

## *Chapter 3*

### **RESEARCH METHODOLOGY**

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#### **3.1 Introduction**

This chapter intends to focus on the methodology that has been applied for the smooth conduct of the research work. This section incorporates the research problem, research questions, objectives, research hypotheses, and scope of the study, which is followed by research methodology, research design, variables used, a conceptual framework, a pilot study, reliability tests, data analysis, an operational definition, the period of the study, and the limitations of the study. In addition, the section also covers the reliability and validity analysis of the questionnaire.

#### **3.2 Research Problem**

Employee engagement has gained widespread acceptance in the corporate world in recent years, and corporates are rapidly incorporating innovative techniques to engage their employees, whereas in the academic world, the term

"engagement" is theoretically taught and understood but not practiced. However, Universities try to reap some benefits, such as faculty retention and development and increased productivity and performance, by enhancing their satisfaction level. The Government of India is ahead in reforming the educational sector by giving due consideration to the "quality of faculty". Regulatory bodies such as NAAC and UGC also focus on the improvement of teaching and research activities by providing a congenial environment. They also try to determine the institutions with potential for excellence and provide all kinds of assistance to reach global standards.

The higher education system in India is undergoing a drastic change and has gained momentum in recent years. All the activities that have been performed earlier by universities were opened for the colleges as well. The roles of faculty members, which were traditionally confined to teaching, are now expected to include prominent roles in teaching, research, and service. Some of the faculty members would be able to show a balanced performance in these three core areas, while for others, these competing demands may foster negative results and impact their overall performance (Wright, 2005). The emotional connectedness of the faculty members towards their duties and the institution must be determined in terms of their performance. Many foreign Universities focus on the development of their faculty members to the standards set by them and link the growth of their economies with the achievements made in higher education.

Faculty members are considered to be an important element in shaping the future of a country. Making them engaged not only results in the improvement of oneself but also will be beneficial for both the institution where they belong and for the country as a whole. Accreditation bodies such as NAAC mandate and prioritize the faculty's role and contribution towards the institution in their 7 criteria of assessment for grading. They also ensure that the faculty members develop commitment towards the institution and society along with satisfaction of their own needs.

Till date, no research has concentrated on all the aspects of faculty engagement, covering the determinants, dimensions, types, outcomes, and steps taken by the regulatory bodies in creating engagement. In this study, faculty

engagement is considered as a multi-dimensional construct encompassing teaching, research, and service engagement with the factors that influence engagement. Many of the studies focus on one or two types of components while ignoring others. Here, the researcher tries to incorporate all the major factors that have an impact on engagement after considering the Kerala context. The research will definitely be a great help to the faculty members, policymakers, institutions, and regulatory bodies in making policies and issuing guidelines. The higher education sector will largely benefit from knowing the factors that are capable of enhancing engagement among faculty members. The work also elaborates on the practices and steps taken by the authorities to enhance the engagement level. So, the authorities could focus on the implementation and execution of programmes and practices that result in positive organizational outcomes.

### **3.3. Research Questions**

On the basis of the stated research problem, the researcher has formulated the following set of questions:

1. What are the steps taken by the regulatory bodies to enhance faculty engagement?
2. What are the factors that lead to engagement among faculty members of arts and science colleges?
3. Whether there exists any difference in the engagement level among faculty members of Aided, Autonomous and Government colleges?
4. What are the outcomes of faculty engagement?

### **3.4 Objectives of the Study**

The present study, entitled "A study on faculty engagement with special reference to arts and science colleges of Kerala," is undertaken with the following specific objectives:

1. To understand the steps taken by the regulatory bodies to enhance faculty engagement.
2. To evaluate the contributing factors in creating engagement among faculty members.

3. To measure the difference regarding engagement level among faculty members of Government, Aided and Autonomous colleges.
4. To develop a standard model for engaging faculty members in Government, Aided and Autonomous colleges.
5. To analyze the outcomes of faculty engagement.

