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EMPLOYEE ENGAGEMENT AND JOB SATISFACTION AMONG PART-TIME AND FULL-TIME FACULTY MEMBERS: A COMPARATIVE STUDY IN SCHOOL OF BUSINESS AND MANAGEMENT INSTITUT TEKNOLOGI BANDUNG

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Abstract. *Employee engagement towards an organization is one of the most important aspects to look after. It is one of the many factors that contributes to the overall performance of an organization considering how almost everything inside an organization is run by human resource (which includes part time faculty members). This research aims to define part-time and full-time faculty members' job satisfaction level and condition, thereafter employee engagement. This paper is limited to only comparing and evaluating the satisfaction level of full-time and part-time faculty members of the School of Business and Management, Institut Teknologi Bandung, and focusing the analysis primarily towards factors that truly contribute to Minnesota Satisfaction Questionnaire's job satisfaction and Gallup Q12, which will later determine overall employee engagement. The research participant is 40 people consisting of 29 part-time faculty members and 11 full-time faculty members and is conducted based on both primary and secondary data: primary being results based on circulating a 5-point Likert-scale questionnaire, and secondary being relevant information from online articles, websites, and offline references. This research will use Statistical Software for its analysis; T-Test to compare satisfaction and engagement between part-time and full-time faculty members, and Pearson Product-Moment Correlation Coefficient to find correlation between the two variables. The results indicates that there is a strong, positive correlation between Job Satisfaction and Employee Engagement level as where increases or decreases in satisfaction level were significantly related with increases or decreases in engagement level. Also, socio-demographic differences appeared to not have a significant impact on Faculty Members' Job Satisfaction level, thereafter their Employee Engagement. The finding of this research is expected to help enhancing SBM ITB knowledge about their faculty members' job satisfaction level, and be able to increase their engagement level.*

Key Words: *Employee Engagement, Employee Satisfaction, Job Satisfaction, Part-Time, Faculty Member, Minnesota Satisfaction Questionnaire, Gallup Q12, Pearson Product-Moment Correlation Coefficient, T-Test, SPSS, School of Business and Management, Institut Teknologi Bandung*

INTRODUCTION

Background

Human Resource is intrinsically the source that makes utilization of other sources within an organization, endeavoring to get the best return out of every other resource (Khan, Nawaz, Aleem, & Hamed, 2012). That is why in organizational development, human resource is considered as the most important aspect amongst many key resources. Hence, the management of the organization would have to put an enormous effort to get the most out of their human resource. Because if human resource is content with the actions and decisions of their employer, they are more likely to work accordingly and acquire the best for the organization. If they are not in that state however, it is unlikely that they would put a valiant effort towards their job: a major loss for the organization. Thus, managing human resource could be perceived as an art due to its complexity.

Various researchers, scholars, writers, and leaders have acknowledged the issue of employee engagement and job satisfaction. In the literature of organizational behavior and organizational psychology, job satisfaction is considered as the most broadly examined territory (Keung-Fai, 1996); (George, Louw, & Badenhorst, 2008). According to Bhatti & Qureshi (2007), an effective organization should be able to implement a culture that encourages employee satisfaction towards their job. Because ultimately, satisfied employees will generate better work performance for the institution that they are working for (Halvorson, 2015). There is a diverse set of approaches that researchers have found to increase job satisfaction which they have presented to HR management. These approaches are dedicated

for the utilization of drawing in, motivating, and retaining the most dedicated workforce. While job satisfaction has a direct positive influence on employee engagement, performance, and productivity, job dissatisfaction could cause an increase in the cost of recruitment, selection and training, and also discouragement of current employees, which ultimately has an impeding effect towards the growth of the organization (Padilla-Velez, 1993). Therefore, both the proficiency and performance of the organization would be negatively impacted as a result of the dissatisfaction of workers. Concerning the previous considerations, enhancing job satisfaction is then one of the most vital subject of organization setup especially in terms of increasing employee engagement which would result in a lower turnover rate and reduced costs of recruitment.

Increasing employee engagement and satisfaction could be conducted for both full-time and part-time employees. Although there is no internationally accepted definition of the minimum hours of work in a week that divides full-time and part-time workers, International Labor Organization (2016) stated that the dividing line between full-time and part-time employment is typically somewhere between 30 and 40 working hours a week. Thus, people who work, say, 35 hours or more per week may be considered “full-time workers”, and those working less than 35 hours “part-time workers”. As previously mentioned in the abstract of this paper, the research will focus primarily on the standpoint of part-time workers. Generally, the underlying motivation behind working part-time is due to non-economic reasons. For example, the need of job experience or the limited time availability for working full-time. However, Nardone (1986) claims that there is a group of people who do “work part time for economic reason”, stating that most of them choose to do so because of two reasons: slack work (i.e. the low level of work difficulty) and the higher availability of part-time jobs rather than full-time job in the market. The researcher of this paper has found the root cause of the problem by observing the current situation of employee engagement in the selected higher education institution, SBM ITB. According to the observation, most part-time faculty members do not feel satisfied with their appointed job tasks, and this affects their engagement towards SBM ITB in a way. SBM ITB have hired more part-time faculty members rather than full-time. With more than 600 part-time faculty members working in the institution currently, the researcher think that it is imperative to evaluate their satisfaction level.

The School of Business and Management ITB (SBM ITB) is the only Humanities and Management Sciences school/faculty that is established in ITB. Founded in 2003, SBM ITB aims to develop and disseminate knowledge in the fields of business and management with 6 different interest groups. According to their website, those interest groups include :

1. Business Strategy and Marketing (BSM), with research interest on the complexity of bridging corporate strategy with a marketing model;
2. Entrepreneurship and Technology Management (ETM),with research interest on entrepreneurial character building and innovative technologies;
3. Decision Making and Strategic Negotiation (DMSN), with research interest on problem solving;
4. Business Risk and Finance (BRF), with research interests on the topic of economics, finance, business risks, accounting, and Islamic banking;
5. Operation and Performance Management (OPM), with research interests on the topics of performance management, supply chain management, and operation management; and
6. People and Knowledge Management (PKM),with research topics covering human capital management, leadership, organizational behaviour, business ethics, cross-cultural management and knowledge management.

With that said, the researcher will aim to evaluate and compare the current faculty members’ (part-time and full-time) satisfaction level that affects their engagement towards SBM ITB, and formulated several research questions that will be explained in the next sub chapter.

Research Questions

1. What are the current conditions of part-time and full-time faculty member’s job satisfaction and their engagement towards SBM ITB?
2. Is job satisfaction among full-time faculty member is higher than part-time faculty members in SBM ITB?
3. Does job satisfaction correlate with employee engagement among SBM ITB lecturers?

Research Objectives

1. Defining employee engagement and satisfaction level of SBM ITB's part-time and full-time faculty members,
2. Finding out if the job satisfaction between full-time faculty member is higher than part-time faculty members
3. Understanding if the job satisfaction correlate with employee engagement in SBM ITB institution.

Research Limitations

This research limited by only researching about the Part-Time faculty member in School of Business and Management Institut Teknologi Bandung (SBMITB). The other limitation of this research would be the number of participant that participated in this research, with more part-time faculty members participated more than those of full-time faculty members.

LITERATURE REVIEWS

Human Resource Management

Human resource management (HRM) is defined as a comprehensive and coherent approach to the employment and development of people (Armstrong, 2009). Human resource management exists mainly to support company objectives by adjusting their human resource strategy with corporate strategy, where human resource management deals with issues related to compensation, performance management, organization development, security, health, benefits, worker inspiration, training, and others. The department assumes a key strategic role in managing individuals and the working environment culture and condition. In the event that viable and effective, HRM can contribute significantly to the general course / direction of business and the achievement of its objectives and destination (Griffith College, 2011). Human resource management could potentially develop a high level of work performance from utilizing highly skilled, highly motivated, and highly connected individuals that the organization needs (Storey, 2007).

