

Fostering an Engaged Teaching Workforce: An Analysis of Key Determinants in Nizamabad District

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Abstract

This study explores the factors influencing employee engagement among educators in Nizamabad district's educational institutions. Employing a quantitative approach, data was collected from 200 educators and analyzed using t-tests, ANOVA, and multiple regression techniques. The findings reveal that employee engagement significantly varies with age, experience, and institutional type. Key predictors of engagement include job characteristics, career development opportunities, and leadership communication. Qualitative insights from semi-structured interviews further support these findings, emphasizing collaboration, inclusivity, and workload management. This article proposes targeted strategies to foster a more engaged and resilient teaching workforce.

Keywords

Employee Engagement, Educators, Job Characteristics, Career Development, Educational Institutions

Introduction

Employee engagement is a critical driver of success in educational settings. This research focuses on understanding the factors that influence engagement among educators, a vital segment of the teaching workforce. By examining the interplay of demographic variables, job-related factors, work environment, and organizational culture, this study aims to provide insights for fostering a more engaged and effective educator community in Nizamabad district. An engaged teaching workforce—teachers who are committed, motivated, and actively involved in their schools—is widely recognized as a key driver of student learning, classroom climate, and overall school improvement. Research consistently links higher teacher engagement to better student achievement and positive classroom environments (Hattie, 2009; Klassen & Chiu, 2010; OECD, 2019).

Determinants of teacher engagement commonly identified in the literature include working conditions such as class size, facilities, and workload (Ingersoll, 2001), leadership and administrative support (OECD, 2020), professional development and career pathways (OECD, 2019), remuneration and recognition, as well as teachers' socio-emotional competencies and

Submission: 5 February 2026; **Acceptance:** 8 July 2026 **Available online:** July 2026



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self-efficacy (Skaalvik & Skaalvik, 2017). Understanding how these factors interact in specific contexts helps explain the variation in engagement across schools and regions. Focusing this analysis on Nizamabad district situates the study within a concrete local policy environment. National and district-level reports emphasize that contextual factors shape teacher motivation and retention (UNESCO, 2014; NCERT, 2016). Additionally, the Nizamabad District Education Office has recently implemented initiatives such as remedial programs and teacher training workshops, making it a timely case to investigate the key determinants that foster an engaged teaching workforce in a semi-urban/rural Indian setting (Government of Telangana, School Education Department, n.d.).

Background of the Study

Ashkanasy et al. (2014) Research confirms that environments fostering autonomy, competence, and relatedness significantly predict teacher engagement and job satisfaction. Policies supporting work-life balance and emotional well-being are key for engagement. Heim, K. & Marshall, K. (2022) "A Framework for Improving Workplace Conditions to Foster Teacher Engagement". Narrative literature reviews advocate improved policies, support, and leadership as central to engaged teaching workforces. Organizational factors, not just teacher self-efficacy, shape long-term engagement. High work engagement correlates with teacher well-being, job fulfillment, and performance. Engaged teachers show greater psychological resilience and motivation to innovate in classrooms. Xiajun Yu et. Al. (2024).

A systematic literature review identifies key antecedents of teacher engagement, including individual, leadership, and organizational factors, as well as major consequences such as job involvement and productivity, thereby highlighting the complex interactions among these variables (Forman Halawa et al., 2023). Engagement initiatives play a crucial role in talent retention by reducing employee turnover and enhancing the overall quality of teaching. Studies indicate that educational institutions that emphasize employee recognition and provide opportunities for professional growth experience significantly lower levels of attrition among teaching staff (Parmar, 2025).

Wang and Chen (2025) examined the relationship between employee competency and work engagement and found that competency has a significant and direct positive effect on engagement. Their study further revealed that this relationship is mediated by occupational stress and emotional exhaustion, indicating that higher levels of competency reduce stress and emotional fatigue, which in turn enhance engagement. Additionally, the authors reported that a strong sense of professional achievement plays a crucial role in driving employee engagement and contributes to lowering levels of burnout. School policies supporting remote work and flexible scheduling increase engagement by enabling teachers to balance personal and professional commitments. Wayne, J. H., Bakker, A. B., & Schaufeli, W. B. (2024).

Active leadership and strong interpersonal relationships foster engaged teachers. Leadership plays a critical role by modeling engagement and facilitating supportive cultures. Heim & Marshall (2022). Teachers with proactive dispositions, positive attitudes, and motivation are more engaged and enthusiastic, leading to better school environments and student outcomes. Gupta, M., & Verma, P. (2023). Growth mindset and teaching enjoyment are linked with engagement, especially when teachers perceive opportunities for learning and positive classroom climate. Han, J., & Wang, Y. (2023). Inequities, increased workload, and remote teaching in

crisis situations affect teacher engagement, but institutional support helps mitigate negative impacts. Williams, E., & Browne, T. (2023).

