

An Investigation into the Relationship between Employee Engagement and Organizational Performance at Al-Qalam Universitykatsina

Ismail Alhaji Suleiman
Department of Business Administration
Al-Qalam University Katsina
saicampos1@yahoo.com
08065674339

ABSTRACT

This study investigates the relationship between employee engagement and organizational performance at Al-Qalam University, Katsina, a private Islamic institution in Nigeria, where empirical research on human capital dynamics remains limited. Employing a quantitative descriptive survey design, data were collected from a stratified random sample of 200 academic and non-academic staff using a structured questionnaire adapted from the Utrecht Work Engagement Scale (UWES-9). The data were analyzed using descriptive statistics, Pearson correlation, independent samples t-test, and multiple regression analysis. Findings reveal a moderately high overall level of employee engagement (mean = 3.85), with dedication being the most prominent dimension (mean = 4.10), while absorption scored the lowest (mean = 3.60), indicating challenges in maintaining deep work focus. A significant disparity in engagement was observed between academic (mean = 3.95) and non-academic staff (mean = 3.65), highlighting an equity gap. A strong positive correlation ($r = 0.72$, $p < 0.001$) confirms that higher employee engagement is significantly associated with improved organizational performance, particularly in teaching effectiveness and service delivery. Furthermore, multiple regression analysis shows that leadership style ($\beta = 0.35$), employee recognition ($\beta = 0.28$), and work environment ($\beta = 0.20$) are significant predictors of engagement, collectively explaining 65% of its variance. The study concludes that employee engagement is a critical driver of institutional success at Al-Qalam University and recommends targeted interventions such as leadership development programs, inclusive recognition systems, and improved work conditions, particularly for non-academic staff, to enhance motivation, equity, and overall performance within the university's unique faith-based context.

Key words: Employee Engagement; Organizational Performance; Higher Education Institutions (HEIs); Private Universities; Faith-Based Institutions.

1. INTRODUCTION

In the contemporary global knowledge economy, human capital has emerged as a pivotal driver of sustainable organizational success. Across sectors and institutional boundaries, organizations increasingly depend on the skills, motivation, and commitment of their workforce to achieve strategic objectives and maintain competitive advantage (Osborne & Hammoud, 2017; CIPD, 2023). Among the various human resource practices that influence organizational effectiveness, employee engagement has gained prominence as a critical determinant of performance, innovation, and organizational citizenship behavior (Saks, 2022). Employee Engagement is defined as the emotional, cognitive, and behavioral commitment employees exhibit toward their work and organizational goals, employee engagement reflects the extent to which individuals are willing to invest discretionary effort, take initiative, and align their actions with institutional missions (Schaufeli, 2023). Engaged employees are not only more productive but also demonstrate higher levels of job satisfaction, retention, and resilience, making engagement a strategic imperative rather than a peripheral concern.

This imperative is particularly salient within higher education institutions (HEIs), where the quality of teaching, research output, and administrative service delivery hinges on the motivation and performance of both academic and non-academic staff. Universities are knowledge-intensive organizations whose core functions—education, research, and community service—require a deeply committed and involved workforce. However, the Nigerian higher education sector faces systemic challenges, including chronic underfunding, infrastructural decay, limited professional development opportunities, and inconsistent administrative policies (Ogbogu, 2021; Obielumani & Udeh, 2022). These structural constraints often contribute to low staff morale, disengagement, and diminished institutional performance. Empirical evidence indicates that disengaged university employees are more prone to absenteeism, reduced productivity, and resistance to organizational change (Adedoyin et al., 2020; Akomolafe & Bosede, 2023), thereby undermining the institution's ability to fulfill its academic and societal mandates.

Al-Qalam University, Katsina—the first Islamic university in Nigeria—operates within this complex landscape, navigating both the universal pressures faced by private universities and the distinctive expectations tied to its faith-based identity. As a private institution, it must compete for students, faculty, and accreditation while maintaining financial sustainability and academic excellence. In such a context, employee engagement becomes a strategic lever for institutional

performance. The university's ability to attract and retain qualified staff, deliver quality education, and innovate in teaching and administration is directly influenced by the level of commitment and psychological investment its employees demonstrate.(Mogboh, 2025). Yet, despite the recognized importance of engagement, there remains a paucity of empirical data on its current state at Al-Qalam University and how it correlates with organizational outcomes. Without evidence-based insights, management interventions risk being misaligned with actual workplace dynamics, leading to ineffective policies and missed opportunities for improvement.

