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Research Article

"Exploring Burnout and Work Engagement Among College and University Teachers: A Study of Higher Education Institutions in Gujarat"

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ABSTRACT

Burnout is a severe problem among college and university faculty that impacts their health, job engagement, and institutional performance. In this research, the occurrence of burnout and its association with work engagement was studied in faculty members from Gujarat, India, employing Maslach's Burnout Inventory. A mixed-methods research method involving questionnaires and interviews was utilized to determine the levels of burnout and their association with engagement. Results indicated that depersonalization and emotional exhaustion were most serious among younger, less experienced faculty members, with decreased motivation and commitment. Negative correlation was evident between burnout and engagement, indicating the deleterious influence of burnout on faculty participation. The requirement for interventions concerning workload management, professional development, and mental health support to foster educator well-being. Long-term burnout consequences should be investigated in future the studies, and the efficacy of different intervention methods should be evaluated to maintain faculty motivation and productivity in higher education institutions.

Keywords: Burnout, Work Involvement, Higher Education, College and University Teachers, Emotional Exhaustion.

INTRODUCTION

Burnout is a prevalent problem in the modern workplace. It is characterized by chronic emotional exhaustion, depersonalization, and a diminished sense of personal accomplishment. burnout in education especially higher education This poses significant challenges. It not only affects the well-being of teachers. but also, the quality of the education provided and encountered. Growing pressures, often supported by limited resources These factors result in a higher risk of burnout. This is especially true in developing regions such as Gujarat, India, where educational reform and institutional needs are continually evolving. Participation in work This refers to the individual's psychological involvement and commitment to work. It plays an important role in the working life of an educator.

High levels of engagement increase work satisfaction, productivity, and a positive learning environment for students. However, burnout has been shown to undermine work engagement. This creates a vicious cycle that affects the performance of individuals and organizations. This is true even though people across the world are becoming more conscious of these problems. However, little focus has been placed on comprehending how teachers' work engagement and burnout interact in Gujarati higher education institutions. By investigating the prevalence of burnout and its effects on work engagement among Gujarati college and university instructors, this study aims to close this gap. The study investigates whether these changes are influenced by institutional and demographic factors, including years of experience, gender, age, and organizational type. The purpose of this study is to give educational leaders and policymakers useful information. to identify the primary stressors and how they affect people. to establish a nurturing atmosphere that encourages instructors' dedication to their work and general well-being.

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It is anticipated that the results of this study will add to the larger conversation about the wellbeing of educators. and provide guidance for plans aimed at improving the sustainability and calibre of higher education in Gujarat and elsewhere. In the 1960s, the word "burnout" was coined to characterize the psychological repercussions of substance abuse. An almost infinite range of social and personal issues may now be expressed through burnout. Millions of human care professionals' happiness is impacted by this abhorrent issue. However, millions of customers are also included. Teachers, students, psychiatrists, patients, caregivers, and clients are all potential targets of these attitudes and behaviours (Azeem, S. M., N. A., 2008). It does not, however, offer a precise description of burnout. Additionally, a tool called the Maslach Burnout Inventory has been utilized to measure and clarify the results.

Due to excessive work involvement, burnout is a process that results in a severe depletion of social and active resources. This can occasionally show up more obviously as physical symptoms like exhaustion. weariness and behavioural and physical indicators such social disengagement and an inability to control emotions Cognitive symptoms include resistance to change and mental tunnelling. This is occasionally cynically shared with clients and other team members. The same is true for reduced productivity, which is demonstrated by working more hours and less overtime. (H.J. Freudenberger, 1974) This study's goal was to ascertain how higher education employees' performance related to the work burnout component (Gorsi M., 2011). One of the many drawbacks of the workplace is the increased prevalence of illness.

Morale among employees has declined. An increase in the amount of alcohol consumed Satisfaction dropped high rate of staff turnover The quality of the services has declined. and unsatisfactory results for customers (Maslach & Jackson, 1986). Thus, the protection and commercial services offered are at the core of burnout. to strengthen ties between clients and service providers.

Because of the interpersonal nature of this work, burnout has been examined more from the start than how people react to stress. However, when it comes to how individuals behave and interact at work, social journalists and practitioners Researchers have identified burnout as a concern among social journalists and practitioners, which has A syndrome that reacts to ongoing interpersonal stress at work is now the subject of systematic research (Schaufeli et al., 2008). In all occupations, psychological vulnerability provides a favourable environment for accidents and occupational stress. Consequently, it avoids job burnout, a significant issue in the field of public health.

