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AN INVESTIGATION INTO THE SUCCESS FACTORS OF EMPLOYEE ENGAGEMENT IN ZIMBABWE'S MINING SECTOR.

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ENGAGEMENT IN ZIMBABWE'S MINING SECTOR.**

BY

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**A DISSERTATION IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION 2019**

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UNIVERSITY OF ZIMBABWE

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Thank you so very much.

ABSTRACT

The aim of the study was to investigate the success factors of employee engagement in Zimbabwe's Mining Sector. The study was motivated by the high turnover of skilled and technical staff at the rate of 60%. Management attention was required due to costs associated with the rehiring, training, placement and motivation of the employees. The research focused on establishing the correlation between employee participation and involvement and employee engagement, determining the extent to which leadership is associated with employee engagement, identifying the degree to which incentives and rewards are correlated with employee engagement, to ascertaining the association between job designing and employee engagement, examining how career development is correlated with employee engagement. A quantitative survey was carried with 200 staff and managers of four mining companies in Zimbabwe. A simple random technique was used to select 200 staff and managers. Primary data was collected using a structured questionnaire. A total of 150 questionnaires were returned for analysis achieving a response rate of 75%. A questionnaire was reliable at 0.946 Cronbach alpha value. With the aid of SPSS, mean scores and correlations analysis were used to determine the relationship between the independent and the dependent variables. The research found that there is positive and significant relationship between the independent variables (employee participation and involvement, leadership, compensation and rewards, job designing, career development and employee engagement. Employees in the four mines in the mining industry of Zimbabwe were comfortable to share their ideas and employee ideas are incorporated. Leadership is a success factor affecting engagement levels, employees in the mining sector are more engaged when they are rewarded and recognized. Employees prefer jobs that are interesting and challenging, attractive and meaningful. The mining industry provides training and career development for its employees. In order to improve employee engagement in the mining sector government must regulate mining companies to reinforce safety issues for employees to work without fear of any harm. The industry may introduce performance related pay based when meeting targets, surpassing targets or exceptional performance. The study was purely quantitative, other studies can employ qualitative research on the same topic to improve the results of the research. Further research can be carried out to identify other success factors that contribute to engagement levels.

Key words. Mining industry, Employee engagement, employee participation and involvement, leadership, compensation and rewards, job designing, career development

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LIST OF ACRONYMS

Human Resources	(HR)
Human Resources Management	(HRM)
Resource-Based View	(RBV)
Gross Domestic Product	(GDP)
Zimbabwe Economic Policy Analysis and Research Unit	(ZEPARU)
Social Exchange Theory	(SET)
Zimbabwe Agenda for Sustainable Socio-Economic Transformation	ZIMASSET
Statistical Package for Social Sciences	SPSS
Variation Inflation Factor	VIF

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CHAPTER ONE

GENERAL INTRODUCTION

1.1 INTRODUCTION

The chapter provided the background to the study, the research objectives and questions, research hypothesis, problem statement, justification of the study, brief literature review, methodology and the implementation plan.

1.2 BACKGROUND TO THE STUDY

In the competitive global economic environment in which businesses operating in, people and the way they are managed are becoming increasingly important (Luthans et al.,2010). This is reflected in the adoption of Human Resource (HR) practices supporting the creation and development of highly qualified people who are both motivated and committed to their organizations. Thus, the manner in which the company formulates its responsibilities to its employees will affect performance at work and their loyalty to the company (Baker, 2011). It therefore means that management in organizations must adopt a philosophy in which employees are seen not as a cost to be reduced but as an asset to be valued (Steen, 2009).Furthermore the notion that people should be regarded as assets rather than variable costs was originally advanced by Liu (2016) who propounds that in terms of business strategy, an organization can succeed if it has sustainable competitive advantage and can hold that advantage for a long period of time. Demerati et al. (2010) echoes this school of thought and postulates that achieving success in organizations entails adopting a different approach to employees and labor relations solely means working with employees, not treating them as disposable liabilities but rather treating them as valuable assets and a source of competitive advantage.

Using the Resource-Based View (RBV)of the company, this paper tried to show the strategic importance of deploying the scant human resources in Zimbabwean mining organizations in way that produce the greatest results for as little cost as possible to the organizations.

The Resource Based View (RBV) of the firm as discussed by (Huselid, et al., 2011) amongst many other scholars assumes that sustainable competitive advantage in organizations can be obtained by exploiting the organization's internal strengths and external opportunities whilst minimizing its internal weaknesses and the effects of external threats. The organization's human resources are therefore regarded as a key source of its competitive advantage as they add value, are rare in the marketplace, hard or impossible to imitate and cannot be easily

substituted. Thus, flexibility in the deployment of human resources has been proffered as a way of sustaining organizational efficiency and effectiveness in the face of a challenging operational environment (Brewster, 2014).

The mining sector of Zimbabwe is a major foreign currency earner and has potential to become the pillar for economic growth through value addition and beneficiation. The country expects improved revenue collection from the mining industry. The general view is that the mining sector's contribution to the overall development of the country is still below the potential that it could achieve if it is adequately resourced to extract and value-add the mineral resources. In this regard the ZimAsset forecasts the contribution of the mining sector to Gross Domestic Product (GDP) during the period to range from 6.5% in 2013 to 12.6% as illustrated in the figure below

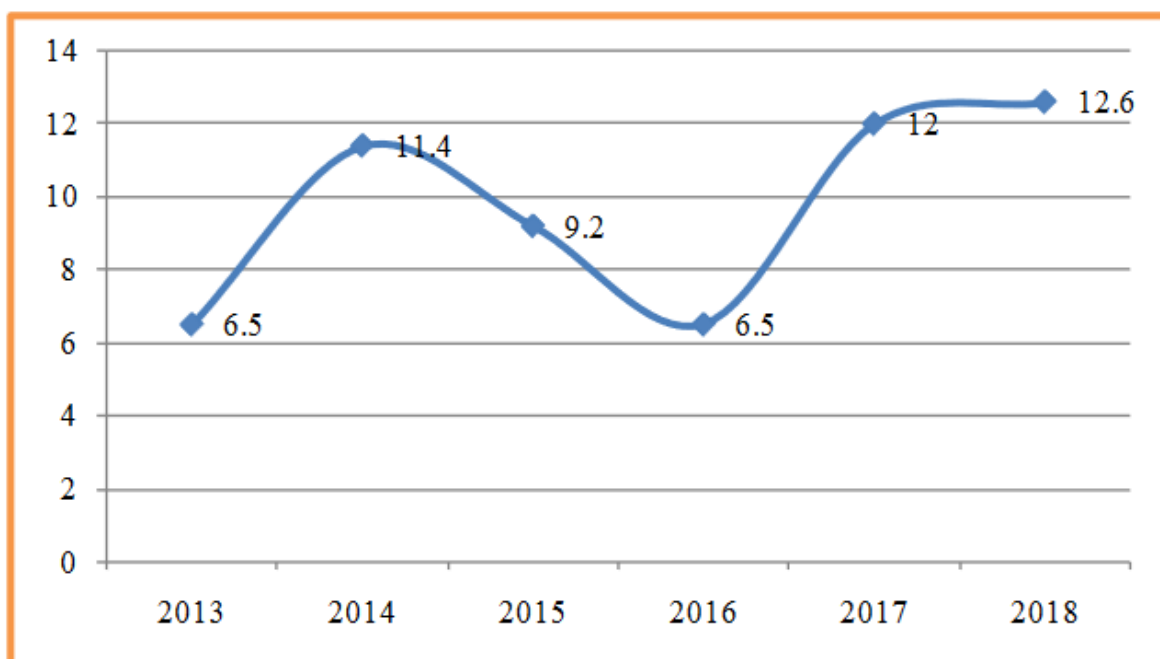


FIGURE 1.1: CONTRIBUTION OF THE MINING SECTOR TO GDP

Source: ZimAsset

Among other sectors, mining is expected to underpin the expected growth and transformation of the Zimbabwean economy. Implementation of value addition and beneficiation in the mining sector in line with the Africa mining vision are viewed as key success factors to the projected growth and transformation of the economy. The use of mineral resources to underpin growth and development is premised on adequate institutional capacities; skills and knowledge of all stakeholders across the whole mining sector value chain for them to effectively perform their roles and obligations. In order to ascertain these capacities, it is necessary to map the capacity

gaps with a view to design a training programme to bridge the identified skills, competences and knowledge gaps.

The Chamber of Mines projected the mining sector contribution to GDP to increase to about 17.8% by 2015 (Figure 1). The Zimbabwe mining sector employs around 45,000 people excluding the informal sector and contributes more than 50% of the country's foreign direct investment (Mhembere, 2014).

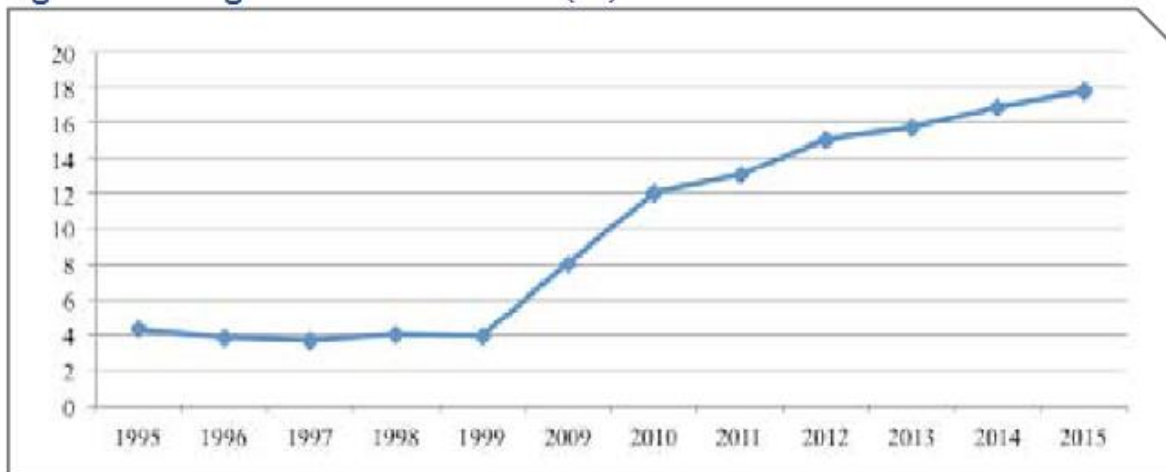


FIGURE 1.2 MINING CONTRIBUTION TO GDP

Source: ZimAset

The key contributors to mineral exports were diamond, platinum and gold, constituting about 77.6% and 79.9% of the country's mineral export earnings in 2013 and 2014 respectively. Gold had an export value of US\$563.8 million in 2014, whilst platinum and diamonds were US\$561.8 million and US\$396.1 million respectively as shown in Table 1.1

TABLE 1.1: MAJOR MINERAL EXPORTS

	2013	2014
Gold	566.2	563.8
Platinum	573.2	561.8
Diamonds	455.9	396.1

Source: Reserve Bank of Zimbabwe (2015) Monetary Policy Statement

Mineral production has potential of stimulating the local economy through its forward, backward, spatial, knowledge and fiscal linkages in the economy. It acts as a source of raw materials to sectors such as manufacturing and agriculture. Some of the export revenue earned from this sector can be spent on domestically produced goods and services.

The Resource-based view of the firm model contends that a firm's ability to perform better than its competitors depends on the unique interplay of human, organizational and physical resources over a period of time. As such, many scholars argue that the employees in organizations that are rare and difficult to replicate must anchor the business processes if a firm is to outperform its rivals and create value. However, the labor market in Zimbabwe is currently characterized by a shortage of skilled and experienced employees needed to meet market demands. The industry has also been characterized by adverse economic and political environment. This state of affairs has not spared the mining sector which has seen many mines operating on shoe-string budgets and therefore failing to attract and retain adequate and experienced labor to meet their objectives.

The above is compounded by the fact that mines have tended to rely on a huge labor force with a tradition of long-term employment (Matangi, 2010). This phenomenon has meant that labor in the mines is hard to replace as a result of their skill base which has been acquired overall long period of time. This uncanny situation has left Human Resources managers in the mining industry in Zimbabwe groping for the best method to deploy the rare, valuable and skilled human resources they have at their disposal for maximum organizational benefit. They also had to ensure that the available staff are actively engaged in order to derive the highest possible output from them. It is against this background that the researcher is undertaking a study to establish the success factors of employee engagement on the performance of these companies.

1.3 PROBLEM STATEMENT

As indicated in the background, the mining industry of Zimbabwe has experienced high staff turnover of skilled and technical staff for example surveyors, electricians, accountants and fitter and turners due to the economic meltdown with staff turnover rate at over 60% (Zimbabwe Economic Policy Analysis and Research Unit, 2015). Low employee engagement warrants management's attention due to costs associated with the rehiring, training, placement and motivation of the employees. Besides being an expense, employee disengagement also poses a threat to the performance of the organisations in the industry. There was also a challenge with most mining companies as they do not measure employee engagement in order to ascertain causes of employee disengagement and therefore it is difficult to come up with interventions to arrest the problem. According to literature there are several factors that lead to employee disengagement such lack of employee participation, poor leadership, unclear career development, poor remuneration and poor job design. Management in the mining sector needed to know the associations between these factors and employee disengagement.

It is against this background that the study sought to establish the correlation between the five selected factors namely, employee participation and involvement, leadership, incentives and rewards, job designing, and career development and employee engagement in the mining sector. Staff turnover is an indication of low employee engagement to the organisation.

1.4 RESEARCH OBJECTIVES

The aim of the study was to investigate the correlation between employee participation and involvement, leadership, incentives and rewards, job designing and career development and employee engagement in Zimbabwe's four selected mines. Specific objectives of the research are as follows:

- To establish the correlation between employee participation and involvement and employee engagement
- To determine the extent to which leadership is associated with employee engagement
- To identify the degree to which incentives and rewards are correlated with employee engagement
- To ascertain the association between job designing and employee engagement
- To examine how career development is correlated with employee engagement

1.5 RESEARCH QUESTIONS

The study aimed to provide solutions to the following research questions:

- What is the correlation between employee participation and involvement and employee engagement?

- What is the association between leadership and employee engagement?
- What is the correlation between incentives and rewards and employee engagement?
- What is the association between job designing and employee engagement?
- What is the correlation between career development and employee engagement?

1.6 RESEARCH HYPOTHESIS

Main Hypothesis

H1: Employee participation and involvement, leadership, incentives and rewards, job designing, and career development are positively correlated with employee engagement.

Specific Hypothesis

H1: Employee participation and involvement are positively correlated with employee engagement

H2: Leadership is positively associated with employee engagement

H3: Incentives and rewards have a positive correlation with employee engagement

H4: Job designing has a positive association with employee engagement

H5: Career development is positively correlated with employee engagement

1.7 JUSTIFICATION OF THE STUDY

The researchers aim was to assess the effectiveness of regulatory frameworks in addressing industry performance. Very little study has been carried in Zimbabwe in the context of this subject. Below are the expected benefits of the research.

1.7.1 THEORETICAL CONTRIBUTION

In theoretical contribution, the study contributed to the body of knowledge which will benefit scholars and researchers and simulate further research in the field employee engagement in the mining sector.

1.7.2 PRACTICAL CONTRIBUTION

In practice, the study helped to understand the success factors of employee engagement. The findings of this study are envisaged to inform the design and implementation of comprehensive capacity building and training programs in the sector.

Zimbabwe Economic Policy Analysis and Research Unit (ZEPARU) mining sector is important not only for the identification capacity gaps but also appropriate intervention levels. The findings also contributed in determining the amount of resources required to address employee engagement issues alluded above. Furthermore, it assisted to inform organizations on the areas to focus on in their current areas of performance and employee engagement. The study also

aimed to help potential investors in this industry in getting useful information on the employee engagement in mining sector.

1.7.3 METHODOLOGICAL CONTRIBUTION

Methodologically, the researcher used a quantitative survey method. This can create an area of further study for other scholars who can use a qualitative study in future to broaden the amount of data collection and accuracy of responses. Methods like focus groups, case studies can also be employed to gather research data.

1.8 SCOPE OF THE STUDY

The scope of the research was limited to the success factors of employee engagement in the mining sector. In this case the researcher intended to collect the required information from four mining companies in Zimbabwe. The staff and managers formed part of the target population. This is because the subject of engagement was all encompassing. The study covered a period from 2016 to date which is a new trajectory period where the government of Zimbabwe was putting effort to resuscitate the mining sector hence the need for employee engagement to reduce labour turnover.

1.9 LIMITATIONS

Mining companies were not willing to quickly divulge information on their internal operations to third parties. The researcher faced several limitations, chief among them being that the researcher was not granted access to collect information from some of the employees because of their tight work schedules. Further to this, inaccurate responses may have been provided by some mining companies' managers so that they portray a better image of their organization. The effectiveness of the research was also hampered by the fact that the researcher did not receive all the questionnaires which were distributed, 150 out of the 200 questionnaires were returned. To circumvent this researcher ensured confidentiality of the research to the subjects and also promised to share the result of the findings with the institutions under research so as to encourage participation and provision of correct data.

1.10 STRUCTURE OF THE DISSERTATION

Chapter 1 aimed to introduce the research, and it comprised of the background of the problem, statement of the problem, objectives of the study, research proposition and justification of the study. Chapter 2 reviewed the literature related to the study. Chapter 3 presented the methodology on how the study was conducted, the population of the study, research design adopted, sampling techniques adopted, research instruments used, justification of the design and sampling instruments used in the study. Chapter 4 presented the study findings and discussion of the study findings. The findings shaped the basis of conclusions and

recommendations of the study. Chapter 5 presented the conclusions and recommendations of the study resulting from the research findings. Additionally, the chapter presented the suggested area of further research as indicated by the study findings.