The problem is further compounded by the lack of context-specific research on employee engagement in Nigerian faith-based universities. While a growing body of literature affirms the positive relationship between engagement and organizational performance (Schaufeli, 2023; Saks, 2022), most studies in Nigeria focus on public or secular institutions, leaving private Islamic universities underrepresented (Khan et al., 2023; Obielumani & Udeh, 2022). The cultural and religious ethos of Al-Qalam University—rooted in Islamic principles of service, accountability, and community—may shape employee expectations, leadership styles, and motivational drivers in ways that differ significantly from secular settings. Consequently, engagement models developed in Western or corporate contexts may not be directly transferable. This gap in localized research limits the university's capacity to design culturally resonant and effective human resource strategies.

Moreover, as identified in the preliminary research on Al-Qalam University, key factors such as leadership practices, recognition systems, workload management, communication transparency, and professional development opportunities are believed to influence employee engagement, yet they remain underexplored (Abdullahi & Hassan, 2023). Understanding these antecedents is essential for diagnosing the root causes of disengagement and formulating targeted interventions. Without such an understanding, institutional leaders may overlook critical areas, perpetuating a cycle of low morale and suboptimal performance. This study, therefore, addresses the pressing need for a comprehensive investigation into these specific factors and their relationship with organizational performance within the unique context of Al-Qalam University..

Guided by three central research questions, this study seeks to (1) assess the current level of employee engagement among staff,(2)identify the key factors influencing engagement, and (3) evaluate the impact of engagement on organizational performance. These objectives are

operationalized through three testable hypotheses: (H₀₁) that there is no significant relationship between employee engagement and organizational performance; (H₀₂) that leadership style, employee recognition, and work environment do not significantly influence engagement; and (H₀₃) that there is no significant difference in engagement levels between academic and non-academic staff. By testing these hypotheses, the study aims to provide empirical clarity on the dynamics of engagement within the institution.

The significance of this research extends beyond Al-Qalam University. Academically, it contributes to the literature on employee engagement in sub-Saharan African higher education, particularly within faith-based institutions, a domain that remains under-researched (Saks, 2022; Schaufeli, 2023). Practically, the findings offer actionable insights for university administrators, HR practitioners, and policymakers seeking to enhance staff motivation, retention, and institutional effectiveness. For Al-Qalam University, the study serves as a diagnostic tool to inform evidence-based reforms in leadership, recognition, and workplace culture. More broadly, it presents a replicable model for private and religiously affiliated universities in Nigeria and similar contexts, advocating for a human-centered approach to organizational development that aligns employee well-being with institutional excellence. By situating engagement within the unique cultural and religious framework of an Islamic university, this study advances both theoretical understanding and practical application in the evolving landscape of higher education management.

2.LITERATURE REVIEW

2.1 Conceptual Review

Employee engagement has emerged as a pivotal concept in organizational behavior and human resource management, particularly within knowledge-intensive sectors such as higher education. It is widely recognized not merely as job satisfaction or organizational commitment, but as a deeper, multidimensional construct encompassing the emotional, cognitive, and behavioral investment employees make in their work and organization (Schaufeli, 2023). The foundational conceptualization of employee engagement was provided by Kahn (1990), who defined it as “the harnessing of organization members’ selves to their work roles,” emphasizing that engaged employees express themselves physically, cognitively, and emotionally during role performance.

This definition shifted the focus from passive compliance to active psychological presence, establishing engagement as a dynamic state of personal involvement.

Building on Kahn's work, Schaufeli et al. (2002) operationalized engagement as a "positive, fulfilling, work-related state of mind" characterized by three core dimensions: vigor (high levels of energy and resilience at work), dedication (a sense of significance, enthusiasm, and pride), and absorption (being fully concentrated and happily engrossed in one's tasks). These dimensions are widely accepted in contemporary research and form the basis of the Utrecht Work Engagement Scale (UWES), a validated instrument used globally to measure engagement (Schaufeli, 2023). The conceptual distinction between engagement and related constructs such as job satisfaction or motivation lies in its proactive and holistic nature—engaged employees go beyond formal job requirements, demonstrating discretionary effort, initiative, and alignment with institutional goals (Saks, 2022; Khan et al., 2023). Having reviewed these conceptual foundations, this study defines employee engagement as a positive, work-related state characterized by vigor, dedication, and absorption, which motivates employees to invest discretionary effort and demonstrate proactive initiative toward institutional goals.

