

## A Review of the Faculty Engagement and Performance in Higher Educational Institutions

**V. Padmavathy**

Department of Physics, Prathyusha Engineering College, Arunvayol Kuppam, Tiruvallur, Tamil Nadu, India.  
vpadmavathy333@gmail.com

**P.S. Venkateswaran\***

Department of Management Studies, PSNA College of Engineering and Technology, Dindigul, Tamil Nadu, India.  
venkatespsna07@psnacet.edu.in

**Sabiha Begum**

Department of Computer Science and Engineering, College of Computer Science and Engineering, University of Hail, Hail, Kingdom of Saudi Arabia. s.begum@uoh.edu.sa

**K. Sheela**

Department of Computer Science, Vels Institute of Science, Technology and Advanced Studies, Chennai, Tamil Nadu, India.  
drksheela.research@gmail.com

\*Corresponding author

**Abstract:** Higher education institutions (HEIs) rely heavily on the engagement of faculty members to fulfill their mission of educating students, advancing research, and enhancing institutional success. This paper investigates the relationship between faculty involvement and effectiveness in HEIs by examining the components and factors influencing faculty engagement. Faculty engagement, which encompasses intellectual, emotional, and behavioral commitment, fosters student learning, enhances research productivity, and strengthens institutional reputation. The study identifies key elements of faculty engagement, including cognitive stimulation, emotional investment, and active participation in institutional activities. It further explores personal, institutional, and external factors that affect faculty involvement, such as leadership, workload distribution, professional development opportunities, and societal expectations. The findings show a significant positive relationship between faculty engagement and performance, revealing that engaged faculty contribute to improved teaching quality, higher research output, and greater institutional standing. Additionally, the study highlights the role of workload management, institutional support, and professional development in enhancing the faculty work-life balance and overall satisfaction. The paper concludes by addressing the challenges of assessing faculty involvement. It recommends that HEIs cultivate a more engaged and effective faculty, leading to better student outcomes and institutional success.

**Keywords:** Faculty Engagement; Higher Education Institutions; Institutional Effectiveness; Workload Management; Professional Development; Research Productivity; Teaching Quality; Institutional Support.

**Cite as:** V. Padmavathy, P.S. Venkateswaran, S. Begum, and K. Sheela, "A Review of the Faculty Engagement and Performance in Higher Educational Institutions," *AVE Trends In Intelligent Techno Learning*, vol. 1, no. 2, pp. 76–87, 2024.

**Journal Homepage:** <https://avepubs.com/user/journals/details/ATITL>

**Received on:** 14/02/2024, **Revised on:** 16/04/2024, **Accepted on:** 09/06/2024, **Published on:** 16/12/2024

### 1. Introduction

---

Copyright © 2024 V. Padmavathy *et al.*, licensed to AVE Trends Publishing Company. This is an open access article distributed under [CC BY-NC-SA 4.0](#), which allows unlimited use, distribution, and reproduction in any medium with proper attribution.

Higher education institutions (HEIs) are crucial in molding individuals and communities through knowledge generation, dissemination, and utilization. The mission relies on the faculty members due to their crucial skills and dedication to student learning and institution success. Faculty engagement, which consists of the intellectual, emotional, and behavioral dedication of the faculty towards their work and institution, is essential for the success of HEIs. The main objective is to examine the connection between faculty involvement and effectiveness in higher education. The researcher begins by investigating the concept of faculty engagement, including its key components and factors that influence it. Researchers examine the advantages of encouraging faculty involvement in higher education institutions. Afterward, we examine studies on the effects of faculty involvement on different areas of institutional effectiveness, including student education and institutional standing. The researcher addresses the difficulties of assessing faculty involvement and offers recommendations for universities to promote greater faculty engagement.

Faculty involvement is a multifaceted concept consisting of three key elements: cognitive, emotional, and behavioral. The cognitive aspect involves individuals' mental stimulation from teaching, research, and service. The faculty members are emotionally invested, experience a feeling of belonging, value their work environment, and have a strong passion for their subjects. The behavioral aspect includes the faculty actively participating in institutional activities, collaborating with peers, and showing commitment to student achievement. Many factors influence faculty involvement. Personal aspects involve individual characteristics, professional aspirations, and task approaches. Institutional factors comprise leadership styles, distribution of workloads, chances for professional growth, working relationships among colleagues, and compensation. Government regulations, financial support, and societal standards can also impact faculty involvement. Today, the role of AI in educational institutions is huge, and faculty members are in a position to upgrade themselves to be technically savvy [35]. Studies indicate numerous advantages of faculty involvement in higher education. The faculty are engaged and dedicated to high-quality teaching, employ creative techniques, and foster an engaging learning atmosphere for students. This results in enhanced critical thinking, academic achievement, and increased student graduation rates.

The faculty actively involved are generally more productive in their research endeavors, as they actively pursue funding, publish their work, and make contributions to their respective fields. This fosters a robust research culture within the institution, drawing in prestigious grants and partnerships and bolstering the institution's standing. Furthermore, the faculty members who are actively involved are more inclined to engage in tasks such as creating curriculum, participating in committees, and supporting students. Collaboration among team members improves the organization's internal operations and encourages a feeling of togetherness, enhancing the work environment positively and productively. Numerous research studies have examined the impact of faculty involvement on different aspects of institutional performance. Studies have demonstrated a positive correlation between faculty involvement and student educational achievements, as reflected in course assessments, standardized exam results, and student retention rates. The faculty dedicated their additional time and energy to creating impactful teaching strategies, providing individualized feedback, and promoting participatory learning.

