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Relationship of Work Engagement on Turnover Intention of Teaching Personnel of Southern Luzon State University: A Comparative Study Between Regular and Part-Time

Relación del compromiso de trabajo y la intención de rotación del personal docente de la Southern Luzon State University: Un estudio comparativo entre el tiempo regular y parcial

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ABSTRACT

The purpose of this study is to explore the relationship of work engagement on intention turnover of regular and part-time teaching personnel in Southern Luzon State University (SLSU). This study used correlational design, involving 172 respondents consisting of 86 regular and 86 part-time. This study proves that the vigor of regular and part-time teaching personnel was good, having scale response of *agreed* with a mean of 3.44. On the other hand, the absorption of regular teaching personnel was excellent, having scale response of *strongly agreed* with a mean of 3.61 and for part-time were *agreed* with a mean of 3.34. Moreover, the dedication of regular and part-time teaching personnel was *strongly agreed* with a mean of 3.85 and 3.75, respectively. However, the intention turnover of regular teaching personnel was *never* with a mean of 1.35 and for part-time was *sometimes* with a mean of 1.58. Through Pearson correlation, the relationship was revealed that the computed value of 0.3990 is greater than the critical value of 0.1959 at 0.01 level of significance. Therefore, there is a statistical significant relationship between work engagement and intention turnover of regular and part-time teaching personnel at Southern Luzon State University.

Keywords: Work Engagement; Intention Turnover; Teaching Personnel

RESUMEN

Este estudio tuvo como objetivo determinar la relación de compromiso laboral sobre la rotación de intenciones del personal docente regular y de medio tiempo en la Southern Luzon State University (SLSU). Se utilizó una relación descriptiva-correlativa. Además, se utilizó un cuestionario de elaboración propia, formateado en una Escala Likert de 4 puntos y se seleccionó un total de 172 profesores mediante un muestreo intencional que constaba de 86 personas a tiempo completo y 86 a tiempo parcial. Los datos recopilados se analizaron estadísticamente utilizando la media y la correlación de Pearson. Los resultados revelaron que el vigor del personal docente regular y de medio tiempo estuvo de acuerdo con una media de 3.44 para ambas categorías. Además, los datos revelaron que la absorción regular estaba muy de acuerdo ($M = 3.61$) y a tiempo parcial ($M = 3.34$). También se reveló que la dedicación de la facultad regular y de medio tiempo estuvo muy de acuerdo con una media de 3.85 y 3.75 respectivamente. Sin embargo, la rotación de intenciones del personal docente regular fue ($M = 1.35$) y, a veces, a tiempo parcial ($M = 1.58$). A través de la correlación de Pearson, la relación reveló que el valor calculado de 0.3990 es mayor que el valor crítico de 0.1959 a un nivel de significancia de 0.01. Por lo tanto, existe una relación estadísticamente significativa entre el compromiso laboral y la rotación de intenciones del personal docente regular y de medio tiempo en la Southern Luzon State University.

Palabras clave: compromiso laboral; Volumen de negocios intencional; Personal docente; intención de rotación

INTRODUCTION

Education is one of the aspects of human resource development, and education is one of the important stages of the formation of society (Çagri San and Tok, 2017). Since teachers play a significant role in students' success, it is vital to know which set of teacher-related factors are the more effective ones in students' achievements. Teachers have roles and responsibilities for the education process. Teaching is considered one of the most stressful occupations, and the burnout level of teachers is relatively high (Konermann, 2012). In order to prosper and develop in today's continuously changing environment, organizations need engaged employees. According to Barker et al. (2008) that work engagement is characterized by vigor, dedication, and absorption. Vigor is defined as "high levels of energy and mental resilience while working, the willingness to invest effort in one's work, and persistence even in the face of difficulties" (Schaufeli et al., 2002). Dedication is defined as "a sense of significance, enthusiasm, inspiration, pride, and challenge" (Schaufeli et al., 2002). Absorption as the last dimension of engagement is defined by Schaufeli et al. as "being fully concentrated and deeply engrossed in one's work, whereby time passes quickly, and one has difficulties with detaching oneself from work" (Schaufeli et al., 2002). It represents a positive and psychologically fulfilling state of mind. Furthermore, it was defined as a positive, fulfilling, affective-motivational state of work-related well-being that can be seen as the antipode of job burnout.