Human resource management gives a competitive advantage because businesses and organizations are run by the people within (Storey, 2007). Therefore, developing employee's job satisfaction and engagement could lead the organization to having a superior condition. However, human resource management by practice might differ from one company to another. This is due to the possibility that they modify the practice, but remain on the conceptual framework of human resource management (Armstrong, 2009).

Keeping employees satisfied has proven to be profitable for the organization's human resource management, since researchers have found that employees are more engaged and productive when their happiness and satisfaction are looked after (Hunter & Tietyen, 1997). In this manner, it is essential to be worried about Human Resource Management strategy. Strategic Human Resource Management enables an organization to accomplish what they need and achieve their goals by utilizing the greatest and most critical asset that they have, which is their human resource. That is why employee's job satisfaction is important for the organization.

Employee Engagement

Various HR experts express that employee engagement is one of the essential goals of talent strategy. Society of Human Resource Management (2014) stated that most organizations use a general meaning of engagement as something past satisfaction that depicts workers' effort in doing their job. Employee engagement is the emotional commitment employees feel towards their organization and the actions they take to ensure the organization's success; engaged employees demonstrate care, dedication, enthusiasm, accountability, and focus (Allen, 2014). In the other words, employee engagement is the one step up from employee commitment towards the organization. The organization should figure out how to create and support engagement, which in most cases requires a two-way relationship between the employer and the employee (Robinson, Perryman, & Hayday, 2004), due to the fact that engagement would definitely create a psychological mindset of self-belonging where an employee would have an emotional and motivational commitment and dedication, advocacy, discretionary effort, using their talents to the fullest and being supportive of the organization's goals and values (Robertson-Smith & Markwick, 2009). This means that employee engagement is highly related to the feeling and behavior of the employee: proof that job satisfaction can affect employee engagement. In any case, despite the

fact that engagement and satisfaction are frequently utilized interchangeably, research has demonstrated that engagement and satisfaction are different however associated, as further explained by SHRM (2017), this happens due to the fact that there are some covering factors causing engagement and satisfaction where there are additionally different contrasts in the elements that determine each subject. In other theory, Gallup consulting organization defines employee engagement as the positive involvement with and enthusiasm for work. Gallup had routinely conducted the engagement research in several countries, the number of employees that are not engaged is far more superior than those who are engaged. Disengagement would only make employees feel disconnected with their jobs and that would become one of the motivations behind 'job hopping'. Employees who feel that way would more likely develop a greater readiness to leave their job and (in the meantime while still working) search for opportunities elsewhere. As Gallup (2017) stated "*The more disconnected employees feel, the greater their readiness to job hop becomes. While 37% of engaged employees are looking for jobs or watching for opportunities, higher numbers of employees who are not engaged or actively disengaged are doing the same (56% and 73%, respectively).*" Gallup (2017) also found that there is a connection between pay and benefits with engagement: one of the factors affecting job satisfaction. This happened in respect to employee's workload, and according to research done by Gallup, employees who feel that they carries more workload or producing better outcomes would likely believe that they should get paid more. Other than that, employee who feels like they are a poor fit for their employment are probably not going to agree that they have opportunities or chances to do what they do best in the office. Correspondingly, employees who feel withdrew from their company cultures would possibly disagree that the mission of their company makes them feel that their work is important, which will definitely affect their employee engagement (Gallup, Inc, 2017). Gallup Organization survey American workers to see how they feel about their jobs and had concluded that job satisfaction is multidimensional, which shown that employee engagement is indeed linked with job satisfaction in some ways (Spector, 1997).

Job Satisfaction

It is important that employers care about the happiness of their employees. Recent statistics stated that American workers held an average of eight jobs throughout their career life (Rudman, 2003). Job satisfaction can simply be defined as the feelings of satisfaction that employee have towards their job (Spector, 1997) (Mahalakshmi & Arumugam, 2015). This could imply that employee engagement is the end result of job satisfaction because if a person is satisfied with their job and what they are working on, it could increase their happiness which influences their performance in the organization and their commitment towards their job. According to Halvorson (2015), satisfied employees build a great institution, and it is imperative for the management to try to improve this over time due to the fact that it will create a more productive workplace, reduce employee turnover and definitely build a better, stronger institution.

To understand the studies of job satisfaction better, Worrell (2004) stated that there are various theories which have risen and have given an essential framework for future job satisfaction research. Earlier theories suggested that there is only a single relationship within job satisfaction studies, with satisfaction and dissatisfaction at either ends commonly used as the concept of job satisfaction. However, newer revision separates the theory of satisfaction and dissatisfaction into 2 different scales, instead of just one (Brown, Hohenshil, & Brown, 1998). These newer theories focus more on the presence of certain intrinsic and extrinsic job factors that could decide employees' job satisfaction level. Intrinsic factors are those that are measured according to personal perceptions and feelings, which include factors such as acknowledgement, advancement on the job, and the responsibility of the job. While extrinsic factors are job related variables such as pay, working conditions, and supervision, which have been found to affect job satisfaction levels as well (Martin & Schinke, 1998).

Many organizations cut their budgets and staffs and operate their business with limited resources in order to cope with the changing economic conditions. However, as the economy gets better over time, employees are more likely to expect an increase in their compensation due to fact that if the economy is improving so does the cost of living. And that is why it is imperative for an organization to offer competitive salaries if they want to improve their employee satisfaction. This relates to the research done by SHRM, where three-fifth (60%) of workers indicated compensation/pay as very important for their job satisfaction. When the investigation about the relationship among job satisfaction and pay was further conducted, it is found that most job satisfaction is indeed influenced by the pay factor and it has become a consistent aspect for measuring satisfaction ever since (SHRM, 2014) (Nguyen A, 2003). Pay is considered as one of the important factors in determining employee's job satisfaction since almost

everyone who works are working for their living. Salary or pay is described as a fixed amount of money or compensation paid to an employee by an employer as a return for work performed by the worker. It is a huge motivator for a lot of workers since the connection between money and performance/work persuades workers to be more productive and to go all out for their job (Timpe, 1986). How much pay given is determined by the market pay rates for individuals doing comparable work in comparable industries in a similar area. Pay could also be determined by the employer of the organization itself which could be higher or lower than the market rates. As stated by Heathfield (2017), unless a job searcher is desperate for any employment, he will not accept a position that does not cover his expenses. And an employee with a top ability may soon be searching somewhere else for opportunities of higher pay rates if they do not feel that they are being rewarded or paid enough for their current ability (SHRM, 2014).

Part Time Worker

There is actually no international standard on how to define part-time work. However, van Bastelaer, et al. (1997) have tried to make an international comparison of part-time work and stated that part-time work definitions can be based on the working hour threshold, the nature of the job, or a combination of both —whether it is a paid employment or not. The report compares results gathered from OECD member countries where each country shows a slightly different measurement of part-time working hours ranging from 30 – 37 per work with some additional criteria applied in certain countries. As a result, the OECD decided to define part-time work based on 30 working hours per week threshold for international comparison. On the other hand, Nardone (1986) stated that part-time working hours are less than 35 working hours a week, which is the boundary between full-time and part-time employment. Therefore, it is quite safe to say that a part-time worker is defined as the person who works under 35 hours per week, be it for economic reasons, paid or unpaid. According to Japan Times (2018), the number of people with an irregular job status, such as part-timers and temporary workers —those who are easier to contract and terminate than full-time employees—, has increased since the 1990s and represents nearly 40 percent of Japan’s workforce today. The quantity of workers on fixed-term contracts has achieved 15 million, of which around 4.5 million is estimated to have worked in the same company for over five years —indicating that regardless of their temporary job status, numerous businesses depend on them as an imperative source of long-term labor.