1.11 CHAPTER SUMMARY

This chapter introduced the background to the research on the success factors of employee engagement in four mining companies in Zimbabwe. The chapter discussed the research problem which motivated the research to undertake the study. The chapter then outlined the, research hypothesis and research objectives, rationale of the study, the scope of the study, limitations and the research outline. The following chapter provides literature review relevant to the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The literature highly recognised employee engagement as an important factor in the success of any organisation. In this chapter, literature is reviewed and analysed in order to understand the success factors of employee engagement and the impact of these success factors to the mining industry. The chapter starts by defining employee engagement and highlighting the theories informing the study followed by the various models of employee engagement. Further, the various success factors of employee engagement will be reviewed. The conceptual framework will therefore demonstrate the relationship between the independent variable (success factors of engagement and the dependent variable (employee engagement in the mining industry).

2.2 EXPLANATION OF RESEARCH STRATEGY

The researcher's literature search strategy was multi-pronged, and it involved accessing various journal articles from Emerald, Ebsco host, Elsevier and google scholar as well as human resource management books. The key words used in this search were employee engagement, performance, level, strategy, and impact on the mining companies in Zimbabwe. The search was limited to a period not more than ten years to ensure that they are current and relevant.

2.3 DEFINITION OF EMPLOYEE ENGAGEMENT

Amhalhal, Anchor and Dastgir (2015) define employee engagement as a property of the relationship between the organisations with their employees. In other words, employee engagement refers to the intellectual as well as the emotional commitment to an organisation

by their employees in their jobs. Moreover, employee engagement is a narrow intensive conceptualisation of the relationship between the employee and his or her job (Yalabik, Bruce and Andriana, (2017).

Shuck and Reio (2014) define employee engagement as the cognitive, emotional, and behavioural energy an employee directs toward positive organisational outcomes. They go on to operationally define employee engagement as a series of psychological states (cognitive, emotional and behavioural) ultimately representing an intention to act that encompasses motivation-like qualities. Shuck and Reio, (2014) opine that employees cognitively appraise their work environment using the three conditions for engagement. Therefore, an employee first needs to positively experience meaningfulness, safety, and availability of resources before progressing to cognitive engagement (Shuck & Reio, 2014). Cognitive engagement precedes emotional engagement.

Emotional engagement occurs when employees perceive their organisation as providing necessary support and when they are willing to invest their personal resources at work (Shuck et al., 2014). In deciding whether to involve themselves emotionally at work, employees rely on their perceptions of the work environment and on the outcomes of their cognitive appraisals (Shuck et al., 2014). Emotional engagement precedes behavioural engagement. In their study, Shuck et al. (2014) found that employees who experienced cognitive, emotional, and behavioural engagement were less likely to resign, which is the ultimate form of disengagement.

Cross et al., 2012 highlighted that behavioural engagement, manifests itself through the display of discretionary effort and willingness to improve performance out of one's own free will. Shuck et al. (2014) confirmed that employee engagement manifested through behaviour at and toward work.

Crabb's research (2011) defines employee engagement as a positive attitude held by the employee towards the organisation and its values. His research states that an engaged employee is aware of business context and works with colleagues to improve performance within the job for the benefit of the organisation.

According to research conducted by Mone et al. (2011) employee engagement is defined as an employees' sense of purpose and focused energy that is evident to others through the display of personal initiative, adaptability, effort, and persistence directed toward the organisation's goals. In their research they describe employee engagement as defined by (Mone et al., 2011) as having a deep and broad connection with the company that results in the willingness to go above and beyond what is expected to help the company succeed.

The definitions above reveal that employee engagement shows the degree at which employees are committed to organisational mission, vision and mission. The definitions also show the attitude of employees towards their job. It also shows the level of motivation and effort that employees put towards their work. It reveals the degree to which an employee thinks and feels about the organisation's goals and other stakeholders. This aspect of employee engagement concerns managing the employees' beliefs to the passion towards the organisation, its leaders and working conditions.

2.4 UNDERPINNING THEORY

This study is informed by Maslow needs-based theory, the resource-based view and the social exchange theory. Bakker and Schaufeli (2008) maintained that organisations need vigorous employees who are dedicated and absorbed in their work. Understanding how to foster employee engagement requires motivation at the workplace. By examining existing theory, one can obtain a foundation regarding the antecedents of employee engagement and thus comprehend its impact on workplace performance and the overall success of an organisation.

2.4.1 NEEDS-BASED THEORY

The psychology of human motivation is tremendously complex. Needs-based theory derives from the concept that all motivation comes from an individual's compelling need to fulfil a need. Abraham Maslow (Maslow, 1943b), in his pioneering research to comprehend personal motivation, found that fundamental human needs are an essential component. Maslow (1943a) was the first to develop a theory of motivation based upon a consideration of basic human needs: physiological, safety, social interaction, ego, and self-actualisation. Although classical theorists primarily ignored the aspect of employee motivation and behaviour, the importance of Maslow's theory provided a conceptual framework in relation to employee engagement by highlighting the necessity of fulfilling basic human needs. The apex of the pyramid indicates that higher needs are obtained less frequently.

Maslow's (1943a) seminal theory indicates that before an individual can advance to a higher level of needs, he or she must first satisfy the more basic needs of the lower levels. According to Maslow, individuals must satisfy their basic needs, such as warmth, safety, and security, in order to progress to personal growth and development.

MASLOW'S MOTIVATION MODEL

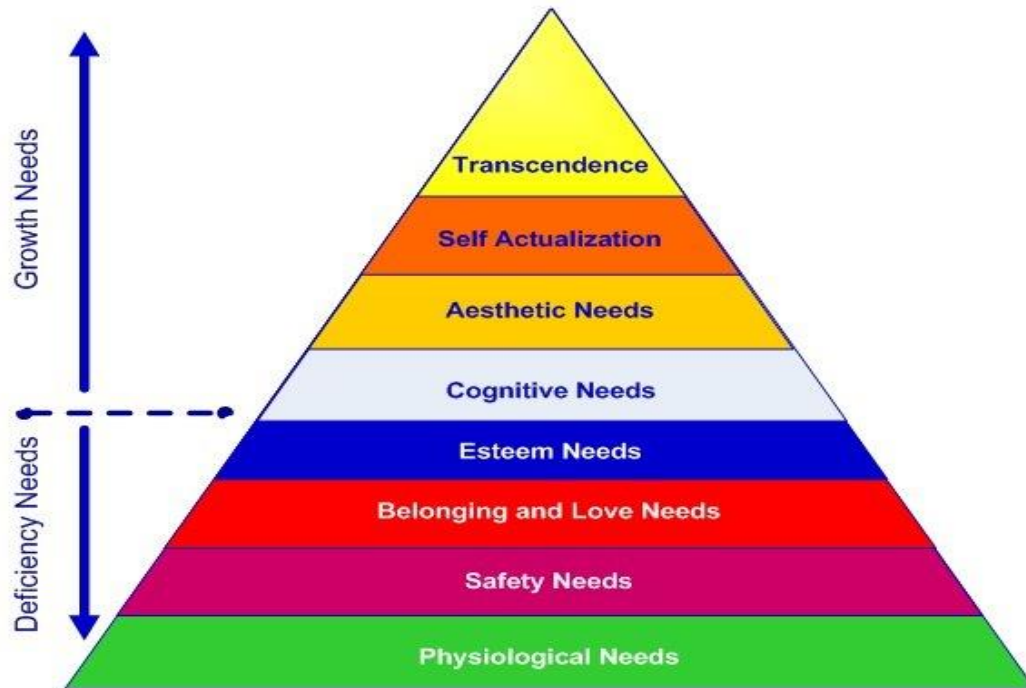


FIGURE 2.1 MASLOW'S HIERARCHY OF NEEDS MODEL.

Adopting Maslow's concept and applying it to conflict theory, Burton (2009) who perceived human needs from a different perspective. Burton (2009) viewed human needs as an ongoing collection of human essentials that all individuals strive to satisfy. These essentials far exceed basic needs, such as food, water, and shelter, but include physical and nonphysical aspects for human growth and development. Contrary to Maslow's (1943) Hierarchy of Needs, Burton contested that human needs do not have a hierarchy of order but rather are sought out simultaneously in a fierce and unrelenting manner.

Human needs theorists such as Burton argue that one of the main reasons for lingering conflict is an individual's unyielding quest to appease unmet needs on an individual, group, and or a societal basis. In this effort to fill unmet needs, individuals will either use the system or function as a reformist or possibly a revolutionist. Both Burton (2009) and Maslow (1943a) agreed that these basic needs must be met before motivation can occur although it is important to note satisfied needs are no longer considered a sole motivator. Therefore, understanding the complexities of personal motivation once basic human needs are met is necessary.

2.4.2 RESOURCE BASED VIEW

The Resource Based View (RBV) has considerably influenced Human Resources Management (HRM). According to Armstrong (2009), RBV theory aims in providing justification for attaching importance to resourcing activities especially talent management and can also be used to enhance the value of the Human Resources contribution in achieving competitive advantage. In applying the concepts of value, rareness, inimitability, and substitutability, (Dunford, et al 2009) suggest human capital pool must have both high levels of skill and a willingness (i.e., motivation) to exhibit productive behaviour this is because Human Resources practices could not form the basis for sustainable competitive advantage since they could be easily copied by competitors. Armstrong (2009) argues that RBV has limitation which first, it can be problematic to get resources which meets all the criteria, and it provides only generalised guidance on what resources are suitable. Secondly, External factor, for instance product market pressures are ignored and thirdly, different resource configuration can provide the same value for firms. Strategic fit means developing Human Resources strategies that are integrated with the business strategy and support its achievement that is (vertical integration or fit). This approach aid in development of Human Resources practices such as resourcing, employee development, and reward and employee relation so that they complement and support one another that is (horizontal integration or fit). Armstrong (2009) noted that most models of HRM based on fit assume that (a) a certain business strategy demands a unique set of behaviours and attitudes from employees and (b) certain human resource policies produce a unique set of responses from employees. Armstrong (2009) Suggests the three HRM perspective include: universalistic, contingency and configurationally provides best practice as bundling. Bundling is the development and implementation of several Human Resources practices together so that they are interrelated and concerned with the organisation as a total system and addresses what needs to be done across the organisation as a whole.

2.4.3 THE SOCIAL EXCHANGE THEORY (SET)

The SET is the most acknowledged and widely used theory in the research on employee engagement (Saks, 2008). The fundamental principle of SET is that individuals make social decisions on the basis of perceived costs and mutual benefits in Zaki Dajani (2015). It suggests that employees will be motivated to engage in their jobs when jobs are constructed on a fair and balanced system of exchange. The exchange relationship then evolves over time into mutual commitments, trusting. It can be summarised that SET theoretical foundation validates the reasons why employees decide to engage more or less on their work, either positively or negatively, contingent upon the economic and socio-emotional resources received from their organisation, or even decide to stay with their organisation (Andrew and Sofian, 2016).

2.5 MODELS OF EMPLOYEE ENGAGEMENT

Various studies have attempted to conglomerate the several attributes of engagement into models that are workable. In this research, three models of engagement will be discussed and only one engagement model will be selected for carrying out this study.

2.5.1 KAHN'S TRIPARTITE EMPLOYEE ENGAGEMENT MODEL

The conceptualisation of the major basic tenets of employee engagement is credited to Kahn (2012). Kahn's model posits that engagement is different from basic job involvement due to the fact that it dwells on how one commits him or herself during job performance and not on worker skills (Wilson 2009). In his qualitative study on the psychological conditions of personal engagement and disengagement at work, Kahn (2012) interviewed several summer camp counsellors and some members of an architecture company about their experiences of engagement and disengagement at the workplace (Saks,2006). Kahn (2012) discovered three psychological conditions closely related to engagement or disengagement in the workplace: availability, safety and meaningfulness. He postulated that people question themselves about three fundamental queries in a role situation:

- (i) How logical is it for one to bring him or her into such a performance?
- (ii) How likely is it for one not to be prone to any harm or danger in doing so? And
- (iii) How free is one to do so? (Kular et al., 2008).

Kahn discovered that some workers were more occupied at work in circumstances that presented them more psychological worthiness, psychological safety, and when they were more mentally unoccupied (Kular et al., 2008). Specifically, Kahn (2012) argues that a state of meaningfulness is a scenario where workers feel worthwhile, valuable, and useful and appreciated for the work they do.

Safety is regarded as the environment in which most people feel able to act in ways considered to be normal for individuals without fearing negative consequences. Safety exists in scenarios where workers possess the conviction that they are not going to suffer because of engaging in their work. Safety also exists in scenarios where workers perceive the organisational climate as one of supportiveness and openness. Kahn (2012) defines availability as a sense of possessing the personal psychological, emotional and physical means which they employ to engage with their job chores at particular moments. This model takes into cognisance that individual coping strategies in life outside the job can have an impact on one's engagement to a particular job. Employees engage with the job if they are able to match the existing psychological conditions at their workplace with their actions and work roles (Wilson, 2009).

May et al. (2004) discovered that worthiness, safety, and availability were indicatively related to engagement. The model is highlighted in figure 1 below. They also discovered that job value improvement and role fit were positive predictive factors of supportive supervisor relations; rewarding co-worker and meaningfulness were positive predictive factors of safety whilst sticking to co-worker standards and self-consciousness were seen to be negative predictors; and resources available were positive predictive features of psychological availability while taking part in outside activities was revealed to be a negative predictor.

The findings of Kahn (2012) and May et al. (2004) described engagement from the psychological point of view and identified the main factors that influence its level.

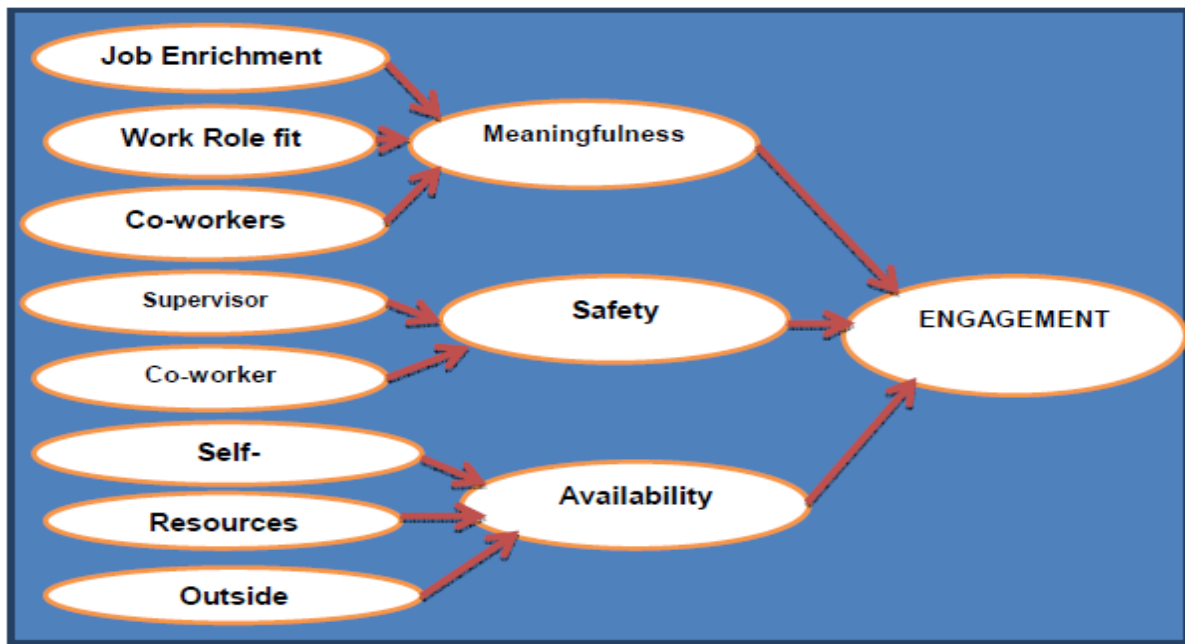


FIGURE 2.2: PATH-ANALYTIC FRAMEWORK OF ENGAGEMENT

Adapted from May et al., 2004

Kahn further developed this model in (2012) article on psychological presence and a “recursive model of psychological engagement” where three things, the work, the social system and individual distractions lead to the three conditions of engagement in the workplace (Ralph 2009).

2.5.2 AON HEWITT’S ENGAGEMENT MODEL

Aon Hewitt defines engagement as the psychological and behavioural outcomes that lead to better employee performance. The Aon Hewitt model examines both the individual’s engagement outcomes and the potential engagement drivers that are part of the organisational work experience as highlighted in figure 2 below (Hewitt, 2013). Hewitt Associates LLC (2004 cited in Anitha, 2013) defined employee engagement as the state in which individuals are

emotionally and intellectually committed to the organisation or group, as measured by three primary behaviours:

- a) Say,
- b) Stay
- c) Strive.

Engagement Drivers



Engagement Outcomes



FIGURE 2.3: ENGAGEMENT MODEL

Adapted from Hewitt 2013

The model in figure 2.5 above is defined through three attributes including the extent to which employees: Say- that is speak positively about the organisation to all stakeholders.

Quality of Stay –have an intense sense of belonging and desire to be part of the organisation.

Strive- are motivated and exert effort toward success in their job and for the company.

2.5.3 THE GALLUP ENGAGEMENT MODEL

Ralph (2009) postulated that the Gallup GWA model was designed to assess a workplace with twelve self-report questions. These twelve questions sought to understand what is important to high performers (who are loyal and productive) in an organisation. The Gallup GWA model was mainly influenced by Maslow’s’ hierarchy of needs (1970 cited in Freeney and Tieran,

2006 cited by Ralph, 2009). In short Maslow's' hierarchy of needs emphasise that the bottom of the needs pyramid must be met before any "higher" needs can be fulfilled.