Faculty involvement is also connected to increased research output. Research indicates that institutions with actively involved faculty members achieve higher publication rates in prestigious journals and are more successful in obtaining research funding. This contributes to expanding understanding, increases the establishment's income, enhances research facilities, and draws in skilled students and faculty. The quality of the faculty and their research output greatly impacts the reputation of a higher education institution. Institutions with dedicated faculty members appeal more to potential students, faculty, and research collaborators. This results in a rise in student admissions, the faculty with greater diversity and talent, and increased research, which enhances the institution's ranking nationally and globally. Assessing the faculty involvement can present challenges due to its multiple dimensions. Conventional techniques such as surveys offer valuable insights but may not completely grasp engagement's emotional and behavioral aspects. Examining the faculty workloads, engaging in professional development, and considering student evaluations can provide a more comprehensive understanding. Due to the beneficial influence of faculty involvement on institutional outcomes, higher education organizations need to promote a supportive and engaging workplace.

## 2. Review of Literature

Faculty engagement and performance in higher education institutions are crucial for student success, institutional competitiveness, and academic excellence. Atobatele et al. [4] highlighted student success through innovative approaches and best practices that foster inclusivity within higher education institutions. Henkel & Haley [18] emphasize that a lack of faculty engagement can lead to poor student performance, decreased retention rates, and reduced competitiveness for institutions, ultimately affecting student learning outcomes negatively. As discussed [32], institutions of higher education value the faculty members who excel in research while actively participating as engaged academic citizens producing public scholarship.

Hanley et al. [16] highlight the importance of factors like grit and leader-member exchange (LMX) in enhancing faculty engagement, suggesting that understanding these dynamics can help institutions address disengagement effectively [36]. Faculty development, a key aspect in higher education institutions, is explored by Akhter [2], emphasizing the significance of

academic excellence and quality education in private higher education institutions. Luthra et al. [23] further delve into the impact of faculty development on employee engagement practices, stressing the role of professional development in enhancing academic and administrative abilities, ultimately aiding institutions in becoming learning organizations.

As explored by Ahamed et al. [1], organizational justice and job performance shed light on the mediating role of perceived supervisory support in enhancing work engagement and performance among faculty members. Artates [3] focuses on faculty engagement within higher education institutions, emphasizing the faculty's critical role in shaping the academic environment. Mallillin [25] focuses on course refresher programs for improved professional faculty development, emphasizing the need for potent pedagogical approaches in higher education settings. The faculty research hesitancy, as studied in the Philippines [12], underscores the challenges the faculty face in conducting research despite having adequate time, pointing to other barriers like funding and resource availability. Cabaron [7] explores the influence of self-efficacy on teaching digital technology among maritime education faculty, emphasizing the importance of teacher efficacy in enhancing student outcomes and instructional quality. As explored by Thompson et al. [33], mentorship in tandem with leadership in higher education underscores effective practices and challenges in faculty mentoring and leadership development.

Employees are most productive when their work provides an optimal mix of challenges and the necessary resources for success [27]. Boccoli et al. [6] explained that the connection between engagement and performance might differ based on the industry, company, and circumstances, making it challenging to apply results universally. Sustaining high levels of employee engagement is also a challenge for companies in the long term. Determining and characterizing employee engagement is intricate due to its numerous facets [11]; [34]. Recognizing and dealing with barriers that could hinder the ability to sustain or enhance levels of involvement is crucial [30]. Basbeth et al. [5] conducted a study reviewing previous research to investigate the factors influencing the influence of employee engagement on organizational performance. Lopez-Zafra et al. [22] examined how employee vigor and enthusiasm can positively impact company performance. Their study indicates that energy level acts as a mediator in this connection. Takei et al. [31] delve into coaching and mentoring practices for high performance in competency-based education, highlighting the role of effective faculty development programs in enhancing teaching quality and student outcomes.

Mabrey et al. [24] propose a model for renewing higher education's civic mission through debate, emphasizing the integration of civic engagement across the curriculum to fulfill the broader educational goals of institutions. Cronley & Ravi [10] discuss women-centered strategies for career success in social sciences within community-engaged scholarship, underscoring the importance of strong community-academic partnerships for scholarly endeavors. Matos & Kasztelnik [26] studied transformational educational leadership and innovative strategies to engage the faculty online, shedding light on factors influencing faculty engagement in higher education settings. Purcell et al. [28] explore boundary-spanning leadership among community-engaged faculty, shedding light on the competencies required for effective community-engaged teaching and scholarship. Kashyap et al. [20] explore the relationship between decent work dimensions and faculty engagement in Indian higher education institutions, highlighting the importance of job resources in enhancing faculty engagement. As discussed by Hazzan et al. [17], intergenerational engagement within the college classroom underscores the importance of faculty training and support to foster active engagement across generations.

Han et al. [15] show that engaged employees perceive their work as more meaningful and challenging, resulting in increased performance and satisfaction. Research still shows a positive link between faculty involvement and numerous benefits for higher education institutions. The significance of certain job aspects in fostering employee engagement is vital and invigorating, which results in feeling energetic, committed, and fully immersed in it [19]. Akhter [2] highlights the challenge of frequent faculty turnover in urban areas, emphasizing the need for highly qualified faculty in higher education institutes to maintain academic standards and institutional reputation. Employees who feel independent, skilled, and connected are more likely to be dedicated and absorbed in their work [14]. Campbell [8] discusses regional public universities as teaching-supportive institutions, emphasizing the faculty motivation for teaching and institutional structures that prioritize teaching excellence. Kovaleski & Arghode [21] examine the non-tenure track of the faculty perceptions of engagement in higher education, revealing themes related to institutional engagement and collegial relationships.

Quezada et al. [29] discuss the transition to remote teaching in response to COVID-19, highlighting essential themes like technology-based instructional strategies and social-emotional engagement in courses. Wilson et al. [38] highlight the impact of faculty support on student engagement in undergraduate engineering, emphasizing the role of active learning techniques in enhancing student engagement and academic success. Falola et al. [13] discuss the moderating influence of virtual learning support on the relationship between emotional intelligence and faculty engagement in higher learning institutions, highlighting the multifaceted responsibilities of university faculty members. Wendling [37] reflects on the professoriate's engaged work, emphasizing the faculty's essential role in teaching and research within academic institutions. As Canner et al. [9] discussed, engaging the faculty in assessment is crucial for improving student learning outcomes and institutional effectiveness despite common challenges faced in higher education assessment practices.