There are several reasons why people who work part-time for economic reasons choose to do so, and it sometimes varies based on different demographics. For instance, Pollart, et al. (2015) did a research on reasons why people work part-time at U.S. Medical Schools. The results indicated that male part-time workers most often work part-time to accommodate their work at another place (or another professional position), while female part-time workers work part-time to provide care for dependent children. Other reasons are health-related or due to lifestyle. In addition to that, Nardone (1986) found that the other reason why people choose to work part-time can be economic; the low level of work difficulty, material shortages, beginning or ending a job, or because they could only find part-time job in the market, and non-economic; holiday, vacation, illness, or bad weather. The vast majority of this group (i.e.: 13.5 million of non-economic part-time workers in 1985 according to his research), does not want or is unavailable for jobs that need 35 hours or more of work per week. The study in this research will be focused on the part-time faculty members at the School of Business and Management, Institut Teknologi Bandung.

Faculty members

The term faculty is defined as educators in academic environment, whose aim is to give knowledge to the learners in the academic institution, whether it is a school, a college, or an university as explained by Surbhi S (2016). A faculty is a group of employees (lecturers, professors) with different academic ranks, specializes in various fields of study, and teach different subjects for the institution that hired them with the purpose of providing education for students.

In doing so, several academic institutions have hired part-time faculty members to help them achieve their purpose of delivering education. The range of people who want to become a part-time faculty member varies. Tuckman, et al. (1978) had identified several categories of part-time faculty, they are: semi-retired, students, hopeful full-timers, full-mooners, homeworkers, part-mooners, part-unknowners. In addition to this, Leslie et. al (1995) stated that most part-time faculty either already have a full-time job elsewhere or prefer working part-time for a number of reasons to take a reduced workload. However,

Weiss & Pankin (2011) believe that classification is unnecessarily complex and obscures the issues, considering how compared to full-time faculty, part-time faculty may not see their situation as a difficulty because they are not necessarily working to make an income. They also explained that the position of part-time faculty members conveys some prestige and acknowledgment contrasted with different industries in light of the fact that compared to other type part-time workers, part-time faculty are better educated, and may have encountered work insecurities.

Measuring Instruments

Gallup Q12

Gallup Q12 Questionnaire (Gallup Workplace Audit) studies involves evaluations of individual's abilities and attitudes towards their working environment. As a beginning stage for questionnaire design, various qualitative research were conducted, by doing interviews and focus groups discussion. Gallup researchers asked top-performing people or groups to depicts their workplaces, thoughts, feelings, and practices related to success in their workplace. The researchers utilized a qualitative data study to create hypotheses and insights to find the distinctive factors that leads to employee's success in their workplaces, in which resulted the 12 question that can be used as a measuring instrument (Gallup Consulting, 2006).

To put it plainly, the development process of Gallup Q12 depended on over 30 years of aggregated qualitative and quantitative research. Its reliability, validity and criterion-related validity have been widely examined. It is a measuring instrument that approved through psychometric investigations just as functional considerations with respect to its usefulness for managers in making change in their work environment (Gallup Consulting, 2006).

In designing the question inside the Q12, researchers considered that from the actionability stance, there are two general classes / categories of employee survey; those that measures attitudinal results (satisfaction, loyalty, pride, customer service intent, and intent to remain with the organization) and those that measures the noteworthy issues that drive the above results (Gallup Consulting, 2006). These are the 12 questions items measuring issues to the extent which employees are "engaged" in their work, quoted from Gallup paper (Gallup Consulting, 2006) :

1. "Expectations. Defining and clarifying the results that needs to be achieved in the job is perhaps the most basic of all employee needs and manager responsibilities. How these outcomes are defined and acted upon will vary from business unit to business unit, depending on the goals of the business unit."
2. "Materials and equipment. Getting people what they need to do their work is important in maximizing efficiency, in demonstrating to employees that their work is valued, and in showing that the company is supporting them in what they are asked to do. Great managers keep this perception objective by helping employees see how their requests for materials and equipment connect to important outcomes."
3. "Opportunity to do what I do best. Helping people get into roles where they can most fully use their inherent talents is the ongoing work of great managers. Learning about individual differences through experience and assessment can help the manager position people efficiently, within and across roles."
4. "Recognition for good work. When managers ask employees who are performing at a high level whether they are suffering from too much recognition, they rarely, if ever, get an affirmative response. Another ongoing management challenge is to understand how each person prefers to be recognized, to make it objective and real by basing it on performance, and to do it frequently."
5. "Someone at work cares about me. For each person, feeling "cared about" may mean something different. The best managers listen to individuals and respond to their unique needs. In addition, they find the connection between the needs of the individual and the needs of the organization."
6. "Encourages my development. How employees are coached can influence how they perceive their future. If the manager is helping the employee improve as an individual by providing opportunities that are in sync with the employee's talents, both the employee and the company will profit."
7. "Opinions count. Asking for the employee's input, and considering that input as decisions are made, can often lead to better decisions. This is because employees are often closer than the manager is to individuals and variables that affect the overall system. In addition, when employees feel they are involved in decisions, they take greater ownership of the outcomes."
8. "Mission/Purpose. Great managers often help people see not only the purpose of their work, but also how each person's work influences and relates to the purpose of the organization and its outcomes."

Reminding employees of the big-picture impact of what they do each day is important, whether it is how their work influences the customer, safety, or the public.”

9. “Associates committed to quality. Managers can influence the extent to which employees respect one another by selecting conscientious employees, providing some common goals and metrics around quality, and increasing associates’ frequency of opportunity for interaction.”

10. “Best friend. Managers vary in the extent to which they create opportunities for people at work to get to know one another, and in whether they value close, trusting relationships at work. The best managers do not subscribe to the idea that there should be no close friendships at work; instead, they free people to get to know one another, which is a basic human need. This, then, can influence communication, trust, and other outcomes.”

11. “Progress. Providing a structured time to discuss each employee’s progress, achievements, goals, and so on, is important for both managers and employees. Great managers regularly meet with individuals, both to learn from them and to give them guidance. This give-and-take helps both managers and employees make better decisions.”

12. “Learn and grow. In addition to having a need to be recognized for good work, most employees have a need to know they are improving and have chances to improve themselves. Great managers pick training that will benefit the individual and the organization.”

The current Gallup survey uses a 5-point Likert scale response type with Five alternative responses presented for each item: 5=Strongly Agree to 1=Strongly Disagree. The paper demonstrates represents almost the majority of the execution related differences. Therefore, the focus point of this report is on employee engagement, as measured by the 12 questions above.

Minnesota Satisfaction Questionnaire (MSQ)

The Minnesota Satisfaction Questionnaire (MSQ) will be used to gather data about job satisfaction of the participants. The MSQ consists of 20 items (Spector, 1997) with each item referring to satisfaction factors in the work environment and uses a 5-point Likert scale response type with Five alternative responses presented for each item: “Very Dissatisfied; Dissatisfied; Neither (dissatisfied nor satisfied); Satisfied; Very Satisfied.” Following is a list of the MSQ items / scales :

1. Ability utilization. The chance to do something that makes use of my abilities
2. Achievement. The feeling of accomplishment I get from the job
3. Activity. Being able to keep busy all the time
4. Advancement. The chances for advancement on this job
5. Authority. The chance to tell other people what to do
6. Company policies and practices. The way company policies are put into practice
7. Compensation. My pay and the amount of work I do
8. Co-workers. The way my co-workers get along with each other
9. Creativity. The chance to try my own methods of doing the job
10. Independence. The chance to work alone on the job
11. Moral values. Being able to do things that don’t go against my conscience
12. Recognition. The praise I get for doing a good job
13. Responsibility. The freedom to use my own judgement
14. Security. The way my job provides for steady employment
15. Social service. The chance to do things for other people
16. Social status. The chance to be “somebody” in the community
17. Supervision – human relations. The way my boss handles his men.
18. Supervision – Technical. The competence of my supervisor in making decisions
19. Variety. The chance to do different things from time to time
20. Working conditions. The working conditions

The MSQ comprises of two distinct components: Intrinsic job satisfaction, which measures respondent’s feelings about the nature of the job tasks (for example, question 7 covers: ‘My pay and the amount of work I do’), and extrinsic job satisfaction, which measures respondent’s feelings about situational job aspects, external to the job (for example, question 13 covers: ‘The freedom to use my own judgement’) (Spector, 1997).

