
The Impact of Employee Engagement on Organizational Commitment in Higher Education Institutions: Implications for Organizational Development

Nandhini S¹, Dr K. Arul², K. Udhayakumar³

¹Ph.D. Research Scholar, Department of Management Studies,
Periyar University, Salem – 636 011, Tamil Nadu, India.
nandhinishivakumar511@gmail.com

²Professor and Principal, Unique College of Arts and Science,
Uthangarai, Krishnagiri – 635 207, Tamil Nadu, India.
arulsvmc@gmail.com

³Ph.D. Research Scholar, Department of Management Studies,
Periyar University, Salem – 636 011, Tamil Nadu, India.
drudhaya@periyaruniversity.ac.in

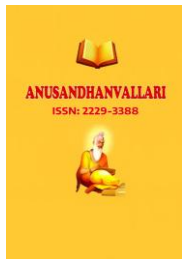
Abstract: This study investigates the relationship between employee engagement, organizational commitment, and organizational development in higher education institutions, with a focus on faculty members in the Chennai district. Using a quantitative research design and a cross-sectional survey method, data were collected from a sample of 416 faculty members across various colleges and universities. The study employs stratified random sampling and utilizes a structured questionnaire to measure the key variables. Findings reveal that employee engagement is significantly correlated with organizational commitment ($r = 0.774$) and organizational development ($r = 0.368$). Regression analysis indicates that employee engagement explains 13.6% of the variance in organizational development, and path analysis confirms that organizational commitment mediates the relationship between employee engagement and organizational development. These results underscore the importance of fostering employee engagement to enhance both commitment and development within higher education institutions. The study concludes that comprehensive engagement strategies are essential for sustained organizational growth and development.

Keywords: employee engagement, organizational commitment, organizational development, higher education institutions.

Introduction

In the context of higher education institutions, the relationship between employee engagement and organizational commitment holds significant implications for organizational development. Employee engagement, characterized by the enthusiasm, dedication, and involvement of employees in their work, is crucial for the functioning and success of any organization. Organizational commitment, on the other hand, refers to the psychological attachment and loyalty that employees feel towards their organization. Understanding and enhancing this relationship is particularly important in higher education institutions, where the quality of education and institutional success are closely tied to the commitment and engagement of faculty and staff (Chandel, P., 2019).

Employee engagement in higher education institutions encompasses several dimensions, including emotional engagement, cognitive engagement, and behavioral engagement. Emotional engagement involves the affective



connection employees have with their work and institution, while cognitive engagement pertains to their intellectual involvement and understanding of their roles. Behavioral engagement, meanwhile, reflects the willingness of employees to go beyond their basic job requirements to contribute to the institution's goals. When employees are engaged across these dimensions, they are more likely to exhibit higher levels of organizational commitment, which in turn can lead to numerous positive outcomes for the institution (Agyemang, C. B., & Ofei, S. B., 2013).

High levels of employee engagement have been shown to correlate with increased job satisfaction, reduced turnover intentions, and enhanced performance among employees. For higher education institutions, this means that engaged faculty and staff are more likely to remain with the institution, contribute positively to its culture, and perform at higher levels. This heightened performance is critical in the context of academia, where the quality of teaching, research, and administrative functions directly impacts the institution's reputation and success. Engaged employees are also more likely to collaborate effectively, fostering an environment of teamwork and innovation that can drive institutional progress and development (Ahmad, Rashid, Talat Islam, and Shahzadi Saima Saleem, 2017).

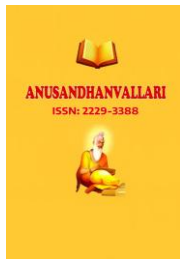
Review Of Literature

The interplay between employee engagement and organizational commitment has significant implications for organizational development in higher education institutions. Effective strategies to enhance employee engagement can lead to a stronger organizational commitment, which is essential for institutional stability and growth (Hanaysha, J., 2016). For instance, leadership practices that promote open communication, recognition, and opportunities for professional development can enhance engagement. When employees feel valued and supported, their commitment to the institution is likely to deepen, fostering a more stable and motivated workforce (Khan, F., Zahra, T., Bilal, H., Sufyan, M., & Naz, A., 2021).