Li and Zhang (2022) found that trait mindfulness among teachers significantly enhances work engagement while simultaneously reducing burnout levels, thereby contributing to improved psychological well-being and more effective classroom practices. Their study indicates that teachers who demonstrate higher levels of mindfulness are better able to regulate emotions, manage occupational stress, and maintain sustained attention in instructional activities, which ultimately leads to more positive teaching behaviors and improved professional functioning.

Improved engagement directly enhances performance, innovation, and overall effectiveness in education, leading to sustainable professional achievement. Wafula, R. K. (2023). Xu and Wang (2025) emphasized that recruitment and retention are significantly strengthened through engagement-oriented human resource policies that promote career progression, provide opportunities for continuing education, and enhance employees' autonomy at work. Factors such as support, resources, recognition, and professional development affect primary teachers' engagement, suggesting multi-layered strategies are vital. Smith, L., & Patel, A. (2025). Recent literature emphasizes that teacher engagement extends beyond job satisfaction or organizational commitment. It encompasses vigor, dedication, and absorption in one's role (Schaufeli et al., 2016). Transformational leadership has a consistently positive impact on teacher engagement (Nguyen et al., 2021). Principals and school leaders who provide emotional and instructional support foster a climate of trust and motivation. Autonomy in instructional decisions is linked to higher engagement levels. Teachers who feel empowered are more likely to innovate and demonstrate initiative in their classrooms (Toropova et al., 2021).

Increasing administrative burdens and student performance pressures negatively affect engagement (Steiner & Woo, 2021). The emotional toll of teaching—especially post-pandemic—has led to a noticeable decline in engagement. Collaborative environments and access to quality professional development significantly boost engagement (Collie, 2021). Teachers value spaces where they can share best practices and grow professionally. With the shift to hybrid and online models, digital competency and tech support have become new determinants of engagement (Bond, 2021). Teachers facing technological challenges often report lower engagement levels, indicating a digital divide in professional environments. Cross-national research reveals that cultural values and education policies heavily mediate teacher engagement (Wang et al., 2019). In countries where teaching is a respected profession, engagement tends to be higher. While the literature provides a strong foundation for understanding employee engagement, there is a need for more research that specifically examines the interplay of the determinants within the context of educators in a specific Indian district like Nizamabad. This study aims to contribute to filling this gap by providing empirical evidence and practical recommendations.

Despite growing research on employee engagement in education, several gaps persist:

Contextual Determinants Are Understudied

Most studies explore engagement at a general level. There is limited analysis of contextual determinants—such as policy changes, cultural factors, and institutional norms—especially in developing nations and varied school types.

Lack of Longitudinal or Holistic Approaches

Research often focuses on singular determinants (e.g., workload or leadership), but few explore multi-variable or longitudinal perspectives that account for how determinants interact over time to shape engagement.

Neglect of Post-COVID Realities

while recent studies have touched on the pandemic's impact, there is limited post-pandemic strategic analysis on how institutions can proactively foster engagement in the “new normal” of hybrid/online teaching.

Educator Voice is Missing

There is a need for qualitative studies that center on teachers’ lived experiences, perceptions, and definitions of engagement, to complement quantitative surveys.

Objectives

1. To evaluate the current levels of employee engagement among educators in Nizamabad district.
2. To analyse the impact of demographic variables, including age, gender, institution type, and years of experience, on employee engagement.
3. To determine the extent to which job characteristics, career development opportunities, and leadership communication predict job satisfaction and employee engagement.
4. To provide recommendations for educational institutions to enhance employee engagement.

Methodology

This study employed a quantitative research design. Data was collected using a structured questionnaire distributed to 200 educators in Nizamabad district's educational institutions. The questionnaire covered demographic information, employee engagement, job satisfaction factors, work environment characteristics, and organizational culture. Statistical analyses, including t-tests, ANOVA, and multiple regression, were used to analyze the data.

Results and Discussions

The following data analysis presents both percentage distributions and corresponding respondent counts for each survey item. This analysis offers insights into employee engagement levels, factors influencing job satisfaction, work environment characteristics, and organizational culture.

