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# ENGAGEMENT OF UNIVERSITY TEACHERS IN ACADEMIC ACTIVITIES PATHWAY TO ADVANCING THE TERTIARY EDUCATION INDUSTRY

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## ABSTRACT

This study explores how university teachers' engagement in academic activities contributes to advancing the tertiary education industry, with a particular focus on the Bangladeshi higher education context. Using a qualitative research design, in-depth semi-structured interviews were conducted with faculty members from diverse disciplines to understand their experiences, motivations, and perceived institutional challenges. Thematic analysis revealed four dominant patterns: intrinsic commitment to teaching and learning, strong yet under-supported motivation for research, institutional and administrative barriers that limit academic productivity, and the critical role of recognition and professional development in sustaining long-term engagement. Collectively, the findings highlight that while teachers demonstrate genuine passion for academic work, effective institutional structures, supportive leadership, and resource provision are essential for enabling them to contribute meaningfully to sector-wide advancement. The study offers insights that can guide universities and policymakers in strengthening academic ecosystems and fostering sustained faculty engagement.

**KEYWORDS:** Academic Engagement, Tertiary Education, University Teachers, Institutional Growth, Bangladesh.

## INTRODUCTION

The global higher education panorama has undergone a great shift over recent decades. Universities are no longer limited themselves to only classroom teaching; they are expected to serve as hubs of research, innovation, and industry linkage, preparing graduates for rapidly changing labor markets, and contributing to national economic and social development. Faculty members hold a strong footnote not only as classroom facilitators, but as scholars, collaborators, and catalyst of institutional advancement. Tertiary-education transformation is evidentthrough researchparticipation, curriculum innovation, professional development, industry collaboration.

Teachers profoundly engaged in academicsfacilitates multiple outcomes: improved pedagogy, up-to-date disciplinary knowledge, enhanced student learning experiences, and stronger institutional reputations. Research states that when teachers adopt innovative teaching strategies and research-informed practice, student engagement and satisfaction rises. (Edith Cowan University) Similarly, work engagement among tertiary teachers has been linked to greater job satisfaction, professional fulfilment and instructional quality. (Frontiers), Teacher's academic engagement eventually lead to the next-level readiness of the tertiary-education industry to meet employment demand, research productivity, university-industry linkage and institutional innovation—otherwise remains under-explored, particularly in developing countries such as Bangladesh.

In many developing countries, tertiary-education goes through some challengeslike expanding access (to serve growing youth populations) while simultaneously improving quality, relevance and global competitiveness. Teachers often carry heavy teaching loads, limited research funding, and constrained opportunities for professional growth. As a result, the potential of teacher engagement to act as a strategic driver of institutional transformation may remain unexplored. In Bangladesh, where public and private universities are growing rapidly, whether and how teacher academic engagement translates into institutional advancement is a strictly a major concern for policymakers, administrators and faculty alike.

### Problem Statement

Although sample studies highlight areas of teacher engagement such as research activity, professional learning, or teaching innovation the linkage between these activities and the broader advancement of the tertiary-education industry remains inadequatelyspecified. Teachers engaging in scholarship tend to be more effective in the classroom, less is known about how such engagement contributes to institutional readiness for the next level: stronger

university-industry ties, enhanced research capacity, graduate employability, curriculum responsiveness to industry, and sustained institutional innovation. Without such understanding, universities may promote teacher engagement as ad-hoc exercise rather than a strategic enabler of institutional development.

**Objectives**

In line with these questions, the study seeks:

- To identify the extent of academic engagement of university teachers.
- To establish the relationship between teachers engagement and advancement of tertiary-education institutions (including parameters such as research output, curriculum relevance, industry linkage).
- To identify institutional and personal factors that facilitate academic engagement among teachers.

**Significance of the Study**

This research wills have its effects at multiple levels. For policymakers and educational regulators, it offers evidence on how promoting teacher engagement may help to uplift institutional performance and industry relevance. For university administrators, the findings can guide faculty-development strategies, recognition systems, workload balancing, and incentive structures. Teachers' involvement in academic activities extends beyond personal growth by engaging in research, collaboration and curriculum renewal, they become catalysts of institutional transformation. Academically, the study reports a gap in literature connecting teacher engagement with tertiary-education industry advancement, especially in the Bangladesh where such studies remain relatively limited.

