

Faculty Work Engagement and Organizational Effectiveness in Higher Education Institutions

Sitti Aunal H. Amilassan¹, Dr. Edil Washif P. Insani², Brian G. Torejas³

¹ Zamboanga Peninsula Polytechnic State University

² Comtech Colleges Inc.

³ Southern City Colleges

DOI: <https://doi.org/10.47772/IJRISS.2026.1026EDU0512>

Received: 07 August 2026; Accepted: 12 August 2026; Published: 21 August 2026

ABSTRACT

This study examined the relationship between faculty work engagement and organizational effectiveness among selected higher education institutions. Specifically, it determined the level of faculty work engagement in terms of vigor, dedication, and absorption, assessed the level of organizational effectiveness in terms of goal attainment, operational efficiency, and institutional adaptability, and investigated whether a significant relationship exists between these variables. The study employed a quantitative descriptive-correlational research design involving faculty members from selected higher education institutions who were chosen through purposive sampling. Data were gathered using a structured survey questionnaire that demonstrated good internal consistency and were analyzed using appropriate descriptive and inferential statistical techniques. The normality of the data was first assessed to determine the appropriate statistical test for examining the relationship between the study variables.

The findings revealed that faculty members demonstrated a high level of work engagement, characterized by strong vigor, dedication, and absorption in carrying out their professional responsibilities. Likewise, the participating higher education institutions exhibited a high level of organizational effectiveness, reflecting their ability to achieve institutional goals, maintain operational efficiency, and adapt to changing educational demands. Furthermore, the study established a significant positive relationship between faculty work engagement and organizational effectiveness, indicating that increased faculty engagement is associated with improved institutional effectiveness. The study concludes that fostering faculty engagement through supportive leadership, professional development opportunities, recognition programs, and a positive work environment may be associated with organizational effectiveness and contribute to the continuous improvement and long-term success of higher education institutions.

Keywords: Faculty work engagement, organizational effectiveness, higher education institutions, work engagement, educational management.

INTRODUCTION

Higher education institutions (HEIs) operate in an increasingly dynamic environment characterized by rapid technological advancement, globalization, evolving accreditation standards, and changing expectations from students and other stakeholders. These developments have expanded the responsibilities of faculty members beyond classroom instruction to include research, community extension, innovation, and institutional service. Consequently, faculty members are expected to remain committed and actively engaged in their professional roles while contributing to the overall success of their institutions. Faculty work engagement has therefore become an important organizational resource because it promotes enthusiasm, resilience, dedication, and meaningful involvement in academic responsibilities. Recent studies have shown that engaged faculty members are more likely to demonstrate high teaching effectiveness, improved job performance, stronger organizational commitment, and greater willingness to contribute to institutional goals (Fernandez, 2021; Briones et al., 2021; Postrado & Matildo, 2023). These findings suggest that cultivating work engagement is fundamental to sustaining excellence in higher education.

Organizational effectiveness remains one of the primary indicators of institutional success among higher education institutions. It reflects the ability of an institution to achieve its vision and mission through quality instruction, research productivity, efficient governance, stakeholder satisfaction, and continuous organizational improvement. The achievement of these outcomes depends largely on the commitment and performance of faculty members who directly influence student learning, academic quality, and institutional reputation. Recent evidence indicates that organizational factors such as supportive leadership, healthy organizational climate, and collaborative work environments positively influence employee engagement and organizational performance in higher education settings (Cainday et al., 2023; Canonizado, 2025). As institutions continue to respond to educational reforms and increasing global competition, strengthening faculty engagement has become a strategic approach to enhancing organizational effectiveness.

Despite the growing emphasis on employee engagement, many higher education institutions continue to encounter challenges related to increasing workloads, digital transformation, changing instructional modalities, and faculty well-being. These challenges may reduce employees' motivation and limit their capacity to contribute effectively to institutional objectives. Although previous studies have examined work engagement in relation to teaching effectiveness, job satisfaction, and employee performance, relatively few have specifically explored its association with organizational effectiveness among faculty members in higher education institutions, particularly within the Philippine context (Fernandez, 2021; Briones et al., 2021; Ramos et al., 2021). This gap highlights the need for further empirical investigation to determine whether higher levels of faculty work engagement are associated with improved organizational effectiveness. Such evidence may assist institutional leaders in designing policies and interventions that support faculty development while strengthening institutional performance.

