

Root Cause Analysis Of Faculty Dis-Engagement In Higher Education Sector Using Fish Bone Diagram

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ABSTRACT: Engagement of employees is the critical factor and has much impact on the organizations, institutions and companies in achieving their vision and mission. Employee engagement is the physical, emotional, cognitive and intellectual involvement of an individual. In today's turbulent environment the role of an engaged faculty in the higher education sector is highly undisputable. An engaged teacher will show high degree of commitment and involvement in the profession which will result in the quality outcomes. The objective of this study is to analyze the root causes for the faculty disengagement and to analyze the factors influencing majorly for dis-engagement in selected private higher education institutions in Bangalore by the both qualitative and quantitative methods. Some of the personal and organizational factors were analyzed through RCA(root cause analysis) using fish bone structure supported by literature review and validated through regression analysis. It was noticed that all the identified factors through RCA are influencing factors of faculty dis-engagement. However, the major influencing factors for dis-engagement identified are spiritual quotient of the faculty and HR policies of the organization are responsible for faculty dis-engagement. Lessons learned, suggested directions to minimize faculty disengagement and optimize faculty engagement and to promote faculty wellbeing.

Key words: dis-engagement, engagement, faculty, higher education, organizational factors, personal factors, root causes

1. INTRODUCTION :

Employee engagement is termed as the level of commitment and involvement of an employee towards their organization and its values. For the success of an organization the positive attitude of an employee towards his work is very important. In today's turbulent environment the role of an engaged faculty in higher education sector is highly undisputable. An engaged teacher will show high degree of commitment and involvement in the profession which will result in the quality outcomes. There is a tremendous diversity across higher education today and experiencing massive changes in internal and external expectations. Faculty engagement has become a compelling aspect. Some institutions have made little progress, others have transformed themselves into highly engaged universities and colleges. Several phenomena are responsible for the progress. Psychological connectedness of faculty towards their work need to be studied within higher education settings. With the government putting special emphasis on higher education sector by opening IIMs, B schools, foreign universities, Private universities offering number of courses in commerce and management fields. The pressure on existing private colleges to offer more number of courses, to revive the existing curriculum became necessary. This led to more pressure on the faculty without altering their required resources causing dis-engagement. The present study tried to emphasize on the factors responsible for faculty dis-engagement in the selected private higher education's institutions in Bangalore.

2. LITERATURE REVIEW:

2.1EMPLOYEE ENGAGEMENT:

Engagement is first conceptualized by Khan(1990) as the harnessing oneself to their work roles, expressing physically, cognitively and emotionally in their role performances. According to Gallup(2002) there are three types of people. Engaged employees, not engaged employees and actively dis-engaged employees. Engaged employees are builders who consistently strive to give excellence within their roles. Not engaged employees focus on the tasks spelled out to

them rather than the goals of the organization. They do what they are told to do. Actively dis-engaged employees are dangerous individuals who not only perform well but also demotivate the performer in the organization. So, it is very important to keep the employees engaged otherwise they can be threat to the organization. Employee engagement has been defined in many different ways and the definitions and measures often sound like other better known and established constructs like organizational commitment and organizational citizenship behavior (Robinson et al., 2004). In the academic literature, a number of definitions have been provided. Disengagement means "the uncoupling of oneself from duties or work roles. In disengagement, people withdraw themselves physically, cognitively, or emotionally during role performances" Khan(1990).

2.2FACTORS INFLUENCING ENGAGEMENT

According to Saks(2006) The antecedents of employee engagement are job characteristics, perceived organizational support, perceived supervisor support, reward and recognition. Khan(1990) found that supportive and trusting interpersonal relationships as well as supportive team promote employee engagement. Compensation is the important attribute to employee engagement that motivates employee to achieve more and hence more focus on work and personal development. Organizational policies, procedures, structures, systems decide the extent to which employees are engaged in an organization. They may include fair recruitment and selection, flexi-timings, aid in balancing work and family, fair promotional policies etc. Schneider(2009). Longitudinal study is required to examine more comprehensive models of employee well-being (B.schaufeli 2004). Employees who are in positive affective state may build personal (i.e., self-efficacy, optimism) and psychosocial i.e., job resources. Engaged employees not only feel good about themselves, but also they are best able to mobilize support from colleagues, receive feedback and to create opportunities at work(B.baker, Evangelia Demerouti, Wilmar B.schaufeli.,2004).