### **3.5 Hypotheses of the Study**

Based on the objectives set up by the researcher, the following hypotheses have been formulated and empirically tested:

H1: There exists a significant difference among personal factors and the dimensions of faculty engagement.

H2: There exists a significant relationship between organizational factors and the dimensions of faculty engagement.

H3: There exists a significant relationship between psychological factors and the dimensions of faculty engagement.

H4: There exists a significant relationship between economic factors and the dimensions of faculty engagement.

H5: There exists a significant relationship between social factors and the dimensions of faculty engagement.

H6: There exists a significant relationship between management factors and the dimensions of faculty engagement.

H7: There exists a significant difference among type of institutions and the dimensions of faculty engagement.

H8: There exists a significant relationship between the dimensions of faculty engagement and faculty engagement.

H9: There exists a significant relationship between faculty engagement and its outcomes.

### **3.6 Scope of the Study**

The scope defines the boundaries of the research. The elements that characterize the scope of the study are:

- a. Population: The engagement level of faculty members in arts and science colleges is analysed. The researcher has chosen the faculty members belonging to the University of Calicut to study the factors contributing to faculty engagement, understand the components and dimensions of faculty engagement, and to analyse the outcomes of faculty engagement. The population is finite and able to extract the number of faculty members of Aided, Autonomous and Government colleges.
- b. Place of study: The study was conducted in Kerala.
- c. Period of the study: The research interest was to analyze the present level of engagement of faculty members in Government, Aided and Autonomous arts and science colleges. The period of data collection was from May 2021 to August 2021.
- d. Data sources: The major source of data was primary data collected from faculty members. The details of faculty members were collected through the respective college websites, and information were extracted from the Deputy Director's Office and the Department of Collegiate Education.

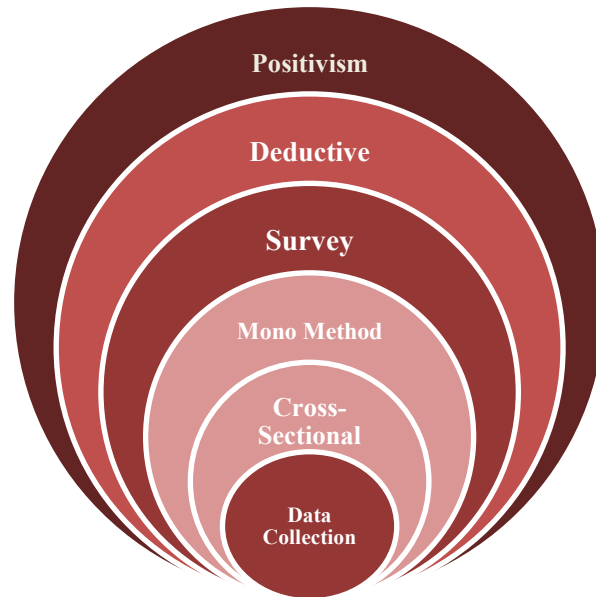
### **3.7. Research Methodology**

An effective methodology is one that elaborates on the stages through which a researcher moves while performing the research. The researcher uses the 'Research Onion' theoretical model to explain the methodology used in the study. It aims at creating an organized methodology through which students can easily adapt and accommodate it in numerous research contexts. (Bryman, 2012). An effective progression through which methodology can be nurtured is clearly evident in each layer of the research onion. The research onion has been proposed by (Saunders et al. 2016), who pictorially explain the various aspects of research that are considered to be interrelated and interdependent.

In this study, the researcher is utilizing the research onion model to visualize the methodology adopted. Hence, the selection of research philosophy,

which chooses the approach and which in turn influences the research strategy, methodological choices, time horizon, and at the end, the research design, is vividly described in this section.