In response to this need, the present study examines the relationship between faculty work engagement and organizational effectiveness in higher education institutions. Specifically, it seeks to determine the level of faculty work engagement in terms of vigor, dedication, and absorption, and the level of organizational effectiveness in terms of goal attainment, operational efficiency, and institutional adaptability. It also aims to determine whether a significant relationship exists between faculty work engagement and organizational effectiveness. The findings of this study are expected to contribute to the field of educational management by providing empirical evidence that may assist higher education administrators in developing policies and strategies that enhance faculty engagement, strengthen organizational effectiveness, and support continuous institutional improvement. Furthermore, the results may serve as a valuable reference for future researchers, educational leaders, and policymakers in advancing organizational behavior, human resource development, and quality assurance initiatives in higher education institutions.

Objective

The study aimed to determine the relationship between faculty work engagement and organizational effectiveness in selected higher education institutions.

Specifically, this study aimed to:

1. Determine the level of faculty work engagement in terms of Vigor, Dedication, and Absorption.
2. Determine the level of organizational effectiveness in terms of Goal Attainment, Operational Efficiency, and Institutional Adaptability.
3. Determine whether a significant relationship exists between faculty work engagement and organizational effectiveness in higher education institutions.

METHODOLOGY

Research Design

This study employed a quantitative descriptive-correlational research design to determine the relationship between faculty work engagement and organizational effectiveness in selected higher education institutions. Specifically, the descriptive component was used to determine the level of faculty work engagement in terms of vigor, dedication, and absorption, and the level of organizational effectiveness in terms of goal attainment, operational efficiency, and institutional adaptability. Meanwhile, the correlational component was utilized to

examine whether a significant relationship exists between faculty work engagement and organizational effectiveness. This research design was considered appropriate because it allows the collection of quantitative data through structured research instruments and the application of statistical analyses to describe variables and determine the degree of association between them without manipulating the study variables (Creswell & Creswell, 2017).

Population and Sampling

The respondents of this study consisted of 172 faculty members from selected higher education institutions (HEIs). The respondents were chosen because they are directly involved in the academic functions and organizational activities of their respective institutions, making them the most appropriate sources of information regarding faculty work engagement and organizational effectiveness. The study employed purposive sampling, wherein only faculty members who met the predetermined inclusion criteria, such as being currently employed in the selected HEIs and actively performing teaching responsibilities during the conduct of the study, were included as respondents. Purposive sampling is appropriate when participants are intentionally selected based on their knowledge, experience, and relevance to the objectives of the study (Campbell et al., 2020).

Data Collection

Prior to the actual data collection, the research instrument was pilot-tested to determine its reliability using Cronbach's Alpha. As shown in Table 1, the Faculty Work Engagement and Organizational Effectiveness scales obtained overall reliability coefficients of 0.881 and 0.876, respectively, indicating good internal consistency and confirming that the instrument was reliable for use in the study. After securing permission from the administrators of the selected higher education institutions, the researcher administered the questionnaire to 172 faculty respondents after obtaining their informed consent. The completed questionnaires were retrieved, checked for completeness, and prepared for statistical analysis. Throughout the data collection process, the researcher ensured the confidentiality, anonymity, and privacy of the respondents' information in accordance with the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association (APA, 2020).

Table 1. Reliability of the instrument

<i>Faculty work engagement</i>			
Indicators	Cronbach's Alpha	No. of Items	Internal Consistency
Vigor	0.879	5	Good
Dedication	0.901	5	Excellent
Absorption	0.864	5	Good
Overall Scale	0.881	15	Good
<i>Organizational effectiveness</i>			
Indicators	Cronbach's Alpha	No. of Items	Internal Consistency
Goal Attainment	0.886	5	Good
Operational Efficiency	0.853	5	Good
Institutional Adaptability	0.891	5	Good
Overall Scale	0.876	15	Good

Statistical Analysis

The collected data were encoded, tabulated, and analyzed using appropriate descriptive and inferential statistical techniques. The weighted mean and standard deviation were used to determine the level of faculty work engagement in terms of vigor, dedication, and absorption, as well as the level of organizational effectiveness in terms of goal attainment, operational efficiency, and institutional adaptability. Descriptive statistics are

appropriate for summarizing and describing the characteristics of quantitative data (Creswell & Creswell, 2017). To determine whether a significant relationship exists between faculty work engagement and organizational effectiveness, Spearman's Rank-Order Correlation Coefficient (Spearman's rho) was employed. Spearman's rho is a nonparametric statistical test used to determine the strength and direction of the relationship between two variables, particularly when the data do not satisfy the assumption of normality (Pallant, 2020). All statistical analyses were performed using a 0.05 level of significance.