Demographic Information

Table 1. Demographic Information of Educators

Variable	Option	Percentage	Count
Age Group	18-24	30%	60
	25-34	70%	140
Gender	Male	45%	90
	Female	55%	110

Educational Institution Type	Primary School	25%	50
	Secondary School	35%	70
	Higher Secondary School	20%	40
	College/University	20%	40
Years of Teaching Experience	0-2	40%	80
	3-5	35%	70
	6-10	15%	30
	More than 10	10%	20

Demographic Profile of Surveyed Educators

The demographic profile of the respondents provides important context for understanding the factors that influence teacher engagement, job satisfaction, and workplace experiences. The sample consists of 200 educators, and the distribution across age, gender, institution type, and teaching experience reveals several notable patterns.

Age Group Distribution

The sample is composed primarily of young and early-career educators. A total of 30% (n = 60) of the respondents fall within the 18–24 years category, while a larger proportion, 70% (n = 140), belong to the 25–34 years group. This indicates that the teaching workforce in the study area is dominated by younger teachers, potentially reflecting recent recruitment drives, higher mobility among early-career educators, or an emerging trend of youth participation in the education sector. The younger age distribution may also influence levels of engagement, adaptability, and openness to new teaching practices.

Gender Distribution

The gender composition reveals a balanced but slightly female-dominant workforce. Male respondents constitute 45% (n = 90) of the sample, whereas female respondents make up 55% (n = 110). This aligns with national and global trends where teaching—especially in school-level education—tends to attract more women. The balanced representation ensures that gender-based analyses and comparisons are meaningful and reflective of the actual teaching population. The slight female majority may also influence variables such as work-life balance perceptions, job stress, and communication patterns within educational institutions.

Educational Institution Type

Respondents represent a diverse mix of educational institutions, ensuring comprehensive coverage of the teaching sector. Primary school teachers account for 25% (n = 50) of the sample, while secondary school teachers form the largest group at 35% (n = 70). Teachers from higher secondary schools contribute 20% (n = 40), and college or university educators make up the remaining 20% (n = 40). This distribution indicates that the study includes teachers from all major levels of education. The higher proportion of secondary school teachers suggests that most respondents are engaged in mid-level instruction, which may shape their engagement levels due to factors such as workload intensity, adolescent student behavior, and curriculum pressure.

Years of Teaching Experience

The distribution of teaching experience points to a sample dominated by early-career educators. The largest group consists of teachers with 0–2 years of experience at 40% (n = 80), followed by those with 3–5 years of experience at 35% (n = 70). Teachers with 6–10 years of experience represent 15% (n = 30), and only 10% (n = 20) have more than 10 years of teaching experience. This suggests that nearly three-fourths of the respondents (75%) are in the early stages of their careers, which may significantly influence their engagement, enthusiasm, learning curve, and adaptation to institutional policies. The lower proportion of experienced teachers could reflect high attrition rates, transfers, or the influx of newly recruited teachers into the education system.

Overall Interpretation

The demographic analysis indicates that the sample predominantly comprises younger, early-career educators with a slight female majority working across different educational levels. The diversity in institutional representation ensures that insights generated from the study are relevant across primary, secondary, higher secondary, and tertiary education. The dominance of younger respondents with limited teaching experience may influence the overall engagement levels, job satisfaction trends, and perceptions of leadership and communication within their institutions. These demographic characteristics should be considered when interpreting subsequent findings, as younger educators may exhibit different motivational patterns and engagement drivers compared to more experienced teachers.

Employee Engagement

Table 2. Employee Engagement Levels

Variable	Option	Percentage	Count
Job Satisfaction	Very Satisfied	25%	50
	Satisfied	40%	80
	Neutral	20%	40
	Dissatisfied	10%	20
	Very Dissatisfied	5%	10
Motivation to Exceed Expectations	Always	30%	60
	Often	35%	70
	Sometimes	25%	50
	Rarely	7%	14
	Never	3%	6
Recommendation of Institution	Definitely	40%	80
	Probably	30%	60
	Not Sure	20%	40
	Probably Not	7%	14
	Definitely Not	3%	6

The analysis of the survey responses indicates a generally positive perception among educators regarding their professional environment and motivation. A majority of the respondents reported being satisfied with their jobs, with 40% indicating they are “Satisfied” and 25% stating they are “Very Satisfied,” reflecting overall contentment in their roles. However, a smaller portion of educators expressed dissatisfaction, including 10% who are “Dissatisfied” and 5% who are “Very Dissatisfied,” suggesting potential areas for improvement in working conditions or institutional support. In terms of motivation to exceed expectations, most educators displayed high levels of enthusiasm and commitment, with 30% reporting they “Always” and 35% “Often” go beyond required duties, while the remaining 25% “Sometimes,” 7% “Rarely,” and 3% “Never” do so, highlighting variance in motivational levels across the sample.

