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# Factors influencing engagement of employees in management in Kenya

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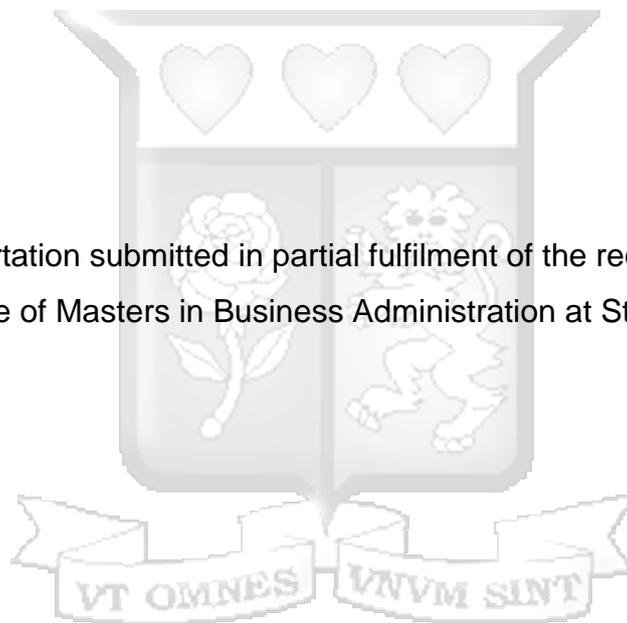
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# Factors influencing engagement of employees in management in Kenya

**Bogonko E Otachi**

MBA/0505/09

A research dissertation submitted in partial fulfilment of the requirements for the award of the degree of Masters in Business Administration at Strathmore University



May 2019

## DECLARATION

I declare that this work has not been previously submitted and approved for the award of a degree by this or any other University. To the best of my knowledge and belief, the dissertation contains no material previously published or written by another person except where due reference is made in the dissertation itself.

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**Bogonko Otachi**

May 2019

### Approval

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## ABSTRACT

The expertise and influence of managers can significantly impact the performance and success of an organisation. It is important for managers to be engaged if they are to engage the rest of the workforce. Engaging managers involves creating an environment where they can be absorbed, dedicated and invigorated in their roles. Using the social exchange theory as a basis, this quantitative study sought to assess the factors that influence engagement of management employees in Kenya. The factors examined were communication, reward and recognition, empowerment and co-worker relationships. Using self-administered questionnaires, data was collected from 157 respondents out of a target sample of 385 management employees selected using simple random sampling and snowballing methods. Contrary to findings of most local studies that indicate high employee engagement in organisations in Kenya, this study found that only 26% of management employees in Kenya are fully engaged in their work. An in-depth analysis showed that most managers are dedicated and absorbed in their work, but lack vigor, a sign of burn-out. While certain dimensions such as work autonomy and direct supervisor relationship ranked high in boosting engagement, managers acknowledged that limited employee voice, less participation and low recognition negatively affected their engagement. Increasing communication and involuntary responsibilities negatively affected engagement of middle-level managers. The study recommends that employers consider platforms where managers can give their input on matters affecting the organisation and participate more in shaping the organisational strategies. The study highlights the importance of research design in determining the outcome of research. Respondents of a general survey provided contrasting results to that of case-studies. It also highlights the importance of in-depth analysis when studying variables. In this study, deeper insights were obtained by examining the dimensions of variables rather than just the overall variable measure. Further insights were obtained by comparing and contrasting outcomes based on respondents' backgrounds according to different dimensions. The study provides a basis for further research on engagement specifically on topics such as communication channels, employee participation, employee voice and peer relationships.

**Keywords:** *management employees, managers, employee engagement, communication, reward, recognition, empowerment, co-worker relationships*

## ACKNOWLEDGEMENTS

My greatest gratitude and acknowledgement go to God for seeing this project to the end. To my supervisor Dr. Vincent Ogutu, an amazing leader who has been selfless and provided invaluable guidance, encouragement and insights throughout this journey. To my wife and son for their sacrificial support and understanding during this process, I am eternally grateful.

I also thank the Strathmore University Business School MBA department and all University staff who have supported me through this journey, specifically, Dr. Muthuma, Jackline Keru, Paul Bikundo, Gillian Kimundi, Harry Bett and Martin Ndeto.



## DEDICATION

To my parents, who have demonstrated leadership; and to the men who will shape the future of this continent: Pako Otachi and Joshua Otachi.

*Serve God, Lead people and Manage work, all in diligence*



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# CHAPTER ONE: INTRODUCTION

## 1.1 Introduction

This chapter introduces the study on the key factors that influence the employee engagement of managers in Kenya. It starts by providing a background to the study, the problem statement, research questions and objectives. It also highlights the significance, scope and limitations of the study.

## 1.2 Background to the study

Of all the resources in an organisation, people are the most critical. They influence the overall performance of the organisation through their individual behaviour: how they exert their creativity, expertise, experience and efforts for the benefit of the organisation. Organisations can therefore influence performance by influencing their employees. Business leaders consider employee engagement as critical, not only to their survival, but for gaining competitive advantage (quote). It is defined as a positive attitude held by employees towards their organisation; this is expressed by their business awareness, team collaboration and quest for performance improvement for the benefit of the organisation (Robinson, Perryman and Hayman 2004). There is empirical evidence that indicates that organisations with a highly engaged workforce perform 20% better in their sectors than those with low employee engagement. As a result, the topic of employee engagement has gained popularity in both business and academia over the last ten years. Research shows, however, that less than 20% of employees are engaged. Whereas this shows concern over the return on investment made by organisations in their employees, it also provides an opportunity for organisations keen on boosting performance by improving employee engagement in the workplace.

In an organisation's workforce, management employees, popularly termed as managers, hold significant influence in driving performance, particularly in smaller organisations where they fulfill a range of responsibilities across departments. Managers are defined as employees who hold supervisory roles over teams, processes and work in the organisation. In addition to their role, they have been tasked with responsibility of implementing recommendations aimed at driving

engagement in the workplace. Most managers possess, immense talent given their knowledge, skills and experience in their fields. Given their influence over their teams, their relationship with the wider workforce is one of the main determinants of employee engagement (quote). Further research shows that 75% of employees who quit their organisations cite conflicts with their manager as the main reason for their decision. Therefore, employers keen on employee retention require managers who are highly engaged and can positively influence the rest of the workforce.

Certain factors affect engagement of employees in the workplace. Common among them are communication, recognition and rewards, empowerment and co-worker relationships. These four factors have appeared in over 50% of studies reviewed and not surprisingly, have also been identified as key lessons from companies that have succeeded in employee engagement in North America (Jaramilo, 2018). Whereas their influence on the workforce has been studied, their significance narrowed down to management employees is not well known. Instead, most of the research on engagement of management employees focused more on the traits that managers possess rather than factors within the organisation that influence engagement of managers (Burke & El-Kot, 2010; Koyuncu, Burke, & Fiksenbaum, 2006; Adekola, 2011). Communication is at the heart of any organisation as it underpins the interactions between two parties. This ties in closely with co-worker relationships which influence team collaborations impacting their performance and execution of deliverables. Empowerment is critical to managers as it not only grants them authority, but also resources to execute their roles effectively. Finally recognition and rewards deemed to be token of appreciation of the role managers play influences their perception of the value the organisation places on them and their efforts.

An understanding of their influence on engagement becomes beneficial, as it provides a basis or focus of attention especially for organisations where leadership involvement and the required investment resources are limited. Whereas these factors have been selected from case studies, a study of their impact in management employees in Kenya is useful to determine their generalizability.

### **1.3 Problem definition**

There is increased research and investment in employee engagement programmes. Despite this increase, recent global survey results indicate that there is still low employee engagement reported in the workplace (Morgan, 2017). A survey by the Gallup Research group (Mann & Harter, 2016) reported very low progress in employee engagement: a worldwide average of below 20% over the past six years. There are three perspectives to this problem in the geographical context of Kenya.

First, there are inadequate measures of employee engagement in Kenya. Most of the local research use the case study approach, selecting specific organisations or industries with unique profiles (Otieno, Waiganjo, & Njeru, 2015; Mutunga, 2009; Mokaya & Kipyegon, 2014; Mwangi, 2016; Koskey & Sakataka, 2015; Muthike, 2017). The findings either do not indicate the level of engagement, or if they do, they indicate that engagement is high in the organisations in Kenya (Wachira, 2013; Mokaya & Kipyegon, 2014). This contrasts global survey results that indicate engagement to be very low. There lacks consistency of results and significant variance between local survey and global survey results.

Second, research recommendations are addressed to management employees for action. While managers have influence and accountability over their teams, placing such demands and responsibility on them gives little consideration that they too are employees and need to be actively engaged in order to significantly and positively drive engagement in their teams. Given the global employee engagement score of below 20% and the influence that manager relationships have on worker engagement (MacLeod & Clarke, 2009), suggests that low engagement of management employees is indeed an area that requires attention.

There are inconsistencies noted in the concepts, theories and frameworks used for factors that influence engagement. While some are correlated, some co-dependent and others mutually exclusive, there are no agreed measures, determinants nor conclusions on the topic. These variations make it difficult to generalise the findings outside of their organisational context, yet employee engagement is a topic that cuts across organisations and industries and sectors (Wollard & Schuck, 2011). For example, Mokaya and Kipyegon (2014) studied employee engagement in the banking

industry in Kenya and drew different conclusions from Mwangi (2016) who studied engagement in private universities in Kenya or Njuki, Nzulwa, and Kwena (2017) who studied engagement in the health sector in Kenya. This poses implementation challenges for employers who have to determine which factors are relevant and further select which factors to prioritise.

There are common factors identified across different studies (see appendix 5) such as communication, empowerment, worker relationships, reward and recognition. Despite their being identified from different case studies, we could not conclude that they will influence employee engagement when applied to a general population as compared to specific case studies.

In summary, this study will address several research gaps. It will focus on engagement of management employees in Kenya, unlike other studies that have dealt with employees in general. It does this by assessing the status of management employees engagement, which had not been done before and also identify the factors that affect engagement of management employees. Secondly, unlike most studies that have adopted the case study approach and narrowed down to a sector or organisation, this study brings a broader perspective by conducting a general survey that cuts across various organisations and sectors.

#### **1.4 Research objectives**

The general objective of the study is to investigate the key factors that influence engagement of managers in Kenya.

##### **1.4.1 Specific objectives**

- i. To know the status of engagement among management employees in Kenya
- ii. To determine the influence of internal communication on engagement of management employees in Kenya
- iii. To determine the influence of reward and recognition on engagement of management employees in Kenya
- iv. To determine the influence of employee empowerment on engagement of management employees in Kenya
- v. To determine the influence of worker relationships on engagement of management employees in Kenya

#### **1.4.2 Research questions**

- i. What is the status of engagement among management employees in Kenya?
- ii. What is the influence of internal communication on engagement of management employees in Kenya?
- iii. What is the influence of reward and recognition on engagement of management employees in Kenya?
- iv. What is the influence of empowerment on engagement of management employees in Kenya?
- v. What is the influence of worker relationships on engagement of management employees in Kenya?

#### **1.5 Scope of the study**

The study sought to discover the factors that affect engagement of management employees in Kenya. It was conducted in April 2019 through a survey design. To generate generalizable understanding of managers, the study targeted 385 managers from diverse professions, organisations and industries, using a structured questionnaire by the researcher.

#### **1.6 Significance of the study**

There is a scarcity of research on engaging management employees in Kenya. This study will be of potential significance to scholars, organisational leaders and management employees. Scholars so far have focused on employees in general, whereas this study will focus on management employees, who are crucial to employee engagement solution. Scholars have also focussed on case studies, whereas this study focused on a general survey, not limited to a single organisation or sector. This study is important to organisational leaders as it helps them to understand how their managers are engaged and the factors affecting their engagement. The level of engagement of managers is very likely to influence the level of engagement of the wider workforce (Baumruk, 2006). Management employees can relate to the findings of this study which focuses just on them and on the factors that tend to affect their engagement. The findings of this study can help them articulate their needs to the employers.

## CHAPTER TWO: LITERATURE REVIEW

### 2.1 Introduction

In this chapter, the different variables are studied. A review literature is done on employee engagement as a concept, constructs that have been related to engagement and review of the factors identified as influencing engagement among managers.

### 2.2 Theoretical framework

Given the recent interest in the topic and varied definitions, a variety of theoretical models have been used by researchers to explain employee engagement. This study looked at three most relevant models used by scholars. The first one was the Needs-Satisfying Approach which focuses on the employee and explains how their personal needs can affect their engagement at work. The second was the Job Demands-Resources framework which focuses on the work environment and explains how the balance between work demands and the resources available to the employee can determine their level of job stress which then influences their engagement. The third was the Social Exchange Theory which focuses on the interactions between employee and their work environment and how this influences their engagement in the workplace.

#### 2.2.1 Needs-Satisfying Approach

The Needs-Satisfying Approach was developed by Kahn (1990) who is credited with the origins of employee engagement. In this approach, Kahn argued that employees have personal needs that include Self-worth, security and self-assurance. He further suggests three psychological conditions (meaning, safety and availability) which, if present, would influence their personal needs and impact their engagement. Managers seek meaning in their work, safety of expressing themselves in the organisation and availability of personal and organisational resources to equip and enable them to effectively engage in their work roles. These conditions are heavily influenced by how managers are recognised and rewarded, empowered and relate with their co-workers as well as how communication is handled in the organisation. Communication policies, Co-worker relationships and level of empowerment influence

a manager's perception of freedom and safety to express themselves wholly in the organisation.

Kahn's approach, despite explaining the rationale behind employee engaging at work, has been demerited for not being able to explain why employees then engage at varying levels (Saks, 2006). Another limitation is that it is solely focused on the employee, yet engagement involves two parties such that the employer, as well, needs to be considered.

### **2.2.2 Job Demands-Resources Model**

This model, developed by Bakker and Demerouti in 2001, conceptualised the potential antecedents of work engagement and burnout. The model explains how the balance between job demands and resources available to a manager determines their engagement at work. It assumes that every occupation may have its own unique work features which are associated with job stress (Bakker & Demerouti, 2007). These are classified into two categories: job demands, defined as aspects of the job that require an individual's efforts or skills. On the other side is resources, which are categorised as job resources and personal resources. Job resources refer to aspects of the job that aid in achieving work goals, reducing job demands or stimulate personal development (Bakker & Demerouti).

Examples of job resources include time at work, knowledge and training, and proper communication of information relevant to the employee's work and role. Personal resources are those which an employee brings into the workplace and draws upon to meet the job demands. This includes resilience, concern, self-efficacy and workaholism, which are associated with work engagement in the workplace (Guglielmi, Simbula, Schaufeli, & Depolo, 2012). Research carried out on managers (Burke & El-Kot, 2010; Koyuncu, Burke, & Fiksenbaum, 2006; Adekola, 2011) draw on this model to explain antecedents of engagement. Recent studies, however, have challenged the JD-R model by arguing that job demands in some cases, may not negatively impact engagement (Bailey, Madden, Alfes, & Fletcher, 2015). The model explains how an employee taps on personal and job resources to meet the work demands, however, it does not explain how the employee benefits from the same resources.

### **2.2.3 Social Exchange Theory**

This theory builds upon the Needs-Satisfying approach by Kahn (1990). With reference to Kahn's approach, Saks (2006, p.603) suggested that "A stronger theoretical rationale for explaining employee engagement can be found in the social exchange theory (SET)". This theory blends the personal needs and job demands on the manager with the resources available, both personal and organisational. In Social Exchange Theory, people make social decisions based on perceived costs and benefits of their role (Ologbo & Saudah, 2012). Costs in this case refer to personal needs and job demands, while benefits refer to personal and organisational resources. Based on their individual perceptions of what is required of them against what they receive from their organisation, employees will reciprocate with a level of engagement. For example, managers expect to be well rewarded for their roles and contributions in the organisation. Where this falls below their expectation, they will respond by disengaging at work. The reverse may also apply where they will engage more, where they feel well recognised and rewarded for their work. The same applies to where managers perceive themselves to be well empowered in the organisation. Both the manager and the employer follow a process of negotiated exchanges which, if complying by certain "rules of exchange", develop into a relationship that is based on trust, loyalty and mutual commitments. Where these rules are broken, engagement is negatively affected.

This theory provides a basis on how social connections in the workplace influence the employee work experiences and their individual needs. It also provides the justification for the employees engaging at different levels. According to Saks (2006) there is an emotional and psychological relationship between employees and their organization which forms this engagement. Gibbons (2006, p.5) described this as a "heightened emotional and intellectual connection that an employee has for the workplace (comprising the job, organization, manager, or co-workers) that in turn influences them to apply additional discretionary effort to his/her work".

This theory addresses the demerits of the both the needs-satisfaction and those of the JD-R framework by showing how both the employee and the organisation exchange their resources to meet their needs. It explains how a change in one component

(demands or resource) destabilises the equilibrium and thus triggers a series of negotiations and reciprocity until a new equilibrium is achieved.

## **2.3. Empirical review**

### **2.3.1 Employee engagement**

Business practitioners have argued that Kahn's approach to employee engagement was in the context of human psychology and therefore studied personal engagement as an employee's state of mind in the workplace. They refer to the work of The Gallup organisation, who are credited with coining the term after 25 years of research on employee engagement from a management view. They developed the Gallup Q<sup>12</sup> model which, they stated, addresses the 12 core elements that influence behavior and eventually business performance (Kular, 2008; Vance, 2006; Andrew & Sofian 2012; Cotton, 2012). In the Gallup Q<sup>12</sup> model, employees are classified into three categories: engaged, disengaged/passive and actively disengaged.

Engaged employees are those who fully express themselves at work by their cognitive, affective and physical involvement. Such employees radiate energy, enthusiasm and loyalty in the workplace. Passive employees are those who express themselves at work to meet the bare minimum required to stay afloat in the organisation. Such employees, though appear to be busy at work, are not fully utilizing their abilities or potential. Actively disengaged employees are those who are considered a negative energy in the workplace. Such members discourage their teams and are a risk at pulling down morale in the organisation. Academic scholars, however, argue that The Gallup reports lay considerable emphasis on the methodology and results of their research and less on defining the construct, leading to different interpretations by their users (Little & Little, 2006).

Schaufeli and Bakker (2003) defined engagement as characterized by three dimensions: vigor, dedication, and absorption. Their concept on the three components of engagement are likened to the Kahn's "expression of oneself": vigor (physical), dedication (emotional), absorption (cognitive). However, Schaufeli and Bakker argue that, unlike the Kahn's perspective of as a momentary state, work engagement is persistent and pervasive. They developed the Utrecht Work

Engagement Scale (UWES) that has been commonly and widely used as a standard measure of engagement. The scale measures engagement from the three dimensions measure above.

### **2.3.2 Factors that influence engagement**

Employees will engage at varying levels in response to different factors, whether they are defined as conditions (Kahn, 1990), resources (Schaufeli & Bakker, Utrecht, 2003), or perceived benefits (Saks, 2006). Several factors have been identified in employee engagement studies as determinants (see appendix 5). Some studies have explored the general factors that, together, influence employee engagement (Mbae, 2014; Mokaya & Kipyegon, 2014; Mutunga, 2009; Otieno, Waiganjo, & Njeru, 2015; Mwangi, 2016; Wachira, 2013). Other studies have explored the relationship between employee engagement and individual variables such as work life balance (Kangure, 2014); leadership styles (Ndethiu, 2014); co-worker support (Ngari, 2015); job design (Kariuki, 2015); reward (Koskey & Sakataka, 2015); employee training (Mutumbu, 2016) and total reward management systems (Wamweru, 2018).

