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AN EMPIRICAL STUDY ON TEACHERS' ENGAGEMENT IN PRIVATE SCHOOLS AT BAGALKOTE CITY

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ABSTRACT

Teacher engagement is a key driver of quality education. This study investigates the factors influencing teacher engagement in private schools at Bagalkote City. A descriptive research approach was adopted, and data from 125 respondents were analyzed using SPSS. Findings reveal that job satisfaction, leadership style, work environment, and work-life balance significantly influence teacher engagement, while job security showed no significant relationship.

KEYWORDS: *Teacher Engagement, Job Satisfaction, Leadership Style, Work Environment, Work-Life Balance, Private Schools, Bagalkote.*

INTRODUCTION

Teacher engagement is a vital factor influencing the success of educational institutions. It refers to the emotional connection, dedication, and enthusiasm that teachers bring to their work. Engaged teachers go beyond their formal duties; they actively participate in school activities, mentor students, and contribute to institutional growth. In today's competitive education environment, engagement directly impacts student learning outcomes and overall school performance.

In private schools, engagement becomes even more critical due to increased accountability, parent expectations, and workload pressures. When teachers are disengaged, it often results in decreased motivation, absenteeism, and turnover, which ultimately affect teaching quality. Thus, institutions must identify the factors that influence teacher engagement and develop strategies to sustain motivation and commitment.

Previous studies have emphasized that teacher engagement is strongly linked to leadership support, job satisfaction, and workplace culture (Saks, 2006; Schaufeli & Bakker, 2010). Research by Macey and Schneider (2008) highlighted that emotionally committed teachers contribute to improved student achievement and institutional performance. Hence, this study provides an empirical assessment of teachers' engagement in Bagalkote's private schools to identify key influencing factors and their statistical significance.

LITERATURE REVIEW

Joseph Baidoo (2025) examined the role of job security on teacher engagement in private family business schools. The study found a strong relationship between job stability and engagement, highlighting that transparent communication and fair treatment enhance motivation and performance. It recommended implementing equitable employment practices to improve retention.

Beena P. (2024) analyzed reward strategies and their impact on employee engagement. The study emphasized that both intrinsic and extrinsic rewards, including recognition and incentives, positively influence engagement. Aligning reward systems with institutional goals was found essential to sustain employee motivation and long-term commitment.

Brijmohan A. Vyas & Chaitra Hebbal (2022) conducted an empirical study on employee engagement in the cement industry at Bagalkote. Results indicated that leadership style, workplace environment, and motivation significantly affect engagement. The authors recommended leadership training and improved work-life balance to enhance employee satisfaction.

Pallavi Dutta & Dimpy Mahanta (2022) explored the quality of work-life and employee engagement among school teachers in Assam. Their findings revealed a significant correlation between improved working conditions and higher engagement, suggesting schools focus on well-being to enhance performance.

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Mohamad Shammout (2021) studied the impact of work environment on employee performance among 92 employees at Investo Global. The study found that supportive workplace conditions, fair workload, and employee benefits positively affect job performance and engagement.

Akshaya S., Ashni G., & Priyadharshini R. (2018) investigated teacher engagement among school teachers in Kabisthalam Village, Thanjavur District. Data from 70 teachers revealed that work-life balance and incentives have a strong effect on engagement levels. The study suggested schools implement better incentive structures.

RESEARCH GAP

Previous research has focused largely on employee engagement in industrial sectors and metropolitan schools, emphasizing factors such as rewards, leadership, and job satisfaction. However, limited empirical studies exist on teacher engagement in smaller cities like Bagalkote**,** especially within private school contexts. This study addresses that gap by examining the influence of work environment, leadership style, job satisfaction, work-life balance and job security on teacher engagement in private schools of Bagalkote City.

OBJECTIVES OF THE STUDY

1. To identify the factors of engagement among private school teachers.
2. To examine the influence of various factors on school teachers engagement.

RESEARCH METHODOLOGY

- **Research Type:** Descriptive Research
- **Primary Data:** The data is collected through questionnaires and personal interviews with teachers.
- **Secondary Data:** The information is collected from research papers and project reports.
- **Data Collection Tool:** Questionnaires
- **Data Analysis Tool:** SPSS and Excel
- **Sample Unit:** School teachers working in Private schools are the sample units or respondents of the questionnaire.
- **Sample Size:** 125
- **Sampling Technique:** Random Sampling