**Contextual Background**

Bangladesh's tertiary-education sector has been growing rapidly in recent years, with both public and private universities scaling up enrolment and course offerings. Amongst this expansion, questions of quality, employability, research capacity and industry linkage have gained importance. In this context, teacher academic engagement becomes critically important. Yet circumstantial evidence and institutional reports suggest that many faculty members continue to focus primarily on classroom teaching and administrative duties, with limited time or resources for research, professional learning or collaboration. Therefore a consistent need to empirically explore how teacher engagement maps onto institutional

outcomes does more engaged faculty facilitate to a tertiary sector better prepared for global and local demands?

**Rationale of the Study**

The rationale of the study is established in the belief that the tertiary-education industry must transition from being simply a provider of degrees to becoming a dynamic ecosystem integrating teaching, research, innovation and industry partnership. Teachers, as key constituents of this ecosystem, must therefore participate beyond pedagogy. By investigating teacher engagement in its multiple dimensions and linking it to institutional advancement, this research intends to uncover empirical evidence of how teacher practices lead to organizational outcomes. Such evidence has been given due consideration whileformulating policies, institutional frameworks and teacher-development programs that align faculty engagement with institutional goals.

**Scope and limitations**

This study covers university-level teachers in Bangladesh (both public and private sector). It establishes their engagement in academic activities (research, professional development, community collaboration) and relates these to institutional advancement indicators such as research output, curriculum innovation, industry linkages and graduate preparedness. The study does not cover to secondary education or vocational training institutions, nor does it cover direct measurement of student outcomes (though institutional outcomes may reflect student-level results). While the study uses self-reported measures of engagement and institutional advancement, these will be mapped with institutional data when and where available.

**Paper Structure**

The paper contains introduction part followed by second partexplores review of relevant literature (definitions of academic engagement, conceptual frameworks, empirical studies on teacher engagement and institutional advancement). The third section describes the methodology (research design, population, sample, data collection and analysis techniques). The fourth section states about results and analysis and discussion section generalize the findings in light of theory and prior research. The last section prepares conclusions, policy and practical recommendations, and suggestions for further research.

## 2. LITERATURE REVIEW

### 2.1 Intellectualizing Academic Engagement of Teachers

Academic engagement of students has been more frequently discussed topic but in recent years the focus has expanded to faculty engagementalso in higher education. For instance, the review by Rawat, Rawat & Sharma (2024) finds that "faculty engagement in higher education" lacks a widely shared conceptual framework, though research identifies backgrounds, mediators, facilitators and consequences of engagement.

A study done by Perkmann et al. (2020) defines "academic engagement" as knowledge-related interactions of academic experts with external organizations (such as industry, consulting, and collaborative research) a narrower view explores external engagement rather than internal professional learning. Research Portal+1 defines "academic engagement of university teachers" reflect the extent to which faculty members are involved in scholarly activities (research/publication), curriculum innovation, professional learning and collaboration and industry linkage and how these activities enhance their professional competence and institutional contribution.

This broader perspective strongly hold the view that teachers in tertiary education do more than teach; they engage in research, service to institution, partnerships and innovation, thereby contributing to institutional advancement. It also advocated to the idea that faculty development is holistically possible only when faculty are more reflective, innovative and influential in their institutions. RSIS International states that it is essential to understand the concept of teacher engagement from set of academic-professional activities beyond routine lecturing that prepare the teacher and institution for higher levels of performance. Therefore, the first job is to map out how academic engagement among teachers has been conceptualised.

#### 2.1.1 Dimensions and components

Rawat et al. (2024) concludes that antecedents involves individual characteristics (motivation, identity), organizational context (leadership, culture, policies), and external linkages.

Perkmann et al. (2020) explains external engagement of teachers comprise the activities such as collaborative research with industry, consulting, contract research and informal ties. CBS Research states teachers' engagement is sometimes framed in terms of teaching innovation, research engagement, professional development, industry/community collaboration, reflective practice and service. Faculty development program is channelized through providing professional development opportunities by the institution lead to higher

engagement in teaching, learning and research. RSIS International

Hence the dimensions of faculty engagement might relevant to the study includes:

- Research & scholarly publication
- Curriculum and educational innovation
- Professional learning/training and reflective practice
- Collaboration external (industry, community) and internal (colleagues, networks)
- Service, consultancy, and applied projects

These form the independent variable for this research: Academic Engagement of University Teachers.

**2.2 Academic Engagement and Institutional/Industry Advancement**

The real argument of the research is lying with the idea of having teachers who are academically engaged positively relate to the upliftment of tertiary education, and subsequentlyfacilitate the institution to the next level in terms of relevance, quality, research capacity, graduate readiness, innovation, and linkage with industry. Following are the review of evidencesconnecting to faculty engagement with institutional outcomes.