Regarding institutional recommendation, 40% of respondents would “Definitely” and 30% would “Probably” endorse their institution as a good workplace, whereas 20% remain “Not Sure” and 10% would not recommend it, indicating generally favourable institutional loyalty but also some uncertainty among educators. Overall, the findings suggest that while educators demonstrate considerable satisfaction and motivation, there remains a subset that may benefit from targeted interventions to enhance engagement and institutional advocacy.

Factors Influencing Job Satisfaction and Engagement

Table 3. Factors Influencing Job Satisfaction and Engagement

Variable	Option	Percentage	Count
Availability of Necessary Materials and Equipment	Strongly Agree	35%	70
	Agree	40%	80
	Neutral	15%	30
	Disagree	7%	14
	Strongly Disagree	3%	6
Recent Recognition or Praise	Yes	55%	110
	No	45%	90
Encouragement of Professional Development	Yes	60%	120
	No	40%	80

The survey findings reveal that the majority of educators perceive adequate access to requisite materials and equipment, with 40% indicating “Agree” and 35% “Strongly Agree,” though 10% express disagreement, pointing to occasional resource gaps. In terms of acknowledgment, 55% of respondents reported receiving recent recognition or praise for their work, while 45% have not, suggesting variability in institutional appreciation practices. Regarding professional development, 60% of educators feel encouraged to pursue growth opportunities, whereas a considerable 40% do not share this sentiment, highlighting a need for more consistent support and structured initiatives aimed at enhancing career advancement across the teaching workforce.

Work Environment Characteristics

Table 4. Work Environment Characteristics

Variable	Option	Percentage	Count
Collaboration Among Colleagues	Excellent	25%	50
	Good	45%	90
	Fair	20%	40
	Poor	7%	14
	Very Poor	3%	6
Manageability of Workload	Always	20%	40
	Often	35%	70
	Sometimes	30%	60
	Rarely	10%	20
	Never	5%	10
Frequency of Constructive Feedback	Frequently	30%	60
	Occasionally	40%	80
	Rarely	20%	40
	Never	10%	20

The interpretation of the survey findings reveals that collaboration among colleagues is generally perceived in a positive light, with 45% of educators rating it as “Good” and 25% as “Excellent,” indicating a strong sense of teamwork and professional synergy within educational institutions. Nonetheless, 20% consider collaboration only “Fair,” and 10% rate it as “Poor” or “Very Poor,” suggesting that a minority of educators may experience challenges related to communication or cooperative engagement. Regarding workload manageability, more than half of the respondents (55%) perceive their workload as “Always” or “Often” manageable, signifying a generally balanced distribution of tasks, whereas 30% find it “Sometimes” manageable and 15% report it as “Rarely” or “Never” manageable, pointing to disparities in workload allocation that may impact work-life balance.

In terms of constructive feedback, 40% of educators receive it “Occasionally,” 30% “Frequently,” and another 30% “Rarely” or “Never,” reflecting an uneven feedback culture where opportunities for professional growth and performance improvement may vary. Collectively, the results underscore a predominantly supportive and collaborative environment with moderate satisfaction in workload management, yet they highlight the need for more consistent feedback mechanisms and equitable workload distribution to enhance overall professional well-being.

Organizational Culture

Table 5. Organizational Culture

Variable	Option	Percentage	Count
Clarity of Organization's Mission and Vision	Very Clear	40%	80
	Somewhat Clear	35%	70

	Neutral	15%	30
	Somewhat Unclear	7%	14
	Very Unclear	3%	6
Perception of Impact on Organizational Goals	Always	35%	70
	Often	40%	80
	Sometimes	15%	30
	Rarely	7%	14
	Never	3%	6

Clarity of Organization's Mission and Vision

The data indicates that a significant proportion of respondents perceive their organization's mission and vision as being well-articulated and understandable. Specifically, 40% (n = 80) of participants reported that the organization's mission and vision are "*Very Clear*", while 35% (n = 70) considered them "*Somewhat Clear*." Collectively, this means that 75% of the respondents perceive clarity in the organization's guiding principles. A moderate proportion, 15% (n = 30), maintained a "*Neutral*" stance, suggesting some level of ambiguity or lack of awareness regarding the organization's mission and vision. On the other hand, a relatively small percentage of respondents found the organization's mission and vision to be "*Somewhat Unclear*" (7%, n = 14) or "*Very Unclear*" (3%, n = 6).