Ethical Considerations

The researcher adhered to established ethical principles throughout the conduct of the study. Permission to conduct the research was obtained from the administrators of the selected higher education institutions before data collection. Participants were informed of the purpose of the study, the voluntary nature of their participation, and their right to withdraw at any time without penalty. Informed consent was obtained from all respondents before the administration of the questionnaire. The confidentiality, anonymity, and privacy of the respondents were strictly protected by ensuring that no personally identifiable information was disclosed and that the collected data were used solely for academic and research purposes. These ethical practices were guided by the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association (APA, 2017) and the Belmont Report (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979), which emphasize respect for persons, beneficence, and justice.

RESULTS AND DISCUSSION

Table 2. Faculty work engagement

Indicators	Weighted Mean	Perception	Interpretation
Vigor	4.12	Agree	High Level
Dedication	4.15	Agree	High Level
Absorption	4.16	Agree	High Level
Average	4.14	Agree	High Level

Table 2 presents the level of faculty work engagement in terms of vigor, dedication, and absorption. The findings revealed an overall weighted mean of 4.14, with a verbal perception of "Agree" and an interpretation of "High Level," indicating that faculty members exhibit a high level of work engagement in higher education institutions. Among the three dimensions, absorption obtained the highest weighted mean (WM = 4.16), followed by dedication (WM = 4.15) and vigor (WM = 4.12), all of which were interpreted as having a High Level of engagement. These findings suggest that faculty members are highly immersed in their work, demonstrate strong commitment to their professional responsibilities, and possess the energy and persistence necessary to perform their duties effectively. The results are consistent with recent studies indicating that work engagement is characterized by vigor, dedication, and absorption, and that highly engaged employees are more likely to demonstrate improved performance, commitment, and positive organizational outcomes.

Table 3. Organizational Effectiveness

Indicators	Weighted Mean	Perception	Interpretation
Goal Attainment	4.12	Agree	High Level
Operational Efficiency	4.14	Agree	High Level
Institutional Adaptability	4.13	Agree	High Level
Average	4.13	Agree	High Level

Table 3 presents the level of organizational effectiveness in terms of goal attainment, operational efficiency, and institutional adaptability. The findings revealed an overall weighted mean of 4.13, with a verbal perception of "Agree" and an interpretation of "High Level," indicating that the participating higher education institutions demonstrate a high level of organizational effectiveness. Among the three dimensions, operational efficiency

obtained the highest weighted mean (WM = 4.14), followed by institutional adaptability (WM = 4.13) and goal attainment (WM = 4.12), all of which were interpreted as having a High Level of organizational effectiveness. These findings suggest that the institutions effectively utilize their resources, achieve their organizational goals, and demonstrate the capacity to adapt to changing educational demands and organizational challenges. Overall, the results imply that the participating higher education institutions maintain effective organizational practices that support institutional performance, continuous improvement, and the delivery of quality educational services.

Table 4. Faculty Work Engagement and Organizational Effectiveness

Variables Compared	Correlation Coefficient (rho)	p-value	Interpretation
Faculty work engagement and Organizational Effectiveness	0.921	<.001	Significant

Table 4 presents the relationship between faculty work engagement and organizational effectiveness. Prior to the correlation analysis, the Shapiro–Wilk test was conducted to determine whether the data met the assumption of normality. The results revealed that faculty work engagement ($W = 0.983$, $p = .039$) and organizational effectiveness ($W = 0.984$, $p = .044$) both had p-values less than the 0.05 level of significance, indicating that the data were not normally distributed. Consequently, Spearman's Rank-Order Correlation Coefficient (Spearman's rho) was employed. The analysis yielded a very strong positive correlation between faculty work engagement and organizational effectiveness ($\rho = 0.921$, $p < .001$), which was found to be statistically significant. This result indicates that as faculty work engagement increases, organizational effectiveness likewise increases. Therefore, the null hypothesis stating that there is no significant relationship between faculty work engagement and organizational effectiveness is rejected, suggesting that higher faculty work engagement is associated with higher organizational effectiveness in higher education institutions.