3. RESEARCH GAP:

From previous studies identified as they considered the factors which are impacting the employee engagement in private & government institutions or in comparison with the academic and industry, in some analysis considered only the limited factors and studies not identified related to considering potential of engagement as a multi-dimensional construct that encompasses cognition, emotional, behavioral and physical components either by qualitative or quantitative techniques. This study going to concentrate on the root causes of faculty disengagement and their impact and performance of the faculty and organization's objective using both qualitative and quantitative methods.

4. RESEARCH OBJECTIVE:

To analyze the factors responsible & influence the faculty disengagement in the selected private commerce higher education institutions in Bangalore.

5. RESEARCH METHODOLOGY:

5.1 THE FISH BONE STRUCTURE initiated by Kaoru Ishikawa in 1968 is used as a tool to investigate root causes for faculty dis-engagement. In the fish bone the problem is identified at the fish's head and the details of causes and effects are written into the skeleton. the Fish bone tool is used in many applied researches to find out the causes for the problem. In the present study Fish bone diagram is used to identify potential root causes of faculty dis- engagement. Data is collected from 100 faculty by one to one interview and through a self-designed questionnaire consisting of 105 questions from the selected commerce higher education institutions in Bangalore. The following steps are followed. 1. Conducted face to face interviews with the faculty 2. Data collected from structured questionnaire.3. formed focus groups with similar dis-engagement opinions.4.brain storming sessions are conducted by asking five why's to arrive at the root causes of faculty dis-engagement. 5. Faculties are asked to prioritize their causes from one to ten to arrive at potential causes for faculty dis-engagement .6.Quantified and validated through Regression Analysis.

The following are the potential bones of a cause and effect diagram which derive the root causes for the faculty dis-engagement.

1. Gross happy index 2. Spiritual Quotient 3. Work-life balance. 4. HR policies 5. Organizational role stress 5. Job crafting 6. Burn out.

HR POLICIES: These are the formal rules and procedures that formulate the rights and duties of the employees. The faculty sample under study is lacking fair pay , better intrinsic rewards , opportunities for career growth , participation in conferences, seminars , work shops . avoiding participation in decision making are some of the sub causes of Hr policies which are directly influencing employee dis-engagement. Reiger T & Kamins (2006) sometimes HR policies can act as a barrier to employee engagement with its policies, procedures, practices preventing efficiency and obstructing from getting what they need. Saks (2007) theories linking HR practices shows the evidence of HR practices related to productivity, performance leading to engagement.

WORK CULTURE: It is a system of shared assumptions, values, and beliefs which govern how people behave in the organizations. These values have strong influence on the people behave in the organization and dictate how they act and perform their jobs. May D R Gilson , R L & Harter L.M (2004) work place culture sets the tone for employee engagement. The organization that provide a work place culture with psychological conditions of meaningfulness , safety , availability are more likely to have engaged employees. Kaye B & Jordon Evans S (2003) employee loyalty must be earned a culture of respect and integrity and learning and development .The sample under study faces the problem of no freedom to choose nature of work. Barriers of communication due to strong hierarchal structure, lack of co-operation from co-faculty , no freedom to make changes in the way of work. Opinions are not valued before taking decisions.