Hypotheses

- H1 : Correlation between Job Satisfaction and Employee Engagement exist
- H2 : The increase in Job Satisfaction also means the increase in Employee Engagement

- H3 : Job Satisfaction level differ between Part-Time and Full-Time Faculty Members
- H4 : Part-Time faculty members are more satisfied than Full-Time Faculty Members
- H5 : Full-Time faculty members are more satisfied than Part-Time Faculty Members

- H6 : Employee Engagement level differ between Part-Time and Full-Time Faculty Members
- H7 : Part-Time faculty members are more engaged than Full-Time Faculty Members
- H8 : Full-Time faculty members are more engaged than Part-Time Faculty Members

METHODOLOGY

Research Flowchart

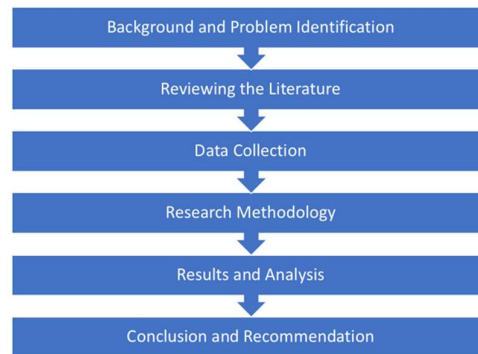


Figure 1 Research Flowchart

Data Collection Method

This research requires two types of data, primary and secondary data. The primary data collection of the study was conducted through a survey by circulating a 5-point Likert-scale questionnaire. According to Malhotra (2015), survey method aims to obtain information by questioning respondents. They will be asked a set of questions which varies depends on what is the researcher trying to find out through this research. While the secondary data was collected from online articles, websites, and several offline references. After that, the researcher will make use of the data and compare it using a statistical software to generate results and relate the primary data with the secondary data. The results will then be used as the answer for the research questions and objectives.

Sample Size

The population of this research are part-time and full-time faculty member in the School of Business and Management Institut Teknologi Bandung. To be more specific, the researcher will focus towards faculty members that had worked for the institution for at least 1 year (or 3 semesters). To separate the demographic, the researcher will use a screening method early in the questionnaire in order to find out whether or not the respondents meet the criteria that the researcher needs.

Scope of Study

Employee satisfaction and engagement have been two crucial components for a worker to work in an organization which is comprised of extrinsic and intrinsic elements. This research will be valuable for School of Business and Management Institut Teknologi Bandung in knowing and understanding the satisfaction and engagement levels of their workers (especially part-time faculty members), as well as knowing what measures the management can take in order to increase productivity and advancing the satisfaction and engagement levels of their workers.

Location

The research is conducted at SBM ITB building, Jl. Ganesha No.10, Lebak Siliwangi, Coblong, Kota Bandung, Jawa Barat 40132.

Sampling Technique

Selecting a sampling technique involves several decisions of a broader nature. There are broadly two types of sampling techniques, probability and non-probability sampling. The sampling technique used by the researcher in this paper is Probability Sampling and Simple Random Sampling method. The researcher uses this method due to the ease of use in a small population of research target. A simple random sample is a subset of a statistical population in which each individual has an equal probability of being selected as the sample. Random samples are used to avoid bias representation of a group (Stephanie, 2018). It is similar with a lottery method in which individual units are picked from the whole population, not deliberately but by some mechanical process.

Population = Faculty members of SBM ITB

Groups = Faculty members that had been working at SBM ITB for at least 1 year

Tools for Data Collection

The tool used for data collection is an online questionnaire. Two structured questionnaires were constructed with a couple of different areas of questions. The first questionnaire will ask about job satisfaction towards the organization, separated by each selected factor benchmarked from the Minnesota Satisfaction Questionnaire short-form. And the second questionnaire will inquire about employee engagement towards the organization, benchmarked from the Gallup Q12 framework.

The Gallup Q12 Questionnaire is used as the benchmark due to the reliability and validity of the questionnaire that has been proven from time to time by Gallup Corporation itself. The questionnaire is being used for personal research purposes only and will not be commercialized/monetized by and for any means. In addition to that, as cited from Gallup Inc. website, "*The Q12 survey measures the actionable issues for management, issues predictive of attitudinal outcomes such as satisfaction, loyalty, and pride. Gallup Q12 measure of engagement effectively predicts key business outcomes in the expected direction.*" Therefore, the researcher is using Gallup Q12 as benchmark due to the simplicity of the questions asked, which are direct, reliable and valid.

Data Analysis Method

Pearson Product-Moment Correlation Coefficient (PPMCC) (widely known as Pearson Correlation Coefficient) is used between the independent and dependent variables based on the conceptual frame work. The correlation between the Employee engagement and Job Satisfaction is explained as follows

Employee Engagement (EE) = f(X) Job Satisfaction

X = Employee Satisfaction factors that influence Employee Engagement

Research Limitations

This research of employee engagement is only measured by one major affecting factor which is employee satisfaction. The employee satisfaction will be measured only by the Minnesota Satisfaction Questionnaire Short-Form, and the employee engagement will later be measured and benchmarked by Gallup Q12 and AON Hewitt's theory of engagement as explained in chapter 2.

Significance of Research

This research is useful for educational institutions to better understand the components that can build employee satisfaction and engagement while focusing on certain areas to improve as a means to accomplish the goals of the academic institution. It will likewise fill in as a future reference for other researchers regarding the subject of employee satisfaction and engagement, especially in part-time work conditions.

DATA ANALYSIS

Socio Demographic Profile of Respondents

1. Gender : 48% of the respondents are male with the total amount of 19 respondents while the other 21 respondents are female with the percentage of 53%.
2. Job Status : respondents are dominated by part-time faculty members (73%) with 29 respondents in total. The other 27% are full-time faculty member, with 11 respondents in total.

3. Focus Group : of total respondents (7 people) are working under the Business Risk & Finance focus group, 15% of them (6 people) are working under Business Strategy & Marketing focus group, the other 15% (6 people) are working under People & Knowledge Management focus group, (4 people) 10% of them from Entrepreneurship & Technology Management focus group, 8% of them (3 people) from Decision Making & Strategic Negotiation focus group, another 8% (3 people) of them from Operation & Performance Management focus group, and the other 28% (11 people) are from 'others'.
4. Education Level : 19 respondents (48%) have master's degree, 11 respondents (28%) have Doctorate Degree, and the other 10 respondents (25%) have bachelor's degree.
5. Yearly Income : 12 respondents (30%) have a yearly income below Rp36,000,000; followed by the other 5 respondents (13%) at the range of Rp36,000,000 – Rp60,000,000. There are 10 respondents (25%) whom generates Rp60,000,000 – Rp100,000,000 yearly and 4 respondents (10%) have yearly income ranged Rp100,000,000 – Rp150,000,000. There are 2 respondents (5%) who have a yearly income ranged between Rp150,000,000 – Rp200,000,000; and another 2 respondents (5%) have a yearly income ranged between Rp200,000,000 – Rp250,000,000. Lastly, there are 5 respondents (13%) whom generates more than Rp250,000,000 per year.
6. Currently also working outside SBM ITB : 20 respondents (50%) are currently also working outside SBM ITB, while the other 20 respondents (50%) does not.
7. Marital Status : 25 respondents (64%) are Married, 13 respondents (33%) are Single, and 1 respondent (3%) are Divorced.

Reliability Test

1. MSQ Reliability : the Cronbach's Alpha coefficient for the satisfaction factor indicators which were measured by 20 items MSQ is .912, suggesting that the items have relatively high internal consistency. Thus, it can be concluded that the variables are reliable.
2. Gallup Q12 Reliability : the Cronbach's Alpha coefficient for the engagement factor indicators which were measured by 12 items Gallup Q12 is .892, suggesting that the items have relatively high internal consistency. Thus, it can be concluded that the variables are reliable.