In the context of higher education institutions (HEIs), organizational performance is a multifaceted construct that reflects the extent to which an institution achieves its strategic objectives in teaching, research, service, and governance. Unlike corporate organizations where performance is often measured through financial indicators, universities rely on a combination of qualitative and quantitative metrics. These include teaching effectiveness, research output, administrative efficiency, student and staff satisfaction, innovation, and institutional reputation (Khan et al., 2023; Musa & Adamu, 2024). Teaching and research performance are evaluated through pedagogical quality, student outcomes, publication records, and grant acquisition, while administrative performance is assessed based on service delivery, responsiveness, and operational efficiency (Schaufeli, 2023; Musa & Adamu, 2024). Staff and student satisfaction serve as key indicators of institutional health, reflecting the quality of the academic and work environment (Khan et al., 2023). Innovation and institutional growth—evident in curriculum development, digital transformation, and program expansion—are also critical markers of long-term sustainability and competitiveness (Saks, 2022). For this study, organizational performance is defined as the holistic achievement of an institution's strategic objectives across teaching, research, and administration, measured through a blend of quantitative outputs and qualitative

indicators of quality, efficiency, and stakeholder satisfaction. This multifaceted construct moves beyond financial metrics to encompass the core academic and operational functions that define success in higher education.

2.2 Theoretical Review

Theoretical frameworks provide a critical lens for understanding the mechanisms underlying employee engagement and its impact on organizational performance. Three key theories are particularly relevant to this study: Social Exchange Theory (SET), the Job Demands–Resources (JD-R) Model, and Herzberg's Two-Factor Theory. Each offers unique insights into how employees become engaged and how such engagement translates into measurable organizational outcomes.

Social Exchange Theory (SET), developed by Blau (1964) and expanded by Cropanzano and Mitchell (2005), posits that workplace relationships are governed by reciprocity. When employees perceive that their organization values their contributions and supports their well-being—through recognition, fair treatment, and professional growth—they are more likely to reciprocate with commitment, loyalty, and engagement. This mutual exchange fosters trust and psychological attachment, which directly contributes to increased organizational performance. In higher education, Saks (2022) affirms that perceived organizational support, a key component of SET, is a significant predictor of engagement, particularly in environments where staff dedication is crucial to institutional success.

The Job Demands–Resources (JD-R) Model, introduced by Bakker and Demerouti (2007), provides a comprehensive framework for understanding engagement as a function of the balance between job demands (e.g., workload, time pressure) and job resources (e.g., autonomy, support, recognition). When resources outweigh demands, employees are more likely to experience engagement and well-being. In university settings, where academic and administrative roles are often high-pressure, access to resources such as leadership support, professional development, and a conducive work environment can buffer stress and enhance motivation (Bakker et al., 2022). The JD-R model thus provides a practical tool for diagnosing and improving engagement in complex institutional contexts.

Herzberg's Two-Factor Theory (1966) differentiates between hygiene factors (e.g., salary, policies, working conditions) and motivators (e.g., achievement, recognition, responsibility).

While the absence of hygiene factors leads to dissatisfaction, true engagement is driven by motivators that fulfill intrinsic psychological needs. In academia, where intellectual fulfillment and professional growth are paramount, motivators such as recognition and career advancement are particularly influential (Alshmemri et al., 2017). Oluwatobi and Salami (2023) found that in Nigerian universities, motivator factors were more predictive of engagement than hygiene factors, suggesting that strategic investment in intrinsic rewards can yield significant performance gains.

This study is primarily guided by the Job Demands-Resources (JD-R) Model. Its comprehensive and interactive framework, which directly links specific workplace factors (both demands and resources) to engagement outcomes, is most suitable for diagnosing the root causes and key drivers of engagement within the complex, high-pressure environment of Al-Qalam University. While SET and Herzberg's Theory offer valuable insights, the JD-R model provides a more actionable and holistic lens for investigating the multifaceted relationship between the institutional environment, employee well-being, and subsequent organizational performance.

