



**DRIVERS OF EMPLOYEE ENGAGEMENT: THE CASE  
OF ETHIOPIAN RED CROSS SOCIETY**

**A THESIS SUBMITTED TO ADDIS ABABA UNIVERSITY,  
COLLEGE OF BUSINESS AND ECONOMICS, SCHOOL OF  
COMMERCE, OFFICE OF GRADUATE STUDIES**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR MASTER'S OF ARTS DEGREE IN HUMAN RESOURCE  
MANAGEMENT**

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**JULY 2020**

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### **Declaration**

I, the undersigned, declare that this study entitled “Drivers of Employee Engagement: The Case of Ethiopian Red Cross Society” is my original research work that has not been produced by others in any other institutions or Universities for any other requirements in any form. To this end, I acknowledge all sources materials used for the study have been duly acknowledged.

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### **Letter of Certification**

This is to certify that Melesech Assefa Jira has carried out her thesis work on the topic entitled “Drivers of Employee Engagement: The Case of Ethiopian Red Cross Society” under my guidance and supervision. Accordingly I, here assure that her work is appropriate and standard enough to be submitted for the award of Masters of Arts Degree in Human Resource Management.

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## **ACKNOWLEDGEMENTS**

Most of all, I would like to praise my almighty God for granting me the capability to proceed and successfully accomplish this thesis. I would like to extend my sincere thanks, towards my advisor Worku Mekonnen (Ph.D) for his timely and critical comment, invaluable pieces of advice and suggestions in each parts of the thesis. I would also like to thank Solomon Markos (PH.D) who was my internal examiner during the validation of the research proposal and I am gratefully indebted to him for his guidance and suggestions that helped me accomplish this study successfully.

I would like to thank the management and staff of Ethiopian Red Cross Society, for their cooperation and support during the data collection process. This accomplishment would not have been possible without their support. My special appreciation goes to Ato Abebaw Abebe for his assistance in redesigning the data collection tool in to online format using kobo tool box. I would also like to thank Ato Hailemariam T/wold (PH.D candidate) for his encouragement and advice during the writing of this thesis.

Last but not least, I owe special thanks to my family, friends and colleagues for their continuing encouragement and support in all my endeavors.

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## *ACRONYMS*

CIPD	Chartered Institute of Personnel and Development
ERCS	Ethiopian Red Cross Society
HRD	Human Resources Department
HRM	Human Resources Management
HQs	Head Quarters
ICRC	International Committee of Red Cross/Red Crescent
JD-R	Job demand - resource
NGOs	Non-Governmental Organizations
SD	Standard Deviation
SPSS	Statistical Package for Social Sciences

## ABSTRACT

The study examined drivers of employee engagement and measured engagement level in Ethiopian Red Cross Society (ERCS) context using cross-sectional field survey and explanatory study. Quantitative approach was employed to achieve the research objective. The data was collected through structured questionnaire from expert level/professional employees of ERCS working at headquarters and regional branches selected using stratified random sampling method. Data analysis include descriptive statistics and inferential statistics (correlation and regression analysis). The findings obtained revealed that organizational identification and job characteristics have significant positive relation with employee engagement, in which organizational identification found to have the highest contribution. On the other hand, the relationship of career development is not significant, while, perception towards financial reward has significant negative effect on employee engagement. The results of the study indicate that from the four demographic variables studied (gender, work experience, level of education and work place, level of engagement varies with work place in which regional branch employees were found to have a higher level of engagement than headquarters employees. Hence, considering the significant contribution of the drivers of employee engagement, it is vital for organizations to create a nurturing environment to positively reinforce these variables, in order to improve engagement level of their employees.

**Key words:** Drivers of engagement, engagement level, Vigour, Dedication, Absorption

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Increasing workplace engagement is vital for achieving sustainable growth of companies, communities, and countries for a more prosperous and peaceful future (Gallup, 2013). Various studies have confirmed the positive relationship of employee engagement and organizational performance Bakker and Schaufeli, 2014; Bakker and Demerouti (2008); Robinson, Perryman and Hayday (2004); Cook (2008); Markos and Sridevi (2010); Popli and Rizvi (2016); Federman (2009); Harter, Schmidt, Agrawal and Stephanie (2013); Gallup (2013); Hewitt (2018); Towers Perrin (2003). Gallup (2013) research shows that strong connection of employee engagement to business outcomes such as productivity, profitability, and customer satisfaction. Harter, et al., 2008 also found positive relationship between level of employee engagement customer loyalty/engagement, profitability, productivity, turnover, safety incidents, shrinkage, absenteeism, patient safety incidents, and quality.

Hence, benefits of employee engagement received agreement among researchers, on the other hand, researches show that employee engagement is in decline, which makes employee engagement an increasingly important concern. Hewitt (2018); Towers Perrin (2003), Gallup (2013). Gallup's report stated that worldwide, actively disengaged workers continue to outnumber engaged workers at a rate of nearly 2 to 1, Gallup study found out world-wide, engaged employees account only 13%, while 63% are not engaged and 24% are actively disengaged. When it comes to sub-Saharan Africa only 10% employees are engaged, while 57% are not engaged and 33% are actively disengaged.

Employee engagement drivers provide the keys to taking action to increase engagement and when the drivers of employee engagement are optimized, employee engagement increases dramatically (Albrecht, 2010). Hence, what drives employees to work, attracted the attention

of many researchers and managers (Albrecht, 2010; Macey, Schneider, Barbera and Young, 2009). According to Popli and Rizvi (2016) researchers and consulting firms all agree that increased engagement drives various performance outcomes and results at all levels, despite differences in its conceptualization and measurement.

Employee engagement touches almost all aspects of human resource which makes it confusing and indistinct from other well-known human resource concepts (Armstrong, 2006; Schaufeli, 2013; Yalabik, Popaitoon, Chowne and Rayto, 2013). According to Schaufeli (2013); Iddagoda, Opatha & Gunawardana (2016); Rich (2006); Macey and Schneider (2008) and Yalabik, et al. (2013) employee engagement is related to constructs in organizational behavior such as job involvement, job satisfaction, motivation, organizational commitment, extra-role behavior, discretionary behavior and organizational citizenship behavior. Saks (2006) stressed on uniqueness of employee engagement by defining employee engagement as a unique construct that constitute cognitive, emotional, and behavioral aspect of individual in their role performance. Despite the relatedness of employee engagement with established human resource concepts researchers agreed on the uniqueness of engagement concept that can be studied (Albrecht, 2010; Schaufeli, 2013; Saks 2006; Iddagoda, et al., 2016; Rich, 2006).

## **1.2 Background and Context of ERCS**

Ethiopian Red Cross Society (ERCS) was established by a government decree on 8 July 1935. In the same year it was officially recognized by International Committee of Red Cross/Red Crescent (ICRC) and became the 48<sup>th</sup> member of the International Federation of Red Cross and Red Crescent (IFRC). ERCS has a structure consisting of 11 regional offices, 33 zonal branches and 132 district (*woreda*) branches, as well as more than 5000 committees (*Kebele* Red Cross Committees). The network of branches is supported by thousands of volunteers that help the National Society reach out to the communities and deliver services to people in need (ERCS, 2019b).

This study is conducted on expert level employees working at the Head Quarters (HQs) located in Addis Ababa and regional branch offices found in nine regional offices and two administrative cities.

ERCS's has a mission to prevent and alleviate human sufferings, contribute to the wellbeing of mankind and prevalence of peace by mobilizing the public at large and partners in Ethiopia and around the world. The revised strategy of 2020-2025 sets six strategic aims. These are: save lives, protect livelihood and contribute to community resilience, promote the culture of peace and non-violence, enhance membership and volunteer management, ensure financial self-reliance and optimize resource utilization, pursue image building and humanitarian and development communication, capacity building and partnership development (ERCS, 2019b).

In the foreseen strategic period (2020-2025), ERCS envisages a quantum leap up in its humanitarian and resilience building interventions through more impact, more influence, more local income and more vertical and horizontal integration with devolution of functions to the lower ramifications of the ERCS (ERCS, 2019b).

### **1.3 Statement of the problem**

As pinpointed by Gallup (2013) leaders often say that their organization's greatest asset is its people; but in reality, this is only true when those employees are fully engaged in their jobs. Engaged workers stand apart from their not engaged and actively disengaged counterparts because of the discretionary effort they consistently bring to their roles day after day. These employees willingly go the extra mile because of their strong emotional connection to their organization. According to Albrecht, Bakker, Gruman, Macey, and Saks (2015) if engagement is to yield sustainable competitive advantage, it needs to be integrated within the human resource practice of an organization across all aspects of the employer-employee relationship and across the employee life cycle.

Employee engagement is becoming a hot topic in human resource research area. Its benefits are a much researched topic, yet, limited academic research is conducted on the drivers of employee engagement. Saks (2006); Brown (2014) mentioned that while the benefits of

employee engagement are well established, the drivers for employee engagement are less well understood. Besides, many of the studies about employee engagement come from the practitioner literature and consulting firms (Albrecht, 2010). Many consulting firms developed their own engagement meaning and measurement tools, engagement surveys and suggested different drivers of employee engagement. Hence, no uniform and agreed upon model exists. As a result, there exists a gap in knowledge regarding drivers of employee engagement. Thus, more academic research should be done for clear understanding of the concept to assist development of managerial interventions that reinforce employee engagement.

Most researches conducted on drivers of employee engagement in Ethiopian context adopted Saks (2006) model and used drivers such as job characteristics/nature of job, rewards and recognition, perceived organizational/supervisory support, organizational justices/ equal opportunities and fair treatment to conduct their studies. Some researchers also considered employee engagement drivers identified by Institute of Employment Studies, Robinson, Perryman and Hayday (2004) that include career development, supervision, communication, promotion and growth/ training, development & career opportunities, performance appraisal and immediate supervisor/immediate management. Additional drivers used include work-life balance, motivation and co-workers. However, their findings are not consistent with each other regarding which drivers are a significant contributor of employee engagement. Besides, most of the studies are conducted in the private sectors specially banking and insurance. The government sector and civil societies are still untouched, which means situation of employee engagement in these sectors are not addressed.

ERCS is required to deliver humanitarian assistance and meet diverse and ever increasing needs of vulnerable communities complying with the national and international standards (ERCS, 2019a). Hence, ERCS should be committed to ensure that communities receive the assistance they require from engaged staff through enhancing employee engagement.

To deliver its services effectively and efficiently, ERCS should focus on development and meaningful engagement of its staff. However, so far, no single research is conducted to study level of employee engagement for employing interventions for improvement. However, there are key indicators of problems of employee engagement in ERCS. Most employees spend

times out of their office in working hours and leave their office early. Due to this, ERCS is forced to implement strict attendance control through electronic finger print machine. However, some employees waste time in non-work related activities including surfing the internet. Moreover, so far, ERCS never conducted study on employee engagement to gauge level of employee engagement and devise proper management intervention.

In the process of preparing 2020-2025 strategic plan the Strength, Weakness, Opportunity and Threat (SWOT) analysis identified that most of the staff have a good knowledge about ERCS mission and have good sense of belongingness. ERCS's popularity and acceptance by the community and respect for its emblem anywhere in the community is mentioned as strength of the organization. However, there is a notion among the management that employee commitment, satisfaction and performance is low (ERCS, 2019b).

From discussion with the staff of ERCS, career opportunities and career development issues are not properly addressed in the organization. In addition, financial reward is not attractive enough due to failure to make timely revision and construct competitive salary scale and benefit package. Moreover, the Human Resource Department (HRD) is not strongly structured, in a way that it can make meaningful contribution to influence employee engagement.

In addition to the gaps identified above, ERCS is currently undertaking organizational structure revision planned to flatten the organization. This change may affect peoples and create feeling of insecurity and frustration. Therefore, identifying drivers of employee engagement may help ERCS for smooth transition to its new organizational setup and to implement proper interventions to improve employee engagement and to meet its ever increasing demand of humanitarian service that require engaged employees.

## **1.4 Research Questions**

1. What is the level of employee engagement at ERCS?
2. What factors drive employee engagement at ERCS?
3. What is the relationship between level of employee engagement and drivers of employee engagement (job characteristics, financial reward, career development, organizational identification & demographic variables - respondents' gender, age, level of education, work experience and work place)?

## **1.5 Research Objectives**

The research objectives consist of general objective and specific objectives

### **General Objective:**

The general objective of the research is to determine the key factors that drive employee engagement in the case of ERCS.

The specific objectives of this thesis are:

- To determine the level of employee engagement at ERCS
- Identify the drivers of employee engagement at ERCS
- To identify relationship between employee engagement drivers and level of employee engagement (job characteristics, financial reward, career development, organizational identification & demographic variables - respondents' gender, age, level of education, work experience and work place)?

## **1.6 Significance of the Study**

This study will have significant importance from both research and practical perspectives. The research tested the applicability of identified employee drivers in the given organization, hence it will add to the body of knowledge already available on employee engagement. This study will also serve as a reference and trigger more interest to conduct further research on employee engagement concepts. This in turn should positively impact the understanding of the concept and improvement of employee engagement level.

This study measured level of employee engagement and determined the correlation and extent of relationship with the selected drivers of employee engagement. It will give an insight to human resource managers of ERCS regarding gaps and contributing factors of employee engagement, for crafting better strategy for improvement of employee engagement in the organization. The survey instrument used for this study can also serve as a base to develop well versed tool to conduct periodical review of employee engagement at ERCS.

The study will also help senior managers of ERCS to realize the importance of working on employee engagement as forefront human resource agenda and to reinforce the efforts of employee engagement.

## **1.7 Scope of the Study**

This study focused on the assessment of the drivers of employee engagement and level of employee engagement and then, examine their relationship in ERCS organizational context. Various researchers defined employee engagement differently. Hence, for the purpose of this study Schaufeli and Bakker (2010) employee engagement definition as a positive, fulfilling, work-related state of mind has been used to measure level of employee engagement at a given organization.

Taking into account background of the organization under study and the available literature, the researcher selected employee engagement variables that will most likely influence employee engagement, namely job characteristics, financial reward, career development, organizational identification and demographic variables, adopted from Saks (2006); Lakshimi (2019); Armstrong (2004); Monis and Sreedhara (2011); Miller, Allen, Casey and Johnson (2013) to study employee engagement drivers in ERCS. In addition, level of employee engagement has been measured using Utrecht's Work Engagement Scale (UWES) which is a validated engagement measurement developed by Schaufeli, Bakker and Salanova (2006) composed of three dimensions vigor, dedication and absorption..