**Figure 3.1**  
**Research Onion (Saunders, Lewis, & Thornbill, 2009)**



### **3.7.1 Research Philosophy**

Research philosophy can be defined as a set of assumptions through which research will be carried out. It is an underlying definition of the nature of knowledge and a set of beliefs concerning the nature of reality that are being investigated. (Bryman, 2012). It differs on the basis of the goals set by the researcher and the way in which the goals are being achieved. (Goddard & Melville, 2004). The assumptions in the philosophy act as a base for formulating the research questions, developing objectives and hypotheses, choosing research methods, and even interpreting the results. (Crotty, 1998). The combination of assumptions results in the formation of research philosophies, which could be chosen after considering the context of the study. Positivism, critical realism, interpretivism, and pragmatism are the four most commonly adopted research philosophies.

The researcher has adopted "positivism" as the research philosophy in this study. Positivism assumes the independent existence of reality in the constructs being studied, which justifies the research methodology. The methodology informs about the nature of phenomena being observed, and it seems to be consistent between subjects. (Newman, 1998). Quantitative criteria have been used by the researcher to interpret knowledge in this field, along with positivism as the research philosophy.

### **3.7.2 Research Approach**

The research approach, being the constituent of the second ring in the research onion, critically covers the aspects of theory testing, theory building, and theory modification. The approach is determined on the basis of the research philosophy chosen by the researcher, either for building theory or justifying the findings of the study. It can even influence the methodological choices, strategy, and research design. (Babbie, 2010). A research approach is formed for the purpose of generating knowledge.

The researcher tries to inculcate the existing theories of faculty engagement, and hence, the deductive approach is being utilized in this research. The deductive approach is particularly suited to the research philosophy of positivism, which permits formulating the hypotheses and statistically testing whether expected results are fitted to an accepted level of probability. (Snieder & Larner, 2009). The knowledge is developed from general to specific, establishment of general theories is made first, and the knowledge gained from the research process is statistically tested for confirmation. (Kothari, 2004). This approach tries to examine whether the observed phenomena fit with the expectations built on the basis of previous research. (Wiles, Crow, & Pain, 2011).

### **3.7.3 Research Strategy**

A research strategy is developed for how the researcher intends to carry out the work. (Saunders, Lewis, & Thornhill, 2007). The approaches to research strategy include experimental research, action research, case study research, interviews, surveys, and a systematic literature review. The researcher used the

"survey' method for interpreting data to satisfy the research objectives. Here, researchers seek answers to "what," "who," "when," "where," "why," and 'how' types of research questions. The survey produces quantitative data that can be tested empirically and examined for cause and effect between different types of data. Surveys tend to be applied in quantitative research projects and involve the collection of data from a sample of individuals. (Bryman & Bell, 2011).

### **3.7.4 Research Methodological Choices**

The choices involve the selection and use of quantitative, qualitative, and mixed methods of research design. The researcher has made use of the mono-quantitative method in the research. The mono-research method uses only one research approach for the study, that is, a single data collection technique may be utilised, which is followed by corresponding qualitative and quantitative analysis in order to draw conclusions.

### **3.7.5 Time Horizon**

The time horizon is the timeframe within which the project is intended to be completed and is not dependent on a specific research approach or methodology. (Saunders et al., 2007). Research horizon has specified two types of time horizons: the cross-sectional and the longitudinal. (Bryman, 2012). This research uses the cross-sectional time horizon, as it is the one that is already established and the data must be collected at a certain point of time. It is applied when a particular phenomenon is being investigated at a particular point of time.

### **3.8 Research Design**

The present study, titled "A study on faculty engagement with special reference to arts and science colleges of Kerala," is considered to be descriptive and analytical in nature. The study collects responses from the selected faculty members of arts and science colleges in Kerala. The study is considered descriptive as it tends to describe the characteristics of the population. Hence, it is mentioned as descriptive. The study also formulates a set of hypotheses, which are tested using appropriate statistical tools; hence, it can also be called an analytical one.