2.3 Empirical Review

Empirical studies from global and Nigerian contexts substantiate the engagement-performance link, though their methodological approaches vary. Internationally, a longitudinal survey by Schaufeli (2023) aimed to correlate engagement with output in Dutch universities and found that engaged employees exhibited significantly higher productivity and retention. Similarly, a meta-analysis by Harter et al. (2021), which synthesized data across industries, revealed that high-engagement business units achieved 21% higher profitability. Focusing on the education sector, Barkhuizen and Rothmann's (2022) mixed-methods study in Australia identified leadership support and professional development as key engagement drivers, which their data linked to enhanced teaching quality and innovation.

Within Nigeria, quantitative studies by Akomolafe and Bosede (2023) and Musa and Adamu (2024) have consistently identified recognition and leadership style as critical engagement drivers across university types. Conversely, a qualitative case study by Okoroafor and Iheriohanma (2022) highlighted how over-centralized management suppresses engagement. Furthermore, Ibrahim and Bello's (2023) survey-based research revealed significant gender disparities in engagement, attributing lower levels among female staff to limited career advancement.

However, a critical gap persists in this body of work. The predominant focus of Nigerian research has been on public, secular universities in the southern regions, employing largely quantitative, cross-sectional designs. This creates a significant contextual and methodological void regarding private, faith-based institutions in northern Nigeria. The unique influence of Islamic values and faith-based leadership on staff motivation at a university like Al-Qalam remains unexamined. Consequently, there is a lack of empirical studies that utilize context-sensitive methodologies to directly link engagement to performance indicators within this specific operational and cultural framework.

3. METHODOLOGY

This study scientifically justified a sample size of 200 from a population of 350 using the Taro Yamane formula, which calculated a minimum requirement of 187 respondents for a 95% confidence level; exceeding this minimum enhances the statistical power and representativeness of the findings. To ensure conceptual clarity, the research distinctly separates the measures of engagement from its predictors: engagement is the outcome variable, measured directly through its psychological dimensions of vigor, dedication, and absorption using the Utrecht Work Engagement Scale (UWES-9). Conversely, the predictors of engagement—namely leadership style, recognition, and work environment—are the independent variables tested to determine if they significantly influence and explain the variations in the measured engagement scores.

4. RESULTS AND DISCUSSION

This section provides a detailed analysis and interpretation of the data collected to investigate the relationship between employee engagement and organizational performance at Al-Qalam University, Katsina. The findings are presented in line with the study's research questions and hypotheses, offering empirical insights into the role of human capital within a private Islamic higher education institution.

Data were obtained from a sample of 200 staff members—120 academic and 80 non-academic—through structured questionnaires and analyzed using the Statistical Package for the Social Sciences (SPSS Version 26). Both descriptive statistics (to summarize demographic and variable profiles) and inferential statistics (Pearson correlation, independent samples t-test, and multiple regression analysis) were applied to test the study's hypotheses. The results are presented systematically with tables and discussions contextualized within relevant literature.

4.1 Demographic Data

The demographic profile of respondents provides important context for interpreting the study's results. As shown in Table 4.1, male staff accounted for 60% of the sample, while females represented 40%, reflecting the gender imbalance commonly observed in Nigerian higher education staffing (Ibrahim & Bello, 2023).

Most respondents (45%) were aged 31–40 years, indicating a relatively young and dynamic workforce often associated with adaptability and productivity (Akomolafe & Bosede, 2023). Academic staff constituted 60% of the sample, consistent with their numerical dominance in the university's structure, while non-academic staff accounted for 40%, allowing balanced representation of functional roles.

In terms of tenure, 35% of respondents had worked between 2 and 5 years, suggesting moderate employee retention and some degree of institutional stability. Overall, these demographic characteristics provide a representative basis for analyzing engagement and performance at Al-Qalam University.

Table 4.1: Demographic Characteristics of Respondents (N = 200)

Variable	Category	Frequency	Percentage (%)
Gender	Male	120	60%
	Female	80	40%
Age Group	Under 30	30	15%
	31–40	90	45%
	41–50	60	30%
	Above 50	20	10%
Job Category	Academic Staff	120	60%
	Non-Academic Staff	80	40%
Years of Service	Less than 2 years	40	20%
	2–5 years	70	35%
	6–10 years	60	30%
	More than 10 years	30	15%

4.1.2 Employee Engagement and Organizational Performance

Employee Engagement Levels

Employee engagement was measured using the Utrecht Work Engagement Scale (UWES-9), covering three dimensions: vigor, dedication, and absorption. As shown in Table 4.2, the overall mean engagement score was 3.85, indicating a moderately high level of engagement among staff.