CONCLUSION

The findings of this study conclude that faculty members in the selected higher education institutions demonstrated a high level of work engagement, characterized by strong vigor, dedication, and absorption in their professional responsibilities. Likewise, the participating institutions exhibited a high level of organizational effectiveness, particularly in terms of operational efficiency, institutional adaptability, and goal attainment. These findings indicate that faculty members are committed, energetic, and deeply engaged in their work, while their institutions effectively utilize resources and maintain quality organizational practices that support institutional success.

Furthermore, the study established a very strong positive and statistically significant relationship between faculty work engagement and organizational effectiveness ($\rho = 0.921$, $p < .001$), leading to the rejection of the null hypothesis. This result suggests that higher levels of faculty engagement are associated with greater organizational effectiveness, emphasizing the association between faculty work engagement and organizational effectiveness in higher education institutions and sustaining organizational performance. Therefore, higher education institutions should continue to implement strategies that promote faculty engagement through supportive leadership, professional development opportunities, recognition programs, and a positive work environment to further strengthen organizational effectiveness and ensure continuous institutional improvement.

RECOMMENDATIONS

1. Higher education institution administrators should continue to strengthen faculty work engagement by implementing programs that promote employee well-being, professional development, recognition, and supportive leadership, as these initiatives may further enhance organizational effectiveness.
2. Faculty members should sustain and further improve their levels of vigor, dedication, and absorption by actively participating in institutional activities, engaging in continuous professional learning, and collaborating with colleagues to support the achievement of organizational goals.
3. Human resource offices and academic leaders should develop evidence-based policies and faculty engagement initiatives that foster a positive work environment, strengthen organizational commitment, and

improve institutional performance. Such interventions may include mentoring programs, wellness initiatives, performance recognition systems, and leadership development opportunities.

4. Policymakers and educational leaders may use the findings of this study as empirical evidence in formulating policies and strategic plans that prioritize faculty engagement as a key factor in enhancing organizational effectiveness and institutional quality.
5. Future researchers are encouraged to replicate this study in different educational settings or include additional variables such as leadership style, organizational culture, job satisfaction, employee well-being, or organizational commitment. They may also employ mixed-methods or longitudinal research designs to provide a deeper understanding of the factors influencing faculty work engagement and organizational effectiveness over time.

Conflict of Interest: The authors declare no conflicts of interest.

REFERENCES

1. Briones, M. R., Yazon, A. D., Sarmiento, M. B., Ang-Manaig, K., Buama, C. A. C., & Tesoro, J. F. B. (2021). Examining the work engagement, job satisfaction, and performance of faculty in one state university in the Philippines. *Psychology and Education Journal*, 58(5), 7-24.
2. Cainday, M. R. L., Chan, F. A. O., & Bestuer, G. M. (2023). Relationship of personality traits and organizational climate on work engagement among higher education personnel in the Philippines. *International Journal of Multidisciplinary: Applied Business and Education Research*, 4(9), 3123–3133. <https://doi.org/10.11594/ijmaber.04.09.06>
3. Fernandez, S. (2021). Faculty work engagement and teaching effectiveness in a state higher education institution. *International Journal of Educational Research Review*, 6(1), 1–13. <https://doi.org/10.24331/ijere.783947>
4. Canonizado, I. C. (2025). Transformational school leadership and teachers' work engagement in public schools. *International Journal of Education Humanities and Social Science*, 8(6), 297–314. <https://doi.org/10.54922/IJEHSS.2025.1140>
5. Postrado, C. M. I., & Matildo, E. L. L. (2023). *Employee engagement and job performance among employees in higher education institution: A Philippine illustration*. *International Journal of Health Sciences*, 7(S1), 1813–1835. <https://doi.org/10.53730/ijhs.v7nS1.14271>
6. Ramos, B. A., Ramirez, R. L., Baptista, G. O., Sabaulan, J. S., Taguba, R. R., & Fulong, L. V. (2021). Work engagement of employees of a higher education institution in Northern Philippines during the Covid-19 pandemic. *Salettinian Open Academic Review*, 3(1), 1-1.
7. Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
8. Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., ... & Walker, K. (2020). Purposive sampling: complex or simple? Research case examples. *Journal of research in Nursing*, 25(8), 652-661.
9. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.
10. Pallant, J. (2020). *SPSS survival manual: A step by step guide to data analysis using IBM SPSS* (7th ed.). Routledge.
11. National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. (1979). *The Belmont report: Ethical principles and guidelines for the protection of human subjects of research*. U.S. Department of Health and Human Services.
12. American Psychological Association. (2017). *Ethical principles of psychologists and code of conduct*. <https://www.apa.org/ethics/code>