### **3.8.1 Sources of Data**

The researcher has utilized both secondary and primary data for the research work.

**a. Secondary Data:** Secondary data required for the study were extracted from various published sources, such as research articles, earlier studies, books in connection to the area of study, research publications, dissertations, theses, Government publications, reports, newspapers, and websites of the University Grants Commission (UGC), National Assessment and Accreditation Council (NAAC), Kerala State Higher Education Council (KSHEC), Directorate of Collegiate Education (DC), Deputy Directorate of Collegiate Education (DD), and others.

**b. Primary Data:** In the study, the researcher tries to identify the engagement level of faculty members of Government, aided, and autonomous arts and science colleges in Kerala through a structured questionnaire.

### **3.8.2 Sample Design**

**a. Population:** The population of this research work comprises all faculty members of arts and science colleges under the University of Calicut, Kerala.

**b. Sample:** A sample of 355 faculty members was required for the study. The data were collected from 390 faculty members of arts and science colleges by adopting multi-stage sampling and final selection of samples using systematic probability sampling.

**c. Sampling Technique:** The researcher has adopted multi-stage probability sampling to evaluate the engagement level of faculty members of arts and science colleges in Kerala. In the initial phase, the researcher collected a list of Universities in Kerala. From the list, the University of Calicut has been chosen to draw the samples because of its larger number of affiliated colleges compared to other Universities in the state.

A list of Government, Aided and Autonomous arts and science colleges was extracted from the website of collegiate education. The researcher decided to

collect data from three autonomous colleges, which were selected through the lottery method. St. Thomas' College (Autonomous), Thrissur; St. Joseph's College (Autonomous), Devagiri; and M.E.S. Mampad College were chosen for collecting data. Among the Government arts and science colleges, Sri. C. Achuthamenon College, Kutanelur; S.N.G.C. College, Pattambi; P.T.M. Government College, Perinthalmanna, Government college, Madapally, Government college, Koyilandy, were chosen; and among the Aided arts and science colleges, PSMO College, Tirurangadi; NSS College, Manjeri; NSS College, Ottapalam; Sree Vivekananda College, Kunnankulam; Sri Vyasa N.S.S. College, Wadakkanchery, Sreekrishnapuram VT Bhattathiripad College, Sree Krishna College, Guruvayoor were chosen to collect data.

A list of faculty members working with each college was created by visiting the college websites. The list was in turn cross-checked and verified by filing an RTI with the DD and DC offices. After making the required corrections, a final list with respect to faculty members in arts and science colleges was generated. The researcher has adopted systematic probability sampling for the final selection of samples. The questionnaire was distributed to them, and the responses were collected.

**d. Sample size determination:** The population of the research work is considered to be 'finite' and Yamane's sample size formulae for finite populations have been applied to calculate the sample size.

$$\text{Sample size (n)} = \frac{N}{1+N(e)^2}$$

Where, n = required sample size

N = Population Size

e = margin of error

After substituting the values, e = 0.05 and N = 3187, the required sample size obtained is 355. Therefore, the researcher finalized the sample size of the study at 390. A proportionate number of faculty members from each type of institution—that is, Government, Aided, and Autonomous colleges were drawn. The following table illustrates the samples drawn for the study:

**Table 3.1**  
**Selection of a sample of faculty members from arts and science colleges in Kerala**

<b>SI. No</b>	<b>Type of Institution</b>	<b>Number of faculty members at the University of Calicut</b>	<b>Number of faculty members drawn as samples</b>
1.	Government	<b>1144</b>	<b>140</b>
2.	Aided	<b>1503</b>	<b>184</b>
3.	Autonomous	<b>540</b>	<b>66</b>
<b>Total</b>		<b>3187</b>	<b>390</b>

*Source: Compiled through information retrieved from RTI and college websites.*

### **3.8.3 Design of the Questionnaire**

The questionnaire is divided into five sections, namely, profile, determinants of faculty engagement, teaching, research, and service engagement, and faculty engagement and its outcomes. The profile comprises the personal factors of faculty members, which include gender, age, years of experience, type of institution, and designation. The second section consists of statements that measure the factors that influence faculty engagement, and the following one measures the level of engagement among faculty members in teaching, research, and service. The statements to measure faculty engagement and its outcomes are provided in the next two sections.