SCOPE OF THE STUDY

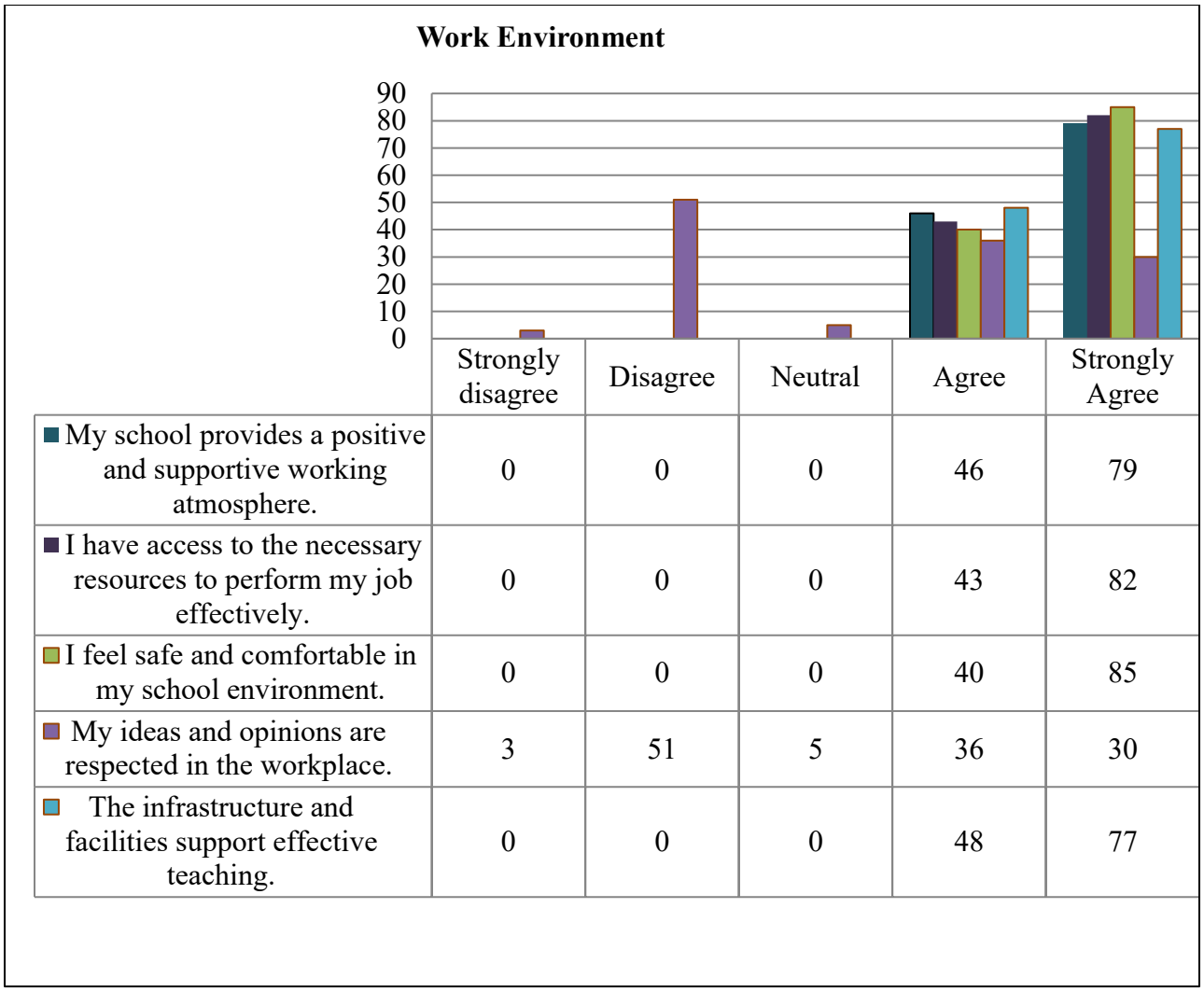
The study focuses on understanding the key factors influencing teacher engagement levels in private schools at Bagalkote district. It aims to examine how work environment, leadership style, job satisfaction, job security and work life balance contribute to teacher engagement. The research yields insights into the current mindset and expectations of teachers, helping school managements to identify gaps and develop effective strategies to enhance teacher engagement. The study also provides a base for future comparisons between private and government school teacher engagement levels.

LIMITATIONS OF THE STUDY

1. The study is limited to private schools in Bagalkote district only.
2. Teachers may be biased in their responses.
3. Some teachers may not be able to spend sufficient time due to their busy schedules.

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RESULT ANALYSIS AND INTERPRETATION:



	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
My school provides a positive and supportive working atmosphere.	0	0	0	46	79
I have access to the necessary resources to perform my job effectively.	0	0	0	43	82
I feel safe and comfortable in my school environment.	0	0	0	40	85
My ideas and opinions are respected in the workplace.	3	51	5	36	30
The infrastructure and facilities support effective teaching.	0	0	0	48	77