Response to Gallup Q12

1. Expectations : Out of 40 respondents consisting both Part-Time and Full-Time Faculty Members, 11 of them (28%) Strongly Agree (5), and 22 of them (55%) Agree (4) about their knowledge of what is expected of them in the office, while the other 7 person (18%) are content (Agree / Disagree) (3) with this aspect.
2. Materials and Equipment : Out of 40 respondents consisting both Part-Time and Full-Time Faculty Members, 10 of them (25%) Strongly Agree (5), and 18 of them (45%) Agree (4) with the materials and equipment aspect of Gallup Q12. 5 person (13%) are content (Agree / Disagree) (3) with this aspect, and the other 7 (18%) Disagree (2) with this aspect.
3. Opportunity to Do The Best : Out of 40 respondents consisting both Part-Time and Full-Time Faculty Members, 10 of them (25%) Strongly Agree (5), and 25 of them (63%) Agree (4) with how the office give them the opportunity to do what they do best. 4 person (10%) are content (Agree / Disagree) (3) with this aspect, and the other 1 (3%) Disagree (2) with this aspect.
4. Recognition for Good Work : Out of 40 respondents consisting both Part-Time and Full-Time Faculty Members, 4 of them (10%) Strongly Agree (5), and 15 of them (38%) Agree (4) that they received recognition for good work. 9 person (23%) are content (Agree / Disagree) (3), another 9 of them (23%) Disagree (2), and another 3 (8%) Strongly Disagree with this aspect.
5. Somebody at Work Cares about Me : Out of 40 respondents consisting both Part-Time and Full-Time Faculty Members, 12 of them (30%) Strongly Agree (5), and 18 of them (45%) Agree (4) that somebody at work cares about them. 6 person (15%) are content (Agree / Disagree) (3), while another 4 of them (23%) Disagree (2) with this aspect.
6. Encourages My Development : Out of 40 respondents consisting both Part-Time and Full-Time Faculty Members, 10 of them (25%) Strongly Agree (5), and 18 of them (45%) Agree (4) that they are encouraged towards development. 7 person (18%) are content (Agree / Disagree) (3), another 4 of them (10%) Disagree (2), and the other 1 (3%) Strongly Disagree with this aspect.
7. Opinions Count : Out of 40 respondents consisting both Part-Time and Full-Time Faculty Members, 12 of them (30%) Strongly Agree (5), and 20 of them (50%) Agree (4) that their opinions

count at work. 5 person (13%) are content (Agree / Disagree) (3), while another 3 of them (8%) Disagree (2) with this aspect.

8. Mission / Purposes : Out of 40 respondents consisting both Part-Time and Full-Time Faculty Members, 12 of them (30%) Strongly Agree (5), and 17 of them (43%) Agree (4) that they feel like their job is important because of SBM ITB's mission / purposes. 8 person (20%) are content (Agree / Disagree) (3), another 2 of them (5%) Disagree (2), and the other 1 (3%) Strongly Disagree with this aspect.

9. Associates Committed to Quality : Out of 40 respondents consisting both Part-Time and Full-Time Faculty Members, 13 of them (33%) Strongly Agree (5), and 17 of them (43%) Agree (4) that their associates are committed to quality work. 8 person (20%) are content (Agree / Disagree) (3), and another 2 of them (5%) Disagree (2) with this aspect.

10. Best Friend : Out of 40 respondents consisting both Part-Time and Full-Time Faculty Members, 21 of them (53%) Strongly Agree (5), and 14 of them (35%) Agree (4) that they have a best friend at work. While the other 5 person (13%) are content (Agree / Disagree) (3) with this aspect.

11. Progress : Out of 40 respondents consisting both Part-Time and Full-Time Faculty Members, 4 of them (10%) Strongly Agree (5), and 16 of them (40%) Agree (4) that they received progress talk at work. 11 person (28%) are content (Agree / Disagree) (3), another 7 of them (18%) Disagree (2), and the other 2 (5%) Strongly Disagree with this aspect.

12. Learn and Grow : Out of 40 respondents consisting both Part-Time and Full-Time Faculty Members, 9 of them (23%) Strongly Agree (5), and 18 of them (45%) Agree (4) that they received the opportunity to learn and grow at work. 8 person (20%) are content (Agree / Disagree) (3), another 4 of them (10%) Disagree (2), and the other 1 (3%) Strongly Disagree with this aspect.

13. Discussion : From the analysis above we can conclude that most faculty members' are engaged with their job regarding Gallup Q12's Best Friend factor (I have a best friend at work), with 53% of them Strongly Agree about this. This connect with what is explained in the literature review by Gallup (2006), where getting to know one another is basic human needs. SBM ITB Faculty Members feels like that their supervisor agree that friendship at work could build trust, which then would give impact to work communication. On the other hand, most faculty members' are less engaged with their job regarding Gallup Q12's Recognition for Good Work factor (In the last seven days, I have received recognition or praise for doing good work.), with 23% of them Disagree about this. According to Gallup (2006) giving proper recognition at work had been an ongoing challenge for HRM: to understand how each person prefer to be recognized objectively. SBM ITB Faculty Members' supervisor might actually have been giving proper recognition for the work done by faculty members. However, some of them might not understand the intention of their supervisor which make them feel like they are not being praised for their work. Other than that, faculty members are pretty engaged with their job

Response to MSQ Short Form

1. Activity : Out of 40 respondents consisting both Part-Time and Full-Time Faculty Members, 4 of them (10%) are Very Satisfied, and 27 of them (68%) are Satisfied (4) with their Activity in this job. 7 persons (18%) are content (Satisfied / Not Satisfied) with their Activity, and 2 of them (5%) are Not Satisfied with their Activity inside the office.

2. Independence : Out of 40 respondents consisting both Part-Time and Full-Time Faculty Members, 17 of them (43%) are Very Satisfied (5), and 21 of them (53%) are Satisfied (4) with their Independence in this job. 1 person (3%) are content (Satisfied / Not Satisfied) (3) with their Activity, and 1 of them (3%) are Not Satisfied (2) with their Independence inside the office.

3. Variety : Out of 40 respondents consisting both Part-Time and Full-Time Faculty Members, 15 of them (38%) are Very Satisfied (5), and 17 of them (43%) are Satisfied (4) with their Variety of the work. 6 person (15%) are content (Satisfied / Not Satisfied) (3) with the Variety of the work, and 2 of them 5%) are Not Satisfied (2) with their Variety of the work in this job.

4. Social Status : Out of 40 respondents consisting both Part-Time and Full-Time Faculty Members, 15 of them (38%) are Very Satisfied (5), and 18 of them (45%) are Satisfied (4) with the Social Status following this job. 5 person (13%) are content (Satisfied / Not Satisfied) (3) with their Social Status, 1 of them (3%) are Not Satisfied (2) and another one of them (3%) is Very Dissatisfied (1) with the Social Status following their current job at SBM ITB.

5. Supervision – HR : Out of 40 respondents consisting both Part-Time and Full-Time Faculty Members, 9 of them (23%) are Very Satisfied (5), and 13 of them (33%) are Satisfied (4) with their Supervisor regarding Human Relations problems. 6 person (15%) are content (Satisfied / Not

Satisfied) (3) with their Supervisor, and 9 of them (23%) are Not Satisfied (2) with their Supervisor, and another 3 (8%) are Very Dissatisfied with their Supervisor in terms of Human Relations.

6. Supervision – Technical: Out of 40 respondents consisting both Part-Time and Full-Time Faculty Members, 11 of them (28%) are Very Satisfied (5), and 13 of them (33%) are Satisfied (4) with their Supervisor when handling Technical problems. 11 person (28%) are content (Satisfied / Not Satisfied) (3) with their Supervisor, and 5 of them (13%) are Not Satisfied (2) with their Supervisor in terms of handling Technical problems.