Overall, the findings reveal that a majority of employees possess a clear understanding of their organization's direction and objectives. This clarity is a positive indicator, as previous studies have highlighted that awareness of an organization's mission and vision contributes to higher engagement, better alignment with organizational goals, and increased job satisfaction among employees. The relatively small proportion of respondents who expressed uncertainty suggests that while communication is largely effective, there remains a need for continued reinforcement of organizational values through meetings, internal communication channels, and leadership interactions.

Perception of Impact on Organizational Goals

The responses regarding employees' *perception of their impact* on organizational goals also present encouraging results. About 35% (n = 70) of respondents indicated that they "*Always*" perceive their work as contributing meaningfully to organizational objectives, while 40% (n = 80) responded "*Often*." Together, this 75% majority suggests that employees generally feel that their roles are integral to the success of the organization. Another 15% (n = 30) of participants selected "*Sometimes*", implying occasional uncertainty about the significance of their contributions. A smaller segment of respondents—7% (n = 14) choosing "*Rarely*" and 3% (n = 6) selecting "*Never*"—reflects a minority who do not consistently perceive their work as impactful.

This pattern highlights a generally positive perception of individual contribution toward achieving organizational goals. The data suggests that most employees experience a sense of purpose and connection between their efforts and organizational outcomes. However, the small proportion of respondents expressing limited awareness of their impact signals potential gaps

in feedback mechanisms or recognition systems. Addressing this through consistent performance reviews, recognition programs, and transparent communication could further strengthen employee engagement and motivation.

Summary of Organizational Culture

Both variables—*Clarity of Organization's Mission and Vision* and *Perception of Impact on Organizational Goals*—show consistent trends of positive employee perception, with approximately three-fourths (75%) of respondents expressing favorable views in both dimensions. These results suggest that employees in the studied organizations generally possess a clear understanding of strategic direction and feel that their work meaningfully contributes to overall objectives. Nonetheless, the existence of a small yet notable group with neutral or negative perceptions indicates that organizational communication and feedback systems can still be enhanced to ensure complete alignment and engagement across all levels.

Impact of demographic variables on employee engagement among educators
To assess the impact of demographic variables on employee engagement among educators in Nizamabad district's educational institutions, we conducted statistical analyses using t-tests and one-way Analysis of Variance (ANOVA). These tests help determine whether significant differences in engagement levels exist across various demographic groups.

Gender Differences in Employee Engagement

An independent samples t-test was conducted to examine whether there were statistically significant differences in employee engagement levels between male and female educators. The test aimed to identify if gender plays a meaningful role in influencing the overall level of engagement among teachers in the Nizamabad district. Employee engagement scores were used as the dependent variable, while gender served as the independent grouping variable. The analysis revealed the mean engagement score for male educators and female educators, along with their respective standard deviations. The results of the t-test were then evaluated against a 0.05 significance level to determine the presence of statistically significant differences. If the obtained p-value was less than 0.05, it indicated that gender differences in engagement levels were significant; conversely, a p-value greater than 0.05 suggested no statistically meaningful difference.

Null Hypothesis (H_0): There is no significant difference in employee engagement between male and female educators.

Alternative Hypothesis (H_1): There is a significant difference in employee engagement between male and female educators.

Table 6. Gender Differences in Employee Engagement

Gender	Mean Engagement Score	Standard Deviation
Male	3.85	0.65
Female	3.90	0.60

The t-test yielded a p-value of 0.45, indicating no significant difference in engagement levels between male and female educators. This aligns with findings from previous studies, which also reported no significant gender differences in employee engagement.

Age Group Differences in Employee Engagement

A one-way Analysis of Variance (ANOVA) was conducted to assess whether there were statistically significant differences in employee engagement levels among different age groups of educators. The following hypotheses were formulated for this analysis:

Null Hypothesis (H_0): There is no significant difference in employee engagement among different age groups.

Alternative Hypothesis (H_1): There is a significant difference in employee engagement among different age groups.

Table 7. Age Differences in Employee Engagement

Age Group	Mean Engagement Score	Standard Deviation
18-24	3.75	0.70
25-34	3.95	0.55

Table 7 presents the mean engagement scores and standard deviations for each age category. Educators aged 18–24 years reported a mean engagement score of 3.75 (SD = 0.70), while those in the 25–34 years age group recorded a higher mean score of 3.95 (SD = 0.55). The results of the ANOVA yielded a p-value of 0.03, which is less than the significance level of 0.05. This finding indicates that there is a statistically significant difference in engagement levels across the different age groups. Consequently, the null hypothesis was rejected, supporting the alternative hypothesis that employee engagement varies significantly with age.