The methodological scope is limited to conducting a survey through structured questionnaire distributed to expert level employees working at the Head Quarters (HQs) located in Addis Ababa and regional branch offices found in nine regional states and two administrative cities. The study employed cross-sectional field survey and explanatory study. This research used quantitative method, to describe drivers of employee engagement, to measure level of engagement and to perform statistical analysis such as correlation and regression analysis and make inference to the general population.

## **1.8 Limitation of the Study**

This study is performed only in ERCS. The study does not include other civic society organizations, so this limit the generalizability of the research findings to other similar organizations. The study employed cross-sectional research design; thus, making inferences regarding causality are limited.

The other limitation is, since the target population of this study is expert level employees, employees below junior level is not represented in this study, so the result of the study may not truly reflect their perception.

## **1.9 Organization of the Study**

The paper is organized in five chapters. The first chapter is an introductory part, which contains the background, statement of the problem, objectives, research questions, scope, and limitation of the study. Chapter two highlights literature review. Chapter three elaborates research methodology. Chapter four discusses data presentation analysis and interpretation and finally, chapter five presents summary and conclusion that was drawn from the analysis and recommendations based on the conclusions. This chapter also includes suggestions on future area of research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1. Introduction**

Kahn's (1990) research is the foundation for many engagement researches. Khan used employee engagement conceptualization of Goffman as starting point for his work. Goffman (1959, 1961) as cited in Khan (1990) suggested that people's attachment to and detachment from their roles varies and he used the word "embracement" to refer to the investment of self and energy into one's role performance. For Goffman behaviors that signify a lack of separation between a person and a role were indicative of role embracement, whereas behaviors that separated a person from a disdained role indicated role distance. Kahn's concepts integrate the idea that people need both self-expression and self-employment in their work lives as a matter of course based upon needs and motives theory of (Alderfer, 1972; Maslow, 1954).

#### **2.2. Theoretical Review**

##### ***2.2.1. Concepts related to employee engagement***

The emergence of engagement has been confused by disagreements about its nature. Most notable is the claim that it is merely old wine in new bottles (Schaufeli, 2013). Engagement is said to be related to various construct theoretically, conceptually and empirically.

According to Rich (2006) the concept of employee engagement is related to job involvement, since both involve the employees' participation or investment in their work role, however, they are distinct from one another. May, et al. (2004) pointed job involvement is the result of a cognitive judgment about the need satisfying abilities of the job and is tied to one's self-image. Sen (2009) also added that engagement is about how individuals employ themselves in the performance of their job and a precursor to job involvement as individuals who experience deep engagement in their role comes to identify with their jobs.

Job satisfaction is also considered to have a close link to engagement. Jaiswal, Pathak and Kumari (2017) pointed the existence of significant relationship between Employee Engagement and Job Satisfaction. However, for Erickson (2005) as cited in Macey and Schneider (2008); Schaufeli (2013) and Imperatori (2017) employee engagement is above and beyond job satisfaction. Although there may be component of satisfaction within engagement construct, engagement implies activation, whereas satisfaction implies satiation (Schaufeli, 2013).

According to Armstrong and Taylor (2014) intrinsic motivation is also one of the construct associated with motivation. However, Jaiswal, et al. (2017) found out that there is no significant relationship between employee engagement and employee motivation.

The other concept confused with engagement is employee commitment. Engagement is more up-to-date, sophisticated and advanced than commitment (Armstrong, 2006; Saks, 2006; Robinson, et al., 2004). Armstrong pointed that engagement can exist even when individuals are not committed to the organization. Saks (2006) also commented that engagement differs from commitment in that, unlike commitment, engagement is not an attitude; it is the degree to which an individual is attentive and absorbed in the performance of their roles.

According to Robinson, et al. (2004) engagement contains many elements of Organizational Citizenship Behaviour (OCB). The behavior associated with engaged employee have similarity with that of good organizational citizen, but they are not a perfect match with one another. OCB deals with the characteristics and behaviour of the individual, than the organization. In addition, OCB do not reflect sufficiently the two way nature of employee engagement, and the extent to which engaged employees are expected to have an element of business awareness.

Hence, engagement is unique and distinguishable construct that can be studied (Schaufeli, 2013 and Saks, 2006).

### ***2.2.2. Definitions of employee engagement***

There is no universally accepted definition of engagement (Albrecht, 2010; Fleck and Inceoglu, 2010). Many authors forwarded different definitions of employee engagement. This research mainly reviewed (a) Kahn's (1990) three dimension approach which include physical, cognitive and emotional dimensions, (b) Macey and Schneider (2008) three dimensions approach which include state, trait and behavioral dimensions, (c) Schaufeli and Bakker (2010) three dimensions approach which include vigor, dedication, and absorption, and identified similarity of concepts with that of definition of Schaufeli and Bakker (2010), which is used to measure level of employee engagement for this research.

Kahn (1990) defined engagement for the first time as the harnessing of organization members' selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances. In contrast, personal disengagement is the disconnection/separation of selves from work roles; which involve, people's withdrawal and defense physically, cognitively, or emotionally during role performances. In line with this Shuck (2011) stated that focuses on employee engagements aspect of relation with role performance. Hence, based on the definition of Kahn employee engagement has three dimensions i.e. physical, cognitive and emotional.

Saks (2006) expanded the construct of employee engagement to include job and organizational engagement. Saks defined employee engagement as unique construct that consists of cognitive, emotional, and behavioral components that are associated with individual role performance. Saks further asserted that engagement is distinguishable from several related constructs, such as organizational commitment, organizational citizenship behavior, and job involvement.

Macey and Schneider (2008) conceptualized engagement as state, trait, and behavior. According to Macey and Schneidre three factors define state engagement dedication (i.e., commitment), absorption (i.e., involvement), and energy (i.e., positive affective state). This definition has similarity with definitions of Schaufeli and Bakker (2010), who defined employee engagement as a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption. Macey and Schneider added that state engagement is antecedent of behavioral engagement. Similarly, Maslach and Leiter (2007) also stated that

engagement as antithesis of engagement that consists of a state of high energy (rather than exhaustion), strong involvement (rather than cynicism), and a sense of efficacy (rather than inefficacy).

Macey and Schneider (2008) defined trait engagement which comprises a number of interrelated personality attributes, including trait positive affectivity, conscientiousness, the proactive personality, and the autotelic personality. Inceoglu and Warr (2012) also pointed that more engaged and less engaged workers are likely to differ in certain traits. Kahn (1990) also pointed that individual differences in relation to personality trait can influence their perception of engagement and it will shape peoples degree of engagement or disengagement in all or some of their task performances. Kahn pointed that emotional ability to personally engage in task will influence psychological availability of employees. Employing and expressing the self in tasks requiring emotional labor takes a certain level of emotionality that personally disengaging does not.

Engagement is also defined from the behavioral dimension as an adaptive behavior intended to serve an organizational purpose (Macey and Schneider, 2008). In support of this Cook (2008) also stated that employee engagement is the passion and energy employees have to give of their best to the organization to serve the customer. Cook added that engagement is deals with the willingness and ability of employees to give sustained discretionary effort for the success of their organization. Battu & Darbha (2017) supported the above view by stating that employee engagement is a workplace approach resulting in the right conditions for all members of an organization to give their best each day. Albrecht (2010) definition indicated that engagement is experienced as enthusiasm and self- involvement with a task or organization and manifests itself in proactive value directed behavior. Similarly Chartered Institute of Personnel and Development (CIPD) (2010) defined employee engagement as being positively present during the performance of work by willingly contributing intellectual effort, experiencing positive emotions and meaningful connections to others. In line with this, Armstrong (2006) also stated that engagement takes place when people are committed to their work, interested and indeed excited, about their job.

Schaufeli and Bakker (2010), who defined employee engagement as a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption. This definition has support from various authors.

The first dimension which is vigor is characterized by high levels of energy and mental resilience while working, the willingness to invest effort in one's work, and persistence even in the face of difficulties Schaufeli and Bakker (2010). According to Fleck and Inceoglu (2010) when people are in an engaged state, they invest more of themselves in their work role and conduct their work with energy and enthusiasm. Macey and Schneider (2008) also pointed engagement involve affective energy (enthusiasm and alertness). In relation to this Kahn (1990) pointed in its physical dimension when employee engaged in a role, people employ and express themselves physically. Goff-man (1961) suggested that engagement demanded levels of physical energy, strength, and readiness. The physical dimension of engagement is manifested by the exertion of effort in one's job that range from lethargy (low engagement) to vigorous physical and mental effort. When individuals are engaged in their role, physical energies are directed at the accomplishment of role task (Rich, 2006). Similarly, Shirom (2003) positioned vigor as the feeling of physical strength, cognitive liveliness, and emotional energy. Maslach and Leiter. (2007) and Schaufeli and Bakker (2014) also defined engagement as the positive antithesis of burnout, which is characterized by energy, involvement, and efficacy. Thus, engagement consists of a state of high energy (rather than exhaustion), strong involvement (rather than cynicism), and a sense of efficacy (rather than inefficacy). Cook (2008) stated that employee engagement is the passion and energy employees have to give of their best to the organization to serve the customer. It is all about the willingness and ability of employees to give sustained discretionary effort to help their organization succeed. Engagement is characterized by employees being committed to the organization, believing in what it stands for and being prepared to go above and beyond what is expected of them to deliver outstanding service to the customer.

The second dimension of engagement is dedication which refers to being strongly involved in one's work and experiencing a sense of significance, enthusiasm, inspiration, pride, and challenge Schaufeli and Bakker (2010). Albrecht (2010) defined engagement is experienced as enthusiasm and self- involvement with a task or organization, is fostered by a corresponding

dispositional orientation and facilitating climate, and manifests itself in proactive value directed behavior. This is similar to argument of Macey and Schneider (2008) that stated engagement as a sense of self-presence in the work and high levels of involvement (passion). Schaufeli, Salanova, González-Romá, and Bakker (2002) also expressed cognitive dimension of Kahn as an emotional (dedication). Employee engagement require dedication over multiple targets that compete for one's limited attentional resources, including role task, supervisor, organization, co-workers, or off-work targets such as personal and home life (Rich, 2006). Hewitt Associates defines engagement as the level of an employee's psychological investment in their organization (Hewitt, 2018). Gallup (2013) defined engaged employees are those who work with a passion and feel profound connection to their company.

Absorption constitute the third dimension of employee engagement which occur when employees fully concentrated and happily occupied in their work, whereby time passes quickly and one has difficulties with detaching oneself from work (Schaufeli, et al., 2006). This is similar to expression of Macey and Schneider (2008) as a sense of self-presence in the work. As Kahn (1990) observed emotional dimension, are expressed when people are engaged in their role when they exhibited behaviors that indicated the investment of personal energies and emotions. Macey and Schneider (2008) refers to it as passion and excitement. Schaufeli et al. (2002) added that. Investment of personal energies into role performance and it involve the introduction of a new element or quality of emotions. At this level, individuals are "fully present" in their task through an emotional connection between themselves and their work (Rich, 2006).

For the purpose of this study Schaufeli and Bakker (2010) employee engagement definition as a positive, fulfilling, work-related state of mind has been used to measure level of employee engagement at a given organization.

### ***2.2.3. Categories of employee engagement***

According to Gallup (2013) employee engagement can be categorized in to three levels: engaged, not engaged, and actively disengaged.

According to Gallup (2013) ‘Engaged’ employee, engaged employees exhibit passion in their work and feel a deep connection to their company. They bring innovation and contribute to the betterment of the organization. When engaged, people are attached and caught by executing their work role. They invest huge amount of their personal energy into enacting the role, as it is an important part of their identity. They have internalized the goals and aspirations of the organization as their own (Albrecht, 2010).

‘Not Engaged’ employees are essentially absent minded. They’re sleepwalking through their workday, they are physical present but they don’t exhibit their energy or passion into their work (Gallup, 2013). (Albrecht, 2010) not engaged employees express their unhappiness and distrust toward management often sharing their poor experiences with their colleagues.

Actively disengaged employees are not only unhappy at work; they engage themselves in activities that express their unhappiness Gallup (2013). Mekonene (2019) pointed that disengaged employees can be a serious liability for the organizations. Every day, these workers diminish the accomplishment of their engaged coworkers. As stated by Albrecht (2010) when people are disengaged, they are only physically present at work. They do not invest their emotions, energies, and passion in performing their work. Disengaged employees have little or no emotional bondage to their work role, do not care about the organization’s goals, and rarely find themselves engrossed in their work. Khan (1990) pointed that disengagement promote absence of physical, cognitive, and emotional connections, and passive and incomplete role performances.

#### **2.2.4. Drivers of Employee Engagement**

Engagement is the result of a two-way relationship between employer and employee (Imperatori, 2017; Cook, 2008). Albretch (2010) stated that building engagement brings positive synergies between employees and organizations, with optimal outcomes for both. Kahn (1990) stated that people employ and express or withdraw and defend their preferred selves on the basis of their psychological experiences of self-in-role. According to him three psychological conditions: meaningfulness, safety, and availability drives employee engagement. According to Khan psychological meaningfulness is a feeling obtained in return for investments in terms of physical, cognitive, or emotional energy. Psychological safety was experienced when individuals are capable to perform without worry of negative consequences to self-image, status, or career. Psychological availability is the concerned with having the physical, emotional, or psychological capability to personally engage at a particular moment.

Bakker and Demerouti (2007) job resources such as, pay, career opportunities, job security, interpersonal and social relations (supervisor and co- worker support, team climate), the organization of work (role clarity, participation in decision making), and from the task itself (skill variety, task identify, task significance, autonomy, performance feedback) drive employee engagement

Saks (2006) also suggests that when employees receive resources or something extra from the organization, such as organizational and supervisor support, rewards, recognitions and justice, organizational engagement is a way for employees to reciprocate and repay the extra-rewards and resources obtained from the organization due to certain rules of exchange. Saks added that On the contrary, employees tend to decrease their psychological, cognitive and physical energy, if organizations do not provide resources and rewards expected from them.

### ***2.2.5. Theoretical framework of employee engagement***

Imperatori (2017) suggested three main theoretical approaches that can be used to explain the development of employee engagement. The three approaches differ in terms of the engagement definitions and the underlying disciplinary perspectives. The job resource-demand model is mainly aimed at the individual level of analysis while social exchange theory is more focused on the nature of interactions between employees and the organization.

#### ***2.2.5.1. Motivation Theory Approach***

Herzberg's Two Factor Theory states that the level of satisfaction a person has with a job is driven by two factors, which is motivators (which encourage performance and provide satisfaction, such as achievement and recognition) and hygiene (which do not satisfy the employee but the absence of which leads to dissatisfaction, such as policy, supervision, and salary). Herzberg suggested that job satisfaction and job dissatisfaction are not opposites: the opposite of job satisfaction is no job satisfaction, and the opposite of job dissatisfaction is no job dissatisfaction.