Organizational commitment in higher education is multifaceted, involving affective commitment, continuance commitment, and normative commitment. Affective commitment refers to employees' emotional attachment to, identification with, and involvement in the organization. Continuance commitment involves the perceived costs associated with leaving the organization, while normative commitment pertains to a feeling of obligation to remain with the organization. Among these, affective commitment is particularly influenced by employee engagement, as engaged employees are more likely to develop a strong emotional bond with their institution (Ahmad, R., Islam, T., & Saleem, S. S., 2017).

Furthermore, organizational development initiatives that prioritize employee well-being and work-life balance can significantly impact engagement and commitment levels. Higher education institutions often face challenges related to workload and stress, which can negatively affect employee engagement (Juevesa, R. D., Juevesa, C. V., & Castino, J. M. P., 2020). Implementing policies that address these challenges, such as flexible work arrangements and mental health support, can help mitigate these issues and promote a healthier, more engaged workforce. Additionally, involving employees in decision-making processes and fostering a sense of community within the institution can strengthen their engagement and commitment (Mkheimer, I., & Mjlae, S. A., 2020).

The impact of employee engagement on organizational commitment in higher education institutions is profound and multifaceted. Engaged employees are more likely to exhibit higher levels of organizational commitment, leading to numerous positive outcomes such as increased job satisfaction, reduced turnover, and enhanced performance (Ahuja, S., & Gupta, S., 2019). For higher education institutions, fostering employee engagement through supportive leadership practices, professional development opportunities, and policies that promote well-



being is essential for organizational development. By prioritizing the engagement and commitment of their faculty and staff, higher education institutions can build a more motivated, stable, and high-performing workforce, ultimately contributing to their long-term success and development (Nazir, O., & Islam, J. U., 2017).

Objectives Of The Study

1. To examine the relationship between employee engagement, organizational commitment and organizational development in higher education institutions.
2. To identify and analyze the implications of enhanced employee engagement on organizational development within higher education institutions.

Research Methodology

Research Design

This study employs a quantitative research design to investigate the relationship between employee engagement and organizational commitment in higher education institutions. The research design focuses on gathering numerical data to test hypotheses and derive meaningful conclusions regarding the implications of employee engagement on organizational development. A cross-sectional survey method is utilized to collect data at a single point in time from faculty members in colleges and universities within the study area.

Sample Respondents

The respondents for this study comprise faculty members from various colleges and universities located in the Chennai district. The choice of faculty members as the sample respondents is based on their critical role in the functioning and success of higher education institutions. Their experiences and perceptions regarding employee engagement and organizational commitment provide valuable insights into the study's objectives.

Study Area

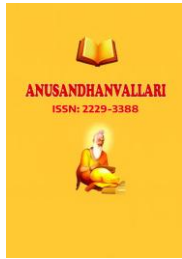
The study is conducted in the Chennai district, a prominent educational hub with numerous higher education institutions. Chennai's diverse range of colleges and universities, varying in size and specialization, provides a comprehensive setting for examining the relationship between employee engagement and organizational commitment in different academic environments.

Sample Size

A sample size of 416 faculty members is determined for this study. This sample size is chosen to ensure adequate representation of the faculty population in the Chennai district and to provide sufficient data for statistical analysis. The sample size calculation considers the need for precision and confidence in the results, allowing for generalizability of the findings to the broader population of higher education institutions in the area.

Sampling Technique

The study utilizes a stratified random sampling technique to select the sample respondents. This technique involves dividing the population of faculty members into different strata based on specific characteristics such as type of institution (e.g., public vs. private), academic discipline, and faculty rank. From each stratum, random samples are then drawn to ensure that various segments of the faculty population are adequately represented. This approach enhances the reliability and validity of the study by minimizing sampling bias and ensuring a diverse and representative sample.