WORK INVOLVEMENT (LITERATURE REVIEW)

Three pre-engagement psychological events that are impacted by individual differences and the work environment are described by Kahn (1990). First and foremost, people need to feel that their professional function has purpose. Second, people need to be able to express themselves without worrying about the consequences. Supportive and trustworthy interpersonal relationships can lead to psychological safety. when organizational rules are well defined or when managers are given explicit backing. Third, and last, Kahn says that workers need to believe they have the personal resources they need to be involved. Mental preparedness as stated by Kahn These three psychological states include a sense of mental stability, emotional fortitude, and physical strength in relation to their work and circumstances. Employee participation in their job duties is facilitated by availability, safety, and meaningfulness.

Important direct and indirect links between different functional resources are acknowledged in the study. and client contentment Research also demonstrates the importance of work engagement. in addition to the immediate benefits to client results. Additionally, the causal relationship between customer outcomes and employee satisfaction is mediated by job engagement (Siddiqui, 2014). Employee engagement increases productivity and receptivity to new knowledge. and are prepared to put in more effort. There seemed to be a higher correlation between job engagement and trust.

It leads to a spiral. Over time, collaborative work is strengthened by the correlation between trust and job engagement patterns. particularly Growing spiral effect increased faith in senior leadership. Immediate boss, coworkers, and a greater propensity for trust. Participation in work will rise as a result. At all three levels of the organizational structure, this has an instant impact on people's behaviours to boost trust. Furthermore, the current analysis looks at how state and trait trust combine to affect job engagement (Chugtai & Buckley, 2008). Enhancing employee engagement is a goal for managers. because it will increase workers' productivity. Lower staff churn and enhance workers' well-being Employee engagement is measured using three different methods: Engagement characterizes the

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circumstances under which individuals operate. According to Admasachew and Dawson (2011), involvement can be both a psychological presence and a behavioural outcome.

According to Schaufeli et al. (2002), engaged employees typically invest a substantial amount of work effort into acceptable behaviours to fulfil their job function. Job engagement is an employee attitude that is characterized by passion, dedication, and immersion in the workplace. According to several scholars (including Richardsen, AM et al., 2006), control, rewards, acceptance, and value are suitable for involvement in the workplace. This leads to psychological performance and job satisfaction for employees. When workers are engaged, they can display pleasant emotions and their work behaviours is recognized and rewarded. The term "work engagement" describes motivated workers who are in a state of mind that allows them to completely express themselves physically.

In their professional roles, emotions and cognition have three dimensions. The first is how involved the employee is in their work. The second is the employee's level of confidence that his work won't have unanticipated repercussions. Thirdly, how many resources might be required to improve employee performance in the workplace? Furthermore, there is a good correlation between job performance and these powerful impact elements. We can adjust for job and customer influences on job demands and customer satisfaction by using these aspects of job engagement.

INTRINSIC MOTIVATION AND WORK ENGAGEMENT (Literature Review)

Deci & Ryan (2019) emphasize that intrinsic motivation drives meaningful engagement. This is especially true in higher education. Teachers who are passionate about their discipline show greater engagement despite a lack of resources. Gillette and colleagues (2020) reaffirm that intrinsic factors outweigh extrinsic rewards in maintaining long-term engagement. Impact of corporate support Sharma & Sharma (2019) emphasize institutional leadership as a key determinant of work engagement. This is especially true in developing regions such as India. Liu and colleagues (2021) examined the mediating effect of organizational trust. It was found that a collaborative culture increases participation. Burnout and stress are the defining factors. RAND (2024) reports that burnout rates are increasing among educators. which is associated with decreased work participation. Stress management and resource allocation were identified as key intervention areas. Hakanen and colleagues (2020) show how emotional labour leads to disengagement. Emphasis is placed on distributing the workload to combat burnout. Post-pandemic challenges Studies (e.g. Springer, 2023) note that the shift to online learning during COVID-19 It is a barrier to participation due to technological barriers and isolation. Hybrid models and training reduce some of these effects. Exploring the region and culture. Telu & Potanuru (2024) found that value alignment is important in India. This institutional flexibility increases engagement among educators. Gender differences in participation are related to different social expectations.

RESEARCH GAPS

In the Gujarat state, there has been a significant absence of extensive research on the root causes of teacher burnout among college and university-level educators. Research that is available points to an alarming trend in which college teachers often experience cynicism and disaffection in their profession, which eventually translates into widespread feelings of incompetence and inefficacy in their professional lives. This research aims to investigate further the causes of the trend of college and university teachers having lower levels of commitment to their profession. Through filling this particular and recognized research gap, the research aims to contribute to an understanding of the causes of this problem, thereby helping to enhance knowledge of teachers' experiences in the academic setting.