**2.2.1 Research engagement and institutional performance**

The study done by Perkmann et al. (2020) provide evidences that academics who encourage industry collaborations tend to have higher productivity, but the relationship is contingent on discipline and organizational context.

The study titled “Academic engagement with industry: the role of research quality and experience” (2021) found that departments in higher applied-science showed a positive relationship between research quality and industry engagement, whereas for basic science departments the relationship was negative.

Research also suggests that when faculties engage in external collaboration and applied research, institutions may benefit via enhanced research output, improved reputation, and increased interaction with industry. In order to make sure of tertiary education to advance especially in emerging economies such linkages are important to ensure relevance and employability of graduates.

**2.2.2 Professional development, teaching innovation and student outcomes**

Many studies proved that faculty members actively involved in professional learning, likely to adopt innovative pedagogieswhich reflect on their teaching eventuallycreate impact on positive student learning and institutional culture. A study conducted on teacher strategies in blended learning established that teachers who structured courses well, selected activities purposefully, and fostered relationships were more effective at student engagement although

in that study the focus is student engagement, the implication is that teacher engagement in pedagogical innovation is critical.

Although studies which establish linkage between teacher's academic engagement and institutional advancement is fewer however report suggests that institutions which support faculty development accounted improvement in teaching quality, research engagement and institutional performance.

According to RSIS International, one can argue that academically engaged teachers create an institution where teaching quality is improved, innovative curriculum is designed in order to meet requirements of industry demands; applied research or consultancy for industry is evident and collaborative networks is encouragedto enhance institutional capacity.

**2.2.3 Leadership, organizational culture and faculty organizational commitment**

In case of converting teachers' academic engagement into institutional advancement, organizational context must be given due consideration. For example, the study on shared leadership in Saudi higher education reported that shared leadership practices boosted faculty organizational commitment - a key pre-condition for sustained engagement and institutional improvement. Frontiers another study on academic medicine (Sancheznieto & Byars-Winston, 2021) found that organizational value, support and advancement opportunities influenced faculty career intentions of their engagement and retention. PMC hence institutional policies, leadership style, reward and recognition systems, workload management and external linkages enable anenvironment where teacher's academic engagement is ensured.

**2.3 Barriers, Enablers and Institutional Context**

Given the positive potential of academic engagement, it is important to examine what enables or inhibits such engagement among university teachers.

**2.3.1 Individual antecedents and characteristics**

In a study Perkmann et al. (2020) found that characteristics such as being scientifically productive, senior, male, locally trained, commercial experience were associated with higher levels of academic engagement. Research Portal Rawat et al. (2024) also highlights individual antecedents: career motivation, professional identity, career stage, self-efficacy, prior experience, and interdisciplinary orientation are linked to individual engagement to its profession. These findings indicate that younger faculties relatively find it tough for academic engagement unless supported.

### 2.3.2 Organizational and environmental factors

Organizational background is crucial for academic engagement. Rawat et al. (2024) highlight teaching load policy, administrative responsibilities, institutional reward systems, leadership, culture, infrastructure, and external networks is important to make certain about teacher's academic engagement.

A study conducted on faculty development found that professional development programs are positively received, but their long-term behavioral impact and change in student outcomes are not certain. This underscores the need for institutional support and follow-through. RSIS International Moreover, teacher's evaluation system that do not consider engagement beyond teaching and research may discourage academic engagement in innovation or external partnership. For example, the study on community-engaged research has insignificant place in current evaluative frameworks might discourage faculty engagement in community or industry collaboration.

### 2.3.3 External linkages and discipline/community context

The department's disciplinary orientation influences engagement possibilities. The "academic engagement with industry" study (turn0search21) found that applied science faculties tended to engage more than basic sciences in industry partnerships. The context of internationalization, faculty engagement literature from Cambodia shows that involvement in international teaching, joint publications and membership in global networks depends on institutional support and faculty capacity. In short, the ability of teachers to engage academically depends on both individual capability and the broader institutional, disciplinary and external ecosystem.

## 2.4 Theoretical Frameworks and Models

To understand how academic engagement functions leads to institutional advancement, several theoretical thoughts are relevant.

### 2.4.1 Professional development and transformative learning

Faculty transformative learning theory reports (Mezirow) engagement in scholarship, reflection and innovation transform teachers' professional identity and practice. This transformation step is vital for institutions to evolve.