Data Collection Instrument

Data is collected using a structured questionnaire designed to capture the key variables of interest: employee engagement and organizational commitment. The questionnaire comprises standardized and validated scales for measuring these constructs, ensuring consistency and reliability in the responses. The employee engagement section includes items related to emotional, cognitive, and behavioral engagement, while the organizational commitment section covers affective, continuance, and normative commitment. The questionnaire also collects demographic information and other relevant variables to facilitate a comprehensive analysis.

Analysis And Interpretation

The provided table presents the distribution of employees based on two categorical variables: "Years of Service" and "Department."

Table No. 1: Percentage Analysis – Demographic Profile

		Frequency	Percent
Years of Service	Less than 1 year	36	8.7
	1-3 years	152	36.5
	4-6 years	160	38.5
	7-10 years	40	9.6
	More than 10 years	28	6.7
	Total	416	100.0
Department	Arts and Humanities	147	35.3
	Science	158	38.0
	Engineering	60	14.4
	Business	51	12.3
	Total	416	100.0

Source: (Primary data)

Years of Service:

- Less than 1 year: Employees with less than 1 year of service constitute 8.7% of the total sample, indicating a relatively small proportion of newcomers to the organization.
- 1-3 years: The majority of employees fall into the category of 1-3 years of service, representing 36.5% of the total. This suggests a significant portion of the workforce is in the early stages of their tenure.
- 4-6 years: Another substantial segment, comprising 38.5%, falls within the 4-6 years of service category. This indicates a considerable number of employees with moderate experience within this tenure range.
- 7-10 years: A smaller proportion, 9.6%, has been in service for 7-10 years, signifying a group with a more extended period of service but not as predominant as those in the 1-6 years range.
- More than 10 years: The employees with more than 10 years of service constitute 6.7% of the total, representing a relatively smaller but still noteworthy portion of the workforce with long-term experience.
- Total: The table summarizes that the data includes a total of 416 employees.

Department:

- Arts and Humanities: Within the "Department" variable, the Arts and Humanities department has 147 employees, making up 35.3% of the total. This indicates a significant representation of staff in this academic domain.
- Science: The Science department comprises 158 employees, representing 38.0% of the total. This is another substantial segment, suggesting a sizeable presence of employees engaged in scientific disciplines.
- Engineering: The Engineering department has 60 employees, making up 14.4% of the total. This indicates a smaller but still significant proportion of employees within the engineering domain.
- Business: The Business department consists of 51 employees, representing 12.3% of the total. This is the smallest departmental segment in the table.
- Total: The total number of employees across departments sums up to 416.

The correlation table presents the Pearson correlation coefficients, significance values (Sig. 2-tailed), and sample sizes (N) for the relationships between Employee Engagement, Organizational Commitment, and Organizational Development in higher education institutions.

Table No. 2: Correlation Analysis – Employee engagement, organizational commitment and organizational development

Correlations				
		Employee Engagement	Organizational Commitment	Organizational Development
Employee Engagement	Pearson Correlation	1	.774**	.368**
	Sig. (2-tailed)		.000	.000
	N	416	416	416
Organizational Commitment	Pearson Correlation	.774**	1	.353**
	Sig. (2-tailed)	.000		.000
	N	416	416	416
Organizational Development	Pearson Correlation	.368**	.353**	1
	Sig. (2-tailed)	.000	.000	
	N	416	416	416
** Correlation is significant at the 0.01 level (2-tailed).				

Source: (Primary data)

- Employee Engagement and Organizational Commitment
 - Pearson Correlation Coefficient: The correlation coefficient between Employee Engagement and Organizational Commitment is 0.774, indicating a strong positive relationship. This suggests that higher