Analysis

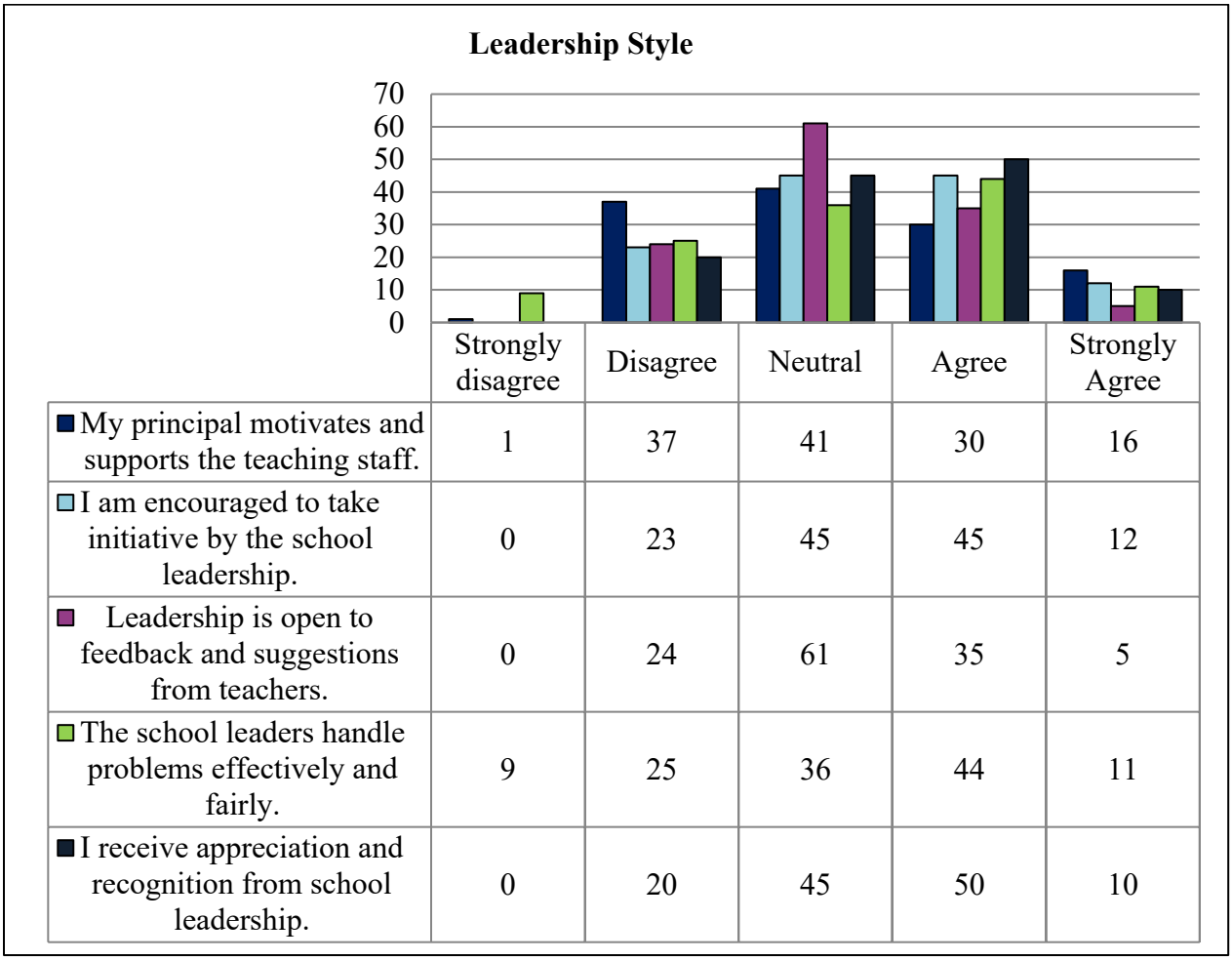
1. Among 125 respondents, 36.8% agreed and 63.2% strongly agreed their school provides a positive and supportive working atmosphere. No respondent disagreed or remained neutral, showing 100% overall agreement.
2. Among 125 respondents, 34.4% agreed and 65.6% strongly agreed that, they are having access to the necessary resources to perform their job effectively. This again reflects a 100% positive response with no disagreement or neutrality.
3. Among 125 respondents, 32% agreed and 68% strongly agrees that they feel secure and comfortable in their school environment, indicating complete satisfaction regarding safety and comfort, with no disagreement.
4. Among 125 respondents, 28.8% agreed and 24% strongly agreed their ideas and opinions are respected in the workplace. However, 40.8% disagreed and 2.4% strongly disagreed, while 4% remained neutral. This reveals that only 52.8% felt their opinions were respected, while 43.2% did not.
5. Among 125 respondents, 38.4% agreed and 61.6% strongly-agreed that the school's infrastructure and facilities support effective teaching. All responses positive, with 100% overall agreement.

Interpretation

The analysis clearly indicates that, larger portion of staff members view their school as properly resourced, supportive and physically safe environment. Across most parameters including infrastructure, working atmosphere, access to resources and safety, there is 100% agreement, reflecting a highly positive work environment. However, when it comes to respect for ideas and opinions, only a little over half the respondents (52.8%) feel acknowledged, while significant portion (43.2%) disagree. This shows clear gap in inclusiveness and participative culture, which could impact morale and collaboration if not addressed. Overall, while the school excels in physical and

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structural support for teaching, more effort is needed to promote open communication, respect for staff input and inclusive decision-making.



	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
My principal motivates and supports the teaching staff.	1	37	41	30	16
I am encouraged to take initiative by the school leadership.	0	23	45	45	12
Leadership is open to feedback and suggestions from teachers.	0	24	61	35	5
The school leaders handle problems effectively and fairly.	9	25	36	44	11
I receive appreciation and recognition from school leadership.	0	20	45	50	10