The Gallup GWA model of engagement proposes that an employees' most basic need is to be provided with materials or resources to do his or her job. Once this is met, an employee wants to feel they are contributing he organisation and that they get something in return, that is they have an opportunity to use their talents and skills and they receive recognition and feedback. The third level of Gallup GWA Model states that workers want to experience a sense of belonging. This can be achieved through involvement of employees in decision making and having positive relationships with co-workers and supervisors (Ralph, 2009). At the top of the pyramid is self-actualisation or opportunity for personal development within the workplace.

2.6 SUCCESS FACTORS OF EMPLOYEE ENGAGEMENT

Employee engagement has emerged as a popular organization concept in recent years. It has become of the most leading priorities of human resource practitioners. The discussion below focusses on the key success factors that the researcher identified for employee engagement.

2.6.1 EMPLOYEE PARTICIPATION AND INVOLVEMENT

Kazimoto (2016) stated that organisational performance can be improved by creating a platform for employees to feel comfortable in sharing their ideas and feelings. Kazimoto (2016) further stated that managers and leaders, in their efforts to improve organisational performance, must address employees' concerns and acknowledge employees' contributions. Devi (2017) suggested that management must encourage employee involvement in the safety of their work in which they are engaged, encouraging their participation in production goal assessments, providing input in work planning, evaluating work procedures, suggestions of practice methods, assessing the risk and so on. Markos and Sridevi (2010) suggested that organisations' must allow employees greater job autonomy by encouraging independent thinking, problem solving and decision making on how to best perform their jobs, thus producing expected results. Reilly (2014) proposed that leaders and managers should encourage employee involvement in the process of identifying barriers to engagement and welcome solutions provided by employees to effect positive change.

2.6.2 LEADERSHIP

Markos and Sridevi (2010), leadership commitment through establishing a clear vision, mission and values will improve employee engagement. Markos and Sridevi (2010) stated that there must be ownership of the vision, mission and values by the leaders in the organisation before they are passed down to managers and employees. Leaders must "lead by example". Zhang and Avery (2014) advised that to improve employee engagement, leaders must recruit

staff that exhibit strong characteristics, which predict high levels of employee engagement. Secondly, an ethos must exist of using the appropriate leadership style to support employee engagement. Zhang and Avery (2014) proposed that consideration must be taken when selecting employees such that their characteristics match the leadership paradigms in the organisation.

Nasomboon (2014) suggested leaders in organisations must allow employees to share their perceptions of organisational policies and procedures in an effort to creating an emotionally safe workplace environment. When a leader and employee create a safe workplace environment together, engagement can occur. Promoting cultural competence of the entire organisation means enhancing employee competency. The relationship between needs and expectations of employee engagement are critical elements of employee productivity. Employee motivation can be created with trust in expectations (Swarnalatha & Prasanna, 2013). When there is dysfunctional leadership and dissatisfaction within the workplace, employees are not engaged. The realms of the workplace should be where employees can build trust and communication, without retaliation (Swarnalatha & Prasanna, 2013). Leaders must create healthy workplace environments to improve employee needs and expectations while achieving the organisational goals. Job insecurity combined with job demands can create difficulties in engagement (Karkoulian, Mukaddam, McCarthy, & Messarra, 2013).

2.6.3 INCENTIVES AND REWARDS

Markos and Sridevi (2010) stated that an important management strategy to improve employee engagement would be to incentivise employees both financially and non-financially. Markos and Sridevi (2010) advocated that employees, who are paid more and recognised for their work effects, tend to be more engaged in their work. Ongel (2014) proposed that reward systems are key management tools that influence individual and group behaviour thus contributing to organisational effectiveness. Anitha (2014) stated that financial or non-financial compensation motivates employees to perform excellent in their jobs thus resulting in a stronger focus and self-development. Employees generally expect managers or leaders to acknowledge their valuable contributions and offerings (AbuKhalifeh and Som, 2013; Baik, 2016). These would include organisations offering employees formal rewards and recognition programmes for their contributions and sharing of ideas such as thanking them for work well done or offering a monetary incentive for implementing innovative ideas. Recognition is therefore vital as it increases employees' energy, time and commitment levels thus improving employee engagement (Baik, 2016).

2.6.4 JOB DESIGNING

Various scholars highlighted job designing as a crucial factor that drives engagement. Three important job characteristics namely challenge, variety and autonomy provide psychological meaningfulness (Swathi, 2013; Shantz, Alfes, Truss and Soane, 2013). Swathi (2013) advocated that an employee's level of engagement is influenced by his or her perception of how attractive and meaningful a job is. Garber (2012) claimed that leaders need to play an active role in making their employees jobs more interesting, challenging and rewarding and provide employees with the platform to identify ways of making their jobs more challenging and productive, thus encouraging employee involvement. Truss (2014) highlighted that jobs consisting of features such as autonomy, task variety, feedback and significance, encourages positive employee engagement, giving rise to psychological states such as experienced meaningfulness, experienced responsibility and knowledge of results. Chiekezie and Onyekachukwu (2015) stated that job design has three aims to fulfil the requirements of the organisation in terms of productivity, operational efficiency and service or product quality and to fulfil the individual's need for accomplishment.

2.6.5 CAREER DEVELOPMENT

Anitha (2014) opined that to ensure that employees remain engaged, organisations must provide training and career development, as this will assist employees build confidence in their work abilities and improve their levels of engagement. When an organisation fails to consider people development as a strategic tool, it can lead to the derailment of both the individual and the business (Caplan, 2014). Organisations must ensure that there are career development plans for all employees, thus identifying the stretch and challenge in the current role and a roadmap of future roles, thus taking care of developmental opportunities to suit their individual aspirations and needs. Sterling (2016) indicated that career development is a primary driver of employee happiness and emphasised that during the transition phase into a new job, managers must build strong working relationships with employees, taking full consideration of their successes, strengths and needs.

2.7. IMPACT OF THE SUCCESS FACTORS ON ENGAGEMENT

a) Employee engagement level

Saks & Gruman, (2014) define the employee engagement levels as the level of meaning employees experience in their work determine their engagement at work .Similarly, the level of emotional safety employees experience will determine how engaged that employee is at work (Saks & Gruman, 2014; Shuck & Reio, 2014). Finally, the availability of resources, both personal and work-related, determines the level of engagement an employee will experience

(Shuck & Reio, 2014). In their study, Rothmann and Welsch (2013) found that employees' perception of meaningfulness at work indirectly affected their engagement in terms of the availability of personal resources.

Several researches and studies have employed different tools and questions criteria to measure employee engagement. Different levels of employee engagement have been identified and have provided basis for instruments of measurement of employee engagement. Gallup (2012) identifies three different levels of engagement which are as follows;

b) Engaged

These employees exhibit cognitive, emotional and physical engagements in their jobs. They exhibit passion, commitment, job satisfaction, motivation, and overall personal presence on the job.

c) Not Engaged

This category of employees performs their roles as a matter of duty. They show no link between the jobs they do with their personal self. They can show no commitment and motivation and are at odds with the organisation.

d) Disengaged

This group of employees is totally disconnected from the aims and objectives of their organisation. They are usually a source of disenchantment from employees toward their employers. They are not happy at work and they show it and have a negative effect on other employees. Employee engagement is usually conducted by the use of climate surveys carried out internally or with the help of consultants. These surveys normally covers items such as commitments, leadership, engagement and other aspects such as motivation and job satisfaction.

Watson (2012) identified four levels of engagement as follows.

a) Highly engaged

These are highly engaged employees who are emotionally connected to the organisation, believe organisational goals and objectives and are willing to give an extra effort for the greater benefit of the organisation.

b) Unsupported employees

Unsupported employees are those who are engaged but lack energy or enablement.

c) Detached employees

Detached employees are those who have energy but not necessarily engaged.

d) Disengaged employees

Disengaged are those who are emotionally disconnected to the organisational goals and objectives and are unhappy and engage in negative behaviours at work (Watson, 2012)

Aon Hewitt (2011) described employee engagement as an emotional and a behavioural reaction to a particular work environment. As an emotional state, engagement includes themes such as passion, focus and motivation for the task. As a behavioural reaction, engagement goes beyond feelings and attitudes. An engaged employee can provide significantly more discretionary effort (doing whatever it takes to complete the tasks) ultimately having a positive impact on business results (Aon Hewitt, 2011; Aon Hewitt, 2013). The levels of engagement and the corresponding descriptions described by Aon Hewitt (2013) are depicted in Table 2.1. Table

TABLE 2.1: LEVELS OF EMPLOYEE ENGAGEMENT

Engagement Category	Description
Highly engaged	Employees who strongly believe in their company's vision, goals and objectives and are willing to put in extra effort to assist their company to achieve those goals and objectives. They actively pursue opportunities to improve operations and the general work environment.
Moderately engaged	Employees who are emotionally and cognitively connected to their work and may engage in productive behaviours, but are not completely committed to the organisation
Passive	Employees who are simply present at work and go through the motions without being interested in their work. While not as problematic as the actively disengaged, passive employees do not participate in developing a positive environment for innovation and progress.
Actively disengaged	Employees who are emotionally and psychologically disconnected from their work. They continuously express their dissatisfaction and go out of their way to negatively influence engaged employees. Their negative behaviour can result in poor performance.

Source: Aon Hewitt (2013)

The Blessing White organisation, in their 2013 study of employee engagement, further classified employee engagement into five levels, namely, engaged; almost engaged; honeymooners and hamsters; crash and burners; and disengaged. High (full) engagement entails an alignment of maximum job satisfaction (I enjoy my work and perform it well) with maximum job contribution (I assist in achieving the goals and objectives of my company) (Blessing White, 2013). Attridge (2009) concurred with this, stating that high levels of work engagement is characterised by workers who are highly committed and involved in their work and who perform their work with passion. There are important identifiers that were reported for indicating work engagement including, meaningful work, manageable workload and job security (Attridge, 2009). Employees who consider their workload to be manageable, who are hopeful about the future of their jobs, and have positive feelings towards their work, are likely to be engaged at work (Attridge, 2009). The ‘almost’ engaged workers are reasonably productive and satisfied with their jobs but they are more likely to be lured away. The ‘honeymooners and hamster’ are highly satisfied with their jobs and the compensation they receive but contribute less to the success of the organisation. The ‘crash and burners’ are highly productive and contribute more to the success of the organisation, but they are unhappy with their personal success and are more likely to be vocal about their negative views which may influence other employees. Lastly, the ‘disengaged’ employees are highly disconnected from the organisational priorities and have contagious negativity about the company’s approach (Blessing White, 2013).

According to Blessing White (2013) study, high level employees (managers) in the organisation are more engaged than lower level employees (operators). The closer employees get to the top of the organisation, the more engaged they tend to be (Blessing White, 2013). It was also found that the level of engagement differs between male and female workers (Blessing White, 2013). Aon Hewitt (2013) study found that engaged employees say positive things about their company, are loyal to their company and strive for it by going the “extra mile” (Aon Hewitt, 2013). Engaged employees are thoroughly involved, enthusiastic about their job and behave in a positive manner that furthers the organisation’s interest. On the contrary, actively disengaged employees portray negative attitudes towards the organisation which can be detrimental to the organisational well-being (Aon Hewitt, 2013; Avey, Wernsing, & Luthans, 2008).

Aon Hewitt, (2013) study shows that engaged employees contribute positively towards organisational performance and success, and actively disengaged employees have the ability to negatively influence other employees which may lead to poor organisational performance. The Gallup (2013) study concluded that labour unrest is one of the leading manifestations of

widespread disengagement. Muthuveloo et al., (2013) asserted that employees who perform job types that are physical in nature such as mining, construction and manufacturing are highly likely to be unhappy and resentful at work and, consequently becoming actively disengaged (Gallup, 2013; Muthuveloo et al., 2013).

2.7.2 HOW THE SUCCESS FACTORS AFFECT EMPLOYEE ENGAGEMENT LEVELS

Irvine (2009) postulates that employee engagement is rapidly becoming the panacea for many organisations even though many still do not realise what its benefits are. Perrin (2008) discovered that organisations with engaged employees have higher operating income by roughly 19% as compared to those with lower engaged employees, and with a falling operating income of about 33%.

Radda et al. (2015) pointed out that the need for employee engagement in the mining industry is on the constant increase by the day as it is seen to be of great importance in production, profitability and reduction of employee turnover. According to Ed Sweeney (2013) employee engagement surveys are yet to be done in the mining industry as way of improving employee engagement.

Robertson and Cooper (2010) remarks that high levels of psychological wellbeing and employee engagement play an important part in achievement of outcomes and furthermore the success of the organisation because it predicts job performance and satisfaction. Bakker, Schaufeli, Leiter and Taris (2008) held that people with no engagement, cannot experience passion for the work and show disinterest towards it, causing thereby a novice effect not just to the worker but to the organisation at large. In this sense, the engagement involves higher levels of energy and identity, while the burnout characterises for the lower levels on both (Schaufeli & Salanova, 2007). Moreover, in spite to be opposite concepts, we cannot deduce that the absence of one; means the presence of the other. Pati, (2012). Points out that engagement must be measured and studied independently. There is an academic consensus in reference to the engagement that is fundamental for the contemporary organisations that can take care of the challenges that are imposed to better off the organisational performance and the productivity foment the good employees retention reaching out higher performance standards, increase financial profitability and increase the investors rate of return. Due to the latter, Macey et al., (2009) affirms that organisations can achieve a competitive advantage through the engagement of workers as a fact.

Job design, work structure, and improved communication can create a workplace that promotes competency and recognition. When an employee feels competent and recognized, group

dynamics converge to create a sense of ownership of outcomes, workplace environment, and organization (Avey et al., 2012).

Talib, (2013) cited that employees are more engaged when given an opportunity to grow their careers within the company. Employees 'overall performance is an essential component in an organization's success. A key determinant of job performance could be employee growth and development. Korzynski (2013) believed that employees that have proper growth and development channels can better select a career development track to meet their growth needs. Leaders must understand the importance of providing adequate developmental and growth opportunities.

2.8 EMPIRICAL LITERATURE

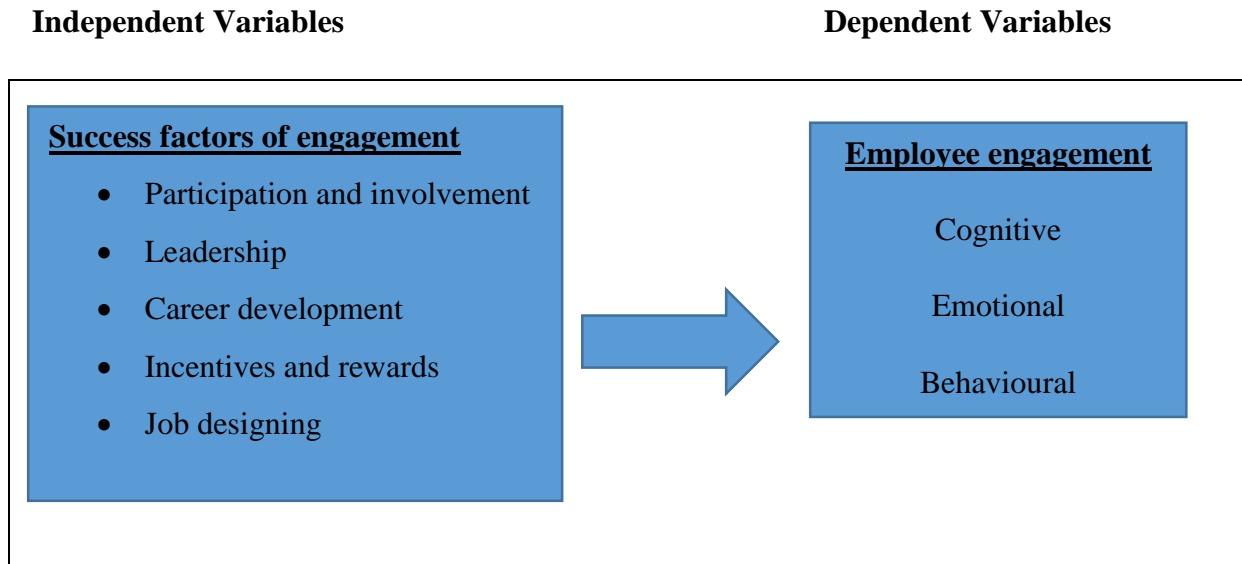
Halbesleben and Wheeler (2008) conducted a study on a sample of 587 employees in the United States from a variety of industries and found that work engagement has a small effect on performance. In addition, research by Gallup organisation revealed a low to moderate correlation between employee engagement and a range of organizational outcomes such as customer satisfaction, profit, productivity, turnover, and safety. In addition to this, employee engagement is, about how their work performance is associated or aligned with the outcomes of an organisation (Amhalhal et. al, 2015). Job satisfaction relates to perceived job quality, which stems from the individual consideration of all the monetary and non-monetary aspects of the job (Di Paolo, 2016).

Pillay and Singh 2018 studied the impact of employee engagement on organisational performance and the findings were that all participants agreed that employee engagement does influence organisational performance. Some of the participants spoke of the positive influence of employee engagement on organisational performance and highlighted performance outcomes such as improved profits, improved bottom line, improved productivity, employee's proactive nature of finding ways to improve revenue and improved customer services. Other participants felt that when employees are unhappy, not given the opportunity to speak, not recognised for their efforts and not encouraged to participate in decision-making, they do not exercise their full potential resulting in reduced individual performance and ultimately reduced organisational performance

2.9 CONCEPTUAL FRAMEWORK

The conceptual framework shows the relationship between the independent and dependent variable.