By eliminating duplicate factor sets and merging similar factors, 25 studies were selected to identify common factors that influence engagement. These were selected and sorted, based on frequency of identification (Imandin, Bisschoff, & Botha, 2015). The most common factors identified in these studies were communication which appeared in 14 studies, reward and recognition also appeared in 14 studies, empowerment appeared in 10 studies and co-worker relationships appeared in 16 studies. These factors, though mutually exclusive, are characteristic components of each other and work together in fostering significant influence on manager engagement in the organisation.

Unsurprisingly, three of these factors identified above (communication, worker relationships and rewards) were also identified from key learning of companies that have succeeded in employee engagement in developed economies (Jaramilo, 2018). Studies on management employees are few and the factors identified in these studies as influencing engagement include need for achievement and workaholic behaviour (Burke & El-Kot, 2010; Adekola, 2011; Koyuncu, Burke, & Fiksenbaum, 2006). The

challenge with these factors is that despite their influencing engagement, they are intrinsic traits of managers, thus there is very little that the organisation can do to address them.

These traits would be beneficial or a critical consideration at a recruitment process of managers or when selecting managers for certain tasks (Roberts & Davenport, 2002). They would not be applicable in situations where organisations already have managers who demonstrate or lack these traits. Employers seek to influence engagement of their managers; thus such factors would not apply to the employer and are therefore not applicable to this study. This study focussed on the four common factors identified above and are discussed in detail in the next section.

### **2.3.2.1 Internal Communication**

Communication is described as the interactions between individuals and/or groups at various levels or areas of specialization that are intended to design/redesign organisations (Krishnan & Wesley, 2013). It is a two-way process of exchange where employees are able to receive information about the things that are relevant to them and their work and at the same time voice their ideas and suggestions (Robinson, Perryman, & Hayday, 2004).

Truss et al. (2006) identified three main factors that influence engagement which are related to communication: being well informed about the organisation, giving upward feedback and perceptions of leadership commitment to the organisation. Krishnan and Wesley (2013) stated that employees consider the level of communication as an indicator of their relative value in the organisation. Likewise, Welch (2011) argued that where communication is lacking, employees are concerned about the future of the organisation. This explains why internal communication was found to be the top driver of engagement (MacLeod & Clarke, 2009).

Through communication, employees get clarity on key issues affecting their work and are subsequently empowered with the information required to effectively engage such as the vision, values, their roles and performance fit in the organization. Employees

also want updates on matters affecting the organisation and their work (Seijts & Crim, 2006). Senior leadership communication is a key promoter of employee engagement through creating awareness to employees on key issues affecting the business, thus building a sense of belonging and commitment to the organization (Welch, 2011).

Internal communication is not just about managers receiving information, but also opportunities for managers to give and receive feedback on performance and workplace matters. The openness in which employee communication is managed provides benefit to both parties as it builds trust for employees. Lockwood (2007) added that “strategic and continuous communication lends credibility to the organisation’s leadership”. This results in managers feeling more engaged and empowered to build positive relationships between the organisation and external stakeholders (Mishra, Boynton, & Mishra, 2014).

Ruck (2018) also pointed out that in order to for employees to be engaged there are four issues that need to be addressed with regards to internal communication. He developed the internal communication questionnaire, which is a model that assesses the effectiveness of communication in the workplace and how it affects employee engagement. This is based on four dimensions which agree with the perspectives of researchers above. These are communication channels, information, leadership communication and employee voice/feedback. With reference to the first objective of this research (internal communication as a factor), this foregoing discussion leads us to conclude that internal communication will positively influence engagement of management employees

### **2.3.2.2 Reward and Recognition**

Recognition is the acknowledgement of something or someone, and in the case of employees, this would be acknowledgement of their role, efforts and accomplishments. A reward is something given in recognition of someone’s efforts. To effectively influence engagement, recognition on its own requires support of a strong, consistent reward system. In the case of employee engagement, a reward is not just anything given to the employee. It must be of perceived value to the employee.

Recognition and reward give the employees a sense of being valued as well as a determination, by the employer, to create opportunities for their career growth. This influences their level of engagement as they perceive an exchange of their efforts with new career opportunities (Imandin, Bisschoff, & Botha, 2015) and a sense of being valued (Robinson, Perryman, & Hayday, 2004). Hamid et al (2015) studied the relationship between reward and recognition and employee engagement and found a strong positive and significant impact on employee engagement.

Saks (2006) suggested that employees are more likely to engage themselves at work to the extent that they perceive a greater reward and recognition for it. This can be financial or non-financial, tangible or intangible, formal or informal and intrinsic or extrinsic. It can be in the form of anything that the manager considers of value in return for their effort. A 2009 survey carried out by McKinsey & Company (Dewhurst, Guthridge, & Mohr, 2009) which found that recognition (Praise from supervisors, leadership attention and a chance to lead projects or team) was more effective motivation than financial incentives.

Similarly, Koskey and Sakataka (2015) found out that promotion and training opportunities were among the key contributors of engagement. However, Mokaya and Kipyegon (2014) pointed to remuneration as the highest contributor to employee engagement. This contrast highlights the need for employers to understand their managers and tailor appropriate rewards. With reference to the second objective of this research (recognition and reward as a factor), this foregoing discussion leads us to conclude that recognition and reward will positively influence engagement of management employees

### **2.3.2.3 Empowerment**

Empowerment, as defined in the business dictionary online as “A management practice of sharing information, rewards, and power with employees so that they can take initiative and make decisions to solve problems and improve service and performance” (Dictionary, 2019). Further definition of the term can be traced to early academic research where it was described as a “process of enhancing feelings of self

-efficacy among organizational members through the identification of conditions that foster powerlessness and through their removal by both formal organizational practices and informal techniques of providing efficacy information” (Conger & Kanungo, 1988).

Spreitzer (1995) described empowerment as a psychological state that is comprised of four key traits: meaning, competence, self-determination and impact. Empowerment draws on a manager’s competence, while at the same time allows them an opportunity for growth. Psychologically empowered managers report positive influence on employee engagement (Jose & Mampilly, 2014). However, like Kahn (1990), this perspective focuses on the psychological state of the manager and does not address what organisations can do. Roller (1998), pointed to better empowerment indicators that are less abstract, more behavioural specific and highlight areas of organisational intervention. He developed the perception of empowerment instrument, which highlight three common dimensions that appear to be important in empowerment: autonomy, responsibility and participation.

Empowering of managers has to do with sharing information and granting them autonomy to make decisions and control over their destiny (Ongori, 2009). This includes control over their time, tools and organisational resources. Empowerment also involves transfer of accountability and responsibility to the manager. This aspect of accountability has been suggested to be the link between empowerment and manager engagement (Bradt, 2016). Empowerment builds excitement in managers as they perceive themselves to be in control of their destiny. It also gives them a sense and feeling of being valued and that their contribution is valuable to the organisation (Ongori, 2009). This feeling of being valued has been found to be one of the factors that drive engagement in the workplace (Robinson, Perryman, & Hayday, 2004; Imandin, Bisschoff, & Botha, 2015). With reference to the third objective of this research (empowerment as factor), this foregoing discussion leads us to conclude that empowerment will positively influence engagement of management employees.

#### **2.3.2.4 Co-Worker relationships**

Biggs, Swailes, and Baker, (2016) described co-worker relationships as “the interactions between individuals and their co-workers, their supervisors and their organisation”.

Co-worker relationships was identified as a leading and significant driver of employee engagement in several studies (Saks, 2006; Bedarkar & Pandita, 2014; Nielsen & Gonzalez, 2015; Ologbo & Saudah, 2012; Omar & Mohd -Yusoff, 2016; Mwangi, 2016; Perrin, 2008; Hughes & Rog, 2008). Healthy interpersonal relationships, combined with leadership style, group dynamics and organisational norms, promote psychological safety. This allows workers to engage fully without fear of perceived danger or negative consequences (Kahn, 1990).

An employee’s interpersonal relationships in the workplace is influenced by two groups of workers: co-worker and supervisor. Co-worker relationship looks at interactions between a manager and his/her peers and junior colleagues, while supervisor looks at interactions between and manager and his/her senior colleagues. Seijts and Crim (2006) found out that where employees work in a team that has good relationships, they outperform individuals or teams that lack the same.

Mwangi (2016) added to this by stating that where social support from good relationships lack, individuals try to resolve problems on their own and this builds stress which eventually leads to their disengagement. Work friendships become a key enabler of employee engagement and retention is negatively correlated to employee turnover (Tews, Michel, & Ellingson, 2013). MacLeod and Clarke (2009) discovered that an employee’s relationship with their co-worker(s), especially leadership or immediate supervisor is critical in influencing their engagement.

Leadership is critical in fostering worker collaboration, building credibility and confidence in the teams (Seijts & Crim, 2006). Good leadership is crucial in building and sustaining empowerment (Ongori, 2009) by how the leader communicates, manages the team’s workload and recognises the employee’s contribution to the team/organisation. Good quality line managers are those who care about their

employees, keep them informed, treat them fairly and encourage them to perform well (Robinson, Perryman, & Hayday, 2004).

Several studies have found that worker interactions with direct leadership plays a significant role in influencing employee engagement (Saks, 2006; Hughes & Rog, 2008; Njuki, Nzulwa, & Kwena, 2017; Mutunga, 2009). This is so significant such that one's relation with their manager can have four times greater impact than other drivers identified such as pay and benefits (Hughes & Rog, 2008). The manager creates the connections between the employee and the organization and as a result the manager-employee relationship is a deal breaker in relation to retention (Lockwood, 2007). With reference to the fourth objective of this research (co-worker relationships as a factor), this foregoing discussion leads us to conclude that co-worker relationships will positively influence engagement of management employees.

#### **2.4. Summary of literature**

From the review of literature, overall engagement of management employees is influenced by the satisfaction of the employee's personal needs, the organisational setting (work demands and resources available), and the exchanges that occur between the employee and their organisation in providing the relevant resources to meet the needs of both parties. The social exchange theory highlights how the resources exchanged to meet demands of each party has an effect on the level of engagement of managers.

The literature also shows how each variable is comprised of different dimensions. These are highlighted in figure 2.1. Internal communication, reward and recognition, empowerment and healthy co-worker relationships are independent variables that have been found to be the most common factors that influence engagement. These variables, though exclusive in nature, are intertwined and, together, significantly influence engagement of managers in the workplace.

## 2.5. Conceptual framework for the study

The framework used in the study looked at factors that influence manager engagement as the independent variables together will significantly impact on employee engagement as the dependent variable. This is shown below.

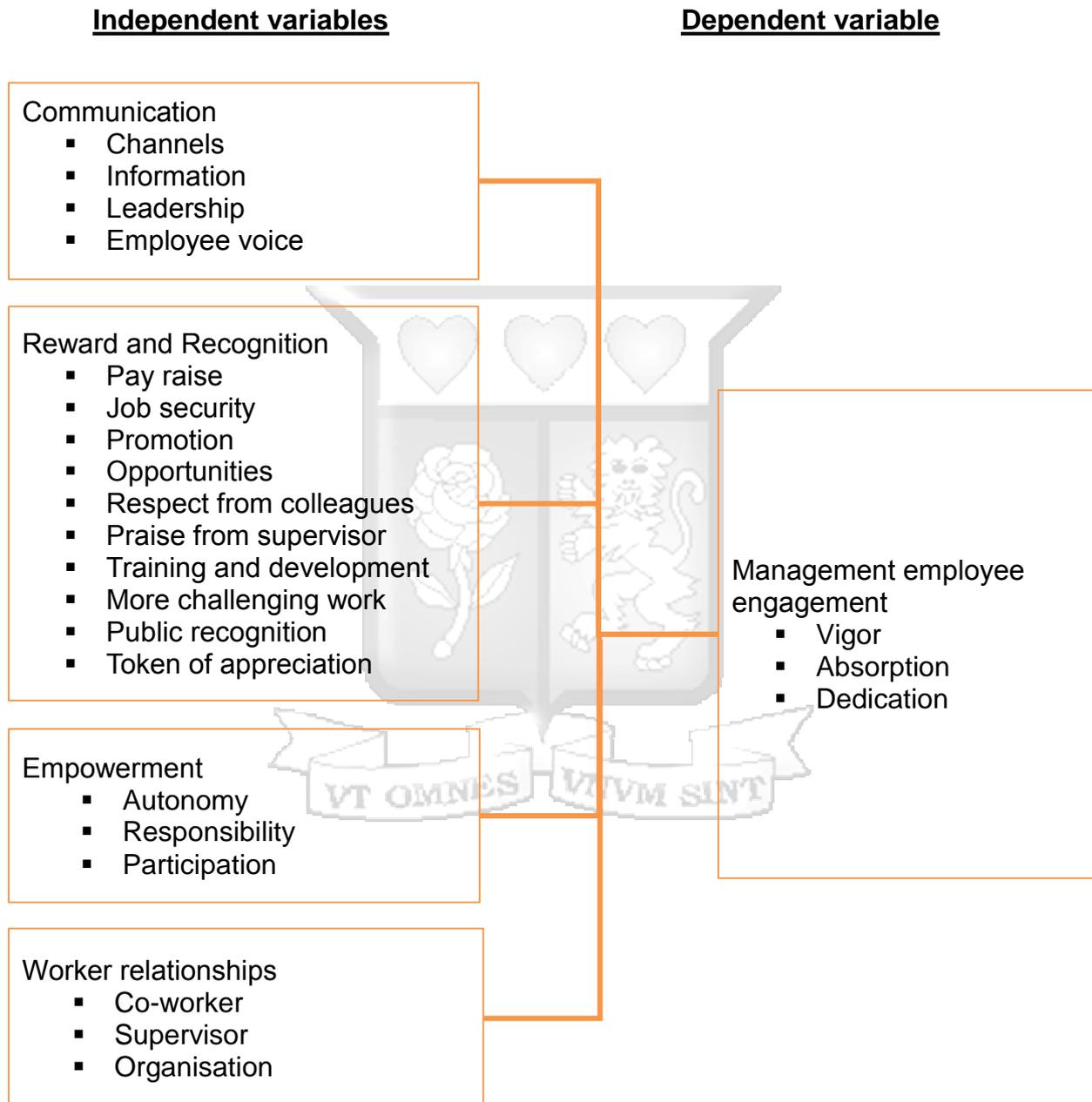


Figure 2.1: Conceptual framework

Source (Researcher, 2019)

## 2.6. Operationalisation of the study variables

Following a literature review the variables of the study were operationalized and measurement indicators were developed.

| Variable    |                                 | Indicators   | Measurement   | Supporting literature           |
|-------------|---------------------------------|--|---|---------------------------------|
| Dependent   | Employee Engagement             | Vigor (3 items)<br>Dedication (3 items)<br>Absorption (3 items)  | Likert type scale<br>7 point Rating Scale:<br><br>1=Lowest ;<br>7=highest | Schaufeli et al (2006)          |
| Independent | Internal communication          | Channels (1 item)<br>Information (2 items)<br>Leadership communication (2 items)<br>Employee voice (2 items) | 7 point Rating Scale:<br><br>1=Lowest ;<br>7=highest                      | Ruck (2018)                     |
|             | Empowerment                     | Autonomy (3 items)<br>Responsibility (3 items)<br>Participation (3 items)                                    | 7 point Rating Scale:<br><br>1=Lowest ;<br>7=highest                      | Roller (1998)                   |
|             | Rewards and Recognition         |  | 7 point Rating Scale:<br><br>1=Lowest ;<br>7=highest                      | Saks (2006)                     |
|             | Healthy co-worker Relationships | Co-worker (3 items)<br>Supervisor (3 items)<br>Organisation (3 items)  | 7 point Rating Scale:<br><br>1=Lowest ;<br>7=highest                      | Biggs, Swailes and Baker (2013) |

**Figure 2.2: Operationalisation of study variables Source (Researcher, 2019)**

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

Kothari (2004) defined research methodology as “a way to systematically solve a research problem”. The approach in this chapter was to focus on the procedures, methods and tools that were used during the study. Hence, the discussion will be presented on: research design, target population, sampling strategy, data collection process and data analysis.

### **3.2 Research Design**

The study focused on measuring the perceptions of the individual and used primary data as the main source of information. The study adopted the survey research design. Due to the large size of the population, a survey by a questionnaire was considered the most appropriate method for measuring the perceptions of the managers. This minimised the possibility of researcher bias (Basbous, 2011) and allowed respondents to attend to the questionnaire at their convenience. A survey design was therefore used in this study.

### **3.3 Population**

This research focused on management employees. Management employees were identified in this study as those individuals who hold managerial and supervisory positions in their organisations. This was evidenced by the seniority of the role titles held in their organisations, the number of direct reports or teams they led and also their ownership over departments or business units. The population excluded entrepreneurs, business owners or employees who held directorship roles in their organisations. There were no restrictions on which sectors or geographical locations that they worked in Kenya.

### **3.4 Sampling**

Simple random sampling and snowball sampling methods were used as the aim was to generalize the results to the wider population. As the population of management in Kenya is large, a sample size was determined using Cochran's formula where

population is large but unknown (Bartlett, Kotrlik, & Higgins, 2001). This is computed as below:

$$n_0 = \frac{Z^2 pq}{e^2}$$

Where:

- **n<sub>0</sub>** is the sample size
- **e** is the margin of error = 5%
- **p** is the estimated proportion of the population which has the attribute in question. since it is unknown, assumed proportion is 50%
- **q** is 1 – p = 50%
- **Z** is the z value for a 95% confidence level with 5% margin of error = 1.96

Using the Cochran's formula, the sample size is determined as

$$n_0 = \frac{(1.96)^2(0.5)(0.5)}{(0.05)^2} = 384.16$$

A random sample size of 385 management employees was determined as sufficient for this research. 400 management employees were selected from the researcher's networks and were used to contact other managers who are known to the initially selected management employees. Respondent profiles were then reviewed by Human resource experts and selected based on their titles. 151 selected management employees who participated in the survey had complete responses.

### 3.5 Data collection methods

Data was collected using an online self-administered, semi-structured questionnaire. This allowed respondents to complete the survey at their convenience. The questionnaire was divided into three segments. The first segment dealt with employee engagement. This was measured using the Utrecht Work Engagement Scale (UWES) developed by Schaufeli et al (Schaufeli & Bakker, Utrecht, 2003). The initial scale had seventeen items, however, a shortened version, UWES 9, is widely used as it has been validated in several countries and has been found to have acceptable psychometric properties (Schaufeli, Bakker, & Salanova, 2006).

The second segment dealt with factors that influence employee engagement. A variety of measures were used in questionnaire to capture the different factors being studied. Internal communication was measured using a seven-item scale by Ruck (2018). Respondents were requested to indicate the extent to which they perceive employee communication in their organisations. Reward and recognition were measured using a ten-item scale designed by Saks (2006). Respondents were asked to indicate the extent to which they received certain rewards for performing well in their work.

Empowerment was measured using a fifteen-item scale designed by Roller (1998). Respondents were requested to indicate the extent to which they perceived several aspects of being empowered in their organisational roles.

Healthy co-worker relationships were measured using a nine-item scale designed by Biggs, Swailes & Baker (2013). Respondents were requested to indicate the extent to which they perceive their relationship with co-workers.

The third segment was concerned with the general information about the respondent. The questions include age, gender, professional background, work experience and tenure with the organisation.

Questionnaires were completed electronically using appropriate online survey tools.

### **3.6 Research quality**

To ensure research quality, the survey questionnaires are usually tested for validity and reliability, as these are considered the fundamental features of any measurement instrument of a quality research. This is because this increases transparency and reduces researcher bias (Mohajan, 2017).