- levels of employee engagement are associated with higher levels of organizational commitment among faculty members.
- Significance (Sig. 2-tailed): The significance value is 0.000, which is less than the alpha level of 0.01. This indicates that the correlation is statistically significant, and the likelihood that this relationship is due to random chance is extremely low.
 - Sample Size (N): The sample size for this correlation is 416, indicating that the data from all 416 faculty members were used to compute this statistic.
 - Employee Engagement and Organizational Development
 - Pearson Correlation Coefficient: The correlation coefficient between Employee Engagement and Organizational Development is 0.368, indicating a moderate positive relationship. This suggests that higher levels of employee engagement are associated with better organizational development outcomes.
 - Significance (Sig. 2-tailed): The significance value is 0.000, which is also less than the alpha level of 0.01. This indicates that the correlation is statistically significant.
 - Sample Size (N): The sample size for this correlation is 416, showing that all respondents were included in the analysis.
 - Organizational Commitment and Organizational Development
 - Pearson Correlation Coefficient: The correlation coefficient between Organizational Commitment and Organizational Development is 0.353, indicating a moderate positive relationship. This suggests that higher levels of organizational commitment are associated with better organizational development.
 - Significance (Sig. 2-tailed): The significance value is 0.000, which is below the 0.01 threshold, indicating that this correlation is statistically significant.
 - Sample Size (N): The sample size for this correlation is 416, implying the use of all faculty member responses.
 - Summary
 - The strong positive correlation between Employee Engagement and Organizational Commitment (0.774) highlights the critical role of engagement in fostering a committed workforce within higher education institutions.
 - The moderate positive correlations between Employee Engagement and Organizational Development (0.368) and between Organizational Commitment and Organizational Development (0.353) indicate that both engagement and commitment are important factors contributing to the development and progress of these institutions.
 - All correlations are statistically significant at the 0.01 level, reinforcing the reliability of these relationships.
 - These findings emphasize the importance of strategies to enhance employee engagement and organizational commitment to promote effective organizational development in higher education settings.

Herein analysis was performed to whether the enhanced employee engagement leads to organizational development within higher education institutions.

Table No. 3: Regression Analysis – Impact of Employee engagement on Organizational Commitment

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.368 ^a	.136	.134	.65190

a. Predictors: (Constant), Employee Engagement						
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27.598	1	27.598	64.940	.000 ^b
	Residual	175.940	414	.425		
	Total	203.538	415			
a. Dependent Variable: Organizational Development						
b. Predictors: (Constant), Employee Engagement						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.121	.276		7.693	.000
	Employee Engagement	.521	.065	.368	8.059	.000
a. Dependent Variable: Organizational Development						

Source: (Primary data)

- **Model Summary**
 - R: The correlation coefficient (R) is 0.368. This indicates a moderate positive relationship between Employee Engagement and Organizational Development.
 - R Square: The R Square value is 0.136, meaning that approximately 13.6% of the variance in Organizational Development can be explained by Employee Engagement. This suggests that while Employee Engagement is a significant predictor, other factors also contribute to Organizational Development.
 - Adjusted R Square: The Adjusted R Square value is 0.134, slightly lower than R Square, adjusting for the number of predictors in the model. This value indicates the proportion of variance explained by the model, considering the number of predictors.
 - Std. Error of the Estimate: The standard error of the estimate is 0.65190, representing the average distance that the observed values fall from the regression line. Lower values indicate a better fit.
- **ANOVA**
 - Sum of Squares:
 - Regression: The regression sum of squares (27.598) indicates the variation explained by the model.
 - Residual: The residual sum of squares (175.940) represents the variation not explained by the model.
 - Total: The total sum of squares (203.538) is the sum of the regression and residual sum of squares, representing the total variation in Organizational Development.
 - df (degrees of freedom):
 - Regression: 1, corresponding to the number of predictors.
 - Residual: 414, the number of observations minus the number of predictors minus one.