The modification and refinement of the questionnaire were made after consulting the experts and conducting the pilot study. The questionnaire has been distributed for final data collection with a covering note mentioning the necessary instructions.

### **3.9 Variables Used**

This section describes the constructs and variables that were selected based on the theoretical orientation of the researcher. The researcher has made use of relevant previous research work and theories in order to build statements relating to the variables. Here, the researcher tabulates the major variables used for the study, along with their sub-variables, and how the variables are being measured in the study.

**Table 3.2**  
**List of Variables used**

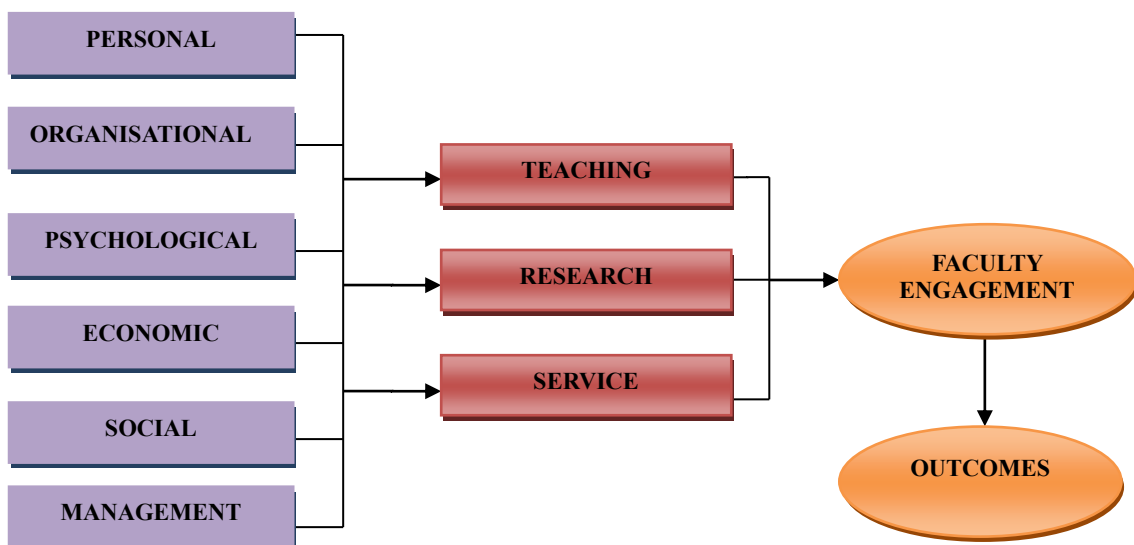
<b>Sl. No</b>	<b>Variables</b>	<b>Sub-variables</b>	<b>Method of measurement</b>
1.	Personal	1.Age 2.Gender 3. Type of Institution 4.Years of experience 5. Designation	Nominal
2.	Organisational	1. Organisational culture and policy. 2. Department Culture 3. Autonomy 4. Accountability 5. Recognition 6. Innovation.	Scale
3.	Psychological	1. Meaningfulness 2. Involvement 3. Personal trust and value 4. Challenging work 5. Work Pressure	Scale
4.	Economic	1. Rewards and Benefits. 2. External Funding and Funder's requirements.	Scale
5.	Social	1. Leadership 2. Relationship with head and peers. 3. Interactivity	Scale
6.	Management	1. Training & Development 2. Performance Appraisal 3. Talent Management	Scale
7.	Teaching Engagement	1.Teaching & learning strategies 2. e-contents and MOOC' 3. Supportive environment 4. Counselling 5. Participation 6. Examination and evaluation activities 7. Feedback from students 8. Mentoring 9. Remedial teaching	Scale
8.	Research Engagement	1.Presentations 2. Publications 3. h-index 4. Contribution towards society 5. Professional networking	Scale