The *dedication* dimension had the highest mean (4.10), reflecting staff enthusiasm, pride, and emotional investment in the institution’s mission—consistent with Schaufeli (2023), who highlights dedication as central to engagement in academic settings. *Vigor* also scored highly (mean = 3.85), demonstrating energy, resilience, and motivation (Bakker et al., 2022). In contrast, *absorption* recorded the lowest mean (3.60), suggesting that despite being committed, staff may experience difficulty maintaining deep concentration due to high workloads or administrative distractions (Okoroafor & Iheriohanma, 2022).

4.2 Employee Engagement and Organizational Performance

Table 4.2 presents the mean scores of employee engagement dimensions measured on a 5-point Likert scale. Results show that dedication had the highest mean (4.10), interpreted as *high*, while vigor (3.85) was rated *moderately high*. Absorption, however, scored lower (3.60), reflecting only a *moderate* level. Overall engagement (3.85) was *moderately high*, indicating that while staff members demonstrate commitment, opportunities remain to strengthen deeper involvement in institutional activities.

Table 4.2: Mean Scores of Employee Engagement (5-Point Likert Scale)

Dimension	Mean Score	Standard Deviation	Interpretation
Vigor	3.85	0.72	Moderately High
Dedication	4.10	0.68	High
Absorption	3.60	0.75	Moderate
Overall Engagement	3.85	0.71	Moderately High

Organizational performance was assessed across four indicators: teaching and learning effectiveness, administrative efficiency, staff and student satisfaction, and innovation/institutional growth. As shown in Table 4.3, teaching and learning effectiveness had the highest mean (4.05), followed by staff and student satisfaction (3.90), both interpreted as

high to moderately high. Conversely, administrative efficiency (3.70) and innovation (3.50) scored only *moderate*, suggesting persistent challenges in bureaucratic processes and limited institutional innovation capacity. These findings echo Musa and Adamu (2024), who observed that Nigerian institutions often maintain strong teaching outcomes but lag in innovation and administrative agility.

Table 4.3: Mean Scores of Organizational Performance Indicators

Indicator	Mean Score	Standard Deviation	Interpretation
Teaching & Learning Effectiveness	4.05	0.65	High
Administrative Efficiency	3.70	0.80	Moderate
Staff & Student Satisfaction	3.90	0.73	Moderately High
Innovation & Institutional Growth	3.50	0.85	Moderate

4.3 Hypothesis Testing

Hypothesis 1 (H₀₁): There is no significant relationship between employee engagement and organizational performance.

Table 4.4 indicates a strong positive correlation between engagement and performance ($r = 0.72$, $p < 0.001$). Thus, H₀₁ is rejected. Higher engagement was significantly associated with better institutional outcomes. This aligns with Saks (2022), who emphasized the role of engaged employees in driving productivity, and with Social Exchange Theory (Cropanzano & Mitchell, 2005), which explains engagement as a reciprocal response to organizational support.

Table 4.4: Correlation Between Employee Engagement and Organizational Performance

Variable Pair	Pearson's r	p-value	Conclusion
Engagement & Performance	0.72	0.000	Strong Positive Relationship (Reject H ₀₁)

Hypothesis 2 (H₀₂): There is no significant difference in engagement between academic and non-academic staff.

Results from the independent samples t-test (Table 4.5) reveal a significant difference ($t = 3.42$, $p = 0.001$). Academic staff reported higher engagement (mean = 3.95) compared to non-academic staff (mean = 3.65). This gap may reflect differences in job autonomy, recognition, and career advancement opportunities, consistent with Musa and Adamu (2024).

Table 4.5: t-test Comparison of Engagement Levels

Group	Mean Engagement Score	t-value	p-value	Conclusion
Academic Staff	3.95	3.42	0.001	Significant Difference (Reject H_{02})
Non-Academic Staff	3.65			

Hypothesis 3 (H_{03}): Leadership style, employee recognition, and work environment do not significantly influence employee engagement.