RESEARCH METHODOLOGY

A detailed and extensive questionnaire survey was carefully carried out with the basic aim of exploring the immense influence of burnout among teachers and its complex link with their performance. The present study particularly targets college and university teachers in higher education institutions located in the state of Gujarat. The significance of this research effort is crucial to better understanding the dynamics that affect educational effectiveness and overall teaching quality in this specific region of India. Additionally, knowing the factors that lead to burnout in this setting can inform efforts to improve educator well-being and performance. Throughout the subsequent sections, we will provide a thorough presentation of the main issues, essential considerations, and major aspects regarding the

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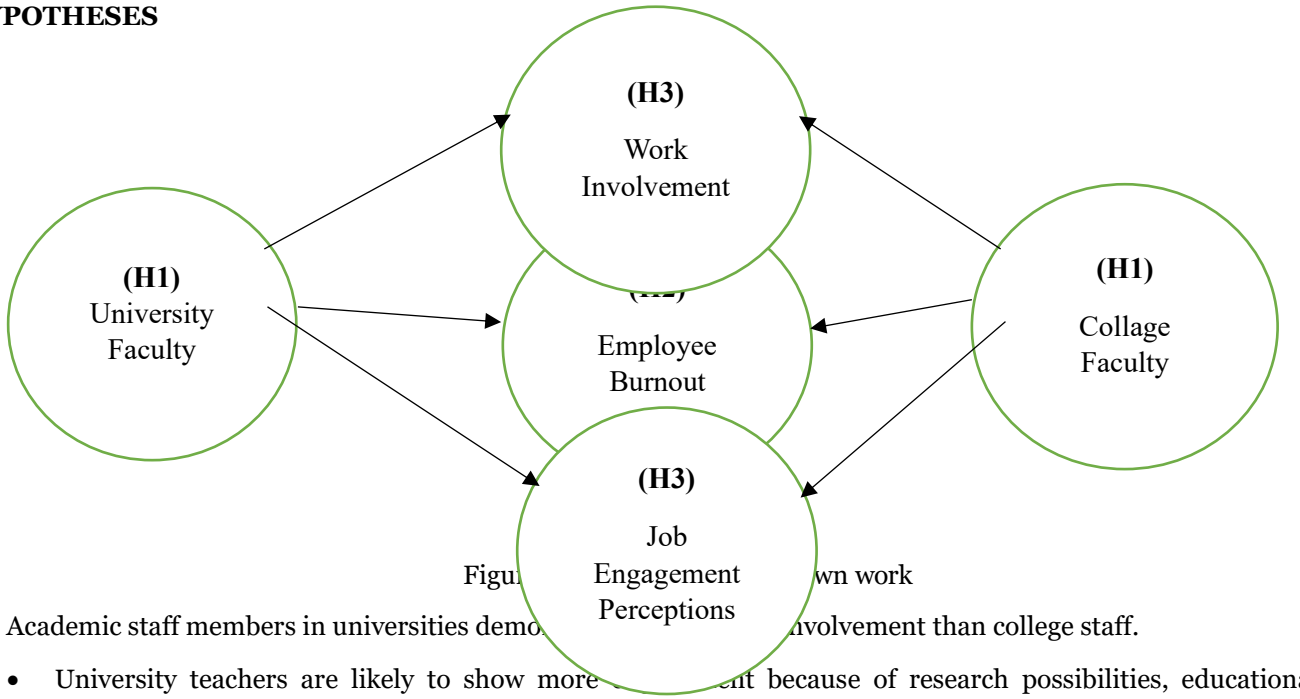
research design. Moreover, we will describe the different study approaches that were systematically used throughout the duration of this study so that a comprehensive discussion of the subject in question is achieved.

OBJECTIVES OF THE STUDY

This study was conducted with the following objectives.

1. To examine the occurrence of burnout among college and university faculty members in Gujarat:
   - Determine the prevalence and intensity of burnout symptoms among teaching staff.
   - Review burnout between various disciplines and institutions of teaching.
   - Measure variations in burnout according to dimensions such as load of teaching, administrative work, and research duties.
2. To measure the level of involvement at work:
   - Calculate the level of engagement of the teaching staff in instruction, research, and administration.
   - Examine determinants of active engagement in academic duties.
   - Investigate how workload and institutional policy influence faculty engagement.
3. To examine the interplay between burnout and work engagement:
   - To determine demographic and institutional variables influencing burnout and work engagement
   - Examine the effect of age, gender, teaching experience, and academic rank.
   - Consider institutional variables like work culture, support systems, and professional development opportunities.
   - Identify the effect of job security, compensation, and work-life balance on burnout and engagement.

