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Research Article

The Impact Of Employee Engagement On Technology Acceptance Among Educators

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ABSTRACT

Employee engagement and technology acceptance have emerged as critical dimensions in the educational landscape. This abstract delves into the intersection of these two aspects among educators. Employee engagement in the realm of education encompasses motivation, job satisfaction, and a sense of commitment among educators, which significantly influence the quality of teaching and the overall learning environment. Simultaneously, technology acceptance pertains to educators' willingness and capacity to adopt and effectively utilize digital tools and resources in their teaching practices. The effective integration of technology into the curriculum can lead to more engaging and personalized learning experiences, aligning with the needs of 21st - century students. The dynamic relationship between employee engagement and technology acceptance is pivotal, as engaged educators are often more inclined to embrace and maximize the potential of technology in their classrooms. This synergy fosters a positive feedback loop that enhances teaching quality and learning outcomes. Educational institutions must recognize the profound impact of these dimensions and invest in strategies that nurture employee engagement and provide the necessary support and training for educators to accept and harness the power of technology in education. Ultimately, this holistic approach holds the promise of advancing the educational landscape, creating a more engaging, efficient, and student-centric learning environment for the future. In this paper the researcher just navigated the theoretical aspects of employee engagement and technology acceptance among educators and its impact on educational environment in the 21st century which in turn produce highly competent learners.

Keywords: Employee Engagement, Technology Acceptance, Educators, Digital Tools, Educational Institute.

Introduction:

In the ever-evolving landscape of education, technology plays an increasingly crucial role in shaping the learning experience. Educators, responsible for imparting knowledge and fostering student growth, are at the forefront of this transformative journey. To successfully integrate technology into their teaching methods, it is essential that educators are not only technologically literate but also genuinely engaged with the tools and platforms they use. This article explores the profound influence of employee engagement on technology acceptance among educators.

Engaged educators exhibit a remarkable willingness to invest their time and effort in mastering technology, attending training sessions, and actively collaborating with colleagues to enhance their tech skills. They understand the potential of technology to transform the learning experience, and they actively incorporate it into their teaching practices, creating dynamic and interactive lessons. This, in turn, results in improved student outcomes, as engaged educators can provide personalized instruction and adapt their teaching methods to meet individual student needs.

Ultimately, the synergy between employee engagement and technology acceptance not only benefits educators themselves but also enhances the overall quality of education. It empowers students to thrive in a technology-

driven world, equipping them with the skills and knowledge necessary for success in the 21st century. Therefore, fostering employee engagement should be a priority for educational institutions, as it is a key driver behind successful technology adoption and the creation of innovative, effective, and engaging learning environments.

The Significance of Technology in Education:

Technology in education has come a long way, from traditional blackboards to interactive whiteboards, from textbooks to e-learning platforms, and from face-to-face instruction to online classrooms. The advantages of technology integration in education are numerous: it enhances engagement, personalizes learning, facilitates collaboration, and offers access to a vast array of educational resources. However, for these advantages to be realized, educators must not only embrace technology but also be actively engaged with it. Technology holds significant importance in education as it revolutionizes the way we learn and teach. It enhances engagement, personalizes instruction, and expands access to a wealth of educational resources. With the integration of technology, students can explore interactive learning materials, collaborate on projects remotely, and access information globally. Furthermore, technology equips educators with powerful tools to assess student progress and adapt teaching methods to individual needs. It fosters critical thinking and problem-solving skills, preparing students for the demands of the 21st century. Moreover, it transcends geographical boundaries, enabling online and distance learning, making education more inclusive. In an increasingly digital world, technology in education is not merely advantageous but essential for preparing future generations for success.

Employee Engagement Defined:

Employee engagement refers to the extent to which employees are emotionally committed to their work, their organization, and their workplace's goals. Engaged employees are motivated, enthusiastic, and invested in their roles. In the context of education, educators who are engaged tend to have a more positive attitude toward their work, resulting in higher job satisfaction and better outcomes for their students. In other way its defined as Employee engagement among educators encompasses the extent to which teachers and educational professionals are emotionally committed, enthusiastic, and connected to their work and their educational institution. It represents their intrinsic motivation to educate and inspire students, going beyond the call of duty. Engaged educators focus on creating a positive and inclusive classroom environment that nurtures student growth, utilizing innovative teaching methods and technologies. They actively seek opportunities for professional development, collaborate with their peers, and maintain open lines of communication with students and parents. Feedback is embraced as a means for continuous improvement, and they reflect on their teaching practices to refine their approach. Engaged educators are dedicated to student success, demonstrating leadership in the classroom, resilience in the face of challenges, and a commitment to ethical values and integrity. Striving for a work-life balance, they find job satisfaction, leading to longevity and unwavering dedication to the teaching profession. Ultimately, engaged educators aim to inspire and empower the next generation, making a profound and lasting impact on society through education.

