

**RELATIONSHIP BETWEEN WORK LIFE BALANCE AND EMPLOYEE  
ENGAGEMENT IN STATE CORPORATIONS IN KENYA**

**FRANCIS MUGO KANGURE**

**DOCTOR OF PHILOSOPHY  
(Human Resource Management)**

**JOMO KENYATTA UNIVERSITY OF  
AGRICULTURE AND TECHNOLOGY**

**2014**

**Relationship between Work-Life Balance and Employee Engagement in state  
Corporations in Kenya**

**Francis Mugo Kangure**

**Thesis Submitted in Partial Fulfillment for the Degree of Doctor of Philosophy in  
Human Resource Management in the Jomo Kenyatta University of Agriculture  
and Technology**

**2014**

**DECLARATION**

This thesis is my original work and has not been submitted for a degree in any other university.

Signature .....

Date.....

**Francis Mugo Kangure**

This thesis has been submitted for examination with our approval as University supervisors

Signature.....

Date.....

**Dr. Wario Guyo**

**JKUAT Kenya**

Signature.....

Date.....

**Prof. Romanus Odhiambo**

**JKUAT, Kenya**

**DEDICATION**

To Angela, Clare & Natalie

## **ACKNOWLEDGEMENT**

This thesis could not have been possible without the supervision of Dr. Wario Guyo and Prof. Romanus Odhiambo. I express my sincere gratitude to them. I am also grateful to my family, wife Angela and daughters Claire and Natalie, who were patient with me during the long hours of my absence from home. I am forever indebted to them. In addition, I am greatly indebted to Charles, Gladys and Allan who assisted me with data collection.

## TABLE OF CONTENTS

<b>DECLARATION</b> .....	<b>ii</b>
<b>DEDICATION</b> .....	<b>iii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>iv</b>
<b>LIST OF TABLES</b> .....	<b>viii</b>
<b>LIST OF FIGURES</b> .....	<b>x</b>
<b>LIST OF EQUATIONS</b> .....	<b>xi</b>
<b>LIST OF APPENDICES</b> .....	<b>xii</b>
<b>ACRONYMS AND ABBREVIATIONS</b> .....	<b>xiii</b>
<b>DEFINITION OF TERMS</b> .....	<b>xv</b>
<b>ABSTRACT</b> .....	<b>xxi</b>
<b>CHAPTER ONE</b> .....	<b>1</b>
<b>INTRODUCTION</b> .....	<b>1</b>
1.1 Background of the Study .....	1
1.2 Statement of the Problem .....	12
1.3 General Objective .....	14
1.4 Research Hypotheses .....	14
1.5 Justification of the Study .....	15
1.6 Scope of the Study .....	16
1.7 Limitations of the Study .....	17
<b>CHAPTER TWO</b> .....	<b>19</b>
<b>LITERATURE REVIEW</b> .....	<b>19</b>
2.1 Introduction .....	19
2.2 Theoretical Framework .....	19
2.3. Conceptual Framework .....	43

2.4 Empirical Review .....	48
2.5 Critique of the Empirical Studies .....	59
2.6 Research Gaps .....	61
<b>CHAPTER THREE .....</b>	<b>63</b>
<b>RESEARCH METHODOLOGY.....</b>	<b>63</b>
3.1 Introduction .....	63
3.2 Research Design .....	63
3.3 Target Population .....	66
3.4 Sample and Sampling Technique .....	67
3.5 Data Collection.....	68
3.6 Pilot Test .....	70
3.7 Data Analysis and Presentation .....	71
3.8 Operationalization of Study Variables .....	74
<b>CHAPTER FOUR.....</b>	<b>76</b>
<b>RESEARCH FINDINGS AND DISCUSSION.....</b>	<b>76</b>
4.1 Introduction .....	76
4.2 Response Rate .....	76
4.3 Results for the Pilot Study (Validity & Reliability) .....	76
4.4 Respondents Background information.....	78
4.5 Requisite Analysis .....	82
4.6 Descriptive Analysis .....	85
4.7 Correlation Analysis .....	97
4.8 Regression Analysis.....	101
4.9 Combined Effect Model.....	112
<b>CHAPTER FIVE.....</b>	<b>116</b>

<b>SUMMARY, CONCLUSION AND RECOMMENDATIONS.....</b>	<b>116</b>
5.1 Introduction .....	116
5.2 Summary of Findings.....	116
5.3 Conclusion.....	121
5.4 Recommendations.....	122
5.5 Contribution of the Study to the Body of Knowledge, Theory and Practice .....	123
5.6 Areas for Further Research .....	127
<b>REFERENCES.....</b>	<b>129</b>
<b>APPENDICES .....</b>	<b>157</b>



## LIST OF TABLES

<b>Table 2. 1:</b> Tabulation of Independent Variables and their Specific Measures.....	74
<b>Table 2. 2:</b> Tabulation of Dependent Variables and their Specific Measures .....	75
<b>Table 4. 1:</b> Reliability Statistics.....	77
<b>Table 4. 2:</b> Reliability Analysis of Employee Engagement .....	78
<b>Table 4. 3:</b> Categories of State Corporations .....	79
<b>Table 4. 4:</b> Distribution of Respondents by Gender. ....	80
<b>Table 4. 5:</b> Table Distribution of Job Categories.....	80
<b>Table 4. 6:</b> Years of Service .....	81
<b>Table 4. 7:</b> Level of Education of Respondents.....	82
<b>Table 4. 8:</b> Durbin Watson Test.....	82
<b>Table 4. 9:</b> Test for Normality .....	84
<b>Table 4. 10:</b> Level of Employee Engagement .....	86
<b>Table 4. 11:</b> Summary of Employee Engagement .....	87
<b>Table 4. 12:</b> Summary of Responses on Sufficiency and Effectiveness in Communication .....	88
<b>Table 4. 13:</b> Summary of Availability of Workplace Policies .....	89
<b>Table 4. 14:</b> Summary of Responses on Communication Channels .....	90
<b>Table 4. 15:</b> Summary of Rating of Existence of Work-life Balance Policies.....	90
<b>Table 4. 16:</b> Supervisor Support on Uptake of Work-life Policies.....	92
<b>Table 4. 17:</b> Degree to which Supervisors’ Support Work-life Balance .....	92
<b>Table 4. 18:</b> Co-worker Support .....	93
<b>Table 4. 19:</b> Level of Co-worker Support .....	94
<b>Table 4. 20:</b> Employee Rating of Family Supportive Corporate Culture .....	95
<b>Table 4. 21:</b> Family Supportive Corporate Culture .....	96
<b>Table 4. 22:</b> Family Supportive Corporate Culture .....	96
<b>Table 4. 23:</b> Work-Life Balance Policies Correlation Results .....	98

<b>Table 4. 24:</b> Correlation between Supervisor Support and Employee Engagement...	99
<b>Table 4. 25:</b> Correlations of Co-worker Support and Employee Engagement.....	100
<b>Table 4. 26:</b> Correlation of Corporate Culture and Employee Engagement .....	101
<b>Table 4. 27:</b> Model Summary for Work-life Policies .....	103
<b>Table 4. 28:</b> Analysis of variance (ANOVA) for Work-life Policies .....	103
<b>Table 4. 29:</b> Work-life Balance Policies Coefficients .....	104
<b>Table 4. 30:</b> Model Summary of Supervisor Support .....	105
<b>Table 4. 31:</b> Analysis of Variance (ANOVA) for Supervisor Support.....	106
<b>Table 4. 32:</b> Supervisor Support Coefficients .....	106
<b>Table 4. 33:</b> Model Summary of Co-Worker Support .....	108
<b>Table 4. 34:</b> Analysis of Variance (ANOVA) for Co-Worker Support.....	108
<b>Table 4. 35:</b> Co-Worker Support Coefficients .....	109
<b>Table 4. 36:</b> Model Summary for Corporate Culture.....	110
<b>Table 4. 37:</b> Analysis of Variance (ANOVA) for Corporate Culture.....	111
<b>Table 4. 38:</b> Corporate Culture Coefficients .....	111
<b>Table 4. 39:</b> Model Summary .....	112
<b>Table 4. 40:</b> Analysis of Variance (ANOVA) .....	113
<b>Table 4. 41:</b> Relationship between Work-life Balance and Employee Engagement	113
<b>Table 4. 42:</b> Correlation Matrix .....	114

## LIST OF FIGURES

<b>Figure 2.1:</b> Andrews Brown Engagement Pyramid (Brown, 2005) .....	22
<b>Figure 2.2:</b> Dubin Employee Engagement Model (Dubin, 1978) .....	25
<b>Figure 2.3:</b> Anitha’s Employee Engagement Model .....	30
<b>Figure 2.4:</b> The Value of the Immediate Supervisor (Carnegie, 2012) .....	31
<b>Figure 2.5:</b> Hewitt’s Drivers of Engagement Model (Hewitt, 2012) .....	33
<b>Figure 2.6:</b> The Job Demands-Resource model (Bakker & Demerouti, 2008).....	35
<b>Figure 2.7:</b> Conceptual Framework.....	43
<b>Figure 4.1:</b> Normal QQ Plot of Employee Engagement .....	85
<b>Figure 4.2:</b> Work-life Balance Policies Correlation Results.....	97
<b>Figure 4.3:</b> Relationship between Supervisor Support and Employee Engagement .....	98
<b>Figure 4.4:</b> Co-worker Support Correlation Results .....	99
<b>Figure 4.5:</b> Corporate Culture Correlation Results .....	100
<b>Figure 4.6:</b> Regression Model on Work Life Balance Policies versus Employee Engagement .....	102
<b>Figure 4.7:</b> Regression Analysis for Supervisor Support versus Employee Engagement .....	105
<b>Figure 4.8:</b> Regression Analysis for Co-Worker Support versus Employee Engagemen .	107
<b>Figure 4.9:</b> Regression Analysis for Corporate Culture versus Employee Engagement ...	110
<b>Figure 4.10:</b> Validated Model of Effects of Work-Life Balance on Employee Engagement .....	115

**LIST OF EQUATIONS**

**Equation 1** ..... 68

**Equation 2** ..... 71

**Equation 3**..... 73

## LIST OF APPENDICES

<b>APPENDIX 1:</b>	Letter of Introduction .....	157
<b>APPENDIX 2:</b>	Questionnaire.....	158
<b>APPENDIX 3:</b>	List of State Corporations .....	167
<b>APPENDIX 4:</b>	Factor Analysis and Reliability Results .....	175
<b>APPENDIX 5:</b>	Target Population.....	179
<b>APPENDIX 6:</b>	Sample Size .....	181

## **ACRONYMS AND ABBREVIATIONS**

<b>CIPD</b>	Chartered Institute of Personnel and Development
<b>CWB</b>	Counter-productive Work Behaviour
<b>DCC</b>	Dual Career Couples
<b>EI</b>	Emotional Intelligence
<b>FIIW</b>	Integrating Family-related Activities into Work Life
<b>FIW</b>	Family Influencing Work
<b>FSSB</b>	Family Supportive Supervisor Behaviour
<b>FWE</b>	Family-to-Work
<b>HR</b>	Human Resources
<b>HRD</b>	Human Resource Development
<b>IBM</b>	International Business Machines
<b>IESE</b>	Institute of Higher Business Studies
<b>IFREI</b>	IESE Family-Responsible Employer Index
<b>IKEA</b>	Ingvar Kamprad, Elmtaryd and Agunnaryd
<b>IT</b>	Information Technology
<b>KPLC</b>	Kenya Power & Lighting Company Limited
<b>LBP</b>	Lothian & Border Police
<b>NHS</b>	National Health Service
<b>NIIT</b>	National Institute of Information Technologies
<b>OCB</b>	Organizational Citizenship Behaviour
<b>OLS</b>	Ordinary Least Squares
<b>PWC</b>	Price Water House Coopers
<b>SCS</b>	Scottish Courier Service
<b>SDT</b>	Self-determination Theory

<b>SPSS</b>	Statistical Package for Social Science
<b>TSB</b>	Technical Service Bulletins
<b>UK</b>	United Kingdom
<b>USA</b>	United States of America
<b>UWES</b>	Utrecht Work Engagement Scale
<b>WFE</b>	Work-to-Family
<b>WIF</b>	Work Influencing Family
<b>WIIF</b>	Integrating Work-related Activities within Family Life
<b>WLB</b>	Work Life Balance
<b>WLBP</b> s	Work Life Balance Policies
<b>WLI</b>	Work Life Integration
<b>WWB</b>	Workplace Well Being

## **DEFINITION OF TERMS**

### **Company Benefits**

Company benefits are indirect and non-cash compensation paid to an employee (Cook, 2009). Examples of company sponsored benefits are facilities for education, personal development, sport & leisure activities, spiritual development and community activities (Straub, 2011).

### **Corporate Culture**

Corporate culture is defined as widely shared and strongly held values in the organization surrounding the ability of individuals to their work and non-work lives (Kaiser, Ringsletter, Eikhof & Cunha, 2011; Beham, Drobnic, & Prag, 2011).

### **Dependent Care**

Refer to provision of flexible time that employees are able to take care of their close relations at home (Johnson, Chang & Young, 2010).

### **Employee Commitment**

This is the relative strength of an individual's identification with and involvement in a particular organization (Beek, & Gerritson, 2010). It is a force that binds an individual to a course of action of relevance to one or more targets (Govender, & Parumasur, 2010).

### **Employee Engagement**

Employee engagement is defined as a situation in which employees are fully involved in, and enthusiastic about their work, and thus act in a way that furthers their organizations' interests. They are committed to the organization, say positive things about their workplace, and strive to go beyond to deliver extraordinary work (Carlier & Grau, 2012; Alfes, Truss, Soane, Rees & Gatenby, 2010).



### **Family Demands**

Family demands refer to obligations and commitments of family, including parents, children, and spouse (Guest, 2002). These demands are of two types: time-based and strain-based (Frese, Martins, Hardt, Fischer & Schauder, 2009).

### **Lower Level /Supervisory of Management**

The lower level management consists of the Foremen and the Supervisors. They are selected by the middle level management (Graham & Bennett, 1998). It is also called Supervisory level or First Line of Management. Lower level management directs the workers / employees and maintains a link between workers and the middle level management (Armstrong, 2006).

### **Middle Level/Executive of Management**

The Middle Level Management consists of the Departmental Heads (HOD), Branch Managers, and the Junior Executives (Dessler, 2005). The Middle level Management is selected by the Top Level Management. It executes (implements) the policies and plans which are made by the top level management and co-ordinate the activities of all the departments (Graham & Bennett, 1998).

### **Operatives/Workers**

This is the category of employees who work directly on the job. The place at which such employees work is known as platform area (Armstrong, 2006). As they are at the lowest level of chain in an organization, they do not have any subordinates and that is why they cannot be called managers (Dessler, 2005).

### **Organizational Enablers**

These are the skills and knowledge, tools, resources, and the culture of the organization that will enable it to achieve strategy (Maluti, Warentho & Shiundu, 2012).

### **Organizational Practices**

This is the actual use of policies or non-policy-driven habits that are prevalent within an organization and that can be positive or negative in building a harmonic interaction between work and family life (Cameron, Mora & Leutscher, 2010). It also comprises the management support and teams' attitude towards work life balance (Straub, 2011).

### **Organizational Work life Culture**

The shared assumptions, beliefs and values regarding the extent to which organizations value and support the integration of work and family lives for employees (Frese *et al*, 2009).

### **Organizational Work life Support**

Organizational work- life support refers to the explicit support (policies and procedures) provided by organizations in helping employees achieve a better work- life (Guest, 2002).

### **Organizational Work-Life Support**

These are specific organizational practices, policies and programs that are guided by a philosophy of active support for the efforts of employees to achieve success within and outside the workplace (Maluti, Warentho & Shiundu, 2012).