Although not always explicitly referenced in teacher engagement literature, the concept aligns with the idea that academically engaged teachers are more likely to innovate, collaborate, and contribute to institutional change.

### 2.4.2 Organizational learning theory

A study conducted by Chris Argyris & Donald A. Schön (1978) states that organizations learn and adapt through the interactions and reflective practices of their members. When faculty engages in research, innovation, and networks, they become the catalyst of organizational learning, driving institutional change.

Thus the conceptual model of this study implies:

Academic Engagement of Teachers → Enhanced Teacher Competence and Innovation → Industry Advancement of Tertiary Education.

### 2.4.3 Engagement frameworks

Many studies done onacademic engagement has focused on students (e.g., behavioural, emotional, cognitive dimensions by Susan A. Fredricks et al.) but teacher/faculty engagement frameworks remain underdeveloped. Rawat et al. (2024) emphasize that a clear conceptual model of faculty engagement must be emphasized to develop.

Nevertheless, the framework for external academic engagement by Perkmann et al. (2020) indicates antecedents → engagement behaviors → outcomes. CBS Research

### 2.5 Gaps in the Literature

From the review above, several gaps emerge which this study aims to address:

1. **Limited focus on teacher academic engagement in relation to institutional/industry advancement**: Much research focuses on student engagement or faculty research productivity, but relatively few studies shows teacher academic engagement with institutional readiness for the next level (innovation, industry linkage, graduate employability).
2. **Lack of context-specific studies in developing countries / Bangladesh**: Many studies concluded taken from Western contexts; there is a lack of research exploring how academic engagement functions in the institutional contexts of Bangladesh or South Asia.
3. **Devise a conceptual framework for teacher engagement**: Rawat et al. (2024) note, a shared, validated conceptual model of faculty engagement is missing.
4. **Inadequate longitudinal or causal studies**: Many existing studies are cross-sectional; there is need for research exploring how engagement over time impacts institutional advancement.
5. **Weak measurement of institutional/industry outcomes**: While many studies measure faculty engagement or student outcomes, fewer research thatshows its concern to institutional outcomes such as research-industry partnership, graduate employability, curriculum relevance.

6. **Discipline and institutional variance under-explored**: Academic engagement operates differently disciplinewise (basic vs applied sciences) and institution type (public vs private). The "academic engagement with industry" study (turn0search21) shows this disparity.

### 2.6 Implications for Tertiary Education Industry Advancement

The tertiary education "industry" (large scale, systemic perspective) needs faculties who are not just delivering lectures but actively engaged in scholarship, innovation and industry linkage. When teachers engage academically, institutions are better conditioned to:

- Design curricula that match with the industry demands
- Foster research and innovation culture
- Build partnerships with industry and community, enhancing relevance and employability
- Adapt to global trends, challenges and quality benchmarks

Thus academic engagement of faculty can be seen as a strategic issue for tertiary institutions to move from access-expansion to quality-innovation modes.

In countries like Bangladesh with growing numbers of universities, increasing marketisation of higher education, demands for graduate employability, and global quality pressures teacher academic engagement has becomean strategic national issue. Faculties who are engaged in research, curriculum design and industry collaboration help to enhance institutional capacity, help the tertiary education respond to evolving labor markets, and contribute to national advancement goals.

## 3. METHODOLOGY

### 3.1. Research Design

This study adopted a qualitative exploratory research designapproach to gain an in-depth understanding of how university teachers perceive and experience engagement in academic activities. A qualitative approach is highly appropriate because engagement is a complex, multidimensional, and context-dependent phenomenon that requires capturing subjective meanings, emotions, and lived experiences (Creswell & Poth, 2018; Merriam & Tisdell, 2016).

Through qualitative exploration, the study intended to uncover patterns of motivation, institutional influences, challenges, and perceived outcomes of teacher engagement within the tertiary education industry.

### 3.2. Sampling Technique and Participants

A purposive sampling technique has been used to select university teachers from both public and private universities in Bangladesh. Purposive sampling allows researchers to intentionally choose participants who have direct experience with the phenomenon under investigation (Patton, 2015).

**Sample Size**

A total of 15 university teachers participated in the study. The final number was determined through data saturation, the point at which no new themes emerged (Guest, Bunce & Johnson, 2006).

**Participant Characteristics**

Participants included:

- Assistant Professors, Associate Professors, and Senior Lecturers
- From diverse disciplines (Business, Social Sciences, Engineering, and Arts)
- With teaching experience ranging from 3 to 25 years

This diversity allowed insights across experience levels and institutional contexts.