Scope of the Study:

The scope of employee engagement and technology acceptance among educators is of paramount importance in modern educational settings. Employee engagement encompasses aspects such as motivation, job satisfaction, and commitment among educators. When educators are actively engaged in their work, it often leads to a more positive teaching environment, improved student outcomes, and enhanced collaboration among staff. Technology acceptance within this context involves educators embracing and effectively using digital tools and resources to enhance their teaching methods. This scope extends to integrating technology into the curriculum, managing digital classrooms, and adapting to ever-evolving educational technologies. The synergy between employee engagement and technology acceptance can result in more effective teaching practices and more engaging, student-centred learning experiences. Education institutions must recognize this scope and invest in strategies to foster both employee engagement and technology acceptance among educators to advance the quality of education.

Objectives of the Study:

To Understand the theoretical aspects of Employee engagement in a precise manner.
To Understand the conceptual aspects of Technology Acceptance and its Model among educators.
To find out the impact of employee engagement on technology acceptance among educators from empirical aspects.

Employee Engagement and Technology Acceptance:

Employee engagement significantly influences technology acceptance among educators. Engaged educators display a strong motivation to learn and adapt to new technologies, actively seeking out training and professional development opportunities. Their positive attitude toward change fosters a smoother transition to tech integration, inspiring their peers to follow suit. Engaged educators innovate in the classroom, creating dynamic and interactive learning environments, ultimately improving student outcomes. When educators are

genuinely engaged with technology, they can provide personalized instruction, track student progress effectively, and adapt their teaching methods to meet individual needs. This synergy between employee engagement and technology acceptance not only benefits educators but also enhances the overall quality of education, empowering students to thrive in a tech-driven world.

Motivation to Learn:

Engaged educators are more motivated to learn and adapt to new technologies. They are eager to explore and experiment with the latest tools and platforms, which leads to a more profound understanding and utilization of technology in their teaching practices. On the other hand, disengaged educators may resist or be indifferent to technology, hindering its effective implementation in the classroom.

Willingness to Invest Time and Effort:

Educators who are engaged are willing to invest the time and effort required to master technology. They are more likely to attend training sessions, seek out professional development opportunities, and collaborate with peers to enhance their tech skills. This dedication is pivotal in fostering technology acceptance among educators.

Positive Attitude Toward Change:

Technology integration often represents a significant change in the way educators teach and students learn. Engaged educators are more open to change and are willing to adapt to new methods. They approach technology acceptance with a positive attitude, which helps smooth the transition and encourages others to follow suit.

Enhanced Classroom Innovation:

Engaged educators are more likely to innovate in the classroom using technology. They create interactive and engaging lessons, fostering a dynamic and creative learning environment. Their innovative practices set an example for colleagues, further promoting technology acceptance in the education sector.

Improved Student Outcome:

When educators are actively engaged with technology, students benefit from more effective and interactive learning experiences. Engaged teachers can provide personalized instruction, track student progress more effectively, and adapt their teaching methods to meet individual needs.

Literature Review:

Gilar-Corbi, R., Pozo-Rico, T., Sanchez, B., & Castejon, J. L. (2019)., Emotional intelligence training and its impact on university faculty burnout and engagement., This study investigates the role of emotional intelligence (EI) in improving engagement among university faculty. It found that faculty members with higher EI were better at managing stress, which in turn positively affected their engagement and decreased burnout.

Kaliannan, M., & Adjovu, S. N. (2015)., Effective employee engagement in the workplace: A resource for sustaining faculty job satisfaction., The study emphasizes the importance of leadership, feedback, and recognition in maintaining faculty engagement. It highlights the need for continuous professional development, administrative support, and fair recognition systems as key drivers of faculty engagement in universities.

Sulea, C., Virga, D., Maricutoiu, L. P., Schaufeli, W. B., Zaborila, E. C., & Schütte, N. (2015)., Work engagement as mediator between job characteristics and positive and negative extra-role behaviors., This research identifies job autonomy, feedback, and supportive working environments as crucial in increasing faculty work engagement. Faculty members with high levels of work engagement also demonstrated higher levels of innovation and commitment to institutional goals.