- Mean Square:
- Regression: The mean square for regression (27.598) is the sum of squares divided by the regression degrees of freedom.
- Residual: The mean square for residuals (0.425) is the sum of squares divided by the residual degrees of freedom.
- F: The F statistic (64.940) is the ratio of the mean square of the regression to the mean square of the residual. A higher F value indicates a more significant model.
- Sig.: The significance value (0.000) is less than 0.05, indicating that the model is statistically significant and that Employee Engagement is a significant predictor of Organizational Development.
- Coefficients
 - Unstandardized Coefficients (B):
 - (Constant): The constant (2.121) represents the predicted value of Organizational Development when Employee Engagement is zero.
 - Employee Engagement: The coefficient for Employee Engagement (0.521) indicates that for every one-unit increase in Employee Engagement, Organizational Development is expected to increase by 0.521 units.
 - Standardized Coefficients (Beta): The standardized coefficient for Employee Engagement (0.368) shows the strength of the effect of Employee Engagement on Organizational Development in standard deviation units.
 - t: The t-value (8.059) tests the null hypothesis that the coefficient is equal to zero. A higher absolute t-value indicates a more significant predictor.
 - Sig.: The significance value (0.000) is less than 0.05, confirming that Employee Engagement is a statistically significant predictor of Organizational Development.
- Summary
 - The model shows a moderate positive relationship between Employee Engagement and Organizational Development, with Employee Engagement explaining 13.6% of the variance in Organizational Development.
 - The regression analysis indicates that Employee Engagement is a significant predictor of Organizational Development, with both the model and the predictor being statistically significant.
 - The positive unstandardized coefficient suggests that increases in Employee Engagement are associated with increases in Organizational Development.

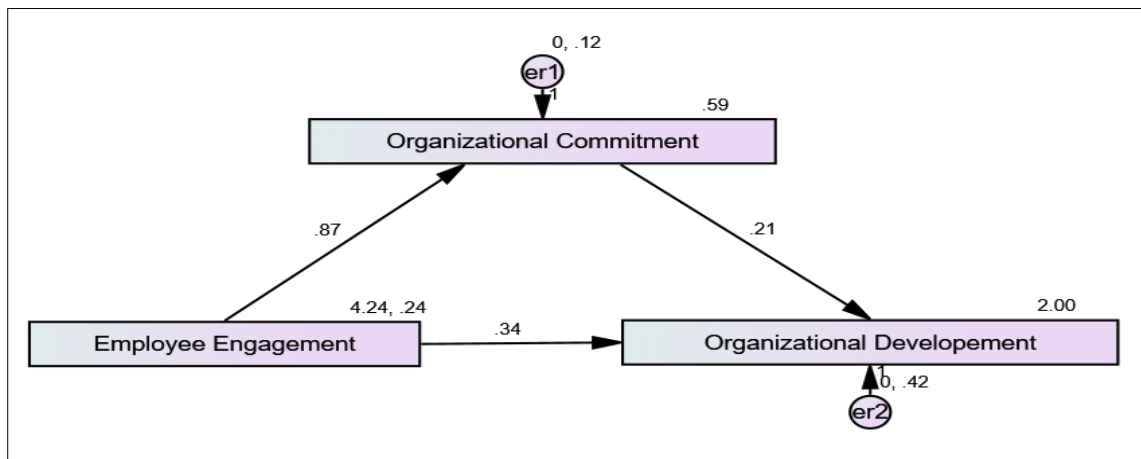
These results highlight the importance of fostering Employee Engagement to enhance Organizational Development within higher education institutions.

The path analysis examines the direct and indirect effects of Employee Engagement on Organizational Commitment, with Organizational Development as a mediating variable. The regression weights (estimates), standard errors (S.E.), critical ratios (C.R.), and p-values (P) are provided for each path in the model.

Table No. 4: Path Analysis – Impact of Employee engagement on Organizational Commitment with Organizational development as mediating variable

Regression Weights	Estimate	S.E.	C.R.	P

Organizational Commitment	<---	Employee Engagement	0.867	0.035	24.903	***
Organizational Development	<---	Organizational Commitment	0.213	0.09	2.359	0.018
Organizational Development	<---	Employee Engagement	0.336	0.101	3.317	***



Source: (Primary data)