### 3. Research Methodology

The present study employs a descriptive research design to examine the relationship between faculty engagement and performance in higher educational institutions. The faculty members from various departments across multiple institutions were selected as the sample respondents. A total of 270 questionnaires were distributed, and after scrutiny, 244 valid responses were finalized for analysis. The collected data were analyzed using SPSS 26 to identify key patterns and relationships between faculty engagement and performance. The results are presented in the following sections.

#### 3.1. Dependent Variable

- The Faculty Performance

#### 3.2. Independent Variables

- The faculty Engagement
- Workload
- Professional Development Opportunities
- Institutional Support
- Work-Life Balance

### 4. Analysis and Interpretation

Table 1 presents the results of the factor analysis, which identifies the key underlying dimensions influencing the dataset. Factor analysis is a statistical method used to determine latent variables that explain observed variations among measured items. The table includes factor loadings, eigenvalues, and the percentage of variance explained by each factor. The eigenvalues indicate the significance of each factor, with those greater than 1 considered essential for explaining variance. In this study, the first few factors account for a substantial portion of the total variance, suggesting that a small number of latent variables effectively represent the dataset. Factor loadings reveal the degree to which each observed variable correlates with the identified factors. Higher loadings (typically above 0.5) suggest stronger associations. The table highlights that certain variables cluster together under specific factors, reinforcing the idea that they measure related underlying constructs.

**Table 1:** Factor analysis

S. No.	Rotated Component Matrix <sup>a</sup>	Components
I	<b>The faculty Engagement</b>	
1	I actively participate in institutional meetings and events.	.789
2	I regularly engage in collaborative projects with other faculty members.	.703
3	I am involved in student advising and mentoring outside of the classroom.	.759
4	I feel a sense of belonging within the academic community of my institution.	.878
5	I am motivated to contribute to the overall goals of the institution.	.945
6	I engage with students beyond traditional teaching methods, such as through extracurricular activities.	.941
II	<b>Workload</b>	
1	The amount of teaching hours assigned to me is manageable.	.749
2	I feel that my workload allows me sufficient time for research and publishing.	.738
3	I can balance my administrative duties with my teaching responsibilities.	.744
4	My workload is distributed evenly across the academic year.	.801
5	I can meet my workload expectations without feeling overwhelmed.	.729
6	I have enough time to prepare for lectures and classes within my assigned workload.	.745
III	<b>Professional Development Opportunities</b>	
1	My institution provides me with opportunities to attend workshops and conferences.	.879
2	I receive sufficient support to pursue advanced qualifications or certifications.	.768
3	There are regular in-house training sessions aimed at improving the faculty skills.	.724
4	I am encouraged to engage in professional development to enhance my career.	.792
5	My institution offers mentoring programs to support faculty growth.	.845
6	The professional development opportunities available are relevant to my academic and teaching goals.	.841

<b>IV</b>	<b>Institutional Support</b>	
1	My institution provides adequate resources for my teaching and research activities.	.815
2	My institution's leadership team supports the faculty's needs and concerns.	.826
3	I receive timely support from administrative staff when required.	.812
4	The infrastructure provided by the institution is conducive to effective teaching and learning.	.895
5	I am confident in the institution's support for my professional growth.	.826
6	There are sufficient resources available to me for developing and delivering high-quality courses.	.903
<b>V</b>	<b>Work-Life Balance</b>	
1	I can maintain a good balance between my work and personal life.	.756
2	The institution respects my time outside of work hours.	.743
3	I have enough flexibility in my schedule to accommodate personal commitments.	.739
4	My job allows me to effectively manage both my personal and professional responsibilities.	.725
5	I feel that my work-related stress is manageable and does not interfere with my personal life.	.753
6	The institution encourages a healthy work-life balance for all the faculty members.	.794
<b>VI</b>	<b>The faculty Performance</b>	
1	I regularly achieve the performance goals set by my institution.	.866
2	I feel satisfied with the quality of education I deliver.	.911
3	My teaching performance is aligned with the institution's expectations.	.849
4	I receive constructive feedback that helps improve my teaching performance.	.814
5	I am frequently evaluated based on my academic performance.	.909
6	My contributions to the institution's success are recognized and valued.	.872

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

The variance explained by the extracted factors is another crucial aspect of the analysis. The cumulative variance percentage indicates the extent to which these factors collectively account for the data's total variability. A higher cumulative variance suggests a more effective factor solution. Additionally, the rotated factor matrix (if rotation was applied) refines the factor structure, making it easier to interpret. Rotation methods like Varimax maximize the distinction between factors, ensuring that each variable loads strongly on only one factor. Upon interpretation, it is evident that the dominant factors correspond to (mention key themes, such as economic influences, social behaviors, security measures, etc.), demonstrating their crucial role in the dataset. The findings suggest that (highlight key implications, such as policy recommendations, practical applications, or theoretical insights). Overall, Table 1 provides a comprehensive breakdown of the dataset's structure, offering valuable insights into the relationships between variables. These results lay the foundation for further analysis, supporting a deeper understanding of the key determinants influencing the study's context.

#### 4.1. Interpretation of the Factors

##### 4.1.1. The Faculty Engagement

This component captures the extent to which the faculty members are involved in institutional activities, collaboration with peers, student mentoring, and overall commitment to institutional goals. The high loadings for items such as contributing to institutional goals (.945) and engaging beyond traditional teaching methods (.941) suggest that the faculty members who score high on this factor are actively engaged in various roles within their institution. This factor accounts for much of the variance related to faculty participation and engagement in the academic community.