Validity refers to the degree with which the survey tool measures what it claims to be measuring. It looks at what the instrument measures and how well it does. (Mohajan, 2017). To ensure validity of data, the questionnaire used measures that are respected in the field. It was reviewed by experts in the topic to evaluate its content and relevance in light of the research objectives (Collingridge, 2016). The questionnaire was pilot-tested before it was administered. This aided in determining whether the purpose of the study was understood and considerations made such as level of interest of respondents and level of difficulty when filling the questionnaire. It also

determined whether objectives would be met as well as to obtain feedback on any other considerations to be included. The respondents were not informed that it was a pilot-test. This ensured seriousness when filling the questionnaire.

Reliability, refers to the degree with which the survey tool produces consistent results. To test internal consistency, the Cronbach’s Alpha was considered a most common measure, whose value ranges from 0 to 1. An acceptable value in this measure is 0.70 and above (Santos, 1999).

**Table 3.1: Cronbach Alpha results**

| Raw Alpha | 95% Confidence Interval |      |
|-----------|-------------------------|------|
| 0.96      | 0.95                    | 0.97 |

Since the acceptable value is 0.70 and above, the data used from the survey can be considered reliable

To ensure objectivity, responses to the questionnaires were anonymous and results treated with confidentiality.

### **3.7 Data analysis**

#### **3.7.1 Summary of the analysis Carried out**

The questions in the survey tool were referenced and arranged in data tabulation format. The responses from participants were assigned codes in order to quantify the observations based on the instrument scales. Data entry and analysis was done using the R software. The presentation of the results began by describing the profile of the respondents on the basis of their background data (age, gender, management level sector, department and tenure). Responses to employee engagement were measured using a 7 point Likert scale. These were then categorized into three as highlighted below:

**Table 3.2: Likert Scale**

| <b>Ranking</b>    | <b>Average Score</b> |
|-------------------|----------------------|
| <b>Engaged</b>    | 6 – 7                |
| <b>Passive</b>    | 3 – 5                |
| <b>Disengaged</b> | 1 – 2                |

Conclusions on the key factors that affect employee engagement were drawn using both descriptive and inferential statistics. The descriptive statistics were based on frequency distributions and percentages to determine the distribution of responses. The inferential statistics relied on a Spearman Rank Correlation analysis, a multinomial logistic regression, the Kruskal Wallis test and the Post hoc Dunn Test, explained in the next sections.

### **3.7.2 Spearman's Rank Correlation**

The Spearman rank correlation is a non-parametric test that measures the degree of association between two variables based on using a monotonic function. The advantage of the Spearman approach is that it does not assume any assumptions about the distribution of the data and is the appropriate correlation analysis when the variables are measured on an ordinal scale (e.g. on a likert scale of 1 to 7, as is used in this study).

Consequently, the Spearman correlation allows us to check if there is a statistically significant relationship between the responses on two factors. In this case, we are interested in assessing whether there is any significant correlation between responses to each of the four factors (Communication, Empowerment, Co-worker relationships and Reward Recognition) and levels of engagement. Where the factors are captured by several Likert scale items/questions, a median of the responses to the questions is taken to represent the perception about that particular factor. The correlation is estimated for each of the types of engagement: Vigor, Dedication and Absorption.

### **3.7.3 Multinomial Logistic Regression**

A logistic regression was used to investigate the significance of the indicators on employee engagement. Logistic regression is used when predicting dependent

variables which are ordinal or categorical, rather than continuous. The nature of the data collected on employee engagement and the factors that affect it is ordinal data from a Likert scale ranking. The dependent variable in the study is employee engagement, which was captured by three indicators including Vigor, Absorption and Dedication. A median of the rankings for each indicator was calculated, and three levels of engagement were defined on the basis of these scores: Managers are either Engaged, Passive (undecided) or Disengaged. In this case, our dependent variable is a multiclass variable (not binary). Because of this, the study uses a multinomial logistic regression, rather than a binary logistic regression.

For the factors that affect employee engagement, four main variables were used in the study. For the regression analysis, we used the sub-indicators, which total to ten. These include Communication Channels, Information, Communication from Leadership, Employee Voice, Autonomy, Participation, Responsibility, Reward and Recognition, Co-worker relationships, Relationship with supervisor and Organization environment for positive working relationships. The median score for each sub-indicator is calculated and taken as continuous for the model estimation.

The analysis estimated three separate models, one for each indicator of employee engagement (Vigor, Absorption and Dedication). This informed whether different factors affect the types of engagement differently. One of the key foundations underlying the multinomial logistic regression is that the relationship between each pair of outcome groups is not the same. In other words, the multinomial logistic regression assumes that the coefficients that describe the relationship between, say, engaged versus passive are different from those that describe the relationship between passive and disengaged. Therefore, since we have three possible outcomes, we have two sets of coefficients for each model, one relating odds of being engaged versus being disengaged and another relating to odds of being passive versus being disengaged.

The dependent variable takes the form of a log-odds ratio which is expressed as follows:

$$\text{Log} \left[ \frac{P(EE=Engaged)}{P(EE=Disengaged)} \right] = \alpha_1 + \mathbf{X}\beta'_1 \quad (1)$$

$$\text{Log} \left[ \frac{P(EE=Passive)}{P(EE=Disengaged)} \right] = \alpha_2 + X\beta_2' \quad (2)$$

Where:

$\frac{EE=Engaged}{EE=Disengaged}$  and  $\frac{EE=Passive}{EE=Disengaged}$  are the odds of an outcome of engaged or passive, rather than disengaged. An odd is the ratio of the probability one outcome over another.

$\alpha_1$  and  $\alpha_2$  are vectors of intercepts

$X$  is the matrix of independent variables considered for the model.

$\beta_1'$  and  $\beta_2'$  are the vectors of beta coefficients for each of the independent variables

### 3.7.4 Kruskal Wallis Test and the Dunn Test

The Kruskal Wallis seeks to assess if it is likely that observations (responses) in one group are greater than an observation (greater) in the other. This is sometimes stated as testing if one sample has stochastic dominance compared with the other (Stochastic Dominance -- the probability that a randomly drawn observation from one group will be greater than a randomly drawn observation from another (Kruskal & Wallis, 1952)). The Kruskal-Wallis test is a nonparametric (distribution free) test, therefore we do not have to make any assumptions about the distribution of the dependent variable. The Kruskal-Wallis test can be used for both continuous and ordinal-level dependent variables. It is similar to the Mann–Whitney U test but can be applied to one-way data with more than two groups.

The analysis below follows from the plots seen above and seeks to investigate if there are any statistical differences in the responses to the questions depending on the background factors seen above: manager's department, their tenure and the management level. The plots give us a visual representation of the differences, whereas the Kruskal-Wallis test gives a non-graphical description of the statistically significant differences and where they exist.

The null and alternative hypothesis of the Kruskal Wallis Test is shown below:

- **Null hypothesis:** The groups are sampled from populations with identical distributions (This means the different groups exhibit stochastic equality)

- **Alternative hypothesis:** The groups are sampled from populations with different distributions (This means one group from the sample exhibits stochastic dominance over the others)

If the Kruskal Wallis Test reports significance, a post-hoc analysis can be performed to determine which groups differ from each other group. If no significant difference across each group is noted, no post hoc analysis is carried out. The most widely used post-hoc test for the Kruskal–Wallis test is the Dunn test which is used in this study (Dunn, 1961). The Dunn Test reports the results among multiple pairwise comparisons after a Kruskal-Wallis test for stochastic dominance among k groups (Kruskal and Wallis, 1952).

### **3.8 Ethical issues in research**

In undertaking this research ethical issues were considered. The researcher obtained approval from the university's ethical review committee and a research license before undertaking research. The research did not involve any vulnerable persons and participants took part in the survey only after they had been informed and signed a consent form. They were not exposed to any harm and also had the right to withdraw from the research at any time without any implications. The participants were assured of confidentiality of all the information they gave. Information provided by the participants was stored securely and data encrypted. Access to the data was shared with only those very closely connected to this research.

## CHAPTER 4: PRESENTATION OF RESEARCH FINDINGS

### 4.1 Introduction

This chapter presents the results and findings from the survey responses. The results are presented in the following order: section 4.1 estimates the Cronbach's Alpha as measure of reliability of the data. Section 4.2 highlights the profile of the respondents by summarizing the age brackets, gender, marital status, sector, management level and department. Section 4.3 analyses the findings from the results on Employee Engagement. Section 4.4 to Section 4.8 focuses on how the respondents perceive the four employee engagement factors: Internal communication, Empowerment, Worker Relationships and Reward and Recognition. In this section, we also go further to analyse how the perceptions of the factors are correlated to the managers' employee engagement.

### 4.2 Respondents Profile

#### 4.2.1 Age and Gender

Majority of the respondents are in the 31 to 40 age bracket (66%); the male respondents were slightly more than their female counterparts (53% versus 47%).

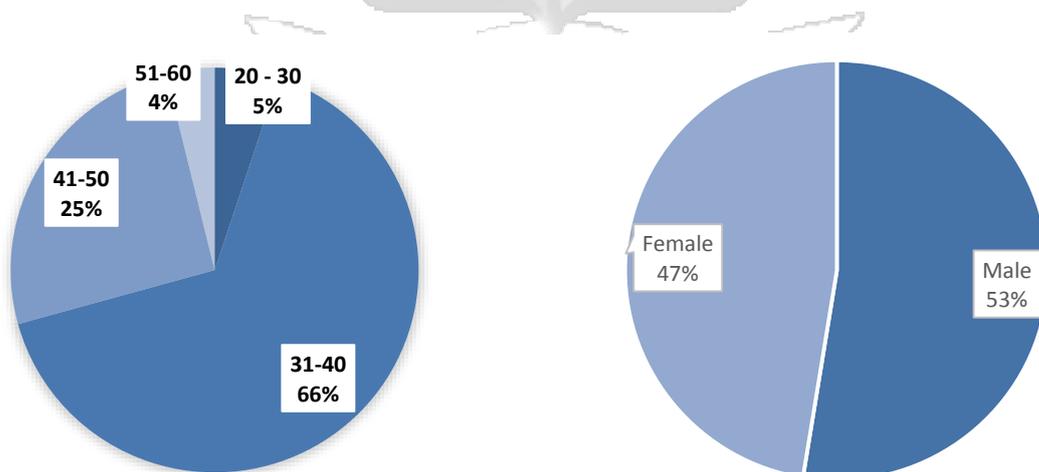


Figure 4.1: Age groups and gender of participants

Source: Survey data

#### 4.2.2 Gender and Marital Status of Respondents

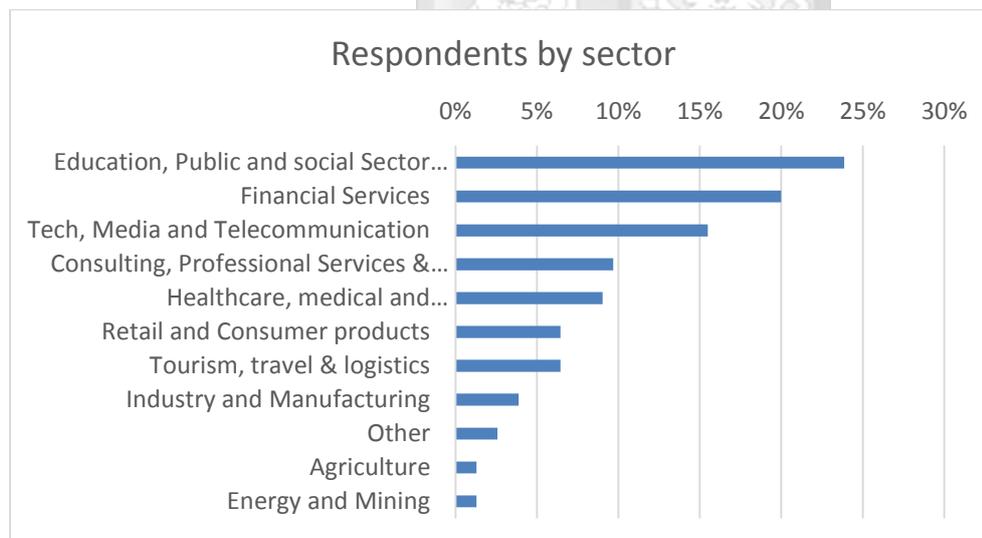
Majority of the survey respondents are male and married (49%% of the sample), with the least being Separated and Male (1%).

**Table 4.1: Gender and marital status profile of respondents**

| Marital Status | Female | Male | Grand Total |
|----------------|--------|------|-------------|
| Single         | 15%    | 2%   | 17%         |
| Married        | 31%    | 49%  | 80%         |
| Separated      | 2%     | 1%   | 3%          |
| Grand Total    | 47%    | 53%  | 100.0%      |

#### 4.2.3 Sector

Majority of the respondents are from education, public and social sectors (23% of the sample).

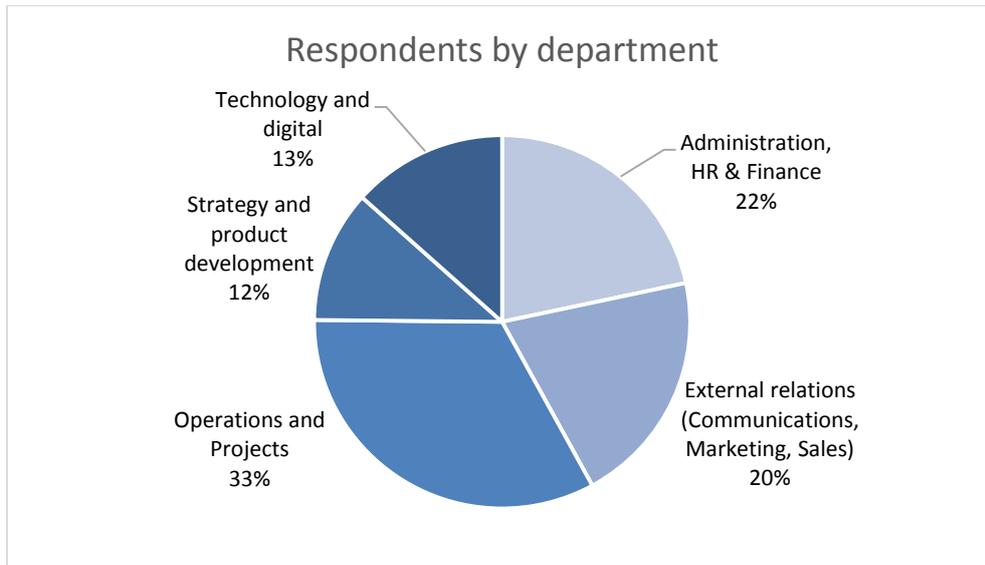


**Figure 4.2: Respondents by sector**

**Source: Survey data**

#### 4.2.4 Department and Management Level

There was on overall, a good balance of various departments with the largest department representation being Operations and Projects (34% of the sample)



**Figure 4.3: Respondents by department** Source: Survey data

**Table 4.2: Department and management level profile of respondents**

| Department                       | First-line management | Middle management | Senior Management | <b>Grand Total</b> |
|----------------------------------|-----------------------|-------------------|-------------------|--------------------|
| Administration                   | 3%                    | 10%               | 8%                | <b>21%</b>         |
| External relations               | 3%                    | 13%               | 4%                | <b>20%</b>         |
| Operations/ Projects             | 7%                    | 17%               | 10%               | <b>34%</b>         |
| Strategy and product development | 1%                    | 3%                | 7%                | <b>11%</b>         |
| Technology and digital           | 4%                    | 5%                | 6%                | <b>14%</b>         |
| <b>Grand Total</b>               | <b>18%</b>            | <b>48%</b>        | <b>34%</b>        | <b>100%</b>        |

Majority of the respondents are in middle management in operations and projects departments. This is closely followed by middle managers in external relations (communications, marketing and sales).

#### 4.2.5 Tenure and Management Level

**Table 4.3: Tenure and management level profile of respondents**

| Tenure             | First-line management | Middle management | Senior Management | <b>Grand Total</b> |
|--------------------|-----------------------|-------------------|-------------------|--------------------|
| Less than a year   | 1%                    | 2%                | 6%                | <b>8%</b>          |
| 1- 5 years         | 8%                    | 24%               | 14%               | <b>46%</b>         |
| 6 - 10 years       | 8%                    | 14%               | 9%                | <b>31%</b>         |
| 11 - 15 years      | 1%                    | 2%                | 3%                | <b>7%</b>          |
| More than 15 years | 1%                    | 6%                | 1%                | <b>8%</b>          |
| <b>Grand Total</b> | <b>18%</b>            | <b>48%</b>        | <b>34%</b>        | <b>100%</b>        |

Majority of the respondents are employees with 1 to 5 years of tenure. This is followed by respondents with 6 to 10 years of tenure.

#### 4.3 Employee engagement

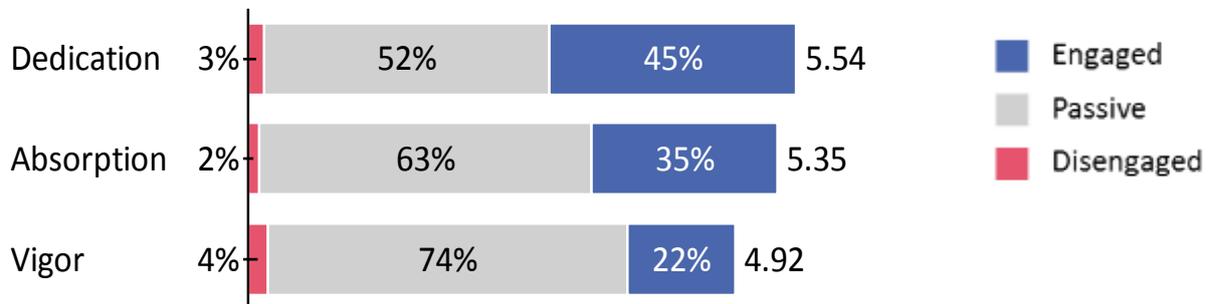
The respondents gave their ratings on their experience of “engagement” while at work on the basis of 9 items. These items were operationalized from three key indicators: Vigor, Dedication and Absorption. The summary of the responses to the indicators are tabled below:

**Table 4.4: Summary of employee engagement responses by indicator**

|                   | Dedication | Absorption | Vigor | Overall Engagement |
|-------------------|------------|------------|-------|--------------------|
| <b>Engaged</b>    | 45%        | 35%        | 22%   | 26%                |
| <b>Passive</b>    | 52%        | 63%        | 74%   | 72%                |
| <b>Disengaged</b> | 3%         | 2%         | 4%    | 2%                 |
|                   | 100%       | 100%       | 100%  | 100%               |
| <b>Mean</b>       | 5.54       | 5.35       | 4.92  | 5.27               |
| <b>Median</b>     | 6          | 5          | 5     | 5                  |

The results indicate that only 26% of management employees are actively engaged, while a majority of the respondents are passive (72%). Out of the three dimensions of

employee engagement, employee vigor had a relatively lower mean score of 4.92 out of 7. As illustrated in figure 4.4, only 22% of managers reportedly experience high vigor as compared to Absorption (35%) and Dedication (45%).



**Figure 4.4: Responses by engagement dimensions** Source: Survey data

A further analysis, was done, using a Kruskal-Wallis test, based on controls noted and indicators of Vigor, to understand any underlying dynamics to the low score. These are highlighted in table 4.5 below.