SI. No	Variables	Sub-variables	Method of measurement
		6. Aptitude 7. Allocation of time 8. Research skills	
9.	Service Engagement	1. Administrative support 2. Involvement in committees 3. Extension programmes and community engagement 4. Energised 5. Confidence 6. Initiative 7. Immersion	Scale
10.	Faculty Engagement	1. Vigor 2. Dedication 3. Absorption	Scale
11.	Outcomes	1. Organisational Citizenship Behaviour (OCB) 2. Job Satisfaction 3. Employee Retention 4. Innovative Behaviour	Scale

*Source: Secondary Data*

### 3.10 Conceptual Framework

**Fig 3.2**  
**Conceptual Framework**



On the basis of review of the literature, concepts that act as major predictors of faculty engagement were identified. Based on the observations made on the various concepts, a conceptual framework was developed. The variables of the study include personal, organizational, psychological, economic, social, and management factors that act as independent ones. Teaching, research, and service are the dimensions of engagement through which a faculty member's engagement level is measured. A faculty member who is engaged seems to show the behaviours of vigor, dedication, and absorption, which are being measured. At the end, outcomes of faculty engagement are measured, which comprise organizational citizenship behaviour, employee retention, innovative behaviour, and job satisfaction.

The concept developed in the study through a literature review is vividly presented in the conceptual model. The framework intends to widen the scope of various concepts used in the study.

### **3.11 Pilot Study**

A draft questionnaire was distributed to experts in this field to confirm the content's validity. To assure the reliability and validity of the instrument, a pilot questionnaire was administered to a convenient sample of 50 faculty members. This process helps in assessing the general appearance of the questionnaire in order to eliminate and modify the statements that affect the quality of the instrument. Based on this, modifications and corrections were made, and a final questionnaire was prepared. The researcher could also be able to understand the dimensions of the research after completing the pilot study.

### **3.12 Reliability Tests**

The researcher has made use of the following tests to assure the reliability and validity of the questionnaire:

#### **3.12.1 Normality Test**

The population must be normally distributed in terms of the variable characteristics under the study in order to apply parametric tests. The population needs to be symmetrical, and the researcher must check whether the data to be

analysed is symmetrical in nature. The multivariate statistics assume the combination of variables follows a multivariate normal distribution. For this purpose, each variable is individually tested, and if each variable is found to be individually normal, multivariate normality is also assumed.

The Kolmogorov-Smirnov test was applied to check the univariate normality of the variables under consideration. The statisticians used to perform skewness and kurtosis tests to assume the normality of some variables. Skewness measures the symmetry/asymmetry of the distribution, and Kurtosis intends to measure the peakedness of a distribution.

If the skewness and kurtosis values are in the range of 2.58 and 1.96, normality can be assumed. (Black, Hair, Babin & Anderson, 2006). The data will be normal when the values of skewness fall between -3 to +3 and the values of kurtosis fall between -10 and +10. (Chou & Bentler, 1995). In the study, none of the values in the distribution are above the limit, so it is possible to assume univariate normality. Hence, the researcher can go for a parametric test for analysis, assuming the normality of the data.