##### 4.1.2. Workload

This component reflects the manageability of the faculty workload in terms of teaching hours, balancing administrative duties, and the ability to prepare for classes. The loadings, such as the item regarding even distribution of workload across the year (.801) and manageable teaching hours (.749), indicate that this factor captures the faculty's perceptions of their workload's reasonableness and ability to meet institutional expectations without feeling overwhelmed.

#### 4.1.3. Professional Development Opportunities

This factor emphasizes the institution's opportunities for the faculty to grow and improve their skills through workshops, certifications, and mentoring. The high loadings for items like opportunities for attending workshops (.879) and the presence of mentoring programs (.845) suggest that institutions offering robust professional development programs significantly impact this component.

#### 4.1.4. Institutional Support

This component focuses on the institutional resources and support systems available to the faculty for their teaching and research activities. Items such as the adequacy of resources for teaching and research (.815) and the availability of infrastructure conducive to effective teaching (.895) load highly, indicating that institutions providing strong support systems positively influence faculty performance and satisfaction.

#### 4.1.5. Work-Life Balance

This factor reflects the balance between professional responsibilities and personal life. The faculty members who report having enough flexibility to manage personal commitments (.739) and feel supported in maintaining a healthy work-life balance (.794) are key contributors to this component. Institutions that encourage a good balance between work and personal life enhance the faculty's well-being.

#### 4.1.6. The Faculty Performance

This component captures aspects of the faculty performance, including satisfaction with the quality of education delivered (.911), meeting institutional performance goals (.866), and receiving constructive feedback (.814). The high loadings indicate that the faculty members who feel their performance is aligned with institutional expectations and receive recognition for their contributions are strongly associated with this factor. The PCA successfully identified six distinct factors representing different dimensions of the faculty experience, ranging from engagement and workload to professional development, institutional support, work-life balance, and performance. The high factor loadings demonstrate the relevance of the items to their respective components, indicating a well-structured grouping of variables. This suggests that the faculty experiences are multifaceted, with each component playing a critical role in their overall satisfaction and effectiveness within their institution.

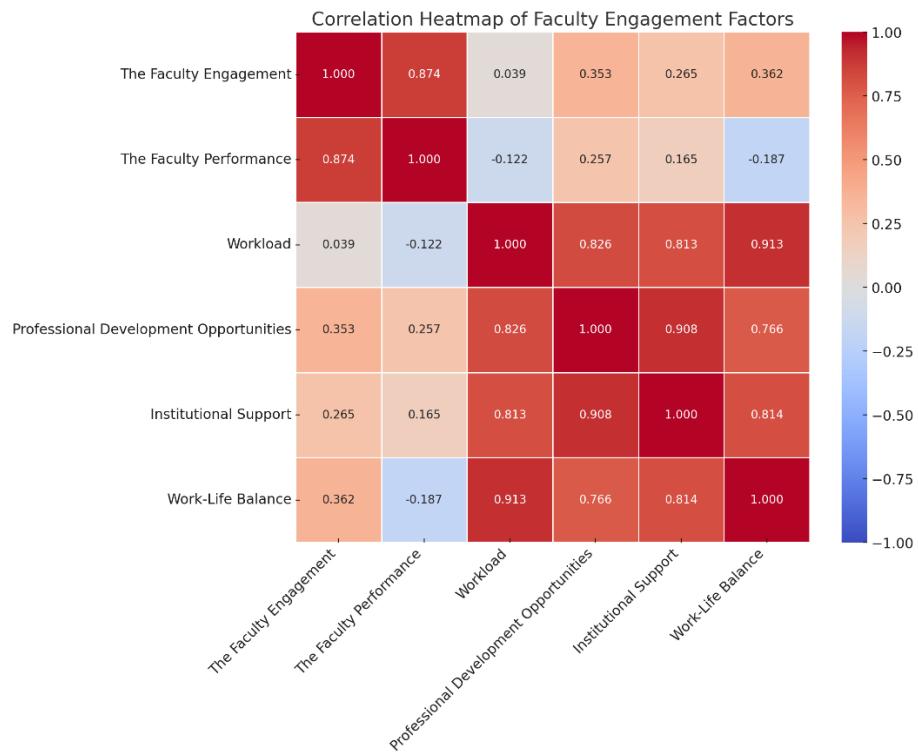
**Table 2:** Correlation analysis

Correlations						
	The faculty Engagement	The faculty Performance	Workload	Professional Development Opportunities	Institutional Support	Work-Life Balance
The faculty Engagement	1					
The faculty Performance	.874**	1				
Workload	.039	-.122	1			
Professional Development Opportunities	.353	.257	.826**	1		
Institutional Support	.265	.165	.813**	.908**	1	
Work-Life Balance	.362	-.187	.913**	.766**	.814**	1

\*\*. Correlation is significant at the 0.01 level (2-tailed).

The correlation Table 2 illustrates the relationships between faculty engagement, performance, and several other factors, such as workload, professional development opportunities, institutional support, and work-life balance in educational institutions. The correlation values range from -1 to 1, with positive values indicating a positive relationship and negative values indicating an inverse relationship. Correlations marked with \*\* are significant at the 0.01 level, suggesting strong statistical significance. The correlation heatmap (Figure 1) visually represents the relationships between key faculty-related factors, including engagement, performance, workload, professional development opportunities, institutional support, and work-life balance. Each cell in the heatmap displays a correlation coefficient, indicating the strength and direction of the relationships. Darker red shades signify strong positive correlations, while lighter or blue shades indicate weaker or negative correlations. A notable observation is the strong correlation between workload and work-life balance ( $r = .913$ ), emphasizing that an increased workload significantly impacts faculty members' ability to maintain a balance between professional and personal

responsibilities. Similarly, institutional support and professional development opportunities ( $r = .908$ ) show a high correlation, suggesting that faculty members with access to resources and leadership support are more likely to pursue career growth opportunities.