**Table 4.5: Distribution of responses**

|          | Department                                      | Tenure                                       | Management level                                |
|----------|---|--|---|
| Energy   | $X^2 = 5.1575$ ,<br>df = 4,<br>p-value = 0.2715 | $X^2 = 6.7847$<br>df = 4<br>p-value = 0.1477 | $X^2 = 2.7577$<br>df = 2<br>p-value = 0.2519    |
| Strength | $X^2 = 3.0785$ ,<br>df = 4,<br>p-value = 0.5448 | $X^2 = 4.4771$<br>df = 4<br>p-value = 0.3453 | $X^2 = 2.9071$<br>df = 2<br>p-value = 0.2337    |
| Work     | $X^2 = 6.5011$ ,<br>df = 4,<br>p-value = 0.1647 | $X^2 = 2.6317$<br>df = 4<br>p-value = 0.6212 | $X^2 = 6.0643$<br>df = 2<br>p-value = 0.04821** |

\*\* Indicates significance

The Kruskal Wallis p-values greater than 0.05 (5%) indicate that the null of insignificance is not rejected thus there were no significant differences noted. This was the case for results between the different departments and between the different tenures. However, there was a statistically significant difference by management level,

depicted by the p-value which was less than 5% (0.05). This means that there is a significant difference in responses between the three levels of management, specifically with regards enthusiasm for work.

A further analysis to decipher how the three levels of management differ from each other. This is highlighted in table 4.6.

**Table 4.6: Dunn (1964) Kruskal-Wallis multiple comparison**

| Comparison                             | Z       | P-values |
|--|---------|----------|
| First Line -- Middle Management        | 0.2419  | 0.8087   |
| First Line -- Senior Management        | -1.6028 | 0.1089   |
| Middle Management -- Senior Management | -2.3927 | 0.0167** |

\*\* Indicates significance

There is a statistically significant difference only in responses between middle management responses vs. senior management as indicated by the p-value of less than 5%. A negative Z-value indicates that senior management is stochastically dominant over middle management. On the basis of these results, we reject the null hypothesis that middle management and senior management are stochastically equal in their responses. This corroborates with overall engagement results illustrated in figure 4.5 that shows that 40% of senior level managers are engaged, which is significant compared to less than 20% of middle and entry level managers.



**Figure 4.5: Engagement by management level**

**Source: Survey data**

Results by management level shown in table 4.7 indicate that out of the 26% who are engaged 13% (or half of the engaged managers) are in senior management, while the majority of the respondents who are passive were in middle level management.

**Table 4.7: Management engagement**

|                    | <b>First-line management</b> | <b>Middle management</b> | <b>Senior Management</b> | <b>Total</b> |
|--------------------|------------------------------|--------------------------|--------------------------|--------------|
| Engaged            | 3%                           | 10%                      | 13%                      | <b>26%</b>   |
| Passive            | 13%                          | 39%                      | 20%                      | <b>72%</b>   |
| Disengaged         | 1%                           | 1%                       | 1%                       | <b>2%</b>    |
| <b>Grand Total</b> | <b>17%</b>                   | <b>49%</b>               | <b>34%</b>               | <b>100%</b>  |

#### **4.4 Factors influencing engagement**

A Spearman rank correlation analysis of the factors influencing engagement was used to measure their association with engagement. The median value of the responses given is used to determine the correlation. The outcomes are shown Table 4.8.

**Table 4.8: Spearman correlation of factors influencing engagement**

| Factor                  | Correlation coefficient | P-value |
|-------------------------|-------------------------|---------|
| Communication           | 0.40                    | 0.0000  |
| Empowerment             | 0.44                    | 0.0000  |
| Reward and Recognition  | 0.38                    | 0.0000  |
| Co-worker Relationships | 0.32                    | 0.0001  |

All Spearman correlation coefficients reported are statistically significant correlation between the above factors and employee engagement. The strongest correlation was that of empowerment, while the smallest was co-worker relationships.

##### **4.4.1 Internal Communication**

The respondents gave responses to 7 questions assessing how poor or good communication is within the organisations they work in. These were captured on a 7-point Likert scale with the following dimensions: Channels, Information, Leadership communication and Employee voice. The summary of the findings is presented in the Table 4.9.

**Table 4.9: Summary of responses on internal communication by dimension**

|                  | <b>Channel</b> | <b>Information</b> | <b>Leadership<br/>Communication</b> | <b>Employee<br/>Voice</b> | <b>overall</b> |
|------------------|----------------|--------------------|-------------------------------------|---------------------------|----------------|
| <b>Very Good</b> | 24%            | 27%                | 33%                                 | 24%                       | <b>22%</b>     |
| <b>Average</b>   | 60%            | 61%                | 54%                                 | 55%                       | <b>67%</b>     |
| <b>Very Poor</b> | 17%            | 13%                | 13%                                 | 20%                       | <b>11%</b>     |
|                  | 100%           | 100%               | 100%                                | 100%                      | <b>100%</b>    |
| <b>Mean</b>      | 4.59           | 4.87               | 4.99                                | 4.52                      | <b>4.79</b>    |

Overall, 22% of managers find internal communication in their organisations to be effective. Surprisingly, the percentage of managers who were dissatisfied with communication was 11%, which is significantly higher when compared to the percentage of managers who were overall disengaged (2%). Of the three indicators, Employee Voice had the lowest mean score. 20% of the respondents felt that the opportunities to have a say were not satisfactory. On the converse, a significant percentage of managers positively ranked leadership communication and Information aspects in affecting their engagement. Though a number of managers are somewhat neutral in their responses, the percentage of Very “Good” implies a better perception of the quality of communication from supervisors and top leadership, and the information flow through the organisation, as compared to employee voice.

As noted in table 4.8, the correlation between communication (overall) and employee engagement (overall) is 0.40, and is statistically significant.

A further analysis into how communication influences the engagement of employees is presented in two regression analyses. The first regression analysis looks at how Communication (overall) affects Employee Engagement (overall). The results explain how communication affects 1) the log odds of being engaged vs being disengaged and 2) the log odds of being passive vs being disengaged. The base outcome for comparison is therefore disengaged. These results are extracted from an overall analysis which includes coefficients of the other indicators. Each reported coefficient has a p-value beneath it for easy interpretation of statistical significance. If the p-value is less than 0.05, the null hypothesis of insignificance is rejected.

**Table 4.10: Regression analysis**

|               | Passive | Engaged |
|---------------|---------|---------|
| (Intercept)   | 23.53   | 19.27   |
|               | 0.0000  | 0.0000  |
| Communication | 10.68   | 10.83   |
|               | 0.0000  | 0.0000  |

The results indicate that internal communication significantly affects overall employee engagement (p-value is less than 0.05 or 5%). An organisation with better communication therefore has a higher likelihood of having more engaged employees than disengaged employees.

A second regression analysis is estimated to assess how each of the four (4) dimensions under communication affect the three (3) dimensions under employee engagement. The Communication-dimension coefficients from a multinomial regression analysis are presented in Appendix 6.1, where the dependent variable is the level of employee engagement (either Engaged, Passive or Disengaged). The results indicate that all the 4 communication dimensions significantly affect Employee Vigor, but they do not significantly affect Dedication and Absorption.

The results indicate that a higher ranking/scoring for Employee Voice is associated with a significant increase in the likelihood of the manager being engaged (vigorous). In other words, the likelihood of being engaged or passive rather than disengaged is higher for those managers who work in organizations that allow for employee voice. Similarly, higher rankings/scores on Information availability are associated with a significant increase in the likelihood of having higher engagement. The results however show an interesting pattern for the remaining 2 factors: communication from leadership and communication channels have negative coefficients. This implies that even as the rankings/scores on these factors increase (on a scale of 1 to 7), managers are likely to be more disengaged (no vigor) than engaged.

A further analysis was done on Employee Voice to understand if there are any underlying dynamics to these responses. The groups are based on the management level of the respondents, the department they work in and their tenure.

**Table 4.11: Employee voice**

|                         | Department  | Management Level   | Tenure  |
|-------------------------|---|--|---|
| Feedback                | X <sup>2</sup> = 2.807<br>df = 4<br>p-value = 0.5906  | X <sup>2</sup> = 3.1528<br>df = 2<br>p-value = 0.2067    | X <sup>2</sup> = 12.105<br>df = 4<br>p-value = 0.01659 ** |
| Views treated seriously | X <sup>2</sup> = 3.2209<br>df = 4<br>p-value = 0.5216 | X <sup>2</sup> = 6.672<br>df = 2<br>p-value = 0.03558 ** | X <sup>2</sup> = 8.3692<br>df = 4<br>p-value = 0.07895    |

\*\* Indicates significance

The Kruskal Wallis p-values presented indicate there are no statistically significant differences between departments in response to Employee Voice. However, there is a significant difference in responses at management level and at tenure. This significance is depicted by the p-values of less than 5% (0.05).

A further analysis to decipher how the three groups differ from each other is shown in Table 4.12.

**Table 4.12: Dunn (1964) Kruskal-Wallis multiple comparison**

Dunn (1964) Kruskal-Wallis multiple comparison with no adjustment for p-values.

| Comparison                             | Z       | P-values | Significance |
|--|---------|----------|--------------|
| First Line -- Middle Management        | -1.8318 | 0.0670   |              |
| First Line -- Senior Management ***    | -2.5822 | 0.0098   | ***          |
| Middle Management -- Senior Management | -1.1126 | 0.2659   |              |

***Asterisks indicate statistical significance at 95% confidence interval***

The p-value of 0.0098 on first-line management responses vs senior management responses indicates there is a statistically significant difference in responses to the question on *whether views are taken seriously*. On this basis, we reject the null hypothesis that first line management and senior management are stochastically equal in their responses (senior management is stochastically dominant over first line management, but not over middle line management responses. Responses by senior management are greater than responses by first line management).

The Dunn test was carried out to assess where the differences lie. These are presented in Appendix 6.1.2. The results indicate that the responses of managers with 11 to 15 years of tenure are statistically different from those of managers with 1 to 5 years and 6 to 10 years of tenure. This is in line with the deductions from the distributions in table 4.12. The responses of the latter are statistically dominant (greater) than the responses of the other two groups. This implies that managers with 11 to 15 years of experience are statistically more satisfied with the opportunities to have a say in the organisation, as compared to the other two groups.

Given the fact that the correlation results were in the direction hypothesized, and that the results were significant, we conclude that Internal communications is positively and significantly correlated with engagement of management employees.

#### 4.4.2 Reward and Recognition

The respondents gave responses to 10 questions assessing the extent to which they receive any rewards or recognition for performing their jobs well within the organisations they work in. The responses are also captured on a 7-point Likert scale (ranging from None to Very Large) The summary of the findings is presented below by order of the indicator:

**Table 4.13: Summary of responses on reward and recognition**

|  | <b>Pay<br/>rise</b> | <b>Job<br/>Security</b> | <b>Promotion</b>            | <b>Autonomy &amp;<br/>Opportunities</b> | <b>Respect</b> |
|--|---------------------|-------------------------|-----------------------------|---|----------------|
| None & Small Extent                        | 32%                 | 15%                     | 31%                         | 19%                                     | 4%             |
| Somehow small , Neutral<br>& Somehow large | 54%                 | 55%                     | 52%                         | 56%                                     | 47%            |
| Large extent & Very Large                  | 14%                 | 29%                     | 17%                         | 26%                                     | 49%            |
| Mean                                       | 3.6                 | 4.4                     | 3.5                         | 4.3                                     | 5.3            |
| Median                                     | 4.0                 | 5.0                     | 4.0                         | 4.0                                     | 5.0            |
|  | <b>Praise</b>       | <b>Training</b>         | <b>Challenging<br/>work</b> | <b>Public<br/>Recognition</b>           | <b>Bonus</b>   |
| None & Small Extent                        | 10%                 | 18%                     | 9%                          | 37%                                     | 27%            |
| Somehow small , Neutral                    | 43%                 | 52%                     | 52%                         | 46%                                     | 34%            |

& Somehow large

|                           |     |     |     |     |     |
|---------------------------|-----|-----|-----|-----|-----|
| Large extent & Very Large | 47% | 30% | 39% | 17% | 39% |
| Mean                      | 5.1 | 4.4 | 5.0 | 3.5 | 4.3 |
| Median                    | 5.0 | 5.0 | 5.0 | 4.0 | 5.0 |

The four lowest ranking factors under Reward and recognition include pay rise, promotions, public recognition and bonuses (Tokens of appreciation). 3 out of 4 factors have financial implications. On the other hand, the factors that are positively ranked include respect, praise and challenging work environment. The responses on these aspects show that more managers (45% on average) feel these are given to a “large” or “very large” extent, than those who feel they are insufficiently given (7.7% on average).

The correlation between reward and recognition and employee engagement is 0.38, and is statistically significant. Reward and recognition is positively and significantly correlated to all types of engagement. Organizations with better reward and recognition schemes are likely to have more engaged employees.

A further analysis into how rewards and recognition influence the engagement of employees is presented in two regression analyses. The first regression analysis looks at how Reward and Recognition in overall affects Employee Engagement. The results explain how reward and recognition affects 1) the log odds of being engaged vs being disengaged and 2) the log odds of being passive vs. being disengaged. The base outcome for comparison is therefore disengaged. These results are extracted from an overall analysis which includes coefficients of the other indicators. Each reported coefficient has a p-value beneath it for easy interpretation of statistical significance. If the p-value is less than 0.05, the null hypothesis of insignificance is rejected.

**Table 4.14: Regression analysis**

|                        | Passive | Engaged |
|------------------------|---------|---------|
| (Intercept)            | 23.53   | 19.27   |
|                        | 0.0000  | 0.0000  |
| Reward and recognition | 12.00   | 11.72   |
|                        | 0.0000  | 0.0000  |

The results indicate that reward and recognition (overall) significantly affects overall employee engagement (the p-value is less than 0.05/5%). The sign of the result implies that an organisation with better overall rewards and recognition has a higher likelihood of having more engaged employees than disengaged employees.

A second (deeper) regression analysis is therefore estimated to assess how Reward and Recognition affects each of the three (3) dimensions under employee engagement. The sets of coefficients from a multinomial regression analysis are presented in Appendix 6.2, where the dependent variable is the level of employee engagement (either Engaged, Passive or Disengaged). The results indicate that Reward and Recognition significantly influences Employee Vigor, but does not significantly influence Dedication and Absorption. The results indicate that higher rankings/scorings for Reward and Recognition schemes are associated with a significant increase in the likelihood of the manager being engaged (vigorous). In other words, the likelihood of being engaged or passive rather than disengaged is higher for those managers who work in organizations that have better Rewards and Recognition.

The coefficients remain negative for Dedication and Absorption (though not significant), implying that an organisation with better overall rewards and recognition still has a lower likelihood of having less absorbed and less dedicated employed

A further analysis, using Kruskal-Wallis test, focused on responses to the 4 factors under reward and recognition that do not perform well (Pay rise, Promotions, Public Recognition and Bonuses) to understand whether there are any underlying dynamics to these responses. The results indicate there are no statistically significant differences between the different departments in their response to the four factors. The same was noted in results between the different levels of management in their response to the four factors. The p-values on all three tests are greater than 0.05 (5%)

indicating the null of insignificance is not rejected. However, there were statistically significant differences noted between the different tenures in their response to the issue of Pay raise (p-value of 0.007665).

**Table 4.15: Kruskal-Wallis rank sum test on “Tenure”**

| <b>Payrise</b>   | <b>Promotion</b> | <b>Recognition</b> | <b>Bonus</b>  |
|------------------|------------------|--------------------|---------------|
| $X^2 = 13.887$   | $X^2 = 7.2302$   | $X^2 = 4.9534$     | $X^2 = 6.567$ |
| df = 4           | df = 4           | df = 4             | df = 4        |
| p = 0.007665 *** | p = 0.1242       | p = 0.2921         | p = 0.1606    |

A Dunn test to assess where the differences lie in pay raise is shown in appendix 6.2. Interestingly, it is noted that the responses from managers with less than a year's tenure are statistically different from those of managers with more than one year's tenure. The responses of the former (less than a year) are statistically dominant (greater) than the responses of the other three groups. This implies that managers with less than a year of tenure are more satisfied with the pay rise compared to the three groups. Secondly, the responses of managers with more than 15 years of tenure are stochastically dominant (greater) to those between one year but less than 15 years. Economically speaking, this is an expected result - that those with more years of tenure are likely to be more satisfied with pay rises than those with less years of tenure.

Given the fact that the correlation results were in the direction hypothesized, and that the results were significant, we conclude that Employee reward and recognition is positively and significantly correlated with engagement of management employees.

#### **4.4.3 Empowerment**

The respondents gave responses to 9 questions assessing how empowered the managers felt within the organisations they worked in. The responses were also captured on a 7-point Likert scale with the following main indicators: Autonomy, Responsibility and Participation. The summary of the findings is presented Table 4.16 by order of the indicator:

**Table 4.16: Summary of responses for empowerment by autonomy**

|                 | <b>Autonomy</b> | <b>Participation</b> | <b>Responsibility</b> | <b>Overall</b> |
|-----------------|-----------------|----------------------|-----------------------|----------------|
| <b>Agree</b>    | 28%             | 17%                  | 48%                   | 20%            |
| <b>Neutral</b>  | 65%             | 72%                  | 52%                   | 78%            |
| <b>Disagree</b> | 7%              | 11%                  | 1%                    | 2%             |
| <b>Mean</b>     | 5.15            | 4.62                 | 5.77                  | 5.18           |

From the three indicators, participation ranks the lowest based on responses given, with a significant percentage of managers indicating that they disagree or strongly disagree with involvement in the aspects highlighted above. It is noted that some of the managers do not feel involved in setting the vision of the organisation, in making changes planning changes of the organisation and in setting goals of the organisation. Less than 20% of managers participate fully in organisation plans.

Responsibility - on the other hand - ranks quite well, with only 2% of the respondents disagreeing. On average, 66% of the respondent agreed to having responsibility granted on the various aspects. In this regard, responsibility can be considered as the strongest aspect of empowerment in encouraging employee engagement amongst managers. This is followed by responses on level of autonomy. On average, approximately 47% of the respondents agree to having autonomy in different aspects.

The correlation between empowerment (overall) and employee engagement (overall) is 0.44 and is statistically significant.

Further analysis of the correlations between the three (3) dimensions of communication and the three (3) dimensions of employee engagement is shown in Table 4.17.

**Table 4.17: Spearman rank**

| Correlation Analysis (Spearman Rank) | Autonomy | Participation | Responsibility |
|--------------------------------------|----------|---------------|----------------|
| Vigor                                | 0.420    | 0.410         | 0.290          |
|                                      | 0.000    | 0.000         | 0.000          |
| Dedication                           | 0.450    | 0.470         | 0.420          |
|                                      | 0.000    | 0.000         | 0.000          |
| Absorption                           | 0.370    | 0.370         | 0.310          |
|                                      | 0.000    | 0.000         | 0.000          |

All correlation coefficients reported are statistically significant. This implies there is a general positive relation between responses on Engagement and those on Empowerment. Employee Vigor, Dedication and Absorption are more correlated to Autonomy and Participation rather than Responsibility.

A further analysis into how Empowerment influences the engagement of employees is presented in two regression analysis. The first regression analysis looks at how Empowerment (overall) affects Employee Engagement (overall). The results explain how Empowerment affects 1) the log odds of being engaged vs being disengaged and 2) the log odds of being passive vs being disengaged. The base outcome for comparison is therefore disengaged. These results are extracted from an overall analysis which includes coefficients of the other indicators. Each reported coefficient has a p-value beneath it for easy interpretation of statistical significance. If the p-value is less than 0.05, the null hypothesis of insignificance is rejected.

**Table 4.18: Regression analysis**

|                        | Passive | Engaged |
|------------------------|---------|---------|
| (Intercept)            | 23.53   | 19.27   |
|                        | 0.0000  | 0.0000  |
| Reward and recognition | 0.34    | 0.89    |
|                        | 0.7839  | 0.4789  |

The results indicate that Empowerment (overall) does not significantly affect overall engagement of employees. A second (deeper) regression analysis is estimated to assess how Empowerment dimensions affect each of the three (3) dimensions under

employee engagement. The sets of coefficients from a multinomial regression analysis are presented in Appendix 6.3, where the dependent variable is the level of employee engagement (either Engaged, Passive or Disengaged).