### **Self - Demands**

Self-demands refer to requirements of an individual for education, professional growth, health, sports, spiritual development and leisure activities (Sverko, Arambasic

& Galesic, 2002). It involves demands placed on oneself trying to accomplish multiple roles in life (Frese *et al*, 2009).

### **Social Demands**

Social demands refer to obligations and commitments of friends, community and other relevant parties beyond work, family and self (Sverko *et al*, 2002).

### **State Corporation**

Refers to a nationalized corporation publicly owned by the state or government and is a legal entity created by a government to undertake commercial activities, with a view to develop and grow its economy. The provisions of establishment of State Corporations in Kenya are set out under the State Corporations Act chapter 446 laws of Kenya (Republic of Kenya, 2009).

### **Supervisor**

Supervisors are managers who normally report to middle managers. Supervisors are responsible for getting the “line” employees to carry out the plans and policies set by executives and middle managers. Supervisors plan, direct, motivate, and monitor the work of non-managerial employees at the operational level of the organization (Baral & Bhargava, 2011).

### **Supervisor Support**

This is deliberate support offered by the supervisor to employees to enable them perform their duties well and attend to personal/family needs effectively as well (Straub, 2011). It entails the understanding and concerns that the supervisors have over employees well being at work and at home as well (Ryan & Kossek, 2008).

### **Top Level/ Administrative of Management**

The Top Level Management consists of the Board of Directors (BOD) and the Chief Executive Officer (CEO) (Dessler, 2005). The top level management determines the objectives, policies and plans of the organization (Graham & Bennett, 1998).

### **Work Demands**

Work demands refer to obligations and commitments of paid work (Guest, 2002).

### **Work Life Balance**

Work-life balance is defined as the ability to develop a balance between an individual's personal and work life. It is a satisfactory level of involvement or 'fit' between the multiple roles in a person's life (Meyer, & Parfyonova, 2010; Chong & Ma, 2010).

### **Work-family Enrichment**

These are positive effects resulting from participation in roles at work and at home. It occurs when resources such as skills, perspectives, flexibility, physical, social capital and material resources generated in one domain improve the performance in the other domain or influence the psychological state or effect (Greenhaus & Powell, 2006).

### **Work-life Balance Policies**

These are formally designed and formally communicated rules that are applied within organizations in helping employees achieve better work-life (Poelmans, Chinchilla & Cardona, 2003). These are basic rules that guide managers on decisions related with work life balance (Voydanoff, 2005).

### **Work-life Conflict**

Work-life conflict is a form of inter-role conflict in which the demands of work and family roles are incompatible in some respect, so that participation in one role is more

difficult because of participation in the other role (Voydanoff, 2005; Warner, & Hausdorf, 2009).

### **Work-life Integration**

This is the ability to harmonize personal, family and work life by an individual so as to achieve a balance between various work and non-work roles (Harrington & Hall, 2007). It involves being able to effectively balance between work and home life (Voydanoff, 2005).

### **Workplace Flexibility**

Refers to management practices that optimize control over when, where and how work gets done by individuals and teams (Graham & Bennett, 1998).

## ABSTRACT

Work- life balance and employee engagement are regarded as factors that have a great potential to facilitate growth. However, majority of state corporations in Kenya are not efficient in management of public resources, due to declining employee engagement and thus poor performance. The study aimed to establish the relationship between work-life balance and employee engagement in state corporations in Kenya. Specifically the study was guided by the following objectives; to investigate the relationship between work place policies, supervisor support, co-worker support, corporate culture, and employee engagement. The study adopted explanatory research design using both quantitative and qualitative approach. The target population was 30,840 employees in 197 state owned corporations. Multi-level random sampling method was used to sample respondents. Out of 498 employees that were targeted in various categories, 434 responses were received as valid. This constituted 87.14% response rate. Survey data was collected by use of a structured questionnaire. The questionnaire was pilot tested on 40 respondents drawn from 4 state corporations. Reliability of the questions was done by use of Cronbach's alpha. Normality test was done for dependent variable in order to aid subsequent analysis. Factor analysis was also done to reduce the data to meaningful size. Factor items that were less than 0.40 were not considered for subsequent analysis. The data obtained was analyzed using both qualitative and quantitative analysis. Correlation analysis was used to test the direction of relationship between the independent variables and dependent variable. Multiple regression was used to test whether work place policies, supervisor support, co-worker support and corporate culture have any influence on employee engagement. The study found out that work place policy, supervisor support, co-worker support and corporate culture contribute positively to employee engagement. The study revealed a new dimension in the field of employee engagement in that the supervisor did not seem to have much impact unless supported by the team of co-workers, policies and culture. Based on the research findings it can be concluded that work life balance had a positive significant predictor of employee engagement. The findings of the study suggested that work-life balance was a significant area an employer should give attention to in order to create an environment in which the employees can become engaged. The study will contribute to the body of knowledge in that organizations will gain practical insights into the determinants of engagement thereby enriching their knowledge how to increase work engagement and future researchers may concentrate on the development of a common tool of measurement for work-life balance taking individual personality factors also into consideration.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

This study focused on examining the relationship between work life balance and employee engagement in Kenya. Employee engagement is defined in general as the level of commitment and involvement an employee has towards their organization and its values (Alfes, Truss, Soane, Rees & Gatenby, 2010). When an employee is engaged, he/she is aware of his responsibility in the business goals and motivates his colleagues alongside, for the success of the organization goals (Dulagil, 2012). Engaged employees go beyond the call of duty to perform their role excellently (Baldoni, 2013). Engagement at work was first conceptualized by Khan (1990) as total commitment of employees to their work. He added that in engagement people employ and express themselves physically, cognitively, and emotionally during role performances. There are various factors that define an employee as an engaged employee. The concept has evolved taking into account the various behaviors exhibited by an employee that is positively productive (Rana *et al*, 2014).

According to Gallup (2002) there are three categories of employees in organizations: engaged employees, not engaged employees, and actively disengaged employees. Engaged employees are builders who consistently strive to give excellence within their roles (Albrecht, 2012). Not engaged employees focus on the tasks spelled out to them rather than the goals of the organization. They do what they are told to do (Hughes & Rog, 2008). Actively disengaged employees are dangerous individuals who not only do not perform well but also demotivate the performers in the organization (Anitha, 2013). Engaged employees experience high levels of energy and strong identification towards their work (Bakker & Demerouti, 2008; Engelbrecht, 2006), which translates

to a more sustainable workplace in terms of both individual health and organizational performance (Bakken & Trop, 2012). However, Shaufeli, Bakker and Rehenen (2009) observed that virtually all models of occupational health and well-being have neglected the potential positive effects of work such as engagement and focused exclusively on job stress and the resulting strain. Taris, Cox and Tarisserand (2008) also realize that majority of the contributions in Occupational Health Psychology (OHP) journals are about ill health, such as physical violence and aggression, work-home conflict, burnout, musculoskeletal complaints, work place accidents, high emotional and time demands. The present study examines the relationship between work life balance and employee engagement. The focus is on the positive dimension of work life balance (work place policies, supervisor support, corporate culture, co-worker support) and how they relate to employee engagement.

### **1.1.1 Employee Engagement**

Employee engagement is defined as being positively present during the performance of work by willingly contributing intellectual effort and experiencing positive emotions and meaningful connections to others (Alfes *et al*, 2010). Engagement is composed of three dimensions which include intellectual engagement (thinking hard about the job and how to do it better), affective engagement (feeling positive about doing a good job) and social engagement (actively taking opportunities to discuss work related improvements with others (Cavanagh & Virdie, 2007). Engagement therefore has intellectual, emotional and behavioral dimensions.

Khan (1990) defines employee engagement as willingness to discuss work-related improvements and differentiates engagement from other similar constructs such as job satisfaction, organizational citizenship behavior and employee commitment (Wessels,



2012). It can be argued that these notions of organizational commitment and advocacy are generally associated with high levels of engagement, but are distinct from it (Alfes *et al*, 2010).

There are three categories of employee engagement (Choo, Mat, & Al-Omari, 2013). The first category is composed of engaged employees. These are employees who want to know the desired expectations for their role so they can meet and exceed them. They are naturally curious about their company and their place in it (Choo *et al*, 2013). They perform at consistently high levels. They want to use their talents and strengths at work every day (Anitha, 2014). They work with passion and they drive innovation and move their organization forward.

The second category is composed of employees who are not engaged (Baldoni, 2013). These are employees who tend to concentrate on tasks rather than the goals and outcomes they are expected to accomplish. They want to be told what to do just so they can do it and say they have finished (Lange, Witte & Notelaers, 2014). They focus on accomplishing tasks versus achieving an outcome. Employees who are not-engaged tend to feel their contributions are being overlooked, and their potential is not being tapped (Susi & Jawaharrani, 2010).

According to Fearon *et al* (2013) not engaged employees often feel this way because they don't have productive relationships with their managers or with their coworkers. The third category is composed of actively disengaged employees. These are employees who are consistently against virtually everything (Bakker *et al*, 2014). They are not just unhappy at work but they are also busy acting out their unhappiness. They sow seeds of negativity at every opportunity (Deery, 2008). Every day, actively disengaged workers undermine what their engaged co-workers accomplish. Abbas

(2014) adds that as workers increasingly rely on each other to generate products and services, the problems and tensions that are fostered by actively disengaged workers can cause great damage to an organization's functioning.

Kahn (1990) in conceptualizing engagement stated that self and role exists in some dynamic, negotiable relation in which a person both drives personal energies into role behavior and displays the self within the role. He further said that such engagement serves to fulfill the human spirit at work. Cameron, Mora, & Leutscher (2010) stated that such employment of the self in ones role is considered as robotic or a pathetic behavior. Employee engagement focuses on how the psychological experiences of work and work contests shape the process of people presenting and absenting themselves during task performances (Staw, Barry, Sutton, & Pelled, 2012).

Kahn (1990) further suggested that for psychological engagement and organizational behaviors, the two major dimensions are emotional and cognitive engagement. To be emotionally engaged is to form meaningful connections to others and to experience empathy and concern for other's feelings (Vazirani, 2007). In contrast, being cognitively engaged refers to those who are accurately aware of their mission and role in the work environment. According to Kahn (1990, 1992) and Chalofsky, Neal & Krishna, Vijay (2009), employees can be engaged in one dimension and not the other. However, the more engaged an employee is on each dimension, the higher his/her overall personal engagement is (Greenberg, 2004). Kahn (1990) goes on to suggest that employees experience personal engagement (or disengagement) during daily task performances.

Engagement occurs when one is vigilant and/or emotionally connected to others. In other words, employees who know what is expected of them, who form strong

relationships with co-workers and managers, and who experience meaning in their work are engaged (Konrad, 2006). Disengaged employees, on the other hand, disconnect themselves from work roles and withdraw cognitively and emotionally (Cohen, 2008). Disengaged employees display poor performance and task behaviors become effortless, automatic or robotic (White, 2010).

Employee engagement therefore involves a range of human behaviors and attitudes including: motivation, commitment, satisfaction with the agency, a sense of alignment with organizational goals, and a desire to work hard to achieve these goals (Australian Public Service-APS, 2010). Moreover, it is often connected with outcomes such as loyalty to, and advocacy for the place of employment, as well as some sense that employees will 'go the extra mile' or exert discretionary effort to help achieve organizational goals (Scottish Executive Social Research, 2007).

As highlighted by CIPD (2007) there is no clear explanation of what constitutes engagement drivers in the workplace. There are many individual and organizational factors that determine whether employees become engaged, and to what extent they become engaged (DTZ Consulting & Research, 2007). The following section highlights the models that illustrate these factors and the importance that employees place on them.

### **1.1.2 The Concept of Work-life Balance and Employee Engagement**

Work-life balance in its broadest sense is defined as a satisfactory level of involvement or fit between the multiple roles in a person's life (Hudson, 2005; Jenkins, 2008). In other words, it is a harmonious or satisfying arrangement between an individual's work obligations and his/her personal life (Amarakoon & Wickramasinghe, 2010). According to an Australian research study by McMillan (2008), work-life balance is a

key concern for the 21<sup>st</sup> century employees due to the increasing complexity of modern life.

In the current work place, employees face greater workload, increasing time pressure and growing obstacles in satisfying both job and personal demands (Sabatini, Fraone, Hartmann & McNally, 2008). At work the demand for efficiency leads to more tasks, which have to be fulfilled in a shorter period of time. Corporate globalization has resulted in an increasing number of business trips for the employees, leading to longer periods of absenteeism from their families or personal lives (Stock-Homburg & Bauer, 2007). Satisfying the often conflicting demands of work and family life is one of the biggest challenges for modern employees (Lingard, Francis & Turner, 2012). Research by Salt, (2008) reveals that there are a growing percentage of employees who are overstrained from reconciling the work domain with the family domain, resulting in an increasing number of sick days which are due to psychological diseases.

In response to the above challenges, most employers are committed to helping their staff achieve some level of work-life balance as they believe that it will assist with staff morale and engagement (Convergence International, 2008). Several studies reveal that to enhance work-life balance, organizations have turned to policies such as flextime, on-site childcare (Rothbard, 2001 cited in Simard, 2011); flexibility in working conditions, family-friendly policies, support for gender equality and expanded labour rights (Convergence International, 2008).

Work-life balance has been found to have a number of positive outcomes. There is evidence that work-life balance is related to higher levels of organizational commitment (Baral & Bhargava, 2010). An empirical study of 3,000 Australians showed that work-life balance is the number one factor of job attraction and retention

(even above salary) (Convergence International, 2008). The benefits of work-life balance, which include employee engagement, have seen employers investing in workplace culture and policies that enhance work-life balance (Jawaharrani, 2011).

It is important for managers to cultivate employee engagement given that disengagement or alienation leads to lack of commitment and motivation (Varizani, 2007). Employee engagement means being positively present during the performance of work by willingly contributing intellectual effort, experiencing positive emotions and meaningful connections to others (Alfes *et al*, 2010). Engagement is composed of three dimensions which include intellectual engagement (thinking hard about the job and how to do it better), affective engagement (feeling positively about doing a good job) and social engagement (actively taking opportunities to discuss work related improvements with others at work) (Khan, 1990). Engagement therefore has intellectual, emotional and behavioral dimensions.

A study on employee engagement on Sri Lankan employees by Amarakoon & Wickramasinghe (2010) found that work-life balance has a positive influence on employee engagement. They argue that a proper balance between work and life demands is an antecedent for employee engagement since work-life factors such as caring about employees, placing employees interests first and flexibility are predictors of engagement. Therefore, within Work-to-Family (WFE), the instrumental path proposes that resources built up in one role foster high performance in the other role (Erdem & Karkose, 2008). The affective path indicates that resources accumulated in one role result in positive affect in that role, ultimately promoting high performance and positive affect in the other role (Baral & Bhargava, 2011).

Other studies have revealed a number of positive outcomes associated with work-life balance (Rothausen, 1994; Frone, Yardely & Markel, 1997; Lambert, 2000; Konrad & Mangel, 2000). There is evidence that work-life balance is related to higher levels of organizational commitment (Jusoh, Ahmed & Omar, 2012). Siu *et al*, (2010) argue that a state of role which features both high performance and positive affect should be the best factor in predicting work-family enrichment. Judging from the affect perspective, Siu *et al*. (2010) argue that people who are highly engaged are also highly involved, deeply engrossed and enthusiastic about their work. This contributes to a happy experience, identified by Seligman, Rashid & Parks (2006) as positive affect.

From the performance perspective, Siu *et al*, (2010) advocates that people high on work engagement innate a strong identity with their work and they regard their work as inspirational, meaningful and demanding. Thus they are inclined to apply knowledge and use resources and skills to a greater extent at work, hence contributing to higher job performance (Bakker & Demerouti, 2007). Moreover, a highly dedicated and committed workforce is essential for achieving organizational goals (Zhang & Agarwal, 2009).