SPIRITUAL QUOTIENT: It is the fundamental intelligence used to develop our capacity for meaning, vision and value. Spiritual quotient is beyond your cognitive and emotional skills. It motivates people to balance their work commitments, time with family and inner growth Devendhiran and Wesley (2017) says spirituality leads to the development of meaning and purpose in work which leads employees to be dedicated themselves to the organization. According to Curlin (2007) employees with high spiritual quotient distinguishes themselves with their counter parts in terms of their behaviour in caring , service and transcendence. Spirituality leads to the inner peace, meaningfulness and allows to a collaborative atmosphere with ones's peers and sub-ordinates. From the analysis it is understood that lack of consistent thoughts and behaviors , doing jobs without meaning and value , scarifying quality of work for quantity of work are some of the sub causes of faculty spiritual quotient which is influencing faculty dis-engagement.

GROSS HAPPY INDEX: It is an index used to measure the collective happiness and wellbeing of an individual. It includes Economic well ness , environmental well ness, physical well ness, mental well ness , social well ness and work place well ness. If any one of the well ness is disturbed then the total GHI will decline which may lead to dis-engagement. Maslow(1967) fundamental idea school of thought beliefs that work should be a path to realization or personal growth to become fully human. Nanjundeswaraswamy and sway (2013) concluded that high quality of work life environment leads to happiness which encourages better engagement. Buckingham and Coffman(1999) suggested ways of measuring employee engagement that suggests a concern for everones well being, nature of job, supportive and caring social milieu are factors leading to happiness and engagement.The sample under study revealed that they are not having sense of accomplishment and their salaries are not able to meet all their requirements. Sense of accomplishment will give mental well ness and good pay will accomplish economic well ness. If these are disturbed , they will not be engaged in their jobs.

WORK-LIFE BALANCE: It is the state of equilibrium in which demands of personal life, professional life and family life are equal. It is commonly used to describe the balance that a working individual needs between time allocated for work and other aspects of life. Other than work-life personal interests, family and social activities are also included. Allen(2001) organizational understanding of family needs improves work-

life balance . From the study of sample it is understood that work is interfering with family and family is interfering with work. i.e., more no of working hours, preparation beyond working hours affecting personal as well as work life.

JOB CRAFTING: it is a employee initiated approach which enables employees to shape their own work work environment such that it fits their individual needs by adjusting the prevailing job demands and resources. It is taking proactive steps and actions to redesign what we do at work , essentially changing tasks , relationships and perceptions of our jobs. The main premise is that we can stay in the same role , getting more meaning out of our jobs simply by changing what we do and the whole point behind it. Maslach & leiter(1997) Engagement is characterized by energy, involvement and efficiency , the direct opposites of the three are burn out dimensions. Schaufeli(2002) engagement , fulfillment exists in contrast to the voids of life that leave people feeling empty as in burnout .Bakker (2008) it is research on burnout that has stimulated most contemporary research on work engagement. From Root cause analysis it is notable that interest in jobs other than teaching can be a root cause for faculty dis engagement.

ORGANIZATIONAL ROLE STRESS: It is the individuals role stress in an organization . Long teaching hours, pressure to adopt innovative teaching practices, lack of resources, heavy work loads, meaning less administrative work loads are some of the sub causes encountering for stress which is influencing on faculty engagement. Chusmir and franks(1988) stress at work leads to low motivation, morale , decrease in performance, decrease in engagement. Armenakis and Bedeian (1999) stress is an obstacle to change , planning and implementation.Arnold (1995) attitudes reflect a persons tendency to feel , think or behave in a positive or negative manner towards the objective of attitude.

BURN OUT: It is a state of emotional, physical and mental exhaustion caused by excessive and prolonged stress. It occurs when you feel emotionally drained and unable to meet constant demands. Bakker & Demerouti (2007) job demands and resources model assumes two processes that explain the relationship between engagement and burn out.Lee&Ash forth (1996) individuals with limited resources to meet demands more quickly accrue strains that overtime result in burnout. Harter (2002) diverse characters like clarity in work, supportiveness of supervisors and co-workers , opportunities , growth and development are some of the causes of engagement as well as burn out.Negative effects of burn out spills over into every area of life home , work and social life. Some of the faculty under study are not given to choose the work of their choice. They are given subjects teach in which they are not interested. And they are forced to do all administrative works leading to burn out. It can be one of the root causes of faculty dis engagement.