The results indicate that all the 3 Empowerment factors significantly influence Employee Vigor, but they do not significantly influence Dedication and Absorption. The results indicate that a higher ranking/scoring for Employee Autonomy is associated with a significant increase in the likelihood of the manager being engaged (vigorous). In other words, the likelihood of being engaged or passive rather than disengaged is higher for those managers who work in organizations that allow for autonomy in their work. The results however show an interesting pattern for the remaining 2 factors. Participation and responsibility have negative coefficients. This implies that where the environment is participatory, managers are likely to be less vigorous. The same is seen for cases where managers are given more responsibility.

The Kruskal Wallis p-values presented below indicate that there are no statistically significant differences between the different departments in their response to the questions on Participation. However, there are significant differences at management level in responses for empowerment. It seems that middle line managers and senior managers are more likely to respond that they are satisfied with the participation environment, as compared to first line managers. Even so, senior managers are more likely to feel involved as compared to middle managers.

**Table 4.19: Kruskal-Wallis rank sum test on “Management”**

| Goal Setting             | Solicited Input     | Creating vision     |
|--------------------------|---------------------|---------------------|
| $X^2 = 27.476$           | $X^2 = 7.2762$      | $X^2 = 7.2764$      |
| df = 2                   | df = 2              | df = 2              |
| p-value = 0.00000108 *** | p-value = 0.0263 ** | p-value = 0.0262 ** |

\*Indicates significance

A further analysis to decipher how the three groups differ from each other is shown in Appendix 5, Table 4.27.

There was a significant difference between first line managers' responses and middle and senior management responses when it comes to involvement in goal setting. Senior management responses are all stochastically dominant (greater) than responses recorded from middle line and first line respectively. Middle line management responses are also stochastically dominant (greater) than responses from first line management.

There is a significant difference between first line managers' responses and senior management responses when it comes to input being solicited during changes. Senior management responses are noted to be stochastically dominant (greater) than responses recorded from middle line (p-value of 0.0265) and first line (p-value of 0.0177) respectively. Middle line management responses are not statistically dominant (greater) than responses from first line management. The same pattern is seen on responses to involvement in creating vision of the future. Overall, it can be deduced that first line managers feel more excluded than the other management levels.

An expected pattern is seen when looking at the responses of the managers on the basis of their tenure. A significant percentage of managers with tenure of between 1 to 5 years and 6 to 10 years indicate that they disagree with the fact that their input is solicited when changes are being made and their involvement in setting the goals of the organisation and the vision of the organisations. However, there is a notable percentage of managers with 11 to 15 years of tenure who strongly disagree with their input being solicited and their involvement in creating the vision of the organisation

Given the fact that the correlation results were in the direction hypothesized, and that the results were significant, we conclude that empowerment is positively and significantly correlated with engagement of management employees

#### **4.4.4 Co-Worker Relationships**

The respondents gave responses to 9 questions assessing how good or bad co-worker relationships were within the organisations they worked in. The responses were also captured on a 7-point Likert scale with the following main indicators: Co-Workers, Supervisors, and Organisation. Five of the questions related to this had been negatively scripted. An adjustment was made to revert the responses to record them

to a positive scale, i.e. responses of 7 are recoded to be 1, etc. The summary of the findings is presented below by order of the indicator:

**Table 4.20: Summary of responses for co-worker relationships**

|                 | <b>Individual</b> | <b>Supervisory</b> | <b>Organisational</b> | <b>Overall</b> |
|-----------------|-------------------|--------------------|-----------------------|----------------|
| <b>Agree</b>    | 5%                | 44%                | 25%                   | 9%             |
| <b>Neutral</b>  | 55%               | 50%                | 61%                   | 86%            |
| <b>Disagree</b> | 40%               | 6%                 | 14%                   | 5%             |
| <b>Mean</b>     | 3.54              | 5.38               | 4.72                  | 4.54           |

The lowest ranking aspect is individual peer relationships, with up to 40% of the respondents disagreeing that some co-workers are easy to work with (reverse coded from agreeing/strongly agreeing that some co-workers are hard to work with). Relationships with supervisors rank well amongst the managers. On average, 44% of the managers agree that the relationship with their supervisors is good (they are valued, respected and do not find it hard to work with them).

The correlation between Co-worker relationships and employee engagement (overall) is 0.32 and is statistically significant. Correlations between Organisational relationships and levels of engagement are statistically significant. This means that an organisation that encourages good working relationships is likely to have more engaged employees. The same is seen for Supervisor relationships, which is positively and significantly correlated to Dedication and Vigor, but not Absorption. Co-worker relationships are only significantly correlated to Absorption of employees in their work, but not to Vigor and Dedication.

A further analysis into how Co-worker relationships influence the engagement of employees is presented in two regression analyses. The first regression analysis looks at how Co-worker relationships (overall) affects Employee Engagement (overall). The results explain how Co-worker relationships affects 1) the log odds of being engaged vs being disengaged and 2) the log odds of being passive vs being disengaged. The base outcome for comparison is therefore disengaged. These results are extracted from an overall analysis which includes coefficients of the other indicators. Each

reported coefficient has a p-value beneath it for easy interpretation of statistical significance. If the p-value is less than 0.05, the null hypothesis of insignificance is rejected.

**Table 4:21: Regression analysis**

|                        | Passive | Engaged |
|------------------------|---------|---------|
| (Intercept)            | 23.53   | 19.27   |
|                        | 0.0000  | 0.0000  |
| Reward and recognition | 0.90    | 0.77    |
|                        | 0.2340  | 0.3169  |

The results indicate that Co-worker relationships (overall) do not significantly affect overall engagement of employees (the p-value is greater than 0.05/5%). A second (deeper) regression analysis is estimated to assess how the three Co-worker relationship dimensions affect each of the three (3) dimensions under employee engagement. The sets of coefficients from a multinomial regression analysis are presented in Appendix 6.4, where the dependent variable is the level of employee engagement (either Engaged, Passive or Disengaged). The results indicate that all the 3 factors significantly affect Employee Vigor, but they do not affect Employee Dedication and Absorption.

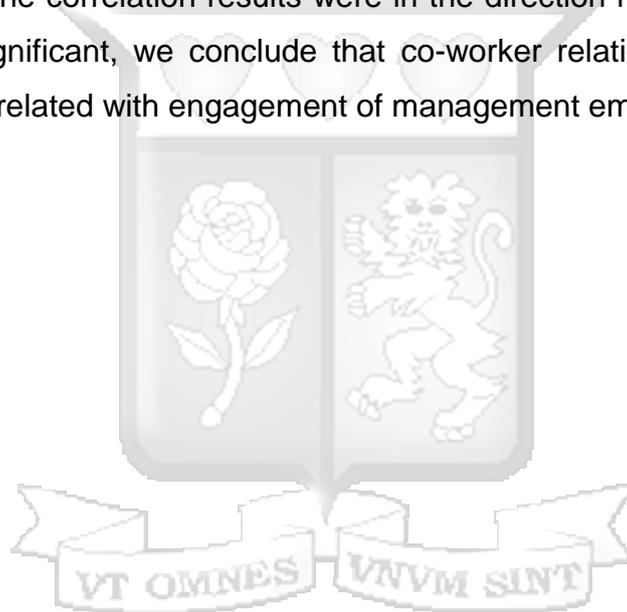
The results in appendix 6.4 also indicate that higher rankings/scorings for Supervisor Relationships and the Organizational environment for relationships are associated with a significant increase in the likelihood of the manager being engaged (more vigorous). In other words, the likelihood of being engaged or passive rather than disengaged is higher for those managers who have good relationships with their supervisors and/or work in organizations that encourage good working relationships. The results however show an interesting pattern for co-worker relationships which has a negative coefficient. This implies that where there are more positive co-worker relationships, managers are likely to be more disengaged (no vigor).

A further analysis focuses on responses to the 2 questions under Co-Worker relationships and one under Organisation, to understand if there are any underlying dynamics to these responses. The distribution indicates that there is far more negative

perception of direct co-worker relationship, as compared to sentiments on the overall organisational environment. On the other hand, managers from technology seem less likely to conflict with other co-workers. There are fewer managers from technology who believe that some co-workers are not easy to work with. There is a positive skew to responses on whether the organization favours any group. Majority of the respondents agree or strongly agree that the organization does not.

The Kruskal Wallis p-values in appendix 6.4 indicate there are no statistically significant differences between the different departments, management levels nor tenure.

Given the fact that the correlation results were in the direction hypothesized, and that the results were significant, we conclude that co-worker relationships are positively and significantly correlated with engagement of management employees.



## **CHAPTER FIVE: DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

### **5.1 Introduction**

The general objective of this study was to investigate the key factors that influence engagement of managers in Kenya. A survey was issued to 400 managers with a target of 385 managers and response rate of 39% (157 managers). The survey intended to capture the level of engagement among managers in Kenya and to assess to what extent four factors affect this engagement, namely: Internal communication, Empowerment, Co-worker relationships and Reward and Recognition. The four factors were further split into key dimensions that capture the favourability or adversity of the organizational environment in affecting employee engagement.

### **5.2 Discussion**

#### **5.2.1 Engagement of management employees**

The findings of the study revealed that only 26% of management employees are actively engaged. A majority of the respondents are passively engaged. The results align with the Gallup's global survey findings which indicated that approximately 20% of employees are actively engaged (Mann & Harter, 2016). The findings also align with those of Mutunga (2009) that employee engagement was low. This, however, contrasts with most local studies that found engagement in Kenya to be quite high (Wachira, 2013; Mokaya & Kipyegon, 2014; Mwangi, 2016). The findings reveal a significant gap in local studies that arises where a small population or specific organisations are targeted. There is a likelihood that identity of respondents may be inferred and if the respondents perceive this as risk, it may limit their honesty and objectivity in responses.

A further analysis of engagement reveals that of the three dimensions of engagement, vigor was the lowest, with only 22% of managers regularly experiencing vigor. This means that managers are absorbed and dedicated to their work, however, are low on vigor. The results of the analysis provide evidence that adds to the argument by scholars for use of the UWES model which, by breaking down engagement into dimensions, gives more engagement insights than the Gallup Q12. Whereas the Q12

can be used to measure overall engagement, the UWES model provides a deeper understanding of engagement and is thus a popular measurement of the engagement construct.

### **5.2.2 Influence of Internal communication**

The findings of the study reveal a positive correlation between engagement and internal communication. This agrees with findings by Welch (2011) that internal communication positively correlates with engagement of employees.

A further analysis of the dimensions showed employee voice to be significantly correlated across the different types of engagement. The descriptive analysis points out that managers feel especially dissatisfied with opportunities and ability to have their Voice in the organizations. The regression analysis shows Employee engagement is positively and significantly affected by internal communication (overall). Particularly, it is seen that Employee Voice and Information (a dimension of communication) are statistically significant in their influence on Employee vigor (higher scores for both result in an increase in the odds of being engaged rather than being disengaged). This lays emphasis on the definition by Robinson et al. (2004) that employee engagement is a two-way process such that there is information sharing both top-down and bottom-up.

Surprisingly, the results show that communication from leadership and communication channels reduce engagement despite the positive sentiments about both. This indicates that communication in the organization may be perceived by managers as solely top-down, with little room for bottom-up communication. The impact of communication channels could be such that they are not appropriate for engaging managers or it could also be an indication of the overwhelming amount of information regularly received by managers from their seniors, juniors and peers to filter, prioritise and respond to within a limited amount of time. Manager perceive the communication, whether meetings or calls or emails, are excessive, not completely relevant to their work and takes up more of their resources than is necessary. This has a negative effect on employee vigor.

### **5.2.3 Influence of Reward and Recognition**

We found that reward and recognition positively influenced engagement of management employees as evidenced by a statistically significant correlation coefficient.

Under Employee Reward and Recognition, four indicators have poor rating: Pay rise, Promotions, Bonuses (Tokens of appreciation) and Public recognition. 3 out of 4 of these factors are monetary. These agree with findings of Mokaya and Kipyegon (2014) that monetary rewards significantly influence engagement. On the other hand, Respect, Praise and Challenging work environment are positively ranked. The responses show that more managers (45% on average) feel these are given to a “large” or “very large” extent, than those who feel they are insufficiently given (7.7% on average). While this agrees with findings of Dewhurst et al., (2009) that non-financial rewards influence engagement, they contrast their conclusion that they are more effective than financial incentives.

It comes as no surprise that from the regression analysis, better rewards and recognition are associated with a positive and significant rise in the likelihood of engagement. In other words, the likelihood of being engaged or passive rather than disengaged is higher for those managers who work in organizations that have better Rewards and Recognition. Similarly, managers with less than a year of tenure are most satisfied with the pay rise This is an expected result, where those with more years of tenure are least likely to be more satisfied with pay rises.

### **5.2.4 Influence of Empowerment**

The correlation between empowerment and engagement was statistically significant indicating a strong positive influence of empowerment on engagement of managers.

Employee Participation had the lowest score, with a significant percentage of managers indicating that they disagree or strongly disagree with a participatory environment existing within their organizations, especially when it comes to setting goals and setting the vision of the organization. This agrees with the findings of Mutunga (2009) and Wachira (2016) that employees were not involved in strategic decision making leading to their low engagement.

Unsurprisingly, it was found that senior management responses are all stochastically dominant (greater) than responses recorded from middle line and first line respectively. Middle line management responses are also stochastically dominant (greater) than responses from first line management. This means that senior management find the environment more favourable for participation as compared to the other two groups.

Responsibility - on the other hand - ranks quite well. It is noted that, on average, majority of the respondents (66%) agree to having responsibility granted on various aspects. In this regard, responsibility can be considered as the strongest aspect of empowerment in employee engagement amongst managers. This is followed by responses on level of autonomy. On average, 47% of the respondents agree to having autonomy in different aspects. This highlights the discrepancy between responsibility and autonomy such that the level of autonomy that managers have do not match their responsibilities; an indication of bureaucracy in organisations, which negatively influence manager engagement.

From the regression analysis, a positive & significant influence of Autonomy on Employee vigor is seen. This means that higher scores/rankings on Autonomy lead to better odds of improved Employee vigor. Surprisingly, higher scores/rankings on participation and responsibility influence vigor negatively and significantly (i.e. where there is good indication of a participatory environment and one that fosters responsibility, the likelihood of being or “feeling” vigorous is lower). This is attributed to the possibility that managers may feel overwhelmed with increased responsibilities and involvement in projects leading to lower vigor or burnout.

### **5.2.5 Influence of co-worker relationships**

There is a positive relationship between Co-worker relationships and employee engagement. A further analysis of the dimensions variables revealed that co-worker relationship dimensions significantly affect Employee Vigor. This agrees with findings of Ologbo and Saudah (2012) that interpersonal relationships in the workplace significantly influence engagement.

Direct co-worker relationships were rated poorly as compared to relationships with direct supervisors. It is noted that a significant number of employees felt that their co-workers (peers and junior co-workers) are hard to work with and that there are some co-workers they come into conflict with. Interestingly, this corroborates findings by Saks (2006) that indicate that when the relationship between non-managerial employees and their line managers is not healthy it significantly affects their engagement. It also aligns with the findings of Mwangi (2016) that where there is conflict, managers will lack social support and try and resolve problems individually, which adds to their work burden and eventual to burnout/disengagement.

Relationships with supervisors rank well amongst the managers. Majority of the managers (59%) agree that the relationships with their supervisors is good (they are valued, respected and do not find it hard to work with them). Looking at Organizational aspects, at least half of the managers agree that harmonious and positive working relationships are encouraged within their organizations. These relationships help counter the adverse effects of direct co-worker conflict and probably sustain the engagement of the management employees.

The regression analysis indicates a positive and significant influence of good supervisor relationships on employee vigor. A similar influence is noted for good organizational environment. Surprisingly though, the regression analysis results report that good co-worker relationships influence employee vigor negatively and significantly, with lower likelihoods of employee vigor. This implies that managers view co-worker relationships as a task that takes a lot of effort. This could be due to expectations to train, motivate and coach colleagues and still bear responsibility over their performance.

### **5.3 Conclusion**

This study sought to determine the level of engagement of management employees in Kenya and to determine the factors that influence their engagement.

Based on the results, the study can effectively conclude that not all management employees are “actively engaged”. Only one in every four management employees is actively engaged and a larger majority of the management employees are passive.

Despite their dedication and attention to work, management employees do not have as much energy at work. This could be an indication of burnout. This is more evident among middle-level managers.

The findings highlight the different dimensions of factors that affect engagement and the differing sentiments about some of these factor dimensions on the basis of the background of the respondents. In light of these findings, there are aspects within the organization that, if not addressed, can negatively influence engagement. Most of these have to do with managers desiring to contribute more to the organisation and managers desiring to be recognised for their contribution.

Communication is a major issue influencing engagement of managers. Most of it seems one sided where managers receive a lot of information, through inappropriate channels, and have limited time and opportunities to give feedback or contribute to the conversation on significant matters affecting the organisation.

Managers enjoy the autonomy that comes with their roles. However, this does not match the significant responsibilities they hold. While additional responsibilities may be exciting for entry level and senior managers, it may seem a burden for middle-level managers. Most of the responsibilities are operational and less strategic, since most entry level and middle-level managers do not feel as involved as senior management in steering the direction of their organisations.

Managers do not feel sufficiently appreciated. Despite taking on significant responsibilities, their contributions are not well recognised in the organisation, besides their supervisors. They are hardly rewarded for the significant contributions they make in the organisations.

The above may be reasons why management employees indicated negative experiences of favouritism in their workplace and having conflicts with their peers and junior colleagues. This could also be the reason why mixed group studies that found engagement to be low among workers highlighted manager-conflict as a significant contributor.

## 5.4 Recommendations

Managers handle enormous responsibility and are involved in various problem-solving situations that demand their time, expertise and efforts. However, they want to contribute more of their innovative ideas, skills and talent to the strategic value of their organisations. They feel that their input does not find a welcoming and appreciative environment in their organisations.

As first step in the process of positively influence engagement of managers is actively listening to them. By listening, employers are able to understand what challenges their managers face, what solutions they may have to offer and how they can collaborate to deliver value. Employers can create a platform or opportunities where managers can interact, speak up and share knowledge with top leadership. Having face-to-face interactions is the most effective opportunity as there is real time engagement. Regular office townhalls for all employees is another opportunity where managers can both obtain information on where the organisation is headed and provide feedback/contributions on strategy as well as gain public recognition for their input. This would impact communication, recognition and influence worker relationships.

Managers seek impact and looking for opportunities for involvement in strategic projects, where their talent contribution can shape and build their organisations. Creating such opportunities and allowing managers to select where to participate is key. Mandatory delegation may reverse their engagement, especially of middle-level managers, as seen from the results of this survey. Middle-level managers can delegate operational responsibilities to entry level managers, who are eager to take on more responsibilities and feel more empowered. This allows middle managers the opportunity to take up more strategic responsibilities that excite and allow them to feel empowered. This provides a win-win solution for managers across levels.

Recognition is important for employees. For the responsibilities they undertake and contribution to the organisation, managers need to feel valued and appreciated. Employers can consider personalised thank-you messages, milestone celebrations and also organisation impact reward schemes for their managers. Recognition of their value and contribution is already enough of an incentive for managers to engage more, be passionate and add more value to the organisation.

Finally, Team connectivity events, where managers can connect with their peers and colleagues from various roles and departments, has been a great opportunity for positively enhancing worker relationships.