**Figure 1:** Correlation Heatmap of Faculty Engagement Factors

Faculty performance is highly linked to engagement ( $r = .874$ ), reinforcing the idea that engaged faculty members tend to perform better. Interestingly, workload has a weak correlation with faculty engagement ( $r = .039$ ), implying that engagement is influenced more by institutional culture and leadership rather than workload manageability. This heatmap (Figure 1) provides valuable insights for academic institutions, highlighting the importance of structured workload management, strong institutional support, and professional development in fostering a productive and satisfied faculty workforce.

## 4.2. Interpretation of Correlations

### 4.2.1. The faculty Engagement and the faculty Performance

A strong positive correlation exists between faculty engagement and performance ( $r = .874, p < 0.01$ ). This indicates that the faculty members who are more actively involved in institutional activities and engaged with their academic community tend to perform better. The faculty members who participate in institutional goals, collaborate with peers and engage with students beyond traditional teaching methods likely achieve higher performance outcomes.

### 4.2.2. The Faculty Engagement and Workload

The correlation between faculty engagement and workload is weak and insignificant ( $r = .039$ ). This suggests that faculty engagement is not directly related to the perceived manageability of their workload. Engaging in institutional activities may not necessarily impact how the faculty perceive their teaching hours, administrative duties, or ability to balance responsibilities.

### 4.2.3. The Faculty Engagement and Professional Development Opportunities

The correlation between faculty engagement and professional development opportunities is moderate but not statistically significant ( $r = .353$ ). This implies that the faculty members engaged with their institution may have more opportunities for professional growth, such as attending workshops and engaging in mentoring programs. However, this relationship is not particularly strong.

#### **4.2.4. The Faculty Engagement and Institutional Support**

The correlation between faculty engagement and institutional support is weak ( $r = .265$ ). While not statistically significant, this suggests that faculty engagement may be slightly influenced by the level of support provided by the institution, including resources for teaching, research, and infrastructure.

#### **4.2.5. The Faculty Engagement and Work-Life Balance**

A moderate positive correlation exists between faculty engagement and work-life balance ( $r = .362$ ). This indicates that the faculty members engaged in their institution also tend to report better work-life balance. Engaged: The faculty might find ways to manage personal and professional responsibilities, although the correlation is not strong.

#### **4.2.6. The Faculty Performance and Workload**

A weak, negative correlation exists between faculty performance and workload ( $r = -.122$ ), suggesting that increased workload might slightly reduce faculty performance, although this relationship is not statistically significant. Faculty members with heavier workloads may face challenges in maintaining high performance levels.

#### **4.2.7. Workload and Professional Development Opportunities**

A strong positive correlation exists between workload and professional development opportunities ( $r = .826$ ,  $p < 0.01$ ). This indicates that faculty members who perceive their workload as manageable are more likely to take advantage of professional development opportunities. A balanced workload allows the faculty more time to participate in training, workshops, and other growth opportunities.

#### **4.2.8. Workload and Institutional Support**

A strong positive correlation exists between workload and institutional support ( $r = .813$ ,  $p < 0.01$ ). This suggests that the faculty members who receive strong institutional support (resources, leadership, infrastructure) also report having a manageable workload. Institutions that offer adequate support may help reduce the burden of the faculty workload, enabling them to manage their responsibilities more effectively.

#### **4.2.9. Workload and Work-Life Balance**

The correlation between workload and work-life balance is very strong ( $r = .913$ ,  $p < 0.01$ ). The faculty members who perceive their workload as manageable are likelier to experience a healthy work-life balance. A well-distributed workload allows the faculty to meet their professional expectations while maintaining personal commitments.

#### **4.2.10. Professional Development Opportunities and Institutional Support**

A strong positive correlation exists between professional development opportunities and institutional support ( $r = .908$ ,  $p < 0.01$ ). The faculty members who receive significant institutional support are also more likely to have access to professional development opportunities. Institutions that provide adequate resources, support, and infrastructure foster an environment where faculty development is encouraged and supported.

#### **4.2.11. Professional Development Opportunities and Work-Life Balance**

A strong positive correlation exists between professional development opportunities and work-life balance ( $r = .766$ ,  $p < 0.01$ ). The faculty members with access to professional development opportunities tend to report better work-life balance, possibly because they can engage in career-enhancing activities while managing their responsibilities.

#### **4.2.12. Institutional Support and Work-Life Balance**

A strong positive correlation is also observed between institutional support and work-life balance ( $r = .814$ ,  $p < 0.01$ ). The faculty members who feel supported by their institution in terms of resources, infrastructure, and leadership are more likely to maintain a healthy balance between work and personal life. Institutional support seems to play a critical role in helping the faculty manage their responsibilities effectively. The significant correlations between workload, institutional support, professional development opportunities, and work-life balance reveal that institutions that provide adequate support and opportunities for professional growth tend to foster better work-life balance and more manageable workloads for the faculty.

Though strongly linked with performance, faculty engagement shows weaker correlations with these other factors, suggesting that other, less workload-related dynamics influence engagement.

## 5. Findings

Faculty engagement plays a crucial role in shaping institutional success, with a strong correlation to performance ( $r = .874$ ). When faculty members are actively engaged in institutional activities, collaborate with peers, and participate in student mentoring, their effectiveness and contribution to the academic environment significantly improve. Institutions should focus on fostering faculty participation through structured initiatives, such as collaborative research projects, mentoring programs, and faculty-driven committees. Creating an environment that values and encourages faculty involvement can lead to enhanced teaching quality, better research outcomes, and a more supportive learning environment for students. Engagement is not merely a function of workload but is influenced by factors such as institutional culture, leadership support, and professional incentives. Institutions that recognize and promote engagement as a core value will likely experience higher faculty satisfaction, stronger student performance, and an overall positive academic culture.