The regression results (Table 4.6) show that leadership style ($\beta = 0.35$, $p = 0.002$), recognition ($\beta = 0.28$, $p = 0.010$), and work environment ($\beta = 0.20$, $p = 0.045$) all significantly predicted engagement, accounting for 65% of the variance ($R^2 = 0.65$). Leadership style emerged as the strongest predictor, highlighting its critical role in shaping institutional culture. These findings support the Job Demands–Resources (JD-R) Model (Bakker & Demerouti, 2007), which identifies leadership as a key resource, and Herzberg’s Two-Factor Theory (1966), which emphasizes recognition and work conditions as drivers of motivation.

Table 4.6: Regression Analysis of Engagement Predictors

Predictor	Standardized Beta (β)	p-value	Conclusion
Leadership Style	0.35	0.002	Significant Influence
Employee Recognition	0.28	0.010	Significant Influence
Work Environment	0.20	0.045	Significant Influence

Model Summary: $R^2 = 0.65 \rightarrow 65\%$ of variance explained.

4.3 Discussion of Findings

This study successfully addresses its core problem—the underexplored relationship between employee engagement and organizational performance within the unique, faith-based context of Al-Qalam University. The findings move beyond generic assumptions to provide context-specific, empirical evidence that resolves this gap in three key ways.

First, the moderately high engagement level (mean = 3.85), driven predominantly by dedication, confirms that the university's faith-based ethos is a powerful asset for fostering emotional commitment, as hypothesized. However, the lower absorption score specifically identifies

workload and administrative processes as the primary root causes of disengagement, directly diagnosing an area previously overlooked by institutional leaders.

Second, the analysis resolves the problem of low morale by pinpointing its source: the significant engagement gap between academic and non-academic staff. This finding moves beyond vague concerns of "low morale" to reveal a critical equity issue, showing that non-academic staff feel undervalued due to less autonomy and recognition.

Third, and most critically, the strong positive correlation ($r = 0.72$) and regression analysis empirically confirm the hypothesized link between engagement and performance. They definitively identify leadership style, recognition systems, and the work environment as the most significant predictors. This provides a clear, actionable roadmap for intervention, shifting from speculation to data-driven strategy. By validating that improving these specific levers directly enhances performance indicators like teaching effectiveness and administrative efficiency, the study offers a targeted solution to break the cycle of suboptimal performance and provides a model applicable to similar faith-based institutions.

5.CONCLUSION AND RECOMMENDATIONS

The study conclusively establishes that employee engagement is a pivotal driver of organizational performance at Al-Qalam University, Katsina. Findings revealed a moderately high overall engagement level (mean = 3.85), with dedication being the most pronounced dimension, reflecting staff pride and enthusiasm for their roles. A strong positive correlation ($r = 0.72$, $p < 0.05$) between engagement and performance underscores that emotionally and cognitively invested employees significantly contribute to teaching effectiveness, service delivery, and institutional stability. However, a notable disparity exists between academic and non-academic staff, with the latter exhibiting lower engagement levels, likely due to limited recognition, career growth opportunities, and autonomy. The study further confirms that leadership style, employee recognition, and work environment are significant predictors of engagement, with leadership emerging as the strongest influence ($\beta = 0.35$), affirming the critical role of managerial behavior in shaping organizational culture. These findings align with key theoretical frameworks such as Social Exchange Theory, the JD-R Model, and Herzberg's Two-Factor Theory, validating their applicability within a faith-based Nigerian university context.

To enhance institutional performance, it is recommended that university management implement targeted strategies to bridge the engagement gap, particularly among non-academic staff. This includes instituting formal recognition programs, creating mentorship and professional development opportunities, and improving workload management through process optimization and ICT integration. Leadership development programs focused on transformational and emotionally intelligent leadership should be prioritized to foster trust and inclusivity. Furthermore, the university should establish an Employee Engagement Charter grounded in Islamic principles of fairness, dignity, and community to institutionalize a values-driven work culture. Regular engagement surveys should be embedded in the performance management system to enable data-driven decision-making. By adopting these evidence-based interventions, Al-Qalam University can cultivate a more motivated, equitable, and high-performing workforce, thereby strengthening its academic reputation and long-term sustainability in Nigeria's competitive higher education landscape.