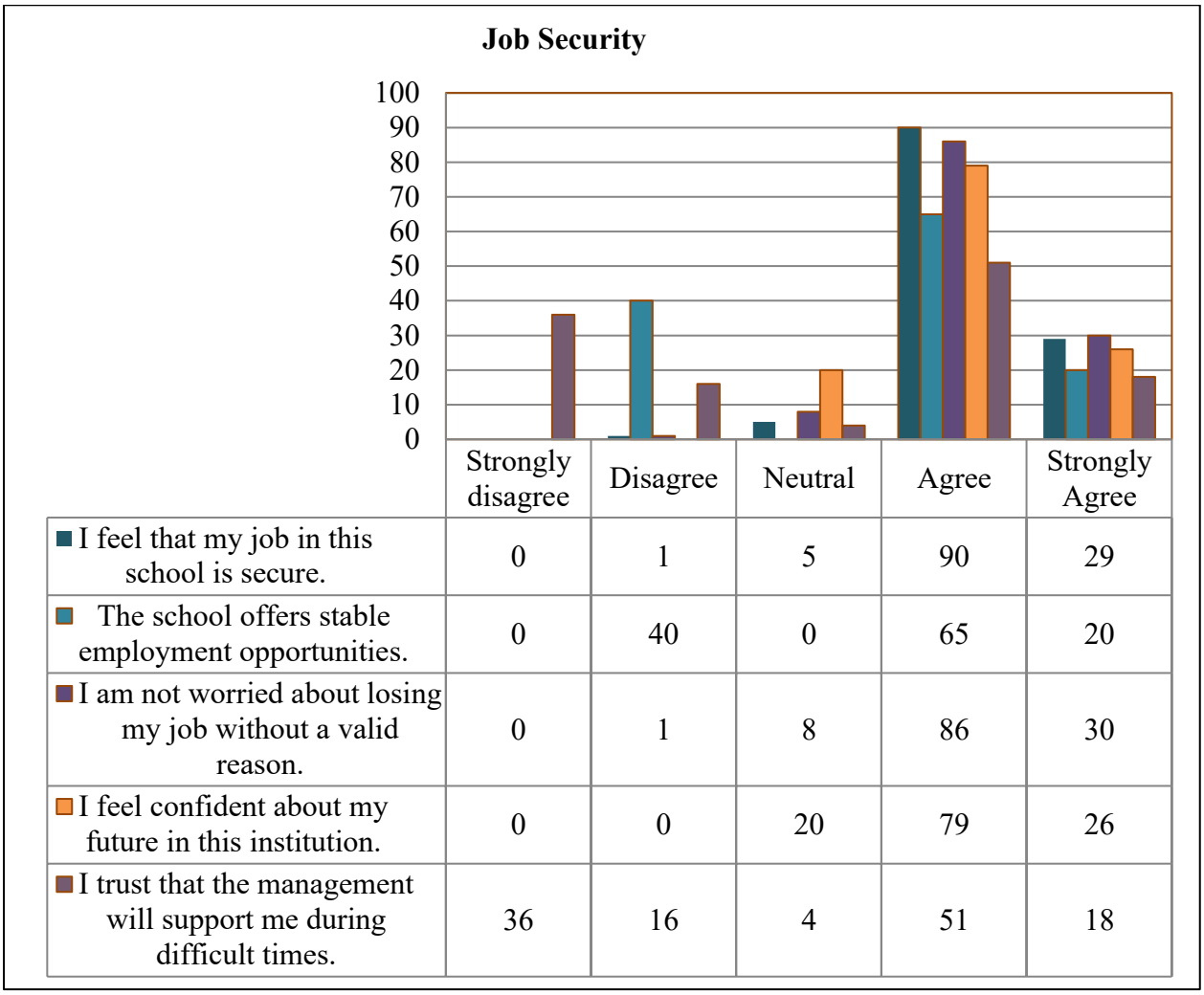
Analysis

1. Among 125 respondents, 29.6% respondents disagreed, 32.8% remained neutral, 24% agreed and 12.8% strongly agreed their principal motivates and supports the teaching staff. This indicates that only 40.8% feel motivated and supported, while the majorities are either neutral or disagree.
2. Among 125 respondents, 18.4% respondents disagreed, 36% remained neutral, 36% agreed and 9.6% strongly agreed they are encouraged to take initiative by the school leadership. This shows that 45.6% feel encouraged, but a considerable portion remain uncertain or disagree.
3. Among 125 respondents, 19.2% respondents disagreed, 48.8% were neutral, 28% agreed and only 4% strongly-agreed that the leadership is open to feedback and suggestions from teachers. This indicates that only 32% perceive leadership as open, while more than two-thirds either disagree or remain unsure.
4. Among 125 respondents, 7.2% respondents strongly disagreed, 20% disagreed, 28.8% were neutral, 35.2% agreed & 8.8% strongly agreed that school leaders handle problems effectively and fairly. With only 44% expressing agreement and 56% do not fully trust problem-handling by leadership.
5. Among 125 respondents, 16% respondents disagreed, 36% were neutral, 40% agreed & 8% strongly agreed that, they receive appreciation and recognition from school leadership. This suggests that 48% feel recognized, while 52% do not feel acknowledged or remain uncertain.

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Interpretation

The analysis shows that staff perceptions of leadership are mixed. While a portion of respondents feel encouraged to take initiative and receive some level of appreciation, most remain neutral or disagree when it comes to motivation, support and openness to feedback. Less than half believe problems are handled fairly and only small percentage feel leadership is actively supportive. This suggests need for stronger communication, transparency and involvement from school leadership to improve staff engagement and trust.



	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
I feel that my job in this school is secure.	0	1	5	90	29
The school offers stable employment opportunities.	0	40	0	65	20
I am not worried about losing my job without a valid reason.	0	1	8	86	30
I feel confident about my future in this institution.	0	0	20	79	26
I trust that the management will support me during difficult times.	36	16	4	51	18