HYPOTHESES



Figu wn work

H1: Academic staff members in universities demo volvement than college staff.

- University teachers are likely to show more nt because of research possibilities, educational materials, and tenure-track rewards.
- Faculty members in colleges might be limited by research engagement, which impacts the overall level of participation in scholarly work.

H2: Burnout among employees is common for faculty members at colleges and universities.

- Both groups of faculty members face stress because of workload, administrative tasks, and expectations from students.
- The nature and degree of burnout can also differ depending on structures and mechanisms within institutions.

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H3: Job engagement perceptions vary widely among college and university professors.

- Perceptions of job engagement among university professors can be linked to research, publication, and scholarly conferences.
- College professors might identify quality teaching, interaction with students, and institutional tasks as central engagement aspects.

THE SAMPLE

The research will apply a stratified random sampling method to acquire a properly balanced and representative sample of members from different higher educational institutions in Gujarat. The research will recruit 300 teachers from colleges and universities to have a diversified representation of faculty members belonging to different demographic categories and institutional types.

This will be accomplished by stratifying the sample by major factors such as:

1. **Institution Type:** Public and private institutions to investigate variations in work environment, resources, and expectations of faculty.
2. **Location:** Urban and rural institutions to control for differences in infrastructure, availability of professional development, and distribution of workload.
3. **Faculty Role:** Professors, associate professors, and assistant professors to determine how career stage affects burnout and job commitment.
4. **Discipline:** Sciences, humanities, commerce, and professional courses to capture differences in teaching and research demands.

By using stratified random sampling, the research will make sure that various subgroups in the faculty group are represented proportionally, minimizing bias, and maximizing the ability to generalize the findings. This will give an overall picture of burnout levels, work involvement, and perceptions of job engagement in diverse educational environments in Gujarat.

DATA COLLECTION

This research used survey techniques for data collection, with a focus on higher education in Gujarat. The study targeted both urban and rural institutions specifically to obtain a wide and representative sample. By using faculty from varied regions, this research hopes to offer a well-rounded picture of burnout and work engagement for academic professionals who work within a fragmented institutional environment.

The research included public and private colleges and universities to provide representation from diverse institutional types. To equitable and systematic sampling, a stratified random sampling method was utilized. The stratification was conducted in terms of salient demographic and institutional characteristics, such as:

- **Institution Type:** Public colleges/universities and private colleges/universities.
- **Location:** Urban and rural settings.
- **Demographic Variables:** Gender, age, and academic experience.

The selection of the sample was carried out as follows:

College Faculty: 150 college instructors were chosen, with 30 faculty members selected from each of the district colleges to provide balanced representation from various locations.

University Faculty: 150 university professors were also sampled, with 30 faculty members selected from each of the five universities in Gujarat.

Total Sample Size: The research involved 300 faculty members from colleges and universities combined, enabling comparative analysis between institutional types.

This stratified sampling strategy provided an equitable representation of various academic professionals, minimizing possible biases and allowing for closer analysis of determinants of burnout and work engagement in diverse higher education environments in Gujarat.

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RESEARCH INSTRUMENTS

The MBI-GS is the most widely used tool for measuring burnout (Schaufeli, Leiter, Maslach, & Jackson, 1996). Effectiveness and cynicism are not limited to the interpersonal context that characterizes human service. The three general burnout dimensions they discovered were productivity, tiredness, and cynicism. There are five items on the entire scale. Here are several examples: At the end of the workday, I feel exhausted. I do not think my work is important. (cynicism) In addition, I believe I am an effective teacher. (Efficacy) The internal consistency (Cronbach's) of the two scales was good: 0.67 for efficacy, 0.71 for cynicism, and 0.67 for weariness. The 17-item Utrecht Work Engagement Scale (UWES), created by Schaufeli and colleagues (2002), was utilized to record employee-level views of work engagement.

Perceptions of work involvement at the employee level are captured by this scale. The Utrecht Work Engagement Scale (UWES), which consists of seventeen items, was created by Schaufeli and associates in 2002. This scale looks at three aspects of professional involvement in college and university teachers: "Assimilation," "Dedication," and "Strength." Scales measuring the degree of commitment (five things), strength (six items), and integration (six items) of engagement were employed. The following is an example to evaluate the main dimensions: I am absorbed in my work (absorbed), I am enthused about my work (devoted), and I want to get up in the morning and work (energetic). Items for engagement Similar to the MBI-GS items, it was scored. Cronbach's had values of 0.61, 0.72, and 0.68 for strength, devotion, and absorption.