Cut-throat competition and a variety of challenges in the post-liberalization, privatization and globalization (LPG) era have initiated major changes in the human resource (HR) practices. Industrial units have started realizing the need to be proactive rather than reactive (Narang & Singh, 2010). Since psychologically engaged workers feel competent and confident to influence their job and work environment in a meaningful way, they are likely to be proactive and innovative (Boudrias, Gaudreau, Savoie & Morin, 2009). Besides, there is a constant pressure on management to reduce

costs and increase productivity, which is possible only through a satisfied and committed workforce (Sahoo, Behera & Tripathy, 2010).

Engagement enables workers own their work and take responsibility for their results (Koln, 2012). Due to technological advancement and automation, organizations are dependent on a high degree of creativity and learning attitude of employees which will require individual responsibility and risk taking effort (Ying & Ahmad, 2009). According to (Westover & Taylor, 2010) the performance outcomes of engagement practices are higher productivity, proactive and superior customer service, while the attitudinal outcomes comprise of job satisfaction, organizational, team and individual commitment.

Similarly, Millan, Hessels, Thurik & Aguado (2011) have pointed out that empowered employees have a greater sense of job satisfaction, motivation and organizational loyalty. A satisfied and committed employee is a valuable asset to the organization (Sahoo *et al*, 2010). Such an employee is psychologically attached to his job and is less likely to leave the organization, takes pride in belonging to the organization, and makes greater contribution for the success of the organization (Kuo, Ho, Lin & Lai, 2009).

### **1.1.3 Overview of State Corporations in Kenya**

According to State Corporations Advisory Committee (2013), there are a total of 197 state owned corporations in Kenya. State corporations operate under the following categories: financial, regulatory, commercial/manufacturing, tertiary education and training, higher education, training and research, regional development authorities and service corporations. Guyo (2012) emphasized that the State Corporations in Kenya

are regarded as one of the factors that are and have a great potential to facilitate growth.

According to a report on evaluation of performance of public agencies state-owned corporations continue to play an important role in the production and creation of wealth necessary for enhancing national development (Republic of Kenya, 2007). If state corporations are seen as key economic drivers, then the productivity of the people they employ should be given maximum attention. Further, most of the state corporations are in the service sector where customer service and satisfaction is the key to keeping the corporations competitive in the 21<sup>st</sup> century (Njiru, 2008).

According to Heintzman & Marson's, (2006) public sector value chain model, drivers of employee engagement are: support for the goals and mandate of the organization, effective leadership and management, supportive colleagues and work units, tools, authority and independence to do the job, career progress and development and workload. Heintzman and Marson (2006) cite emerging Canadian evidence that support this concept. They suggest that by understanding the drivers of engagement and the link between engagement and performance of the institution, this tool can be used across the public sector management to make significant improvements in the employees' work and in the overall performance and perception of the public sector.

A model produced by the CIPD (2006) and presented in the Organization's Employee Attitudes and Engagement Survey' of 2006, brings elements of employee engagement together in one overarching model. The model emphasizes the fact that, for public institutions to bring about public trust and confidence, employee engagement need to be given priority (CIPD, 2006) and therefore the need for this study in state corporations in Kenya.



The need for improved employee engagement in public sectors in Kenya is further motivated by the fact that, state corporations have faced a number of challenges including poor service delivery, insolvency and delays in project implementation (Gatamah, 2005). This has led to lack of trust and confidence by the public (Njiru, 2008). Such challenges are attributed to poor employee engagement (Smitds *et al*, 2001; Edwards & Peccei, 2007). Case studies by large companies both in Kenya and abroad have shown that organizations that are viewed by their employees as “employers of choice” have achieved highly engaged workers with best Human Resource (HR) policies that enhance work-life balance (Cavanagh & Virdee, 2007; Mathis & Jackson, 2008). This has often contributed to better business performance with increased productivity (Ullrich, 2012).

Existing studies include a study by Strathmore Research & Consultancy Centre (2012) on Work-Life Balance at Kenya Power & Lighting Co. Ltd. This study established that formal work-life policies exist and are well communicated throughout the organization. Other studies done in Kenya on work-life balance include a study by Chepngeno (2010) on effects of work life balance initiatives on the performance of the staff at Agricultural Development Corporation of Kenya. In this study, it was found that work-life balance indeed contributes to better employee performance. Sang & Kabare (2011) also carried out research on factors affecting work life balance programs in state corporations based in Nairobi region. The study established that corporate culture is a key antecedent of work life balance in state corporations. Another study by Muindi & Guyo (2012) looked at balance of work and non-work responsibilities among nurses in public hospitals in Ngong District, Kenya. The study

concluded that work life balance affects employee performance among nurses in public hospitals.

Another study which directly informs the current research is the study by Nyongesa, Sewe & Ng'ang'a (2012) which sought to find out challenges facing the implementation of performance contracts in state corporations in Kenya. In this study, employee engagement was found to be the major challenge. Nyongesa *et al*, (2012) recommended that there is a need for state corporations to engage the workers in understanding performance contracting so as to enhance employee performance. Given the evidence that employee engagement directly affects performance, it is worth establishing whether work-life balance can influence engagement and hence better performance.

As indicated, the few studies done in Kenya on work-life balance, mostly sought to establish, factors affecting work life balance, existence or non-existence of work life balance and the impact of work-life balance on organizational performance. The current study therefore brings in a new argument in research by hypothesizing the existence of a relationship between work life balance and employee engagement.

## **1.2 Statement of the Problem**

Employee engagement is one of the key determinants in fostering high employee's performance, as shown in a number of empirical studies (Macey *et al*, 2009; Mone & London, 2010). On the other hand, family and work are the most important domains of life for most adults (Carlier, Llrente & Grau 2012). Globally, the modern economy and the related social changes like technological advancement and increasing number of dual-earner families, has presented pressure on harmonizing personal, family and work life (Origo, & Pagani, 2009). This has resulted to work-family conflicts in that

individuals participating in multiple roles experience conflict and stress hindering their quality of life and productivity (Bond, 2004; Mishra & Suar, 2010).

Several researchers have found out that work-family conflict presents unfavorable consequences such as stress (Allen *et al*, 2000), job dissatisfaction and low performance (Kossek & Ozeki, 1999). Therefore, creation of family-friendly work cultures is one of the most pressing concerns for both academics and practitioners globally (Poelmans, Chinchilla & Cardona, 2003; Haar, & Roche, 2010). HR practitioners and scholars have identified a positive link between work-life balance and employee engagement, which affects organizational performance (Carrier *et al*, 2012). In addition, researchers have established that a highly engaged workforce is 50% more productive than a disengaged workforce (Jawaharrani, 2010).

According to the World Bank (2004), majority of state corporations in Kenya are not efficient in management of public resources. One of the reasons leading to poor performance as identified by various researchers is poor employee engagement (Smits *et al*, 2001; Edwards & Peccei, 2007). According to Njiru (2008) state corporations have implemented work life balance practices, however employee engagement and performance is still low. This contradicts the arrays of empirical evidences (Kreiner, Hollensbe & Sheep, 2009; Parasuraman & Greenhaus, 2002; Wiley, 2006; Cinamon, & Rich, 2010) which established positive relationship between work life balance and employee engagement.

Nevertheless, empirical studies available are also concentrated on the developed countries only with a dearth of the same studies in developing countries. This is echoed further by the recommendation of Poelmans *et al*, (2003) on the need for empirical research that can serve as basis for broadening theory on the adoption of

work-family policies beyond the Anglo-Saxon context. Thus, the contradictions of the scenario created by the state corporations were the greatest motivator for the re-examination of the relationship between work-life balance and employee engagement in state corporations in Kenya.

### **1.3 General Objective**

The general objective of this study was to evaluate the relationship between work- life balance and employee engagement in state corporations in Kenya.

#### **1.3.1 Specific Objectives**

- i. To establish the relationship between work place policies and employee engagement in state corporations in Kenya.
- ii. To examine the relationship between supervisor support and employee engagement in state corporations in Kenya.
- iii. To determine the relationship between co-worker support and employee engagement in state corporations in Kenya.
- iv. To assess the relationship between corporate culture and employee engagement in state corporations in Kenya.

#### **1.4 Research Hypotheses**

- i. H<sub>01</sub>: There is no significant association between work place policies and employee engagement in state corporations in Kenya.
- ii. H<sub>02</sub>: There is no significant association between the supervisor support and employee engagement in state corporations in Kenya.
- iii. H<sub>03</sub>: There is no significant association between co-worker support and employee engagement in state corporations in Kenya.

- iv. H<sub>04</sub>: There is no significant association between corporate culture and employee engagement in state corporations in Kenya.

### **1.5 Justification of the Study**

The study contributed to the existing body of knowledge on work-life balance and employee engagement. The major contribution on the findings was establishment of a link between work-life balance and employee engagement since most studies have examined the two in isolation (Poelmans *et al*, 2003; McCarthy *et al*, 2010). Secondly, since both work-life balance and employee engagement are seen by experts as key drivers of business success, this study was justifiable as it provided key information to state corporations on how to start embracing the bottom line effects of work-life balance and employee engagement. In addition, employee engagement has a significant impact on organizational effectiveness (Cardy, 2004) and therefore it has to be the immediate priority of managers (Lawler, 2008). Studies have shown that organizations today face challenges that require attention to improving performance (Buchner, 2007). One important way to enhance the employee performance is to focus on nurturing employee engagement. Performance management literature now includes studies focusing on the contribution of employee engagement to employee performance thus emphasizing the importance of engagement in the performance management process (Pritchard, 2008). More specifically; the study also benefited the following stakeholders:

#### **1.5.1. Business Owners and Company Managers**

Business owners and company managers benefited from this research as they gained insight on the contribution of work life balance in enhancing employee engagement. This will enable them formulate and effectively implement work life balance policies

that enhance employee engagement leading to other business outcomes like higher employee productivity.

### **1.5.2 Research and Academic Community**

Researchers will benefit from both theoretical literature review and the findings of this study which aimed at establishing the link between work-life balance and employee engagement. This study has identified further research areas where other researchers would have an opportunity to carry out further research and grow knowledge in work-life balance and employee engagement.

### **1.5.3 Human Resource Practitioners**

HR practitioners being initiators and custodians of HR policies will gain insight on the importance of implementing any formulated work-life balance and employee engagement policies. It is envisioned that work life balance practices contribute to higher employee engagement and hence better business performance.

## **1.6 Scope of the Study**

This study focused on work-life balance and employee engagement in State 197 Corporation in Kenya as shown on appendix III. In this study, work-life balance was studied basing on the following components: work-life balance policies, supervisor support, co-worker support and corporate culture (Amarakoon & Wickramasingle, 2011). Employee engagement on the other hand focused on three areas of engagement as proposed by the Kingston Employee Engagement Consortium Project (2010), which include: discretionary effort, motivation, innovative work behavior and commitment (Maluti *et al*, 2012).

### **1.7 Limitations of the Study**

Given the scope, it is clear that both definitions of work life balance and employee engagement are wide and contain a number of sub-variables. This posed a limitation to the study, since just as the definitions are wide and varied, employees who participated in the study could have rated work-life balance and engagement differently. For instance, what one employee may consider as work-life balance may not be what another sees as work-life balance and may as well collide with what an employer thinks is work-life balance.

However, to mitigate this limitation, the study borrowed from standard existing measures that have been found reliable in measuring work-life balance and employee engagement to minimize respondents' bias. On the other hand, the standard measures of work-life balance (IFREI) and employee engagement (UWES), were developed and used in the developed economies. Therefore these tools could not totally apply to the local scenario. This limitation was addressed by dropping some specific items that were not applicable in the local environment. In addition, getting adequate information as pertains HR policies available posed a challenge as HR policies are usually considered confidential. To mitigate this limitation, the interviewer approached the HR managers and requested for support in availing such information and assured confidentiality in handling the information provided.

### **1.8 Structure of the study**

The proposed study comprised of five chapters. Chapter one presents the background of the study, statement of the problem, objectives of the study, research questions and hypotheses, significance of the study, limitation, scope and the structure of the study. Chapter two is a review of the supporting theories/models and empirical studies which have been done on the study objectives. The chapter went ahead to give a conceptual

framework for the study. Chapter three focused on the research methodology that was employed in evaluating the relationship between work- life balance and employee engagement in state corporations in Kenya. This entailed the research design and philosophy, target population and sample, data collection and data analysis procedures to be used in the study. Chapter four was on data analysis and presentation while chapter five was on conclusion and recommendations of the study.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents review of relevant theoretical and empirical literature. It comprises a detailed description of the concept of work-life balance and employee engagement; review of theories and models relating to work-life balance and employees' engagement; and empirical studies related with the concepts under review.

#### **2.2 Theoretical Framework**

A theory is a well-established principle that has been developed to explain some aspect of the natural world (Greener, 2008). A theory arises from repeated observations and testing and incorporates facts, laws, predictions, and tested hypotheses that are widely accepted (Cooper, 1989). A theoretical framework is used to limit the scope of the relevant data, by focusing on specific variables and defining the specific viewpoint that the researcher will take into account (Dawson, 2002). This helps in analyzing and interpreting the data to be gathered, understanding concepts and variables according to the given definitions and building knowledge by validating or challenging theoretical assumptions (Maxwell, 2006).

##### **2.2.2. Relevant Theories / Models of Employee Engagement**

Employee engagement has its roots in classic work done in employee motivation, in the form of intrinsic motivation (Hertzberg, 1966; Dewhurst, Martin, Guthridge & Mohr, 2009). Bateman and Grant (2003) state that intrinsic motivation is said to exist when behavior is performed for its own sake rather than to obtain material or social reinforces. Although Deming (1993) placed great weight in the value system, he also acknowledged the vital role of intrinsic motivation and the need to engage workers in

their work. It would appear that employee engagement is strongly linked to the work of classic motivation theorists and researchers (Greene, David, & Lepper, 2012).

Employee engagement is also closely linked to an employee's motivation. Self-determination theory (SDT) (Deci & Ryan, 1985) predicts that employees' perceptions of their managers' support will predict satisfaction of their intrinsic needs for competence, autonomy, and relatedness, and in turn will predict work performance and adjustment (Baard *et al.*, 2004). Meyer and Gagne (2008) propose that SDT provides a unifying theory to underpin the concept of employee engagement and to explain some seemingly analogous findings in relations to employee engagement. The various motivational states described by SDT can be used to explain both the presence and absence of employee engagement (Meyer & Gagné, 2008). Researchers have also developed various models to further explain the constructs that explain employee engagement, some of which are explained in the following sections.

#### **2.2.2.1 Andrews Brown Engagement Pyramid**

Brown (2005) views engagement as a progressive combination of satisfaction, motivation, commitment and advocacy resulting from employees' movement up the engagement pyramid. As indicated in Andrews Brown model in Figure 2.6 satisfaction is at the lowest level and is the most passive of measures of engagement, it is what gets employees to just show up for work (Abbas, 2014). It is the base level of employee contentment and includes factors such as: whether or not employees can do their job; how happy they are with their pay; and how well they like their working environment (Harrad & Kate, 2006; Lambert, & Hogan, 2009). This means that, at this level, employees have no real desire to go the extra mile (Albrecht, 2012).

Motivation is the excitement employees feel about their work and a desire to excel in it (Fearon *et al*, 2013). A motivated worker will want to go the extra mile in the performance of their work (Woodruffe, 2006). As the employee progresses up the ladder he/she attains commitment (Rana *et al*, 2014). Whereas motivation works at an individual's level, committed workers become positive ambassadors to their companies (Heintzman *et al*, 2006). Advocacy is the real measure and shows the level of how proactive employees are in speaking about the company they work for as well as the products/services they offer (Rafferty *et al*, 2006). If a company achieves advocacy, they'll reap the rewards in both sales and recruitment (Sibson, 2006). It is free advertising and from the most credible of sources.