FIGURE 2.4: CONCEPTUAL FRAMEWORK



2.10 CHAPTER SUMMARY

This chapter explored the literature on employee engagement and identified determinants and outcomes thereof to address the objectives of the study outlined in chapter 1. It is apparent from the literature review that employee engagement is critical for the success of the mining companies. The literature highlighted the importance of understanding employee success factors of employee engagement. Common levels of engagement were identified. Highly engaged employees believed in their organisational goals and objectives and are likely to engage in positive activities that contribute to the success of the organisation. The impact of the success factor on the level of engagement were also highlighted. The conceptual framework highlighted the relationship between the dependent and the independent variable.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The previous chapter has provided literature review on analyzing the success factors of employee engagement on the performance of the mining companies in Zimbabwe. This chapter provided the research methodology that was used in the study and the justification for choosing a particular method. The main focus of the research methodology was on the research design, the research philosophy, target population and sampling, data collection, analysis techniques, validity and reliability limitations of the study and ethical considerations.

3.2 RESEARCH OBJECTIVES, QUESTIONS AND HYPOTHESES

The objective of the study was to investigate the correlation between employee participation and involvement, leadership, incentives and rewards, job designing and career development and employee engagement in Zimbabwe's four selected mines and to provide recommendations in light of the study findings. The dependent variable was employee engagement while the success factors were the independent variables. The main research question was, what is the association between employee participation and involvement, leadership, incentives and rewards, job designing and career development and employee engagement in four mining companies in Zimbabwe's mining sector. The sub-questions were as follows:

1. How does employee participation and involvement correlate with employee engagement?
2. What is the association between leadership and employee engagement?
3. What is the correlation between incentives and rewards and employee engagement?
4. What is the association between job designing and employee engagement?
5. How does career development correlate with employee engagement?

The dependent variable of the study was employee engagement, and the independent variables were the success factors affecting employee engagement. The researcher assumed that performance impacts employee engagement and made the main hypothesis that. The level of employee engagement is as a result of the different categories of the factors of engagement.

3.3 RESEARCH DESIGN

Saunders, Lewis & Thornhill (2009) defines a research design as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. Research can either be descriptive, exploratory or

explanatory. An exploratory research helps in the understanding of the problem and it tackles new problems with which there are no previous studies or where little research has been done. Hence, exploratory research is done in order to provide better understanding of the situation under study but however, not coming up with the conclusive answers to the problems. Exploratory design is usually used when the research problem is in the preliminary stage and when the topic is new, and it is usually performed through literature search and in-depth interviews. A descriptive research simply describes the variables under study and does not highlight the causes of the situation because the researcher knows the variables to be studied already. It seeks to answer the research questions and not to test hypothesis (Kumar, 2010). This study was descriptive in that it sought to describe the success factors affecting engagement levels in the mining sector in a quantitative way.

The aim of the study was to identify the associations between the success factors and employee engagement. This study sought to find out the correlations between success factors of employee engagement and performance hence explanatory research was suitable. Explanatory research seeks to investigate the cause-and-effect relationships between variables under study and the researcher will have to test hypotheses of the study to establish the relationship between variables. The main aim of explanatory research is to confirm or disconfirm theory and variables are clearly defined (Visagie, 2010). The study also sought to test the hypothesis that, H1: level of employee engagement is as a result of the different categories of the factors of engagement.

3.4 RESEARCH PHILOSOPHY

Research philosophy signifies development of knowledge and the nature of that knowledge (Sanders et al., 2009). There is a wide scope of philosophical assumptions, yet the ones generally utilised in social sciences and management are ontology (realism versus nominalism) and epistemology (positivism versus post-positivist) (Rajasekar et al., 2013).

Research paradigms are interpretative systems, which are guided by a lot of beliefs and sentiments about the world and how it ought to be comprehended and examined (Denzin and Lincoln, 1994). Those beliefs incorporate ontology, which manages the topic of what is real; epistemology, which thinks about the idea of knowledge and the procedure by which knowledge is obtained and approved; and methodology, which questions how we know the world, or gain knowledge about it (Clark and Johnson, 2009). The key paradigms often utilised in management are positivist (the epistemological position that advocates working with a noticeable social reality (Bryman and Bell, 2010).

For the purpose of this study a positivist philosophy was used. The positivist approach postulates that physical and social reality is independent of the individuals who observe it (Saunders et al., 2009). Positivism includes working with a noticeable social reality and the testing of hypotheses formulated from the existing hypothesis; thus, it is empirical in nature. To acquire valid knowledge, positivism depends on quantitative methods, for example, surveys, experiments and statistical analysis (Clark and Johnson, 2009). Consequently, research from a positivist point of view often pursues an organised methodology in order to enable replication, and the accentuation is on quantifiable perception that prompts statistical analysis (Creswell, 2003). A likert scaled questionnaire was administered to the participants in the four mining companies in the mining sector of Zimbabwe. The researcher used a positivist paradigm because of its advantages. It is an economical way of data collection. Data can be easily compared, and the research can control the process of the research. However, it has its shortfalls. In instances where there is no option for the respondent to expand their views, they will be blinkered. This is a serious limitation of this study.

3.5 RESEARCH APPROACHES

According to Castellan (2010), the two most common broad approaches to research are deductive and inductive. Deductive approach starts with deducing a hypothesis from a known theoretical position, testing the hypothesis and the final conclusion will be to accept or reject the hypothesis (Hair, 2015). Inductive approach on the other hand starts with collecting data, observing it, studying a pattern and the finally develop a theory from the data analysis.

Deductive approach uses the available literature to identify the theories and ideas that the researcher is going to test using the collected data. This is where the researcher develops a theoretical or conceptual framework which will subsequently be tested using data. Qualitative research uses the inductive approach and is often exploratory, which means that there will be hypothesis generating rather than hypothesis testing. Inductive approach is when the researcher explores data in order to develop theories which will be subsequently related to literature by the researcher. Quantitative research is deductive in nature since the researcher will be testing the hypotheses based on literature. Quantitative research allows the researcher to gain a generalisable set of data through the use of larger samples (Yilmaz, 2013). For this study, the researcher chose the quantitative research method as the most suitable since the objective was to identify and develop hypotheses on the current operating environment negatively impacting on the engagement levels and strategies being employed by mining companies in Zimbabwe. The pre-determined hypotheses were tested, as the data collected from the survey was statistically analyzed so as to examine and quantify the relationships between the research

variables. Since quantitative research is deductive in nature and it tests theoretical hypotheses to contribute to the scientific knowledge, the deductive approach was adopted for this study.

3.6 RESEARCH STRATEGY

According to Yin (2010), a research strategy can be in various forms ranging from experiments, archives, history, case studies, grounded theory, surveys, ethnography, action research and archival research. Each of these strategies has various advantages and disadvantages depending on three conditions namely, the type of research question, the control the investigator has over actual behavioral events and the focus on contemporary as opposed to historical phenomena. This study employed a survey of companies in the mining sector in Zimbabwe.

Bryman and Bell (2015) point out that a survey enables the researcher to obtain data about practices, situations or views at one point in time through questionnaires or interviews. Surveys are normally analyzed using quantitative approaches to establish inferences from such data on existing relationships. Surveys are prone to bias emanating from possible sources such as applying discretion on selecting respondents, timing of the survey and the researcher in the design of the survey itself. A key weakness is that it is very difficult to realize insights relating to the causes of or processes involved in the phenomena measured (Lancaster, 2008).

The use of surveys permits a researcher to study more variables at one time comparing with other research methodologies, this has proved the most suitable when dealing with a causal effect relationship. It clarifies the dependent, independent, and extraneous variables. This study used the survey method because of the advantages mentioned above. Since this study expect the staff and management in the mining sector to respond to a questionnaire on the level of employee engagement in the mining sector, a survey method enabled the researcher to attract a large group of people at one point in time through the questionnaire. The survey method allowed for more variables to be studied at one time.

There are two main categories of data collection methods namely primary and secondary data.

3.7 DATA SOURCES

The research employed two forms of data, secondary data and primary data in order to address the research problem.

3.7.1 PRIMARY DATA

A primary data source is an original data source, that is, one in which the data are collected first-hand by the researcher for a specific research purpose or project. Primary data is specifically concerned with the research problem and is more relevant to the realisation of the research objectives than secondary data. This type of data usually requires some form of a

survey. Primary data sources are questionnaires, interviews, observations and experiments. In this study questionnaires were used to collect primary data.

3.7.2 SECONDARY DATA

Secondary data is that has already been collected, either by the enterprise itself or by outsiders. The researcher usually commences a research by collecting and analysing this type of data and, depending on the research objectives, may realise that primary data is not necessary. Secondary data is quicker and cheaper to collect than primary data. The researcher always needs to consider the relevance, accuracy, reliability and timeliness of the secondary data. (Wiid and Diggines 2009). The researcher used secondary data to determine the employee engagement from mining sectors from the period under study to date. The employee survey reports, mining journals were used as secondary data to support the findings of the study.

3.8 RESEARCH INSTRUMENTS

A research instrument is a tool used to gather research data. Data to analyze the success of engagement factors in the mining industry was collected through questionnaires and interviews. Saunders et al., (2009) define research instrument as a measurement tool for a research which has to be reliable and valid. A wide variety of possible data collection methods are available under the case study approach. The possibility of using more than one method was suggested by Gillham (2010) who stated that case study is a main method and within its different sub methods are used and these include interviews, questionnaires, observations, document and record analysis and so on. In this research, structured questionnaires were used to collect quantitative data.

3.8.1 QUESTIONNAIRES

Questionnaires are popularly used for collecting data. They are difficult to design and often require many rewrites before an acceptable questionnaire is produced, Gupta (2008). Patten (2008) highlighted that questionnaires are normally employed as a method in its own right or as a basis for interviewing or a telephone survey. Questionnaires mostly comprise of close-ended or open-ended questions that measure attitudes, values or facts.

The questionnaire comprises a cover letter which introduces the questionnaire to the respondents. The cover letter explains the purpose of the study, the ethical issues to be observed by the researcher and the contacts details of the researcher. The questionnaire was divided into three major sections on the demographics, the significance of the three independent variables and the last section on the dependent variable which is employee engagement. The demographics section gathered data on the gender, age, qualifications, period in the organisation and position in the organisation. These demographics were important because they

determine the level of understanding. In order to rank the level of agreement or disagreement to the questions on significance of engagement level and performance a Likert scale was used. A Likert scale was used because it is the most appropriate way of collecting quantitative data and also it is fast and easy for respondents to understand and answer the questions. In addition, answers from a Likert scale can be easily managed and coded using statistical techniques (Malhotra, 2010). The researcher designed the questionnaire in such a way that it was very short and easy for respondents to read the questions and answer.

3.9 TARGET POPULATION

Research population refers to any group that is a subject of interest in a research. A research population is a group of individuals that have one or more characteristics in common that are of interest to the researcher, (Sekaran and Bourgie, 2010). The population of this study comprises the staff and management of four mining companies of Zimbabwe.

3.9.1 SAMPLE SIZE

According to Scott and Vessey, (2015) sampling refers to selection of individuals from a population of interest to make an estimation of the qualities of the population. Oliveira and Martins, (2011) pointed out that a large sample, not too big will produce information that is adequate for the research to be carried out but a sample that is too small may provide inadequate information. The sample selection for this study was guided by Leedy and Omron's (2013) guidelines for sample selection:

- For populations less than one hundred ($N \leq 100$), the population is small and so there is little point in sampling. Take the whole population to be the sample (that is, population size equals sample size).
- For a population size of approximately 500, sample 50% of the population.
- For a population size of around 1500, sample 20% of the population.

For a population that is approximately $N=5000$, the population size is almost irrelevant, and a sample size of 400 will be adequate.

Approximately, there are 33 mining companies affiliated with the Chamber of Mines of Zimbabwe. Both the population and sample size are relatively low therefore to fulfill the academic requirements of this research a census was conducted. In coming up with the appropriate sample, there are other factors to be considered. These include the degree of precision with which the researcher wishes to draw conclusions or makes predictions about the population under study and the heterogeneity or homogeneity of the population (Leedy and Omron, 2000). A census of four mining companies affiliated with the chamber of mines was

carried out. On each of these four companies, fifty questionnaires were administered to make a total of two hundred staff and management of the mining companies in Zimbabwe.

3.9.2 SAMPLING TECHNIQUES

Gay (2009) highlighted that the purpose for sampling is to gain information about a population; rarely is a study conducted on the whole population of interest Cooper and Schindler (2014), stipulates that probability sampling assures that an equal chance of selection is given to each member in the population, thus its probability is greater than zero. Probability sampling consist of systematic, cluster, simple random and stratified sampling techniques. On the other hand, non-probability sampling includes convenience, quota, judgmental and snowballs sampling where chances of selection of elements is unknown (Locke, Silverman & Spirduso, 2010). Because probability sampling gives each element an equal chance to be chosen, it therefore has a greater advantage to non-probability sampling as bias is reduced in the results. In order to select the participants in mining sector, a probability sampling technique particularly the simple random technique was used. This technique was used because it allowed equal chance to be selected and it is easy to use. The technique was used to the participants in four selected companies in the mining sector of Zimbabwe

3.9.3 SIMPLE RANDOM SAMPLING

According to Wegner, (2011), simple random sampling is used when a heterogeneous population exists. Simple random sampling was used because it was generally difficult for the researcher to attain a complete list of the population. Also, the use of simple random sampling reflects the limit of the researcher's budget and time to distribute questionnaires. The procedure followed for simple random sampling was first to determine the population.

3.9.4 PURPOSIVE SAMPLING

Purposive sampling is done when certain specific people are deliberately made part of the sample. It is done to provide the best information (Gupta and Rangi 2011). Purposive sampling method was used and it was based on the analysis of the researcher and top and middle management from dealers and assemblers. Purposive sampling was justified on the basis that information was required from the management who are participants in the know of the study area. This method facilitated completion of the project within the set time. Also the use of purposive sampling is justified as the research was exploratory in nature. It is also justified as it was needed to target a sample.

3.9.5 QUESTIONNAIRE ADMINISTRATION

The researcher used a self-administered questionnaire to gather data from targeted respondents. These methods of collecting data were appropriate for this study because they permit collection

of large amounts of data at low cost and also, they convenient to participants. According to Pramlal (2008), administering of questionnaires personally to individuals helps to establish rapport with the respondents. Administration of the questionnaires includes gaining access to the sample and attempting to maximise the response rate (Saunders et al., 2012). A level of anonymity was maintained by respondents through the use of self-administered questionnaires which aided in reducing bias of information provided. Whilst handing out the questionnaire the nature and objective of the study was explained to the respondents. Questionnaires which aided in reducing bias of information provided. Response rate was boosted because the researcher hand delivered the questionnaires to the participants of the four mining companies in Zimbabwe. Emails were sent to respondents whose emails were found online and the researcher was continuously making follow ups to ensure that the questionnaires were completed and emailed back.

3.9.6 PILOT STUDY

A pilot test is a preliminary study conducted to evaluate feasibility and statistical variability in an attempt to predict an appropriate sample size and improve upon the study design prior to performance of a full-scale investigation. The purpose of pilot study was to test the reliability of the questionnaire. In the study, fifteen questionnaires were pilot tested on the target population. The pilot test was conducted to ensure that language used for the questions was simple, clear and understandable.

3.10 VALIDITY OF DATA

According to Kumar (2010) validity means the correct procedure has been applied to find answers to a question. The researcher ensured validity of the instruments by doing a thorough review of literature before designing the instruments and aligning questions to the objectives. Validity is concerned with degree to which the research findings accurately represent what is happening or whether the gathered data reflects what is being studied (Johnson, and Christensen, 2012). There are two types of validity which are external and internal validity. External validity or population validity is the ability of the instrument to give results that can be generalized to the participants outside the sample. Results should be generalised to the entire population for the instrument to be externally valid (Glenn, 2010). The smaller the sample size, the less results can be generalised to the whole population. To ensure external validity, the researcher used a random sampling and selected a sample of 200 staff and management from four mining companies in the mining sector of Zimbabwe. Internal validity takes the form of content or face validity (the extent to which an instrument provides coverage of topic under study) and convergent validity (demonstrates that measures correlates highly with measures of the same construct). To ensure content validity, the researcher carried out a pilot study and

extensive literature search and also adopting other well-known measurement scales for this survey to apply in the study. For convergent validity the research Supervisor was consulted as an expert on the area. Garbarino and Holland (2009) argue that the instrument may be highly reliable but producing worthless results if the items do not measure what the researcher wants them to measure or simply its validity is low.

3.11 RELIABILITY OF DATA

Visagie (2010) defined reliability as consistency of the results when measuring a particular variable every time, using the same instrument and under the same conditions. Reliability is mainly concerned with estimating the extent to which the measurement instrument is free from random errors. Reliability takes the form of test-retest (when same study is carried out twice to the same subjects over a period of less than six months), parallel forms (the degree to which the alternative forms of the same instrument produce the same results) and internal consistency (the extent to which the instrument measures reflect the same constructs). A type of reliability called test-retest reliability is important for researchers to take it into consideration when undertaking quantitative research. This type of reliability means that when the researcher is doing a test on the same subjects but at two different occasions, the instrument should provide positively correlated results (Coldwell and Herbst, 2011). The researcher did not carry out this procedure because of time limitation but had it in mind when undertaking the research. Instead, the researcher estimated reliability by measuring internal consistency of pilot study questionnaires by calculating Cronbach's Alpha scores for the instrument. For the instrument to be reliable the Cronbach's Alpha score should be at least 0.70. The overall Cronbach's Alpha score was .946.