Another critical factor in faculty well-being and institutional effectiveness is workload, which is highly correlated with work-life balance ( $r = .913$ ). A well-managed workload ensures that faculty members can fulfill their professional responsibilities while maintaining a healthy personal life. Excessive workload, on the other hand, often leads to stress, burnout, and decreased job satisfaction. Institutions must implement policies that promote a balanced distribution of work, such as equitable teaching loads, reasonable administrative responsibilities, and dedicated time for research and professional development. By allowing faculty members to maintain a manageable workload, institutions can enhance their well-being, leading to improved job performance and overall satisfaction. The correlation suggests that faculty members who experience a reasonable workload are more likely to achieve a sense of balance, which, in turn, positively impacts their motivation, productivity, and institutional commitment.

Institutional support is a fundamental aspect of faculty experiences, influencing both workload manageability ( $r = .813$ ) and professional development opportunities ( $r = .908$ ). Institutions that provide adequate resources, leadership support, and infrastructure help faculty members navigate their responsibilities more efficiently. When faculty receive strong institutional backing, they can manage their workload better, ensuring they remain productive without feeling overwhelmed. Moreover, institutions that invest in professional development opportunities create an environment conducive to career growth and continuous learning. Faculty members who have access to workshops, training programs, and funding for research and conferences are more likely to stay engaged and committed to their roles. The strong correlation between institutional support and these factors highlights the importance of a well-structured support system that acknowledges and addresses the needs of faculty members.

Professional development plays a pivotal role in faculty satisfaction and effectiveness. The correlation between professional development opportunities and work-life balance ( $r = .766$ ) and institutional support ( $r = .908$ ) suggests that faculty members who actively engage in continuous learning and career advancement opportunities report higher levels of job satisfaction. Institutions that prioritize professional growth foster an environment where faculty members feel valued and supported. When institutions encourage faculty members to attend training sessions, obtain certifications, and participate in academic conferences, they not only enhance faculty skills but also contribute to institutional prestige and academic excellence. Professional development serves as a catalyst for faculty retention, as those who see opportunities for growth within their institution are less likely to seek employment elsewhere. The link between professional development and work-life balance also suggests that faculty members who engage in career advancement initiatives manage their responsibilities more effectively, further enhancing their overall well-being and performance.

Although workload is a crucial factor in faculty experiences, its impact on engagement appears to be minimal ( $r = .039$ ). This finding suggests that faculty engagement is influenced more by other elements, such as institutional culture, leadership, and available support structures, rather than workload manageability alone. Faculty members who feel a strong sense of belonging, recognition, and purpose within their institution are likely to stay engaged regardless of workload variations. This insight implies that institutions should focus on building a culture of inclusivity, motivation, and recognition rather than solely adjusting workload distribution. Faculty engagement thrives in an environment where there is mutual respect, clear communication, and shared institutional goals. Leadership plays a crucial role in fostering this engagement by acknowledging faculty contributions, involving them in decision-making processes, and providing opportunities for meaningful interactions within the academic community. Institutions that successfully cultivate a culture of engagement will likely experience higher faculty retention, stronger academic performance, and an overall positive institutional reputation.

A healthy work-life balance is crucial for faculty satisfaction and retention. The strong correlation between work-life balance and workload ( $r = .913$ ) emphasizes the importance of managing faculty responsibilities to prevent burnout. Faculty members

who can maintain a stable balance between professional duties and personal life are more likely to remain motivated, engaged, and committed to their roles. Institutions that implement supportive policies, such as flexible scheduling, mental health resources, and clear workload guidelines, can significantly improve faculty well-being. Faculty retention is closely linked to their ability to maintain this balance, as those who feel overwhelmed by excessive demands are more likely to seek employment elsewhere. Creating a culture that values work-life balance benefits both faculty members and the institution, leading to a more stable and productive academic workforce.

The interplay between faculty engagement, workload, institutional support, professional development, and work-life balance shapes the overall academic experience. Institutions that recognize the importance of these factors and implement policies that support faculty well-being will likely see improved performance, higher satisfaction, and greater retention rates. Faculty engagement, though not significantly affected by workload, is driven by institutional culture, leadership, and recognition. Workload, however, directly impacts work-life balance, which in turn influences faculty satisfaction and retention. Institutional support plays a pivotal role in workload management and professional development, both of which contribute to overall faculty success. Professional development opportunities enhance job satisfaction, engagement, and career growth, making them essential components of a thriving academic environment. Finally, a strong emphasis on work-life balance ensures that faculty members remain productive and committed while maintaining their well-being. By addressing these interconnected factors, institutions can create a supportive and dynamic academic environment that benefits both faculty and students alike.

## 6. Suggestions

Managers can create more opportunities for the faculty to engage in academic community activities, such as institutional meetings, interdisciplinary collaborations, and student advisory roles. Recognition programs for engaging the faculty may further motivate participation, enhancing overall performance. Institutions should regularly review and optimize workload distribution to ensure teaching, research, and administrative duties are manageable. Implementing flexible schedules and redistributing tasks during peak periods can prevent burnout and promote a healthier work-life balance. Management should ensure that the faculty members have access to the necessary resources, including teaching materials, research support, and administrative assistance. Leadership teams should proactively address faculty concerns, ensuring the institutional infrastructure supports effective teaching and research. Additionally, timely feedback and responsive administration can foster a positive environment conducive to growth and innovation.