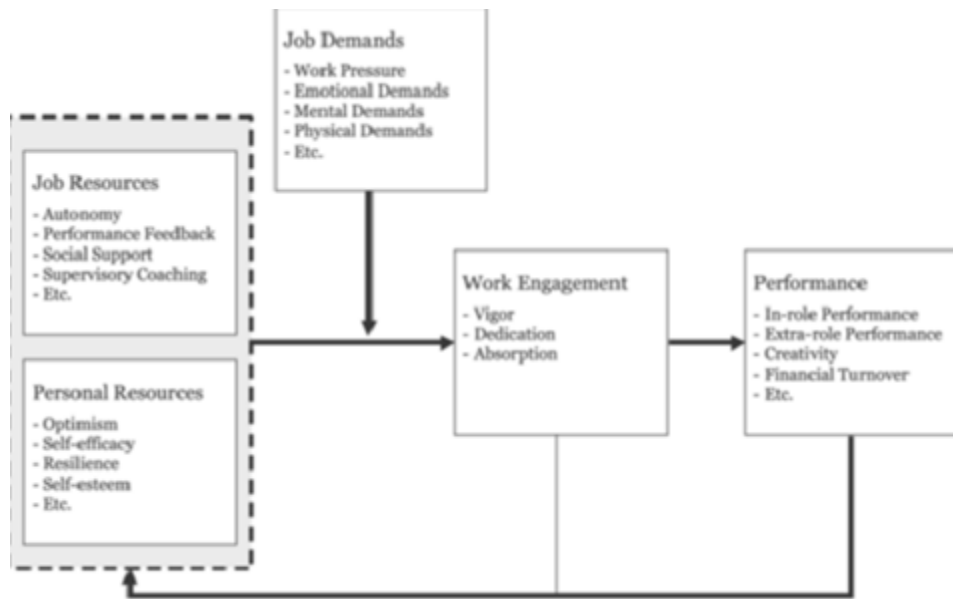
The motivation theory derived from Kahn's (1990) grounded research aiming to explain the occurrence of engagement at a particular time (Imperatori, 2017). Kahn (1990) pointed that people ask themselves about the meaningfulness their work, their available are and how safe they are in their work setting. Studies of May et al. 2004) also confirm that meaningfulness and (to a lesser degree) safety and availability are positively associated with engagement, mediating between psychological engagement.

#### ***2.2.5.2. Job demand - resource engagement model***

Previous studies shown that job resources are positively associated with work engagement (Bakker and Demerouti, 2008; Schaufeli and Salanova, 2007). According to Bakker and Demerouti, (2008) work environment can be divided into demands and resources. "Job demands" refer to physical, psychological, social, or organizational features of a job that require sustained physical and/or psychological effort from an employee that can result in physiological and/or psychological costs.

Job resources can come from the organization (for example, pay, career opportunities, job security), interpersonal and social relations (supervisor and co-worker support, team climate), the organization of work (role clarity, participation in decision making), and from the task itself (skill variety, task identity, task significance, autonomy, performance feedback) (Bakker & Demerouti, 2008).

Schaufeli and Bakker (2004) stated that job resources are positively related to engagement. They further explained that engagement is directly stimulated by the availability of both job and personal resources. Job demands, such as work overload and emotional demands, can directly trigger burnout but instead of a negative effect on engagement could foster work engagement through job demand challenges that promote personal development. This suggests that improving work engagement requires investing in job resources rather than limiting job demands.



*Figure 2.1: JD-R engagement model*  
 Source: Bakker and Demerouti (2008)

### ***2.2.5.3. Social Exchange Theory***

Work relations are a form of social exchange based on the mutual perception of a reciprocal obligation between employees and organizations (Imperator, 2017). Imperator added that social exchange relations entail not only the exchange of material goods but also social goods (for example, power, status, friendship). The Social Exchange Theory provides a theoretical basis of why employees choose to become more engaged or less engaged in their work. According to this theory, responsibilities are created through various interactions of parties who are interdependent with each other. The basic principle holds that relationships gradually develop into trusting, loyal, and mutual pledges on the condition that the parties to the pledge follow rules of exchange. Rules of exchange usually involve reciprocity or repayment rules such that the actions of one party lead to a response or actions by the other party. For example, when individuals receive economic and socio-emotional resources from their organization, they feel obliged to respond in kind and repay the organization (Cropanzano and Mitchell, 2005).

According to Kahn's (1990) employees feel obliged to bring themselves more deeply into their role performances as repayment for the resources obtained. When the organization fails to provide these resources, individuals are more likely to withdraw and disengage from their roles. Thus, the amount of cognitive, emotional and physical resources that an individual is willing to dedicate to work performance is dependent on organizational resources. In line with the social exchange theory, Saks (2006) also suggested that when employees receive resources, they feel compelled to reciprocate with greater levels of engagement. According to Saks Perceived organizational support predicts both job and organization engagement. However, job characteristics predict job engagement (i.e., autonomy, task identity, skill variety, task significance, feedback from others and from the job) while procedural justice predicts organizational engagement.

#### 2.2.5.4. *May et al. employee engagement model*

Building on Kahn's (1990) research May et al. (2004), revised the theoretical framework of Kahn's and revealed that the three conditions namely psychological meaningfulness, psychological safety and psychological availability are positively related to employee engagement. The study also revealed that meaningfulness is associated with job enrichment and work role fit, psychological safety is linked to rewarding coworker and supportive supervisor relations and negatively associated with adherence to co-workers norm and self-confidence. Psychological availability is positively associated to resource availability and negatively related with participation in outside activities.

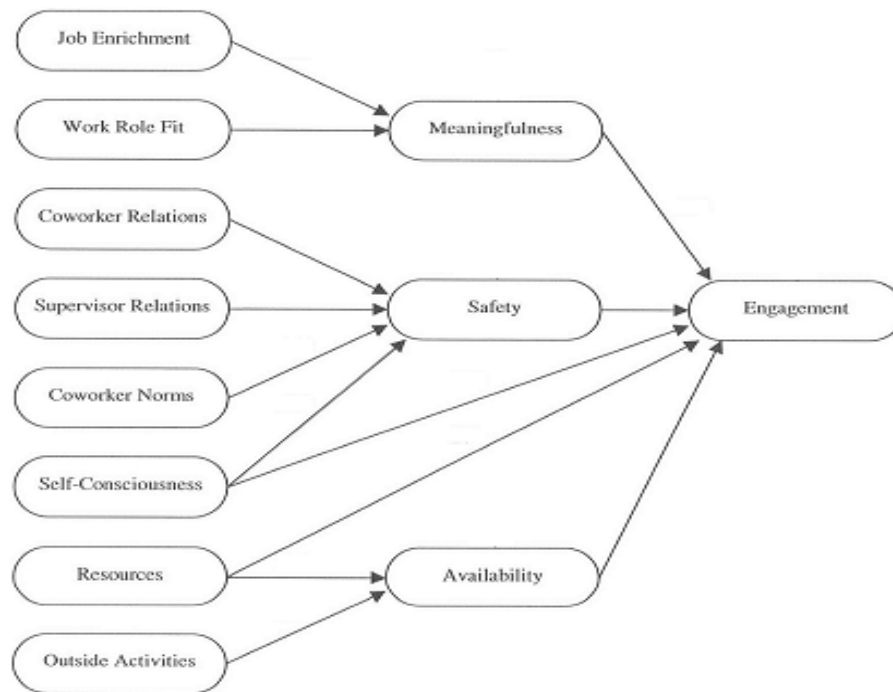


Figure 2.2: *May et al. Framework of engagement*  
Source: *May et al. (2004)*

#### 2.2.5.5. *Saks engagement model*

Based on the work of Kahn (1990) and May et al. (2004) Saks (2006) pointed that two most dominant roles for most organizational members are their work role and their role as a member of an organization. Saks identified a number of potential antecedents from Kahn's (1990) and Maslach, Schaufeli and Lieter (2001) model. The model acknowledges and include both job and organization engagements.

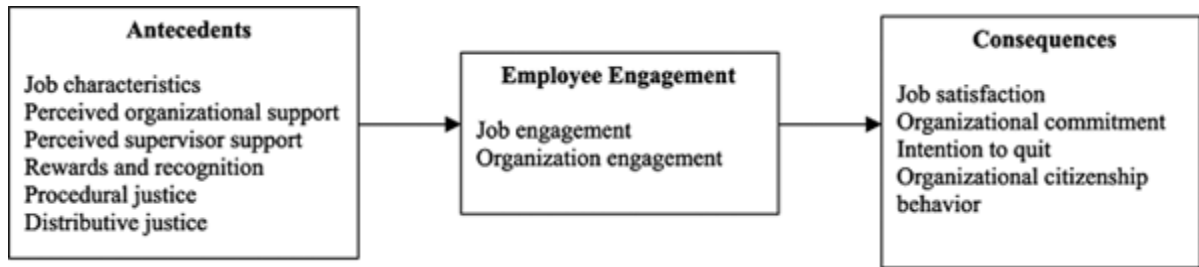


Figure 2.3: A model of the antecedents and consequences of employee engagement  
Source: Saks. (2006)

### 2.2.5.6. Utrecht work engagement scale

The most often used instrument to measure enduring engagement is the Utrecht Work Engagement Scale (UWES) positive work-related state of fulfillment that is characterized by vigor, dedication, and absorption. The model considers work engagement as an experienced psychological state (Schaufeli and Bakker, 2010).

## 2.3. Empirical Review

Even though there is agreement on the positive relationship between the variables and level of employee engagement, there is lack of consensus on the significance level of the variables regarding their contribution to the level of employee engagement.

### 2.3.1. Job characteristics

According to Kahn (1990, 1992), psychological meaningfulness can be achieved from challenging, clearly delineated, varied, creative, and autonomous tasks that allow the use of different skills, personal discretion, and the opportunity to make important contributions. Kahn also added in tasks designed in such a way that physically awful and mentally exhausting people will simply wear out and unavailable to engage.

The nature of work have both direct and indirect effects on state engagement. (e.g., challenge, variety) has direct effects on state engagement (e.g., Hackman & Oldham, 1980). May et al. (2004); Saks (2006) found that job characteristics was positively related to meaningfulness and meaningfulness mediated the relationship between job enrichment and engagement. Hackman and Oldham's (1980) job characteristics model identified five core job characteristics (i.e. skill

variety, task identity, task significance, autonomy, and feedback). As pointed by Seijts and Crim (2006) people want to know that their input matters and that they are contributing to the organization's success in a meaningful way. Barik and Kochar, 2017 also indicated job enrichment contribute to employee engagement.

Researches also pointed job characteristics and contribution as factor which foster employee engagement. Achievement (Swanlatha and Krishna, 2013), job fit (Shuck, 2011), job characteristics and contribution (Janjhua, 2011), professional knowledge, concern for job (Bhatt, 2012) meaning at work, opportunity to make a contribution (Penna, 2007).

Previous researches conducted in Ethiopia has provided evidence that job characteristics has highest contribution on employee engagement (Eshetu, 2018; Tessema, 2018; Abrar, 2019; Essayas, 2019 and Neguse, 2018). This result is in line with the findings of Saks, 2006; May et al. (2004); Rana, Ardichvili and Tkachenko (2014); Adiarani (2019); Mohapatra and Sharma (2010); Owor (2016); Adiarani, 2019, Margaretha, Widiastuti, Zaniarti and Wijaya (2018); Kane (2017). Based on these research results job characteristics has a positive and significant relationship with employee engagement and predictor of employee engagement.

### ***2.3.2. Career development***

Career development can be defined as actions that assist individuals manage the sequence of their job experiences across their lines (Stewart and Brown, 2011) cited in Al-Shawabkeh.K, 2017. Bhatla (2011) asserted that career development influences employees' engagement; help to retain the most talented employees and providing opportunities for personal development. According to Shuck and Rocco (2014) career development is one of the tools in engaging employees. Consistent with this Anitha (2014) also stressed that timely opportunities for growth and development improves the level of engagement. Alderfer (1972) stressed that a chance to grow can be considers as a means of rewarding people which in turn motivate employees. Armstrong (2006) also pointed dissatisfaction with career prospects as a major cause of turnover. Seijts and Crim (2006) pointed the need to provide challenging and meaningful work with opportunities for career advancement. Seijts and Crim added that failure to provide employees with the necessary knowledge and tools needed to be successful will likely lead to stress, frustration, and, ultimately, lack of engagement. Alderfer (1972);

Chandani, Mehta, Mall and Khokhar (2016) also pointed that providing employees with a sequence of experience and training improve satisfaction of their growth needs to reach their potential and achieve a successful career in harmony with their abilities and aspirations. According to Imandin, Bisschoff and Botha (2014) engagement will improve if employees are provided with challenging and meaningful work with opportunities for career advancement.

According to Monis and Sreedhara (2011) opportunities to progress is a common and concern of new recruits. Shuck and Rocco (2014) mentioned that scope for advancement and career growth (well-designed policy, adequate opportunities for career growth and advancement, clearly laid down career growth paths; implementation of the promotion policy in a fair and transparent manner) contribute to achievement of employee growth. According to Armstrong (2006) organizations should provide employees with wider experience to use their full potential, introduce procedures for identifying employees' potential, encourage promotion from within, develop fair promotion procedures, and provide advice and guidance on career paths.

According to Kimutai and Sakataka (2015) promotion opportunities, job relevant training and interaction with colleague have the strongest contribution to engagement. However, training has low significance for employee engagement (Tezera, 2018). This finding is in line with the findings of Gummadi and Devi (2013) who pointed that there is no significant relationship between Engagement and training and development.

### ***2.3.3. Financial reward***

Kahn (1990) pointed that people express varying level of engagement depending on their perceptions of the benefits they receive from a role. Saks (2006) added that, employees' will be more likely to engage themselves at work to the extent that they perceive a greater amount of rewards and recognition for their role performances. Lack of recognition and reward increases people's vulnerability to burnout, because it devalues both the work and the workers, and is closely associated with feelings of inefficacy (Maslach and Lieter, 2007). For Sandra O'Neal as cited in Armstrong (2004) reward strategy is critical to addressing the issues created by recruitment and retention as well as providing a means of influencing behavior. Fair pay and benefit is pointed as employee engagement derived by different researchers/ Robinson et

al (2004) -Pay and benefits Mani, (2011) -welfare, Markos and Sridevi (2010) -incentives, Barik and Kochar (2017) - reward system.

Armstrong (2004) pointed that people are primarily motivated by economic rewards. Money is significant to people because it is instrumental in satisfying their most pressing needs and also a highly tangible method of recognizing their worth, which plays significant role in improving their self-esteem. Pay is a tangible means of recognizing achievement which can motivate employees and reinforce desirable behavior.