Turnover has significant implications for an organization, with influencing factors such as the potential cost of human capital loss and interruption of ongoing organizational activities (Smyth, Zhai, and Li, 2009). Turnover intentions tend to render poor service and corrode organizational effectiveness (Karatepe and Ngeche, 2012). Research has shown that intent to leave an organization is one of the indicators of turnover (Bothma and Roodt, 2013). Employee turnover is a serious issue for many organizations; organizational experts view this phenomenon as a persistent problem for the organization (Yin-Fah et al., 2010). This is considered an acute problem due to its detrimental effects on the organization, especially when the performing employees leave the organization.

According to Khan (1992), the term "engagement" was accustomed to describe a worker's concern in assigned tasks. He suggested that individuals can be personally engaged in their work by investing complimentary, burning and cognitive energy into tasks that favor psychological conditions. Engaged employees voluntarily invest extra time, effort and initiative to contribute to business success. Engaged employees are physically concern in their tasks, cognitively alert, and ardently connected to others in ways that show their thoughts, feelings, and values (Schaufeli and Salanova, 2007). Bakker and Demerouti (2008) proposed four reasons why engaged employees perform better than unengaged employees. Firstly, engaged employees were found to have positive sentiments towards their job, consequently leading to productivity. Secondly, engaged employees were seen to be more open to work opportunities and more confident and optimistic. Thirdly, research suggests that engagement is positively related to employee well-being, leading to better performance. However, Cooke (2008) defined employee engagement as a willingness and ability of an employee to give sustained discretionary effort to help their organization succeed. Similarly, Robbinsons, Judge, and Campbell (2010) describe it as "an individual's involvement with satisfaction and enthusiasm for the work they do".

Turnover is defined as the aggregate of worker replacements in a given period in a given business or industry and can be explained in two ways; an organizational or individual phenomenon (Hinshaw & Atwood, 1984). Turnover intention defined as an employee's intention to voluntarily change jobs or companies (Schyns, Torka, and Gossling, 2007). Moreover, Turnover intention can be defined as intentions or thoughts about leaving a job (Simon, Müller, & Hasselhorn, 2010). High turnover is often defined as bad and reputed expensive. No turnover at all or very low turno-

ver rates makes an organization unable to hire new talented or highly qualified and experienced employees. Therefore, appropriate turnover is defined as good, but it is important to take into account that normal turnover in one sector can be abnormal in another sector (Collini et al., 2015; Simon et al., 2010). Turnover intention is a complex phenomenon that depends on various factors. Many types of research on employee turnover behavior indicate that age, gender, tenure, designation, experience, compensation, education, nature of employment are predictors of turnover intentions of employees in the organization. As in a study on the retail industry, it was also found that following variables apart from demographic variables such as satisfaction with pay and supervision, organizational commitment and procedural justice, etc. are associated with turnover intentions (Ali and Baloch, 2009). Turnover intentions can largely affect the commitment level of other employees (Armizi,2008). Organizations have to take strategic steps to reduce the turnover intentions of the employees. In order to have a competitive edge over the other organizations, the turnover has to be controlled by taking measures favorable for the employees, which may lead to an increase in their commitment level.

METHODOLOGY

The study used correlational design to identify the relationship of work engagement on intention turnover of regular and part-time teaching personnel. According to Calderon and Gonzales (2007), the process of descriptive research goes beyond the gathering and tabulation of data. It involves the elements or interpretation of the meaning or significance of what is described. Thus, the description is often combined with comparison and contrast involving measurements, classification, interpretation, and evaluation. The total number of respondents was 172, which composed of 86 regular and 86 part-time teaching personnel. The primary data were the responses coming from the respondents through the use of a self-constructed questionnaire formatted using a 4-point scale. The construction of the questionnaire was based on the Utrecht Work Engagement Scale by Schaufeli, Salanova, Gonzalez-Roma, and Bakker (2002) to measure the work engagement and intention turnover. The mean and the Pearson product-moment of correlation coefficient were the statistical tools for the data to be treated and analyzed.