Path Analysis Results

- Direct Effect of Employee Engagement on Organizational Commitment
 - Estimate: 0.867
 - Standard Error (S.E.): 0.035
 - Critical Ratio (C.R.): 24.903
 - P-Value: ***
 - The estimate of 0.867 indicates a strong positive effect of Employee Engagement on Organizational Commitment. The critical ratio (24.903) is the estimate divided by the standard error, showing how many standard deviations the estimate is away from zero. A very high critical ratio indicates a strong effect. The p-value (indicated by ***) is less than 0.001, meaning this effect is highly significant. This suggests that as Employee Engagement increases, Organizational Commitment also increases significantly.
- Direct Effect of Organizational Commitment on Organizational Development
 - Estimate: 0.213
 - Standard Error (S.E.): 0.09
 - Critical Ratio (C.R.): 2.359
 - P-Value: 0.018
 - The estimate of 0.213 indicates a positive effect of Organizational Commitment on Organizational Development. The critical ratio (2.359) shows the effect size relative to its standard error, indicating a moderate effect. The p-value of 0.018 is less than 0.05, indicating that this effect is statistically significant.

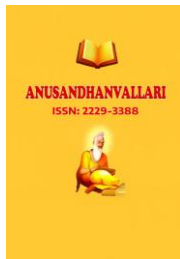
This suggests that higher levels of Organizational Commitment are associated with improvements in Organizational Development.

- Direct Effect of Employee Engagement on Organizational Development
 - Estimate: 0.336
 - Standard Error (S.E.): 0.101
 - Critical Ratio (C.R.): 3.317
 - P-Value: ***
 - The estimate of 0.336 shows a moderate positive direct effect of Employee Engagement on Organizational Development. The critical ratio (3.317) is significant, indicating that the effect is substantial. The p-value (indicated by ***) is less than 0.001, confirming that this effect is highly significant. This suggests that increased Employee Engagement directly contributes to better Organizational Development outcomes.
- Summary of Findings
 - Employee Engagement to Organizational Commitment: The strong and significant positive relationship (estimate = 0.867) indicates that higher levels of Employee Engagement significantly enhance Organizational Commitment among faculty members in higher education institutions.
 - Organizational Commitment to Organizational Development: The positive and significant relationship (estimate = 0.213) indicates that increased Organizational Commitment contributes to better Organizational Development.
 - Employee Engagement to Organizational Development: The direct positive effect (estimate = 0.336) indicates that Employee Engagement not only enhances Organizational Commitment but also directly contributes to Organizational Development.
- Implications
 - The findings suggest that fostering Employee Engagement is crucial as it significantly boosts Organizational Commitment, which in turn positively impacts Organizational Development.
 - Enhancing Employee Engagement has a dual benefit: directly improving Organizational Development and indirectly promoting it through increased Organizational Commitment.
 - Higher education institutions should focus on strategies that enhance Employee Engagement, as it plays a pivotal role in driving both commitment and development within the organization.
 - These results underscore the importance of comprehensive employee engagement strategies in achieving sustained organizational growth and development in higher education institutions.

Findings & Conclusion

The analysis of the workforce tenure within the sample reveals that employees with less than one year of service constitute 8.7% of the total sample, indicating a relatively small proportion of newcomers. The majority of employees (36.5%) fall into the category of 1-3 years of service, suggesting that a significant portion of the workforce is in the early stages of their tenure. Employees with 4-6 years of service represent another substantial segment at 38.5%, indicating a considerable number of employees with moderate experience. Those with 7-10 years of service make up 9.6%, signifying a smaller group with a more extended period of service. Finally, employees with more than 10 years of service constitute 6.7% of the total, representing a smaller but noteworthy portion of the workforce with long-term experience. In total, the data includes 416 employees.

In terms of departmental distribution, the Arts and Humanities department has 147 employees, making up 35.3% of the total, indicating a significant representation in this academic domain. The Science department comprises 158 employees (38.0%), suggesting a sizeable presence in scientific disciplines. The Engineering department has



60 employees (14.4%), indicating a smaller but still significant proportion within the engineering domain. The Business department, with 51 employees (12.3%), is the smallest departmental segment. Overall, the data covers a total of 416 employees across various departments.