According to Chandani, Mehta, Mall and Khokhar (2016) an organization should have proper salary systems in place so as to motivate the employees to work in the firm. So as to enhance the engagement level the employee has to be provided with specific compensation and benefits.

According to Eshetu, 2018; Tessema, 2018; Abrar, 2019; Essayas, 2019 and Neguse, 2018 reward has positive relation on employee engagement, which is in line with the findings of Saks, 2006; Kimutai and Sakataka (2015), Waqas and Saleem, 2014; Victor, 2016; Frinlicia and Nilasari, 2016; Mohapatra and Sharma, 2010, Owor (2016), Margaretha, et al., 2018; Basbous, 2011; AbuKhalifeh and Som, 2013). However, there are also conflicting findings for example according to Gummadi and Devi (2013); there is no significant relationship between reward and employee engagement.

#### ***2.3.4. Organizational identification***

The perception of oneness with the organization is named organizational identification (Ashforth & Mael, 1989). According to Dai l and Qin (2016), on the basis of social identity theory, organizational identity is the psychological link connecting members and organizations, it is a process of members defined themselves and in the psychological belonging to the organization. He, Zhu and Zheng (2013) asserted that organizational identification represents the strength of employee self-conception with reference to their organizational membership. A person's social identity relate to his/her "knowledge of his membership of a social group and the value and emotional meaning attached to that membership.

According to Miller, et al. (2013) organizational identification occurs when, in making a decision, the person in one or more of his or her organizational roles perceives that the value and interests of organization as relevant in evaluating the alternatives of choice. Identification is induced when employees perceive areas of similarity in the goals and values, have opportunities to shape organizational goals and actions, and reduce tensions and/or uncertainty by adopting organizational goals and values instead of other alternatives.

Dai and Qin (2016) asserted that organizational identification has a certain degree of causality with the employee engagement. Employees with high organizational identification concerned more with the organization's norms and values when they making decisions and work diligently in line with the objectives of the organization without the supervision of others. The employees with high organizational identification exhibit a high level of support and commitment to the organization, and their decision making is more consistent with the goals of the organization. He, et al. (2013) organizational identification affect employee engagement because it will enable individuals to view, and internalize, an organization's success as his/her personal success. He and Brown, 2013 cited in He, et al. (2013) employees with higher organizational identification tend to enjoy increased engagement with their work because they view doing so is mutually beneficial.

According to Esmaelinezhad, Singaravelloo, Boerhannoeddin (2015) when individuals identify themselves with the organization, they are more willing to behave in line with the interests of the company. Thus, organizational identification derived from the image and the perceived prestige of the organization can be a driver of organizational identification. In addition, corporate involvement in social issues and reputation are positively connected to each other.

Patchen's (1970) cited in Miller, et al. (2013) pointed that identification is composed of three interwoven phenomena: (a) "feelings of solidarity" which is a sense of belonging, strong feeling of attachment or emotional attraction, and pride in organizational membership; (b) "support of the organization" which is loyalty-loyalty to the organization and enthusiasm about organizational goals; and (c) "perceptions of shared characteristics which is similarity in terms of shared characteristics in light of shared values or goals.

A findings of study conducted by Karanges (2014); Karanika-Murray, Duncan, Pontes, & Griffiths (in press) revealed that the relationship between organizational identification and employee engagement are significant and positive. On the other hand researchers studied the mediating role of organizational identification on employee engagement (Dai and Qin, 2016) with - organizational support, Esmaeelinezhad and Singaravelloo (2015) - perceived external and internal corporate social responsibility, He, et al. (2013) - procedural Justice. The findings of Cawe (2006) identified organizations reputation and branding as prominent factor of employee engagement.

### ***2.3.5. Demographic variables***

According to Grag (2014) despite the existence of common determinant of engagement, different individuals are influenced by different factors i.e. demographic variables. Some researchers advocate that individual differences like age, gender or experience shape up employee engagement while other refutes the same.

#### ***2.3.1.1. Gender***

Study result of Garg (2014) and Wilson (2009) indicated gender difference has insignificant relation with employee engagement. However, Garg pointed that although variation is insignificant but still, it exists. Jaiswal, et al. (2017) also added that gender differences lack practical significance.

Study result of Garg (2014) and Wilson (2009) indicated gender difference has correlation with engagement. Garg (2014); Jaiswal, et al. (2017) gender differences lack practical significance. (Rizzo (2019); Wesley and Krishnan (2013) and Grag (2014) Mohapatra and Sharma (2010); (Bakker and Schaufeli, 2014; Schaufeli and Bakker, 2006) suggested that employees age correlate with engagement levels.

#### ***2.3.1.2. Age***

Rizzo (2019); Wesley and Krishnan (2013); Grag (2014) Mohapatra and Sharma (2010); Bakker and Schaufeli (2014); Schaufeli and Bakker (2006) suggested that employees age have correlation with engagement levels. According to them older people have high engagement level. Holbeche and Matthews (2012) pointed that factors that lead to employee engagement differ by age; younger staff may be more interested in training or career progression, older

ones in job security or employee benefits. However, the relationship is so weak that it can hardly be considered meaningful (Bakker and Schaufeli, 2014; Schaufeli and Bakker, 2006).

#### ***2.3.1.3. Education***

Grag (2014) and Wesley and Krishnan (2013) also indicated educational qualification play a significant role in determining employee engagement.

#### ***2.3.1.4. Work experience***

Work experience is positively and significantly correlated with engagement (Mohapatra and Sharma, 2010; Holbeche and Matthews (2012). Wilson (2009) no significant correlation exist between engagement and years of service.

Work experience is positively and significantly correlated with engagement (Mohapatra and Sharma, 2010). In contrast according to Wilson (2009) no significant correlation exist between engagement and years of service. However, Holbeche and Matthews (2012) pointed that recent hires tend to rate their employer very highly.

#### ***2.3.1.5. Work place***

Wesley and Krishnan (2013); Holbeche and Matthews (2012) pointed that employee place of work correlate with engagement level. Holbeche and Matthews (2012) indicated engagement level is lower for HQ staff than in subsidiaries, as the latter may be more motivated by being closer to the day-to-day business, having fewer levels of management to deal with and seeing the results of their work more immediately.

### **2.3.6. Research Hypothesis**

Based on the theoretical and empirical literature review, the following research hypothesis was developed for this study:

- H1: Job characteristics will be positively related to employee engagement.
- H2: Financial reward will be positively related to employee engagement
- H3: Career development will be positively related to employee engagement.
- H4: Organizational identification is positively correlated with employee engagement.
- H5: Respondents gender has significant effect on level of engagement,
- H6: Respondents age has significant effect on level of engagement,
- H7: Respondents level of education has significant effect on level of engagement,
- H8: Respondents work experience has significant effect on level of engagement,
- H9: Respondents work place has significant effect on level of engagement,

### **2.4. Conceptual Model of the Study**

Robinson et al. (2004) pointed that, there is no ‘one size fits all’ model of engagement, and different employees will place different emphasis on the extent to which they value different drivers. There are numerous employee engagement model in use currently to study drivers of employee engagement.

The research framework has been developed based on the literature review and the research problem. Motivational theory, Job-Demands and Resources (JD-R) Model and the Social Exchange Theory are used as a theoretical base to explain why employees prefer to become more engaged or less engaged in their work. The common elements of the three theories suggested that engagement is the results of the search for a balanced relationship between employee and employer; when alignment occurs, engagement is the result. Engagement is driven by resources that are available for employees, both personal and job-related; resources enable dealing positively with job demands even if these are stressful. Generally, engagement occurs in a significant (meaningfulness) and secure work environment (safety) where people are willing to invest (availability) (Imperator, 2017).

Hence, the proposed conceptual model focuses on the drivers or factors that could influence employee engagement. The dependent variable is level of employee engagement, while the independent variables are job characteristics, financial reward, career development opportunity, and organizational identification and demographic variables (gender, age and work experience). These drivers are adopted from (Saks, 2006 - job characteristics, Monis and Sreedhara, 2011; Armstrong, 2004; - career development, Lakshimi, 2019; Armstrong, 2004 – financial reward, and Miller et al., 2013 - organizational identification).

To measure level of employee Utrecht Work Engagement Scale (UWES) will be used which measures positive work-related state of fulfillment that is characterized by vigor, dedication, and absorption (Schaufeli, et al., 2006).

Based on these the researcher came up with the conceptual frame work depicted below to use it as a guide to conduct this study.

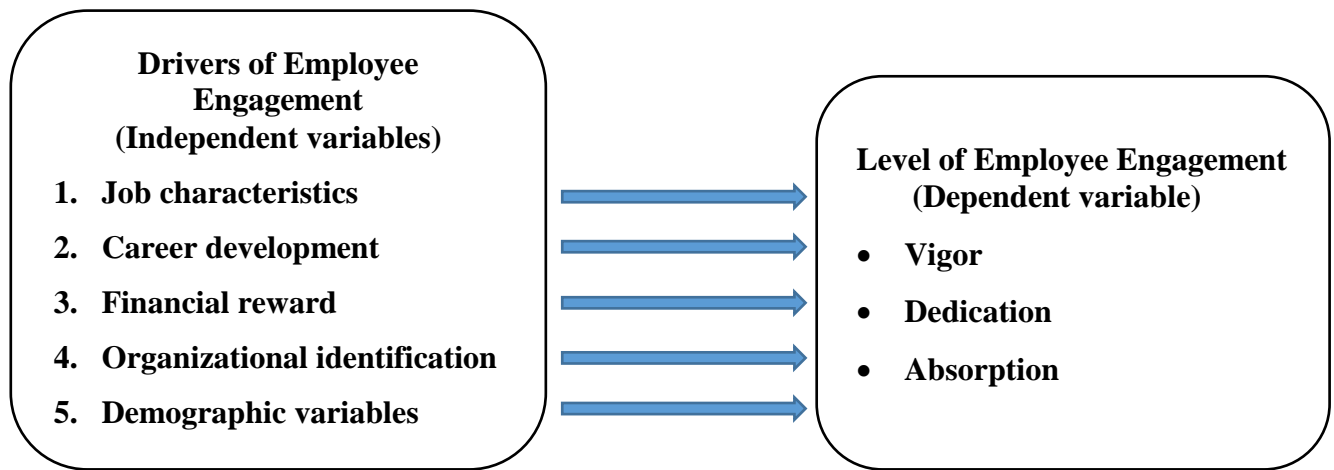


Figure 2.4: Proposed conceptual model

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

This chapter presents the methodology followed to meet the objective of the research. Specifically, the research design utilized, the research approach employed, the target population and sampling technique followed in collecting data and the statistical tools used in analyzing the collected data has been presented.

#### **3.1 Research Approach**

This research used quantitative method, because the purpose of the study is to identify and describe drivers of employee engagement and its relationship with level of employee engagement using survey method. The quantitative data collected through questionnaire was analyzed and generalization about the population was made based on the output. Quantitative method is preferable for ease of performing statistical analysis such as correlation analysis and tests of significance and make inference to the general population.

#### **3.2 Research Design**

The research design used for this research is correlational and explanatory in nature, for collecting and analyzing data and reporting the findings of the study, in order to provide answers to the research questions raised. Descriptive study was employed to describe the characteristics of the variables of interest in the study. Explanatory research, on the other hand, was used to explain and predict the relationship between the dependent and independent variables.

#### **3.3 Sources of Data**

Both Primary and secondary sources of data were used to answer the research questions in this study. The primary data were obtained from employees of ERCS working at the HQs and regional branches through online survey questionnaire developed using kobo tool box online data collection tool. The questionnaire was sent online through email address of the respondent. The questionnaire is divided into three parts; the first part is the demographic profile and the second part is related to the factors that drive employee engagement in the context of ERCS in

which the questions are designed in a 5-point Likert Scale and the third part pertains to measurement of level of employee engagement where the questions are designed to measure how frequent they feel on the statements mentioned in a scale 0 to 6. In addition, sources of the secondary data were printed and electronic documents including ERCS Strategic plan, program documents and other human resource related documents, books, prior research papers, journals, websites, published and unpublished documents, and archived data that helped the researchers to get background view of the subject.

### **3.4 Population and sampling**

#### ***3.4.1 Target population***

ERCS has a total of 1,358 employee out of which 272 are based at the HQs and 1,086 at the 11 regional branch offices. The target population for the study consisted of 339 employees of ERCS working on expert level position from junior to senior level. Out of the total number of the target population 115 are based at the HQs and 224 at regional branch offices and the administrative cities. The survey is limited to expert level employees of ERCS excluding top and middle level managers, non-clerical employees working in security, janitorial, and driver positions.

#### ***3.4.2 Sample size***

In order to draw a sample from a target population a sampling frame was drawn from a list of names that was accessed from HRD. The sample size was determined using sample size formula of (Kothari, 2004).

$$n = \frac{z^2 \times Pq \times N}{e^2 (N - 1) + Z^2 \times P \times q}$$

Where,

n=required sample size

N= size of population

Z= confidence level at 95%

P= Standard deviation of population (.5)

q= 1-p (1-.5=.5);

e= margin of error at 5%

$$\text{Sample size} = \frac{(1.96)^2 \times 0.5 \times 0.5 \times 339}{(0.05)^2 (339 - 1) + (1.96)^2 + (0.5) \times (0.5)}$$

Based on the above formula the sample size is 180.

### ***3.4.3 Sample design***

Probability sampling is recommended for survey research to make inferences from the sample about a population. Saris and Gallhofer (2007) stated that sampling should be done in such a way that the researcher has no influence on the selection of the respondents; otherwise the researcher can influence the results.

### ***3.4.4 Sampling technique***

The sampling technique preferred is the proportional stratified random sampling because employees working in the HQs and regional branch offices need to be represented well in the sample to have a representative population.

### ***3.4.5 Sample distribution plan***

The number of expert level employees are very small when we see regional branches separately, and it is difficult to assign number of sample proportionally. Hence, the regional branches are categorized in to three stratum based on their structural arrangement i.e. (1) large regions- structured down to zonal level, (2) small regions-who are confined at regional head office level only and (3) Administrative Cities. Sample size is determined proportionally for the three strata and study participants are selected using simple random sampling method.