7. Moral Value : Out of 40 respondents consisting both Part-Time and Full-Time Faculty Members, 11 of them (28%) are Very Satisfied (5), and 16 of them (40%) are Satisfied (4) with how the job does not go against their Moral Beliefs. 7 person (18%) are content (Satisfied / Not Satisfied) (3), and 4 of them (10%) are Not Satisfied (2), and another 2 (5%) are Very Dissatisfied with how the job does not go against their Moral Beliefs.

8. Security : Out of 40 respondents consisting both Part-Time and Full-Time Faculty Members, 7 of them (18%) are Very Satisfied (5), and 12 of them (30%) are Satisfied (4) with their job Security. 9 person (23%) are content (Satisfied / Not Satisfied) (3), and 8 of them (20%) are Not Satisfied (2), and another 4 (10%) are Very Dissatisfied with their job Security.

9. Social Service : Out of 40 respondents consisting both Part-Time and Full-Time Faculty Members, 23 of them (58%) are Very Satisfied (5), and 15 of them (38%) are Satisfied (4) with how the job gives them the chance to do Social Service. Lastly, 2 person (5%) are content (Satisfied / Not Satisfied) (3) with how the job gives them the chance to do Social Service.

10. Authority : Out of 40 respondents consisting both Part-Time and Full-Time Faculty Members, 15 of them (38%) are Very Satisfied (5), and 16 of them (45%) are Satisfied (4) with how the job gives them Authority. Lastly, 7 person (18%) are content (Satisfied / Not Satisfied) (3) with their Authority in this job.

11. Ability Utilization : Out of 40 respondents consisting both Part-Time and Full-Time Faculty Members, 17 of them (43%) are Very Satisfied (5), and 21 of them (53%) are Satisfied (4) with how the job let them utilize their Ability. Lastly, 2 person (5%) are content (Satisfied / Not Satisfied) (3) with their Ability Utilization in this job.

12. Company Policies and Practices : Out of 40 respondents consisting both Part-Time and Full-Time Faculty Members, 6 of them (15%) are Very Satisfied (5), and 14 of them (35%) are Satisfied (4) with their office's Policies and Practices. 11 person (28%) are content (Satisfied / Not Satisfied) (3), and 6 of them (15%) are Not Satisfied (2), and another 3 (8%) are Very Dissatisfied with how the company implement their Policies and Practices.

13. Compensation : Out of 40 respondents consisting both Part-Time and Full-Time Faculty Members, 7 of them (18%) are Very Satisfied (5), and 17 of them (43%) are Satisfied (4) with their Compensation. 8 person (20%) are content (Satisfied / Not Satisfied) (3), and 7 of them (18%) are Not Satisfied (2), and another 1 (3%) are Very Dissatisfied with their Compensation.

14. Advancement : Out of 40 respondents consisting both Part-Time and Full-Time Faculty Members, 7 of them (18%) are Very Satisfied (5), and 17 of them (43%) are Satisfied (4) with their chance of Advancement in this job. 10 person (25%) are content (Satisfied / Not Satisfied) (3), and lastly 6 of them (18%) are Not Satisfied (2) with the Advancement chance in this job.

15. Responsibility : Out of 40 respondents consisting both Part-Time and Full-Time Faculty Members, 11 of them (28%) are Very Satisfied (5), and 19 of them (48%) are Satisfied (4) with the Responsibility that comes with the job. 6 person (15%) are content (Satisfied / Not Satisfied) (3), and the last 4 of them (10%) are Not Satisfied (2) with their Responsibility on the job.

16. Creativity : Out of 40 respondents consisting both Part-Time and Full-Time Faculty Members, 15 of them (38%) are Very Satisfied (5), and 16 of them (40%) are Satisfied (4) with how they can use their Creativity when doing their job. 5 person (13%) are content (Satisfied / Not Satisfied) (3), and the last 4 of them (10%) are Not Satisfied (2) with the chance to use their Creativity on the job.

17. Working Conditions : Out of 40 respondents consisting both Part-Time and Full-Time Faculty Members, 9 of them (23%) are Very Satisfied (5), and 14 of them (35%) are Satisfied (4) with their Working Conditions. 8 person (20%) are content (Satisfied / Not Satisfied) (3), and 5 of them (13%) are Not Satisfied (2), and another 4 (10%) are Very Dissatisfied with their Working Conditions.

18. Co-Workers : Out of 40 respondents consisting both Part-Time and Full-Time Faculty Members, 15 of them (38%) are Very Satisfied (5), and 17 of them (43%) are Satisfied (4) with their

Co-Workers. 5 persons (13%) are content (Satisfied / Not Satisfied) (3), and the last 3 of them (13%) are Not Satisfied (2) about their Co-Workers.

19. Recognition : Out of 40 respondents consisting both Part-Time and Full-Time Faculty Members, 7 of them (18%) are Very Satisfied (5), and 18 of them (45%) are Satisfied (4) with how they get Recognition in the office. 9 person (23%) are content (Satisfied / Not Satisfied) (3), and the last 6 of them (15%) are Not Satisfied (2) with how the Recognition given in the office.

20. Achievement : Out of 40 respondents consisting both Part-Time and Full-Time Faculty Members, 8 of them (20%) are Very Satisfied (5), and 22 of them (55%) are Satisfied (4) with their Achievement in the office. 9 person (23%) are content (Satisfied / Not Satisfied) (3), and another one of them (3%) are Not Satisfied (2) with their Achievement in the office.

Discussion : From the analysis above we can conclude that most faculty members' are satisfied with their job regarding MSQ's Social Service factor (The chance to do things for other people), with 58% of them are Very Satisfied about this. SBM ITB Faculty Members seemed to like how their job let them do something for other people, a selfless work. Understandable, this is self-satisfactory and with that said, affect the satisfaction they feel towards their job. On the other hand, most faculty members' are less satisfied with their job regarding MSQ's Supervision – Human Relations factor (The way my boss handles his/her workers), with 23% of them are Not Satisfied about this. SBM ITB faculty members seemed to feel like they do not have a good relationship with their supervisor. This findings align with what Martin & Schinke (1998) had stated where supervision is one of many extrinsic factor that affect job satisfaction. SHRM (2014) research report strengthen Martin & Schinke's statement, where SHRM found that relationships with immediate supervisor is one of the top contributors that give impact to job satisfaction. Failing to achieve a good relationship would impact faculty members job satisfaction, as where they might feel like they are not included in the company cultures. In addition to that, a poor relationship with immediate supervisor would make employee feel reluctant to ask / get fair and constructive feedback from their supervisor to improve their work, which might make them feel withdrawn from the institution (Kumari, 2011). Other than that, faculty members are pretty satisfied with their job.

Pearson Product-Moment Correlation Coefficient

1. Employee Engagement – Job Satisfaction : A Pearson product-moment correlation coefficient was computed to assess the relationship between the Engagement and Satisfaction level. There was a positive correlation between the two variables, $r = 0.797$, $n = 40$, $p = 0.000$. Overall, there was a strong, positive correlation between Engagement and Satisfaction level. Increases in satisfaction level were correlated with increases in engagement level. That means, increases or decreases in Satisfaction Level do significantly relate to increases or decreases in Engagement Levels.

2. Correlation between Age : A Pearson product-moment correlation coefficient was computed to assess the relationship between the Engagement and Satisfaction level with Respondents' Age. There was a negative correlation between Respondents' Age and Engagement Levels, $r = -0.068$, $n = 39$, $p = 0.682$; while there is a positive correlation between Respondents' Age and Satisfaction Levels, $r = 0.069$, $n = 39$, $p = 0.678$. However, there was a weak, negative correlation between Engagement and Respondents' Age, while there was a weak, positive correlation between Satisfaction and Respondents' Age in overall. Increases in Respondents' Age were correlated with decreases in engagement level, while the increases in Respondents' Age were correlated with increases in satisfaction level. Therefore we can conclude that Respondents' Age has a weak correlation when being correlated with Engagement and Satisfaction. That means, increases or decreases in Respondents' Age do not significantly relate to increases or decreases in Engagement and Satisfaction levels.