From the above factors and sub factors A Fish Bone Diagram can be drawn as follow.

POSSIBLE ROOT CAUSES FOR FACULTY DIS-ENGAGEMENT USING FISH BONE DIAGRAM

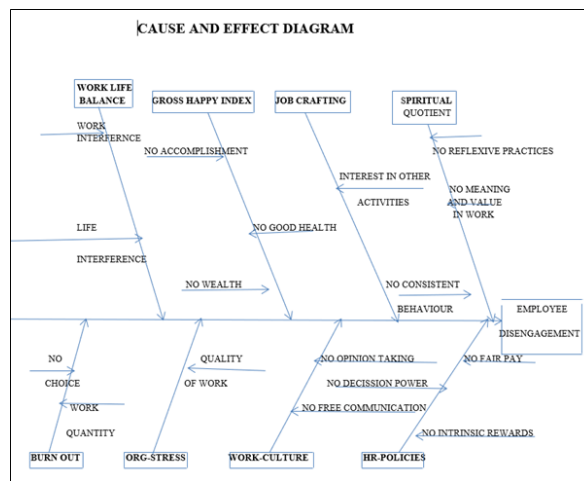


FIGURE-1

To validate statistically and to quantify the relationship between root causes and faculty dis-engagement reliability test and Regression analysis are applied. The following is the analysis applied.

5.2RELIABILITY TEST:

For every questionnaire finding the internal consistency that's called as reliability is important measured by the Cronbach's alpha, when we have a greater number of 5- rating scale statements in questionnaire that should be reliable for the various respondents. For this conducted survey the Cronbach's alpha (α) results are as mentioned in the table.

TABLE-1: CRONBACH'S ALPHA TEST

Category	No.of Items	α Value
GHI	9	0.815
Burnout	5	0.631
Job Crafting	6	0.644
HR Policies/work culture	9	0.807
Organizational Role	6	0.619
Spiritual Quotient	11	0.845
Work Life Balance	8	0.732

The above Cronbach's test table shows that there is an internal consistency in the questionnaire as the test values(alpha) should be higher than the 0.6.

5.3REGRESSION ANALYSIS:

Hypothesis Testing:

Ho: There is no influence of Identified factors HR policies, Spiritual quotient, Gross happy index, organizational role stress, work life balance, stress, burn out and job crafting on Faculty dis-engagement.Though each of the factors may be framed as seven different hypotheses, the above hypothesis is framed for simplicity and the impact of different factors analyzed below. Realizing that each of these factors are the determinants of faculty disengagement, it is quite evident that that they have direct impact on dis-engagement. In order to test the hypothesis, applied the regression model to the influencing factors to the depended variable as employee disengagement. As explained the regression model will validated by the Anova method, following are the results of a model.

TABLE-2

ANOVA			
Model	Sum of Squares	F	Sig.
Regression	43.656	9.953	.000 ^b
Residual	25.69		
Total	69.347		
a. Dependent Variable: employee dis engagement.			
b. Predictors: (Constant), Work life balance, Gross happy index, HR policies, Organizational stress, Job crafting, Spiritual quotient, Burn out.			

The ANOVA shows a significant probability value ($p=0.000$) and signifies that all the factors are influencing the faculty disengagement. The Null hypothesis is rejected, and alternative hypothesis is accepted stated that factors are influencing faculty dis-engagement at 5% confidence levels.

The regression model summary as explained below to identify the strength and impact of personal and organizational factors on the employee disengagement.

TABLE-3

Model Summary			
R	R Square	Adjusted R Square	Std. Error of the Estimate
0.793	0.63	0.566	0.792
a. Predictors: (Constant), work life balance, Gross Happy Index, HR policies, organizational stress, job crafting, spiritual quotient, burn out			

When Regression was performed, it is found that all the factors are were identified as influencing factors with an correlation coefficient(r) 0.8 which means there strong relationship between the factors and the disengagement and the model fitness is 63%, it shows the impact of independent factors on the dependent variable i.e. employee disengagement.