**Table 3.1 Sample size distribution**

No.		Target population	Stratum	Target population	Proportion	Sample size
1	HQ	115	HQ	115	0.34	61
2	Addis Ababa	17	City Administration	22	0.05	10
3	Diredawa	5				
4	Oromia	50	Large Branches	184	0.54	98
5	SNNPR	40				
6	Tigray	40				
7	Amhara	54				
8	Afar	4	Small Branches	18	0.06	12
9	Benishangul	4				
10	Gambella	2				
11	Harrari	3				
12	Somali	5				
<b>Total</b>		<b>339</b>		<b>339</b>	<b>1</b>	<b>180</b>

### 3.5 Data Sources and collection instrument

Self-administered, structured online questionnaire designed using kobo tool box was prepared and sent via email to be filled by study participants. The questionnaire comprised questions adopted from (Saks, 2006; - job characteristics; Lakshimi, 2019; Armstrong, 2004 – financial reward, Monis and Sreedhara, 2011; Armstrong, 2004 - career development and Miller et al., 2013 - organizational identification). Level of employee engagement was measured using UWES. The correlation between level of employee engagement (dependent variable) and drivers of employee engagement (independent variable) are also identified.

Schaufeli and Bakker (2004); Schaufeli et al. (2002) confirmed factorial validity of the UWES, the UWES consists of three scales that are highly correlated. This means that engagement is a construct that consists of three closely related aspects that are measured by three internally consistent scales.

### **3.6 Validity**

Validity indicates that the measure in fact measures what it supposed to measure. To ensure content validity and the face validity of the instrument the researcher clearly defined the variables of interest and went through theoretical and empirical literatures. The data collection instrument is crafted by adopting valid instruments used in previous researches. In addition, the researcher consulted research area experts to get input on the appropriateness of items included in the instrument.

### **3.7 Reliability**

Field (2005) pointed that reliability is fulfilled when a scale consistently reflect the construct it measuring. The result obtained from a measurement should produce the same result if measurement is done at different points in time (test-retest-reliability).

Cronbach alpha, which is the most common measure of reliability was used to test the reliability of the instrument. Cronbach alpha value lower than 7 indicate unreliable scale while Cronbach alpha greater than 7 means good reliability. Alpha was applied separately to each sub scale under the variables of the study and all the Alpha values from the instrument used in this study were found to be above 0.70, which is in acceptable range, indicating that the instrument utilized met the requirement Field (2005).

To measure reliability of the four measures of drivers of employee engagement which are job characteristics, career development, financial reward, and organizational identification. 25 items are used to measure drivers of employee engagement. Previous studies have shown acceptable level reliability of job characteristics items 0.79 (Saks, 2006), 0.81 (Kane, 2017).

The reliability coefficient alpha for drivers of employee engagement was 0.9 which shows good reliability and acceptability of measures used for this study. In addition, value of corrected item-total correlation is greater than 0.3 which indicated correlation between each item and the total score from the questionnaire. Alpha if item deleted is also checked to test if deletion of a particular item increases Cronbach alpha and the result indicated deletion of none of the item would dramatically increase the overall alpha value. Hence, all items are contributing to overall reliability.

**Table 3.2: Reliability of drivers of employee engagement items**

No	Variables	Source	Number of Items	Cronbach alpha
1.	Job characteristics	Saks (2006)	6	0.72
2.	Career development	Lakshimi (2019); Armstrong (2004)	6	0.79
3.	Financial reward	Monis and Sreedhara (2011); Armstrong (2004)	6	0.85
4.	Organizational identification	Miller et al. (2013)	7	0.87
<b>Overall reliability</b>			25	0.90

*Source: SPSS version 20 output (2020)*

To measure level of employee engagement Utrecht's scale developed by Schaufeli, et al. (2006) used that consist of nine items. The response to the questionnaire items were scored on a 7-point scale (0 = never, 6 = always). These items are a reliable measurement tool used by various researchers e.g. 0.8 Schaufeli, et al. (2006).

For this study the reliability coefficient alpha for level of employee engagement was 0.93 which shows good reliability and acceptability of measures. In addition, value of corrected item-total correlation is greater than 0.3 for all items under this variable. Alpha if item deleted is also indicate deletion of an item do not dramatically increase the overall alpha value. The details are presented in table 4.3 below.

**Table 3.3: Reliability of level of employee engagement survey items**

No	Variables	Source	Number of Items	Cronbach alpha
1.	Vigor	Schaufeli and Bakker (2010)	3	0.80
2.	Dedication		3	0.93
3.	Absorption		3	0.87
<b>Overall Reliability</b>			9	0.93

*Source: SPSS version 20 output (2020)*

### **3.8 Data Collection Procedure**

The research data collection procedure followed include sending email to study participants informing them the purpose of the research, confidentiality, anonymity of the data they provide. Then, they are requested to open and fill the questionnaire through the link that lead to online questionnaire prepared using 'Kobo tool box'. The data collection tool allowed complete anonymity, since neither the email address nor name of respondents are visible to the researcher. Hence, respondents were free to fill the questionnaire without fear. Then, the data submitted were checked for completeness and entered into SPSS version 20 for data analysis.

### **3.9 Methods of Data analysis and presentation**

First the collected data using questionnaire were systematically reviewed, verified and edited, and feed into SPSS version 20. The analysis involved descriptive and inferential analyses.

Descriptive analysis like central tendency (mean) and dispersion (standard deviation) are employed. Correlation analysis was used to understand the relationships between the drivers of employee engagement (independent variables) and level of employee engagement (dependent variables), regression analysis was also employed to find out the significance level of relationships among the independent and dependent variables.

### **3.10 Ethical Consideration**

The research is conducted by strictly following ethical principles and standards of Social Research Association (2003) Ethical guidelines which requires: informed consent; data protection, confidentiality and anonymity, explaining the potential benefits and hazard that the research entails to participants.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

The purpose of this study is to examine the drivers of employee engagement in the context of Ethiopian Red Cross Society and to test its relationship with level of employee engagement. Kobo tool box is used to design the online survey questionnaire which is sent to the respondents via their email address. Data analysis is conducted and the result of the study is generated from the data collected through the online survey questionnaires.

SPSS version 20 is employed to present, analyze and interpret the data. The data were analyzed using descriptive analysis, a correlation analysis and non-parametric tests also done. Mann-Whitney U test, which is non parametric equivalent of independent sample t-test is used to test difference between two groups. To conduct test of difference between several independent groups Kruskal Wallis test is used, which is non parametric equivalent of one way independent ANOVA test.

#### **4.1. Response Rate of Questionnaire**

Based on the sample size determined in this study, an online survey developed using kobo tool box was sent via email to 180 study participant selected randomly from the HQ and Regional Branches of ERCS. From the total questionnaire distributed 82 (45.5%) valid questionnaires were obtained and used for the analysis. Due to spread of COVID-19 half of employees of ERCS were on their leave and most of them do not have internet access, this created a problem to reach the respondent and hence, affected the response rate.

## 4.2. Demographic Profile of the Respondents

The results obtained from the structured questionnaire regarding respondents' demographic variable are represented on the table below.

**Table 4.1: Frequency table of demographic profile of the respondents**

Demographic variables		Frequency	Percentage
1. Gender	Male	65	79.3%
	Female	17	20.7%
	<b>Total</b>	82	100%
2. Age	26-35 Years	32	39%
	36-45 Years	27	32.9%
	46 and above Years	23	28%
	<b>Total</b>	82	100%
3. Education	First Degree	45	54.9%
	Second Degree	37	45.1%
	<b>Total</b>	82	100%
4. Work experience	Below 5 years	33	40.2%
	6-10 years	27	32.9%
	Above 11 Years	22	26.8%
	<b>Total</b>	82	100%
5. Place of work	Head Quarter	52	63.4%
	Regional Branch	30	36.6%
	<b>Total</b>	76	100%

*Source: SPSS version 20 output (2020)*

As we can see from the tables above, out of the total respondent majority of them 79.3% (65) were male while the remaining 20.7% (17) were female. Age profile of respondent shoes that 39% (32) are in the age range of 26 to 35, while 32.9% (27) are 36 to 45 and 28% (23) are above 46. Regarding educational level, majority of the respondent 54.9% (45) were BA holders, and the remaining 37% (45.1) are MA holders. On the other hand, work experience of the respondents shows that 40.2% (33) stayed in ERCS for less than five year, 32.9% (27) served 6-10 years while 26.8% or (22) of them have more than 11 years of service. In terms of work place, 63.4% or (52) are from the HQ and the remaining 36.6% (30) respondents are from regional branches.

The respondents of the study are represented almost equally in terms of educational level and age categories. On the other hand the number of female respondents are fewer than male

respondents, this resulted from the existence of small number of female employees in expert level position at ERCS, from which the sample drawn. The number of regional branch respondents are also lower than HQs, due to problem of access to internet at regional branches.

### 4.3. Descriptive Statistics of Variables of the Study

#### 4.3.1. Level of employee engagement

The descriptive statistics of level of employee engagement variables were summarized in a tabular form revealing the frequency, mean and standard deviation of items of level of employee engagement variable measured using seven point scale with 0 referring never and 6 referring always.

**Table 4.2: Percentage and descriptive statistics of level of engagement**

No	Engagement Level Items		Level of engagement							M	SD
			0	1	2	3	4	5	6		
1.	<b>Vigor Average</b>	%	1%	2%	7%	19%	20%	22%	29%	<b>4.36</b>	<b>1.29</b>
1.1.	At my work, I feel I have lots of energy	No	3	1	6	19	17	17	19	4.11	1.54
		%	4%	1%	7%	23%	21%	21%	23%		
1.2.	At my job, I feel strong and vigorous/energetic	No	0	1	7	15	19	17	23	4.38	1.358
		%	0%	1%	9%	18%	23%	21%	28%		
1.3.	When I get up in the morning, I feel like going to work	No	0	3	4	13	13	20	29	4.59	1.422
		%	0%	4%	5%	16%	16%	24%	35%		
2.	<b>Dedication Average</b>	%	0%	5%	7%	13%	18%	24%	33%	<b>4.45</b>	<b>1.42</b>
2.1	My job inspires me	No	1	3	6	11	18	16	27	4.41	1.523
		%	1%	4%	7%	13%	22%	20%	33%		
2.2	I am enthusiastic/passionate about my job	No	0	6	5	11	13	21	26	4.41	1.555
		%	0%	7%	6%	13%	16%	26%	32%		
2.3	I am proud of the work that I do at my organization	No	0	3	7	10	14	21	27	4.51	1.459
		%	0%	4%	9%	12%	17%	26%	33%		
3.	<b>Absorption Average</b>	%	2%	2%	5%	15%	18%	30%	28%	<b>4.47</b>	<b>1.23</b>
3.1	I feel happy when I am working intensely	No	0	4	2	8	14	24	30	4.73	1.37
		%	0%	5%	2%	10%	17%	29%	37%		
3.2	I am immersed in my work during work hours	No	0	0	6	7	16	30	23	4.7	1.183
		%	0%	0%	7%	9%	20%	37%	28%		
3.3	When I am working, I forget everything else around me	No	4	1	5	23	14	9	16	3.99	1.567
		%	5%	1%	6%	28%	17%	23%	20%		
<b>Average engagement level</b>		%	1%	3%	6%	16%	19%	25%	30%	<b>4.43</b>	<b>1.17</b>

Source: SPSS version 20 output (2020)

Key: 0=Never, 1=Almost Never, 2= Rarely, 3=Sometimes, 4= Often, 5=Very often, 6= Always

The mean value indicated on table 4.2 clearly shows that mean score of level of employee engagement is 4.43 with (SD=1.17), which is a higher level of engagement score. The percentage distribution of response on level of employee engagement analyzed adopting suggestions made by CIPD (2010). Hence, merging responses which include (often/very often/always) indicate that majority (74%) of the respondents feel strong engagement level and 22% (sometimes/ rarely) feel moderately engaged, while only 4% (never/almost never responses) experienced low engagement level. This result shows that majority of the respondents feel engaged in their workplace.

The mean score of dimension of employee engagement resulted mean score of 4.43 with (SD=1.17) for vigor, mean 4.43 with (SD=1.17) for dedication and 4.43 with (SD=1.17) for absorption. The result of this analysis shows that the mean score three dimensions of employee engagement is close to each other across the dimension of the employee engagement, which signal right balance between all three dimensions of employee engagement.

The percentage distribution of response indicate that majority (71%) of respondents feel vigor at their work, which means they experience high levels of energy and mental resilience while working and they are willingness to persistently invest effort in their work. On the other hand, only 3% feel low level of energy. The remaining, 26% respondents were moderate feeling of vigor. Percentage distribution of response rate on dedication dimensions of level of employee engagement indicate that majority (75%) of respondents feel strongly involved in their work and experienced a sense of significance, enthusiasm, inspiration, pride, and challenge on their job. Contrary to this, only 5% feel low level of dedication towards their work. The rest, 20% respondents feel moderate level of dedication. Percentage distribution of response rate on absorption dimensions of level of employee engagement indicate majority (76%) of the respondents feel fully concentrated and happily occupied in their work. In contrast, only 2% feel low level of absorption in their work. The rest, 22% respondents feel moderate level of absorption. For detail on perception of respondents on level of engagement items see Annex 2).

From this result it can be said that majority of the respondents are engaged and feel positive work related state of fulfillment that is characterized by vigor, dedication, and absorption in their work place as Schaufeli, et al. (2006) defined employee engagement.

#### 4.3.2. Drivers of employee engagement

The descriptive statistics of the drivers of employee engagement variables were summarized in a tabular form revealing the frequency, mean and standard deviation of drivers of employee engagement items measured using five point Likert scale with “5” referring strongly agree and “1” referring strongly disagree was computed and interpreted using the prepared comparison base presented on table 4.3 to interpret the result of the analysis.

**Table 4.3: Comparison bases of mean score of five point likert scale instruments**

NO	Mean Value	Description
1.	<1.5	Very low
2.	1.51 - 2.5	Low
3.	2.51 to 3.5	Moderate
4.	3.51 to 4.5	High
5.	≥4.5	Very High

*Source: Creswell (2002)*

In order to see the general perception of the respondents regarding drivers of employee engagement, descriptive statistics of the study variables were summarized and presented in table 4.4 revealing the percentage mean and standard deviation of study variables.

**Table 4.4: Percentage and descriptive Statistics of drivers of employee engagement variables**

No	Variables	Level of Agreement (%)					Overall agreement	Mean	Std. Deviation
		1	2	3	4	5			
1	Job characteristics	2%	11%	15%	58%	15%	73%	3.73	.574
2	Career development	10%	27%	27%	33%	3%	36%	2.94	.719
3	Financial reward	18%	49%	21%	11%	1%	12%	2.28	.680
4	Organizational identification	3%	11%	28%	44%	15%	59%	3.57	.697
<b>Average Drivers of Employee Engagement</b>		8%	24%	23%	37%	9%	46%	3.13	.509

*Source: SPSS version 20 output (2020)*

Based on the perception of the respondents, the overall mean score of drivers of employee engagement is 3.13 (SD = 0.51), Based on comparison bases portrayed on table 4.3, this score lies on 'moderate' range. The percentage distribution of average response rate on overall level of drivers of employee engagement analyzed merging responses which include (agree and strongly agree) indicate that nearly half (46%) of the respondents agreed on positive nature of ERCS practice in terms of drivers of employee engagement. In contrast, 32% (significant number of respondents) disagreed claiming low level of engagement drivers at ERCS, while 23% are neutral regarding drivers of employee engagement. The above analysis shows that the overall practice of drivers of employee engagement in terms of providing employees in necessary resources in terms of job characteristics, career development, financial reward and organizational identification is moderate.