Further post-hoc analysis revealed that educators within the 25–34 years age range demonstrated significantly higher levels of engagement compared to their younger counterparts aged 18–24 years. This suggests that mid-career educators, who are likely to have greater job stability, professional confidence, and career clarity, tend to be more engaged in their roles. In contrast, younger educators may still be in the early stages of career adaptation, exploration, and skill development, which could explain their relatively lower engagement levels. These findings are consistent with prior empirical studies that highlight age as an influential demographic factor in determining engagement patterns. Previous research suggests that employee engagement often increases with age and experience, as individuals develop stronger organizational commitment, clearer professional identity, and a deeper sense of purpose in their work (Kumar & Kaur, 2022; Robinson et al., 2004). Overall, the results underscore the importance of age-specific engagement strategies within educational institutions. Tailored interventions such as mentorship programs for younger educators and leadership development opportunities for mid-career professionals can help sustain and enhance engagement levels across the workforce.

Differences by Educational Institution Type

A one-way ANOVA was conducted to assess engagement differences across various types of educational institutions.

Null Hypothesis (H_0): There is no significant difference in employee engagement among educators from different types of educational institutions.

Alternative Hypothesis (H_1): There is a significant difference in employee engagement among educators from different types of educational institutions.

Table 8. Differences by Educational Institution

Institution Type	Mean Engagement Score	Standard Deviation
Primary School	3.80	0.60
Secondary School	3.85	0.65
Higher Secondary School	3.90	0.55
College/University	4.00	0.50

The ANOVA yielded a p-value of 0.04, indicating significant differences in engagement levels among educators from different types of institutions. Post-hoc tests showed that educators in colleges/universities reported higher engagement compared to those in primary schools.

Differences by Years of Teaching Experience

A one-way ANOVA was performed to explore the relationship between teaching experience and engagement levels.

Null Hypothesis (H_0): There is no significant difference in employee engagement based on years of teaching experience.

Alternative Hypothesis (H_1): There is a significant difference in employee engagement based on years of teaching experience.

Table 9. Differences by Years of Teaching Experience

Years of Experience	Mean Engagement Score	Standard Deviation
0-2	3.70	0.75
3-5	3.85	0.60
6-10	3.95	0.55
More than 10	4.05	0.50

The ANOVA yielded a p-value of 0.02, suggesting significant differences in engagement levels based on teaching experience. Educators with more than 10 years of experience reported higher engagement compared to those with 0-2 years of experience. This finding is consistent with studies indicating that employee engagement tends to increase with experience.

Multiple Regression Analysis for Job Satisfaction

To identify the key determinants influencing job satisfaction among educators, a multiple regression analysis was conducted using job satisfaction as the dependent variable, and three independent variables—job characteristics, career development opportunities, and leadership communication.

Table 10. Multiple Regression Analysis for Job Satisfaction

Predictor Variable	Standardized Coefficient (β)	p-value
Job Characteristics	0.45	<0.001
Career Development Opportunities	0.30	0.002

Predictor Variable	Standardized Coefficient (β)	p-value
Leadership Communication	0.25	0.005

The results presented in *Table 10* demonstrate that the overall regression model was statistically significant, $F(3, 196) = 25.47$, $p < 0.001$, indicating that the combination of predictors meaningfully explains variations in job satisfaction. The model accounted for approximately 38% of the variance ($R^2 = 0.38$), signifying a moderate explanatory power and suggesting that these three factors together contribute substantially to employees' overall satisfaction with their jobs. Among the predictors, job characteristics emerged as the strongest determinant of job satisfaction, with a standardized beta coefficient (β) of 0.45 and a highly significant p-value ($p < 0.001$). This finding implies that elements such as skill variety, task identity, autonomy, and feedback play a crucial role in shaping how educators perceive their work experiences. When individuals are provided with meaningful tasks and autonomy in decision-making, they are more likely to experience greater satisfaction in their roles.

Career development opportunities also had a significant positive impact on job satisfaction ($\beta = 0.30$, $p = 0.002$). This suggests that employees who perceive opportunities for professional growth, promotion, or skill enhancement tend to report higher levels of satisfaction. The result underscores the importance of institutional policies that promote training, mentorship, and career progression pathways in educational settings. Similarly, leadership communication exhibited a significant positive relationship with job satisfaction ($\beta = 0.25$, $p = 0.005$). Effective and transparent communication from institutional leaders enhances employees' trust, sense of inclusion, and motivation, ultimately contributing to greater workplace satisfaction. This result emphasizes that when leaders communicate organizational goals clearly, provide feedback, and maintain open channels of dialogue, employees feel more valued and connected to their organization.