3.12 DATA ANALYSIS AND PRESENTATION PROCEDURE

Gelo, Braakmann and Benetka (2008) refers data analysis to the process of reducing the collected data into summaries and also deducing patterns through application of statistical analysis techniques. Glenn (2010) state that analyzing data involves interpretation of research findings in relation to research questions and checking if findings are consistent with research hypotheses. Findings of this research were presented using tables, graphs and charts to concisely outline results of the study. The data were collected using a survey questionnaire, captured and analyzed using SPSS Version 20. The descriptive statistics calculated in form of frequencies and percentages for the different variables and presented in form of frequency tables so as to make understanding easy. Presentation of data using graphs and pictures promotes effective communication and makes information easier to understand (Garbarino and Holland, 2009). The researcher carried out numerous data analysis procedures including normality test and correlation analysis using SPSS. The researcher performed the Spearman

correlation analysis and tested the hypotheses so as to either accept or reject the hypotheses. The researcher then discussed the results and compared them with theory. The problem formulation was answered in the conclusion chapter, limitations and suggestions for future research were proposed.

3.12.1 DESCRIPTIVE STATISTICS ANALYSIS

Descriptive statistics in form of frequency distributions and percentages were used by the researcher to examine the demographics of the respondents, which were age, educational level, gender, period in the organization, position in the organization.

a) Normality Test

The researcher did normality test to establish how data was distributed before analyzing it. To undertake normality test of data, the researcher used Shapiro – Wilk which is used for to sample sizes less than 2000 and this was relevant for the study. Shapiro – Wilk test with a “p” value greater than 0.05 ($p > 0.05$) indicate that data is evenly distributed meaning that the selected sample does not significantly vary from the study population hence, the parametric tests can then be performed using the data. If the “p” value is less than 0.05 ($p < 0.05$), it means that data is not normally distributed meaning to say the sample significantly vary from the study population therefore, the non-parametric tests are then performed.

b) Correlation Analysis

The correlation analysis was done to establish the degree of association between independent and the dependent variables. The Spearman correlation is the one that applies to non-parametric test for data that is not normally distributed. The analysis was of each independent variable (level, strategy and impact) against the dependent variable (employee engagement). When carrying out the correlation analysis, the researcher looked at four aspects which are direction, magnitude, significance and multicollinearity. Correlation of variables ranges from a -1 for perfectly negative relationship to a +1 for perfectly positive relationship and 0 shows that no relationship exists. For a strong significant correlation to exist between variables, significance level should be less than 0.05. Multicollinearity tests whether the independent variables are independent of each other. If VIF is greater 10 it means, there is multicollinearity.

3.13 ETHICAL CONSIDERATIONS

The researcher disclosed in full the reasons for the study. According to Hen, Weinstein and Foard (2009) underpins that the researcher must explain the nature and objectives of the research such that the participant uses his or her judgement on the deemed benefits to

participate in the research voluntarily and willingly. In this research the nature and objectives of the research were properly explained and highlighted in the introductory letter.

3.14 CHAPTER SUMMARY

This chapter looked at the research methods or how the research was carried out. The research adopted both the descriptive and explanatory research design. It explained the various options available for the selection of the specific approach, strategy and methods to be applied in this research project. The research used quantitative methods. It employed the case study as the primary research strategy. A structured questionnaire was used. Probability sampling, specifically stratified and systematic sampling approach were employed. The analysis used both the inferential and descriptive statistics. The ethical issues were considered. The following chapter presents the analysis of data and the results presentations.

CHAPTER FOUR

RESULTS AND FINDINGS

4.1 INTRODUCTION

The previous chapter focused on the methodology used for data collection and analysis. This chapter focused on the analysis of data and discussion of the same analysis. The data management and analysis were done using SPSS version 20. This chapter presented the response rate, descriptive analysis, reliability analysis, normality tests, correlation analysis, regression analysis and hypothesis testing. In this chapter the data was presented using tables and graphs were used in presenting the analysis and interpretation of the collected data.

4.2 RESPONSE RATE

In this study the researcher administered 200 questionnaires to the target population using the target sample size and managed to collect 150 questionnaires back for analysis. The response rate was calculated using the following formula.

$$\therefore \text{Response Rate} = \frac{150}{200} = 75\%$$

According to Neuman (2000), the standard acceptable response rate is 60% and basing on this criterion, the established response rate of 75% was therefore deemed appropriate for the study.

4.3 DEMOGRAPHIC ANALYSIS

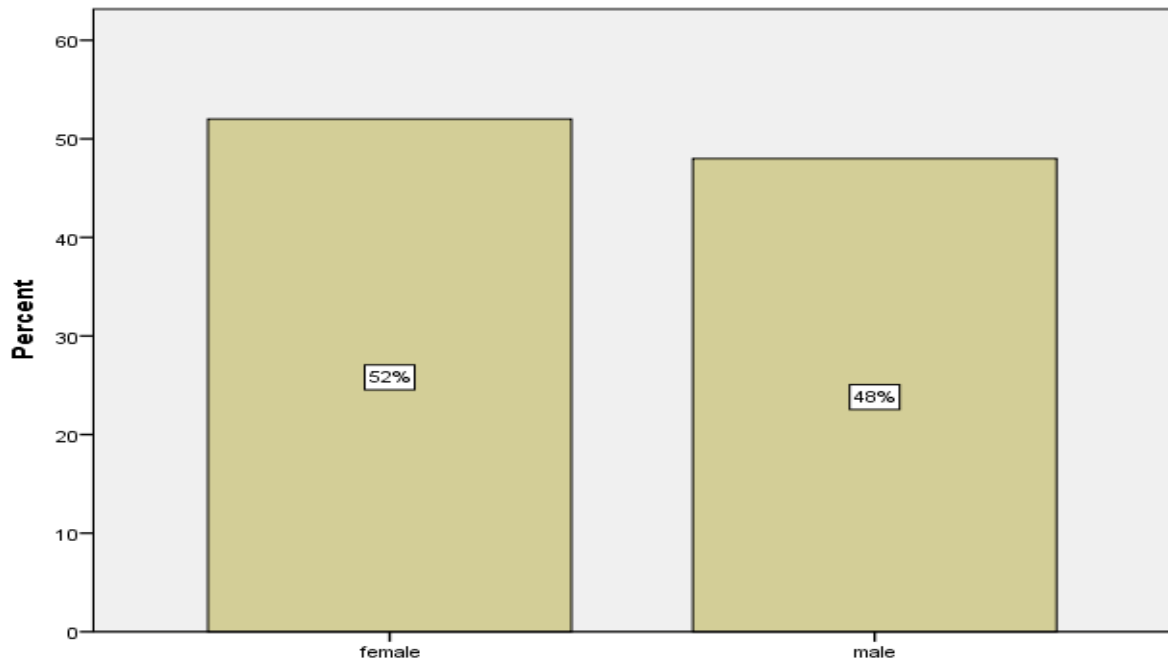
In any study, it is pertinent for the researcher to understand the background statistics of the respondents as demographic data can unearth salient relationships that may be present in the

data, Cooper and Schindler (2014). In this study the researcher studied gender, age, qualification and duration of working in the industry.

4.3.1 GENDER OF RESPONDENTS

The gender profile of the participants in the study indicates that there was almost balanced representation of male and female in this study. Female respondents recorded 52% and male respondents recorded 48%.

FIGURE 4.1 GENDER OF RESPONDENTS



This trend is reflection that employment opportunities in this industry and mostly for the targeted positions are being offered to both men and women indicating a reduction in gender discrimination. The researcher analysed the level of motivation against gender as shown in the following cross tabulation table.

TABLE 4.1 GENDER MOTIVATION AND COMMITMENT**Gender * Motivation and Commitment**

		Ciamverycommitted					Total
		Strongly disagree	Disagree	Moderately agree	Agree	Strongly agree	
A1gender	female % within	4	5	23	33	13	78
	A1gender	5.1%	6.4%	29.5%	42.3%	16.7%	100.0%
A1gender	male % within	3	1	14	41	13	72
	A1gender	4.2%	1.4%	19.4%	56.9%	18.1%	100.0%
Total	Count	7	6	37	74	26	150
	% within A1gender	4.7%	4.0%	24.7%	49.3%	17.3%	100.0%

Table 4.1 above shows that 46 female respondents out of 78 agreed that they were motivated and committed to do their job and 56 men out of 72 also agreed that they were motivated and committed to their jobs. This shows that about 74% of men and 59% of women were motivated and committed.

4.3.3 AGE OF RESPONDENTS

Table 4.2 is a depiction of the distribution of respondents by their age. The distribution was analysed against their motivation and commitment to work.

TABLE 4.2 AGE AND MOTIVATION AND COMMITMENT

		Ciamverycommitted					Total
		Strongly disagree	Disagree	Moderately agree	Agree	Strongly agree	
A2age	Count	2	3	13	20	5	43
	21-30 % within A2age	4.7%	7.0%	30.2%	46.5%	11.6%	100.0%
	Count	5	3	13	31	10	62
	31-40 % within A2age	8.1%	4.8%	21.0%	50.0%	16.1%	100.0%
	Count	0	0	8	17	7	32
	41-50 % within A2age	0.0%	0.0%	25.0%	53.1%	21.9%	100.0%
above 50 years	Count	0	0	0	6	2	8
	% within A2age	0.0%	0.0%	0.0%	75.0%	25.0%	100.0%
less than 20 years	Count	0	0	3	0	2	5
	% within A2age	0.0%	0.0%	60.0%	0.0%	40.0%	100.0%
Total	Count	7	6	37	74	26	150
	% within A2age	4.7%	4.0%	24.7%	49.3%	17.3%	100.0%

The table above shows that generally all the age categories agreed that they were motivated and committed to do their work. This is justified by the fact that 60% of those less 20 years agreed, 75% of those above 50 years agreed, 53.1% of those between 41 and 50 years agreed, 50% of those between 31 and 40 years agreed and 46% agreed.

4.3.3 LEVEL OF EDUCATION

The respondents were asked to identify their highest level of education and the outcome clearly showed that university graduates have a considerable presence in the Sector.

The table above also shows that the majority (above 50%) of the respondents from all educational levels generally agreed that they were motivated and committed to their jobs. This

TABLE 4.3. HIGHEST LEVEL OF EDUCATION

Highest Qualification * Motivation and Commitment Cross tabulation

		Commitment					Total
		Strongly disagree	Disagree	Moderately agree	Agree	Strongly agree	
	Count	3	3	19	32	11	68
Degree	% within A3highest level of education	4.4%	4.4%	27.9%	47.1%	16.2%	100.0%
Count		1	0	5	11	5	22
Diploma	% within A3highest level of education	4.5%	0.0%	22.7%	50.0%	22.7%	100.0%
Count		1	2	7	21	5	36
Masters	% within A3highest level of education	2.8%	5.6%	19.4%	58.3%	13.9%	100.0%
Count		1	1	2	5	3	12
Other	% within A3highest level of education	8.3%	8.3%	16.7%	41.7%	25.0%	100.0%
Count		1	0	4	5	2	12
PhD	% within A3highest level of education	8.3%	0.0%	33.3%	41.7%	16.7%	100.0%
Count		7	6	37	74	26	150
Total	% within A3highest level of education	4.7%	4.0%	24.7%	49.3%	17.3%	100.0%

was justified by 58.3% of those with masters who agreed, 50% of those with diplomas who agreed, about 63% of those with degrees who agreed, about 66.7% of those with other qualifications who agreed and about 73.7% of those with PhD who agreed to the fact that they were motivated.

TABLE 4.4: PERIOD OF OPERATION

Duration * Commitment and Motivation Cross tabulation

	Commitment	
--	------------	--

			Strongly disagree	Disagree	Modera tely agree	Agr ee	Stron gly agree	Tota l
A4Howlonghaveyoubeenem ployedinthe	1-5	Count	3	2	13	21	5	44
	yea	% within	6.8%	4.5%	29.5%	47.7%	11.4%	100.0%
	rs	A4Howlonghaveyoubeenem ployedinthe						
	11-15	Count	0	2	4	14	8	28
	yea	% within	0.0%	7.1%	14.3%	50.0%	28.6%	100.0%
	rs	A4Howlonghaveyoubeenem ployedinthe						
A4Howlonghaveyoubeenem ployedinthe	16	Count	0	0	2	10	5	17
	yea	% within	0.0%	0.0%	11.8%	58.8%	29.4%	100.0%
	rs	A4Howlonghaveyoubeenem ployedinthe						
abo ve	6-10	Count	4	2	14	23	8	51
	yea	% within	7.8%	3.9%	27.5%	45.1%	15.7%	100.0%
	rs	A4Howlonghaveyoubeenem ployedinthe						
bel ow	1	Count	0	0	4	6	0	10
	yea	% within	0.0%	0.0%	40.0%	60.0%	0.0%	100.0%
	rs	A4Howlonghaveyoubeenem ployedinthe						
Total		Count	7	6	37	74	26	150
		% within	4.7%	4.0%	24.7%	49.3%	17.3%	100.0%

The table generally shows that respondents agreed that they were motivated from all the categories of duration.

4.4 RELIABILITY TEST

This section provides an analysis of the reliability of the research instrument. According to Malhotra (2007), a scale is considered to be reliable if the Cronbach`s Alpha values are equal to or exceed the recommended threshold of 0.70. The table below provides the reliability score for this instrument which was calculated using the SPSS package.

TABLE 4.5 RELIABILITY STATISTICS**Reliability Statistics**

Cronbach's Alpha	N of Items
.946	32

The table above shows that the overall reliability score was 0.946 implying that the research instrument was reliable since it was above 0.7 as explained above. The researcher also calculated the reliability of each of the variable of the study.

TABLE 4.6 CRONBACH'S ALPHA

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted

Employee Participation and involvement	29.5304	25.310	.739	.913
Leadership	29.4339	25.757	.795	.910
Incentive rewards	29.4375	25.109	.826	.907
Job Designing	29.4208	26.502	.631	.920
Career Development	29.4589	25.259	.735	.913
Employee Engagement	29.2083	28.735	.510	.926

The table above shows that all the Cronbach's Alpha values were above 0.7 implying that every variable of the instrument was above 0.7. After ascertaining that the questionnaire which was used was valid and reliable, the study proceeded by carrying out a normality test. The results of the normality test are presented in the next section.

4.5 NORMALITY TEST

The researcher conducted a normality test through the Shapiro-Wilk test based on the sample size of the research study. The Shapiro-Wilk test is appropriate for small sample size which was less than 1000. On this test, a p value greater than 0.05 ($p > 0.05$) indicates that the data is normally distributed signifying that the selected sample does not differ significantly from the population of the study and parametric tests can be performed using this data. However, if the p value is less than 0.05 ($p < 0.05$), it means the data is not normally distributed as a result sample differs significantly from the population and in this case non-parametric statistical tests on the data are used.

TABLE 4.6 TESTS OF NORMALITY

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Employee Participation	.144	140	.000	.936	140	.000
Leadership	.181	140	.000	.902	140	.000
Incentive rewards	.158	140	.000	.944	140	.000

Job Designing	.179	140	.000	.902	140	.000
Career Development	.172	140	.000	.900	140	.000
Employee Engagement	.133	140	.000	.865	140	.000

Lilliefors Significance Correction

From the analysis, the p-values in the Sig. column portrayed that all the nine variables in this study were above 0.05 (**p<0.05**). In this case, with significance levels less than 0.05 (**p<0.05**) it meant that the data was not normally distributed, and the researcher had to use parametric statistical tests in analysing the data.

In order to establish the factors (variables) which affects employee engagement in the target industry the researcher used correlation techniques as explained below. In this section the dependent variable was engagement and the independent were the factors.

4.6 DESCRIPTIVE STATISTICS

This section provides an analysis of the perceived factors using descriptive statistics. The statistics which were used are mean and standard deviations.

4.6.1 CORRELATION BETWEEN EMPLOYEE PARTICIPATION, INVOLVEMENT AND EMPLOYEE ENGAGEMENT

TABLE 4.7 EMPLOYEE PARTICIPATION AND INVOLVEMENT

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I feel very comfortable in sharing my ideas and feelings.	150	1	5	3.52	1.073

My managers allow me to make decisions on how best to perform my job	150	1	5	3.50	1.048
I also take part in decision making so that I feel a sense of belonging	149	1	5	3.74	1.073
My concerns as an employee are addressed	150	1	5	3.74	1.071
My contributions are acknowledged.	150	1	5	3.52	1.015
Valid N (listwise)	149				

The table above shows that the mean responses range from 3.5 to 3.74 which implies that they agreed to the components under employee participation which were suggested in the research instrument. This means that respondents feel very comfortable in sharing my ideas and feelings, managers allow me to make decisions on how best to perform my job, take part in decision making so that I feel a sense of belonging, concerns as an employees are addressed and that they feel very comfortable in sharing my ideas and feelings. This generally implies that employees are participating in decision making.

The following figure provides a histogram which shows the overall mean response and standard deviation for the components under employee participation.