### **3.12.2 Validity Test**

Validity can be defined as the extent to which a measuring instrument measures what it is supposed to measure. (Carmines & Zeller, 1990). In order to assure meaningful analysis, the research instrument should be tested for validity. A draft questionnaire was prepared after assessing content validity and face validity.

a. Content validity: It is the ability of a scale to measure the intended concept, that is, the extent to which a scale accurately represents the concept of interest. It refers to the degree to which it provides an adequate depiction of the conceptual domain that it is designed to cover (Hair et al., 1998). The evidence in the case of content validity is subjective and logical rather than statistical. It can be assured if the items representing various constructs of an instrument are substantiated by a comprehensive literature review. (Bohrstedt, 1983).

b. Face Validity: If the statements pertaining to the construct are related to the intended purpose of measuring, face validity can be assured. (Kaplan & Scauzzo,

1998). Subjective and logical assessment of the individual constructs and the related statements are made by the rating of the subject experts. In addition, the face validity of an instrument can be achieved through a thorough review of the instrument by experts in the field. (Hair et al., 1998).

The draft questionnaire prepared after the literature review was distributed to six senior professors who are experts in the field of HR. A brief outline about the purpose of the study, its scope, and the researcher's intention were given to them for easy evaluation. The experts scrutinized the questionnaire and made comments based on their impressions regarding the suitability and relevance of the statements mentioned in the questionnaire. After a critical examination, experts have suggested necessary alterations such as rewording, replacing, removing, adding, and simplifying the statements included in the study. The researcher modified the draft questionnaire on the basis of the expert's feedback, resulting in the development of a new questionnaire for the pilot study.

### **3.12.3 Reliability Analysis**

**Table 3.3**  
**Reliability (Cronbach's Alpha) of the Measurement Scale Used for the Study**

<b>FACTORS</b>	<b>CRONBACH'S VALUE</b>	<b>NO. OF ITEMS</b>
Organisational Factors	0.967	22
Psychological Factors	0.949	20
Economic Factors	0.879	8
Social Factors	0.931	8
Management Factors	0.941	11
Total Factors	0.987	69
Teaching Engagement	0.962	9
Research Engagement	0.888	8
Service Engagement	0.951	7
Dimensions	0.972	24
Faculty Engagement	0.965	8
Outcomes	0.974	15
<b>Total</b>	<b>0.993</b>	<b>116</b>

*Source: Primary Data*



Table 3.3 shows that the Cronbach's alphas for the scaled statements were 0.967 for organizational factors, 0.949 for psychological factors, 0.879 for economic factors, 0.931 for social factors, 0.941 for management factors, 0.962 for teaching engagement, 0.888 for research engagement, 0.951 for service engagement, 0.965 for faculty engagement, and 0.974 for outcomes of faculty engagement. All the constructs have crossed the threshold limit of more than 0.70, which indicates the internal consistency of the scale used for the study. Hence, the questionnaire is considered to be highly reliable.

### **3.13 Data Analysis**

The data procured from the sample of faculty members of arts and science colleges were processed, and both descriptive and inferential analysis have been performed. The researcher has employed IBM SPSS Statistics 21 for data analysis. For testing the hypotheses, an independent sample t-test, a one-way ANOVA, post hoc analysis using Tamhane or Tukey HSD, correlation, and multiple regression were applied.

Following tools were utilised to analyze the data:

**Table 3.4**  
**Statistical Tools used for analysis**

<b>Sl. No.</b>	<b>Tool</b>	<b>Description</b>
1.	Frequency	To have a glance at the entire data conveniently.
2.	Percentage	To determine the relationship between the series.
3.	Mean	A single value to represent an entire data set.
4.	Standard Deviation	An indication of how far the individual responses deviate from the mean.
5.	Independent sample t-test	To analyze the mean comparison of two independent groups.
6.	One-way ANOVA	To analyze the statistically significant difference between the means of three or more independent groups.
7.	Tamhane's Post-Hoc Test	When the assumption of equal variance is rejected, it

Sl. No.	Tool	Description
		helps in identifying the pairwise differences.
8.	Tukey HSD-Post Hoc	When the assumption of equal variance is accepted, it is adopted for measuring the pair-wise difference among groups.
9.	Correlation Analysis	To measure the strength of the relationship between two variables.
10.	Multiple Regression Analysis	To predict the value of a dependent variable on the basis of the values of independent variables

### **3.14 Operational Definition**

**a. Faculty:** Faculty refers to the full-time faculty members of arts and science colleges in Kerala who participate in teaching, research, and service. Individuals who teach both undergraduate and postgraduate level courses were included in the study. Faculty members at the University level were excluded from the data collection and analysis because of their dominant emphasis on research.