The mean score of job characteristics was 3.73 (SD= .574), this score is in the range of 'high' score. The percentage distribution of response on job characteristics indicate that majority (73%) of the respondents agreed on favorability of the job characteristics at ERCS , and 13% showed their disagreement to the above statement, while 1% are neutral regarding nature of their job characteristics. The result of analysis indicate that favorability of job characteristics is high in ERCS in terms of job dimensions such as autonomy, identity,, which is positively related to meaningfulness of job and foster engagement. For detail on perception of respondents on job characteristics items of drivers of employee engagement see Annex 3).

The mean score of career development is 2.94 (SD .719), which is a 'moderate' level of score. The percentage distribution of career development response indicate that less than majority (36%) of the respondents agreed on career development practice at ERCS and 37% (significant number of respondents) showed disagreement to the above statement, while 27% are neutral with regard to career development. This implies 'moderate' level of rating in terms of career development practice of ERCS in terms of providing employee with timely opportunities for growth and development and installing well established career path. For detail on perception of respondents on career development items of drivers of employee engagement see Annex 4)

The mean score of financial reward is 2.28 (SD .680), which is 'low' score. The percentage distribution of financial reward response indicate that low (12%) of the respondents agreed on

favorability of financial reward practice at ERCS and majority (67%) showed disagreement on adequacy of financial reward of the ERCS, while 21% are neutral with regard to financial reward. This result indicated respondents' perception of the financial reward as low or unsatisfactory with regard to ERCS's salary systems in providing tangible means of recognizing achievement for improved engagement level. For detail on perception of respondents on financial reward items of drivers of employee engagement see Annex 5)

The mean score of organizational identification is 3.57 (SD = 0.697) which is also a 'high' score. From this it can be perceived that majority of the respondents agree and have faith that the organization they work for value their contribution and cares for their wellbeing. The percentage distribution of organizational identification response indicate that majority (59%) of the respondents agreed on existence of positive elements of organizational identification at ERCS and 14% showed their disagreement to the above statement, while 28% are neutral with regard to organizational identification. The result of the analysis imply higher rate of organizational identification element in ERCS, which means respondents feel oneness and share similarity of goals and values with their organizations. For detail on perception of respondents on organizational identification items of drivers of employee engagement see Annex 6)

#### **4.4. Inferential Analysis**

##### **4.4.1. Correlation Analysis**

The purpose of this analysis is to explore existence of correlation as well as the direction of the relationship among the study variables namely job characteristics, career development, financial reward, organizational identification that are the independent variables and level of dependent variable which is the dependent variable. Correlation coefficient is a standardized measure of an observed effect. A correlation coefficient of values  $\pm 0.1$  represent a small effect,  $\pm 0.3$  is a medium effect and  $\pm 0.5$  represent a large effect (Field, 2009).

For this study one tailed test of correlation is employed since the hypothesis predicted positive correlation between the dependent and the independent variables.

**Table 4.5: Pearson correlation coefficient**

Variables	Job Characteristics	Career Development	Financial reward	Organizational identification
Job Characteristics	1			
Career Development	.400**	1		
Financial Reward	.165	.466**	1	
Organizational identification	.543**	.592**	.440**	1
Level of employee engagement	.531**	.372**	.029	.622**

\*\* Significant at  $p < 0.001$  (one-tailed)

Source: SPSS version 20 output (2020)

Except financial reward the independent variables positively correlate well with the dependent variable at significance level  $p < .001$ . Significance of test statistics alone does not guarantee meaningfulness and importance of the measure. Effect size provide an objective measure of importance of an effect objective measure is used measure meaningfulness and importance of effect that independent variables measure. Pearson correlation coefficient  $r$  can be used as measure of effect size (Field, 2005). Cohen (1988, 1992) cited in Field (2005) suggested a guideline that will help to assess the importance of the effect size. According to Cohen  $r = .10$  is considered as small effect, in this case the effect explains only 1% of the total variance,  $r = .30$  has a medium effect which account for 9% total variance and  $r = .50$  is considered as large scale and its effect account for 25% variance on dependent variable. Cohen recommended an effect size below .3 should not be considered as significant effect.

Organizational identification best correlate with the level of employee engagement with coefficient of correlation value  $r = .622$ ,  $P < .001$ ) followed by job characteristics with  $r = .531$  at  $P < .001$ ) and career development with  $r = .372$  at  $P < .001$ ). Hence, these variables correlate with level of employee engagement. However, correlation between financial reward and level of employee engagement is not significant.

When we see the correlation between the independent variables, positive and highest correlation is observed between organizational identification and career development ( $r = .592$ ,  $p < .001$ ), organizational identification and job characteristics ( $r = .531$ ,  $p < .001$ ).

#### **4.4.2. Diagnostic statistics**

Every statistical test is conducted under some assumptions and assumptions according to Field (2005) explain when it is and isn't reasonable to perform a specific statistical test. Diagnostic statistics is a tool used to see how good or bad your model. To test the prediction made by the hypothesis the model should be a good fit for the data. Test statistics is used to assess whether the model is a good representation of what is happening in the population.

For this study, prior to engaging in data analysis and testing research hypotheses, a preliminary analysis was conducted such as normality, linearity, homoscedasticity multicollinearity and Non-zero variance tests.

##### ***4.4.2.1. Normality***

Hypothesis testing is required a normally distributed population. The researcher tested for normality of data using histogram (see Annex 7).

##### ***4.4.2.2. Linearity***

There must be a linear relationship between the dependent variable and the independent variables to conduct regression analysis. The F-ratio and the significance value can be used to check existence of linear trend in data (Field, 2009). Thus, for this study the researcher checked the interaction between the dependent and the independent variable is significant at  $p < 0.001$ . The linearity of the relationship between the dependent variables and the independent variables was also checked using P-P plot of residuals (see Annex 8) that showed that the points lie in a reasonably straight line from bottom left to top right. Therefore, we can say that the assumption of linearity was not violated.

##### ***4.4.2.3. Homoscedasticity***

Homoscedastic is one of the key assumptions of regression is that the variance of the errors is constant across observations. If the errors have constant variance, the errors are called homoscedastic. The possible existence of heteroscedasticity is a major concern in the application of regression analysis, including the analysis of variance, because the presence of heteroscedasticity can invalidate statistical tests of significance that assume that the modeling errors are uncorrelated and normally distributed and that their variances do not vary with the effects being modeled (Gujarati, 2004).

Scatter plot is useful to determine whether the assumptions of random errors and homoscedasticity have been met. Heteroscedasticity is indicated when these values spread or fan out from left to right or right to left. If majority of the points are concentrated around 0 which shows that no violation of homoscedasticity (Field, 2009). For this study the scatter plot produced indicate no problem of heteroscedasticity (see Annex 9).

#### ***4.4.2.4. Multi-collinearity***

In multiple regression analysis, multicollinearity refers to the correlation among the independent variables. Hence, highly correlated independent variables should be avoided (Anderson, Sweeney and Williams, 2011). As pointed by Field (2005) if there is a perfect collinearity between predictors it becomes impossible to obtain unique estimates of the regression coefficients because there are an infinite number of combinations of coefficient that would work equally well. High level of collinearity increases the probability that a good predictor of the outcome will be found non-significant and rejected from the model (a Type II error).

Pearson correlation coefficient result show that, the correlation between independent variables, is far less than 0.9 and there is no substantial correlation between independent variables (Field, 2009). Hence, there is no problem of multicollinearity.

#### ***4.4.2.5. Non-zero variance***

The independent variable should have some variation in value (i.e. they do not have variances of 0). The value of standard error presented on regression coefficient table of this study is different from zero, hence the variances are different form zero.

### **4.4.3. Regression Analysis**

To answer research question 3: What relationship do employee engagement drivers and level of employee engagement have? The researcher need to test hypotheses H1: Job characteristics will be positively related to employee engagement, H2: Career development will be positively related to employee engagement, H3: Financial reward will be positively related to employee engagement, H4: Organizational identification will be positively related to employee engagement, H5: Respondents genders has significant effect on level of engagement, H6:

Respondents age has significant effect on level of engagement, H7: Respondents level of education has significant effect on level of engagement, H8: Respondents work experience has significant effect on level of engagement, H9: Respondents work place has significant effect on level of engagement

The researcher conducted regression analysis to examine the relationship between the independent and dependent variables. The coefficients of determination ( $R^2$ ), the regression coefficients ('B' Beta coefficient), the t-value and the p-values for each of the significant relationships were presented and the proposed hypotheses were empirically tested.

**Table 4.6: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.711 <sup>a</sup>	.506	.480	.84275	1.818
a. Predictors: (Constant), Organizational Identification, Financial Reward, Job Characteristics, Career Development					
b. Dependent Variable: Level of Employee Engagement					

*Source: SPSS version 20 output (2020)*

The value of 'R' indicate the overall correlation between dependent and independent variable. Large value of 'R' signal high level of correlation between predicted and observed value of outcome (Field, 2009). As shown on the model the correlation between the dependent and independent variable is around 71%. The value of  $R^2$  tells us the proportion of variance explained by the model. Hence, from the model summary table  $R^2$  value indicated that independent variables account for 50.6% of variation in the dependent variable. In addition, the difference between the adjusted  $R^2$  and R indicate, if the model was derived from the population rather than a sample it would account for approximately 3% less variance in dependent variable. The value of Adjusted  $R^2$  is very close to R which shows that ability of the model to generalize is good. The Durbin-Watson test value is 1.8 which, explain the error in the regression is independent. The Durbin-Watson test close to and in between 1 to 3 is acceptable value to say error in regression is independent outcome (Field, 2009).

**Table 4. 7: Analysis of Variance (ANOVA)**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	55.950	4	13.987	19.694	.000 <sup>b</sup>
	Residual	54.688	77	.710		
	Total	110.637	81			
a. Dependent Variable: Level of Employee Engagement						
b. Predictors: (Constant), Organizational Identification, Financial Reward, Job Characteristics and Career Development						

*Source: SPSS version 20 output (2020)*

ANOVA tests whether the model is significantly better at predicting the outcome than using the mean as a ‘best guess’. The ‘F’ ratio is used to test the overall fit of a regression model. It represents the ratio of the improvement in prediction that result from fitting a regression line to the data rather than using the mean as an estimate of the outcome. The value of ‘F’ is expected to be greater than one (Field, 2005). For this study F ratio is 19.694, significant at  $p < 0.001$ , which is above the minimum acceptable range. Therefore, it can be said that the regression model significantly predict level of employee engagement.

#### **4.4.4. Hypothesis testing**

##### **4.4.4.1. Hypothesis testing for drivers of employee engagement**

**Table 4. 8: Regression coefficient**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.019	.660		-.028	.978
Job Characteristics	.476	.197	.234	2.410	.018
Career Development	.119	.170	.073	.699	.487
Financial Reward	-.516	.161	-.300	-3.198	.002
Organizational Identification	.978	.190	.584	5.152	.000

*Source: SPSS version 20 output (2020)*

The regression coefficient or beta value represented by letter ‘B’ tells us the relationship between the dependent variable (level of employee engagement) and each independent variable (drivers of employee engagement). It indicate the individual contribution of each predictor to the model or it represent a change in the dependent variable due to a one unit change in independent variable. Hence, B value should be different from 0 and level of significance

should be  $<0.05$ , to say it reflects a genuine effect. Standardized coefficients Beta is used to see the contribution of the predictors to the model, since they consider change in dependent variable as a result of one standard deviation change in the predictors. Hence, they give a better insight into the importance of a predictor in the model (Field, 2009).

The result of analysis shows that organizational identification has a positive B value at a significant level of  $<0.001$ , which indicate significant positive relationship with the level of employee engagement. Job characteristics contribute to level of employee engagement at level of significance  $<0.05$ . Hence, these variables make significant contribution to the model. However, financial reward has negative relationship with the level of employee engagement, at a significant level of  $<0.05$ , while, the contribution of career development to the model is found to be insignificant. From the magnitude of t-statistics we can draw that organizational identification ( $t=5$ ) has higher impact on level of employee engagement followed by job characteristics ( $t=2.4$ ).

### **H1: Job characteristics will be positively related to employee engagement**

A one unit change in job characteristics will contribute to 0.234 unit of change in level of employee engagement at significance level of  $p < 0.05$ . This suggest that job characteristics has a positive and significant relationship with level of employee engagement and it is a predictor of employee engagement. Hence, the study supported Hypothesis 1 (H1) that stated job characteristics will be positive related to level of employee engagement. Thus, this hypothesis can be accepted.

Previous researches also pointed that job characteristics has highest contribution on employee engagement (Eshetu, 2018; Tessema, 2018; Abrar, 2019; Essayas, 2019; Neguse, 2018). This result is in line with the findings of (Khan, 1990; May et al., 2004; Saks, 2006; Rana, et al., 2014; Adiarani, 2019; Mohapatra and Sharma, 2010; Owor, 2016; Adiarani, 2019; Margaretha, et al., 2018; Kane, 2017).

### **H2: Career Development will be positively related to employee engagement**

From the table of regression coefficient, the significance value for career development is .073, which is  $> 0.05$ . Hence, this shows insignificance of contribution of career development to the

model. This suggest that for this study career development is not significantly related to employee engagement. Thus, fail to accept the hypothesis.

The study result is in contrast to the findings of (Seijts and Crim, 2006; Anitha,2014; Kimutai and Sakataka, 2015). This finding confirm with the finding of Gummadi and Devi (2013) who pointed that there is no significant relationship between engagement and career development. However, this require further research adding and refining measurement items included to measure career development. In addition, increasing the sample size and including employees from different level may provide appropriate picture of the effect of career development in level of engagement.

### **H3: Financial reward will be positively related to employee engagement**

A one unit change on perception of respondent regarding financial reward contribute to -0.300 unit of change in level of employee engagement at significance level of  $p < 0.05$ . This implies that respondents who believe financial reward at ERCS is adequate exhibit low level of engagement, while those who perceive the financial reward as inadequate are more engaged. This means, variables other than perception of financial reward influence employee engagement at ERCS. Thus, fail to accept the hypothesis that predicted positive relationship between financial reward and level of employee engagement.