### 3.3. Data Collection Method

**Semi-Structured Interviews**

Data were collected usingsemi-structured, in-depth interviews**,** allowing flexibility and deeper probing. This method helps participants express their experiences freely while enabling the researcher to explore emerging topics (Kvale & Brinkmann, 2015).

**Interview Structure**

Interviews covered key areas such as:

- Experience in teaching and assessment
- Research involvement
- Administrative or community engagement
- Institutional support and workload
- Personal motivation and career aspirations

**Interview Process**

- Duration: 45–60 minutes each
- Mode: In-person or online
- Recording: With participant consent
- Language: Bangla or English (depending on participant comfort)

### 3.4. Data Analysis Technique

Data were analyzed using Thematic Analysis, following Braun & Clarke's (2006) six-step process:

1. Familiarizationwith data
2. Initial coding
3. Searching for themes
4. Reviewing themes
5. Defining and naming themes
6. Producing the report

Thematic analysis enables organizing qualitative data into meaningful patterns while maintaining analytical flexibility.

To enhance credibility:

- Member checking was conducted by sharing themes with participants for validation.
- Peer debriefing ensured analytical rigor and minimized bias.

## QUALITATIVE RESULTS AND DISCUSSION

Through thematic analysis, five major themes emerged. Each theme is supported by interview insights and interpretations line up with given literature.

**Theme 1: Intrinsic Motivation Drives Engagement**

Most teachers believed that their engagement to teaching, research, and student has emerged from the strong feeling to contribute to society through knowledge creation and student development.

Teachers expressed sentiments such as:

"Teaching is not just my job; it feels like a responsibility."

This finding aligns with Self-Determination Theory**,** which says that intrinsic motivation significantly enhances academic engagement (Ryan &Deci, 2020).

Many teachers reported that they find it satisfyingwhen mentoring students, upgrading lecture materials, and developing innovative assessment methods.

1. Interpretation

Intrinsic motivation has always been the strongest and most reliable driver of academic engagement among teachers in Bangladesh.

**Theme 2: Lack of Institutional Support Reduces Engagement**

Participants consistently mentioned:

- Excessive workload
- Bureaucratic pressure
- Limited research funding
- Insufficient recognition

Teachers stated:

"We want to publish, but there is inadeqaute support—no grant, no training."

This echoes findings from previous research showing institutional culture and resources significantly affect teacher engagement (Barkhuizen&Rothmann, 2008).

Interpretation**:**

Teachers want to be engaged, but systemic barriers prevents them from participation, resulting in minimal involvement beyond teaching duties.

**Theme 3: Research Engagement Is Hindered by Structural Barriers**

Most teachers look research as "desired but difficult." Barriers include:

- Heavy classes
- Limited university funding
- Pressure to publish in Scopus-indexed journals without resources
- Absence of research assistants

Such structural constraints are consistent with findings by Altbach& de Wit (2020), who argue that research culture in developing countries is often not conducive.

Interpretation**:**

The research ecosystem is not yet mature enough to support consistent academic engagement, especially for starting phase of a faculty career.

**Theme 4: Administrative Burden Reduces Academic Creativity**

Participants observed that non-academic administrative tasks (exam duties, paperwork, committee work) takea huge time.

Teachers shared:

"Sometimes I feel like half my week coverswith documentation."

This highlights the concern raised in literature that administrative overload diminishes time available for research and teaching innovation (Houston, Meyer &Paewai, 2006).

Interpretation**:**

Administrative workload is a hidden yet powerful barrier affecting academic productivity and job satisfaction.

**Theme 5: Engagement Leads to Personal Growth and Institutional Advancement**

Despite limitations, teachers still feel positive when engagement levels are high:

- Stronger connection with students
- Improved teaching quality
- Better opportunities for career promotion
- Contribution to university ranking and reputation

Studies similarly show that teacher engagement boosts institutional outcomes and overall academic performance (Shuck &Wollard, 2010).

Interpretation**:**

When institutions support teachers, both the individual and the university grow.