Finally, engagement is the combination of all the preceding factors. An engaged worker is satisfied, motivated, committed and is an advocate for their company and what it produces (Heintzman *et al*, 2006). The model discussed provides a clear distinction of employee engagement from other concepts like employee satisfaction, motivation, commitment and advocacy. It enabled this study focus on specific measures of employees engagement without mixing it with other similar but distinct concepts. The model is illustrated in Figure 2.1.



**Figure 2.1: Andrews Brown Engagement Pyramid (Brown, 2005)**

#### **2.2.2.2 Dubin Employee Engagement Model**

Dubin (1978) identified co-worker & supervisor relationship as among the key drivers of employee engagement. He argued that when employee's interpersonal relationships with their peers and supervisors are supportive and trustworthy they become engaged with their organizations, teams and work assignments. However, the theoretical model indicted on Figure 2.2 centers around the antecedents and consequences of employee engagement in general. It indicates that engagement itself is a critical unit of analysis of the model. The term employee engagement refers to employees' cognitive, emotional and physical state that is influenced by certain antecedents.

Similarly, Schaufeli *et al*, (2002) identified engagement as a positive, fulfilling, work-related state of mind characterized by vigor, dedication, and absorption. This physical cognitive and emotional state of engagement translates into favorable outcomes such that when engaged, employees express themselves cognitively, emotionally, and

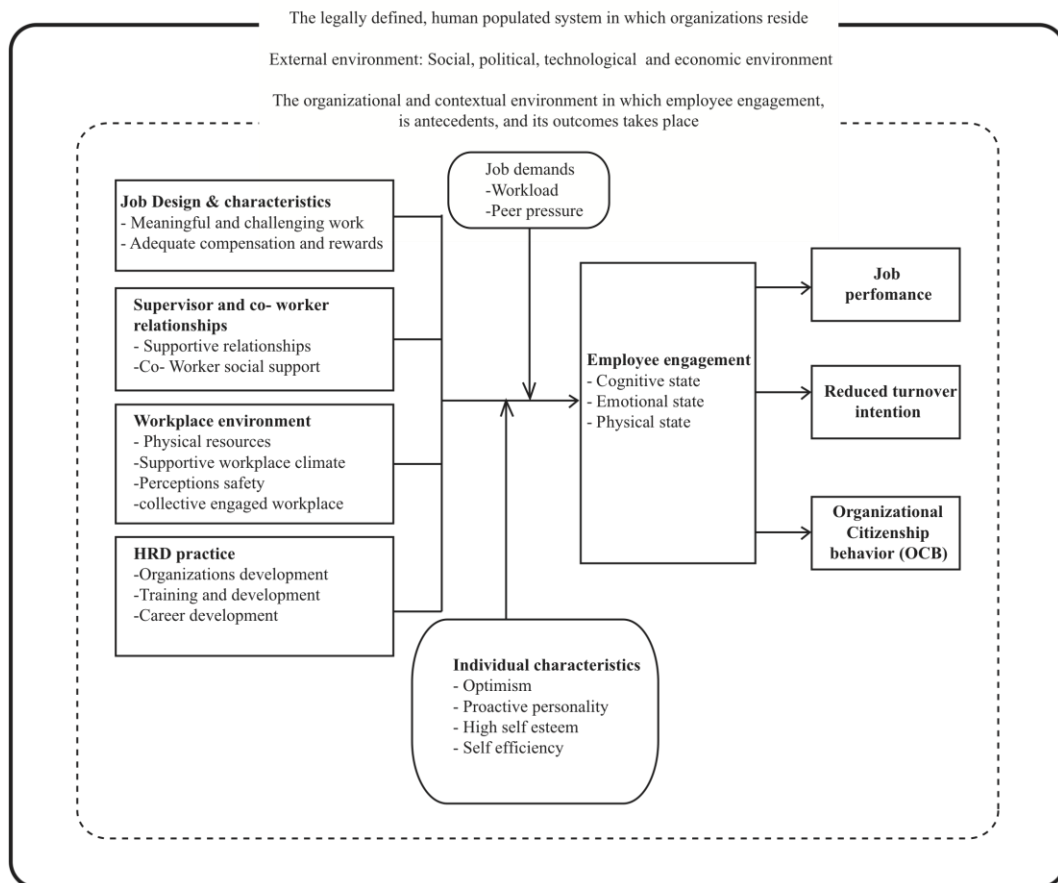
behaviorally (Fleck and Inceoglu, 2010; Kahn, 1990; Schaufeli *et al*, 2002 Wollard and Scuk, 2011).

Dubin (1978) identified nine variables to provide an understanding of the antecedents and outcomes of the constructs which constitute a comprehensive model of engagement. The antecedent variables identified in the model are: job design and characteristics, supervisor and co-worker relationships, workplace environment and HRD practices. The model also indicates that employee engagement is related to three major organizational outcomes, which are job performance, turnover intentions, and organizational citizenship behavior (Dubin, 2014). Kahn (1990) maintained that one's psychological safety, referring to their sense of being able to show and do things without fear of losing reputation, status, or career is vastly influenced by their interpersonal relationships, group and intergroup is vastly influenced by their interpersonal relationships, group and intergroup dynamics, as well as management style and process.

This psychological condition of safety, in return, enhances the employee's engagement level. May *et al*, (2004) also found that supportive co-worker and supervisor relations were positively linked to psychological safety and engagement. According to Kahn (1990), psychological safety can be enhanced when an employee's interpersonal relationships with their peers and supervisors are supportive and trustworthy. There should be an environment of flexibility, in which employees are encouraged to try and perhaps fail without fearing the consequences. Employees should be allowed to voice their ideas and encouraged to feel that the criticisms that they may face are constructive rather than destructive (Albretch, 2012).

Finally, Saks (2006) study indicated that perceived organizational support predicts both job and organization engagement. One reason that might explain this positive relationship is the norm of reciprocity, which refers to the extent to which employees are likely to respond to the support and care from the organization through trying to perform well on their duties and responsibilities at work (Mamman *et al*, 2011).

This study acknowledges that various overlapping elements are apparent between this workplace environment category and supervisor and co-worker relationships as discussed previously, it emphasizes the interaction that takes place between the individuals and environment, which is composed of elements other than mere human relationships. Dubin employee engagement model identified a link between both the co-worker support and supervisor support with employee engagement. This direct or indirect relationship. This identified link focused the study to testing hypothesis II and III, in this study. The model is illustrated in Figure 2.2.



**Figure 2.2 Dubin Employee Engagement Model (Dubin, 1978)**

### 2.2.2.3 Anitha's Employee Engagement Model

Consisting of colleagues and supervisors, organizational policies and procedures, physical resources, and other intangible elements such as supportive work climate and perceived levels of safety, the workplace environment is integral to having engaged employees (Shuck *et al*, 2010). Employees need to be provided with adequate physical, psychological social and organizational resources that enable them to reduce their job demands, to function effectively in their work role, and to stimulate their own personal development (Shuffle and Bakker, 2004). Work environment was found to be one of the significant factors that determine the engagement level of an employee. Studies by Miles (2001) and Harter *et al*, (2002), Holbeche & Springett (2003), May *et*

*al.*, (2004) and Rich *et al.*, (2010) show that employee engagement is the result of various aspects of the workplace.

Deci & Ryan (1987) argue that management which fosters a supportive working environment typically displays concern for employee's needs and feelings, provides positive feedback and encourages them to voice their concerns, to develop new skills and to solve work-related problems. Therefore a meaningful workplace environment that aids employees to focus on work and interpersonal harmony is considered to be a key determinant of employee engagement (Hsieh & Chan, 2012).

Leadership was the second main criteria identified as a fundamental factor to inform employee engagement (Hughes & Rog, 2008). Effective leadership is a higher-order, multi-dimensional construct comprising of self-awareness, balanced processing of information, relational transparency, and internalized moral standards (Walumbwa *et al.*, 2008). Research studies show that engagement occurs naturally when leaders are inspiring (Wallace & Trinkka, 2009). Leaders are responsible for communicating that the employees' efforts play a major role in the overall business success. When employee's work is considered important and meaningful, it leads obviously to their interest and engagement (Rana *et al.*, 2014). Authentic and supportive leadership is theorized to impact on employee engagement of followers in the sense of increasing their involvement, satisfaction and enthusiasm for work (Schneider *et al.*, 2009). The leadership factor that was measured comprised indicators of effective leadership and perceived supervisor support.

Team and co-worker relationship is another aspect that emphasizes explicitly the interpersonal harmony aspect of employee engagement. Khan (1990) found that supportive and trusting interpersonal relationships, as well as a supportive team,



promote employee engagement. An open and supportive environment is essential for employees to feel safe in the workplace and engage totally with their responsibility (Fearon *et al*, 2013). Supportive environments allow members to experiment and to try new things and even fail without fear of the consequence (Kahn, 1990). May *et al*, (2004) found that relationships in the workplace had a significant impact on meaningfulness.

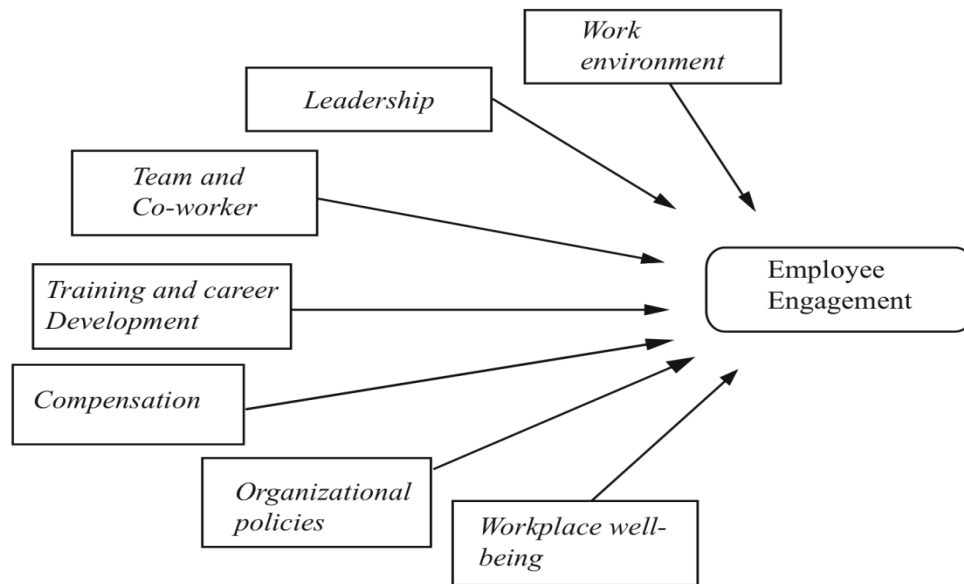
One of the components of engagement according to Locke and Traylor (1990) focused on the relatedness needs that individuals possess, and argued that individuals who have positive interpersonal interactions with their co-workers also should experience greater meaning in their work. Thus if the employee has good relationships with his co-workers, his work engagement is expected to be high. According to Hughes *et al* (2008) training and career development is another important dimension which is to be considered in the process of engaging employees since it helps the employees to concentrate on a focused work dimension. Training improves service accuracy and thereby impacts service performance and employee engagement (Paradise, 2008). When the employees undergo training and learning development programmes, his/her confidence builds up in the area of training and motivates them to be more engaged in their job. Alderfer (1972) even suggested that when an organization offers employees a chance to grow, it is equivalent to rewarding people. The career path ladder through training and development needs to be given importance by management which will lead to timely opportunities for growth and development. This automatically improves the level of engagement (Sahoo, Behera & Tripathy, 2010).

Compensation or remuneration is an indispensable attribute to employee engagement that motivates an employee to achieve more and hence focus more on work and

personal development (Albrecth, 2012). It involves both financial and non-financial rewards. Attractive compensation comprises a combination of pay, bonuses, other financial rewards as well as non-financial rewards like extra holiday and voucher schemes. A study by Saks and Rotman (2006) revealed that recognition and rewards are significant antecedents of employee engagement. They noticed that when employees receive rewards and recognition from their organization, they will feel obliged to respond with higher levels of engagement. Kahn (1990) observes that employee's level of engagement as a function of their perceptions of the benefits they receive. Therefore irrespective of the quantity or type of reward, it is the employee's perception of the same that determines his/her content and thereby one's engagement in the job. It becomes essential for management to present acceptable standards of remuneration and recognition for their employees, if they wish to achieve a high level of engagement (Anitha, 2014).

Organizational policies, procedures, structures and systems decide the extent to which employees are engaged in an organization. It has been evident from previous research that amiable organizational policies and procedures are extremely important for employee engagement and the eventual achievement of the business goals (Mamman *et al*, 2011). Important policies and procedures may include fair recruitment and selection, flexi-timing, aid in balancing work and life, and fair promotional policies. Studies (Schniedre *et al*, 2009) show that the recruitment policy of an organization has a direct impact on future employees' engagement and commitment. Richman *et al*, (2008) argue that an organization's flexible work-life policies have a notable positive impact on employee engagement.

Various other studies (Woodruffe, 2005 & Rama Devi, 2009) have emphasized the importance of organizational policies and procedures that best support flexible work arrangements that help in balancing employee work and home environments; organizations that have such arrangements are more likely to have engaged employees. Workplace well-being is a holistic measure that enhances employee engagement. Gallup's data suggest that there is no metric that captures more variance in human behavior than wellbeing. Wellbeing is defined as "all the things that are important to how we think about and experience our lives" (Rath & Harter, 2010) and therefore, wellbeing becomes the most important measure for gauging the influence an organization has on employees. The importance of wellbeing is further reinforced by researchers at Towers Perrin Talent Report (2003) who found that the most important driver of engagement was senior management's interest in employees' well-being. Perceived organization support is covered in the variable. The factors that facilitate the dimensions of employee engagement are valid determinants of employee engagement. The model identified important factors in work-life balance policies that influence employee engagement. These factors are represented in Figure 2.3.



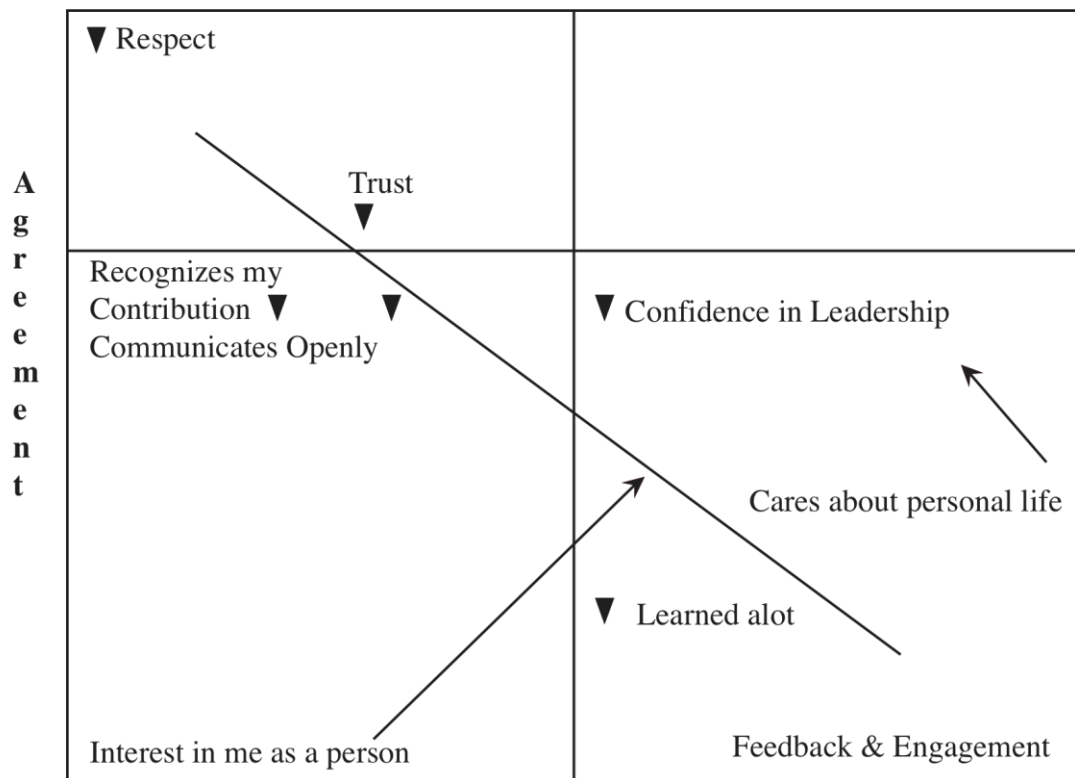
**Figure 2.3 Anitha’s Employee Engagement Model (Anitha, 2014)**

#### **2.2.2.4 Carnegie Value of the Immediate Supervisor Model**

The value of the immediate supervisor model, presents the relationship between supervisor support and employee engagement. It identifies supervisor support as a driver of employee engagement. Carnegie (2012) conducted a nationwide cross industry study of 1500 employees to explore engagement in the workplace. He found that although there are multiple factors affecting engagement, the personal relationships between a manager and his or her direct reports is the most influential.