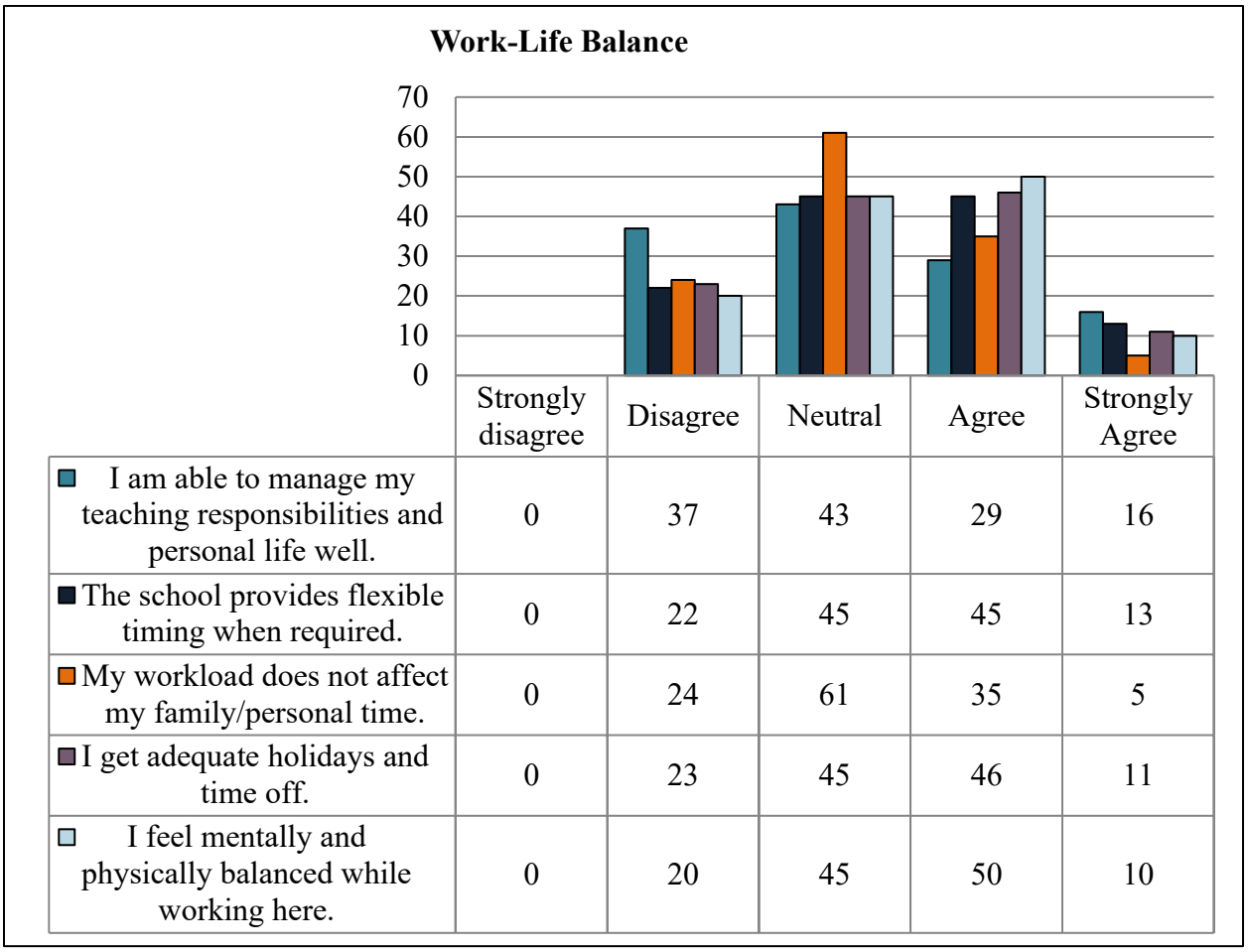
Analysis

1. Among 125 respondents, 72% agreed and 23.2% strongly agreed their job in the school is secure, while only 0.8% disagreed and 4% remained neutral.
2. Among 125 respondents, 52% agreed and 16% strongly agrees that the school offers stable employment opportunities, but 32% disagreed.
3. Among 125 respondents, 68.8% agreed & 24% strongly agreed that they aren't concerned regarding job loss without a valid reason, while only 0.8% disagreed and 6.4% remained neutral.
4. Among 125 respondents, 63.2% agreed and 20.8% agreed strongly that, they are sure about their future in the institution, while 16% remained neutral.
5. Among 125 respondents, 40.8% agreed and 14.4% agrees strongly that, they trust the management will support them during difficult times. However, 12.8% disagreed and 28.8% strongly disagreed.

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Interpretation

The responses suggest most employees feel secure in their jobs, with high agreement levels regarding job safety, fair treatment, and future confidence in the institution. There is also strong assurance that job termination without valid reasons is unlikely. However, a key concern is trust in the management during challenging times 43.2% of respondents either didn't agree or strongly disagree that leadership would offer support, showing a significant lack of confidence in crisis handling. Overall, while job security appears strong, leadership empathy and support mechanisms may need strengthening.



	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
I am able to manage my teaching responsibilities and personal life well.	0	37	43	29	16
The school provides flexible timing when required.	0	22	45	45	13
My workload does not affect my family/personal time.	0	24	61	35	5
I get adequate holidays and time off.	0	23	45	46	11
I feel mentally and physically balanced while working here.	0	20	45	50	10