The study's correlation analysis highlights the critical role of employee engagement in fostering organizational commitment within higher education institutions, with a strong positive correlation of 0.774. This suggests that higher levels of employee engagement are strongly associated with increased organizational commitment. Additionally, the moderate positive correlations between employee engagement and organizational development (0.368) and between organizational commitment and organizational development (0.353) indicate that both engagement and commitment are important factors contributing to institutional development and progress. All correlations are statistically significant at the 0.01 level, reinforcing the reliability of these relationships.

The regression analysis shows a moderate positive relationship between employee engagement and organizational development, with employee engagement explaining 13.6% of the variance in organizational development. The analysis indicates that employee engagement is a significant predictor of organizational development, with both the model and the predictor being statistically significant. The positive unstandardized coefficient suggests that increases in employee engagement are associated with increases in organizational development. These results underscore the importance of fostering employee engagement to enhance organizational development within higher education institutions.

The path analysis findings further elucidate the relationships among the variables. The strong and significant positive relationship between employee engagement and organizational commitment (estimate = 0.867) indicates that higher levels of employee engagement significantly enhance organizational commitment among faculty members. Additionally, the positive and significant relationship between organizational commitment and organizational development (estimate = 0.213) suggests that increased organizational commitment contributes to better organizational development. The direct positive effect of employee engagement on organizational development (estimate = 0.336) indicates that employee engagement not only enhances organizational commitment but also directly contributes to organizational development.

These findings highlight the dual benefits of enhancing employee engagement; directly improving organizational development and indirectly promoting it through increased organizational commitment. The results suggest that higher education institutions should focus on strategies that enhance employee engagement, as it plays a pivotal role in driving both commitment and development within the organization. Comprehensive employee engagement strategies are essential for achieving sustained organizational growth and development in higher education institutions.

Discussion

The findings from this study underscore the significant impact of employee engagement on organizational commitment and development within higher education institutions. The strong positive correlation between employee engagement and organizational commitment ($r = 0.774$) indicates that fostering engagement among faculty members can substantially enhance their commitment to the institution. This relationship suggests that engaged employees are more likely to develop a strong emotional attachment to their organization, demonstrating higher levels of dedication and loyalty. Moreover, the moderate positive correlations between employee engagement and organizational development ($r = 0.368$) and between organizational commitment and organizational development ($r = 0.353$) highlight the importance of these factors in promoting institutional growth and effectiveness.

The regression analysis further validates the crucial role of employee engagement as a predictor of organizational development, explaining 13.6% of the variance. This suggests that while employee engagement is a significant factor, other variables also contribute to organizational development, warranting further investigation. The direct positive effect of employee engagement on organizational development (estimate = 0.336) indicates that engagement initiatives can lead to tangible improvements in organizational performance. Additionally, the path analysis reveals that organizational commitment partially mediates the relationship between employee engagement and organizational development. The significant direct effect of employee engagement on organizational commitment (estimate = 0.867) and the subsequent positive impact of commitment on development (estimate = 0.213) suggest a sequential relationship where engagement fosters commitment, which in turn enhances development.

Implications

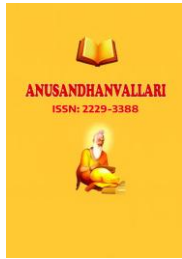
These findings have several implications for organizational development strategies in higher education institutions. Firstly, the strong link between employee engagement and organizational commitment highlights the need for institutions to prioritize engagement initiatives. Programs aimed at improving job satisfaction, providing professional development opportunities, and fostering a supportive work environment can enhance faculty engagement, thereby increasing their commitment to the institution. This, in turn, can lead to lower turnover rates, higher job performance, and a more stable and dedicated workforce.

Secondly, the positive impact of organizational commitment on development suggests that institutions should focus on building a culture of commitment among their employees. Strategies such as recognizing and rewarding long-term service, promoting internal career advancement, and ensuring alignment between individual and organizational goals can strengthen this commitment. By doing so, institutions can leverage the enhanced commitment to drive organizational growth and development.