### **5.5 Limitations of the study**

This study sought managers from diverse professional and industry backgrounds in Kenya. The research findings, however, may not be generalized to managers outside Kenya. The study focused on management employees and drew different results from previous local research on the level of engagement in Kenya. Further research on the level of engagement can be made on non-managerial employees in Kenya. The factors examined in this study, though significant, do not provide an exhaustive list of all the factors that drive employee engagement among managers.

Further research can be done on the impact that other factors generally have on employee engagement. Similarly, internal communication was identified as a key factor that requires leadership attention. Further research can be done on improving communication in the workplace, looking at topics such as communication channels and employee voice.

This study was carried out using a survey questionnaire. There is an assumption that the respondents understood the questions and were honest in their responses. Open questions and interviews may provide further insights that are not captured in the questionnaire.

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## APPENDICES

### Appendix 1: Ethical Clearance letter



3<sup>rd</sup> April 2019

Otachi, Bogonko  
bogonko.otachi@gmail.com

Dear Otachi,

REF **Protocol ID:** SU-IERC0347/19

**Key extrinsic factors that influence employee engagement among managers in Kenya**

We acknowledge receipt of your application documents to the Strathmore University Institutional Ethics Review Committee (SU-IERC) which includes:

1. Study Protocol submitted 7 March 2019
2. Cover letter listing all submitted documents 8 March 2019
3. Proposal declaration page signed by supervisors 8 March 2019

The committee has reviewed your application, and your study "Key extrinsic factors that influence employee engagement among managers in Kenya" has been granted approval.

This approval is valid for one year beginning **03 April 2019** until **03 April 2020**

In case the study extends beyond one year, you are required to seek an extension of the Ethics approval prior to its expiry. You are required to submit any proposed changes to this proposal to SU-IERC for review and approval prior to implementation of any change.

SU-IERC should be notified when your study is complete.

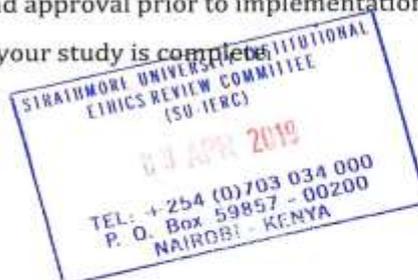
Thank you

Sincerely,

Prof Florence Oloo

**Secretary**

**Strathmore University Institutional Ethics Review Committee**



## **Appendix 2: Participant information and consent form**

### **Study: Key Factors that influence engagement of managers in Kenya**

**Investigator:** Bogonko Otachi

**Institutional affiliation:** Strathmore Business School (SBS)

The purpose of this study is to investigate key factors that affect the engagement of managers in their workplace.

Eligibility for participation in this study is subject to participants having managerial roles in their employer organisations. Entrepreneurs or owners of businesses are not eligible to participate in the study.

Taking part in this study is entirely optional and the decision rests only with you. If you decide to take part, you will be asked to complete a questionnaire to get information on the research topic. You are free to decline to take part in the study at any time without giving any reasons.

If you are satisfied that you fully understand the goals behind this study, you will be asked to sign the informed consent form (this form) and then taken through a questionnaire to complete.

There are no risks in taking part in this study. All the information you provide will be treated as confidential and will not be used in any way without your express permission.

All research records will be stored securely in our database which will be sufficiently encrypted and password protected. Only the people who are closely concerned with this study will have access to your information. All your information will be kept confidential.

You can contact the researcher at SBS, or by e-mail (Bogonko.otachi@gmail.com), or by phone (+254702806466). You can also contact the research supervisor, Dr. Vincent Ogutu, at the Strathmore Business School, Nairobi, or by e-mail (vogutu@strathmore.edu) or by phone (+254 (0)703034033)

**If you want to ask someone independent anything about this research please contact:**

The Secretary–Strathmore University Institutional Ethics Review Board, P. O. BOX 59857, 00200, Nairobi, email ethicsreview@strathmore.edu Tel number: +254 703 034 375

I have understood all that I have read and have had explained to me and had my questions answered satisfactorily. I understand that I can change my mind at any stage.

Please tick the boxes that apply to you;

**Participation in the research study**

I AGREE

I DO NOT AGREE

**Storage of information on the completed questionnaire for future data analysis**

I AGREE

I DO NOT AGREE

**Participant's Signature:**

\_\_\_\_\_

**Date:** \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**DD / MM / YEAR**

**Participant's Name:**

\_\_\_\_\_

**(Please print name)**

## Appendix 3: Questionnaire

### Section A: Employee Engagement

Please carefully read and answer every question. Use your best judgment and perception based on your experiences within your organisation.

Using a scale of 1 – 7 tick the appropriate answer from the alternatives provided for each of the questions.

|       |              |        |           |       |            |        |
|-------|--------------|--------|-----------|-------|------------|--------|
| 1     | 2            | 3      | 4         | 5     | 6          | 7      |
| Never | Almost never | Rarely | Sometimes | Often | Very often | Always |

Please indicate how often you experience the following aspects when at work

|  |   | 1                     | 2                     | 3                     | 4                     | 5                     | 6                     | 7                     |
|--|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. At my work, I feel bursting with energy                 | V | <input type="radio"/> |
| 2. At my job, I feel strong and vigorous.                  | V | <input type="radio"/> |
| 3. I am enthusiastic about my job                          | D | <input type="radio"/> |
| 4. My job inspires me                                      | D | <input type="radio"/> |
| 5. When I get up in the morning, I feel like going to work | V | <input type="radio"/> |
| 6. I feel happy when I am working intensely.               | A | <input type="radio"/> |
| 7. I am proud of the work that I do                        | D | <input type="radio"/> |
| 8. I am immersed in my work                                | A | <input type="radio"/> |
| 9. I get carried away when I am working                    | A | <input type="radio"/> |

### Section B: Employee Engagement Factors

The following questions concern working conditions within your organisation.

Please indicate your rating for each of the statements in relation to communication in your organisation

| 1  | 2    | 3                     | 4                     | 5                     | 6                     | 7                     |                       |                       |
|--|------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Very Poor  | Poor | Somewhat poor         | Undecided             | Somewhat good         | Good                  | Very good             |                       |                       |
|  |      | 1                     | 2                     | 3                     | 4                     | 5                     | 6                     | 7                     |
| <b>Communication</b>   |      |                       |                       |                       |                       |                       |                       |                       |
| 1. How helpful do you find current communication methods in the organisation |      | <input type="radio"/> |

|   | 1                     | 2                     | 3                     | 4                     | 5                     | 6                     | 7                     |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 2. The information I need to do my job is readily available   | <input type="radio"/> |
| 3. How well does top leadership communicate with you about important organisational issues?             | <input type="radio"/> |
| 4. How good is your direct supervisor at putting important organisational issues in applicable context? | <input type="radio"/> |
| 5. How satisfied are you with opportunities to have a say about what goes on in the organisation        | <input type="radio"/> |
| 6. How seriously are your views treated?  | <input type="radio"/> |

Please indicate your level of agreement or disagreement with each statement

| 1                 | 2        | 3                 | 4         | 5              | 6     | 7              |
|-------------------|----------|-------------------|-----------|----------------|-------|----------------|
| Strongly Disagree | Disagree | Somewhat Disagree | Undecided | Somewhat Agree | Agree | Strongly Agree |

|   | 1                     | 2                     | 3                     | 4                     | 5                     | 6                     | 7                     |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <b>Empowerment</b>                                      |                       |                       |                       |                       |                       |                       |                       |
| 7. I have the freedom to decide how to do my job.       | <input type="radio"/> |
| 8. I am often involved when changes are planned.        | <input type="radio"/> |
| 9. I can be creative in finding solutions to problems.  | <input type="radio"/> |
| 10. I am involved in determining organizational goals.  | <input type="radio"/> |
| 11. I am responsible for the results of my decisions.   | <input type="radio"/> |
| 12. My input is never solicited in planning changes. ** | <input type="radio"/> |
| 13. I take responsibility for what I do.                | <input type="radio"/> |
| 14. I have a lot of autonomy in my job.                 | <input type="radio"/> |
| 15. I am responsible for the outcomes of my actions.    | <input type="radio"/> |
| 16. I am involved in decisions that affect me.          | <input type="radio"/> |
| 17. I make my own decisions about how to do my work.    | <input type="radio"/> |
| 18. I am my own boss most of the time.                  | <input type="radio"/> |

|  | 1                     | 2                     | 3                     | 4                     | 5                     | 6                     | 7                     |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 19. I am personally responsible for the work I do.                                   | <input type="radio"/> |
| 20. I am involved in creating our vision of the future.                              | <input type="radio"/> |
| 21. My ideas and inputs are valued   | <input type="radio"/> |
| <b>Worker Relationships</b>  |                       |                       |                       |                       |                       |                       |                       |
| 22. Some co-workers are hard to work with*   | <input type="radio"/> |
| 23. There are certain co-workers that I come into conflict with*                     | <input type="radio"/> |
| 24. I find it hard to work with at least one group of workers*                       | <input type="radio"/> |
| 25. I am valued by my supervisor   | <input type="radio"/> |
| 26. My supervisor respects me  | <input type="radio"/> |
| 27. I find it hard to work with my supervisor*                                       | <input type="radio"/> |
| 28. A culture of harmonious working relationships is encouraged in this organisation | <input type="radio"/> |
| 29. Positive working relationships are encouraged in this organisation               | <input type="radio"/> |
| 30. The organisation favors certain groups or individuals over others*               | <input type="radio"/> |

### Reward and Recognition

Please indicate to what extent you receive any of the below for performing your job well.

| 1    | 2            | 3             | 4       | 5             | 6            | 7          |
|------|--------------|---------------|---------|---------------|--------------|------------|
| None | Small extent | Somehow small | Neutral | Somehow large | Large extent | Very Large |

|  | 1                     | 2                     | 3                     | 4                     | 5                     | 6                     | 7                     |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. A pay raise.                            | <input type="radio"/> |
| 2. Job security.                           | <input type="radio"/> |
| 3. A promotion.                            | <input type="radio"/> |
| 4. More freedom and opportunities.         | <input type="radio"/> |
| 5. Respect from the people you work with.  | <input type="radio"/> |
| 6. Praise from your supervisor.            | <input type="radio"/> |
| 7. Training and development opportunities. | <input type="radio"/> |

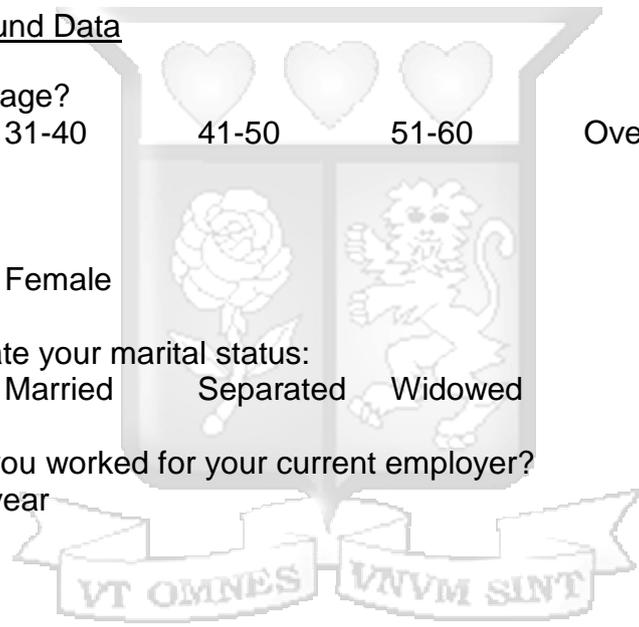
|  | 1                     | 2                     | 3                     | 4                     | 5                     | 6                     | 7                     |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 8. More challenging work assignments.                            | <input type="radio"/> |
| 9. Some form of public recognition (e.g. employee of the month). | <input type="radio"/> |
| 10. A reward or token of appreciation (e.g. lunch).              | <input type="radio"/> |

What do you like about your work and your organization?  
 .....

What are the areas that need the most improvement in your work and your organization?  
 .....

Any additional information you would like to share with regards to the topic of employee engagement in your organization?  
 .....

**Section C: Background Data**

- 
- What is your age?
 

|       |       |       |       |         |
|-------|-------|-------|-------|---------|
| 20-30 | 31-40 | 41-50 | 51-60 | Over 60 |
|-------|-------|-------|-------|---------|
  - Gender
 

|      |        |
|------|--------|
| Male | Female |
|------|--------|
  - Please indicate your marital status:
 

|        |         |           |         |
|--------|---------|-----------|---------|
| Single | Married | Separated | Widowed |
|--------|---------|-----------|---------|
  - How long have you worked for your current employer?
    - Less than 1 year
    - 1-5 years
    - 6-10 years
    - 11-15 years
    - More than 15 years
  - In which department do you work?
    - Administration (incl HR, Finance)
    - Operations & Projects
    - Marketing & Sales
    - Strategy & Product development
    - Technology & Digital
  - What management level are you currently positioned?
    - Senior Management
    - Middle Management
    - First level management (Team leaders/Supervisors)

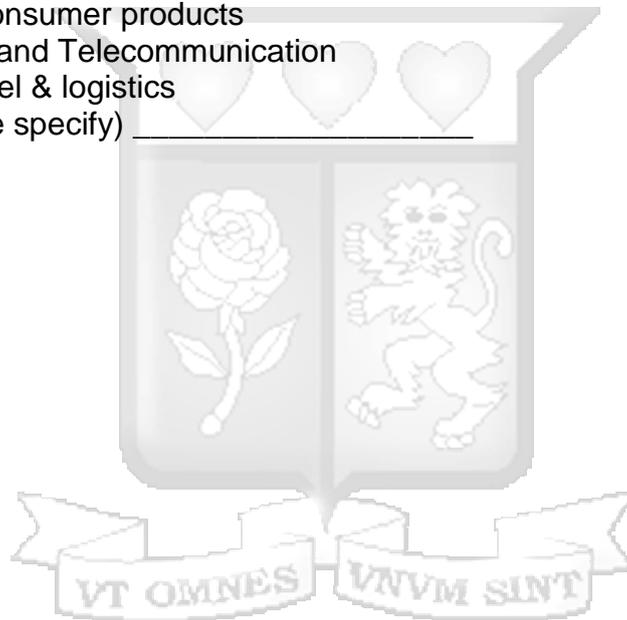
7. How many employees report directly to you?

- 0-5
- 5-20
- 21-50
- 50-100
- Over 100

8. Please select the industry/sector in which your organisation operates:

- Agriculture
- Energy and Mining
- Financial Services
- Healthcare, medical and Pharmaceuticals
- Industry and Manufacturing
- Professional Services & Private Equity
- Public and social Sector (Government/NGOs)
- Retail and Consumer products
- Tech, Media and Telecommunication
- Tourism, travel & logistics
- Other (please specify) \_\_\_\_\_

THANK YOU



#### Appendix 4: Studies on factors that influence employee engagement

| 1.  | Researcher   | Factors identified  |
|-----|--|---|
| 2.  | (Kahn, 1990)   | Meaningfulness, Safety, availability  |
| 3.  | (Roberts & Davenport, 2002)  | Career development, Identification with the organisation, Rewarding work environment  |
| 4.  | Shaffer (2005)   | Line of Sight, Involvement, Share information (Communication), Reward and Recognition   |
| 5.  | (Robinson, Perryman, & Hayday, The drivers of employee engagement, 2004) | job satisfaction, feeling valued and involved, equal opportunity, health and safety, length of service, communication and co-operation  |
| 6.  | (Cawe, 2006)   | Recognition and Reward, Leadership and Management, Communication, Working environment,  |
| 7.  | (Koyuncu, Burke, & Fiksenbaum, 2006)                                     | Control(empowerment), Rewards and recognition, value fit, individual characteristics  |
| 8.  | Saks (2006)  | Job characteristics, Rewards and recognition, Perceived organizational and supervisor support, Distributive and procedural justice  |
| 9.  | Seijts & Crim, (2006)  | Connect, Career, Clarity, Convey, Congratulate, Contribute, Control, Collaborate, Credibility & Confidence  |
| 10. | (Perrin, 2008)   | Senior management, challenging work, decision-making authority, customer-centric, career advancement, company reputation, work environment, job resources, clear vision (communication) |
| 11. | (Bakker A. , 2009)   | Job Demands and resources, personal resources   |
| 12. | (Mutunga, 2009)  | Training and development; career growth; fair treatment by supervisor; job security; and recognition  |
| 13. | (Dent, Holton, &   | Autonomy, Communication, Rewards, Recognition,  |

| 1.  | Researcher                          | Factors identified  |
|-----|-------------------------------------|---|
|     | Rabbetts, 2010)                     | compensation, leadership, feeling valued and involved   |
| 14. | (Basbous, 2011)                     | Communication, Rewards and recognition, employee development, employee care   |
| 15. | (Ologbo & Saudah, 2012)             | Employee communication, Employee development, Co-employee support   |
| 16. | Wachira (2013)                      | Communication; Co-worker relationships  |
| 17. | (Bedarkar & Pandita, 2014):         | Communication, Work-Life balance and Leadership   |
| 18. | Mokaya & Kipyegon (2014)            | Personal development and growth, Workplace recreation, Performance management, Remuneration   |
| 19. | (Nielsen & Gonzalez, 2015)          | Job Demands-Resources, employee wellbeing, leadership   |
| 20. | (Otieno, Waiganjo, & Njeru, 2015)   | employee communication, employee involvement and HR procedures  |
| 21. | (Jha, 2013)                         | Meaningfulness, Job clarity, career advancement, Communication, Co-worker relationships, values of the organization, rewards  |
| 22. | (Imandin, Bisschoff, & Botha, 2015) | Employees' Perceptions of Management and Leadership, Change Management and Stress-free Environment, Career Growth Opportunities, Nature of Job, Feeling Valued and Involved |
| 23. | (Omar & Mohd-Yusoff, 2016)          | Employee Communication, Organizational Support, Supervisor Support, Rewards and Recognition   |
| 24. | (Mwangi, 2016)                      | Job Demands, Job organisation, Work-Life, Values in the organisation, Interpersonal relationships   |
| 25. | Muthike (2017)                      | Employee communication, Empowerment, effective strategy formulation and rewards   |
| 26. | (Njuki, Nzulwa, & Kwena, 2017)      | Rewards, Leadership   |

## Appendix 5: Analysis of variables by dimensions and items

Table 5.1: Summary of Employee Engagement Responses by Indicator

|            | Vigor  |                     |                         | Absorption           |                     |              | Dedication |          |       |
|------------|--------|---------------------|-------------------------|----------------------|---------------------|--------------|------------|----------|-------|
|            | Energy | Strong and Vigorous | Feel Like Going to work | Happy when intensely | Immersed in my work | Carried away | Enthusiasm | Inspires | Proud |
| Disengaged | 3%     | 3%                  | 5%                      | 3%                   | 3%                  | 4%           | 2%         | 3%       | 1%    |
| Passive    | 66%    | 62%                 | 60%                     | 32%                  | 45%                 | 55%          | 51%        | 49%      | 27%   |
| Engaged    | 31%    | 35%                 | 35%                     | 65%                  | 52%                 | 40%          | 47%        | 47%      | 72%   |
|            | 100%   | 100%                | 100%                    | 100%                 | 100%                | 100%         | 100%       | 100%     | 100%  |
| Mean       | 4.9    | 5.0                 | 4.9                     | 5.7                  | 5.4                 | 5.0          | 5.3        | 5.3      | 6.0   |
| Median     | 5.0    | 5.0                 | 5.0                     | 6.0                  | 6.0                 | 5.0          | 5.0        | 5.0      | 6.0   |