Analysis

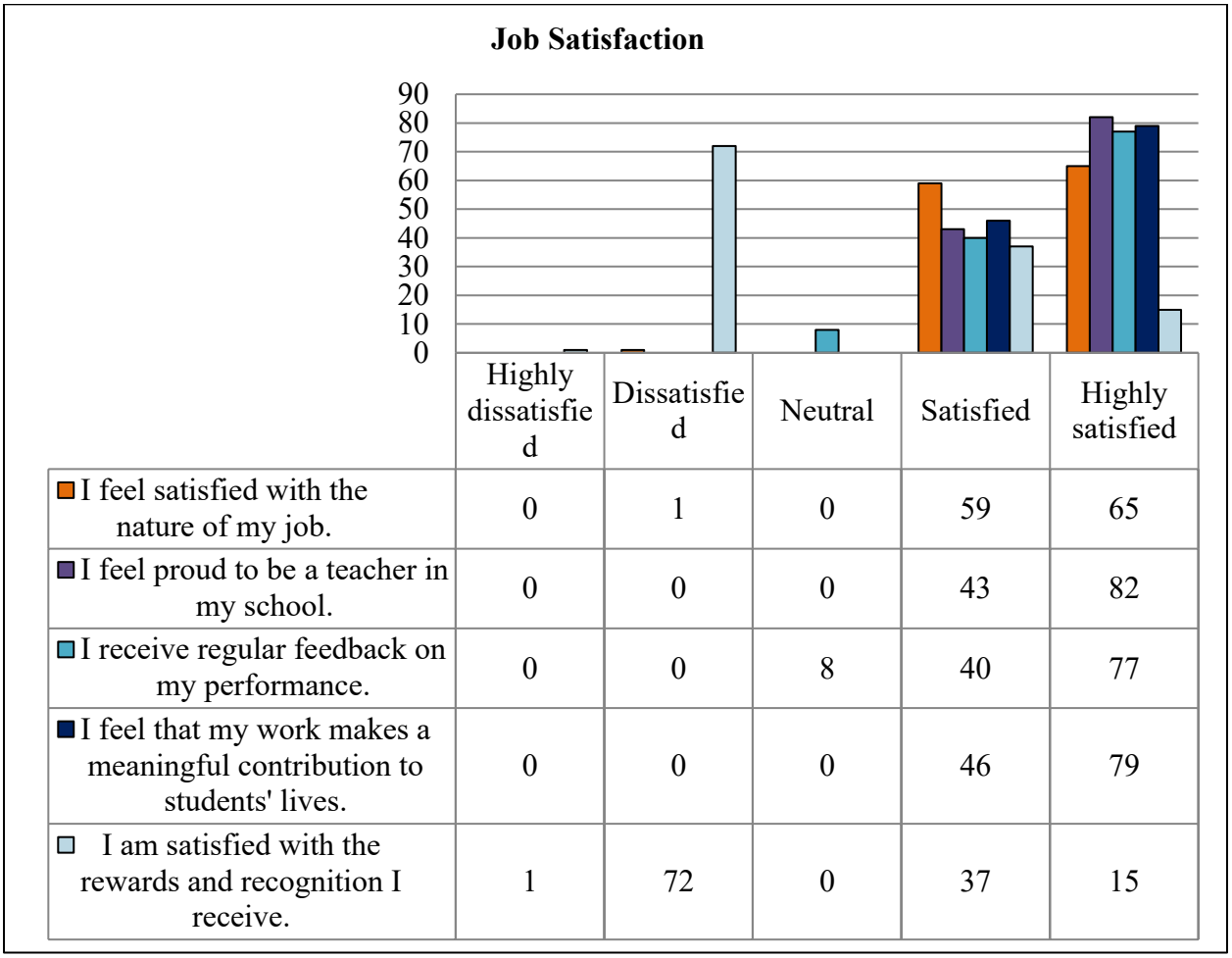
1. Among 125 respondents, 29.6% disagreed, 34.4% were neutral, 23.2% agreed and 12.8% agreed strongly that they are able to manage their teaching responsibilities and personal life well.
2. Among 125 respondents, 17.6% disagreed, 36% were neutral, 36% agreed and 10.4% strongly agreed that the school provides flexible timing when required.
3. Among 125 respondents, 19.2% disagreed, 48.8% were neutral, 28% agreed & only 4% strongly agreed their workload doesn't affect their family or personal time.
4. Among 125 respondents, 18.4% disagreed, 36% were neutral, 36.8% agreed & 8.8% strongly-agreed that they get adequate holidays and time off.
5. Among 125 respondents, 16% disagreed, 36% were neutral, 40% agreed & 8% strongly agreed that, they feel mentally and physically balanced while working.

Interpretation

The data indicates that work-life balance is moderately supported, with most respondents expressing neutral views across key areas such as flexibility, time off and personal well-being. Around half of the staff agrees they receive adequate holidays and feel balanced, but only a small percentage feel this strongly. Notably, only 32% agree or strongly agree they can manage work and personal responsibilities

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well and fewer believe workload doesn't interfere with their family time. Overall, while some support structures are in place, there is room for improvement in managing workload and offering more flexible arrangements to enhance overall work-life harmony.



	Highly dissatisfied	Dissatisfied	Neutral	Satisfied	Highly satisfied
I feel satisfied with the nature of my job.	0	1	0	59	65
I feel proud to be a teacher in my school.	0	0	0	43	82
I receive regular feedback on my performance.	0	0	8	40	77
I feel that my work makes a meaningful contribution to students' lives.	0	0	0	46	79
I am satisfied with the rewards and recognition I receive.	1	72	0	37	15