ANALYSIS AND INTERPRETATIONS

The present analysis is comprised of three main steps for ascertaining the causal relationships between several constructs.

Table 1: Descriptive Statistics, Inter-Item Correlations and Alpha Values of the Variables

Variables	Mean	S.D.	Exhaustion (V-1)	Cynicism (V-2)	Efficacy (V-3)	Vigor (V-4)	Dedication (V-5)	Absorption (V-6)	Cronbach's Alpha
1. Exhaustion	3.61	0.76	1.00						**0.67**
2. Cynicism	3.57	0.83	0.33*	1.00					**0.71**
3. Efficacy	3.70	0.79	0.37*	0.47*	1.00				**0.69**
4. Vigor	3.68	0.71	0.51*	0.37*	0.48*	1.00			**0.61**
5. Dedication	3.27	0.86	0.53*	0.43*	0.39*	0.38*	1.00		**0.72**
6. Absorption	3.59	0.93	0.33*	0.51*	0.37*	0.43*	0.36*	1.00	**0.68**

Source(s): Author's owns work

The descriptive statistics offer information on the most important psychological and work-related variables among the faculty members. The mean scores of the variables vary from 3.27 (Dedication) to 3.70 (Efficacy), reflecting moderate to high levels of these traits in the sample. The standard deviations (S.D.) range from 0.71 to 0.93, reflecting a fair spread of responses. The inter-item correlations indicate significant relationships between burnout-related factors (Exhaustion and Cynicism) and engagement-related factors (Efficacy, Vigor, Dedication, and Absorption).

Exhaustion is positively correlated with Cynicism (0.33), indicating that as staff feel increasingly emotionally and physically drained, they are also more likely to develop a negative, detached attitude toward work. Exhaustion is also positively correlated with Vigor (0.51) and Dedication (0.53), which indicates that very engaged people might be

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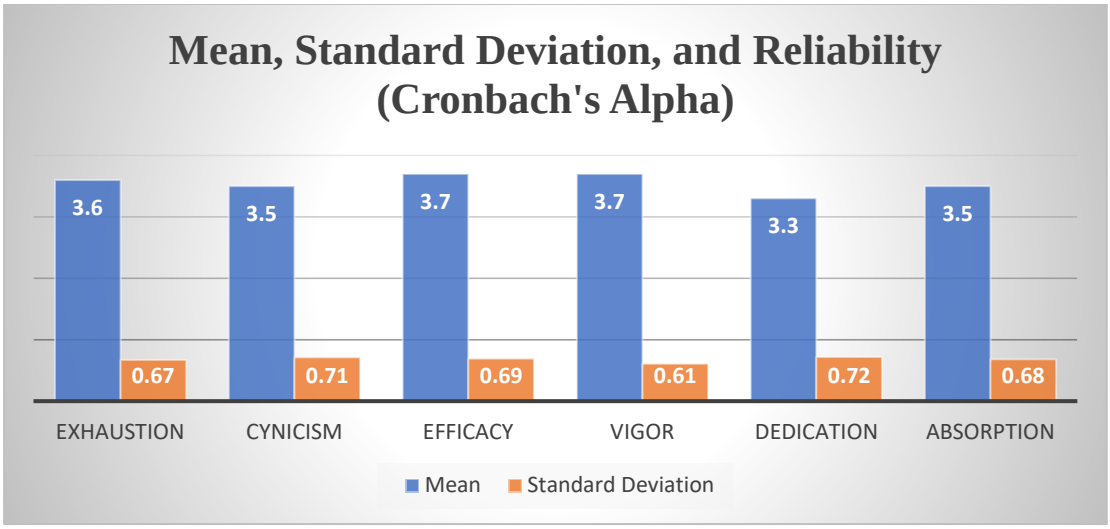
exhausted, perhaps because they are so strongly committed to work. Cynicism, on the other hand, exhibits its strongest correlation with Absorption (0.51), indicating that faculty members who feel disengaged or cynical about their work may still be highly immersed in their tasks.

Efficacy, which is a perception of personal capability, is highly related to Vigor (0.48) and Dedication (0.39)**, which supports the hypothesis that those faculty members who feel effective will be more likely to be vigorous and dedicated. In the same vein, Vigor is also positively related to Dedication (0.38*) and Absorption (0.43*), which supports the hypothesis that committed faculty members are likely to have several positive work attitudes concurrently.