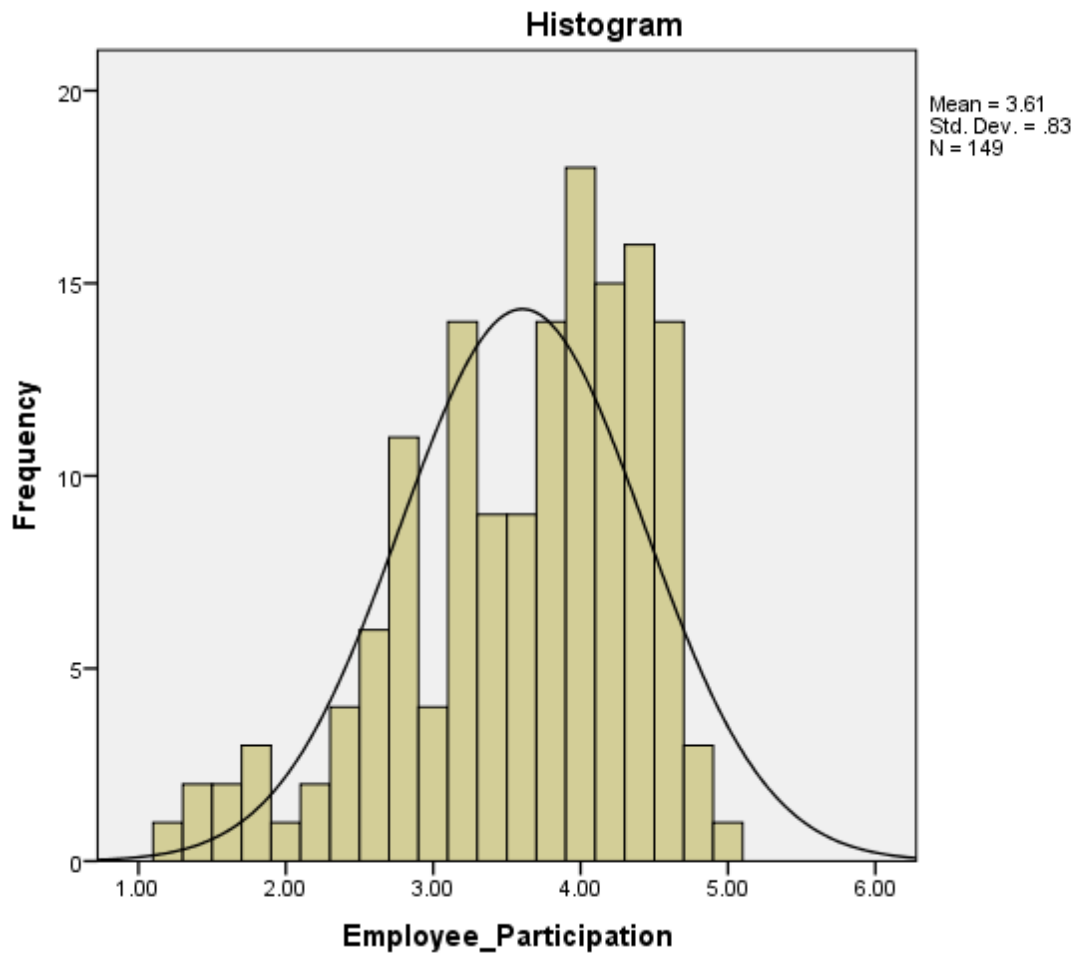


FIGURE 4.2 OVERALL MEAN RESPONSE AND STANDARD DEVIATION

The figure above confirms the finding above that employees are generally participating in decision making as justified by the mean response of 3.61. The figure also shows that the standard deviation was 0.83 which shows a very low variation of responses from the mean.

4.6.2 RELATIONSHIP BETWEEN LEADERSHIP AND EMPLOYEE ENGAGEMENT

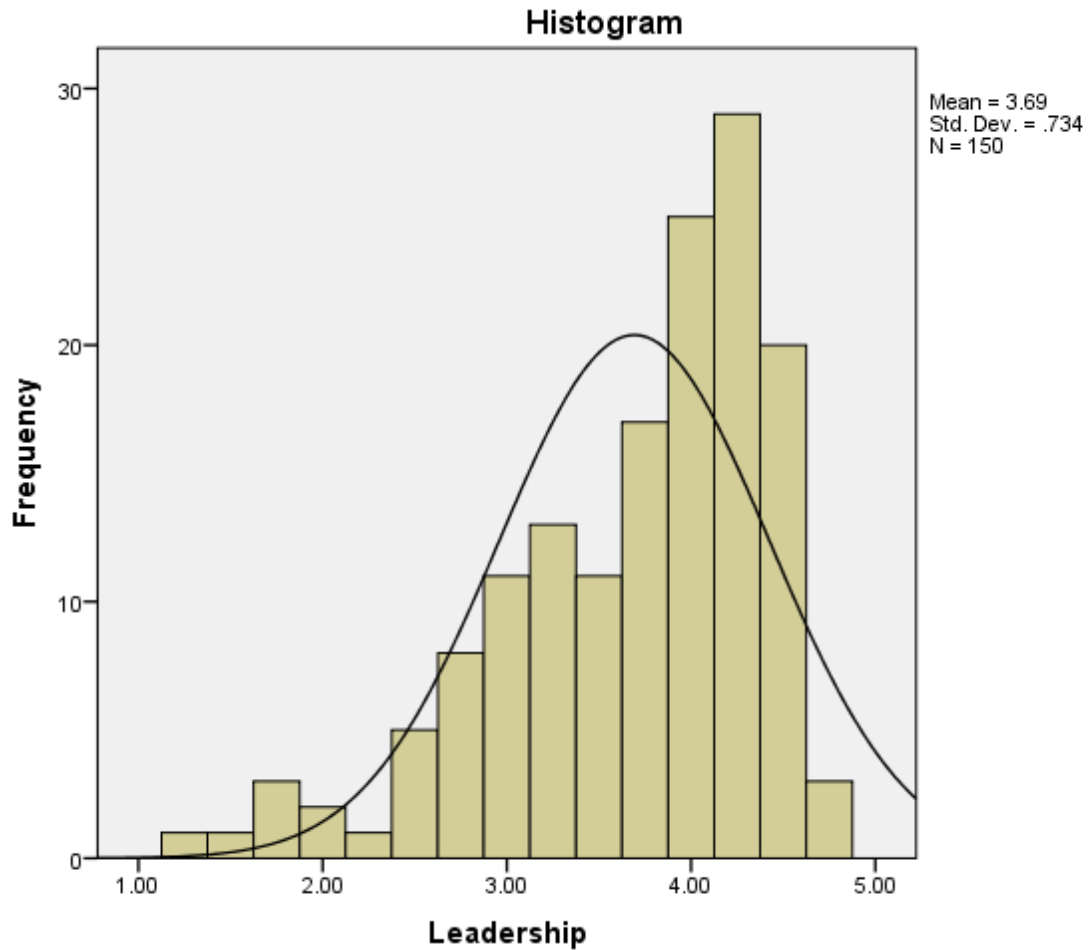
TABLE 4.8 LEADERSHIP

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
The leadership is committed to establish a clear vision, mission and values for the organisation	150	1	5	3.67	.909
The leadership at my organisation recruit staff with strong characteristics	150	1	5	3.63	.979
The leadership creates a healthy workplace environment for the employees	150	1	5	3.81	.974
The leadership in my organization allow employees to share their perceptions of organizational policies and procedures	150	1	5	3.65	1.036
Valid N (listwise)	150				

The table above shows that the mean responses range from 3.63 to 3.81. This implies that respondents agreed to the leadership components provided in this study. The following figure was used to calculate the overall mean and standard deviation.

FIGURE 4.3 LEADERSHIP



The figure above confirms the finding above that employees are generally happy with the leadership as justified by the mean response of 3.69. The figure also shows that the standard deviation was 0.734 which shows a very low variation of responses from the mean.

4.6.3 CORRELATION BETWEEN INCENTIVES, REWARDS AND EMPLOYEE ENGAGEMENT

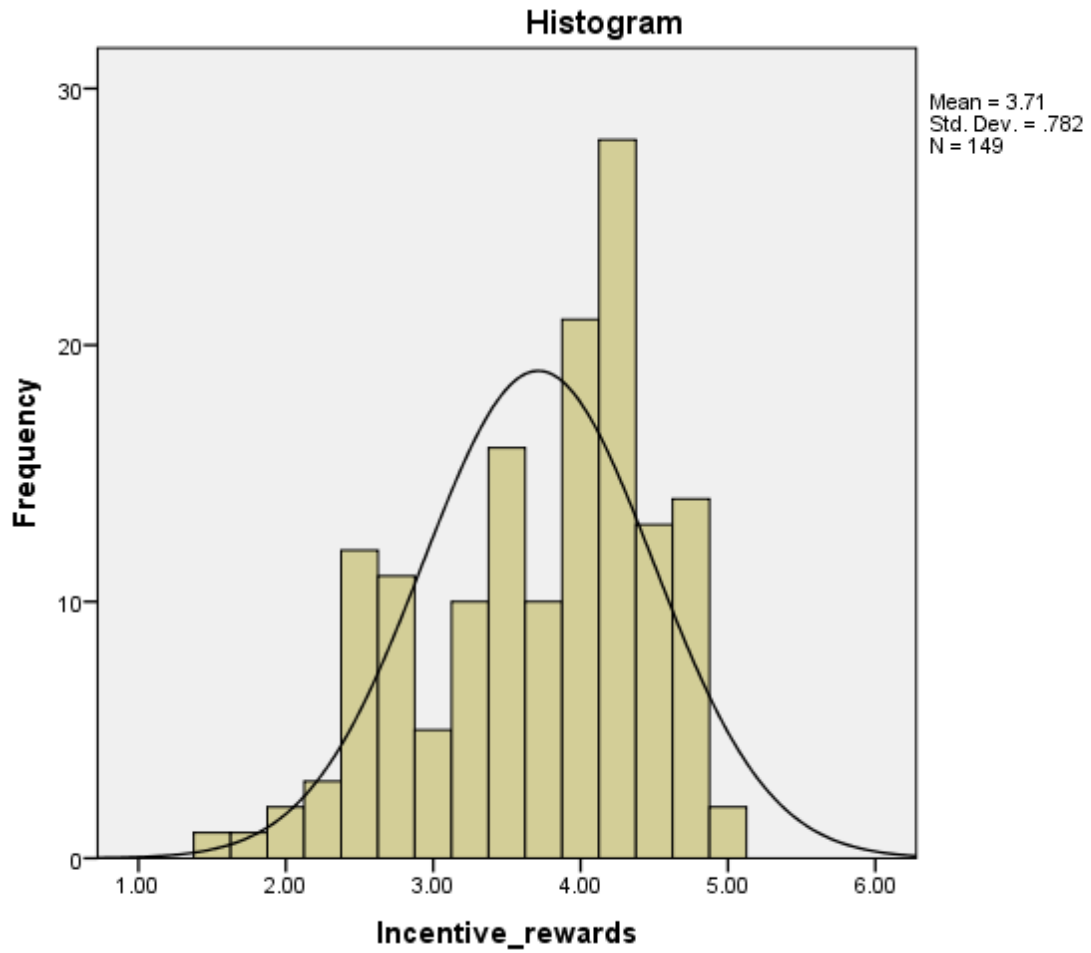
TABLE 4.9 INCENTIVES AND REWARDS

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I am rewarded and recognised for my work	149	1	5	3.64	1.110
My valuable contributions and offerings are acknowledged	150	1	5	3.60	.955
There is a clear reward management system at my organisation.	150	1	5	3.80	1.062
Financial and non- financial rewards motivate me	150	1	5	3.82	1.004
Valid N (listwise)	149				

The table above shows that the mean responses range from 3.6 to 3.82 which implies that employees are rewarded and recognised for my work, valuable contributions and offerings are acknowledged, there is a clear reward management system at my organisation and that the financial and non- financial rewards motivates employees.

FIGURE 4.4 INCENTIVES AND REWARDS



The figure above confirms the finding above that as evidenced by the mean response of 3.71 and also that there was an averagely high variation of responses from the mean.

4.6.4 ASSOCIATION BETWEEN JOB DESIGNING AND EMPLOYEE ENGAGEMENT

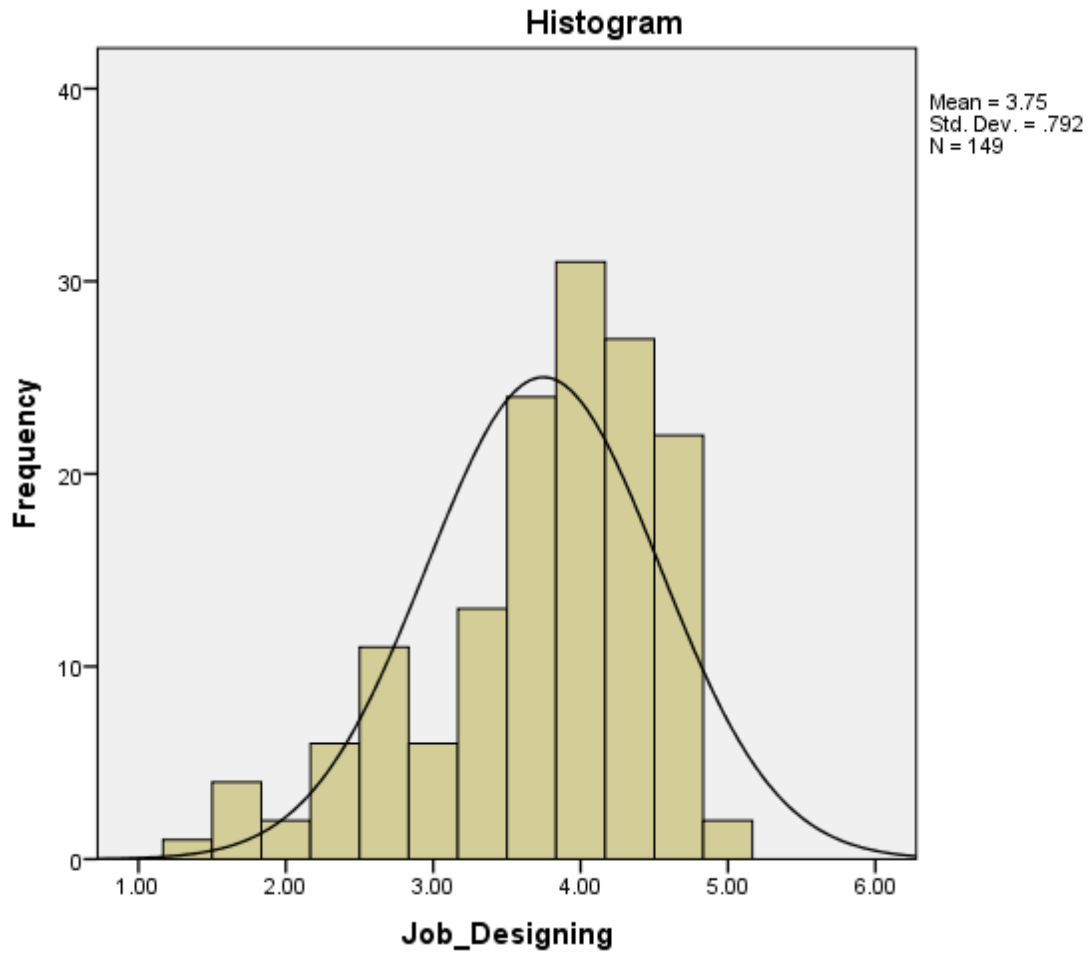
TABLE 4.10 JOB DESIGNING

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
My Job is interesting, challenging and rewarding	150	1	5	3.70	.995
My job is attractive and meaningful	150	1	5	3.62	1.165
I can make decisions on issues pertaining my job	150	1	5	3.92	.923
Valid N (listwise)	150				

The table above shows that the attractiveness and meaningfulness of the jobs scored a mean response of 3.62, making decisions pertaining their jobs scored 3.92 and challenging jobs and interesting scored 3.7.

FIGURE 4.5 JOB DESIGNING



The figure above confirms the finding above that as evidenced by the mean response of 3.75 which shows that respondents agreed to the components under job designing.

4.6.5 RELATIONSHIP BETWEEN CAREER DEVELOPMENT AND EMPLOYEE ENGAGEMENT

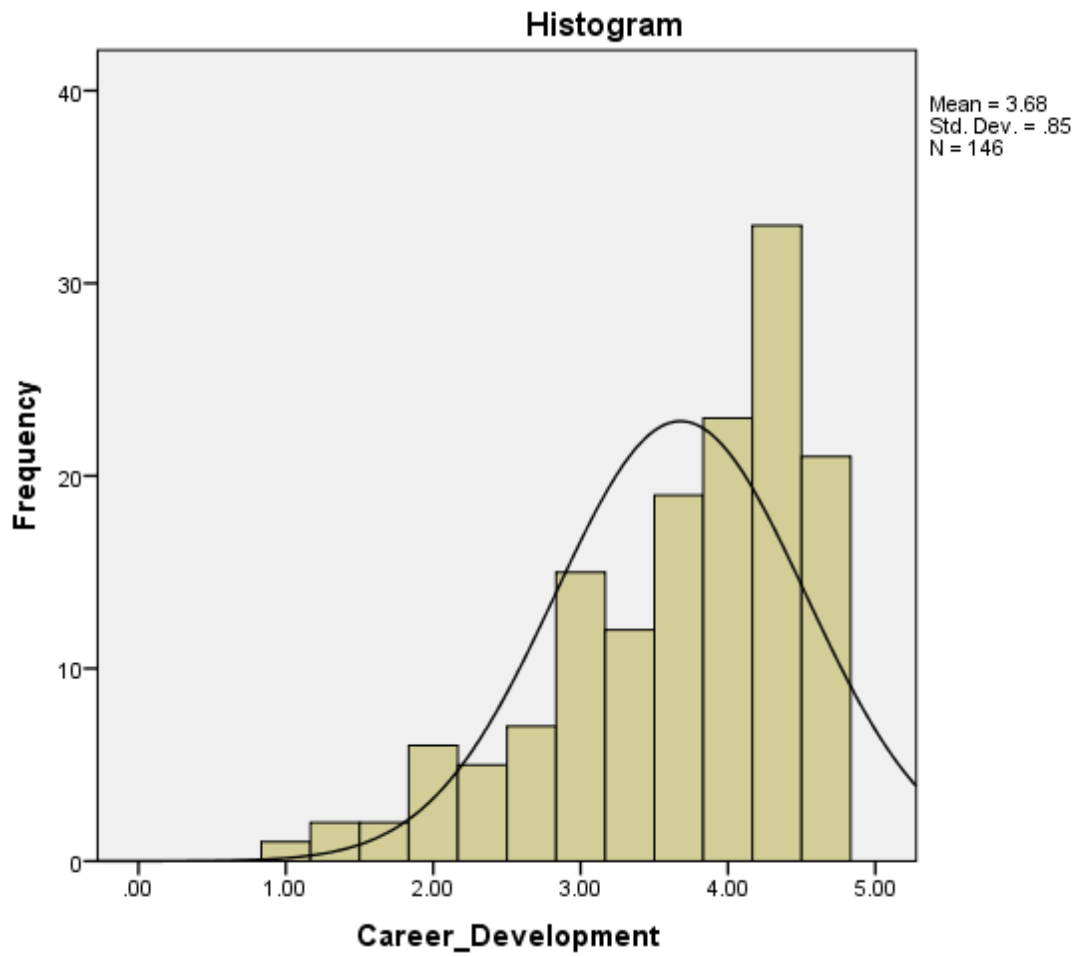
TABLE 4.11 CAREER DEVELOPMENT

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I am being provided with training and career development that I need to do my job well	150	1	5	3.57	1.041
My organisation takes full consideration of my successes, strengths and needs.	150	1	5	3.75	.991
Training and development policies are communicated fairly to the employees	150	1	5	3.75	1.091
Valid N (listwise)	150				

The table above shows that the mean response range from 3.57 to 3.75 which implies that respondents agreed that are being provided with training and career development that are need to do their jobs well, their organisations take full consideration of their successes, strengths and needs and that training and development policies are communicated fairly to the employees.