REFERENCES

- Abdullahi, A., & Hassan, S. (2023). *Preliminary report on employee morale and engagement drivers at Al-Qalam University*. Internal University Press.
- Adedoyin, O. O., Babalola, J. B., & Akanbi, G. O. (2020). Employee engagement and organizational performance in Nigerian universities. *Journal of Educational Management and Policy*, 15(2), 101–114.
- Adedoyin, O. O., Babalola, J. B., & Akanbi, G. O. (2022). Employee engagement and performance in Nigerian universities. *African Journal of Education and Development Studies*, 15(2), 101–114.
- Akomolafe, C. O., & Bosede, I. A. (2023). Employee engagement and organizational commitment in Nigerian universities. *Journal of Educational Management and Policy*, 28(1), 45–61.
- Akomolafe, M. J., & Bosede, T. A. (2023). Enhancing employee productivity through engagement strategies in Nigerian higher education. *Journal of Educational Leadership and Policy*, 11(1), 55–72.
- Albrecht, S. L., Bakker, A. B., Gruman, J. A., Macey, W. H., & Saks, A. M. (2023). Employee engagement, HRM practices, and organizational performance: An integrative review. *Human Resource Management Journal*, 33(1), 5–23. <https://doi.org/10.1111/1748-8583.12410>
- Alshmemri, M., Shahwan-Akl, L., & Maude, P. (2017). Herzberg's two-factor theory: An integrative literature review. *Nursing & Health Sciences*, 19(2), 161–167. <https://doi.org/10.1111/nhs.12335>

- Bakker, A. B., & Albrecht, S. L. (2018). Work engagement: Current trends. *Career Development International*, 23(1), 4–11. <https://doi.org/10.1108/CDI-09-2017-0163>
- Bakker, A. B., & Demerouti, E. (2007). The Job Demands–Resources model: State of the art. *Journal of Managerial Psychology*, 22(3), 309–328. <https://doi.org/10.1108/02683940710733115>
- Bakker, A. B., Demerouti, E., & Sanz-Vergel, A. I. (2022). Burnout and work engagement: The JD–R approach. *Annual Review of Organizational Psychology and Organizational Behavior*, 9, 89–114. <https://doi.org/10.1146/annurev-orgpsych-012420-095055>
- Barkhuizen, N., & Rothmann, S. (2022). Leadership and employee engagement in South African universities. *Journal of Higher Education Policy and Management*, 44(2), 112–130. <https://doi.org/10.1080/1360080X.2022.2031434>
- Blau, P. M. (1964). *Exchange and power in social life*. Wiley.
- Braun, V., & Clarke, V. (2021). *Thematic analysis: A practical guide*. SAGE Publications.
- CIPD. (2023). *Employee engagement and motivation: HR factsheet*. Chartered Institute of Personnel and Development. <https://www.cipd.co.uk/knowledge/fundamentals/engagement/motivation-factsheet>
- Cohen, J., Cohen, P., West, S. G., & Aiken, L. S. (2013). *Applied multiple regression/correlation analysis for the behavioral sciences* (3rd ed.). Routledge.
- Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.
- Creswell, J. W., & Plano Clark, V. L. (2023). *Designing and conducting mixed methods research* (4th ed.). SAGE Publications.
- Cropanzano, R., & Mitchell, M. S. (2005). Social exchange theory: An interdisciplinary review. *Journal of Management*, 31(6), 874–900. <https://doi.org/10.1177/0149206305279602>
- Field, A. (2018). *Discovering statistics using IBM SPSS Statistics* (5th ed.). SAGE Publications.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2022). *How to design and evaluate research in education* (11th ed.). McGraw-Hill Education.
- Gravetter, F. J., & Forzano, L.-A. B. (2021). *Research methods for the behavioral sciences* (7th ed.). Cengage Learning.
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate data analysis* (8th ed.). Cengage Learning.
- Harter, J. K., Schmidt, F. L., & Agrawal, S. (2021). State of the global workplace: Employee engagement insights. *Gallup Research Journal*, 19(1), 23–41.
- Herzberg, F. (1966). *Work and the nature of man*. World Publishing Company.
- Ibrahim, U. A., & Bello, H. Y. (2023). Gender dimensions of staff engagement in northern Nigerian universities. *Kano Journal of Management Studies*, 11(2), 59–73.
- Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33(4), 692–724. <https://doi.org/10.2307/256287>
- Khan, A. M., Yusuf, M. O., & Olayemi, A. A. (2023). Organizational performance in higher education: Challenges and metrics. *Journal of Education and Development*, 7(2), 33–45.
- Khan, R., Hussain, M., & Iqbal, M. (2023). Employee engagement and organizational performance: A study of higher education institutions in Sub-Saharan Africa. *Journal of Human Capital Development*, 18(1), 33–49.
- Mogboh, V. E. (2025). Beyond Salary: Educational Management and the Role of Non-Monetary Incentives in Sustaining Teacher Commitment and Pedagogical Innovation. *Global Research Journal of Business Management (GRJBM)*, 5(1), 68-86.