In the study, supervisor support was conceptualized as supportive leadership (getting the right support from supervisors, line manager’s respect for and treatment of employees) and feedback on job performance (senior managers’ style of communication and regular feedback on job performance). This model added to the field of study on employee engagement by identifying family supportive supervisor behaviours that influence employee engagement either directly or indirectly. Carnegie

(2012) presented the role of the supervisor in enhancing employee engagement, in the model in Figure 2.4.



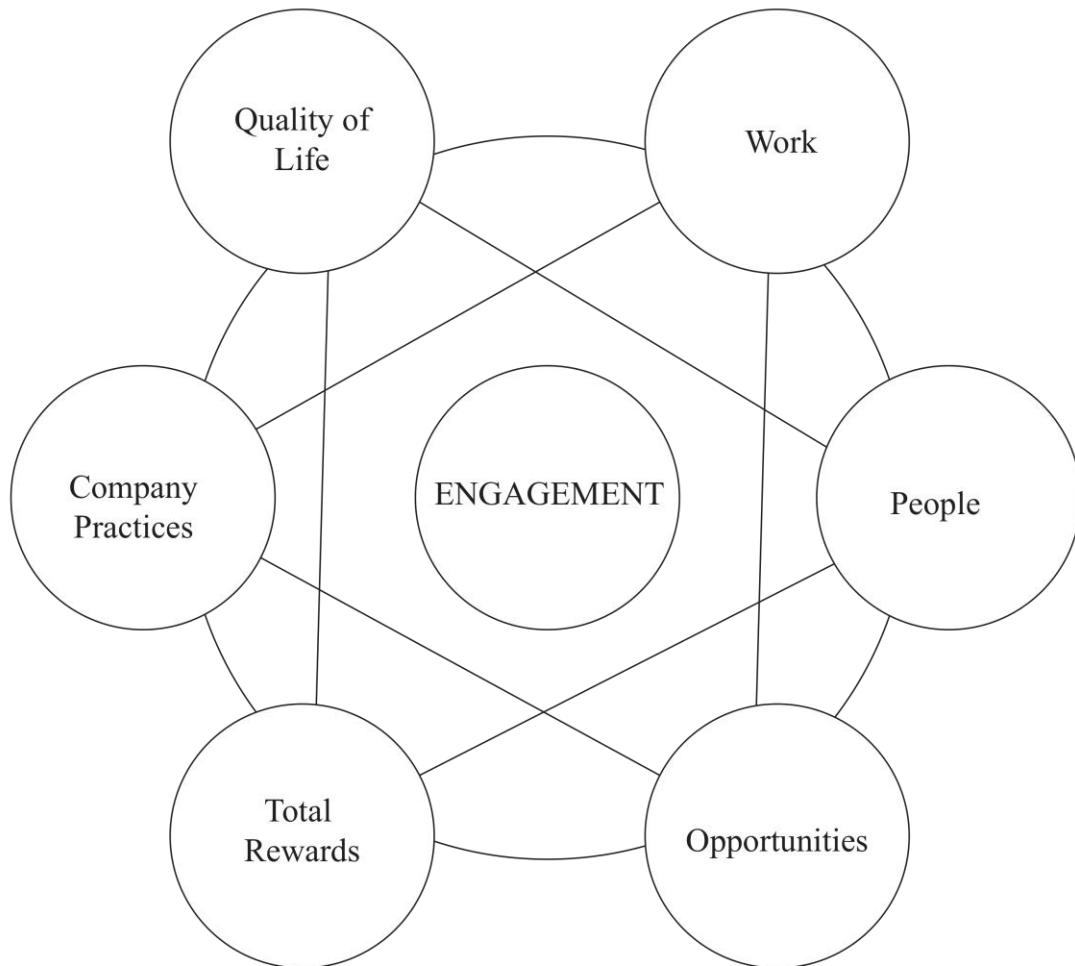
**Figure 2.4 The Value of the Immediate Supervisor (Carnegie, 2012)**

### 2.2.2.5 Hewitt's Drivers of Engagement Model

Another key premise of the engagement model is that the engagement drivers are interrelated; they do not operate in isolation. An analysis of the model describes the corporate practices (culture), quality of life (balance) as the drivers of employee engagement (Rana *et al*, 2014). Employers can understand how to meet the needs of their employees and focus on the specific areas of improvement that have the largest impact on engagement and business results (Treacy, 2005). Therefore company policies play a major role in supporting employee engagement as they guide the decisions of managers and how teams within the organization relate with each other.

Hewitt (2012) defines engagement as the state of emotional and intellectual involvement that helps employees to do their best at work. The Hewitt model in Figure 2.5 examines both the individual's state of engagement as well as organizational antecedents. This employee engagement model has been tested and validated by over 15 years of organizational psychology research across a variety of companies and industries across Asia, Pacific, Europe, Latin America and North America (Hewitt, 2012). The behaviors that engaged employees demonstrate lead to positive outcomes in key business drivers like: customer's satisfaction; increased sales and other positive extra role behaviors (Ellehuus & Hudson, 2004; Hewitt, 2011).

Hewitt's research has repeatedly shown that highly engaged employees demonstrate better quality and efficiency compared to employees who are actively disengaged. In agreement with the Hewitt's Engagement model, May and Gilson (2004) state that understanding an organizations' engagement level is of little value without knowing which actions will be most effective in increasing engagement. This is a critical part of Hewitt's Engagement model as it identifies six major engagement drivers, which include: quality of life, work, people, opportunities, and total reward and company practices. The engagement model goes beyond measuring people's satisfaction with each of these drivers. It prioritizes the areas for improvement based on their potential impact and baseline performance. The model identified key components of corporate culture that influence employee engagement either directly or indirectly. These components are represented in Figure 2.5.



**Figure 2.5: Hewitt's Drivers of Engagement Model (Hewitt, 2012)**

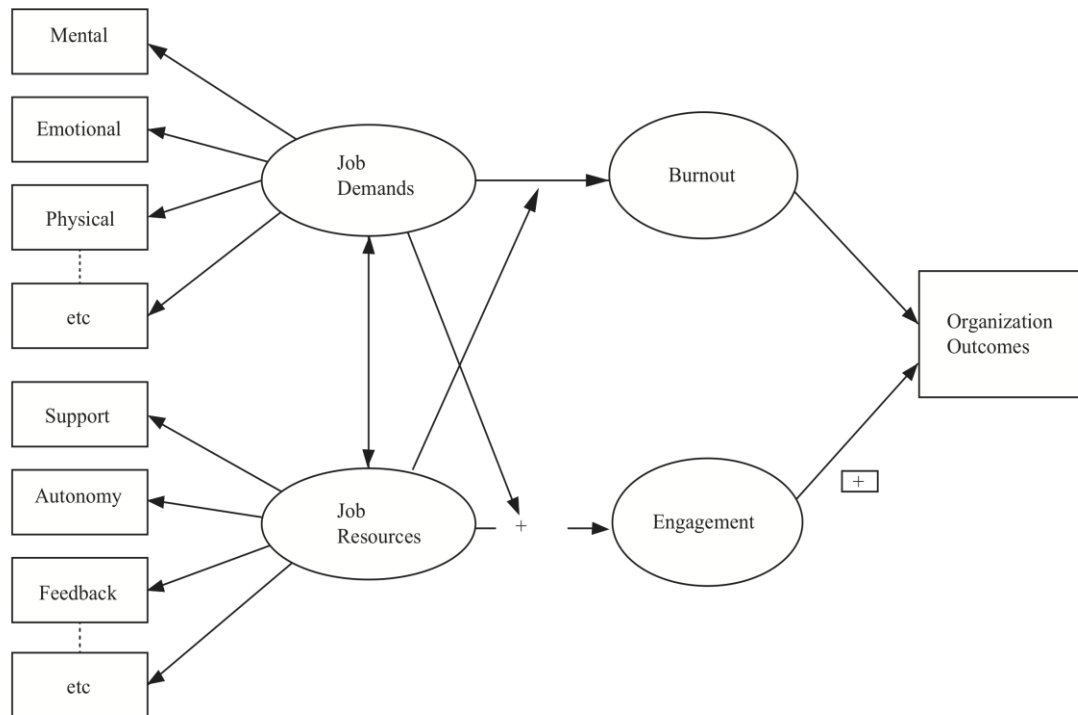
### **2.2.2.6 The Job Demands-Resource Model (Bakker & Demerouti, 2008)**

According to the Job Demands-Resources Model in Figure 2.6 job characteristics can be defined in two broad categories, which are: job demands and job resources (Broeck, Vansteenskiste, Witte & Lens, 2008). Job demands refer to those aspects of the work context that affect individual employee's capacity and have psychological and/or physical costs (Bakker, Demerouti, Taris, Schaufeli, & Schreurs, 2003, Broeck *et al*, 2008). According to Broeck, Vansteenskiste, Witte and Lens (2008), the job demand category contains job characteristics such as: task interruptions, workload, work-home interference, organizational changes and emotional dissonance. Job resources on the other hand refer to physical, psychological, social or organizational aspects of the

work context that: i) can reduce the health-impairing impact of job demands; ii) are functional in achieving work goals; and iii) stimulate personal growth, development, and learning (Schaufeli & Bakker, 2004 cited in Broeck *et al*, (2008). As outlined in the JD-R model, the job resources category includes characteristics like: opportunities for skill utilization, autonomy, supervisor support, performance feedback, financial rewards, and career opportunities (Broeck *et al*, 2008).

Scholars adopting the Job Demand-Resources approach to understanding engagement typically maintain that job demands have an effect on the strength of the relationships between job resources (autonomy, feedback, and support) and engagement. Job demands refer to the physical, psychological, social or organizational factors that require “sustained physical and psychological” effort on the employees’ part and therefore are thought to be associated with certain physiological or psychological costs (Schaufeli and Bakker, 2004, p. 296). Also Bakker *et al* (2006) contended that job demands, such as emotional overload and high expectations may be powerful predictors of burnout. Although job demands are not necessarily negative, they may develop into “stressors” if they require that the employees invest too much effort and trying to meet these demands is associated with negative outcomes such as anxiety, burnout, or even depression (Schaufeli & Bakker, 2004). This model identified various job characteristics that have directly or indirectly influence the relationship between work-life balance and employee engagement. This model was used to test hypothesis V. The model is illustrated in Figure 2.6.





**Figure 2.6: The Job Demands-Resource model (Bakker & Demerouti, 2008)**

### 2.2.3 Work-life Policies

Over the last decade the evidence for the business benefits of work-life balance policies has been growing in volume and strength (Cohen, 2008). Studies show strong links between work-life balance policies, increased productivity and job satisfaction (Jawaharrani, 2010). Other benefits include: improved recruitment and retention rates, reduced sick leave usage, reduction in workers stress, improvements in employee satisfaction and improved corporate image (Worrall & Cooper, 1999; Wai, Ching, & Rahim, 2010).

According to Valcour (2007) the workplaces that are doing best on a number of dimensions were those with ‘high commitments management practices’ well embedded in the labour process, and where a large proportion of employees feel committed to the organization. Business and Human resource (HR) professionals also recognize the need to align work-life balance with a broader more strategic focus on

fostering employee engagement (Landauer, 1997; Ayers & Keith, 2008). Flexible work arrangements, telecommuting and a variety of leave family support and wellness programs are more often integrated and aligned with business objectives (Adams *et al*, 1996; Direnzo, Grrrenhaus & Weer, 2011). Additionally, researchers have found that organizational culture and supervisory support are key factors in enhancing effective implementation of work-life balance policies (Stock-Homburg & Bauer, 2007).

According to European Diversity Research & Consulting, the most frequently implemented work-life balance programs in Europe are: Part-time work (97.4%), flexible start and finish times (94.8%), flexible break times (93.0%), health checks- (81.8%), seminars (80.9%) and telecommuting (76.5%) (Parflraman, 2007). Work-life balance policies in France are also very well developed. Aybars (2007) suggests that along with Denmark, France is one of the pioneers of family-friendly measures. In Japan, the combination of an ageing workforce and a falling birth rate led Japan to encourage the establishment of flexible work-life balance practices (Cole, 2006).

#### **2.2.4 Supervisor Support**

Family supportive supervision has emerged as an important prerequisite for effective family integration and employee's well-being (Straub, 2011). Scholars are addressing the need to develop family supportive managers and have introduced a new construct and measure, 'family supportive supervisor behavior' (FSSB), (Elsevier, 2012). So far, little attention has been focused on the underlying behavioral process and managerial characteristics that triggers family supportive supervisor behavior (Bagger & Li, 2011). In response, a multilevel conceptual framework is developed that identifies individual-level and contextual-level factors that would predict managers overall tendency to engage in family supportive supervisor behavior (Shields, Patricia & Rangarjan, 2013).

Work-life scholars therefore point out the importance of moving beyond the pure implementation of work-family practices towards a change in organizational culture (Blair-Loy & Wharton, 2002; Wang & Walumbwa, 2007). A prerequisite for successful organizational change is a supportive management with managers who are conscious of work-life issues (Cinanom & Rich, 2010; Lapierre & Allen, 2006). Managers as decision makers and supervisors can be powerful change agents in making workplaces more family-friendly (Kirrane & Buckley, 2005).

Managers also can act as gate keepers for the availability and the effective implementation of work-family initiatives and as such agents for informal supportive organizational cultures (Ebrahimi, 2005). Thus, they have considerable discretion over the types and level of family support that employees receive (Dulk & Ruijter, 2008; McCarthy, Darcy & Grady, 2010) irrespective of whether family-friendly benefits are provided by the organization.

Previous studies have shown that there is a significant relationship between employee perception of the supportiveness of their supervisor and their ability to cope well with work and family issues. This in turn is related to lower levels of work-family conflict (Breugh & Frye, 2008; Frye & Breugh, 2004; Lapierre & Allen, 2006; Secret & Sprang, 2001) and psychosomatic symptoms, such as anxiety and depression (Snow, Swan, Raghavan, Roehling & Moen, 2001; Avey, Hughes, Norman & Luthans, 2008). In addition, it helps to improve employee's usage of work-family policies (Blair-Loy & Wharton, 2002; Kalev, Dobbin & Kelly, 2006). Therefore, it would be useful to better understand the characteristics and conditions that lead managers as supervisors to exhibit family supportive behavior (Kossek *et al*, 2010).