FIGURE 4.6 CAREER DEVELOPMENT



The figure above confirms the finding above that as evidenced by the mean response of 3.68 and also that there was an averagely high variation of responses from the mean.

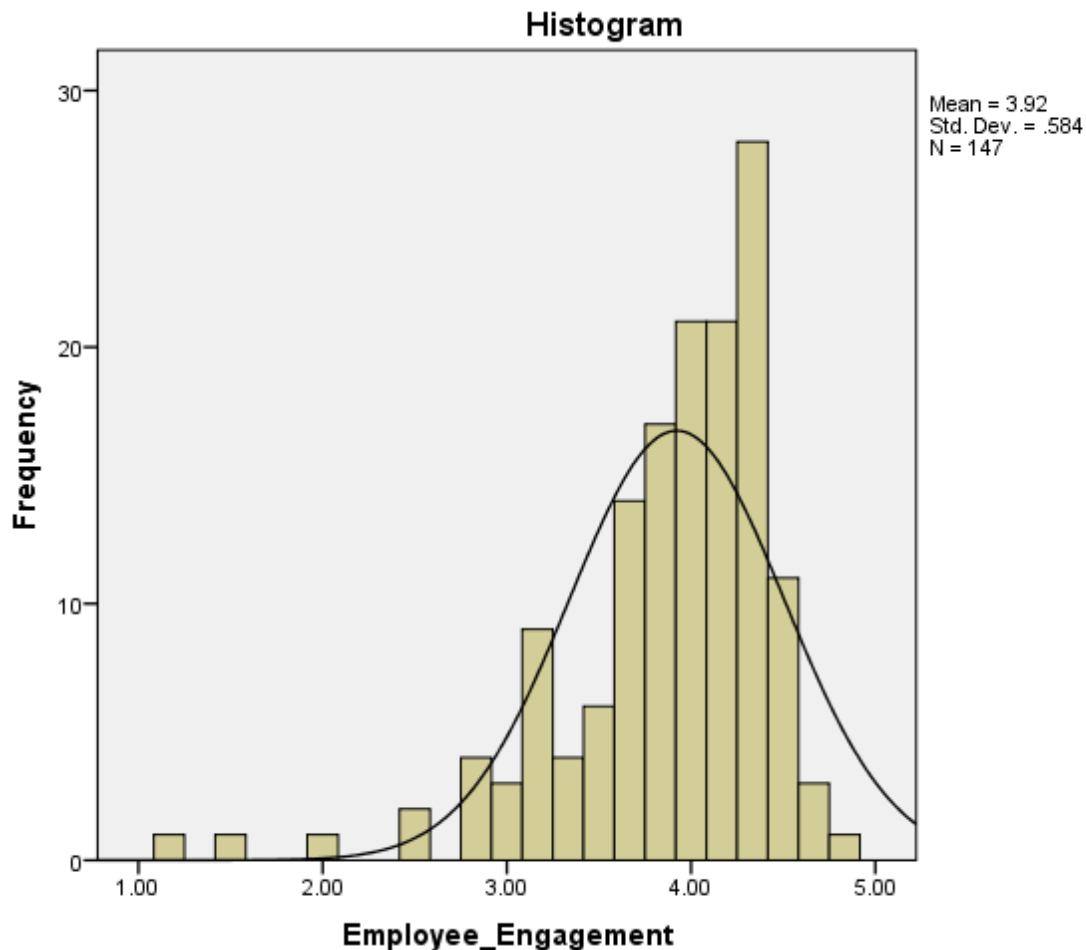
4.6.6 EMPLOYEE ENGAGEMENT

TABLE 4.12 EMPLOYEE ENGAGEMENT

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I am very committed to my job passion and very motivated	150	1	5	3.71	.959
I am encouraged to come up with new ideas to improve my workplace environment	150	1	5	3.97	.885
I feel positive about my future development in my company	150	1	5	4.01	.919
I behave in a positive manner that furthers the organisation's interest	150	1	5	3.88	.989
There is a lot of commitment when doing the job	150	1	5	3.97	.867
I am very happy with my workplace	150	1	5	3.78	.874
I would recommend my company to other people as the best place to work for	150	1	5	4.06	.829
I have positive attitude towards other employees	150	1	5	4.00	.819
I am well connected to the organisational priorities	150	1	5	3.83	.993
I am very emotionally connected to the organisation	150	1	5	3.85	.913
I believe in organisational goals and objectives	150	1	5	4.04	.810
I am willing to give an extra effort for the greater benefit of the organisation	149	1	5	3.95	.954
Valid N (listwise)	147				

FIGURE 4.7 CAREER DEVELOPMENT



The table and the figure generally show that respondents are engaged as evidenced by a mean response of 3.92. The following section provides an analysis of the relationship between the perceived factors and the engagement level.

4.6.7 RELATIONSHIP BETWEEN SUCCESS FACTORS AND ENGAGEMENT LEVEL

4.7 OVERALL OBJECTIVE AND EMPLOYEE ENGAGEMENT

The aim of the study was to investigate the correlation between employee participation, leadership, incentives and rewards, job design and career development and employee engagement in Zimbabwe's four selected mines.

4.7.1 CORRELATION ANALYSIS

In order to address the objectives of the study, correlation analysis was used. A Spearman correlation was used because the data was unevenly distributed. Correlation analysis portrays direction, statistical significance and magnitude of relationships. The sign of the correlation coefficient indicates the direction of the relationship whilst the direction itself describes

whether there is a positive or negative relationship between the variables. The correlations range from -1.0 for a perfect negative relationship to +1.0 for a perfect positive relationship (Welman, Kruger, & Mitchell, 2005).

TABLE 4.13 CORRELATION ANALYSIS BETWEEN THE FIVE PERCEIVED FACTORS OF ENGAGEMENT.

Correlations			Engagement	Participation	Leadership	Incentive rewards	Job Designing	Career Development
Employee Engagement	Correlation Coefficient	1.000						
	Sig. (2-tailed)	.						
Employee Participation	Correlation Coefficient	.403**	1.000					
	Sig. (2-tailed)	.000	.					
Leadership	Correlation Coefficient	.432**	.666**	1.000				
	Sig. (2-tailed)	.000	.000	.				
Incentive rewards	Correlation Coefficient	.485**	.561**	.680**	1.000			
	Sig. (2-tailed)	.000	.000	.000	.			
Job Designing	Correlation Coefficient	.342**	.457**	.468**	.554**	1.000		
	Sig. (2-tailed)	.000	.000	.000	.000	.		
Career Development	Correlation Coefficient	.461**	.520**	.518**	.679**	.539**	1.000	
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.	

** . Correlation is significant at the 0.01 level (2-tailed).

In this study all the five perceived factors of employee engagement which were under investigation proved to be positively correlated with the level of engagement found from the sector under study. The results were used to make conclusion on the following hypotheses

The study sought to answer the following hypothesis.

H1: Employee participation and involvement is positively correlated with employee engagement.

H2: Leadership is positively associated with employee engagement.

H3: Incentives and rewards have a positive association with employee engagement.

H4: Job designing has a positive correlation with employee engagement.

H5: Career development is positively correlated with employee engagement.

4.7.2 EMPLOYEE PARTICIPATION AND INVOLVEMENT AND ENGAGEMENT

The results showed that there is a positive, moderate and statistically significant relationship between employee engagement and employee participation [$r=0.403$, $p<0.01$ ($p=0.000$)]. **The results therefore support hypothesis H1**

4.7.3 LEADERSHIP AND ENGAGEMENT

The results showed that there is a positive, moderate and statistically significant relationship between employee engagement and leadership [$r=0.432$, $p<0.01$ ($p=0.000$)]. **Hypothesis H2 was therefore accepted.**

4.7.4 INCENTIVES AND REWARDS AND ENGAGEMENT

The results showed that there is a positive, moderate and statistically significant relationship between employee engagement and incentives and rewards [$r=0.485$ $p<0.01$ ($p=0.000$)]. **Hypothesis H3 was accepted**

4.7.5 JOB DESIGNING AND ENGAGEMENT

The results showed that there is a positive, moderate and statistically significant relationship between employee engagement and job designing [$r=0.342$ $p<0.01$ ($p=0.000$)]. **Hypothesis H4 was accepted**

4.7.6 CAREER DEVELOPMENT AND ENGAGEMENT

The results showed that there is a positive, moderate and statistically significant relationship between employee engagement and career development [$r=0.481$ $p<0.01$ ($p=0.000$)]. **Hypothesis H5 was therefore accepted**

As a result of the correlations between the variables identified, below is a modified conceptual model.

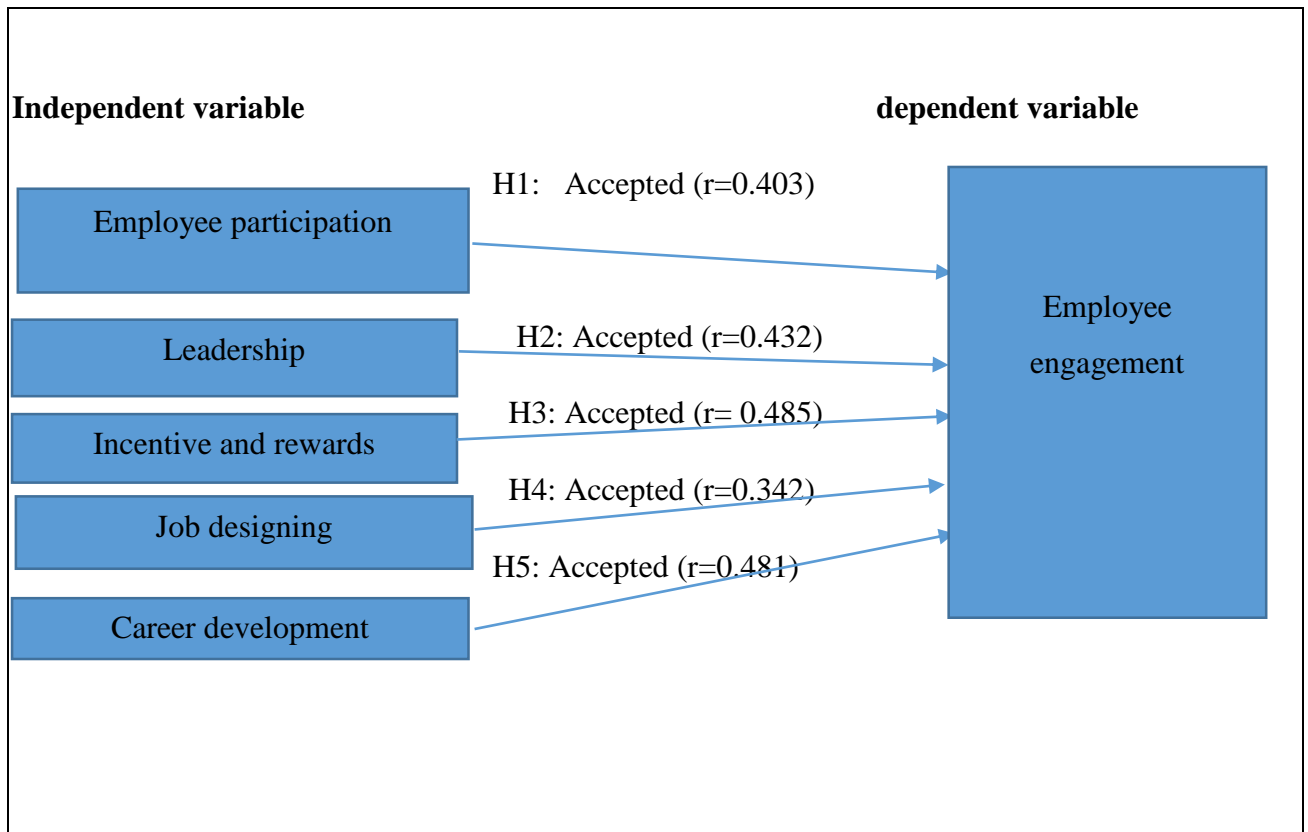


FIGURE 4. CONCEPTUAL MODEL

4.8 HYPOTHESIS TESTING AND DISCUSSION

The table below indicates that all the hypotheses of the study were accepted

TABLE 4.14 ACCEPTED HYPOTHESES

Hypothesis		Decision
1	Employee participation and involvement is positively correlated with employee engagement	Accept
2	Leadership is positively associated with employee engagement	Accept
3	Incentives and rewards have a positive association with employee engagement	Accept
4	Job designing has a positive correlation with employee engagement	Accept
5	Career development is positively correlated with employee engagement	Accept

4.8.1 EMPLOYEE PARTICIPATION AND INVOLVEMENT AND ENGAGEMENT

The results showed that there is a positive, moderate and statistically significant relationship between employee engagement and employee participation. This result is in line with the arguments by Kazimoto (2016) who stated that the organisational performance can be

improved by creating a platform for employees to feel comfortable in sharing their ideas and feelings. Kazimoto (2016) further stated that managers and leaders, in their efforts to improve organisational performance, must address employees' concerns and acknowledge employees' contributions.

Markos and Sridevi (2010) suggested that organisations' must allow employees greater job autonomy by encouraging independent thinking, problem solving and decision making on how to best perform their jobs, thus producing expected results. Reilly (2014) proposed that leaders and managers should encourage employee involvement in the process of identifying barriers to engagement and welcome solutions provided by employees to effect positive change.

4.8.2 LEADERSHIP AND ENGAGEMENT

The results showed that there is a positive, moderate and statistically significant relationship between employee engagement and leadership. On the same vain, Markos and Sridevi (2010) stated that there must be ownership of the vision, mission and values by the leaders in the organisation before passed down to managers and employees. Nasomboon (2014) suggested leaders in organizations must allow employees to share their perceptions of organizational policies and procedures in an effort at creating an emotionally safe workplace environment.

The relationship between needs and expectations of employee engagement are critical elements of employee productivity. Employee motivation can be created with trust in expectations (Swarnalatha & Prasanna, 2013).

4.8.3 INCENTIVES AND REWARDS AND ENGAGEMENT

The results showed that there is a positive, moderate and statistically significant relationship between employee engagement and incentives and rewards. The outcome was supported by the arguments of Markos and Sridevi (2010) advocated that employees, who are paid more and recognised for their work effects, tend to be more engaged in their work. Ongel (2014) proposed that reward systems are key management tools that influence individual and group behaviour thus contributing to organisational effectiveness.

4.8.4 JOB DESIGNING AND ENGAGEMENT

The results showed that there is a positive, moderate and statistically significant relationship between employee engagement and job designing. On this finding Truss (2014) highlighted that jobs consisting of features such as autonomy, task variety, feedback and significance, encourages positive employee engagement, giving rise to psychological states such as experienced meaningfulness, experienced responsibility and knowledge of results.

4.8.5 CAREER DEVELOPMENT AND ENGAGEMENT

The results showed that there is a positive, moderate and statistically significant relationship between employee engagement and career development. When an organisation fails to consider people development as a strategic tool, it can lead to the derailment of both the individual and the business (Caplan, 2014). Organisations' must ensure that there are career development plans for all employees, thus identifying the stretch and challenge in the current role and a roadmap of future roles, thus taking care of developmental opportunities to suit their individual aspirations and needs.

4.9 CHAPTER SUMMARY

The results show that the suggested factors which are employee participation and involvement, leadership, incentives and rewards, job designing and career development, have a positive effect on employee engagement. The next chapter presents the conclusions and recommendations of this study based on the findings explained in this chapter.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 INTRODUCTION

Based on the findings and discussions presented in chapter 4, this chapter concluded the study. It sought to unravel how the research objectives and research questions of the study were answered. It also highlighted the contribution of the study to theory, empirical and methodological will be provided, the policy and managerial recommendations, the generalisation of findings, limitations of the study and areas of further study also forms the last part of the chapter. The conclusions and recommendations drawn were in quest to advise management, policy makers and investors who have interests in the mining sector of Zimbabwe.