RESULTS AND DISCUSSION

The analysis and the interpretation, as supported by some literature, are presented in this section. Results from quantitative data were tabulated, analyzed, and interpreted accordingly.

Assessment of Work Engagement

Mean was used to determine the work engagement and turnover intention of teaching personnel, and the results are presented according to individual dimensions.

Table1. Work Engagement of Teaching Personnel as to Vigor. (Source: Authors' elaboration)

Statements	Regular		Part-Time	
	Mean	Scale Response	Mean	Scale Response
I feel energetic when I am at work.	3.70	Strongly Agree	3.59	Strongly Agree
I feel strong and vigorous when I feel like going to work	3.64	Strongly Agree	3.67	Strongly Agree
I feel like going to work when I get up in the morning	3.23	Agree	3.12	Agree
I can continue working for a very long period at a time	3.70	Strongly Agree	3.58	Strongly Agree
I feel very resilient mentally at my job.	3.31	Agree	3.50	Agree

I always go to work even when things no got well.	3.08	Agree	3.15	Agree
Average Weighted Mean (AWM)	3.44	Agree	3.44	Agree

Legend: 1) 1.00- 1.49= *Strongly Disagree*, 2) 1.50-2.49=*Disagree*, 3) 2.50- 3.49= *Agree*, 4) 3.50- 4.00= *Strongly Agree*

Table 1 reveals that work engagement in terms of the vigor of regular and part-time teaching personnel was the same. The descriptive results based on the AWM of 3.44 revealed that the grand scale response *agrees* that teaching personnel is energetic and mental resilience while working, willing to invest effort in one’s work, and persistent even in the face of difficulties. The result of the current study is similar to the study of Basikin (2007) that junior secondary school English teachers in Indonesia work engagement with $M=4.99$ for vigor. Further, Ahuja and Gupta (2019) vigor are demonstrated in the form of high levels of energy and mental resilience, willful efforts, perseverance in the face of challenges and not being easily fatigued.

Table 2 below reveals that work engagement in terms of absorption of regular is *strongly agreed* with an AWM of 3.61. Therefore, they are totally and happily immersed in one’s work having difficulties detaching oneself from it. On the other hand, unlike regular, the work engagement of part-time in terms of absorption is just *agreed* with an AWM of 3.34 this indicates that part-time cab easily detaches themselves from their work and sometimes they are not happy while doing work. According to Ahuja and Gupta (2019) that absorption is reflected as the incumbent being completely and happily immersed in one’s work to the tune of having difficulties detaching oneself from it. In a state of absorption, one forgets everything else that is around, feels that time flies, to the extent that while at work one loses the sense of time.

Table 2 Work Engagement of Teaching Personnel as to Absorptio.n (Source: Authors’ elaboration)

Statements	Regular		Part-Time	
	Mean	Scale Response	Mean	Scale Response
Time flies when I am working	3.52	Strongly Agree	3.33	Agree
I feel happy when I am working	3.41	Agree	3.58	Strongly Agree
I am interested in my work	3.87	Strongly Agree	3.76	Strongly Agree
I get carried away when I am working	3.70	Strongly Agree	3.06	Agree
It is difficult to detach myself from my job	3.57	Strongly Agree	2.99	Agree
Average Weighted Mean (AWM)	3.61	Strongly Agree	3.34	Agree

Legend: 1) 1.00- 1.49= *Strongly Disagree*, 2) 1.50- 2.49= *Disagree*, 3) 2.50- 3.49= *Agree*, 4) 3.50- 4.00= *Strongly Agree*

Table 3 Work Engagement of Teaching Personnel as to Dedication (Source: Authors' elaboration)