TABLE-4

Coefficients		
Model	Coefficients	Sig.
(Constant)	0.683	0.306
Gross happy index	0.058	0.621
Burn out	-0.022	0.895
HR policies	0.304	0.016
Job crafting	-0.09	0.362
Org-stress	-0.192	0.104
Spiritual quotient	0.481	0.001
Work life balance.	0.199	0.113

Above are the coefficients which will give the weightage to the factors (variables) for finding the impact on the dependent variable i.e. employee disengagement. Out of seven factors only two are significant at the 5% level of significance, those are HR policies (0.16) and Spiritual Quotient (0.001). To understand which sub-factors of these two main factors influencing more for faculty dis-engagement further regression analysis is implemented it gives the impact of independent variables on dependent(engagement) variables in terms of coefficients with its significance levels.

The following model shows the relationship between the HR policies and employee disengagement.

TABLE-5

ANOVA			
	Sum of Squares	F	Sig.
Regression	30.763	3.681	0.002
Residual	36.216		
Total	66.98		

The ANOVA shows a significant probability value ($p=0.000$) and signifies that all the factors are influencing the faculty disengagement. The Null hypothesis is rejected, and alternative hypothesis is accepted stated that HR Policies are influencing faculty dis-engagement at 5% level of significance. The regression model summary as explained below to identify the strength and impact of personal and organizational factors on the employee disengagement.

TABLE-6

Model Summary			
R	R Square	Adjusted R Square	Std. Error of the Estimate
.778 ^a	0.605	0.335	0.964

When Regression was performed, it is found that all HR policies were identified as influencing factors with an correlation coefficient(r) 0.8 which means there strong relationship between the HR policies and the disengagement and the model fitness is 60%, it shows the impact of independent factors on the dependent variable i.e. employee disengagement. To analyze the influencing factors of HR on faculty dis-engagement , Multivariate regression analysis is applied. The following are the analysis results.

TABLE-7

Coefficients		
Model	Coefficients	Sig.
(Constant)	2.469	0
Good opportunities to grow	0.576	0
Clarity in work	-0.026	0.89
Fair evaluation	-0.128	0.55
Appreciation for good work	0.232	0.27
Valuing opinions and ideas	-0.314	0.18
Fair reward system	0.312	0.04
Accepting suggestions	-0.06	0.71
Involvement in decision making	-0.291	0.06
Freedom to work	-0.177	0.26
a. Dependent Variable: faculty engagement		

From the coefficients table it's identified that three factors of HR policies namely which are influencing faculty engagement in the present study are as follows.

Good opportunities(0.038) at 5% confidence level has direct positive influence on faculty engagement. If faculty have good

opportunities for their future growth, then they will have confidence, more interested and more motivated to involve in their work better and will increase their engagement levels. If there are no growth opportunities, then faculty will feel insecure, not interested leading to dis-engagement.

Fair Reward system (0.038) at 5% confidence levels has direct positive influence on faculty engagement. If faculty are rewarded for their good work, they feel valued, motivated which makes them to be more engaged. If they are not rewarded, they feel neglected, undervalued and leads to dis-engagement.

Involvement in decision making (0.063) at 10% confidence levels, there is a direct negative relationship between involving in decision making and faculty engagement. It states that if faculty are involved in decision making, and if their opinions are not valued then they feel undervalued, may not feel interested in their work leading to dis engagement. And at the same time, when they are involved in policy making, they may not able to concentrate in their teaching work with interest leading to dis-engagement. So it is better not to involve faculty in decision making.

The following model shows the relationship between the Spiritual Quotient and employee disengagement.

TABLE-8

ANOVA			
	Sum Squares	of	F
Regression	32.385		7.902
Residual	15.574		
Total	47.959		

The ANOVA shows a significant probability value (p=0.000) and signifies that all the factors are influencing the faculty dis-engagement. The Null hypothesis is rejected, and alternative hypothesis is accepted stated that Spiritual Quotient influencing faculty dis-engagement at 5% level of significance. The regression model summary as explained below to identify the strength and impact of personal and organizational factors on the employee disengagement.