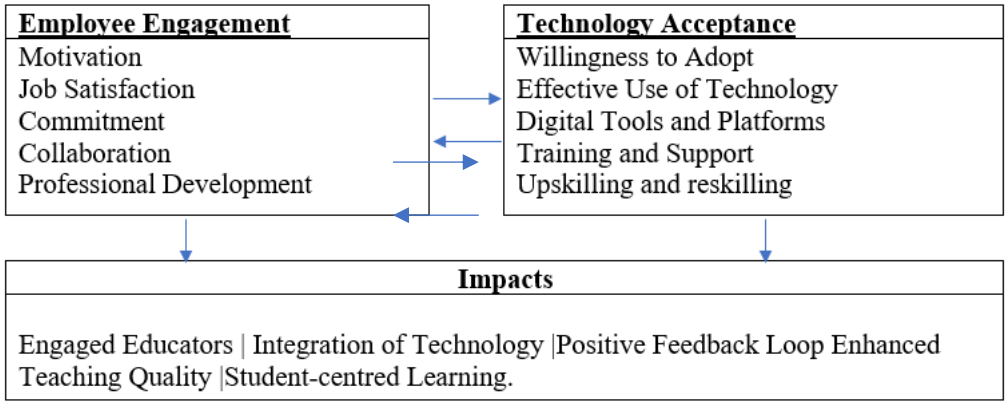
Bhuasiri, W., Xaymoungkhoun, O., Zo, H., Jeung, R., & Ciganek, A. P. (2012)., Critical success factors for e-learning in developing countries: A comparative analysis between ICT experts and faculty., This study emphasizes the role of institutional support in technology acceptance. Faculty members are more likely to engage with technology when they receive strong technical and administrative support. It also highlights the importance of professional development opportunities that align with the needs of the faculty, as they help reduce resistance and encourage acceptance.

Teo, T. (2014)., A model for understanding teachers' intentions to use technology: Technology acceptance model. This study applies the Technology Acceptance Model (TAM) to understand the factors that influence faculty engagement with technology. The study finds that perceived ease of use and perceived usefulness are the strongest determinants of technology acceptance among faculty members. Faculty members who find technology useful in enhancing their teaching are more likely to engage with it.

Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2020)., Online university teaching during and after the COVID-19 crisis: Refocusing teacher presence and learning activity., This study examines how the COVID-19 pandemic accelerated technology adoption among faculty. The research shows that the forced shift to online teaching pushed faculty to engage with various digital tools, often without adequate

training. Despite initial resistance, many faculty members grew more comfortable with technology as they observed its benefits in facilitating remote teaching.

The theoretical aspects of employee engagement and technology acceptance among educators and its impacts given in sequential order under below:



This framework represents the relationship between employee engagement and technology acceptance among educators, where the intersection showcases how engaged educators are more likely to accept and effectively use technology in their teaching practices, resulting in improved teaching quality and more student-centred learning experiences.

HYPOTHESIS

H1 = Motivation is positively associated with Technology Acceptance.
H2 = Job Satisfaction is positively associated with Technology Acceptance.
H3 = Employee Commitment is closely related with Technology Acceptance.
H4 = Collaboration is closely related with Technology Acceptance.
H5 = Professional Development is positively related with Technology.
H6 = Willingness to adopting the technology is closely associated with employee engagement.
H7 = Effective use of technology is positively associated with employee engagement.
H8 = Digital tools and platforms is closely associated with employee engagement.
H9 = Training and Support is positively related with employee engagement.
H10= Upskilling and reskilling is closely related with employee engagement.

ANALYSIS AND RESULTS

The data was analyzed using SPSS version 24. The data was coded for ease of analysis and subsequently entered into the statistical program. The sample breakdown for this investigation is presented in Table-1.

Table – 1 - Chi-square Analysis

Characteristics	N	Percentage	Chi-square Value	Significance Level (p)
Gender				
Male	204	52	9.244	0.004
Female	186	48		
Age				
21 – 30	46	12		
31 – 40	134	34		
41 – 50	120	31	27.98	0.001
51 – 60	60	15		
Above 60	30	8		
Experience				
1 – 5 years	150	38		
6 – 10 years	120	31	18.92	0.005
11 – 15 years	70	18		
More than 15 years	50	13		
Technology Adopted				
Highly Adopted	160	41		
Moderately Adopted	100	26	139.77	0.001
Less Adopted	130	33		

Reliability Test

The internal consistency of the scale was evaluated using Cronbach's Alpha analysis, which was conducted using the data collected from the instructors. The internal consistency of the questionnaire is the degree to which each question is related to the others, and it must be at least 0.70 in order to be deemed acceptable [43]. The Cronbach's Alpha coefficients indicate that the scale items exhibit a high level of internal consistency, with values that exceed the acceptable value ($\alpha = 0.934$). The researchers have determined that the instrument is valid and reliable, and it was capable of measuring the intended constructs of the expanded TAM, as a result of these findings.

Descriptive Statistics

Each construct item in the questionnaire was subjected to descriptive statistics and frequency distributions. Table 2 illustrates the findings.