Finally, the direct effect of employee engagement on organizational development underscores the importance of engagement as a strategic priority. Higher education institutions should invest in regular assessments of employee engagement levels and implement evidence-based practices to maintain and improve these levels. Engagement initiatives could include transparent communication from leadership, inclusive decision-making processes, and initiatives that promote work-life balance.

References

- [1] Ahuja, S., & Gupta, S. (2019). Organizational commitment and work engagement as a facilitator for sustaining higher education professionals. *International Journal of Recent Technology and Engineering*, 7(6), 1846-1851.
- [2] Agyemang, C. B., & Ofei, S. B. (2013). Employee work engagement and organizational commitment: A comparative study of private and public sector organizations in Ghana. *European Journal of Business and Innovation Research*, 1(4), 20-33.
- [3] Ahmad, R., Islam, T., & Saleem, S. S. (2017). Employee engagement, organizational commitment and job satisfaction as consequent of perceived CSR: A mediation model. *Journal of the Research Society of Pakistan*, 54(1), 153-168.
- [4] Ahmad, Rashid, Talat Islam, and Shahzadi Saima Saleem. "Employee engagement, organizational commitment and job satisfaction as consequent of perceived CSR: A mediation model." *Journal of the Research Society of Pakistan* 54, no. 1 (2017): 153-168.



-
- [5] Chandel, P. (2019). Assessing the Association of Employee Engagement with affective Organizational Commitment in Higher Education Institutions. *Research Review International Journal of Multidisciplinary*, 4(2), 907-913.
- [6] Hanaysha, J. (2016). Testing the effects of employee engagement, work environment, and organizational learning on organizational commitment. *Procedia-Social and Behavioral Sciences*, 229, 289-297.
- [7] Juevesa, R. D., Juevesa, C. V., & Castino, J. M. P. (2020). Employee engagement, commitment, satisfaction and organizational performance among multigenerational workforce. *International Journal of Research in Engineering, Science and Management*, 3(7), 36-40.
- [8] Khan, F., Zahra, T., Bilal, H., Sufyan, M., & Naz, A. (2021). Does Job Engagement Mediate the Relationship between Job Demands and Organizational Commitment of Academicians at Institutions of Higher Education Commission in Pakistan?. *Ilkogretim Online*, 20(5).
- [9] Mkheimer, I., & Mjlae, S. A. (2020). Factors of employee engagement and organizational development: Are they Linked. *International Journal of Recent Technology and Engineering (IJRTE)*, 8(5), 788-797.
- [10] Nazir, O., & Islam, J. U. (2017). Enhancing organizational commitment and employee performance through employee engagement: An empirical check. *South Asian Journal of Business Studies*, 6(1), 98-114.
- [11] Mahalakshmi, K., Palanivelu, V.R. & Kirubakaran, D. Global Market Trends in Biomedical Sensors: Materials, Device Engineering, and Healthcare Applications. *Biomedical Materials & Devices* (2025). <https://doi.org/10.1007/s44174-025-00362-w>
- [12] Udhayakumar, K., and T. Sarathy. (2025). Evaluating Students' Perceptions of Library Service Quality and Its Utilization in Arts and Science Colleges in Western Tamil Nadu. *Technoarete Transactions on Advances in Social Sciences and Humanities*, 5(2), 64-73. <https://doi.org/10.36647/ttassh/05.02.a010>.
- [13] Sarathy, T., and M. Mai Gnanam. "A Study on Educational Institutions Quality towards MBA Course in Select Districts of Tamilnadu".
- [14] Sarathy, T., and R. Mohan. "A Study On Entrepreneurship In Export Sector." *Journal of Management* (2016): 388.
- [15] Udhayakumar K, Dr.T.Sarathy, "Confluence Of Online Learning And Artificial Intelligence In Enhancing Service Quality In Higher Education: A Strategic Analysis", *IJRAR - International Journal of Research and Analytical Reviews (IJRAR)*, E-ISSN 2348-1269, P- ISSN 2349-5138, Volume.12, Issue 4, Page No pp.355-369, October 2025. <http://www.ijrar.org/IJRAR25D1554.pdf>.