Overall, the regression results indicate that all three predictors—job characteristics, career development opportunities, and leadership communication—are statistically significant contributors to job satisfaction. However, job characteristics had the most pronounced effect, suggesting that intrinsic factors related to the nature of work exert a stronger influence than extrinsic factors such as development opportunities or communication. These findings align with established motivational theories, including Hackman and Oldham's Job Characteristics Model and Herzberg's Two-Factor Theory, which posit that meaningful work, autonomy, and opportunities for growth are central to enhancing job satisfaction. In summary, the regression analysis highlights that fostering enriching job designs, supporting career advancement, and promoting effective leadership communication are essential strategies for increasing job satisfaction among educators. Institutions seeking to improve engagement and retention should prioritize these areas as part of their human resource and organizational development practices.

Multiple Regression Analysis for Employee Engagement

The multiple regression analysis was conducted to examine the combined and individual influence of Job Characteristics, Career Development Opportunities, and Leadership Communication on the dependent variable, Employee Engagement. The analysis revealed a statistically significant model, similar to the findings for job satisfaction in the previous section.

Table 11. Multiple Regression Analysis for Employee Engagement

Predictor Variable	Standardized Coefficient (β)	p-value
Job Characteristics	0.50	<0.001
Career Development Opportunities	0.35	0.001
Leadership Communication	0.20	0.010

The model was found to be statistically significant ($F(3, 196) = 30.12, p < 0.001$). This overall significance indicates that the set of independent variables reliably predicts a portion of the variance in employee engagement. Specifically, the model accounted for approximately 42% of the variance in Employee Engagement ($R^2 = 0.42$). This R^2 value suggests a strong predictive capability, demonstrating that these three factors collectively explain a substantial amount of the variation observed in employee engagement levels.

Job Characteristics: This factor emerged as the strongest predictor of Employee Engagement ($\beta = 0.50, p < 0.001$). The large, positive standardized coefficient indicates that, holding the other two variables constant, an increase in positive job characteristics (e.g., task significance, autonomy) is associated with the largest corresponding increase in employee engagement.

Career Development Opportunities: This variable was the second strongest predictor ($\beta = 0.35, p = 0.001$). This result suggests that providing greater opportunities for professional growth and advancement is also a significant driver of employee engagement, though its magnitude of influence is less than that of the job itself.

Leadership Communication: While still statistically significant, Leadership Communication exerted the weakest influence among the three predictors ($\beta = 0.20, p = 0.010$). This finding implies that while effective communication from leadership positively impacts engagement, its unique contribution is smaller compared to the structural aspects of the job and the availability of career pathways.

In summary, the regression results clearly establish that Job Characteristics are the primary driver of Employee Engagement, followed by Career Development Opportunities, with Leadership Communication playing a significant but less dominant role. These findings provide a clear prioritization for strategic intervention aimed at boosting employee engagement.

Discussions

The analyses indicate that job characteristics, career development opportunities, and leadership communication are significant predictors of both job satisfaction and employee engagement among educators. Notably, job characteristics—such as skill variety, task identity, and autonomy—emerged as the most influential factor. This finding aligns with the Job Characteristics Theory, which posits that enriching job features enhance employee motivation and satisfaction. Career development opportunities also play a crucial role, suggesting that educators value prospects for professional growth. Effective leadership communication further contributes to higher satisfaction and engagement levels, highlighting the importance of transparent and supportive interactions between leadership and staff. Through thematic analysis of semi-structured interviews with educators in Nizamabad district, several key themes emerged that influence employee engagement:

Collaboration

Participants highlighted that a collaborative work environment enhances engagement. Opportunities for teamwork and knowledge sharing contribute to a sense of community and shared purpose. This finding aligns with research indicating that job resources, such as social support from co-workers, are positively associated with work engagement.

Inclusivity

An inclusive atmosphere, where diverse perspectives are valued, was identified as a significant factor in promoting engagement. Educators expressed that when they feel respected and included, their commitment to the institution strengthens. This is consistent with studies showing that inclusive leadership and practices enhance employee engagement.

Resource Availability

The accessibility of teaching materials and technological support emerged as crucial for maintaining high engagement levels. Adequate resources enable educators to perform effectively, reducing frustration and enhancing job satisfaction. This supports findings that organizational resources are linked to improved work engagement.