The Cronbach's Alpha coefficients, which assess the reliability of scales utilized in the research, vary from 0.61 (Vigor) to 0.72 (Dedication). Although all values are of acceptable internal consistency, the lower reliability of Vigor (0.61) implies that the construct might need to be improved in subsequent studies. Dedication, with its highest reliability (0.72), shows excellent internal consistency, meaning that the measure items for the variable were properly aligned.

More generally, the results point to a nuanced interrelationship between burnout and engagement. Although exhaustion and cynicism have conventionally been regarded as undesirable markers of burnout, they correlate with measures of engagement-related variables, which means that both burnout and engagement may be present within faculty members at the same time because their profession is demanding. This calls for support mechanisms in institutions in order to balance faculty workload and maintain high work engagement levels.



Source(s): Author's owns work

The research utilizes LISREL estimates to estimate correlation coefficients, thereby measuring with precision the relationship between burnout and work engagement. The results of the chi-square test ($\chi^2 = 836.1$, $df = 348$, $p < .05$) reveal that the model is statistically significant, although the chi-square test is well known for being sample size-sensitive. To evaluate model, fit further, other goodness-of-fit indices were examined. The Root Mean Square Residual (RMR) = 0.051 indicates an excellent fit between the predicted and observed covariance matrices. The Goodness-of-Fit Index (GFI) = 0.79 and the Adjusted Goodness-of-Fit Index (AGFI) = 0.77, however, lie just short of the general rule of thumb value of 0.90, which indicates that there is some potential for improvement in model fit. On the other hand, the Comparative Fit Index (CFI) = 0.89 lies close to 0.90, which implies an acceptable overall model fit.

Given constraints of identification in the measurement model, the error variance for an item was equated to zero to enable model estimation. Even after this modification, all the relations in the model were statistically significant at $p < .05$, attesting to the strength of burnout-work engagement associations. Path analysis is also employed in the study to measure both direct and indirect effects of burnout on work engagement to ensure a clear picture of the faculty participation influence on engagement. Path analysis examines how specific dimensions of burnout, i.e., exhaustion, cynicism, and efficacy, impact the level of engagement. It also explores how much faculty involvement in institutions

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of higher learning, both colleges and universities, influences their work engagement, directly or indirectly via burnout mediating factors.

In building the measurement model, the authors used AMOS 7.0's maximum likelihood estimation procedure (Arbuckle, 2006), commonly applied to structural equation modelling (SEM). This method allows for a thorough analysis of the interrelations between latent variables, giving insight into the intricate dynamics between burnout, faculty engagement, and institutional participation. By considering both direct and mediated effects, the research presents a multifaceted picture of how burnout affects engagement among higher education faculty members.

ANALYSIS AND FINDINGS

The methodology utilized in this study aligns with the approach proposed by Iverson et al. (1996) for path analysis, which allows for the decomposition of direct and indirect effects on faculty performance. This framework is particularly useful for assessing the degree to which mediating variables influence the relationship between burnout and work engagement before applying path analysis. By initially estimating the measurement model, the research guarantees that the latent constructs are properly depicted and the observed data fit well with the theoretical model. The fit statistics for the measurement model confirm that the resultant chi-square value is statistically significant ($\chi^2 = 836.1$, df = 348, $p < .05$), which verifies that the estimated model does not substantially differ from the observed data. But since chi-square is very sensitive to sample size, other fit indices were used to assess the model's adequacy.

Several goodness-of-fit indices were also reported to confirm the model. The Root Mean Square Residual (RMR) = 0.051 indicates a low residual error, meaning that the difference between the actual and predicted covariance matrices is small. The Goodness-of-Fit Index (GFI) = 0.79 and the Adjusted Goodness-of-Fit Index (AGFI) = 0.77, although slightly less than the generally accepted value of 0.90, nonetheless offer reasonable evidence for the model's fit. Also, the Comparative Fit Index (CFI) = 0.89 is near the suggested 0.90 level, further attesting to the model's acceptability. The goodness-of-fit indices after adjustment, especially AGFI = 0.77, indicate that the model is capturing the main relationships between variables but that perhaps some variance can be explained and may need to be elaborated on in future research.

Relating to reliability analysis, Cronbach's alpha measures of some constructs are slightly below the commonly applied benchmark of 0.70. Nevertheless, this is not regarded as a serious limitation since CFI is still high (0.89), reflecting that the overall model is sound. Also, estimates of alpha are within acceptable limits, averaging 0.68 at an intersection point, which reflects that most of the constructs still have sufficient internal consistency. This means that although individual item reliability may be enhanced, the measurement model structure is still valid and reliable for carrying out further analysis.