Analysis

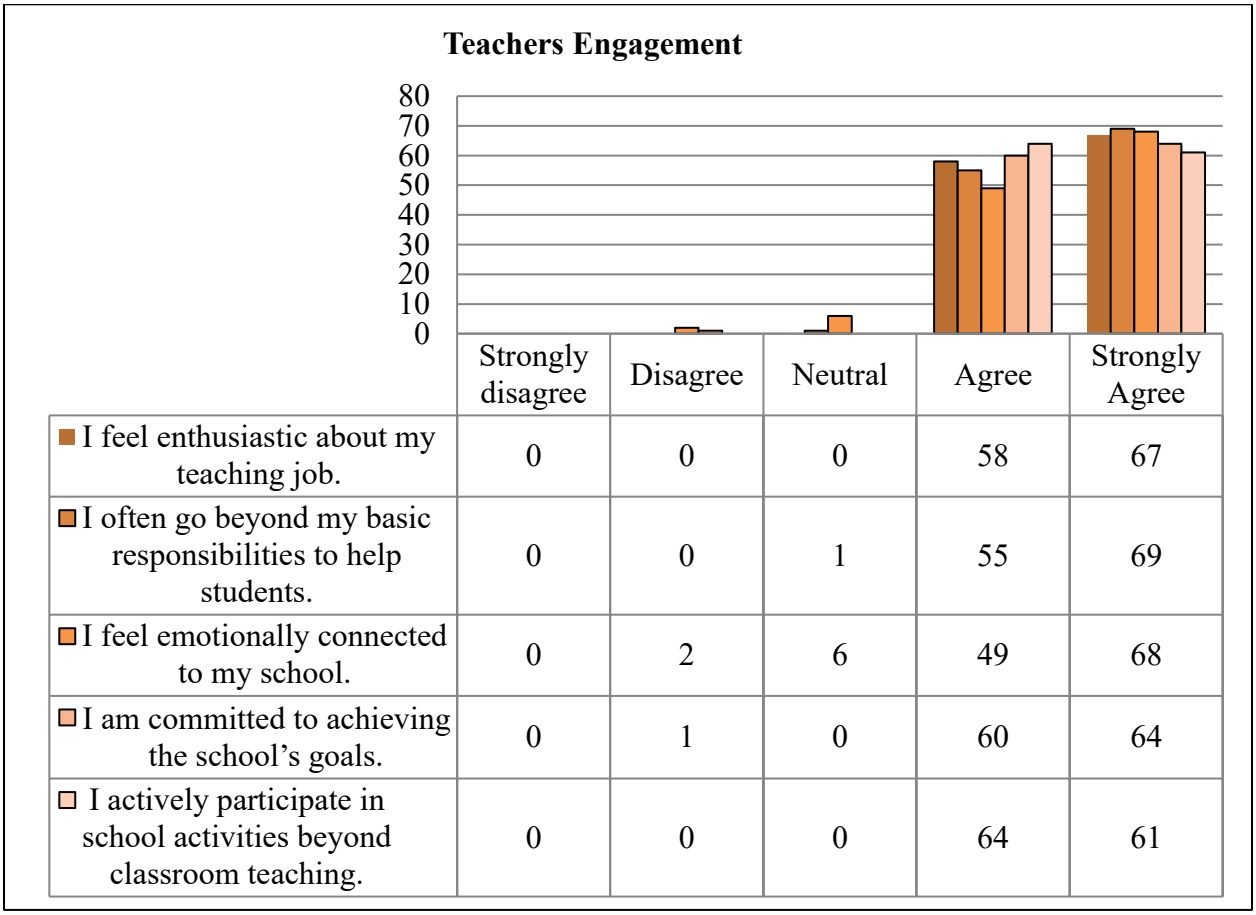
1. Among 125 respondents, 47.2% reported being satisfied and 52% were highly satisfied with the work nature, while only 0.8% expressed dissatisfaction. This indicates almost all respondents are content with the core responsibilities and role of their work.
2. Out of 125 respondents, 34.4% felt satisfied and 65.6% highly satisfied about being proud to be a teacher in their school. This shows strong sense of professional pride and emotional attachment to their teaching role.
3. In terms of receiving regular feedback on their performance, 32% of the participants were satisfied and 61.6% were highly satisfied, while 6.4% remained neutral. This suggests most teachers feel guided and supported in their professional development.
4. When asked if their work contributes meaningfully to students' lives, 36.8% of the teachers were satisfied and 63.2% were highly satisfied, highlighting a strong intrinsic motivation and sense of purpose among the teaching staff.
5. However, in terms of rewards and recognition, only 29.6% of respondents were satisfied and 12% were highly satisfied, while 57.6% were dissatisfied and 0.8% highly dissatisfied. This indicates although teachers are content with the nature and impact of their work, they feel underappreciated in terms of formal rewards and recognition.

Interpretation

The data reflects a higher job-satisfaction among teachers regarding the meaningfulness of their work, pride in their profession, feedback from leadership and job responsibilities. Most teachers derive intrinsic-satisfaction from their teaching role and the positive impact they have on students. However, a significant gap is observed in the area of rewards and recognition, where the majority of respondents feel

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their efforts aren't adequately acknowledged. This calls for improved recognition systems and appreciation mechanisms to further enhance job satisfaction and retain motivated teaching staff.



	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
I feel enthusiastic about my teaching job.	0	0	0	58	67
I often go beyond my basic responsibilities to help students.	0	0	1	55	69
I feel emotionally connected to my school.	0	2	6	49	68
I am committed to achieving the school's goals.	0	1	0	60	64
I actively participate in school activities beyond classroom teaching.	0	0	0	64	61

Analysis

1. Out of 125 respondents, 46.4% agreed and 53.6% strongly agreed they are enthusiastic about teaching job. This indicates that all the teachers have a favorable opinion towards their profession, with no one expressing disagreement or neutrality.
2. A significant number of respondents, i.e. 44% agreed and 55.2% strongly agreed they often go beyond their basic responsibilities to help students, reflecting a high sense of dedication and willingness to support students beyond formal teaching.
3. Regarding emotional connection with the school, 39.2% of the respondents agreed & 54.4% strongly agreed, while only 1.6% disagreed and 4.8% remained neutral. This shows that a vast majority of teachers have a strong emotional bond with the institution, which can enhance morale and reduce turnover.
4. In terms of commitment to school goals, 48% of the respondents agreed & 51.2% strongly agreed they are aligned with the institution's objectives. Only 0.8% disagreed, highlighting a unified and goal-driven workforce.
5. Additionally, 51.2% of the respondents agreed & 48.8% strongly agreed they participate alertly in the school activities beyond their classroom roles, showing their interference in the school community.