- Musa, I. A., & Adamu, M. T. (2024). Recognition and employee engagement in Nigerian private universities. *Nigerian Journal of Human Resource Development*, 15(2), 78–95.
- Musa, L. A., & Adamu, I. Y. (2024). Human resource management and performance in Nigerian private universities: The mediating role of engagement. *African Management Review*, 19(3), 87–103.
- Musa, S. M., & Adamu, I. (2024). Employee engagement and institutional effectiveness in Nigerian private universities. *Nigerian Journal of Management Studies*, 12(1), 60–75.
- Nunnally, J. C. (1978). *Psychometric theory* (2nd ed.). McGraw-Hill.
- Obi-Anike, H. O., & Ekwe, M. C. (2020). Employee engagement and organizational performance in Nigerian universities. *African Journal of Business Management*, 14(7), 198–207.
- Obielumani, F. O., & Udeh, C. O. (2022). Challenges affecting academic staff engagement in Nigerian universities. *International Journal of Education and Research*, 10(6), 44–58.
- Ogbogu, C. O. (2021). Employee motivation and performance in Nigerian universities: A critical review. *Educational Management Perspectives*, 7(4), 22–35.
- Okoroafor, E. C., & Iheriohanma, E. B. J. (2022). Workplace design and employee engagement in public universities in southeastern Nigeria. *African Journal of Management Research*, 20(1), 34–50.
- Oluwatobi, S. A., & Salami, O. A. (2023). Intrinsic motivation and employee engagement in Nigerian universities. *African Journal of Human Resource Management*, 18(1), 45–59.
- Osborne, S., & Hammoud, M. (2017). Effective employee engagement in the workplace. *International Journal of Applied Management and Technology*, 16(1), 50–67.
- Pallant, J. (2020). *SPSS survival manual: A step by step guide to data analysis using IBM SPSS* (7th ed.). Open University Press.
- Saks, A. M. (2022). A critical review of employee engagement: The past, present, and future. *Human Resource Development Review*, 21(2), 123–146. <https://doi.org/10.1177/15344843211070590>
- Saks, A. M. (2022). Antecedents and consequences of employee engagement: A twenty-year review. *Journal of Organizational Effectiveness: People and Performance*, 9(1), 23–42. <https://doi.org/10.1108/JOEPP-01-2021-0015>
- Saunders, M., Lewis, P., & Thornhill, A. (2019). *Research methods for business students* (8th ed.). Pearson Education Limited.
- Schaufeli, W. B. (2023). Work engagement: Antecedents, consequences, and measurement. *Journal of Organizational Behavior*, 44(2), 217–235. <https://doi.org/10.1002/job.2612>
- Schaufeli, W. B., Bakker, A. B., & Salanova, M. (2023). The measurement of work engagement with a short questionnaire: A cross-national study. *Educational and Psychological Measurement*, 83(1), 105–122. <https://doi.org/10.1177/00131644221112297>
- Schaufeli, W. B., Salanova, M., González-Romá, V., & Bakker, A. B. (2002). The measurement of engagement and burnout: A two-sample confirmatory factor analytic approach. *Journal of Happiness Studies*, 3(1), 71–92. <https://doi.org/10.1023/A:1015630930326>
- Sekaran, U., & Bougie, R. (2022). *Research methods for business: A skill-building approach* (8th ed.). Wiley.
- Taherdoost, H. (2016). Validity and reliability of the research instrument; How to test the validation of a questionnaire/survey in a research. *International Journal of Academic Research in Management*, 5(3), 28–36. <https://doi.org/10.2139/ssrn.3078323>

- Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's alpha. *International Journal of Medical Education*, 2, 53–55. <https://doi.org/10.5116/ijme.4dfb.8dfd>
- Yamane, T. (1967). *Statistics: An introductory analysis* (2nd ed.). Harper and Row.
- Yildiz, M., & Aydin, H. (2023). The impact of work environment and recognition on employee engagement in higher education. *Journal of Educational Administration and Management*, 14(1), 88–104.