With these results, the measurement model achieves a good fit, confirming its usability for performing path analysis. This makes it possible to examine in more depth how burnout dimensions like exhaustion, cynicism, and efficacy affect work engagement among faculty members. Direct and mediated relationships of burnout on involvement will also be analysed in relation to faculty differences at colleges versus universities. Including multi-dimensional assessments of burnout, the investigation can provide holistic explanations for well-being and faculty engagement that benefit the state's higher education in Gujarat.

Table 2: Influence of Burnout on Work engagement in educational setting

Independent Variables	Depended variables		
	Vigor	Dedication	Absorption
1. Exhaustion	-0.45*	-0.25	-0.20*
2. Cynicism	-0.60*	-0.40	-0.55*
3. Efficacy	-0.20*	-0.35	-0.30
R2	0.50	0.42	0.48

Source(s): Author's owns work

The R-squared (R^2) measures give information about how much independent variables like fatigue, cynicism, and efficacy account for differences in various dimensions of work engagement among the faculty.

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For vigor ($R^2 = 0.50$), the findings tell us that nearly 50% of the variation in vigor is accounted for by the independent variables. This indicates a strong effect, meaning that fatigue, doubtfulness (skepticism or cynicism), and capability together significantly contribute to the level of energy and enthusiasm at work of an individual. The R^2 value shows that these elements are essential to comprehend what instills vigor in college and university faculty members.

For dedication ($R^2 = 0.42$), the independent variables explain 42% of the variance in how committed and passionate teachers are to their work. Although this effect is slightly weaker than that of vigor, it is still significant, suggesting that burnout-related variables have a strong impact on dedication. A lower R^2 than vigor indicates that commitment might also be influenced by other personal and institutional factors not covered in this model.

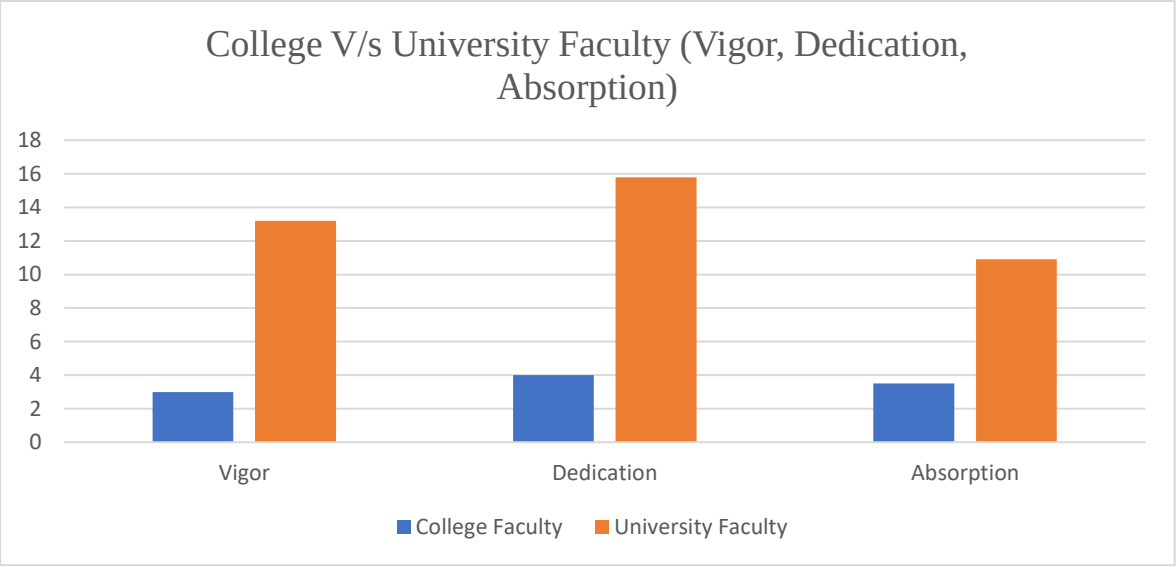
For absorption ($R^2 = 0.48$), the findings indicate that 48% of the variance in absorption is accounted for by the independent variables. This indicates a moderate to strong effect, that is, the faculty members' propensity to become fully engaged in work is heavily influenced by their fatigue, cynicism, and self-efficacy levels. This result points out that although the burnout variables significantly influence work absorption, there may be other contextual and personal variables with similar influence on the intensity of work engagement.

In general, these findings indicate that burnout-related variables exert a significant influence on various work engagement dimensions, with the highest predictive strength being for vigor, followed by absorption and dedication. The results highlight the need to address burnout symptoms to ensure high levels of faculty engagement in higher education institutions.