5.2 ACHIEVEMENT OF RESEARCH AIM AND OBJECTIVES

The study set out to investigate the association between the five factors namely, employee participation and involvement, leadership, incentives and rewards, job designing and career development and employee engagement in four selected mines in the mining sector of Zimbabwe. This main objective was to be achieved through following five specific objectives:

- a) To establish the correlation between employee participation and involvement and employee engagement.
- b) To determine the association between leadership and employee engagement.
- c) To measure the correlation between incentives and rewards and employee engagement.
- d) To ascertain the association between job designing and employee engagement.
- e) To examine how career development is correlated with employee engagement.

In order to achieve the research objectives, literature review was gathered literature from various sources and in relation to objectives to establish the view of other authors and their findings on the area understudy. A conceptual framework was formulated to support the research hypotheses of the study that H1: Employee participation and involvement, leadership, incentives and rewards, job designing, and career development are positively correlated with employee engagement. Questionnaires were distributed to the staff and management of the four mining companies in the mining sector of Zimbabwe to gather quantitative data on the identified five factors of employee engagement in the mining sector. Descriptive and inferential statistics, particularly the factor analysis, significance the test and the correlations were used. The findings were made in relation to the research objective.

5.3 CONCLUSION

The research concluded that employee participation and involvement, leadership, incentives and rewards, job designing, and career development have a positive impact on employee engagement.

5.3.1 EMPLOYEE PARTICIPATION AND INVOLVEMENT

Employees in the four mines in the mining industry of Zimbabwe were comfortable to share their ideas, employees were flexible to make decisions on how best to perform their job. Employees concerns were addressed, and their contributions are acknowledged.

5.3.2 LEADERSHIP

Leadership was a success factor affecting engagement levels. Leadership in the four mines in the mining industry of Zimbabwe was committed to establish clear vision, mission and values for the organisation. The leadership created a good working environment for employees and the leadership ensured that employees with strong characteristics are recruited.

5.3.3 INCENTIVES AND REWARDS

Incentives and rewards had a positive relationship with engagement level. Employees were more engaged when they were rewarded and recognised. The four mines in the mining industry

of Zimbabwe which participated in the study had a clear reward management system. Employees were motivated by both financials and non-financial rewards.

5.3.4 JOB DESIGNING

The research concluded that job designing has a positive relationship with engagement level. Employees in the four mines in the mining industry of Zimbabwe prefer jobs that are interesting and challenging, attractive and meaningful.

5.3.5 CAREER DEVELOPMENT

Career development positively influences engagement level. The research established that employees in the four mines in the mining industry of Zimbabwe are being provided with training and career development that is suitable for their job. The employees know the training and development policies in their organisations and are well communicated to them.

5.4 ANSWER TO THE RESEARCH QUESTIONS

To answer research questions, findings that were gathered from the factor's analysis and the correlational analysis and model coefficients helped to answer the research questions of the study based on each objective. The impact of each independent variable on engagement was determined by the significance and the strength of the correlation with the dependent variable. The research questions of the study were:

- a) What is the correlation between employee participation and involvement and employee engagement?
- b) What is the association between leadership and employee engagement?
- c) What is the correlation between incentives and rewards and employee engagement?
- d) What is the association between job designing and employee engagement?
- e) What is the correlation between career development and employee engagement?
- f) What are the success factors of employee engagement in the mining sector of Zimbabwe?
- g) To what extent do the identified factors impact the level of employee engagement in the industry?
- h) What can be done by the industry to improve the level of employee engagement in the industry

To answer these research questions, hypothesis tests was done to determine the relationship between employee participation, involvement and employee engagement. Results from the test indicated a significant value of 0.403 indicating weaker evidence to reject (H1) the null hypothesis) hence the test accepts the null hypothesis which states that there is a positive relationship between employee participation, involvement and employee engagement.

Descriptively, an average mean range of 3.5-3.74 indicated that respondents closely agreed to the components under employee participation which were suggested in the research instrument. Findings showed that participation and involvement, leadership, incentives and rewards, job designing, and career development are positively correlated with employee engagement levels. Findings gathered from the factor's analysis and the correlational analysis and model coefficients altogether determined the impact of each independent variable on engagement. This was determined by the significance and the strength of the correlation with the dependent variable. Coefficient significant values of between 0.34-0.485 which closer to +1 indicated that there is greater strength between variables of employee success factors and employee engagement.

5.5 CONTRIBUTIONS OF THE STUDY

This section focused on theoretical, methodological, empirical, practical contributions, policy recommendations and managerial recommendations of the study

5.5.1 THEORETICAL CONTRIBUTION

This research contributes to theory related to employee engagement. The research identified the factors that significantly contributes to engagement level. The study established that employee participation and involvement, leadership, incentives and rewards, job designing, and career development positively affect engagement levels. A new conceptual model shows the magnitude at which each factor contributes to employee engagement. The model helps to support other theories of employee engagement. The model can be used by the mining sector to make decision on the factors they need to invest on in order to improve employee engagement.

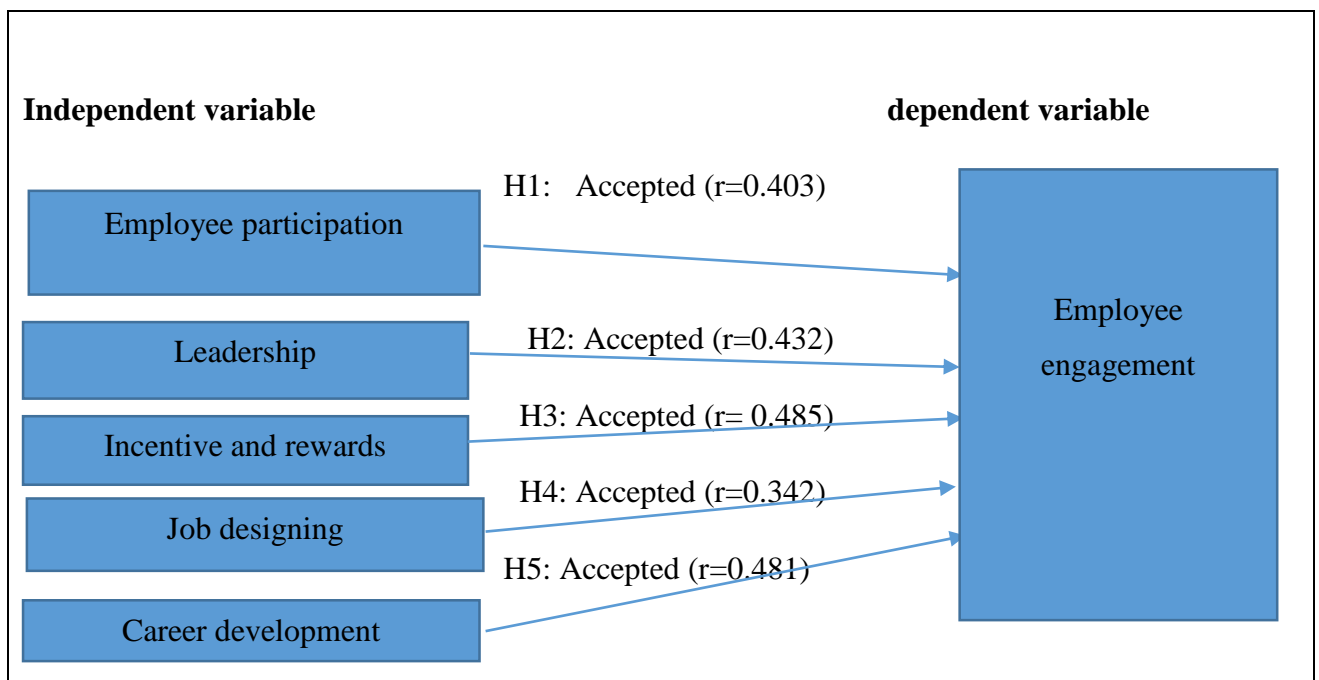


FIGURE 5.1: CONCEPTUAL MODEL

5.5.2 METHODOLOGICAL CONTRIBUTION

The methodology used in this study provide area of further research. A purely quantitative survey method was used. Other research methods can be used in future studies to broaden the amount of data collection and accuracy of responses. Qualitative methods such as focus groups, in-depth interviews can also be employed in future research since the current study to determine the engagement level of employees in the mining sector. The draw backs of qualitative analysis should be taken into consideration particularly lack of objectivity and also failure to generalise findings. Another methodological contribution lies in the experience gained through the application of a survey research strategy and a positivist approach and techniques applied for data collection. This experience may be useful for other studies in the in organisations, and in the academic community.

5.5.3 EMPIRICAL CONTRIBUTION

The research study endeavoured to provide both academic and practical contributions to the existing body of literature on factors affecting engagement levels in the mining sector. On the academic side, the study contributed fundamental literature to the mining sector. The study also sought to provide empirical evidence of the contribution of the success factors to employee engagement to substantiate other researches that were conducted especially in the developing countries.

5.6 POLICY RECOMMENDATIONS

The policy makers have a role to play as a result of the results that emerged from this study. There is need to promote in-house training. Government must regulate mining companies to reinforce safety issues for employees to work without fear of any harm. Empowerment programmes to ensure that employees in the sector also contribute to enhance safety. A safe environment improves engagement levels of employees.

5.7 MANAGERIAL RECOMMENDATIONS

It is equally a matter of necessity for managers to ensure fairness in their compensation systems. Matching employees' compensation with their performance in a transparent manner is of utmost importance. The industry may introduce performance-based pay when employees meet targets, surpass targets or exceptional performance. This can be paid basing on individual or and group performance. Employees performance can be appreciated through performance related bonus and or performance related salary.

5.8 GENERALISATION OF FINDINGS

This research was limited to the staff and management of the mining companies in the four mines in the mining industry of Zimbabwe. Limitations on time and finances harboured the research to consider all the mining companies in Zimbabwe. The assumption for this study was that the findings from this study be used as a benchmark in the mining sector as whole in Zimbabwe. Using findings from this study to conclude the engagement level of employees to the mining sector in Zimbabwe may not be enough since only four mining companies participated in the study. Therefore, generalisation must be taken cautiously. It is therefore suggested that other researches with a larger sample of mining companies in Zimbabwe be done and see if the same conclusions can be drawn.

5.9 RESEARCH LIMITATIONS

The study could not have come without limitations and these brought out areas of further research. Since the study was cross – sectional there is need for further study undertaken as a longitudinal study. The study can also be undertaken in a different geographical setting as the current study covered only four companies in the sector. However, this can affect generalisation of results and inferring of results. A quantitative research design was employed for the study. It will be worthwhile to carry out the same study using triangulation methodology which uses both quantitative and qualitative paradigms. It would also be interesting if the study could be made into a comparative study involving different sectors or industries.

5.10 AREAS OF FURTHER STUDY

The study was limited to four mining companies in Zimbabwe, a comparable study can be carried out using a different country considering that these mining companies may operate at different environmental setting and level. The research will use the same controls to determine whether the results will be the same or in line with findings with that obtained by using a sample in Zimbabwe. This research was purely quantitative and may have left out explorative information on engagement level in the mining sector. This can be achieved by undertaking a qualitative research on the same area of study. Further research should incorporate a different methodology altogether for a clearer vision on the success factors of employee engagement in the mining industry.

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APPENDICES

APPENDIX 1



Research Questionnaire

Dear Sir/Madam

I am a Master's in Business Administration (MBA) student with the Graduate School of Management (GSM), of the University of Zimbabwe. In order to complete my MBA programme, I am required to carry out a research on: **The success factors of employee engagement in Zimbabwe's mining sector.**

I would be most grateful if you could spare some time to attend to this questionnaire. This questionnaire forms the foundation of the study and the researcher hopes to come up with discussion points and recommendations on the subject matter.

I would like to thank you in advance for participating or responding to the questions and for your most valuable information and time. Your responses will be treated in confidentiality.

Yours faithfully

Rumbidzai Mushati
0719429929

QUESTIONNAIRE FOR THE STAFF AND MANAGEMENT OF MINING COMPANIES

Instructions

- May you please answer all questions
- Do not write your name on the questionnaire
- Tick relevantly in the space provided for each question
- No answer is wrong or right

SECTION A: GENERAL INFORMATION

The section is asking your background information. Please indicate your answer by ticking (✓) on the appropriate box.

A1. Gender

Male [] Female []

A2: Indicate your age group:

<20yrs [] 21-30yrs [] 31-40yrs [] 41-50yrs [] >50yrs []

A3: Specify your highest educational level you have attained:

Diploma [] Degree [] Masters [] PhD [] Other []

A4. How long have you been an employee in the mining sector?

Below 1 year []
1 years to 5 years []
6years to 10 years []
11 years to 15 years []
16years and above []

SECTION B: THE SUCCESS FACTORS OF EMPLOYEE ENGAGEMENT IN THE MINING SECTOR OF ZIMBABWE

Below are statements about the success factors of employee engagement levels in mining sector. You can indicate the extent to which you agree or disagree with the statement by ticking the corresponding number in the 5-point scale below:

1	2	3	4	5
strongly disagree	disagree	moderately agree	agree	strongly agree

Please tick only one number for each statement

To what extent do you agree with the following statement?

	Employee participation and involvement								
B1	I feel very comfortable in sharing my ideas and feelings.	Strongly disagree		1	2	3	4	5	Strongly agree
B2	My managers allow me to make decisions on how best to perform my job	Strongly disagree		1	2	3	4	5	Strongly agree
B3	I also take part in decision making so that I feel a sense of belonging	Strongly disagree		1	2	3	4	5	Strongly agree
B4	My concerns as an employee are addressed	Strongly disagree		1	2	3	4	5	Strongly agree
B5	My contributions are acknowledged	Strongly disagree		1	2	3	4	5	Strongly agree
	Communication								
B6	My organisation communicates to employees on what is expected in the organisation.	Strongly disagree		1	2	3	4	5	Strongly agree
B7	A two-way communication is promoted in my organisation	Strongly disagree		1	2	3	4	5	Strongly agree
B8	The organisation's strategic plans are well communicated	Strongly disagree		1	2	3	4	5	Strongly agree
	Leadership								
B9	The leadership is committed to establish a clear vision, mission and values for the organisation	Strongly disagree		1	2	3	4	5	Strongly agree
B7	The leadership at my organisation recruit staff with strong characteristics	Strongly disagree		1	2	3	4	5	Strongly agree
B8	The leadership creates a healthy workplace environment for the employees	Strongly disagree		1	2	3	4	5	Strongly agree

B9	The leadership in my organization allow employees to share their perceptions of organizational policies and procedures	Strongly disagree		1	2	3	4	5	Strongly agree
	Managers: selection and coaching								
B9	My organisation has managers with the unique talent of effectively managing people	Strongly disagree		1	2	3	4	5	Strongly agree
B10	Managers are coached and are held accountable for employee engagement	Strongly disagree		1	2	3	4	5	Strongly agree
B11	Managers are coached to take an active role in building engagement plans with their employees	Strongly disagree		1	2	3	4	5	Strongly agree
	Incentives and rewards								
B12	I am rewarded and recognised for my work	Strongly disagree		1	2	3	4	5	Strongly agree
B13	My valuable contributions and offerings are acknowledged	Strongly disagree		1	2	3	4	5	Strongly agree
B14	There is a clear reward management system at my organisation.	Strongly disagree		1	2	3	4	5	Strongly agree
B15	Financial and non- financial rewards motivate me	Strongly disagree		1	2	3	4	5	Strongly agree
	Job designing								
B16	My Job is interesting, challenging and rewarding	Strongly disagree		1	2	3	4	5	Strongly agree
B17	My job is attractive and meaningful	Strongly disagree		1	2	3	4	5	Strongly agree
B18	I can make decisions on issues pertaining my job	Strongly disagree		1	2	3	4	5	Strongly agree

	Organisational Culture								
B19	My attitudes and behaviour remain aligned to the organisation's culture	Strongly disagree		1	2	3	4	5	Strongly agree
B20	I prefer working for an organisation that has a positive reputation	Strongly disagree		1	2	3	4	5	Strongly agree
B21	My organisation adopts a culture that creates a sense of belonging	Strongly disagree		1	2	3	4	5	Strongly agree
	Career development								
B22	I am being provided with training and career development that I need to do my job well	Strongly disagree		1	2	3	4	5	Strongly agree
B23	My organisation takes full consideration of my successes, strengths and needs.	Strongly disagree		1	2	3	4	5	Strongly agree
B24	Training and development policies are communicated fairly to the employees	Strongly disagree		1	2	3	4	5	Strongly agree

SECTION C: Employee engagement levels

C1	I am very committed to my job passion and very motivated	Strongly disagree		1	2	3	4	5	Strongly agree
C2	I am encouraged to come up with new ideas to improve my workplace environment	Strongly disagree		1	2	3	4	5	Strongly agree
C3	I feel positive about my future development in my company	Strongly disagree		1	2	3	4	5	Strongly agree
C4	I behave in a positive manner that furthers the organisation's interest	Strongly disagree		1	2	3	4	5	Strongly agree
C5	There is a lot of commitment when doing the job	Strongly disagree		1	2	3	4	5	Strongly agree
C6	I am very happy with my workplace	Strongly disagree		1	2	3	4	5	Strongly agree
C7	I would recommend my company to other people as the best place to work for	Strongly disagree		1	2	3	4	5	Strongly agree
C8	I have positive attitude towards other employees	Strongly disagree		1	2	3	4	5	Strongly agree
C9	I am well connected to the organisational priorities	Strongly disagree		1	2	3	4	5	Strongly agree
C10	I am very emotionally connected to the organisation	Strongly disagree		1	2	3	4	5	Strongly agree
C11	I believe in organisational goals and objectives	Strongly disagree		1	2	3	4	5	Strongly agree

C12	I am willing to give an extra effort for the greater benefit of the organisation	Strongly disagree	1	2	3	4	5	Strongly agree
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END OF QUESTIONNAIRE