**b. Faculty Engagement:** Faculty engagement is the commitment of the employees to their work, and it is a self-driven process, with an aim to attain psychological satisfaction and fulfil their physical requirements. A faculty member who seems to be engaged reflect vigor, dedication, and absorption in their behaviour. A faculty member is considered to be engaged when he/she is involved in teaching, research and service.

**c. Factors affecting Faculty Engagement:** This denotes the determinants for engaging the faculty members. From the available literature, the researcher has grouped the factors under six headings, which consist of personal factors, organizational factors, psychological factors, economic factors, social factors, and management factors. At what rate these factors influence the teaching, research, and service engagement of faculty members is measured in the study.

**d. Teaching Engagement:** It can be defined as the connection that a faculty member has towards teaching and related activities. This intends to measure the

commitment of faculty members to the teaching process that they are into. Nine items were developed in order to measure the interest of faculty members in teaching, which are teaching and learning strategies, e-contents and MOOC's, supportive environment, counselling, participation, examination and evaluation activities, feedback from students, mentoring, and remedial teaching.

**e. Research Engagement:** Research engagement measures the willingness and interest that a faculty member shows in research and related activities. Eight items that relate to research engagement are developed, which are presentations, publications, h-index, contribution towards society, professional networking, aptitude, allocation of time, and research skills.

**f. Service Engagement:** Service engagement is the interest of the faculty members to be part of service-oriented activities that are beneficial for students, the institution, and society at large. Seven statements that are capable of measuring the level of service engagement are included in the questionnaire. Administrative support. Involvement in committees, extension programmes and community engagement, energised, confidence, initiative, and immersion are used for this purpose.

**g. Regulatory Body:** An external organization that has been empowered by legislation to oversee and control the educational process and outputs relevant to it. It frames guidelines and develops policies and procedures for educational institutions. UGC, NAAC, KSHCEC, and SAAC are the regulatory bodies that come under the purview of the current study.

**h. Outcomes of Faculty Engagement:** Outcomes are the end results that are achieved when a faculty member is engaged. From the literature review, four outcomes that are most relevant are chosen and consist of organizational citizenship behaviour (OCB), job satisfaction, employee retention, and innovative behaviour.

### **3.15 Period of Study**

The data collection has been done with the help of a structured questionnaire and secondary sources like journals, books, articles, websites, theses,

and dissertations. The period in which the primary data were collected is from 30 April 2021 to 31 August 2021.

### **3.16 Limitations of the Study**

Social science research has its own inherent limitations, which forces the researcher to face severe difficulties during the conduct of the research. The major limitations of the study are listed below:

1. The data were qualitative in nature and needed to be quantified to achieve the purpose of the study.
2. As the researcher has adopted the scaling technique, the limitations of the technique will be applicable to the study.
3. The limitations of the sampling method will have an impact on the study.
4. The study has excluded private and self-financing arts and science colleges, which are more numerous as compared to other categories of arts and science colleges.
5. The study does not cover the entire faculty members of Kerala.

### **3.17 Conclusion**

The present chapter depicts the blueprint of the research work titled 'A study on faculty engagement with special reference to Arts and Science colleges of Kerala'. The chapter starts by stating the research problem, which is followed by the development of research questions, objectives, and research hypotheses. The scope of the study is vividly described in this section. The researcher has adopted the research onion model to report the research methodology and has included all relevant elements. The chapter also incorporates the design of the questionnaire, the conceptual framework, reliability tests, data analysis, the operational definition, the period of the study, and its limitations.

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