From the organizational perspective it seems fundamental to know which individual managerial factors contribute to family supportive supervisor behavior, so that managers can be trained to become family supportive and recruiting practices can be modified (Kossek & Hammer, 2008). Family Supportive Supervisor Behavior (FSSB) consists of four family supportive supervisor behaviors: emotional support, instrumental support, role model behaviors and recognition of the strategic importance of work-family issues (Lapierre & Allen, 2006). Emotional support is focused on perceptions that an individual is being cared for, that their feelings are being considered, and that they feel comfortable communicating about work-family issues with their supervisors when necessary (Breugh & Frye, 2008).

Instrumental support is reactive and relates to behavioral types of work and family in the form of scheduling flexible work (Poelmans *et al*, 2003; Ilies *et al*, 2009). Role model behaviors refer to supervisors demonstrating how to integrate work and family on the job, thus signaling to employees what is acceptable behavior concerning work-life balance (Caser & Basuil, 2011). According to Lingard *et al*, (2012), creative work-family management is proactive and innovative and involves taking action at an organizational level. Some examples of creative work-family management include thinking about how work can be redesigned to reduce work-family conflict and at the same time enhance organizational outcomes (Frye & Breugh, 2004). Concrete examples of family supportive supervisor behaviors might include: encouraging employees to use work-family practices; actively judging employee performance on the basis of output and not just “face time” and; not making long hours and unrealistic work schedules a prerequisite for promotion (Kelly, Moen & Tranby, 2011).

In addition, there are the work-domain resources that operate in several ways to facilitate the successful integration of work and family role demands (Voydanoff, 2004; Kreiner *et al*, 2009). Supervisors may assist their employees' efforts to integrate work and family roles by providing instrumental support, such as allowing them to schedule their working hours or to take leave when there is a family exigency (Poster, 2005; Wang *et al*, 2008). Support is also socio-emotional in nature. By expressing concern and empathy for employees' work-family challenges, and by affirming that employees' family responsibilities will not be held against them. Supportive supervisors may increase employees' confidence and help prevent the tensions and strains that can result from juggling between work and family demands (Kossek & Lautsch, 2008). Literature therefore shows there exists a link between supervisor support and employee engagement.

### **2.2.5 Co-worker Support**

Coworker support refers to employees' beliefs about the extent to which coworkers provide desirable resources in the form of emotional support like showing concern when a colleague is experiencing difficulties (Susi *et al*, 2010). Providing support especially helping with work tasks has been found to increase the levels of engagement among team members (Fearon *et al*, 2013). One of the factors that researchers have attributed to the achievement of work-life balance is co-worker support (Wadsworth & Owen, 2007). Supportive co-workers assist employees engage with the team to which they belong (Ebrahimi, 2005). This element is measured by how those in employees' immediate workgroups behave (team identification) and the adequacy of the recognition employees receive for the work they do (job recognition) (Australian Public Service, 2010). Employees in the work place need to feel that they

belong and that they have co-workers they can rely on for support and advice including sharing personal/family issues (Kirrane & Buckley, 2005).

Various researchers have found out that social support is a useful resource for enhancing employees' proper functioning in organizations (Poon, 2011). In the workplace, supervisor support and coworker support are the most relevant form of social support for employees (Sahoo *et al*, 2010). In the work engagement literature, coworker support is considered a job resource. Job resources refer to job aspects that are functional in the achievement of work goals, fostering of personal development, and reduction of job demands and their associated costs (Deery, 2008). According to Rana *et al*, (2014) job resources activate a motivational process that leads to employee engagement. From the literature reviewed it can deduced that co-worker support has an indirect or direct link to employee engagement.

### **2.2.6 Corporate Culture**

Corporate culture is defined as widely shared and strongly held values (Chatman & Jehn, 1994). It includes the beliefs, attitudes, practices, norms and customs that characterize a workplace (Glass & Finley, 2002; Hartnell, Ou & Kinicki, 2011). It is a particular aspect of the organizational culture that reflects the attitudes and values in the organization about work and non-work lives (Thompson *et al*, 1999; Greenhaus, & Powell, 2006). The work-life balance culture is the subset of the attitudes, relating directly to how supportive the organization is in allowing employees to balance their work and non-work lives (Hecht & Allen, 2009).

There are many dimensions of corporate culture, however, for this study, the focus is on work-life balance culture (Sahibzada, Hammer, Neal, & Kuang, 2005). Thompson *et al*, (1999) define work-family culture as “the shared assumptions, beliefs and values

regarding the extent to which the organizations supports and values the integration of employees' work and family lives." There is a growing body of empirical research that highlights that the organizational environment and its supportiveness of work-life balance policy use, accounts for the gap that seems to be common between policy provision and utilization (Campbell, 2001; Sherer & Coakley, 1999; Soonhee, 2001; Wise & Bond, 2003; Kossek *et al*, 2011). This evidence shows that the context within the organization specifically related to work-life balance is important in determining what people do and how they feel in the organization (Behson, 2002). The culture of a work place is regarded as relevant for the well being of an individual (Thompson, *et al*, 1999) but also seen as a relevant resource for an organization to realize competitive advantage (Itami, 1987). Pfeffer (2005) and Pfeffer & Veiga (1999) suggest that close relations between employers and employees can lead to higher motivation and increased organizational performance.

In addition, a close relationship correlates with higher of self-reported job and organizational commitment (Millward & Hopkins, 1998; Elroy, 2001; Major, *et al*, 2008). Organizational commitment binds an employee to entities and behavior and can result in lower turnover intentions, lower actual turnover and positive work place behavior (O'Neill *et al*, 2009). Organizations that create cultures that value balance, and assist employees to achieve life balance are rewarded with highly engaged employees (Elroy & James, 2001). By developing more unified and compassionate workplace cultures, organizations become more attractive to people of all generations (Roehling *et al*, 2001; Carmeli, & Spreitzer, 2009). The organizational structure is founded on a team-based environment where teams are organized around opportunities and leaders emerge. Teams are fluid and comprise of followers and leaders (Carmeli, & Schaubroeck, 2007).

Therefore, family supportive organizational cultures have been associated with an increase in the use of work-life balance practices (Sahibza, *et al*, 2005). Moreover, employee perceptions that an organizational culture is family supportive are related to lower job stress and higher positive spill over between work and home as well as to higher job satisfaction and organizational commitment and lower turnover intentions (Porter *et al*, 1974; Ilies, Wilson, & Wagner, 2009). Guerin *et al*, (1997) carried out a study of organizations with more than 250 employees in and found that the most important impact of work-life balance practices was an improvement in job satisfaction (Tausig & Fenwick, 2001).

The two main studies that directly measure the cultural dimensions mentioned above are Thompson *et al*, (1999) and Allen (2001). The work of Thompson *et al*, (1999) is the first to directly measure work-life balance culture, and conceptualizes along the three dimensions discussed previously. A survey was completed by 276 university alumni, and indicated that a supportive culture was positively related to effective commitment. Further, Allen (2001) and Kreiner (2009) utilized the same conception of culture as Thompson *et al*, (1999) and also conducted a survey in the United States of over 500 respondents from many different organizations (Meyer *et al*, 1997). Their results also demonstrated that perceptions that the organization was supportive of family friendly practices were related to higher levels of organizational commitment.

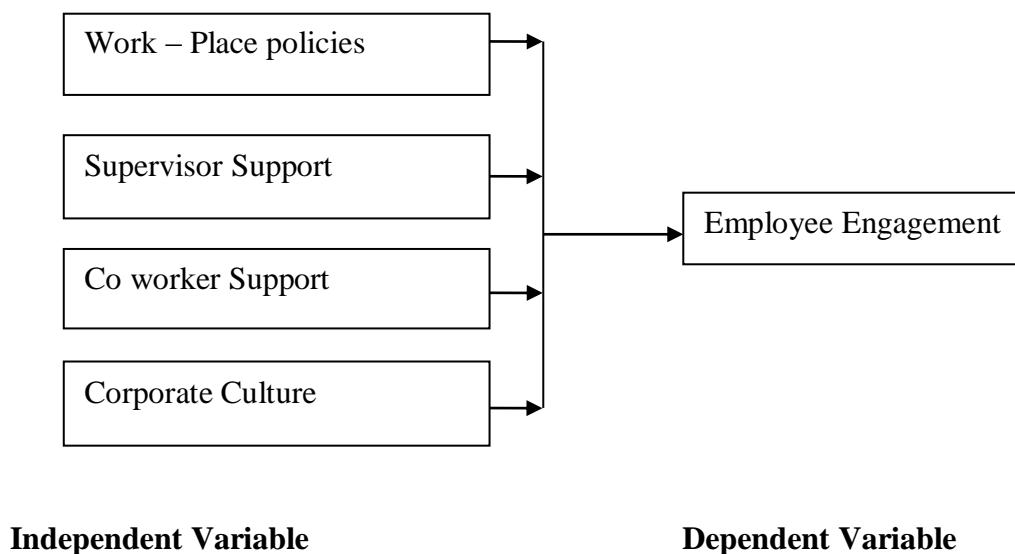
The said perceptions mediated the relationship between the provision of the policies and practices, and organizational commitment (Haar *et al*, 2004; Ragins, & Dutton, 2007). These results together show that it is likely that the work-life balance culture in an organization is directly related to individual's feelings of commitment to the organization (Vinarski-Peretz, & Carmeli, 2011). Certain work-life balance cultures



may lead to higher commitment (Allen, 2001) and strategic management literature suggests that human resources are very relevant resource for competitive advantage realization (Snell *et al*, 2006).

### 2.3. Conceptual Framework

A conceptual framework is a tool researchers use to guide their inquiry; it is a set of ideas used to structure the research (Marshall & Rossman, 2006). The major function of a conceptual framework is to enable the researcher to find links between the existing literature and his own research goals (Greener, 2008). The conceptual framework in this study shows the link between the variables of study; mainly work life balance and employee engagement. The dependent variable was employee engagement and the independent variable was work life balance, which includes: work place policies, supervisor support, co-worker support and corporate culture. The presumed relationships between the variables under investigation and is illustrated in the following hypothetical model in Figure 2.7 below.



**Figure 2.7: Conceptual Framework**

### **2.3.1 Conceptual Review**

This thesis focused on the combined approach of the Resource Drain Theory and the Role Theory. Each individual has different roles, which he/she have to perform, for example the role of an executive manager and the role of a parent. The scarcity or depletion perspective, which is inherent in the Resource Drain Theory, divides between the work/professional related dimension and the individual work-related dimension (Smith & Gardner, 2007). In each dimension there are resources and demands (Shirom, 1982). Voydanoff, (2005) defines resources as structural or psychological assets that may be used to facilitate performance, reduce demands, or generate additional resources. Thus, resources are factors that facilitate the achievement of a successful work-family balance (Stockhomburg & Roederer, 2009). They are scarce and have to be allocated effectively (Goode, 1960).

Demands need resources in order to be satisfied. If demands from one dimension cannot be satisfied by resources, they start to interfere with demands from the other dimensions, which are associated with a conflict and the impairment of work-family balance (Ullrich, 2012). Work related resources include family friendly corporate culture, family friendly work place policies, supervisor support, backing of colleagues and certain work type characteristics (Ullrich, 2012). Thus, the interaction of resources and demands determine the presence of work-family balance or work-family conflict which could determine the level of employee engagement (Noor, 2009).

Work life balance policies (WLBP) are formally designed and communicated rules on work life balance that are applied within the organization (Poelmans *et al*, 2003). When organizations provide various work life balance policies (WLBP) and practices, they are perceived to be family supportive (Susaeta *et al*, 2011). Availability

of WLBP may create a sense of assurance for employees that their organization/employer is concerned about their family well-being. According to perceived organizational support theory (Eisenberger *et al*, 1986) and social exchange theory (Shuck, Rocco, & Albornoz, 2011), a feeling of supportiveness should result into higher positive attitudes towards the organization. Such positive sentiments or attitudes at work may create greater positive affect.

Availability of work life balance policies (WLBP) create perceptions of support for and control over work-family matters and generate more positive work attitudes (Thomas & Ganster, 1995; Robbins, *et al*, 2009). The relationship between WLBP and work-family enrichment has scarcely been examined (Hill, 2005; Wayne *et al*, 2006), although there is accumulating evidence in the literature to suggest a negative association between WLBP and work-family conflict (Kossek & Ozeki, 1998; Thompson & Prottas, 2005; Tapias, & Ward, 2008). Theoretically, WLBP should improve employee efficiency and performance, since they are instrumental in helping employees to manage their work and family responsibilities. Based on this review the following hypothesis can be formulated:

***There is significant association between work place policies and employee engagement .....Hypothesis 1.***

Managerial support practices are significantly correlated with lower levels of work-family conflict (Allen, 2001; Barrah *et al*, 2004 and Valcour, 2003; Behson, 2005; Frye & Breaugh, 2004; Grosswald, 2003; Laperre & Allen, 2006; Mauno *et al*, 2005; Secret & Sprang, 2001), with better work-family balance (Hill, 2005) and work/family enrichment (Carlson *et al*, 2011). The literature also shows that supervisor support improves perceptions of career and family success (Moen & Yu, 1999), perceptions of organizational support for harmonizing work and family (Berg *et al*, 2003; Pare, &

Tremblay, 2007) loyalty to the organization (Roehling *et al*, 2001; Cohen, 2007), employee engagement (Shuck *et al*, 2011) and work satisfaction and turnover intention (Anderson *et al*, 2002).

Furthermore, such support facilitates the use of any formal policies that the organization might have for harmonizing work-family and personal life (Blair- Loy & Wharton, 2002; Casper *et al*, 2004; Kelly & Kalev, 2006; Farh, Hackett, & Liang, 2007). By expressing concern and empathy for employees' work-family challenges, and by affirming that employees' family responsibilities will not be held against them, supportive supervisors may increase employees' confidence and help prevent the tensions and strains that can result from juggling between work and family demands (Anderson *et al*, 2002). Based on this review the following hypothesis can be formulated:

***There is significant association between the supervisor support and employee engagement .....Hypothesis 2.***

Co-workers may also help by taking out time to sympathize, understand and listen to a fellow employee's problems as well as providing advice and information whenever needed (Wadsworth & Owen, 2007). Thus, having a supportive supervisor and helping co-workers may lead to more positive affect (Shanock, & Eisenberger, 2006) and confidence from work that may carry over and enhance the functioning in the family. Research findings also suggest that both co-worker support (Lu *et al*, 2009; Wadsworth & Owen, 2007) and supervisor support (Aryee *et al*, 2005; Hill, 2005; Thompson & Prottas, 2005; Wadsworth & Owen, 2007) are potential predictors of work-family enrichment. This in turn increases work satisfaction and reduces turnover

intention (Anderson *et al*, 2002). Based on this review the following hypothesis can be formulated:

***There is significant association between co-worker support and employee engagement .....Hypothesis 3.***

Supportive work-family culture enhances the psychological resource base for employees by increasing a sense of self-acceptance and flexibility (Friedman & Greenhaus, 2000; Choi, 2007) that supposedly develop positive affect towards work. This sense of satisfaction when transfers to family domain may enhance the performance and well-being in the family (Wayne *et al*, 2006), suggesting the possibility of WFE enrichment. Research findings by Beutell & Wittig-Berman (2008), Wayne *et al*, (2006) points towards the plausible positive relationship between work-family culture and WFE enrichment. Based on this review the following hypothesis can be formulated:

***There is significant association between corporate culture and employee engagement .....Hypothesis 4.***

In summary, Khan (1990) goes on to suggest that employees experience dimensions of personal engagement (or disengagement) during daily task performances. Engagement occurs when one is vigilant and/or emotionally connected to others (co-workers). In other words, employees who know what they are expected of them (job characteristics), who form strong relationships with co-workers and managers (supervisors), or who in other ways experience meaning in their work (job characteristics) are engaged.