**Table: Summary of Themes and Findings.**

| Theme | Description | Key Findings From Interviews | Interpretation Based on Literature |
|---|---|---|---|
| **Intrinsic Motivation Drives Engagement** | Teachers' personal passion, sense of responsibility, and intellectual fulfillment | Participants described teaching as a calling and showed willingness to engage beyond formal requirements | Supported by Self-Determination Theory; intrinsic motivation enhances engagement (Ryan &Deci, 2020) |
| **Lack of Institutional Support Reduces Engagement** | Institutional environment influences academic involvement | Teachers reported insufficient resources, lack of recognition, and limited professional support | Institutional culture significantly impacts engagement (Barkhuizen&Rothmann, 2008) |
| **Structural Barriers to Research Activity** | Systemic and logistical hurdles limit research participation | Heavy class loads, limited funding, and absence of research assistance hindered research efforts | Developing countries face weak research ecosystems (Altbach& de Wit, 2020) |
| **Administrative Burden Reduces Creativity** | Administrative tasks take time away from academic work | Teachers felt overwhelmed by paperwork and committee work | Administrative overload negatively affects productivity (Houston et al., 2006) |
| **Engagement** | Engagement has | Teachers reported | Engagement fosters |

| Theme | Description | Key Findings From Interviews | Interpretation Based on Literature |
|---|---|---|---|
| **Benefits Teachers and Institutions** | both personal and institutional advantages | improved teaching, stronger student relationships, and institutional growth | organizational performance (Shuck &Wollard, 2010) |

**Findings (Summary)**

From the thematic analysis:

1. Teachers are intrinsically motivated, but alone motivation does not remain sustainablewithout institution support.
2. Institutional barriers—lack of funding, high workload, no acknowledgement hampers teachers' engagement significantly.
3. Research engagement remains limited due to structural and resource constraints.
4. Administrative overload restrict teachers from engagement in academic work.
5. Engagement has positive long-term outcomes**,** but requires a supportive ecosystem.

**RECOMMENDATIONS**

**1. Strengthening Research Support Systems:**

Universities must prioritize strong research support structures by providing accessible grants, research assistance, and dedicated time for scholarly work. Teachers want to do research but become disappointedwithout institutional support to pursue it effectively. Enhancing funding opportunities, offering mentorship for early-career researchers, and ensuring access to essential research tools will significantly boost engagement and improve institutional research output.

**2. Reducing Administrative Burdens:**

Faculty productivity can be enhanced by minimizing administrative demands that divert time from teaching and research. Streamlining paperwork through digital systems, delegating routine tasks to administrative staff, and reducing unnecessary committee obligations will allow teachers to focus on academic responsibilities. A less bureaucratic environment can foster greater creativity, efficiency, and engagement in core academic tasks.

**3. Establishing Recognition and Reward Mechanisms:**

Formal recognition of faculty contribution is essential for sustaining motivation and institutional loyalty. Universities should implement transparent reward systems that acknowledge excellence in teaching, research, and service. Recognition through awards,

promotion policy, and public acknowledgment not only validates faculty efforts but also contributes to a positive and engaged academic culture.

**4. Promoting Continuous Professional Development (CPD):**

Providing structured professional development opportunities is vital for enhancing long-term teacher engagement. Workshops, training programs, and mentorship initiatives in areas such as research methodology, innovative pedagogy, and digital teaching tools can strengthen faculty competencies. When universities invest consistently in professional growth, teachers become more confident, motivated, and aligned with institutional goals.

**Future Research Span**

faculty engagement in research must be expanded through mixed-methods designs that validate qualitative insights with broader quantitative evidence and through longitudinal studies that capture how engagement evolves over time in response to institutional or policy changes. Comparative analyses across public and private universities, as well as research-intensive and teaching-focused institutions, would provide a deeper understanding of contextual differences influencing faculty behavior. Involving views of students, administrators, and policymakers can offer a more holistic view of engagement dynamics, while examining the effects of digital transformation and national quality assurance policies may reveal emerging factors shaping academic work. Together, these avenues can enrich the evidence base and guide more informed institutional reforms aimed at strengthening faculty engagement.

## CONCLUSION

This study explores that university teachers' engagement in academic activities is going to be shaped by a dynamic interplay of intrinsic motivation, institutional support, and structural constraints. While faculty members are driven by strong personal commitment to teaching, research, and student development, their capacity to sustain engagement is often hindered by heavy workloads, inadequate research facilities, and administrative demands. The findings strongly validates that when institutions provide adequate resources, recognition, and autonomy, it in turn helps to develop pathways for teachers engagement clearly evident in teaching quality, research productivity, and overall institutional advancement. Therefore, fostering a supportive academic environment has become evident for empowering faculty members and enabling universities in Bangladesh to move toward a more competitive and responsive tertiary education sector.

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