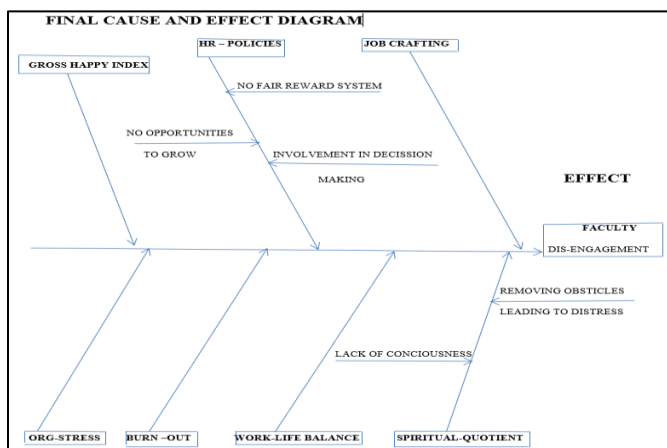
Model Summary		
R	R Square	Sig.
.822 ^a	0.675	0.000

When Regression was performed, it is found that all Spiritual Quotient factors are were identified as influencing factors with an correlation coefficient(r) 0.8 which means there strong relationship between the Spiritual Quotient factors and the disengagement and the model fitness is 67.5%, it shows the impact of independent factors on the dependent variable i.e. employee disengagement..

TABLE-9

Coefficients		
Model	Coefficients	Sig.
(Constant)	1.116	0.101
Helping beyond expectations	-0.056	0.615
Influencing others	0.183	0.275
Analytical in nature	0.176	0.268
Having empathy	-0.138	0.419
Removing obstacles that leads to distress	-0.364	0.007
Conscious	0.255	0.089
Participating in reflexive practices	0.361	0.012
Efficient in managing relationships	0.224	0.126
Having well balanced life	0.07	0.558

From the regression analysis it is evident that the following two factors of Spiritual quotient namely conscious behavior and ability to remove obstacles leading to distress are two sub factors influencing faculty engagement levels. Conscious behavior (0.086) at 10% confidence level. there is a direct positive influence of conscious behavior on faculty engagement. If faculty are conscious, they can understand themselves and others better. When they understand others better, they can work accordingly and feel comfort. When everything is fine, they feel happy to work in such environment leading to better engagement. If conscious behavior is lacking then faculty cannot understand themselves as well as others also. Such environments may lead to more dis-engagement. Removing obstacles leading to distress(0.007) at 5% confidence levels. Even though ability to remove obstacles is required quality but obstacles which leads to distress will have negative impact on the performance of the job. Analysis states that there is a direct negative influence of obstacles removal on engagement. So, it is better no to involve in any problems which will lead to distress to keep faculty engaged. As per the objectives of the study and findings, the root causes of faculty disengagement using standard procedure of Fish bone diagram is as follows. Here the main dependent variable Faculty dis-engagement is shown as the head of the fish and the seven independent categories / variables are considered as the bones of the fish and the main sub-factors responsible for faculty dis-engagement are shown as sub bones of the main bones



CONCLUSION:

In the present study, in selected commerce higher education institutions in Bangalore by using the both qualitative and quantitative methods, the five main root causes responsible for faculty disengagement are- no fair reward system, no good opportunities for growth, involvement in decision making, no ability to understand people's behavior (consciousness) and interfering in problems leading to distress. It is advised to the management of the colleges to improve their HR policies by providing better opportunities for growth in career to faculty, improving their reward system and better not to involve faculty in decision making so that they can enhance the engagement of the faculty. Similarly, by enhancing the spiritual coefficient of the employees by conducting yoga, meditation sessions, counselling sessions they can improve the engagement levels of the faculty. By doing this they can preserve the best assets of the organization i.e., the faculty and engage them physically, mentally and cognitively for the benefit of the organization as well as for the benefit of the faculty.

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