Table 3: Work engagement: A comparative study of College and University Faculty.

Variables	College Faculty	University Faculty	Gap in % Age	P-Value	Most Effective Change
1. Vigor	3.02	3.68	13.2	0.002	Increase Vigor in College Faculty
2. Dedication	3.25	4.04	15.8	0.000	Focus on improving dedication (highest impact)
3. Absorption	3.43	3.97	10.9	0.004	Improve absorption in College Faculty
Overall	64.63	77.93	13.3	0.001	Enhance overall work engagement for College Faculty

Source(s): Author's owns work



Source(s): Author's owns work

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The research compares vigor, dedication, and absorption, the three main work engagement dimensions, among college and university instructors to determine areas in which college instructors have lower levels of engagement. The findings reveal that college faculty members have substantially lower engagement ratings in all three dimensions, which implies that improvements are needed in specific areas.

For vigor, college faculty members rate 13.2% lower than their university counterparts. The variation between these figures is statistically significant (p-value = 0.002) and suggests that heightened vigor in college faculty members might contribute substantially to improving work engagement. Vigor, through the presence of high levels of energy, resistance to exhaustion, and being pepy at work, is pivotal for sustained motivation and productivity. The results indicate that college faculty can experience difficulties in the form of increased workload demands, reduced opportunities for professional development, or less institutional support and may therefore exhibit lower vigor than university faculty. Intervening on these variables through workplace wellness programs, improved workload management, and faculty development initiatives can assist in increasing levels of energy and enthusiasm among college faculty.

The strongest difference was noted in dedication, whereby college faculty ranked 15.8% lower than university faculty. The difference is extremely significant (p-value = 0.000), highlighting that promoting dedication ought to be the top priority in enhancing college faculty commitment. Dedication is characterized by a feeling of importance, pride, and passion toward work. The wide disparity in this category indicates that university faculty members do not enjoy the same degree of professional satisfaction, institutional appreciation, or career advancement as their counterparts in colleges. To narrow the gap, colleges might need to introduce programs that promote professional development, offer mentorship, and reward faculty success, thus improving commitment and loyalty to their tasks.

For absorption, university faculty members rated 10.9% lower than college faculty members, and this difference had a statistically significant p-value of 0.004. Absorption is being completely engaged in work with high focus and attention. Lower ratings imply that college faculty might face more distractions, greater administrative workload, or the absence of opportunities to engage in research, causing less absorption in their work. To enhance this area, institutions can implement measures like the alleviation of administrative load, research assistance, and enabling an academic atmosphere supporting deep work and focus.

In examining overall work engagement, college faculty rated 13.3% lower than university faculty, with a p-value of 0.001, substantiating the requirement for an overall increase in engagement. The results show that college faculty can best improve their engagement by concentrating on vigor, dedication, and absorption, with dedication having the highest effect.

In addition to these dimensions, the research also examined the correlation between burnout and work engagement through two established scales:

Maslach Burnout Inventory General Survey (MBI-GS) and the Utrecht Work Engagement Scale (UWES).

The MBI-GS captures burnout through negatively worded items (i.e., exhaustion and cynicism), whereas the UWES measures work engagement through positively worded items (i.e., vigor and dedication). The research sought to find out if burnout and work engagement are completely independent constructs or fall on a continuum.

The results indicate that although burnout and engagement are not mutually exclusive, some dimensions are diametrically opposed. Cynicism (a central element of burnout) and dedication (a central element of work engagement) would seem to be directly opposed concepts. This implies that when cynicism rises, dedication falls, and conversely, emphasizing the notion that decreasing cynicism among teachers might go a long way towards greatly increasing their sense of vocational commitment and passion.

Yet the association between exhaustion (burnout) and vigor (engagement) seems to be more nuanced. Although exhaustion and vigor are strongly correlated, they appear to be two different but related ideas and not two extremes of one continuum. This implies that a person can be both exhausted and engaged at the same time in some work settings. For example, a professor can be exhausted physically from having a heavy course load (exhaustion) but still be enthusiastic and dedicated to her or his teaching or research obligations (vigor). The Confirmatory Factor Analysis

(CFA) of the study confirms this result, suggesting that burnout and engagement ought to be quantified as related yet separate constructs and not as a straightforward binary idea.

Generally, the findings indicate the need to decrease burnout drivers like cynicism and exhaustion while at the same time enhancing engagement drivers such as vigor and dedication. In the case of college faculty, interventions must address increasing enthusiasm, institutional support enhancement, and valuing faculty work to improve their job satisfaction and overall engagement.

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