Statements	Regular		Part-Time	
	Mean	Scale Response	Mean	Scale Response
My work is full of meaning and purpose	3.92	Strongly Agree	3.73	Strongly Agree
I am enthusiastic about my job	3.66	Strongly Agree	3.63	Strongly Agree
My job inspires me	3.91	Agree	3.72	Agree
I am proud of the work that I do	3.85	Strongly Agree	3.80	Strongly Agree
My Job is challenging	3.92	Strongly Agree	3.88	Strongly Agree
Average Weighted Mean (AWM)	3.85	Strongly Agree	3.75	Strongly Agree

Legend: 1) 1.00- 1.49= Strongly Disagree, 2) 1.50- 2.49= Disagree, 3) 2.50- 3.49= Agree, 4) 3.50- 4.00= Strongly Agree

Table 3 reveals regular and part-time teaching personnel *strongly agree* in work engagement in terms of dedication with an AWM of 3.85 and 3.75 respectively. According to Shaufeli and Bakker (2007), a high level of dedication refers to deriving a sense of significance from one's work, feeling enthusiastic and proud about one's job, and feeling inspired and challenged by it. Ahuja and Gupta (2019) cited that dedication is deriving a sense of meaning from one's work, demonstrating enthusiasm and pride in the job while being inspired as well as challenged by it.

Table 4. Turnover Intention of Teaching Personnel (Source: Authors' elaboration)

Statements	Regular		Part-Time	
	Mean	Scale Response	Mean	Scale Response
Vigor				
I often think of leaving the institution	1.48	Never	1.77	Sometimes
I actively look for a new job	1.02	Never	1.29	Sometimes
I frequently consider working elsewhere	1.30	Never	1.65	Sometimes
Most of the times I feel like quitting my job	1.31	Never	1.57	Sometimes
I feel frustrated working this institution	1.48	Never	1.52	Sometimes
Average Weighted Mean (AWM)	1.04	Never	1.56	Sometimes

Legend: 1) 1.00- 1.49= Never, 2) 1.50- 2.49= Sometimes, 3) 2.50- 3.49= Often, 4) 3.50- 4.00= Always

Table 4 reveals that the turnover intention of regular teaching personnel was *never* with an AWM of 1.04. This indicates that regular teaching personnel are totally engaged and happy in their profession and never think of leaving the institution. On the other hand, the intention turnover of part-time was *sometimes* with an AWM of 1.56, this indicates that part-time can easily detach themselves from work and find another job.

Work Engagement on Turnover Intention

Pearson product-moment of correlation coefficient used to determine the relationship between work engagement and turnover intention of teaching personnel.

Table 5. Relationship of Work Engagement and Turnover Intention. (Source: Authors' elaboration)

	n	Pearson Correlation Value	Critical Value	Decision	Interpretation
Regular	86	-0.1932	0.3104*	Accept Ho	Not Significant
Part-time	86	-0.4302		Reject Ho	Significant
Total	172	-0.3990	0.1959*	Reject Ho	Significant

Table 5 reveals that there is a moderately low negative correlation between work engagement and turnover intention. Since the computed absolute Pearson Correlation value of 0.3990 is greater than the critical value of 0.1959 at 0.01 level of significance, therefore, there is statistical evidence to reject the null hypothesis. Therefore, there is a statistically significant relationship between work engagement and turnover intention of teaching personnel. According to Ahuja and Gupta (2019) concluded that there was a strong correlation was found between organizational commitment and work engagement ($r = .539, p < .05$). It indicates that faculty members who are highly committed to their current organization are likely to be more work engaged than their less committed counterparts. Robertson and Cooper (2012) concluded that faculty members who are highly committed to their current organizations are likely to be more work engaged. Work engagement of long-tenured faculty members was found to be higher than others who had less experience in the organization. Work engagement will be sustainable when employee wellbeing is also high.

CONCLUSION

The result of the analysis indicates work engagement is one of the key factors to reduce turnover intention. As such, it is important for administrators to help improve the work engagement of teaching personnel since it improves employee performance and reduces turnover intention. Moreover, the result indicates that there is a relationship between work engagement and turnover intention.

The results of the study indicate that there is a relationship between work engagement and intention turnover. Vigor, Dedication, and Absorption will help the organization to reduced intention turnover. Therefore, key people in the organization should know how to motivate their employees to engage in work.

Conflict of interest

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