3. Correlation between Education Level : A Pearson product-moment correlation coefficient was computed to assess the relationship between the Engagement and Satisfaction level with Respondents' Education Level. There was a negative correlation between Respondents' Education Level and Engagement Levels, $r = -0.133$, $n = 40$, $p = 0.414$; and there is also a negative correlation between Respondents' Education Level and Satisfaction Levels, $r = 0.190$, $n = 40$, $p = 0.240$. However, there was a weak, negative correlation between Engagement and Satisfaction level with Respondents' Education Level in overall. Increases in Respondents' Education Level were correlated with decreases in engagement and satisfaction level. Therefore we can conclude that Respondents' Education Level has a weak correlation when being correlated with Engagement and Satisfaction. That means, increases

or decreases in Respondents' Education Level do not significantly relate to increases or decreases in Engagement and Satisfaction levels.

4. Correlation between Yearly Income : A Pearson product-moment correlation coefficient was computed to assess the relationship between the Engagement and Satisfaction level with Respondents' Yearly Income. There was a positive correlation between Respondents' Yearly Income and Engagement Levels, $r = 0.027$, $n = 40$, $p = 0.868$; and there is also a positive correlation between Respondents' Yearly Income and Satisfaction Levels, $r = 0.030$, $n = 40$, $p = 0.856$. However, there was a weak correlation between Engagement and Satisfaction level with Respondents' Yearly Income in overall. Increases in Respondents' Yearly Income were not correlated with increases or decreases in engagement and satisfaction level. Therefore we can conclude that Respondents' Yearly Income has a weak correlation when being correlated with Engagement and Satisfaction. That means, increases or decreases in Respondents' Yearly Income do not significantly relate to increases or decreases in Engagement and Satisfaction levels.

5. Correlation between Focus Group : A Pearson product-moment correlation coefficient was computed to assess the relationship between the Engagement and Satisfaction level with Respondents' Focus Group. There was a positive correlation between Respondents' Focus Group and Engagement Levels, $r = 0.042$, $n = 40$, $p = 0.797$; while there is a negative correlation between Respondents' Focus Group and Satisfaction Levels, $r = -0.184$, $n = 40$, $p = 0.257$. However, there was a weak, positive correlation between Engagement and Respondents' Focus Group, while there was a weak, negative correlation between Satisfaction and Respondents' Focus Group in overall. Focus group were not correlated with increases or decreases in engagement and satisfaction level. Therefore we can conclude that Respondents' Focus Group has a weak correlation when being correlated with Engagement and Satisfaction. That means, Respondents' Focus Group do not significantly relate to increases or decreases in Engagement and Satisfaction levels.

With these calculation result, H1 (Correlation between Job Satisfaction and Employee Engagement exist) and H2 (The increase in Job Satisfaction also means the increase in Employee Engagement) are accepted. Meanwhile, Education Level differences does not have significant impact on Faculty Members' Job Satisfaction level, the same as Age differences, Yearly Income differences, and Focus Group differences.

T Test on Satisfaction and Engagement

1. Between Part Time and Full Time Faculty Member

a. Employee Engagement : An independent-samples t-test was conducted to compare Engagement level of Part-Time and Full-Time faculty member conditions. There was not a significant difference in the scores for Part-Time faculty ($M=45.6$, $SD=6.85$) and Full-Time faculty ($M=48.36$, $SD=8.94$) conditions; $t(38) = (-1.038)$, $p = 0.306$. These results suggest that even though Full-Time faculty's engagement level is higher than Part-Time faculty, there is no significant difference in between the two conditions. With this calculation result, even though the result does not give significant difference, H6 (Employee Engagement level differ between Part-Time and Full-Time Faculty Members) and H8 (Full-Time faculty members are more engaged than Part-Time Faculty Members) are accepted, while H7 (Part-Time faculty members are more engaged than Full-Time Faculty Members) is rejected.

b. Job Satisfaction : Another independent-samples t-test was conducted to compare Satisfaction level of Part-Time and Full-Time faculty member conditions. There was also not a significant difference in the scores for Part-Time faculty ($M=76.93$, $SD=10.42$) and Full-Time faculty ($M=78.36$, $SD=14.93$) conditions; $t(38) = (-0.343)$, $p = 0.733$. These results suggest that even though Full-Time faculty's satisfaction level is higher than Part-Time faculty, there is no significant difference in between the two conditions. With this calculation result, even though the result does not give significant difference, H3 (Job Satisfaction level differ between Part-Time and Full-Time Faculty Members) and H5 (Full-Time faculty members are more satisfied than Part-Time Faculty Members) are accepted, while H4 (Part-Time faculty members are more satisfied than Full-Time Faculty Members) is rejected.

2. Between Gender

a. Employee Engagement : An independent-samples t-test was conducted to compare Engagement level between Gender conditions. There was not a significant difference in the scores for Male Respondents ($M=45.63$, $SD=6.95$) and Female Respondent ($M=47.05$, $SD=8.02$) conditions; t

(38) = (-0.59), $p = 0.56$. These results suggest that even though Female Respondents' engagement level is higher than Male Respondents', there is no significant difference in between the two conditions.

b. Job Satisfaction : An independent-samples t-test was conducted to compare Engagement level between Gender conditions. There was not a significant difference in the scores for Male Respondents ($M=45.63$, $SD=6.94$) and Female Respondent ($M=47.04$, $SD=8.02$) conditions; $t(38) = (-1.038)$, $p = 0.306$. These results suggest that even though Full-Time faculty's engagement level is higher than Part-Time faculty, there is no significant difference in between the two conditions.

With these calculation result, we conclude that gender differences does not have significant impact on Faculty Members' Job Satisfaction level, and in overall, demographic does not have significant impact on Faculty Members' Job Satisfaction level.

Discussion

From the analysis on this chapter, the researcher can finally conclude that most faculty members of SBM ITB institution that consist of Part-Time and Full-Time Faculty Members are quite satisfied about their job and engaged towards SBM ITB. They seemed to like the MSQ's Social Service factor about their job where they have the chance to do things for other people, and quite dislike about the MSQ's Supervision regarding Human Relation factor that talks about how their boss handles his/her workers. The result also shown that faculty members are quite engaged towards SBM ITB institution. They seemed to quite agree that they have a best friend at work, even though they quite disagree that they have received recognition or praise for doing good work.

The researcher can also conclude that all socio-demographic background have little impact on faculty members' job satisfaction. This happened due to the fact that faculty members value their work more regardless of their demographic background and how well they paid, therefore support what Kumari (2011) had suggested where money / salary is rarely a prime motivator for employee. We can see it from the result where their demographic factor referring to their yearly income, and how the biggest MSQ job satisfaction factor on this research is not about compensation. Also, the PMCC result on how age correlates with engagement and satisfaction has shown that it has a weak correlation which means that increases or decreases in Respondents' Age do not significantly relate to increases or decreases in Engagement and Satisfaction levels. The same result also happened to the statistical test on education level differences, yearly income differences, focus group differences, and also gender difference. However, in terms of gender difference, the result suggested that even though female respondents' engagement level is higher than those of male respondents', there is still no significant difference in between the two conditions.

The result from Gallup Q12 Questionnaire had shown that faculty members mostly agree that they have a best friend at work, making the '*best friend*' factor becomes the highest engagement factor in SBM ITB institution. This result is related with the researcher's observation where most faculty members have at least a best friend in the office, which could make their job feels lighter in a way and they will not get easily bored at work since they are working with their friend. The second one is about '*opportunity to do what I do best*', where most of faculty members agree that they have the chance to give their best work. This align with Gappa (1984) theory that despite everything, faculty members will continue and abide the higher education institution where they teach as they want to teach, because they know that teaching is what they do best.