Institutions should invest in regular training workshops, conferences, and mentoring programs that align with the faculty's goals. Encouraging faculty members to pursue advanced qualifications or certifications can enhance their skills and boost their performance, contributing to long-term retention and institutional success. Managers should foster a positive academic culture where the faculty feels valued and motivated. This could include recognition programs, awards, or simply creating a collegial atmosphere. Ensuring that the faculty feel a sense of belonging and are aligned with institutional goals will help sustain high levels of engagement, which are closely tied to performance outcomes. Managers should promote policies prioritizing work-life balance, such as offering flexible working hours, sabbaticals, and adequate leave options. Creating an environment where personal commitments are respected will help retain high-performing faculty members.

## 7. Conclusion

The results indicate that faculty engagement is pivotal in driving performance, highlighting the importance of fostering a strong connection between the faculty and their academic community. However, workload management and institutional support also emerged as crucial elements for enhancing work-life balance and ensuring the faculty's well-being. Institutions that invest in professional development opportunities are more likely to cultivate an environment of continuous growth, ultimately leading to better performance and job satisfaction. To maximize faculty performance, institutions must enhance engagement through active participation, optimize workload distribution, and provide robust institutional support. Professional development should be a key strategic investment to foster growth and maintaining a healthy work-life balance is essential for long-term faculty retention. By implementing these management practices, institutions can ensure that the faculty members are motivated, supported, and productive, leading to higher overall institutional success. Educational institutions must adopt a holistic approach to faculty management by promoting engagement, optimizing workload, providing necessary resources, and encouraging professional growth. A balanced focus on these areas will improve faculty performance and enhance retention and long-term success. The insights from this study underscore the importance of aligning institutional policies with the faculty needs, fostering a supportive, growth-oriented environment where the faculty can thrive both professionally and personally.

**Acknowledgment:** I would like to thank all the co-authors.

**Data Availability Statement:** The research uses faculty engagement and performance in higher educational institutions and benchmark data from the repository.

**Funding Statement:** The research received no financial assistance while preparing the manuscript.

**Conflicts of Interest Statement:** The authors have no conflict of interest.

**Ethics and Consent Statement:** The consent was properly obtained from the institution and all others during data collection, with approval and consent being received.

## References

1. A. A. Ahamed, H. A. Patrick, J. Kareem, U. Mukherjee, and M. P. Napoleon, “Organisational justice, job performance, and work engagement: The mediating role of perceived supervisory support,” *Review of Education*, vol. 11, no. 1, p. e3390, 2023.
2. F. Akhter, “Frequent faculty turnover: Challenge for HEIs in urban areas of Pakistan,” *Global Journal for Management and Administrative Sciences*, vol. 2, no. 1, pp. 39–48, 2020.
3. J. Artates, “The faculty engagement: A study on the higher education institutions’ setting,” *Journal of Business and Management Studies*, vol. 5, no. 3, pp. 137–142, 2023.
4. F. A. Atobatele, P. C. Kpodo, and I. O. Eke, “Faculty engagement in international student success: A review of best practices and strategies,” *International Journal of Applied Research in Social Sciences*, vol. 6, no. 3, pp. 440–459, 2024.
5. F. Basbeth, R. A. Saufi, and K. B. Sudharmin, “E-teaching satisfaction in a black swan moment: The effect of student engagement and institutional support,” *Quality Assurance in Education*, vol. 29, no. 4, pp. 445–462, 2021.
6. G. Boccoli, L. Gastaldi, and M. Corso, “The evolution of employee engagement: Towards a social and contextual construct for balancing individual performance and well-being dynamically,” *Int. J. Manag. Rev.*, vol. 25, no. 1, pp. 75–98, 2023.
7. R. R. Cabaron, “Influence of self-efficacy on teaching digital technology as perceived by maritime education faculty in the Philippines,” *International Journal of Multidisciplinary Applied Business and Education Research*, vol. 4, no. 5, pp. 1417–1422, 2023.
8. C. M. Campbell, “A well in the desert: Regional public universities as teaching-supportive institutions,” *New Directions for Higher Education*, vol. 2020, no. 190, pp. 89–98, 2020.
9. J. Canner, S. P. C. Dahlen, O. Gage, N. Graff, and S. Gregg, “Engaging the Faculty in Assessment of Institutional Learning Outcomes”, *Assessment Update*, vol. 32, no. 3, pp. 1-8, 2020.
10. C. Cronley and K. E. Ravi, “Maintaining career momentum: Women-centered strategies for social sciences career success in the context of COVID-19,” *Advance Journal*, vol. 2, no. 3, pp. 1–13, 2021.
11. T. Dundon, A. Wilkinson, and P. Ackers, “Mapping employee involvement and participation in institutional context: Mick Marchington’s applied pluralist contributions to human resource management research methods, theory, and policy,” *Human Resource Management Journal*, vol. 33, no. 3, pp. 551–563, 2023.
12. C. A. G. Durante, L. C. Reynoso, L. C. Lorenzo, N. G. Nunez, R. Calixtro Jr., E. San Juan, and J. J. Frani, “Research hesitancy in the academe: A multi-university study in the Philippines,” *International Journal of Multidisciplinary Applied Business and Education Research*, vol. 4, no. 5, pp. 1442–1446, 2023.
13. H. O. Falola, A. A. Adeniji, A. O. Osibanjo, O. P. Salau, and O. O. Ogueyungbo, “Moderating influence of virtual learning supports on the relationship between emotional intelligence and faculty engagement in institutions of higher learning,” in *Proceedings of ADVED 2020 - 6th International Conference on Advances in Education*, Istanbul, Turkey, 2020.
14. A. K. Goodboy, M. M. Martin, and S. Bolkan, “Workplace bullying and work engagement: A self-determination model,” *Journal of Interpersonal Violence*, vol. 35, no. 21–22, pp. 4686–4708, 2020.
15. S.-H. Han, M. Sung, and B. Suh, “Linking meaningfulness to work outcomes through job characteristics and work engagement,” *Human Resource Development International*, vol. 24, no. 1, pp. 3–22, 2021.
16. Y. D. Hanley, S. A. Maykrantz, and J. D. Houghton, “Broken engagement: The role of grit and LMX in enhancing faculty engagement,” *Higher Education Quarterly*, vol. 78, no. 1, pp. 153–172, 2024.
17. A. Hazzan, K. Heffernan, and J. Dauenhauer, “Promoting intergenerational engagement within the college classroom: The faculty training needs,” in *Proceedings of the 7th International Conference on Higher Education Advances (HEAd’21)*, València, Spain, 2021.
18. T. G. Henkel and G. R. Haley, “A field study: The business of engaging higher education adjunct faculty,” *Journal of Applied Business Research*, vol. 36, no. 2, pp. 51–58, 2020.
19. L. H. S. Jaya and E. Ariyanto, “The effect of vigor, dedication, and absorption on the employee performance of PT Garuda Indonesia Cargo,” *European Journal of Business and Management Research*, vol. 6, no. 4, pp. 311–316, 2021.