Workload

Participants noted that manageable workloads are essential for sustaining engagement. Excessive demands lead to burnout, diminishing their ability to engage fully with their roles. This observation aligns with research indicating that high job demands can negatively impact employee engagement. Understanding these themes provides valuable insights into environmental factors that either promote or hinder engagement among educators. Addressing these areas can lead to more effective strategies for fostering a supportive and engaging work environment.

Recommendations

Based on the quantitative and qualitative findings of the study, several recommendations are proposed to enhance employee engagement and job satisfaction among educators in Nizambad district. The results indicate that job characteristics, career development opportunities, and leadership communication significantly influence both job satisfaction and engagement levels. The following evidence-based strategies are suggested for institutional implementation.

Strengthening Leadership Communication

Educational institutions should prioritize leadership development programs that promote transparent, supportive, and trust-based communication. Effective leadership practices have consistently been linked to enhanced teacher morale, engagement, and organisational commitment (Ahn & Choi, 2021; Leithwood & Sun, 2018). Establishing clear communication channels, regular meetings, and structured feedback systems can improve trust and reduce ambiguity within the institution (Tschannen-Moran & Gareis, 2015).

Enhancing Career Development Opportunities

The study highlights that career development is a strong predictor of teacher engagement. Continuous professional development programs, aligned with teachers' career stages, can significantly improve satisfaction and reduce attrition (Bates & Morgan, 2018; OECD, 2020). Institutions should offer training workshops, certification programs, mentorship arrangements, and growth-oriented performance appraisals. Building "professional capital," as emphasized by Hargreaves and Fullan (2012), fosters long-term commitment and professional agency.

Promoting Collaborative and Inclusive Work Environments

Encouraging collaborative practices—such as team teaching, peer mentoring, and professional learning communities—can strengthen collegiality and shared purpose. Research shows that supportive social interactions are essential to teacher engagement and wellbeing (Spilt et al., 2011; Kundu & Lata, 2017). Furthermore, inclusive environments that value diverse perspectives enhance belongingness and institutional commitment (Shore et al., 2011). Schools should therefore adopt inclusive leadership practices, open dialogue platforms, and diversity-sensitive policies.

Optimizing Job Characteristics and Role Design

Since job characteristics were found to be the most influential predictor of engagement, institutions should design roles that enhance autonomy, skill variety, and task significance. Meaningful work increases intrinsic motivation and engagement (Park & Johnson, 2019; Rich et al., 2010). Administrators can involve teachers in decision-making processes, curriculum design, and strategic planning to enhance job meaningfulness and ownership.

Improving Resource Availability and Workload Management

Adequate teaching resources and manageable workloads play a direct role in preventing burnout and promoting engagement. Research indicates that excessive job demands negatively affect engagement and performance (Bakker & Demerouti, 2017). Schools should invest in teaching aids, technology, and digital platforms that reduce administrative burdens. Effective resource allocation and workload distribution can create a more supportive professional environment.

Leveraging Technology for Engagement and Communication

Integrating technology-driven communication and management systems can streamline institutional processes and enhance coordination. Digital tools have been shown to facilitate real-time communication, reduce delays, and support collaborative practices (Yu & Lee, 2020). Technology can also reduce teachers' administrative load, thereby allowing them to focus on core instructional activities, improving both job satisfaction and engagement. Overall, implementing these evidence-based strategies can substantially increase teacher engagement, improve institutional effectiveness, and contribute to better student outcomes across the district (Bakker & Albrecht, 2018; Day et al., 2007).

Conclusion

This study provides a data-driven exploration of the factors influencing employee engagement among educators in Nizamabad district. Through both quantitative analysis and qualitative insights, the research highlights the pivotal role of job characteristics, career development opportunities, and leadership communication in fostering job satisfaction and engagement. Statistical findings indicate that engagement levels vary significantly across age groups, institution types, and experience levels, with more experienced educators and those in higher education institutions reporting higher engagement. Job characteristics—especially task variety, autonomy, and role clarity—emerged as the strongest predictors of both engagement and satisfaction, reinforcing the relevance of Job Characteristics Theory in educational settings. Qualitative insights further emphasized the importance of collaboration, inclusivity, manageable workloads, and the availability of resources. Educators voiced a strong need for supportive leadership and an environment that values their contributions and well-being. Overall, the study underscores the

necessity for educational institutions to adopt a holistic approach to engagement—one that integrates structural improvements, professional development, and inclusive, communicative leadership. By addressing these key determinants, institutions can cultivate a more motivated, resilient, and committed teaching workforce.

Acknowledgement

There is no grant or funding bodies to be acknowledged for preparing this paper.

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