Table 5.2:  
Distribution of Responses to Vigor by Management Level

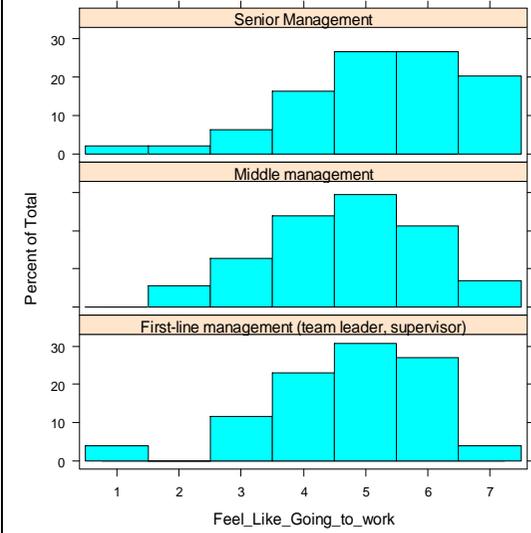
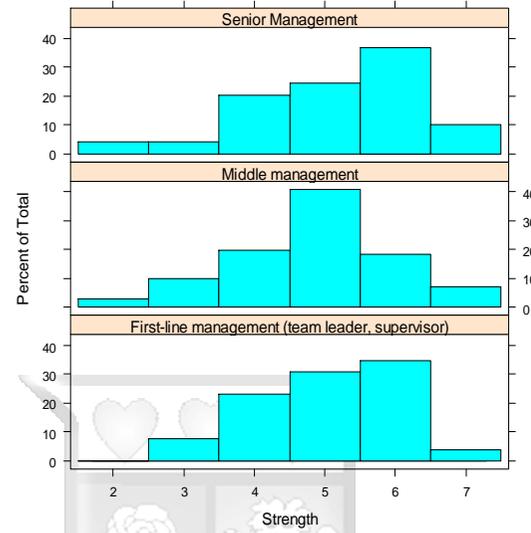
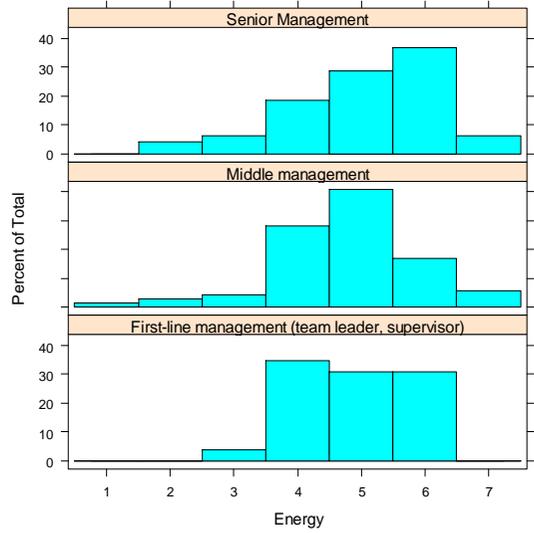
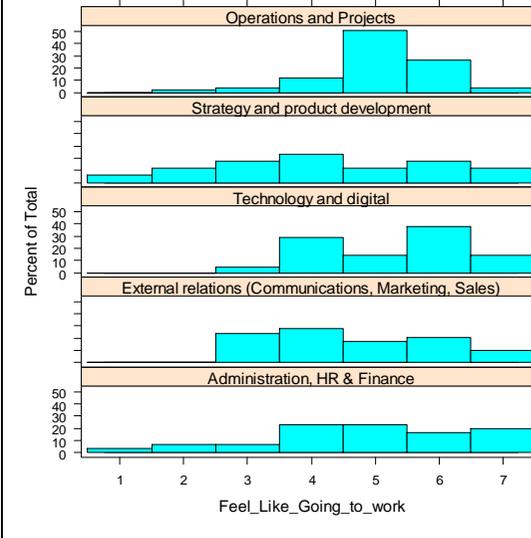
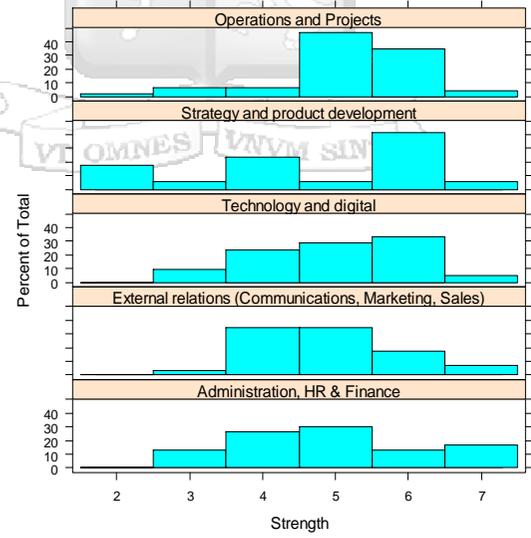
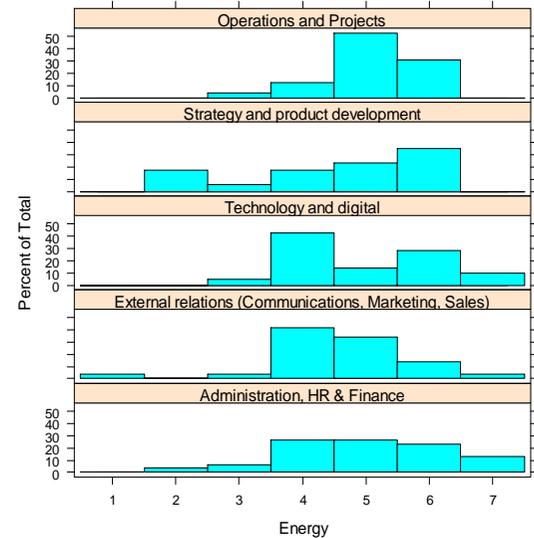
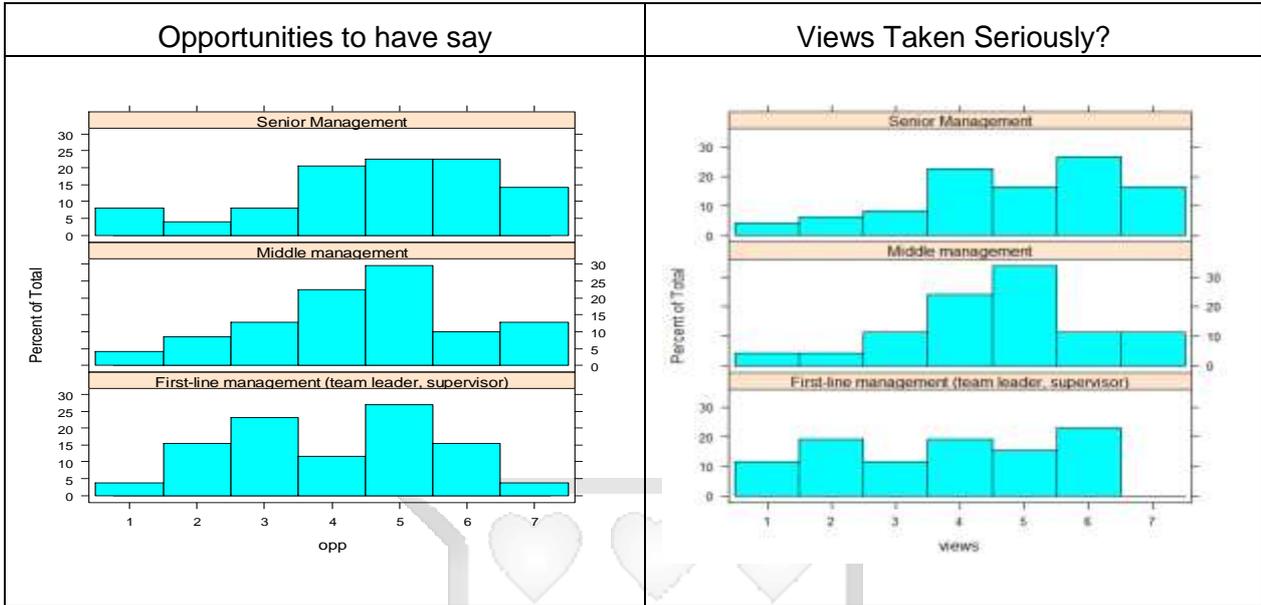


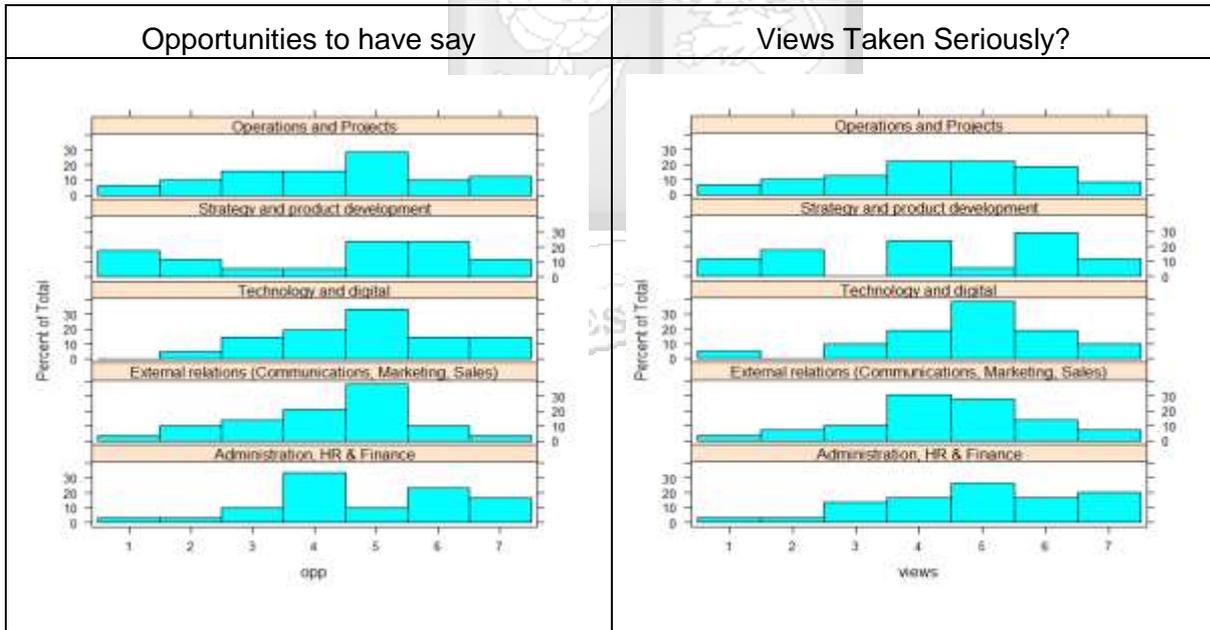
Figure 5.2:  
Distribution of Responses to Vigor by Department



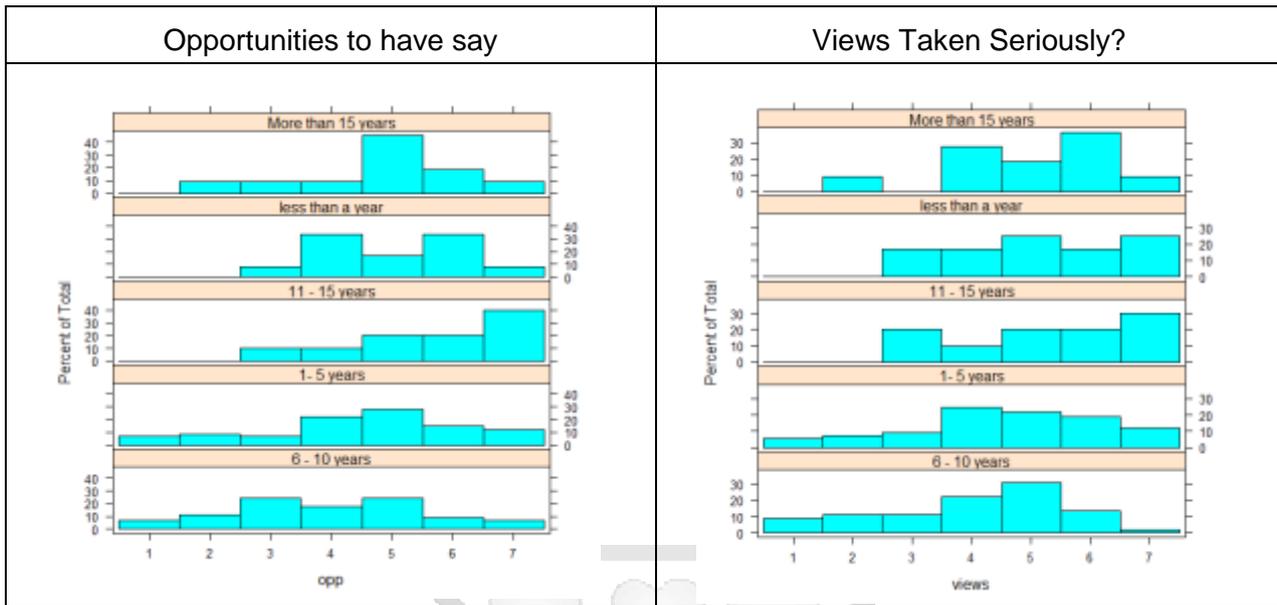
**Table 5.3: Distribution of Responses to Employee Voice by Management Level**



**Table 5.3: Distribution of Responses to Employee Voice by Department**



**Table 5.3: Distribution of Responses to Employee Voice by Tenure**



**Table 5.4: Summary of Responses for Empowerment by Autonomy**

| Autonomy                     | Freedom | Room for Creativity | Autonomy in my job | Make my own decisions | Own boss |
|------------------------------|---------|---------------------|--------------------|-----------------------|----------|
| Strongly Disagree & Disagree | 4%      | 4%                  | 8%                 | 5%                    | 7%       |
| Undecided                    | 45%     | 42%                 | 53%                | 49%                   | 48%      |
| Agree & Strongly Agree       | 51%     | 53%                 | 39%                | 46%                   | 45%      |
| Mean                         | 5.3     | 5.3                 | 5.0                | 5.2                   | 5.0      |
| Median                       | 6.0     | 6.0                 | 5.0                | 5.0                   | 5.0      |

**Table 5.5: Summary of Responses for Empowerment by Participation**

| Participation                | Involved in changes | Involved in Goal Setting | Input during changes | Decisions affecting me | Involved in vision | Ideas/Inputs values |
|------------------------------|---------------------|--------------------------|----------------------|------------------------|--------------------|---------------------|
| Strongly Disagree & Disagree | 11%                 | 17%                      | 14%                  | 6%                     | 14%                | 10%                 |
| Undecided                    | 55%                 | 54%                      | 53%                  | 53%                    | 53%                | 55%                 |
| Agree & Strongly Agree       | 34%                 | 29%                      | 32%                  | 41%                    | 33%                | 36%                 |
| Mean                         | 4.6                 | 4.3                      | 4.5                  | 4.9                    | 4.6                | 4.8                 |
| Median                       | 5.0                 | 4.0                      | 4.0                  | 5.0                    | 5.0                | 5.0                 |

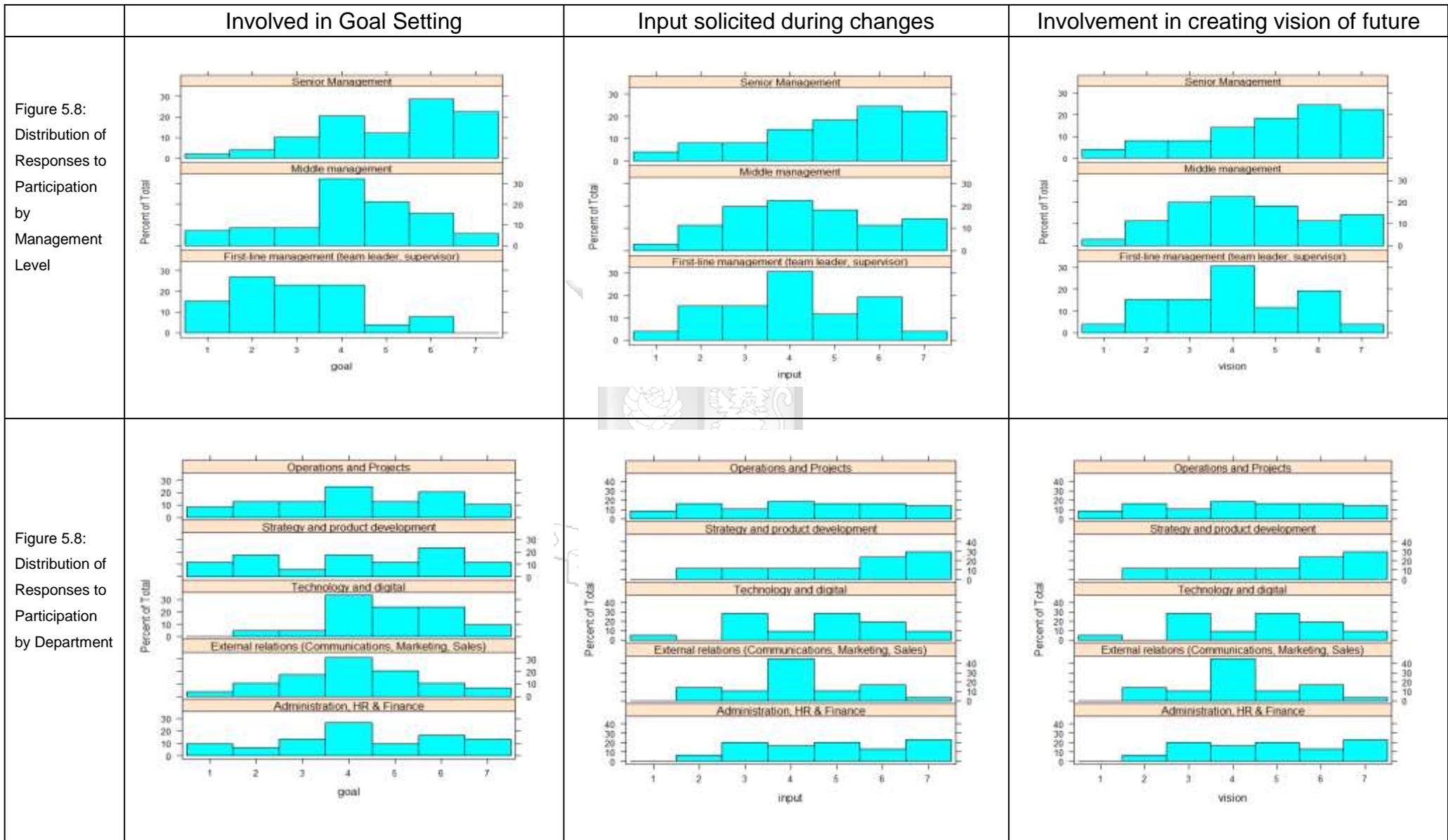
**Table 5.6: P-values**

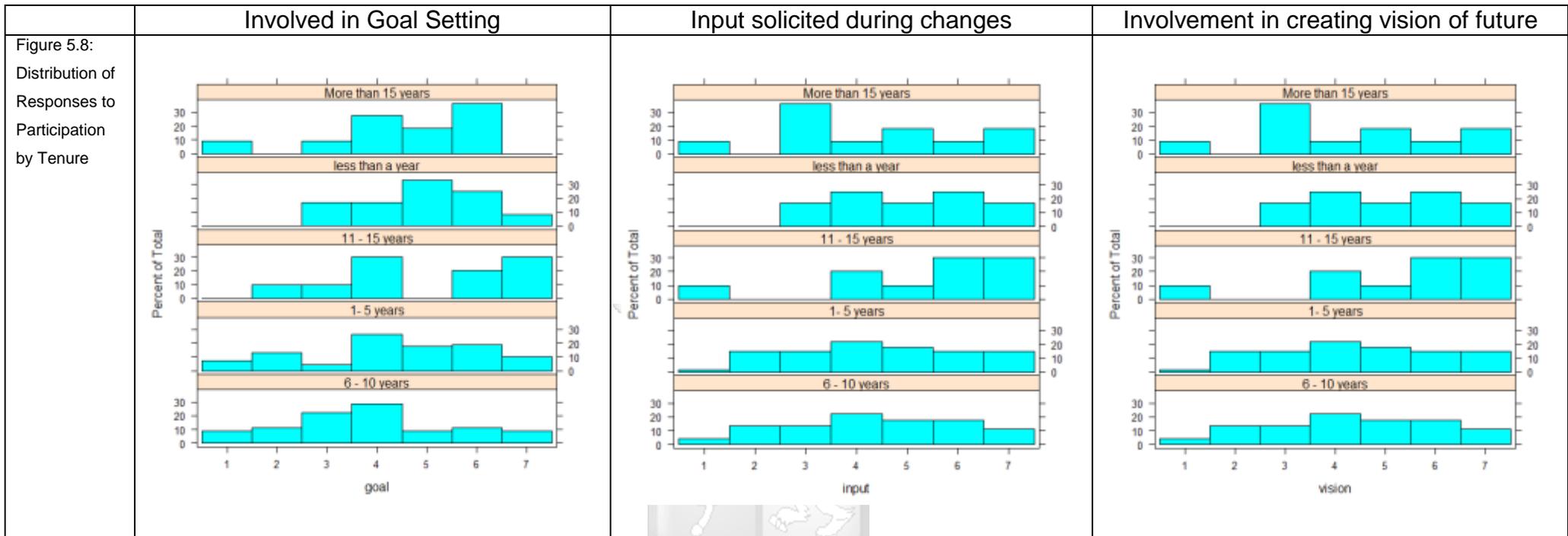
| Comparison           | Involved in Goal Setting |          | Input solicited during changes |          | Involvement in creating vision |          |
|----------------------|--------------------------|----------|--------------------------------|----------|--------------------------------|----------|
|                      | Z                        | P-values | Z                              | P-values | Z                              | P-values |
| First Line -- Middle | -3.2594                  | 0.0011   | -0.7123                        | 0.4763   | -2.5483                        | 0.0108   |
| First Line -- Senior | -5.2202                  | 0.0000   | -2.3719                        | 0.0177   | -3.6398                        | 0.0003   |
| Middle -- Senior     | -2.7811                  | 0.0054   | -2.2195                        | 0.0265   | -1.6153                        | 0.1062   |