Interpretation

The findings clearly demonstrate that teachers aren't only engaged in their core duties but are also emotionally and professionally invested in their school. Their high levels of enthusiasm, emotional connection and participation beyond the classroom suggest a healthy and motivated work environment. This strong engagement is likely to contribute to better student outcomes, stronger institutional loyalty and an overall positive school culture.

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FINDINGS

1. Every teacher (100%) agreed or strongly agreed that the school atmosphere is positive and supportive.
2. All respondents i.e., 100% agreed that they have the access to necessary resources which are needed for teaching activities.
3. Safety and comfort in the school environment also received 100 % positive responses from the respondents.
4. Only 52.8 % felt their ideas and opinions are respected, while 43.2 % disagreed and 4 % were neutral.
5. Infrastructure and facilities supportive of teaching gained unanimous approval (100 % agreement).
6. Principal motivation and support were acknowledged by 40.8 % and 59.2 % were neutral or disagreed.
7. Encouragement to take initiatives in the school activities was felt by 45.6 % of teachers and 54.4% felt discouraged.
8. Leadership openness to feedback was perceived by only 32 % of teachers while 68% of the respondents disagreed.
9. Effective and fair problem handling by leaders was agreed by 44 % of respondents and rest of the 56% disagreed.
10. Appreciation and recognition from leadership were reported by 48 % of teachers, leaving 52 % feeling unacknowledged or unsure.
11. When asked about job security, 95.2 % of teachers felt they have a secure job and few of the teachers disagreed.
12. Stable long-term employment opportunities were noted by 68 % of respondents and 32% felt their schools aren't providing enough growth opportunities.
13. Not worrying about unfair job loss was affirmed by 92.8 % of teachers while few of the instructors are still concerned about loss of job unfairly.
14. A confident outlook on future career in the institution was shared by 84 % of respondents and 16% of them are unsure.
15. Trust that management will support staff in difficult times was expressed by 55.2 %, while 41.6 % disagreed.
16. Ability to balance teaching and personal life was acknowledged by 36 % of teachers; 64% were neutral or disagreed.
17. Flexible timing whenever required was available to 46.4 % of respondents and a majority of 53.6% respondents disagreed or remained neutral in their responses.
18. Only 32 % felt workload did not intrude on family time and most of them were neutral or disagreed.
19. Adequate holidays and time off were confirmed by 45.6 % of educators and 54.4% of the educators were not satisfied.
20. Feeling mentally and physically balanced at work was reported by 48 % of respondents.
21. Satisfaction with the nature of work reached 99.2 % (satisfied and highly satisfied).
22. Pride in being a teacher at school was expressed by every respondent (100%) showing that teachers have higher job satisfaction.
23. Regular feedback satisfied 93.6 % of the respondents and few of the respondents were not satisfied.
24. Feeling that their work meaningfully helps students satisfied 100% of respondents which shows strong sense of dedication towards improving students' lives.
25. Rewards and recognition were satisfactory for only 41.6 % of the respondents and 58.4 % were dissatisfied.
26. Enthusiasm for teaching was universal, where 46.4 % of the respondents agreed and 53.6 % strongly agreed.
27. Going beyond basic duties to help students was reported by 99.2 % of teachers while few of them just do the bare minimum work required.
28. An emotional connection with the school was felt by 93.6 % of respondents indicating that, they have a deep sense of belonging, attachment and positive association with their school.
29. Alignment with school goals was shown by 99.2 % of teachers which shows that teachers goals and school objectives are aligned.
30. Active participation in school activities outside the classroom was agreed by 100% of the respondents.

SUGGESTIONS

- Many teachers felt their opinions were not respected. Schools can introduce a suggestion box or Google Form through which teachers can confidentially share their ideas. School leaders can review and discuss selected suggestions in monthly staff meetings to make teachers feel valued.
- Some teachers reported a lack of motivation and support from their principals. School heads can make it a habit to offer verbal appreciation or short acknowledgments at the end of weekly or monthly meetings.
- Teachers mentioned that their feedback was not always welcomed. Schools can schedule short "feedback circle" sessions every term, where small groups of teachers meet informally with the principal to share ideas and concerns.
- Many teachers felt unrecognized for their efforts. Schools can introduce a simple recognition wall in the staff room or organize "Teacher of the Month" awards and appreciation letters to boost morale.
- Teachers expressed low trust in school management during difficult times. Schools should maintain clear emergency leave policies and handle family or health emergencies with empathy and prompt approval.
- Work-life balance remains a challenge for teachers. Schools can help by reducing unnecessary duties after school hours and avoiding weekend meetings unless absolutely necessary.

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CONCLUSION

The study highlights that teacher engagement in private schools of Bagalkote district is generally positive, with most teachers showing enthusiasm, emotional connection to their schools, and a willingness to go beyond their basic duties. Factors such as a supportive work environment, effective leadership, work-life balance, and job satisfaction contribute significantly to this engagement. At the same time, the study reveals some areas of concern. Many teachers feel their opinions are not respected, recognition is limited, and leadership support is lacking. Work-life balance and trust in management during challenging times also require attention. Overall, the study concludes that while teachers remain committed and motivated, engagement can be further strengthened through open communication, consistent appreciation, and a healthy work culture where teachers feel valued, heard, and supported by the management.

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