On the other hand, faculty members are quite disagree that they have received recognition or praise for doing good work, the Gallup factor number 4, '*Recognition for good work*'. This align with MSQ's Recognition factors of this research, where only 45% of the total population of this research's respondents feel that their good work is not being recognized or praised. Also with Gregory (2011) statement where a lack of recognition and / or the lack of opportunity for development could make them demoralized with their employment, lowering their engagement level and might leave the organization eventually. The second lowest engagement factor from Gallup is about 'Progress'. Faculty members disagree to the fact that there is someone at work who have talked about their progress at work. This might have a relationship with MSQ's Achievement factor, where lots of faculty members are focused to get achievement for their work, they do not pay attention to their colleague's progress but their own. Next, the result from MSQ factors have shown that faculty members are most satisfied with the chance given to them to do social service within their job. Faculty members feels like they are able to do things for other people, either in helping their colleague with their job or helping their students with their work. The second one, faculty members are most satisfied with MSQ's Activity factor where they feel like

they are able to keep busy at all time during work hour. This happened due to the fact that faculty members are not only working as a teacher. They also have other work to do other than teaching, such as doing research paper. The last one, faculty members are satisfied with MSQ's Achievement factor. They are by and large are happy with what they could achieve within their job, such as delivering education.

On the other hand, faculty members are most dissatisfied with their supervision factor regarding human relation. They feel like they do not have a good relationship with their supervisor. This findings align with what Martin & Schinke (1998) had stated where supervision is one of many extrinsic factor that affect job satisfaction. SHRM (2014) research report strengthen Martin & Schinke's statement, where SHRM found that relationships with immediate supervisor is one of the top contributors that give impact to job satisfaction. Failing to achieve a good relationship would impact faculty members job satisfaction, as where they might feel like they are not included in the company cultures. In addition to that, a poor relationship with immediate supervisor would make employee feel reluctant to ask / get fair and constructive feedback from their supervisor to improve their work, which might make them feel withdrawn from the institution (Kumari, 2011). The second one, faculty members are most dissatisfied with their compensation. They feel like their pay is not worth the amount of work they do. They may love their teaching job, but there are also other work that they have to do for the institution. This align with Weiss & Pankin (2011) theory that despite the fact that they are happy with numerous parts of their employment, faculty members (mostly part-timers) are in no doubt unsatisfied with the low pay and little to no benefits they receive from their job. The last factor that dissatisfy faculty members is MSQ's Recognition factor. Faculty members feel like they are not getting enough recognition for the good work they have done. This align with what Kaye & Jordan-Evans (1999) have stated that acknowledging an employee's hard work, needs and wants is important for their satisfaction in the workplace. In addition to that, Branham (2005) have said that employees want to know that their employers recognize their work in the office as they need to feel appreciated as an employee and a person.

Next, an analysis of how job satisfaction have relationship with employee engagement had also resulted that there is a strong, positive correlation between the two variables, where increases or decreases in Satisfaction Level do significantly relate to increases or decreases in Engagement Level. This result support the AON Hewitt Engagement Model's Engagement Drivers (2015), where there are several satisfaction factors that are shown in the model, under The Basics part. The analysis also shown that in SBM ITB institution, there is no significant difference on how satisfied and engaged the part-time faculty members when compared to those of full-time faculty members regardless to the suggestion that full-time faculty members' engagement is higher. This due to the fact that in this institution, part-time faculty members also take their job seriously even though they only work part-time there. They still have the feeling that they are a part of SBM ITB institution that are willing to help SBM ITB achieve their academic objectives. This result quite support the research done by Weiss & Pankin (2011) where most of time, part-timers are by and large happy with various parts of their employment, and quite deny theory expressed by Gappa (1984) where some of the part-time faculty is quite disappointed by their working conditions. Yet support Gappa theory that despite everything they continue and abide the higher education institution where they teach as they want to teach and no one has influentially demonstrated that their lectures give a less positive effect than normal full-time faculty for the students.

Accordingly, researcher comes up with all of these analysis result to help SBM ITB institution understand the current conditions of their faculty members' job satisfaction and engagement. In the end, the researcher would assume that the reason why there is no significant difference on how satisfied and engaged the part-time faculty members when compared to those of full-time faculty members is shown because of the lack of respondent. If there are more respondents, the results might be different and might show a significant difference between the two variables.

CONCLUSION AND RECOMMENDATION

Conclusion

The study was conducted to understand the determinants of job satisfaction and its impact on the faculty members engagement in School of Business and Management Institut Teknologi Bandung. It can be concluded that job satisfaction factors such as Activity, Independence, Variety, Social Status, Supervision – Human Resource, Supervision – Technical, Moral Value, Security, Social Service, Authority, Ability Utilization, Company Policies & Practices, Compensation, Advancement, Responsibility, Creativity, Working Condition, Co-Workers, Recognition, and Achievement have

significant impact towards the level of job satisfaction among SBM ITB part-time and full-time faculty member, and significantly relate to the increases or decreases in employee engagement level.

This research also shown that demographic background does not have significant impact on both part-time and full-time faculty members' job satisfaction, in which it does not significantly affect their engagement towards SBM ITB.

Below is the conclusion of this research by answering every research question mentioned in chapter 1 according to the data findings.

Research Question 1 :

What are the current conditions of part-time and full-time faculty members' job satisfaction and their engagement towards SBM ITB?

In identifying the current condition of part-time and full-time faculty members' job satisfaction and engagement towards SBM ITB, the SPSS analysis results suggested that even though Full-Time faculty's satisfaction and engagement level is higher than Part-Time faculty, there is no significant difference in between the two. It indicates that both part-time and full-time faculty members are quite satisfied with their job, and are engaged towards the institution.

Research Question 2 :

Is job satisfaction among full-time faculty member is higher than part-time faculty members in SBM ITB?

The SPSS analysis results suggested that full-time faculty members' satisfaction level is higher than those of part-time faculty members. However, even though Full-Time faculty's satisfaction and engagement level is higher than Part-Time faculty, the difference in between the two as answered in Chapter 4 part 4.6.1 section b, is not significant.

Research Question 3:

Does job satisfaction correlate with employee engagement among SBM ITB lecturers?

After evaluating the SPSS results, there is a positive correlation between job satisfaction and employee engagement level in overall. This result occurs due to the similarity of aspects / factors shown in the theory of employee engagement by AON Hewitt with the literature review of job satisfaction, also in the Minnesota Satisfaction Questionnaire and Gallup Q12 Questionnaire. To conclude, the increases or decreases in Satisfaction Levels do significantly relate to increases or decreases in Engagement Levels.

Recommendation

According to the research result and findings, researcher has some recommendations for School of Business and Management Institut Teknologi Bandung to improve their part-time faculty members' job satisfaction and engagement in the future and for future research to gain a deeper understanding about related topics.

1. School of Business and Management

School of Business and Management should start to look after their part-time faculty member's job satisfaction in order to increase their engagement level. It can be done by putting more focus and concern on the most influencing factors that scored the lowest average, which are the job security and the company policies and practices aforementioned. Researcher has presented the result of the current situation of part-time faculty members' job satisfaction level, regarding which factor have a bigger impact towards the level of satisfaction. By doing this, SBM ITB would be able to increase the part-time faculty members' engagement level.

2. Future Research

Evaluation of the relationship between job satisfaction and employee engagement is not only determined by the respondent's answer towards a certain survey, but also by the quality of the practice. The researcher has tried to classify some of the factors that would contribute the most for job satisfaction based on the MSQ. The factors mentioned in this research however, are not the only thing that contribute to faculty members' satisfaction level. There are other external factors that could influence employees' job satisfaction level. Also, the main limitation in this research is the respondent itself. Therefore, the

researcher of this paper would recommend for future researchers to not only compare and evaluate results based off of one benchmark, but to also provide a deeper understanding of the topic since results of similar research topics in other academic institutions might differ, and to add more respondent for the research in order to acquire a deeper result of the research.

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