This deviate from previous findings of Eshetu (2018); Tessema (2018); Abrar (2019); Essayas, (2019) and Neguse (2018); Saks (2006); Kimutai and Sakataka (2015), Waqas and Saleem (2014); Victor (2016); Frinlicia and Nilasari, (2016); Mohapatra and Sharma (2010), Owor (2016), Margaretha, et al. (2018); Basbous, (2011); Anitha,2014; Abukhalifeh and Som, 2013) who argued that reward has positive relation on employee engagement. However, the finding confirm with the result of Gummadi and Devi (2013).

To confirm the nature of effect of financial reward on engagement need further research including employees that represent different level of financial reward to establish the relationship between amount of financial reward employees receive and their level of engagement. The perception of employees receiving different amount of financial reward will represent the genuine effect of financial reward on employee engagement.

#### **H4: Organizational identification will be positively related to employee engagement**

The model predict that a one unit change in organizational identification will have an influence of 0.584 unit variance on level of employee engagement at significance level of <0.01. Based on this organizational identification significantly influence level of employee engagement which supported Hypothesis 4 (H4).

This finding commensurate with Karanges (2014); Karanika-Murray, et al. (in press), Dai and Qin (2016), Esmaeelinezhad and Singaravelloo (2015), He, et al. (2013) who revealed relationship between organizational identification and employee engagement are significant and positive.

#### **4.4.4.2. Hypothesis testing for demographic variables**

Mann-Whitney U test is used for two group data, and Kruskal Wallis test is used for data with more than two group, to conduct test of independence or significance of demographic variables in predicting level of employee engagement. Asymp.sig. value <.05 means the groups are significantly different (Field, 2009).

To detect whether or not effect genuinely exist between the dependent and the independent variables standardized effect size of the test statistics denoted by 'r' is calculated. Approximate effect size is calculated by the following formula dividing the Z score by square root of number of observation for the result obtained from Mann-Whitney U test (Field, 2009), significance value of Kruskal Wallis test statistics is used to find an associated value of Z from a table of probability values for the normal distribution.

$$r = \frac{Z}{\sqrt{N}}$$

r= effect size estimate

N=number of observation/number of respondents

Z= confidence level at 95%

**H5: Respondents genders has significant effect on level of engagement**

Mann-Whitney U test, level of Significance (2-tailed) 0.693, is greater than 0.05, effect size 0.04 which indicate that male employees do not differ from the female counterparts in their level of employee engagement. Thus, fail to accept the hypothesis.

This finding is similar to previous studies, study result of Garg (2014), Jaiswal, et al. (2017) and Wilson (2009) indicated gender difference have correlation with engagement, but it lack meaningful significance. Similarly, the scores in this study also indicated that female scored slightly higher level of employee engagement than male employees. However, in general term level of employee engagement is similar between male and female in ERCS.

**H6: Respondents age has significant effect on level of engagement**

As shown from Kruskal Wallis test, it appears that respondents' age has no significance influence on level of employee engagement, at level of Significance (2-tailed) 0.109 is greater than .05, with an effect size of .18, which shows the influence of age on level of engagement is not significant. Thus, fail to accept the hypothesis.

This finding is in contrast with previous studies, Rizzo (2019); Wesley and Krishnan (2013) and Grag (2014) Mohapatra and Sharma (2010); Bakker and Schaufeli (2014); Schaufeli and Bakker (2006) that suggested that employees age have correlation with engagement levels.

**H7: Respondents level of education has significant effect on level of engagement**

Mann-Whitney U test, prove at level of Significance (2-tailed) .041 which is less than .05, education has influence on level of employee engagement. However the effect size 0.22 which is below the minimum bound 0.3 is not significant to predict the dependent variable. Thus, fail to accept the hypothesis.

This finding is not in line with the result previous studies, Grag (2014) and Wesley and Krishnan (2013) who found that educational qualification play a significant role in determining employee engagement.

### **H8: Respondents work experience has significant effect on level of engagement**

Kruskal Wallis test, shows that respondents experience has no significance influence on level of employee engagement, at level of Significance (2-tailed) .214 which is greater than .05, effect size 0.13, which indicate that work experience has no significant influence on level of employee engagement. Thus, fail to accept the hypothesis.

This finding is in line with Wilson (2009) who confirmed lack of significant correlation between engagement and years of service. However, it contradict with the result of (Mohapatra and Sharma, 2010; Holbeche and Matthews (2012).

### **H9: Respondents work place has significant effect on level of engagement**

Mann-Whitney U test result shows significance of work place of respondent in determining level of engagement at p values of .002 which is less than .05 which indicate that work place has significant influence on level of employee engagement. When we look at the effect size is 0.34, which is in a moderate effect in which, work place contribute to 9% variance in the dependent variable. The mean rank of respondents' working at regional branches are higher than HQ. From this result it can be said that work place has significant effect on employee engagement. Hence, the result of the study supports hypothesis 9 (H9). Thus, the hypothesis is accepted.

In support of this result, Wesley and Krishnan (2013); Holbeche and Matthews (2012) pointed that employee place of work correlate with engagement level. In the case of ERCS the mean rank of branch employees are higher than HQ, this may relate to the nature of the work, branch employees are in the operational level they are in a better position to witness improvement of peoples life due to their work and to drive feeling of fulfilment from it.

This result is in line with findings of study conducted by Karanges (2014); Karanika-Murray, et al., (in press) revealed that the relationship between organizational identification and employee engagement are significant and positive.

The summary of test of hypothesis about the relationship between the drivers of employee engagement and level of employees' engagement is presented in the tables below.

**Table 4.9: Summary of hypothesis testing**

<b>Hypotheses</b>	<b>Test</b>	<b>Result</b>
H1: Job characteristics will be positively related to employee engagement	Regression Analysis	Accept the hypothesis
H2: Career development will be positively related to employee engagement	Regression Analysis	Reject the hypothesis
H3: Financial reward will be positively related to employee engagement	Regression Analysis	Reject the hypothesis
H4: Organizational identification will be positively related to employee engagement	Regression Analysis	Accept the hypothesis
H5: Respondents genders has significant effect on level of engagement	Mann- Whitney U test	Reject the hypothesis
H6: Respondents age has significant effect on level of engagement	Kruskal-Wallis test	Reject the hypothesis
H7: Respondents level of education has significant effect on level of engagement	Mann- Whitney U test	Reject the hypothesis
H8: Respondents Work experience has significant effect on level of engagement	Kruskal-Wallis test	Reject the hypothesis
H9: Respondents work place has significant effect on level of engagement	Mann- Whitney U test	Accept the hypothesis

*Source: SPSS version 20 output (2020)*

## CHAPTER FIVE

### CONCLUSION AND RECOMMENDATION

This chapter briefly discuss summary and conclusion of the study and forward recommendations based on the overall results of the study and outlines potential future research areas.

#### 5.1. Summary of the Study

Descriptive statistic was used to indicate the mean value of drivers of employee engagement i.e. job characteristics, career development, financial reward and organizational identification. The mean score value of drivers of employee engagement measured on a 5 point Likert scale indicate job characteristics (mean=3.72), career development (mean=2.93), financial reward (mean=2.28) and organizational identification (mean=3.57) over all drivers of employee engagement (mean=3.13). Based on comparison base developed for drivers of employee engagement, job characteristics and organizational identification are on the 'high' range level. Career development found in 'moderate' range level, whereas, financial reward score lie on 'low' range. From this result we can deduce that the mean score of job characteristics and organizational identification is higher than the remaining variables.

The overall mean of level of employee engagement measured on a 7 point scale indicate (mean=4.43), while the mean score of its dimensions i.e. vigor (mean=4.35) dedication (mean=4.44) and absorption (mean=4.47). Based on level of employee engagement categories adopted from CIPD (2010), respondents can be categorized as an 'engaged' employees. The average score of all dimension is not substantially different from one another, while the mean value of absorption is slightly higher.

The regression analysis indicated that, about 50.6 % variance in employee engagement level is attributed to the drivers of employee engagement identified by this study and only about 49.4% is explained by other factors. Other predictors being held constant, a one unit change in organizational identification explain  $r = 0.584$  unit of change in level of employee engagement at significance level of  $p < 0.001$ , while, a one unit change in job characteristics will contribute

to 0.234 unit of change in level of employee engagement at significance level of  $p < 0.05$ . Work place of employees has an effect size of 0.34, which is a 9 percent contribution for variance in level of employee engagement. From the magnitude of t-statistics we can draw that organizational identification ( $t=5$ ) has higher impact followed by job characteristics. Therefore, this study revealed that organizational identification is the best predictor of employee engagement followed by job characteristics, and work place.

## **5.2. Conclusion**

The results of the study established that the effect of organizational identification on employee engagement is positive and significant. This implies that when employees develop positive feeling and ownership on their organization, employee engagement level increases. The very nature of the ERCS as an organization due to the principles of humanity, impartiality and independence on which it stands by, the mission of serving humanity it has created for, contributed for high level of organizational identification and thereby higher level of employee engagement among ERCS employees.

The findings of the study confirmed that influence of the job characteristics on level employee engagement is positive and significant. This implies level of engagement will improve when employees are provided with a favorable job dimensions such as autonomy, identity, significance, and feedback. Project based nature of works in ERCS contribute to the autonomy, variety and identity of work. Involvement in each project has also significant contribution to lives of peoples.

The result of the study indicate non-significant relationship of career development and employee engagement which need more rigorous research on this variable to ensure genuine relationship between the two variables.

In this study financial reward is found to have significant negative relation with level of employee engagement. This result imply that employees who perceive the financial reward at ERCS is inadequate exhibit higher engagement level, which means their engagement level is influenced by drivers other than financial reward, which needs further research is needed

The study result proved that work place significantly explain level of employee engagement. The study shows that the mean rank of regional branch respondents are greater than that of HQ respondents. This shows working at the community level gives employee to experience feeling of fulfillment.

### **5.3. Recommendation**

The findings of the study suggest that and attractive organizational identification, favorable job characteristics and working environment at ranch regional offices enhances level of employee engagement. Therefore:

- The HRD and the overall management of ERCS should make periodic revision of job characteristics to maintain and improve favorability of job nature through the participation of employees.
- The HRD should design standard induction training manual including background, vision, mission, values, principles and achievements of ERCS and conduct proper orientation program for new entrants who join the organization. It is good to include employees who serve long years as a role model. This may help new employees to grasp the overall image of ERCS and to acquaint themselves easily to the environment that will help quicker integration of employee and installing the organizational identification aspects of drivers of engagement.
- The HRD should refer to the measurement tools used in this research and other related literatures to craft survey tool to measure level of employee engagement and overall satisfaction of employee including their perception on job characteristics and organizational identification elements. ERCS should conduct periodic survey of level of employee engagement and identify gaps and suggest necessary measures and improvements needed.
- The public relation department should maintain ERCS's long year reserved good reputation and image among its employees and the public at large, owning radio and television airtime. It should also work with schools to instill mission, vision and values of ERCS among children and teenagers, which is helpful to enhance membership and volunteer base.

- The public relation department should also periodically post pictures, charts, figures and videos that portray achievements made at regional branch levels in head office areas to bring to image, the life changing activities of ERCS at community level to the HQs employee, to enable them realize their contribution as part of ERCS staff member.
- As clearly indicated on the finding of this study employee engagement can be improved through adopting certain workplace practices that address job characteristics, organizational identification and work place. Hence, senior management of ERCS need to set employee engagement as one of its agenda and follow up and reinforce activities aimed at improve employee engagement, supporting specially the HRD and public relation department at ERCS.

#### **5.4. Future Research Area**

- The scope of the study can further be enriched by using additional drivers of employee engagement such as personality characteristics, communication and other variables based on the available theoretical framework.
- The study was cross-sectional survey and employed a quantitative method with small sample size. Larger sample size will give a better representation of the study population. A better insight can also be obtained by employing qualitative method of study in addition to quantitative ones.
- Including all staff as a target population will provide a more representative research result that improve accuracy of inferences about the population Hence, future researchers should carefully translate the measurement tools to local language and conduct their study on employees working at all positions in an organization under study.
- This study is performed only in ERCS. The study does not include other civic society organizations as ERCS differ significantly in its mission and structural arrangement. Any future study can be carried out using a number of civic society organizations with a larger sample size to make generalization about employee engagement on the sector.

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## **Annex I: Questionnaire**

**Addis Ababa University College of  
Business and Economics School of Commerce**

**This survey questionnaire is designed for Master of Arts Program in Human Resource Management intended specifically for Ethiopian Red Cross Society (ERCS).**

Dear Respondents,

I, the undersigned, currently I am pursuing MA Program in Human Resource Management at Addis Ababa University College of Business and Economics, School of Commerce. As part of the requirements in completion of the MA in HRM program, I am undertaking a research entitled:

**“Drivers of Employee Engagement: The Case of Ethiopian Red Cross Society”**

The questionnaire is designed to gather information only for academic purpose. You are not expected to write your name. I assure you that the information you provide will be kept confidential and will not be transferred to a third party.

This questionnaire is categorized in to three parts. In the first part general demographic information is described, second part is related to the drivers (factors, determinants) that drive employee engagement in the context of ERCS and the third part pertains to measurement of level of employee engagement. Please respond to all the questions.

Your support in responding to this questionnaire is highly appreciated and its importance is immense for the success of this study. The questionnaire may only take a few minutes of your time. Should you have any further queries regarding the content of this questionnaire, please do not hesitate to contact the researcher.

**Outlook:** [melesech.assefa@redcrosseth.org](mailto:melesech.assefa@redcrosseth.org) or email: melina.323@gmail.com.

**Cell phone:** 09 13 47 99 24

Thank you so much for your cooperation, participation and prompt response.

*Sincerely,*

*Melesech Assefa*

## PART I. GENERAL DEMOGRAPHIC INFORMATION

**Instruction:** Please chose your response by making tick mark “√” symbol in the space provided based on the description:

1. Gender

- Male                       Female

2. Age

- Below 25 years                       26-35 years  
 36-45 years                       46 & above

3. Education (Highest level of your achievement)

- Diploma                       First Degree  
 MA/MSc                       PHD

4. How long have you been working for ERCS?

- Below 5 years                       6-10 years  
 11-20 years                       >20 years

5. Please indicate your work place

- Head Quarter                       Training Institute  
 Essential Drug Program (EDP)                       Regional Branch

## PART II. DRIVERS (DETERMINANTS) OF EMPLOYEE ENGAGEMENT

**Instruction:** Please indicate the extent to which you agree with the statements mentioned below by making tick mark “√” symbol in the space provided based on the following description.

