enthusiasm, inspiration, self-pride, and challenge
- *Absorption*, is when a person really concentrated and focused on his work so that time passes quickly and is difficult to separate from work

MATERIALS AND METHODS

The research framework of this study is developed by measuring job demand, job resources, and workplace empowerment in relation to job engagement. Based on the theories and previous studies, the conceptual model of the research is developed as follows:

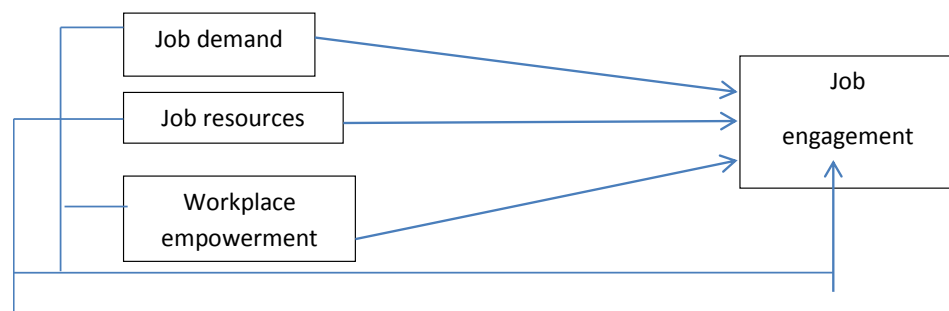


Figure 1. Conceptual model

A combined design is used within this research between quantitative and qualitative approaches, where qualitative approach is supplementing the quantitative approach. Creswell (2002) stated that these two approaches have legitimacy as a model of approaches of social science research.

Sampling technique used is simple random sampling, in which the respondents were taken randomly disregard to background or certain characteristic. The qualitative and quantitative datas were obtained through questionnaires.

The datas obtained from questionnaires were then analyzed using validity, reliability, normality, and regression tests. The WIFI model of engagement was also used to measure the level of engagement of the respondents. There are four key elements that are used to measure engagement level (Cook, 2008): well-being, information, fairness, and involvement. According to Cook (2008), the score of WIFI model can be categorized into:

Score of four element of WIFI (Cook, 2008):

- ≥ 75 : indicates high level of *engagement* of WIFI elements
- 55-74 : indicates moderate level of *engagement* of WIFI elements
- 1-54 : indicates low level of *engagement* of WIFI elements

Score for indicators of *degree of engagement*:

- ≥ 32 : indicates high level of *engagement*
- 22-31 : indicates low level of *engagement*

The lowest score of each aspect of WIFI and also three statements of the questionnaire that have lowest score indicate the essential things to be improved.

Overall score (5 sections):

- ≥ 332 : indicates that level of *engagement* is above average
- 242-331 : indicates that level of *engagement* is average
- 5-241 : indicates that level of *engagement* is below average

RESULTS AND DISCUSSIONS

Degree of Engagement

The level of engagement of faculty members based on the WIFI model are:

- The average value for the well-being element was 62.88, which indicates average level of engagement of Binus University faculty members for well-being element.
- The average value for the information element was 60.33, which indicates average level of engagement of Binus University faculty members for information element.
- The average value for the element involvement was 60.33, which indicates average level of engagement of Binus University faculty members for involvement element.

Correlation Test

Table 1. *Correlation test*

| | Correlations | | | | |
|---------------------|--------------|-------|-------|-------|-------|
| | Y | X1 | X2 | X3 | |
| Pearson Correlation | Y | 1.000 | -.356 | .467 | .304 |
| | X1 | -.356 | 1.000 | -.329 | -.156 |
| | X2 | .467 | -.329 | 1.000 | .256 |
| | X3 | .304 | -.156 | .256 | 1.000 |
| Sig. (1-tailed) | Y | . | .001 | .000 | .003 |

| | | | | | |
|---|----|------|------|------|------|
| | X1 | .001 | . | .001 | .083 |
| | X2 | .000 | .001 | . | .011 |
| | X3 | .003 | .083 | .011 | . |
| N | Y | 80 | 80 | 80 | 80 |
| | X1 | 80 | 80 | 80 | 80 |
| | X2 | 80 | 80 | 80 | 80 |
| | X3 | 80 | 80 | 80 | 80 |

X1 and Y

The significant value is $0.001 < 0.05$ that means have a significant correlation. The correlation coefficient between X1 and Y was -0.356 , indicates that the correlation is weak, and the increased job demand (X1) will result in the decreased job engagement (Y).

X2 and Y

A significant value is $0.000 < 0.05$ then it is said that have a significant correlation. The correlation coefficient between X2 and Y was 0.467 , indicates that the correlation is moderate, and the increased job resources (X2) will result in the increased job engagement (Y).

X3 and Y

A significant value is $0.003 < 0.05$ then it is said that have a significant correlation. The correlation coefficient between X3 and Y was 0.304 , indicates that the correlation is weak, and the increased workplace empowerment (X3) will result in the increased job engagement (Y).

Multiple Regression Test (t-test / partial)

Table 2. *T-test*

| Coefficients ^a | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---------------------------|------------|-----------------------------|------------|---------------------------|--------|------|
| Model | | B | Std. Error | Beta | | |
| 1 | (Constant) | 2.993 | .384 | | 7.798 | .000 |
| | X1 | -.127 | .061 | -.213 | -2.079 | .041 |
| | X2 | .248 | .074 | .351 | 3.359 | .001 |
| | X3 | .130 | .072 | .181 | 1.812 | .074 |

a. Dependent Variable: Y

X1 to Y

X1 had a significant effect on Y because it has significant value of $0.041 < 0.05$. The value of the effect of X1 on Y was -0.127 , indicates the increased X1 will result in the decreased Y.

X2 to Y

X2 has a significant effect on Y because it has significant value of $0.001 < 0.05$. The value of the effect of X2 on Y was 0.248 , indicates the increased X2 will result in the increased Y.

X3 to Y

X3 has an effect on Y but does not have a significant effect because of the significant value is $0.074 > 0.05$.

F testTable 3. *F test*

| | | ANOVA ^a | | | | |
|-------|------------|--------------------|----|-------------|--------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 1.710 | 3 | .570 | 10.604 | .000 ^b |
| | Residual | 4.086 | 76 | .054 | | |
| | Total | 5.796 | 79 | | | |

a. Dependent Variable: Y
a. Predictors: (Constant), X3, X1, X2
source: data processing, 2016

X1, X2 and X3 simultaneously had a significant effect on Y because it has a significant value of 0.000 < 0.05.

Table 4. *Model Summary*

| Model Summary ^b | | | | |
|----------------------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .543 ^a | .295 | .267 | .23186 |

a. Predictors: (Constant), X3, X1, X2
b. Dependent Variable: Y
source: data processing, 2016

The value of the effect of X1, X2 and X3 simultaneously can be seen on the R Square value of 0.295.

The coefficient of determination (KD) = 0.295 x 100% = 29.5%, then the percentage of effect of other variables besides X1, X2 and X3 to Y is 100% - 29.5% = 70.5%.

CONCLUSIONS

1. Binus University Faculty members in general had a high level of engagement, with engagement of all elements were above the average.
2. Job demand, job resource, and workplace empowerment simultaneously had significant effect on job engagement. However, only workplace empowerment that partially has no significant effect on job engagement.

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