## **2.4 Empirical Review**

Various researchers have investigated the concepts of work-life balance and employee engagement including: supervisor role, co-worker support, organizational practices and culture. However, most studies have been carried out in the west with very little attention being paid to the developing world (Bond, 2004). Although, according to Poelmans *et al*, (2003) most studies have been conducted in the west, their findings are interesting and relevant as they provide insights into how work life balance and employee engagement might be related (Macey & Schneider, 2008).

Studies and business practice reveal that both work-life balance and employee engagement contribute to increased business success and create competitive advantage for a business (Deery 2008). The following studies have specifically examined the influence of supervisor support, work place policies, co-worker support and corporate culture on employee engagement.

### **2.4.1 Work place policies**

Several studies have revealed that organizational work-life policies and programs allow employees to have greater control over how, when and where they work (Albrecht, 2012). An empirical research by Anitha (2014) established a link between work-life policies and employee engagement. The research outcome further suggested that the following five dimensions underlie this aspect of organizational life: lack of managerial support for work-life balance; perceptions of negative career consequences; organizational time expectations; the gendered nature of policy utilization; and perceptions of unfairness by employees with limited non-work responsibilities. Three major types of work-life policies were identified to assist employees in balancing their work and non-work lives. These are:

1. Flexible work options (part-time work, flexible hours arrangements).
2. Specialized leave policies (parental leave, career break schemes).
3. Dependent care benefits (subsidized childcare, child care referral).

Scandura & Lankau (1997) surveyed 86 people in organizations with flexible work programs and 74 in organizations without and found out that the commitment of employees from those organizations that did not have the programs in place was significantly lower than the commitment of employees from the other organizations. In addition, Aryee *et al*, (1998) and Karsan, Rudy, Kruse and Kevin (2011) examined the relationship between flexibility, supervisor support and organizational commitment. They conducted survey with 228 employed parents in a large service authority in Hongkong and found a positive relationship between supportive work-life balance policies and commitment. These results were supported by Roehling *et al*, (2001) who studied a sample of over 3000 American workers and found that work-life policies tended to be related to higher loyalty for most employees.

A study by Haar & Spell (2004) based on social exchange theory investigated beliefs and program around work-family practices and their relationship to organizational commitment. About 203 employees from the New Zealand financial sectors completed surveys to provide the data. It was found that effective commitment was related to the knowledge that employees had about the work-life programs in their organizations to a greater extent than the actual work-life practices. This is further echoed by a study by (Temple & Gillespie, 2009) which concluded that satisfaction with work-life benefits was positively related to commitment.

Poelmans *et al*, (2003) carried out a study on the adoption of family-friendly HRM policies in Spain. Using data from a sample of 131 Spanish private firms, the study

tested five hypotheses that may explain the adoption of family-friendly human resources management policies. The findings showed that even in this particular context, both the employment strategy and some institutional pressures play an important role. The size of the firm, the percentage of female employees, the presence of a high-commitment work system and the labour market are associated with the implementation of a work/family programmes. The study concluded that work life balance policies are an antecedent of employee commitment.

Studies have however revealed that employees increasingly ask for organizational policies that allow them to combine their work and their private lives (Lewis *et al*, 2009). According to recent work-life studies, the utilization of work-life policies does not unequivocally lead to lower levels of conflict or to higher levels of enrichment between work and life. A study by Kossek *et al*, (2006), found that formal access to telework may not necessarily reduce work-to-life conflict for professionals who typically already have some informal job autonomy.

The study examined the association of the utilization of flexible policies and care-related policies with work-life enrichment of professionals. Formal use of telework was however, significantly related to higher performance, although other work-life policies were not. It is, therefore, vital to distinguish between different types of policies: policies that enable employees work while they hire others for their caring tasks, and policies that give employees more flexibility and control over their working time which enables them to fulfill the caring tasks themselves (Appelbaum *et al*, 2005).



#### **2.4.2 Supervisor support**

Research suggest that managerial support is critical when it comes to the utilization and effectiveness of work-life programs (Allen *et al*, 2000; Fried, 1999; Maxwell, 2005; Perlow, 1997; Thompson *et al*, 1999; Vennis, 2000) as it is up to manager's or supervisors to communicate, implement and manage work-life policies in organizations (Lewis, 2003). In addition, research consistently shows that the level of support that employees receive from their supervisors is crucial in alleviating conflicts between work and life. Supervisor support is a core aspect of work-life culture, or the shared assumptions, beliefs, and values regarding the extent to which an organization supports and values the integration of employees' work and private lives (Thompson *et al*, 1999).

To investigate the link between supervisor support and employee engagement, Ruck (2012) carried out a study in which they found that a positive and significant but weak relationship between supervisor support and employee engagement  $r = 0.37$ . In Ruck *et al*, (2012) study, person-organization fit ( $r=0.67$ ) and organizational identification ( $r=0.62$ ) were found to have higher correlations with engagement compared to supervisor support. Ruck (2012) agrees with Gourlay *et al*'s argument stating that the wider organizational factors are more important drivers for engagement than line manager influence, but argues that internal communication is a major driver of organization wide employee engagement. This contradicts findings by Carnegie (2012) and Psychometric Canada Limited (2011), who found in their studies that line managers/supervisors' support was the highest contributor to employee engagement compared to other organizational factors.

Varizani (2007) also acknowledges that managers and supervisors determine the level of engagement and that talented employees leave organizations if they have a weak relationship with their managers or supervisors. Additionally, Alfes, Truss, Soane, Rees and Gatenby (2010) conducted a study to establish the relationship between perceptions of line managers and engagement levels and found that positive perceptions of line managers were associated significantly with extent of employee engagement. In addition Thomas (2010) carried out a research on the link between supervisor behavior and employee engagement.

The research was carried out on a New Zealand insurance organization using data from various corporate reports. The purpose of the research was to investigate the evidence for such a link. The results demonstrated that there are multiple ways in which leadership behaviors are associated with employees' engagement. The result from the study found that supportive leadership was related to effective performance as a result of improved employee engagement.

#### **2.4.3 Co-worker Support**

Poon (2011) in a study titled "Effects of Abusive Supervision and Coworker Support on Work Engagement" examined the effects of coworker support on work engagement. Employees from diverse organizations in Malaysia ( $N = 140$ ) were surveyed. Multiple regression analysis results showed that coworker support related positively with work engagement but did not interact with each other to predict work engagement. Another study by Kirby & Krone, (2002) explored the views of employees in a finance organization about implementation and utilization of work-life balance policies. They found that attitudes expressed by co-workers illustrated how the construction of work-life benefits was affected by factors such as: expectations of business travel for employees with and without family responsibilities; orientations of

individualism and meritocracy; and traditional separations between private and public spheres. Thus, employees who utilized work-life policies felt resentment from co-workers and recognized the need to ‘use’ and ‘abuse’ so as not to be seen, and treated as a less committed worker (Boles, Howard & Donofrio, 2001; Litrico, & Lee, 2008).

The Childfree Network, an advocate group of some 5,000 members in the US, is a manifestation of the resentment felt by some employees over this issue (Spector, 1997). Childless workers argue that they have fewer opportunities to take advantage of flexible work arrangements than the employees with children, and are expected to work longer hours and take assignments involving travel (Hudson, 2005).

Some differences also appear between various groups in their perception of the fairness of access to flexible work arrangements (Konrad & Mangel, 2000). For example, those employees who have used flexible work arrangements themselves appear to have more favorable perceptions about work-life benefits than employees who have not (Allen, 2001; Major, Fletcher, Davis, & Germano, 2008). Thus the reactions of co-workers to policy users need to be considered by managers and organizations concerned with the way the local work environment supports work-life balance (Glass & Finley, 2002; Knippenberg & Daan, 2006).

#### **2.4.4 Corporate culture**

Research on corporate culture and its effects on employee motivation, reveal that both pay and more benefits can motivate workers to an extent (Anitha, 2014). But raising compensation and offering more benefits are not by themselves, effective drivers of employee engagement (Anitha, 2014). Corporate culture characterized by teamwork, pleasant working conditions, the considerate treatment of employees, growth

opportunities, skill enhancement and abundant training opportunities can all contribute to employee engagement (Akda, 2012).

Therefore, it makes good business sense to provide flexible-working opportunities and appropriate policies for employees. It helps companies to retain skilled employees, raise employee morale and minimize absenteeism (Baldoni, 2013). Organizations that help employees work in a way that best supports them in balancing their work and home environments are more likely to have engaged employees. Engaged employees stay longer and contribute in a more meaningful way (Allen, Bruck, & Sutton, 2000).

A study by Anitha (2013) was done to identify the key determinants of employee engagement in organizations. The study went further to investigate the impact of employee engagement on employee performance. Simple random sampling was used to select the employees from middle and lower managerial levels from small-scale organizations. A total of 700 questionnaires were distributed and 383 valid responses collected. The study concluded that the determinants of employee engagement connote a healthy working atmosphere that reflects on the social impact created by the organizations.

Further Ullrich (2012) carried out a study on drivers of work-life balance at Airbus an international company with almost 54,000 employees in Europe whose business is to design, build and sell aircrafts. In this study, Ullrich went further to establish the relationship between work-life balance, employee commitment and company outcomes. Ullrich found that the main outcome of work-life balance for the employees was commitment. According to Ullrich “Those employees who are content with their work-family-balance like their work and are ready “to go the extra mile” in other words they endeavor to achieve their goals” (Ullrich 2012: p27).

In regard to company outcomes, Ullrich found that the most important outcome was enhanced performance which could be measured in real key performance indicators. As cited in this two studies, though Perrin (2003) focused on employee engagement in isolation, while Ullrich studied work-life balance only, their findings reveal that there could exist a relationship between work-life balance and employee engagement, further contributing to better business performance.

While little research has measured work-life balance culture directly in relation with commitment (Thompson *et al*, 1999 & Allen, 2001; Morrell & Finlay, 2011), more research has been conducted relating cultural elements such as supervisor support and organizational commitment. Scholarios and Marks (2004) examined the effects from a number of factors including organizational support, on organizational commitment. They examined two case studies in the computer software industry, collected extensive background data, as well as questionnaire data from 245 employees, and found that greater organizational support for non-work aspects without negative career consequences was related to a higher level of effective commitment to the organization. A similar relationship between supervisor support and commitment was found by Thompson *et al*, (2004) and Wang and Walumba (2007).

Bond (2004) carried out a study using data from employees in four financial sector companies in Scotland. The study led to a conclusion that, while the level of perceived availability of work life policy did not have an implication on work-life balance, organizational culture was significantly associated with work life balance. This indicates that without a supportive work-life organizational culture, the provision of work place policies will not necessarily lead to better work-life balance outcomes including employee engagement.

Santos & Cardoso (2008) examined the conflict between work and family life that arise from increase in work-load in higher education, in the particular context of Portuguese academia. The study was conducted in a Portuguese university. Data was collected from 32 in-depth interviews with faculty members from different backgrounds. The findings were that preservation of unfriendly work-family culture leads to conflict between academic work and family life and thus poor employee commitment. These conflicts are mainly felt by women particularly mothers of dependent children. The data also suggest that work-family policies are fruitless unless they are supported by a positive work-family culture.

Another empirical study by Baral *et al*, (2001), Haar & Roche (2010) examined the moderating influence of gender on the relationships between work-family antecedents and work-family enrichment in India. The purpose of this study was to evaluate the role of family support, co-worker support, supervisor support, work-life balance policies (WLBP), and work-family culture as the predictors of work-to-family (WFE) and family-to-work (FWE) enrichment. In addition, it explored whether such effects were gender specific by examining the moderating effect of gender.

Data was obtained from a sample of 485 managers in India. Analyses revealed that family support, co-worker support, supervisor support, WLBP and work-family culture predicted WFE while family support predicted FWE. Little moderating influence of gender was found. Gender moderated the relationship between WLBP and WFE such that the relationship between the two was stronger for women as compared to men. The practical implications WLBP are important factors of WFE and organizations have to make jobs more enriching in order to increase the level of WFE among women and men, respectively. This could eventually lead to better

employee satisfaction and commitment to the organization (Thompson *et al*, 1999; Allen, 2001; Wright, Cropanzano & Bonett, 2007).

Another study by Desai, Majumdar, Chakraborty & Ghosh, (2011) was carried out to establish the effect of personal resourcefulness and marital adjustment on job satisfaction and life satisfaction of working women in India. A total of 300 women were studied, 100 each in the working women, home-based working women, and homemakers' categories. The following scales were used: socio economic status scale, general health questionnaire, self-esteem inventory, life satisfaction scale, perceived stress scale, marital adjustment scale, the self-control schedule, and job satisfaction questionnaire.

It was found that the home-based working women are the least stressed, most well adjusted, and the most satisfied with their careers among the groups studied. Their ways of perceiving and handling stress is found to be more effective than those used by women in the other two groups. The study advocates for women friendly work policies like flexible job hours and home office as well as a cooperative home environment and assistance for housework. The study shows that a positive attitude towards their work in the family and adoption of practical family-friendly policies by organizations is likely to enhance productivity for the female workforce.

Lingard *et al*, (2012) conducted a study on work time demands, work time control and supervisor support in the Australian construction industry. This research aimed to explore the relationship between work time demands, work time control and supervisor support in the Australian construction industry. A survey was undertaken with waged and salaried construction workers in two construction organizations. The findings were that work time demands were positively correlated with time- and

strain-based work interference with family life (WIF) but inversely correlated with time- and strain-based family interference with work (FIW).

Work-family enrichment was inversely correlated with work time demands and positively correlated with both work time control and social support from one's supervisor. Respondents with high work time demands and low work time control (or low supervisor support) reported the highest levels of time- and strain-based WIF. The lowest levels of WIF were reported by respondents in low work time demands and high work time control (or high supervisor support) jobs classifications. However, jobs high in both work time demands and work time control reported the highest levels of work-to-family enrichment.

The results suggest that work-family conflict and work family enrichment should be treated as two distinct concepts in work-family research. The job demands-control theory was also found to be helpful in explaining work-family conflict but that alternative theories are needed to explain positive work-family interactions. The practical implication of the research is that reducing work time demands may be helpful in reducing work-family conflict but that the provision of work domain resources are probably required to enable positive work-family interactions.

Maxwell, (2008) also did a case study series on work-life balance in large organizations, which included, Motorola, W. L. Gore & Associates, Inc- a global privately held company head quartered in Newark, Delaware, IKEA, a Swedish home furnishing retailer that sells well-designed functional furniture in low prices, the Scottish Courier Service (SCS) comprising of 52 court sites and approximately 1,000 civil servants, and the Lothian and Borders Police (LBP) in Edinburg, Scotland. All the five large companies reported that their healthy work-life balance directly



contributed to the award-winning successes the companies have long enjoyed (Maxwell, 2010).

Saks (2006) outlines an empirical study to test a model of the antecedents and consequences of job and organization engagements based on social exchange theory. The results indicate that there is a meaningful difference between employee commitment and employee engagement as perceived employee commitment predicts both job and organization engagement while the organizational policies predicts organizational engagement. His work is echoed further by Wellin & Concelman, (2005) who defines engagement as the end result of job satisfaction, motivation, commitment and loyalty.

## **2.5 Critique of the Empirical Studies**

Empirical studies on work life balance available are concentrated on the developed countries with only a few being conducted in the developing countries (Bond, 2004). This is echoed further by the recommendation of Poelmans *et al*, (2003) on the need for empirical research that can serve as basis for broadening theory on the adoption of work-family policies beyond the Anglo-Saxon context. In addition, the dependent variable of this study being employee engagement has been studied by various authors. The challenge in operationalization of employee engagement has been that the concept has been confused with commitment and organizational citizenship behavior (Cavanagh & Virdee, 2007).