**Table 5.7: Summary of Responses for Empowerment by Responsibility**

| <b>Responsibility</b>        | Responsible for my decisions | Responsible for my actions | Responsible for outcomes | Personal responsibility |
|------------------------------|------------------------------|----------------------------|--------------------------|-------------------------|
| Strongly Disagree & Disagree | 2%                           | 0%                         | 1%                       | 2%                      |
| undecided                    | 40%                          | 26%                        | 28%                      | 36%                     |
| Agree & Strongly Agree       | 58%                          | 74%                        | 71%                      | 62%                     |
| Mean                         | 5.6                          | 6.0                        | 5.9                      | 5.6                     |
| Median                       | 6.0                          | 6.0                        | 6.0                      | 6.0                     |







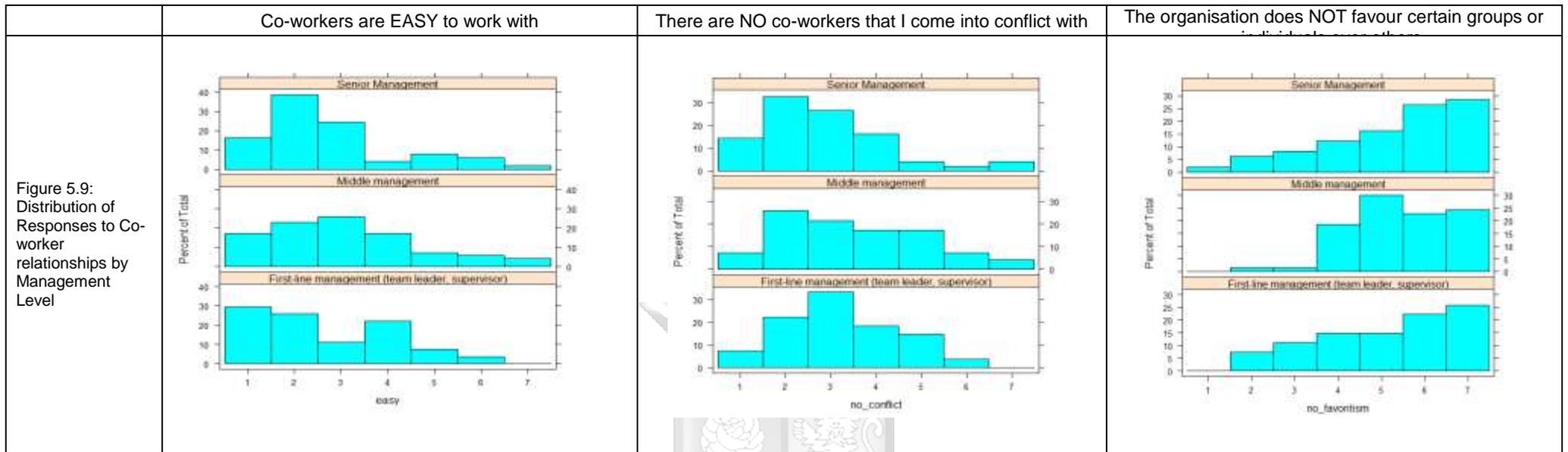


Figure 5.9:  
Distribution of  
Responses to Co-  
worker  
relationships by  
Department

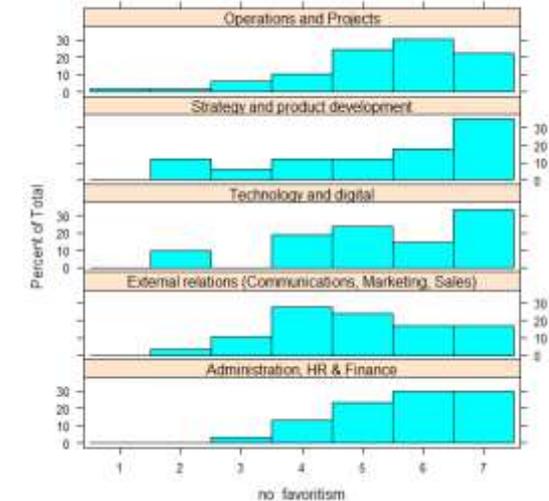
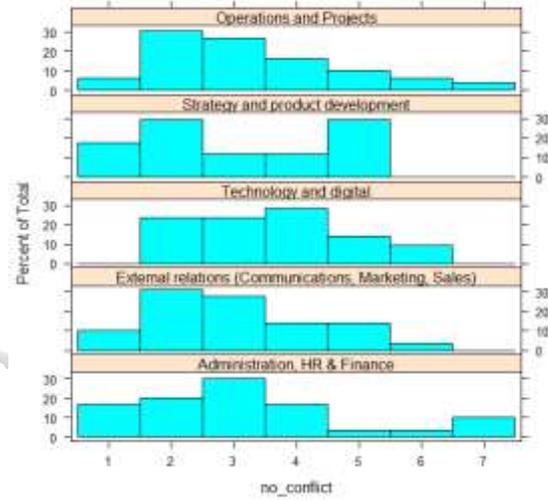
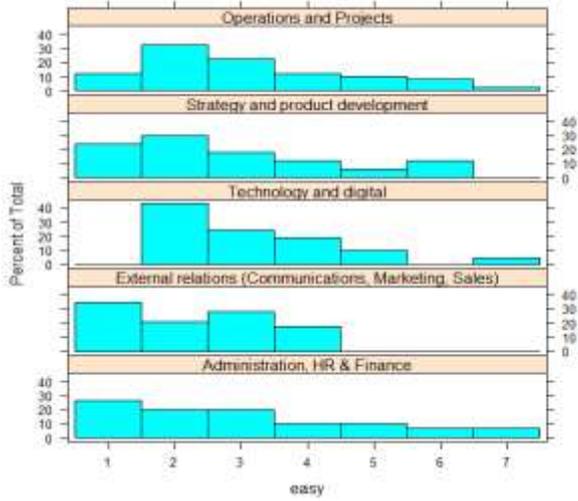
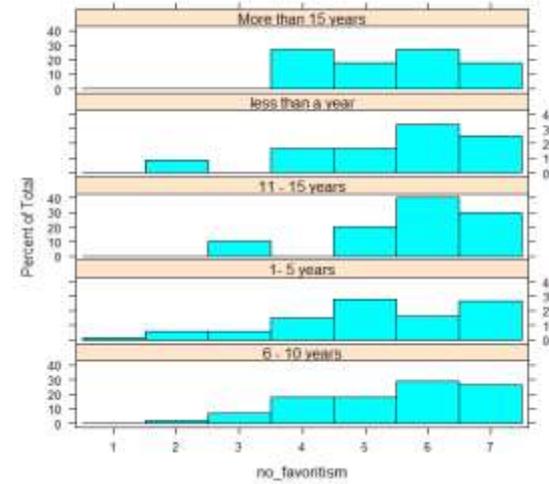
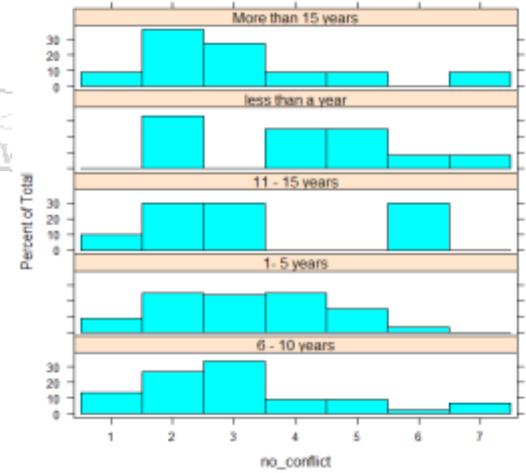
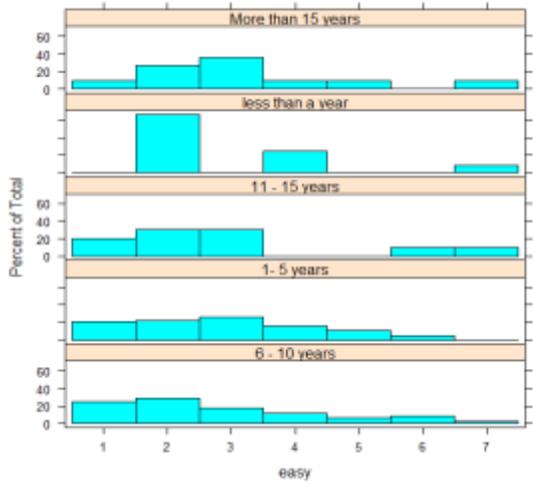


Figure 5.9:  
Distribution of  
Responses to Co-  
worker  
relationships by  
Tenure



## Appendix 6: Multinomial Regression Analysis Results By Dimension

### Appendix 6.1: Regression Results for Communication Dimensions

The results explain how communication affects 1) the log odds of being engaged vs being disengaged and 2) the log odds of being passive vs being disengaged. The base outcome for comparison is therefore disengaged. These results are extracted from an overall analysis which includes coefficients of the other indicators. Each reported coefficient has a p-value beneath it for easy interpretation of statistical significance. If the p-value is less than 0.05, the null hypothesis of insignificance is rejected.

| Base Group = Disengaged              | Vigor         |               | Dedication |         | Absorption   |              |
|--------------------------------------|---------------|---------------|------------|---------|--------------|--------------|
|                                      | Passive       | Engaged       | Passive    | Engaged | Passive      | Engaged      |
| <b>(Intercept)</b>                   | <i>31.71</i>  | <i>25.57</i>  | 5.58       | 0.21    | 3.03         | 62.93        |
|                                      | <i>0.000</i>  | <i>0.000</i>  | 0.309      | 0.969   | <i>0.034</i> | <i>0.000</i> |
| <b>Communication Channels</b>        | <i>-1.47</i>  | <i>-1.21</i>  | 0.84       | 1.02    | 0.11         | -20.71       |
|                                      | <i>0.000</i>  | <i>0.000</i>  | 0.216      | 0.136   | 0.537        | 0.229        |
| <b>Information Availability</b>      | <i>5.55</i>   | <i>5.07</i>   | -0.13      | -0.21   | -0.26        | -27.51       |
|                                      | <i>0.000</i>  | <i>0.000</i>  | 0.870      | 0.795   | 0.336        | 0.175        |
| <b>Communication from leadership</b> | <i>-14.11</i> | <i>-13.96</i> | -0.95      | -1.21   | 0.11         | 36.81        |
|                                      | <i>0.000</i>  | <i>0.000</i>  | 0.238      | 0.134   | 0.637        | 0.107        |
| <b>Employee Voice</b>                | <i>12.90</i>  | <i>12.91</i>  | 1.18       | 1.16    | -0.09        | -0.87        |
|                                      | <i>0.000</i>  | <i>0.000</i>  | 0.135      | 0.138   | 0.705        | 0.971        |

The italicized coefficients are all significant.

### Dunn (1964) Kruskal-Wallis multiple comparison (“Opportunities to have a say”)

| Comparison                             | Z              | P-value       | Significance |
|--|----------------|---------------|--------------|
| <b>1 to 5 years vs 11 to 15 years</b>  | <b>-2.1974</b> | <b>0.0280</b> | <b>**</b>    |
| 1 to 5 years vs 6 to 10 years          | 1.7395         | 0.0819        |              |
| <b>11 to 15 years vs 6 to 10 years</b> | <b>3.0850</b>  | <b>0.0020</b> | <b>***</b>   |
| 1 to 5 years vs less than a year       | -0.9369        | 0.3488        |              |
| 11 to 15 years vs less than a year     | 1.0530         | 0.2923        |              |
| 6 to 10 years vs less than a year      | -1.9318        | 0.0534        |              |
| 1 to 5 years vs More than 15 years     | -0.6715        | 0.5019        |              |

|  |         |        |
|--|---------|--------|
| 11 to 15 years vs More than 15 years   | 1.2038  | 0.2287 |
| 6 to 10 years vs More than 15 years    | -1.6427 | 0.1004 |
| less than a year vs More than 15 years | 0.1800  | 0.8572 |

*Asterisks indicate statistical significance at 95% confidence interval*

## Appendix 6.2: Regression Results for Reward and Recognition

| Base Group = Disengaged | Vigor        |              | Dedication |         | Absorption   |              |
|-------------------------|--------------|--------------|------------|---------|--------------|--------------|
|                         | Passive      | Engaged      | Passive    | Engaged | Passive      | Engaged      |
| (Intercept)             | <i>31.71</i> | <i>25.57</i> | 5.58       | 0.21    | <i>3.03</i>  | <i>62.93</i> |
|                         | <i>0.000</i> | <i>0.000</i> | 0.309      | 0.969   | <i>0.034</i> | <i>0.000</i> |
| Reward and Recognition  | <i>2.40</i>  | <i>2.51</i>  | -0.51      | -0.01   | -0.39        | 41.51        |
|                         | <i>0.000</i> | <i>0.000</i> | 0.305      | 0.979   | 0.021        | 0.122        |

The italicized coefficients are all significant.

## Dunn (1964) Kruskal-Wallis multiple comparison ("Pay Rise")

| Comparison                                 | Z              | P-value       | Significance |
|--|----------------|---------------|--------------|
| 1 to 5 years vs 11 to 15 years             | 0.1777         | 0.8589        |              |
| 1 to 5 years vs 6 to 10 years              | -0.0553        | 0.9559        |              |
| 11 to 15 years vs 6 to 10 years            | -0.2026        | 0.8395        |              |
| <b>1 to 5 years vs less than a year</b>    | <b>-3.0932</b> | <b>0.0020</b> | <b>***</b>   |
| <b>11 to 15 years vs less than a year</b>  | <b>-2.4026</b> | <b>0.0163</b> | <b>**</b>    |
| <b>6 to 10 years vs less than a year</b>   | <b>-2.9484</b> | <b>0.0032</b> | <b>***</b>   |
| <b>1 to 5 years vs More than 15 years</b>  | <b>-2.0846</b> | <b>0.0371</b> | <b>**</b>    |
| 11 to 15 years vs More than 15 years       | -1.6883        | 0.0914        |              |
| <b>6 to 10 years vs More than 15 years</b> | <b>-1.9826</b> | <b>0.0474</b> | <b>**</b>    |
| less than a year vs More than 15 years     | 0.6973         | 0.4856        |              |

*Asterisks denote statistical significance at 95% confidence interval*

### Appendix 6.3: Regression Results for Empowerment Dimensions

| Base Group = Disengaged | Vigor         |               | Dedication |         | Absorption   |              |
|-------------------------|---------------|---------------|------------|---------|--------------|--------------|
|                         | Passive       | Engaged       | Passive    | Engaged | Passive      | Engaged      |
| <b>(Intercept)</b>      | <i>31.71</i>  | <i>25.57</i>  | 5.58       | 0.21    | <i>3.03</i>  | <i>62.93</i> |
|                         | <i>0.000</i>  | <i>0.000</i>  | 0.309      | 0.969   | <i>0.034</i> | <i>0.000</i> |
| <b>Autonomy</b>         | <i>6.78</i>   | <i>7.15</i>   | 0.10       | 0.13    | -0.40        | -22.54       |
|                         | <i>0.000</i>  | <i>0.000</i>  | 0.891      | 0.868   | 0.078        | 0.367        |
| <b>Participation</b>    | <i>-3.64</i>  | <i>-3.53</i>  | -1.06      | -0.60   | -0.09        | -10.28       |
|                         | <i>0.000</i>  | <i>0.000</i>  | 0.174      | 0.438   | 0.718        | 0.667        |
| <b>Responsibility</b>   | <i>-10.46</i> | <i>-10.04</i> | 0.24       | 0.48    | -0.13        | -5.53        |
|                         | <i>0.000</i>  | <i>0.000</i>  | 0.791      | 0.591   | 0.614        | 0.836        |

The italicized coefficients are all statistically significant.

### Appendix 6.4: Regression Results for Co-worker Relationships Dimensions

| Base Group = Disengaged           | Vigor        |              | Dedication |         | Absorption   |              |
|-----------------------------------|--------------|--------------|------------|---------|--------------|--------------|
|                                   | Passive      | Engaged      | Passive    | Engaged | Passive      | Engaged      |
| <b>(Intercept)</b>                | <i>31.71</i> | <i>25.57</i> | 5.58       | 0.21    | <i>3.03</i>  | <i>62.93</i> |
|                                   | <i>0.000</i> | <i>0.000</i> | 0.309      | 0.969   | <i>0.034</i> | <i>0.000</i> |
| <b>Co-worker Relationships</b>    | <i>-4.33</i> | <i>-4.30</i> | -0.05      | -0.04   | -0.06        | -8.91        |
|                                   | <i>0.000</i> | <i>0.000</i> | 0.905      | 0.929   | 0.645        | 0.568        |
| <b>Supervisor Relationships</b>   | <i>7.15</i>  | <i>7.03</i>  | 0.21       | 0.13    | 0.35         | -29.77       |
|                                   | <i>0.000</i> | <i>0.000</i> | 0.772      | 0.854   | 0.116        | 0.170        |
| <b>Organization Relationships</b> | <i>4.78</i>  | <i>4.94</i>  | -0.30      | -0.07   | 0.12         | 14.22        |
|                                   | <i>0.000</i> | <i>0.000</i> | 0.579      | 0.892   | 0.462        | 0.613        |

The italicized coefficients are all significant.