20. V. Kashyap, N. Nakra, and R. Arora, "Do decent work dimensions lead to work engagement? Empirical evidence from higher education institutions in India," *European Journal of Training and Development*, vol. 46, no. 1/2, pp. 158–177, 2021.
21. B. J. Kovaleski and V. Arghode, "Employee engagement: Exploring higher education non-tenure track faculty members' perceptions," *European Journal of Training and Development*, vol. 45, no. 8/9, pp. 796–813, 2021.
22. E. Lopez-Zafra, M. Pulido-Martos, and D. Cortés-Denia, "Vigor at work mediates the effect of transformational and authentic leadership on engagement," *Scientific Reports*, vol. 12, no. 10, pp. 1–10, 2022.
23. A. Luthra, S. Dixit, and V. Arya, "Evaluating the impact of faculty development on employee engagement practices in higher education: Analysing the mediating role of professional development," *The Learning Organization*, vol. 31, no. 4, pp. 565–584, 2024.
24. P. E. Mabrey III, K. E. Boston-Hill, D. Stelljes, and J. Boersma, "Debate for civic learning: A model for renewing higher education's civic mission," *Journal of the Scholarship of Teaching and Learning*, vol. 21, no. 4, pp. 100–110, 2021.
25. L. L. D. Mallillin, "Course refresher in assessing and facilitating teacher-learning (CRAFT) in higher education institution: Basis for improved professional faculty development," *International Journal of Multidisciplinary Research and Analysis*, vol. 6, no. 2, pp. 564–583, 2023.
26. L. Matos and K. Kasztelnik, "Transformational educational leadership and the innovative strategies engaging online faculty for excellent teaching performance in the United States," *Business Ethics and Leadership*, vol. 5, no. 1, pp. 6–21, 2021.
27. G. Mazzetti, E. Robledo, M. Vignoli, G. Topa, D. Guglielmi, and W. B. Schaufeli, "Work engagement: A meta-analysis using the job demands-resources model," *Psychological Reports*, vol. 126, no. 3, pp. 1069–1107, 2023.
28. J. W. Purcell, A. Pearl, and T. Van Schyndel, "Boundary spanning leadership among community-engaged faculty: An exploratory study of faculty participating in higher education community engagement," *Vol. 6, No. 2*, pp. 1–30, 2020.
29. R. L. Quezada, C. Talbot, and K. B. Quezada-Parker, "From bricks and mortar to remote teaching: A teacher education program's response to COVID-19," *Journal of Education for Teaching: International Research and Pedagogy*, vol. 46, no. 4, pp. 472–483, 2020.
30. K. Shiju, S. Buhukya, A. Sharma, V. Sachdeva, and M. Sharma, "Analyzing the relationship between employee engagement and job performance," *Tuijin Jishu/Journal of Propulsion Technology*, vol. 44, no. 4, pp. 1627–1635, 2023.
31. H. Takei, P. Anthony, E. Fountain, and L. Williams, "Empirical development of the best practices of coaching and mentoring for high performance of competency-based education," *International Research in Education*, vol. 10, no. 1, pp. 1–20, 2022.
32. Z. Taylor, M. Y. Taylor, and J. Childs, "Public education without proper compensation: An empirical argument for promotion and tenure reform to encourage public scholarship and academic citizenship," *Praxis in Higher Education*, vol. 6, no. 2, pp. 173–186, 2024.
33. H. Thompson III, S. Rodríguez-Arroyo, and C. Schaffer, "Mentorship in TANDEM with leadership in higher education," *Journal of Leadership Studies*, vol. 17, no. 3, pp. 60–65, 2023.
34. I. Toth, S. Heinänen, and A. Kianto, "Disentangling the elements of PsyCap as drivers for work, organization, and social engagement in knowledge-intensive work," *Personnel Review*, vol. 52, no. 7, pp. 1936–1952, 2023.
35. P. S. Venkateswaran, "Evaluation of the efficiency of online learning programs in higher education," in *Handbook of Research on Learning in Language Classrooms Through ICT-Based Digital Technology*, pp. 12–22, IGI Global Publications, Hershey, PA, United States of America, 2023.
36. P. S. Venkateswaran, S. Sundar, K. Chandrasekar, E. Manju, and U. Geetha, "The role of university faculties in sustainable development in higher education in Tamil Nadu, India," *International Journal of Advanced Science and Technology*, vol. 29, no. 1, pp. 1206–1219, 2020.
37. L. A. Wendling, "Valuing the engaged work of the professoriate: Reflections on Ernest Boyer's Scholarship Reconsidered," *Journal of the Scholarship of Teaching and Learning*, vol. 20, no. 2, pp. 127–142, 2020.
38. D. Wilson, L. Summers, and J. Wright, "Faculty support and student engagement in undergraduate engineering," *Journal of Research in Innovative Teaching & Learning*, vol. 13, no. 1, pp. 83–101, 2020.