**1** = Strongly Disagree; **2** = Disagree; **3** = Neutral; **4** = Agree; **5** = Strongly Agree

No	Drivers of Employee engagement	Level of agreement				
		1	2	3	4	5
<b>Job Characteristics</b>						
1.	My job permits me to decide on my own how to go about doing the work					
2.	My job involves doing a “whole” and identifiable piece of work that has an obvious beginning and end					
3.	My job requires me to do many different things at work, using a variety of my skills and talents					
4.	The results of my work significantly affects the lives or well-being of other people					
5.	Supervisors or co-workers provide me feedback on how well I am doing my job					
6.	Doing the actual job itself give me clue about how well I am doing my job					
<b>Career Development</b>						
7.	My organization provides me with a sequence of training opportunities to upgrade my profession					
8.	My work itself is making me develop my skills and knowledge					
9.	I have a clearly established career path in my organization to advance my career					
10.	In general promotions are handled fairly at my organization					
11.	When there are promotion opportunities; internal staff get the priority to apply					
12.	I do consider a job in ERCS as a long-term career option					
<b>Financial Reward</b>						
13.	My organization’s pay policy helps to attract high performing employees					
14.	I feel I am adequately paid compared to my friends with similar qualification at other organizations					
15.	I feel I am adequately paid compared to my colleagues					
16.	My pay matches my job performance					
17.	My organization offers better pay than other similar organizations					
18.	The pay offered provide security for me and my family					

<b>Organizational Identification</b>						
19.	I am proud to be an employee of my organization					
20.	I talk with friends that my organizations is a great company to work for					
21.	I feel that my organization cares about me					
22.	I would describe my organization as a large “family” in which most members feel a sense of belonging					
23.	I find my values and the values of my organization are very similar					
24.	I have warm feelings toward my organization as a place to work					
25.	My organization’s image in the community represents me well					

### **PART III: EMPLOYEE ENGAGEMENT MEASUREMENT SCALES**

**Instruction:** Please read each statement carefully and indicate how often you felt it by making tick mark “√” symbol under the number (from 0 to 6) that best describes how frequently you feel that way based on the following description.

<b>Never</b>	<b>Almost Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Very often</b>	<b>Always</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Never ever	A few times a year or Less	Once a month or Less	A few times a Month	Once a Week	A few times a Week	Every Day

<b>No.</b>	<b>Engagement Level Measurement Scales</b>	<b>Frequencies</b>						
		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
1.	At my work, I feel I have lots of energy							
2.	At my job, I feel strong and vigorous/energetic							
3.	When I get up in the morning, I feel like going to work							
4.	My job inspires me							
5.	I am enthusiastic/passionate about my job							
6.	I am proud of the work that I do at my organization							
7.	I feel happy when I am working intensely							
8.	I am immersed in my work during work hours							
9.	When I am working, I forget everything else around me							

***Thank You a Lot for Sparing Your Precious Time!***

**Annex 2: Percentage and descriptive statistics of level of employee engagement**

No	Engagement Level Items		Level of engagement							M	SD
			0	1	2	3	4	5	6		
1.	<b>Vigor Average</b>	%	1%	2%	7%	19%	20%	22%	29%	<b>4.36</b>	<b>1.29</b>
1.4.	At my work, I feel I have lots of energy	No	3	1	6	19	17	17	19	4.11	1.54
		%	4%	1%	7%	23%	21%	21%	23%		
1.5.	At my job, I feel strong and vigorous/energetic	No	0	1	7	15	19	17	23	4.38	1.358
		%	0%	1%	9%	18%	23%	21%	28%		
1.6.	When I get up in the morning, I feel like going to work	No	0	3	4	13	13	20	29	4.59	1.422
		%	0%	4%	5%	16%	16%	24%	35%		
2.	<b>Dedication Average</b>	%	0%	5%	7%	13%	18%	24%	33%	<b>4.45</b>	<b>1.42</b>
2.1	My job inspires me	No	1	3	6	11	18	16	27	4.41	1.523
		%	1%	4%	7%	13%	22%	20%	33%		
2.2	I am enthusiastic/passionate about my job	No	0	6	5	11	13	21	26	4.41	1.555
		%	0%	7%	6%	13%	16%	26%	32%		
2.3	I am proud of the work that I do at my organization	No	0	3	7	10	14	21	27	4.51	1.459
		%	0%	4%	9%	12%	17%	26%	33%		
3.	<b>Absorption Average</b>	%	2%	2%	5%	15%	18%	30%	28%	<b>4.47</b>	<b>1.23</b>
3.1	I feel happy when I am working intensely	No	0	4	2	8	14	24	30	4.73	1.37
		%	0%	5%	2%	10%	17%	29%	37%		
3.2	I am immersed in my work during work hours	No	0	0	6	7	16	30	23	4.7	1.183
		%	0%	0%	7%	9%	20%	37%	28%		
3.3	When I am working, I forget everything else around me	No	4	1	5	23	14	9	16	3.99	1.567
		%	5%	1%	6%	28%	17%	23%	20%		
<b>Average level of employee engagement</b>		%	1%	3%	7%	16%	19%	25%	30%	<b>4.43</b>	<b>1.17</b>

Source: SPSS version 20 output (2020)

Key: 0=Never, 1=Almost Never, 2= Rarely, 3=Sometimes, 4= Often, 5=Very often, 6= Always

**Annex 3: Percentage and descriptive statistics of job characteristics items of drivers of engagement**

No	Job Characteristics items		Level of Agreement					Mean	SD
			1	2	3	4	5		
1.	<b>Average Job Characteristics</b>	%	2%	11%	15%	58%	15%	3.73	.574
1.1.	My job permits me to decide on my own how to go about doing the work	No	3	13	13	44	9	3.52	1.009
		%	4%	16%	16%	54%	11%		
1.2.	My job involves doing a “whole” and identifiable piece of work that has an obvious beginning and end	No	1	10	10	54	7	3.68	0.0844
		%	1%	12%	12%	66%	9%		
1.3.	My job requires me to do many different things at work, using a variety of my skills and talents	No	1	10	11	47	13	3.74	0.914
		%	1%	12%	13%	57%	16%		
1.4.	The results of my work significantly affects the lives or well-being of other people	No	1	5	12	43	21	3.95	0.874
		%	1%	6%	15%	52%	26%		
1.5.	Supervisors or co-workers provide me feedback on how well I am doing my job	No	2	8	20	44	8	3.59	0.888
		%	2%	10%	24%	54%	10%		
1.6.	Doing the actual job itself give me clue about how well I am doing my job	No	0	7	9	52	17	3.89	0.786
		%	0%	9%	11%	63%	21%		

Source: SPSS version 20 output (2020)

Key: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree

**Annex 4: Percentage and descriptive statistics of Career Development items of drivers of engagement**

No	Career Development item		Level of Agreement					Mean	SD
			1	2	3	4	5		
2.	<b>Average Career Development</b>	%	10%	27%	27%	33%	3%	2.94	.719
2.1.	My organization provides me with a sequence of training opportunities to upgrade my profession	No	10	39	15	18	0	2.5	.972
		%	12%	48%	18%	22%	0%		
2.2.	My work itself is making me develop my skills and knowledge	No	4	11	18	43	6	3.44	0.983
		%	5%	13%	22%	52%	7%		
2.3.	I have a clearly established career path in my organization to advance my career	No	5	25	30	20	2	2.87	0.94
		%	6%	30%	37%	24%	2%		
2.4.	In general promotions are handled fairly at my organization	No	12	21	25	22	2	2.77	1.081
		%	15%	26%	30%	27%	2%		
2.5.	When there are promotion opportunities; internal staff get the priority to apply	No	12	17	18	30	5	2.99	1.191
		%	15%	21%	22%	37%	6%		
2.6.	I do consider a job in ERCS as a long-term career option	No	5	18	28	29	2	3.06	0.96
		%	6%	22%	34%	35%	2%		

Source: SPSS version 20 output (2020)

**Annex 5: Percentage and descriptive statistics of Financial Reward items of drivers of engagement**

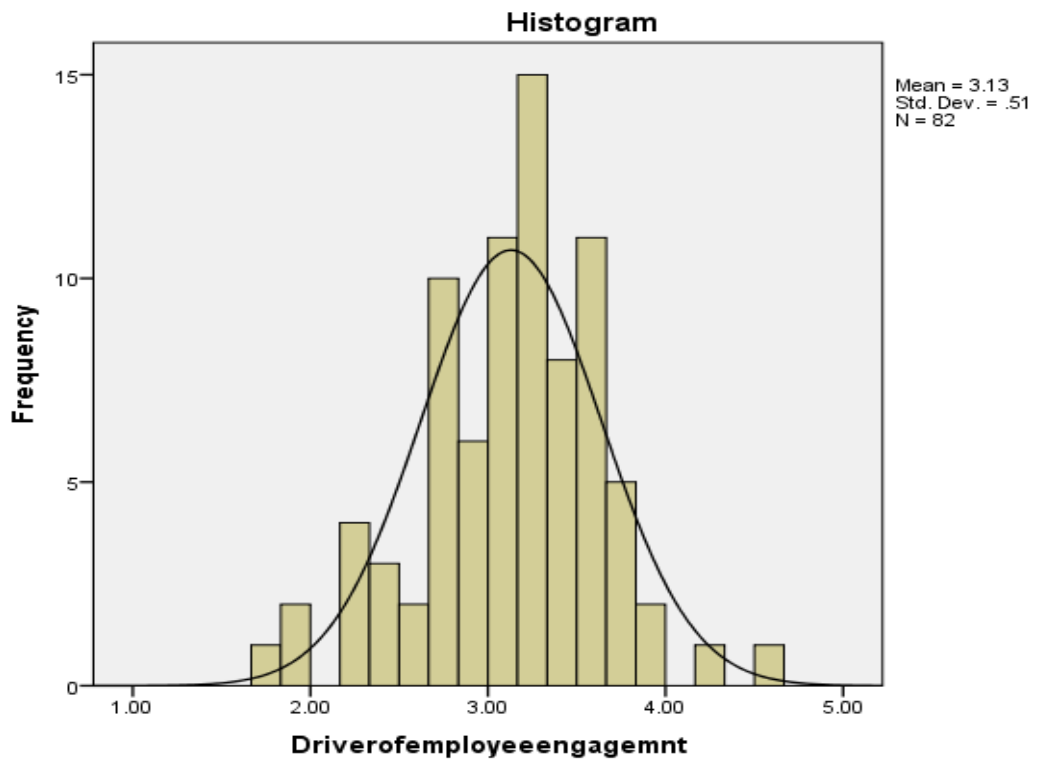
No.	Financial Reward item		Level of Agreement					Mean	SD	
			1	2	3	4	5			
<b>3.</b>	<b>Average Financial Reward</b>		%	18%	49%	21%	11%	1%	2.28	.680
3.1.	My organization's pay policy helps to attract high performing employees	No	14	37	20	11	0	2.34	0.919	
		%	17%	45%	24%	13%	0%			
3.2.	I feel I am adequately paid compared to my friends with similar qualification at other organizations	No	17	39	16	7	3	2.27	1.007	
		%	21%	48%	20%	9%	4%			
3.3.	I feel I am adequately paid compared to my colleagues	No	9	34	22	17		2.57	0.943	
		%	11%	41%	27%	21%	0%			
3.4.	My pay matches my job performance	No	13	44	13	11	1	2.3	0.939	
		%	16%	54%	16%	13%	1%			
3.5.	My organization offers better pay than other similar organizations	No	17	48	15	2		2.02	0.702	
		%	21%	59%	18%	2%	0%			
3.6.	The pay offered provide security for me and my family	No	17	41	18	5	1	2.17	0.872	
		%	21%	50%	22%	6%	1%			

Source: SPSS version 20 output (2020)

**Annex 6: Percentage and descriptive statistics of organizational identification items of drivers of engagement**

No	Organizational Identification Item		Level of Agreement					Mean	SD	
			1	2	3	4	5			
<b>4.</b>	<b>Average organizational identification</b>		%	3%	11%	28%	44%	15%	3.57	0.697
4.1.	I am proud to be an employee of my organization	No	1	7	18	37	19	3.8	0.935	
		%	1%	9%	22%	45%	23%			
4.2.	I talk with friends that my organizations is a great company to work for	No	2	17	16	35	12	3.46	1.056	
		%	2%	21%	20%	43%	15%			
4.3.	I feel that my organization cares about me	No	4	14	36	27	1	3.09	0.864	
		%	5%	17%	44%	33%	1%			
4.4.	I would describe my organization as a large "family" in which most members feel a sense of belonging	No	4	4	24	39	11	3.6	0.954	
		%	5%	5%	29%	48%	13%			
4.5.	I find my values and the values of my organization are very similar	No	1	11	22	35	13	3.59	0.955	
		%	1%	13%	27%	43%	16%			
4.6.	I have warm feelings toward my organization as a place to work	No	2	9	20	40	11	3.6	0.941	
		%	2%	11%	24%	49%	13%			
4.7.	My organization's image in the community represents me well	No	1	1	22	41	17	3.88	0.792	
		%	1%	1%	27%	50%	21%			
<b>Overall drivers of employee engagement</b>			%	8%	24%	23%	37%	9%	3.13	.509

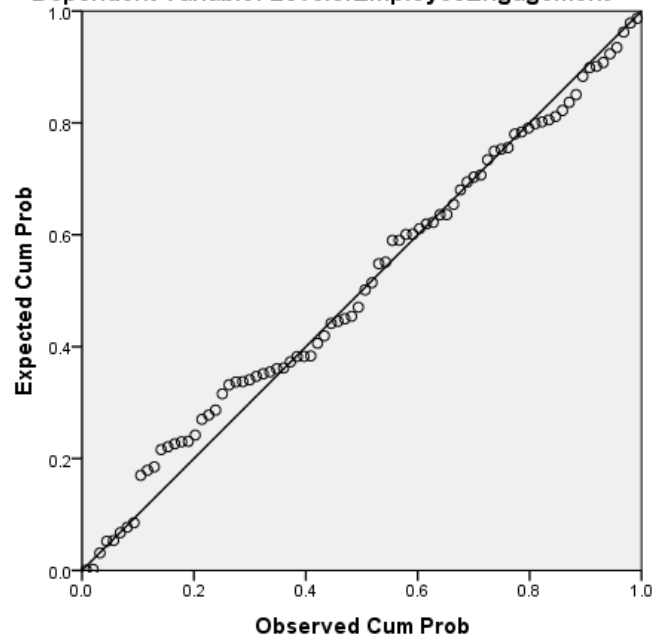
## Annex 7: Histogram



## Annex 8: P-P plot

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: LevelofEmployeeEngagement



## Annex 9: Scatter plot

Dependent Variable: LevelofEmployeeEngagement