Table - 2

Construct	Mean	SD
Motivation	3.21	1.415
Job Satisfaction	2.75	1.026
Commitment	2.86	1.008
Collaboration	2.44	1.055
Professional Development	2.64	0.949
Willingness to Adopt	2.82	0.910
Effective Use of Technology	3.47	1.194
Digital Tools and Platforms	2.91	0.744
Training and Support	3.05	1.399
Upskilling and reskilling	3.42	1.102

Source: Primary Data

Regression Analysis

To determine a link between a dependent variable and an independent variable, a regression equation can be utilized. According to [44], regression implies that the average value of the dependent variable may be explained in terms of the independent variable. There are two kinds of regression analyses: simple and multivariate. Simple linear regression investigates the impact of one independent variable on a dependent variable. several linear regression investigates how several variables influence the dependent variable. Given that this study looks at the link between nine variables, multiple linear regression is appropriate. The researchers examined the model and conducted numerous linear regressions on the hypothesized paths (H1 - H16) in the conceptual model. The F-ratio in the ANOVA table (Table 5) determines whether the regression model is a good match to the data. The table demonstrates that the independent variables significantly predict the dependent variable ($F(8,186) = 33.694$, $p < .0005$), indicating a strong fit of the data to the regression model.

Table – 3 - ANOVA

Model	Sum of squares	df	Mean square	F	Sig.
Regression	269.553	8	33.694	69.306	.000 [b]
Residual	90.426	186	.486		
Total	359.979				

The results of the multiple linear regression are shown in Table 5. The model's routes were investigated by comparing them to the hypotheses proposed earlier in this section. 8 out of 10 hypotheses were confirmed. Perceived usefulness (β = 0.810, R2 = 0.656) is the strongest predictor of instructors' intention to employ digital games in the classroom, validating hypothesis 1. It also accounts for 66% of the variation in behavioural intentions to use digital technologies.

Table – 4 - REGRESSION ANALYSIS

H	β	t-value	p	R^2	Supported?
H1	0.81	19.177	0.001	0.656	YES
H2	0.735	15.037	0.001	0.540	YES
H3	0.714	14.171	0.001	0.510	YES
H4	0.724	14.58	0.001	0.524	YES
H5	0.642	11.647	0.001	0.413	YES
H6	0.773	16.906	0.001	0.597	YES
H7	0.732	14.937	0.001	0.536	YES
H8	0.645	11.714	0.001	0.416	YES
H9	0.529	8.662	0.065	0.280	NO
H10	0.507	8.168	0.096	0.257	NO

The model's routes were investigated by comparing them to the hypotheses proposed earlier in this section. Eight out of ten hypotheses were confirmed. Technology acceptability (β = 0.810, R2 = 0.656) is the strongest predictor of employee engagement, validating hypothesis 1. It also accounts for 66% of the variation in technology acceptability and employee engagement. Employee committment, willingness to adoption, and effective use of technology all have a positive relationship with technology acceptance, confirming hypotheses H3, H6, and H7.

However, employee committment (β = 0.732, R2 = 0.536) is the largest predictor of technology acceptance, accounting for 54% of the variance. Training and support does not have a positive correlation with technology acceptance (β = 0.507, R2 = 0.257), and only accounts for 25% of the variance in Technology acceptance. Upskilling and reskilling does not have a positive correlation with technology acceptance (β = 0.529, R2 = 0.280), accounting for just 28% of the variation. These findings about acceptance of the technology led the researchers to reject hypotheses H9 and H10.

Job Satisfaction (β = 0.735, R2 = 0.540) strongly predicts technology acceptance model, validating hypothesis 2. Furthermore, it accounts for 54% of the variation in technology acceptance model. The constructs of collaboration, professional development and digital tools and platforms all have a positive relationship with technology acceptance model, verifying hypothesis H4, 5, and 8. The study found that employee committment is the strongest predictor (β = 0.642, R2 = 0.413) of Technolgy acceptance model. Employee committment accounts for 41% of the variance seen in technology acceptance model. Overall, the results demonstrate that motivation is the strongest predictor of technology acceptance model, with subjective norm being the sole category that does not predict it.

Conclusion:

In the digital age, technology is reshaping education, making it essential for educators to accept and embrace the tools and platforms available to them. Employee engagement plays a pivotal role in this process. Engaged educators are more likely to accept and integrate technology into their teaching practices, leading to improved student outcomes and a more dynamic learning environment. Therefore, fostering employee engagement should be a priority for educational institutions looking to harness the full potential of technology in the classroom. By providing opportunities for professional development, creating a supportive environment, and recognizing the importance of engagement, institutions can empower educators to be the driving force behind successful technology acceptance in education.

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