Anitha (2014) argues that engagement should be differentiated from commitment and organizational citizenship behavior, justifying that employee engagement is a two-way interaction between the employee and the employer, whereas the earlier focus tended to view the issue from only the employee's point of view. This argument is genuine

and tries to distinguish the concepts based on the process through which they are achieved (Brown, 2005). Macey & Schneider (2008) viewed engagement as a progressive combination of satisfaction, motivation, commitment and advocacy resulting from employees' movement up the engagement pyramid (Albrecht, 2012). Satisfaction is the most passive of measures and is what gets employees to just show up for work. It is the base level of employee contentment, whether or not they can do their job, how happy they are with their pay, how well they like their working environment. This means that, at this level, employees have no real desire to go the extra mile (Brown, 2005).

Furthermore, there are several studies on work-life balance and employee engagement but very few seek to link work-life balance and employee engagement, the two have mostly been studied in isolation (Poelmans *et al*, 2003; Brady *et al*, 2008). Only two theoretical papers were found linking work life balance to employee engagement, one theoretical study by Jawaharrani (2010) and one empirical by Amarakoon & Wickramasinghe (2010). Amarakoon & Wickramasinghe (2010) study was carried out using 210 middle and above level managerial employees of Sri Lankan Private Sector Banks. In the Sri Lankan study, it was found that there exists a positive and significant correlation between work life balance and employee engagement.

Jawaharrani (2010) examined work-life balance as a key driver to employee engagement. In this study, Jawaharrani, (2010) argues that there indeed exists a relationship between work-life balance and employee engagement. Further, Jawaharrani cites a major study that was conducted in New Zealand commissioned by the equal employment opportunities trust in 2007 which found that organizations

which encourage work-life balance in principle and in practice reap the benefits of increased employee engagement, discretionary effort and higher productivity.

Interest in work-life balance and engagement in State Corporations in Kenya was also primarily driven by the need to explore the state of work-life balance and engagement in the local scenario, given studies by the Kingston Employee Engagement Consortium Project (2010) in 8 public and private organizations in UK among 5,291 respondents, which revealed that in the UK, public sector employees are more strongly but less frequently engaged than in the private sector and, also found that the Local Government gave employees more opportunities to work flexibly which was also reported to be highly contributing to high levels of employee engagement. Though the current study is not comparative across the public service in Kenya and private sector, one would be interested to know the state of employee engagement in Kenya and the relationship between engagement and work-life balance, following the findings in UK and Sri Lankan private sector bank employees.

## **2.6 Research Gaps**

The existing body of empirical studies is not sufficient in explaining specifically the relationship between work life balance and employee engagement in developing countries with Kenya as an example. Instead the studies concentrated on the developing countries (Poelmans *et al*, 2003) and examined mainly the wider subjects of work life balance and employee engagement, each in isolation and not specifically relating the two.

Nevertheless, according to Njiru, (2008) though state corporations in Kenya practice good work life balance, employee engagement and performance is still low. This contradicts empirical evidence established by Jawaharrani 2010 and Amarakoon &

Wickramasinghe (2010) which established positive relationship between work life balance and employee engagement. Moreover, several researchers on employee engagement have not clearly differentiated employee engagement from other similar constructs such as job satisfaction, motivation, organizational citizenship behavior and employee commitment (Khan 1990) (Rayton, Bruce, Dodge, Tanith & D'Analeze, Gillian, 2012). Thus, the results of such studies cannot give an objective link between work life balance and employee engagement (Saks, 2006).

Theoretically, work-life policies, supervisor support, co-worker support and corporate culture are key antecedents of employee engagement, yet there is no research directly linking these variables to engagement (Groysberg & Slind, 2012). This study therefore bridges this gap by examining the relationship between work life balance and employee engagement in state corporations in Kenya.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter discusses the methodology of the study. It describes the research design, study population, sampling frame, sample size determination and sampling techniques, data collection instruments and pilot testing. It also discusses the type of data to be collected, data collection techniques and methods of data analysis. The statistical measurement model to be used in the analyses and the tests for hypotheses are also described in this chapter.

#### **3.2 Research Design**

Research design is a master plan specifying method and procedures for collection and analysis of the required information (Shajahan, 2004). According to Yin (2003) research design is the logical sequence that links the empirical data to a study's initial research questions. In other words, a research design encompasses the methodology and procedures employed to conduct scientific research (Creswell, 2012). The design of a study therefore, defines the study type, research questions, hypotheses, independent and dependent variables, and if applicable, data collection methods and a statistical analysis plan (Small, Mario & Luis, 2011).

This study adopted an explanatory research design using both quantitative and qualitative approaches. An explanatory research is conducted in order to discover and report relationships among different aspects of the phenomenon under study (Firebaugh, 2008). Explanatory research seeks explanations of observed phenomena, problems or behaviors. It seeks answers to “why” and “how” types of questions and attempts to connect variables in research, by identifying causal factors (Small *et al*,

2011). The purpose of this research was primarily to identify the relationship between work life balance and employee engagement in state corporations in Kenya, therefore, the nature of this study was explanatory.

In recent years, social and health sciences researchers have been using mixed-methods designs for their studies (Creswell, 2004). By definition, mixed methods is a procedure for collecting, analyzing, and “mixing” or integrating both quantitative and qualitative data at some stage of the research process within a single study for the purpose of gaining a better understanding of the research problem (Tashakkori & Teddlie, 2003; Creswell, 2005). The rationale for mixing both kinds of data within this one study is grounded in the fact that neither quantitative nor qualitative methods are sufficient, by themselves, to capture the trends and details of a situation. When used in combination, quantitative and qualitative methods complement each other and allow for a more robust analysis, taking advantage of the strengths of each (Green, Caracelli & Graham 1989; Miles & Huberman 1994; Green and Caracelli 1997; Tashakkori & Teddlie 1998).

In this study, the mixed-methods sequential explanatory design consisted of two distinct phases: quantitative followed by qualitative (Creswell *et al*, 2003). In this design, the researcher first collected and analyzed the quantitative (numeric) data, which is ordinal and captures perceptual measures. The qualitative data was collected and analyzed second in the sequence to help explain, or elaborate on, the quantitative results obtained in the first phase. The second, qualitative phase built on the first quantitative phase, and the two phases were connected in the intermediate stage in the study. The rationale for this approach was that the quantitative data and their subsequent analysis provided a general understanding of the research problem. The

qualitative data and their analysis refine and explain those statistical results by exploring participants' views in more depth (Rossman and Wilson 1985; Tashakkori & Teddlie 1998; Creswell, 2003).

Explanatory research attempts to discover or establish the existence of causal relationship/interdependence between two or more aspects of a situation (Kothari, 2004). In other words, explanatory research tests for statistical relationships between variables. Thus the study then measures both variables for each of a large number of cases and checks to see if they are in fact related (Oswald & Price, 2006). Causal explanations argue that phenomenon Y (employee engagement) is affected by factor X (work life balance).

Studies that have been undertaken in this area by Erdem and Karakose (2008), Cavanagh & Virdie (2007), Jawaharrani & Susi (2010), Cawe (2006), Bond (2004), Straub (2012), Simard (2011), Hekman (2007), Maxwell (2008), Noor (2009), Poelmans, Chinchilla & Cardona (2003), Baral & Bhargava (2011), Kaiser, Ringlsletter, Eikhof & Cunha (2011) justify use of these research designs and therefore the researcher adopted them.

### **3.2.1 Research Philosophy**

The philosophy underpinning the research methodology was pragmatism, which is the foundation of mixed-method research (Tashakkori & Teddlie, 1998). Teddlie and Tashakkori (2003) identified a close link between pragmatism and the use of mixed methods in the social and behavioral sciences. Mixed-methods studies involve the collection or analysis of both quantitative and/or qualitative data in a single study in which the data is collected concurrently or sequentially and involve the integration of the data at one or more stages in the process of research (Creswell *et al*, 2003).

In a mixed-method study the researcher tends to base knowledge claims on pragmatic grounds and employs strategies of inquiry that involve collecting data either simultaneously or sequentially to best understand the research problem (Creswell, 2003). Pragmatism places the research problem as a central and applies all approaches to understanding the “what” and “how” of the research problem (Creswell, 2003). This study sought to establish the relationship between work life balance and employee engagement thus a pragmatic approach was justifiable.

### **3.3 Target Population**

According to Sekaran (2008), a population is the total collection of elements about which inferences are made and refers to all possible cases which are of interest for a study. It is thus the entire group of individuals, events or objects having a common observable characteristic. The target population for this study was all the 197 state corporations as shown in Appendix V. According to the list obtained from the State Corporations Advisory Committee (2013), the 197 State Corporations are categorized as follows: financial (20), Commercial/ Manufacturing (40), Regulatory Corporations (35), Public Universities (19), Training and Research Corporations (20), Service Corporations (35), Regional Development Authorities (15), Tertiary Education and Training Corporations (13).

Most studies on employee engagement and work life balance (Ullrich, 2012; Santos & Cardoso 2008; Poelmans, Chinchilla & Cardona, 2003; Lingard, Francis & Turner, 2012; Maxwell, 2008) target organizations across various sectors, as the characteristics of interest are assumed to be homogeneous among the study population. For the purpose of this study simple random sampling method was used to select a sample of



state corporations. For public institutions to effectively performance and achieve their mandate for a greater public good, all employees working in these institutions need to be engaged and productive (Amarakoon & Wickramasinghe, 2010; Jawaharrani, 2010)). This study therefore targeted employees in all cadres in the organizations which will be sampled.

### **3.4 Sample and Sampling Technique**

A sample is a portion or part of the population of interest. The purpose of sampling is to gain an understanding about some features or attributes of the whole population based on the characteristics of the sample (Cooper, 1999). To select a representative sample, a researcher must first have a sampling frame. A sampling frame is a list, directory or index of cases from which a sample can be selected (Sekaran, 2008). The study used multi-level sampling technique.

Simple random sampling technique was used to select a sample of state corporations, which are the primary sampling units in this study. The sampling frame for this study was the list of state corporations obtained from State Corporations Advisory Committee. On the sampling frame each state corporation was assigned a unique number and a table of random numbers was used to select 20, which forms 10% of the total state corporations. This have sufficiently met the minimum threshold sample size suggested by Gay (2005) that a sample size of 10% of the target population is regarded as adequate for small population ( $N < 1000$ ).

The second step was to take a stratified sample of 496 employees in various job scales in the organizations selected, top management, middle management, lower management and the operatives. Individuals in the corporations selected form the unit of analysis for this study. Stratified sampling method was used to select individual

employees within the selected corporations to take care of some variations that could occur based on job cadres pertaining employee engagement. The sample size is indicated on appendix VI. According to Kothari (2004), a population is stratified based on different features of the population and a random sample is picked from each stratum. In this sampling method the sample error is considerably reduced. The sample size determination formula by Mugenda & Mugenda (2003) was adopted to determine the sample size and calculated according to the following formula:

$$n = z^2 pq \div d^2 \text{Sample Size Determination Formula} \dots \dots \dots \text{Equation 1}$$

Where  $n$  = sample size

$z$  = Confidence level at  $(1 - \alpha)\%$

$p$  = Proportion in the target population estimated to have the characteristics being measured

$q$  =  $1 - p$

$d$  = Level of statistical significance ( $=0.05$ )

This is calculated as follows:

$$(2.05)^2 * (0.5)(0.5) \div (0.05)^2 = 498$$

### 3.5 Data Collection

According to Morris (2001) data collection is the process of gathering pieces of information that are necessary for research process. Questionnaires were self-administered and three research assistants were recruited and trained to help in distribution of the questionnaires. The target participants who filled the questionnaires were from all the cadres of employees in the sampled corporations. Organizations were first contacted and the intention to drop the questionnaires and the reason to do

so explained to the HR managers. Drop and pick method was used to administer the questionnaires.

### **3.5.1 Instrumentation**

A standardized questionnaire that captures the various variables under study was developed, and administered to the sample respondents. The questionnaire was adopted from the Utrecht Work Engagement Scale (UWES) (Schaufeli & Bakker, 2006), State of Queensland (2005) measure of family-responsive index and IESE, Business School, (2006) IESE Family-Responsible Employer Index (IFREI) and modified to suit this study (see Appendix III). A questionnaire is a research instrument that captures data over a large sample and its objective is to translate the research objectives into specific questions and answers and for each question provide the data for hypothesis testing. The advantages of a questionnaire over the other instruments include: information can be collected from large samples, no opportunity for bias since it is presented in paper form and confidentiality is upheld.

Moreover, Cooper & Schindler (2006) recommends the use of questionnaire in explanatory studies because self-administered surveys cost less than personal interviews and sometimes sample accessibility becomes difficult. The questionnaire provides for careful considerations where the participants can take more time to collect facts, talk with others or consider replies at length than is possible in an interview and in terms of anonymity than other instruments.

The questionnaire was divided into five sections. Part A gathered employee's background information, part B gathers information concerning workplace policies, part C assess the supervisor support, part D assesses the co-worker support part D assesses the corporate culture and part E assessed the level of employee engagement.

The final part contained open-ended questions to assist the researcher in eliciting more information from respondents. The questionnaire contained both closed and open-ended questions, which gave the respondents freedom to express themselves.

### **3.6 Pilot Test**

The questionnaire was pretested to ensure clarity and information validity prior to them being administered (Strauss & Corbin, 2007). The objective of the pilot study was mainly to pre-test the questionnaire on a representative sample and to use the feedback from the pilot study to refine the questionnaire for the main research (Small *et al.*, 2011). The questionnaire was pilot tested on 40 respondents drawn from 4 state corporations that was part of the target population but not in the sample.

This represents 10% of the accessible population (sample size) that is generally recommended by the social researchers, according to Mugenda & Mugenda (2003). In choosing the 4 organizations for pilot testing, the researcher used simple random sampling. According to Orodha (2005), simple random sampling ensures that each unit has an equal probability of being chosen and the random sample is the most representative of the entire population and least likely to result in bias. It has statistical properties that allow the researcher to make inferences about the population based on the results obtained from the sample. After pilot testing, the questionnaire was revised to incorporate the feedback that was provided.

#### **3.6.1 Reliability**

Data reliability which is a measure of internal consistency was measured using Cronbach's alpha correlation which ranges between 0 and 1 (Kothari, 2004). Higher alpha coefficient values means that the scales are more reliable. As a rule of thumb,

acceptable alpha should be at least 0.70 or above (Hall, 2008). Cronbach's alpha is a general form of the Kuder- Richardson (K-R) 20 formula. The formula is as follows:

$$KR_{20} = (K)(S^2 - \sum s^2) \div (S^2)(K - 1) \dots\dots\dots\text{Equation 2}$$

$KR_{20}$  = Reliability coefficient of internal consistency

$K$  = Number of items used to measure the concept

$S^2$  = Variance of all scores

$s^2$  = Variance of individual items

### 3.6.2 Validity of data

Shadish *et al*, (2002) defines validity as approximate truth of an inference or knowledge claim of the relationship based on evidence that supports the inference as being true or correct. Validity analysis was conducted by use of factor analysis. This is a data reduction method to enable management of data by reducing it for easier management and meaning derivation. Factor analysis was therefore conducted and those variables found to have a factor loading of 0.4 and above were retained for further analysis. Factor analysis therefore aided the researcher with the only items that corresponded to the subject dependent on their factor loadings.

### 3.7 Data Analysis and Presentation

According to Coffey and Atkinson (1996), one should never collect data without substantial analysis going on simultaneously. Before processing the response data, the completed questionnaires was edited for completeness and consistency and then coded. The qualitative data was then converted into quantifiable forms by coding all relevant data followed by the systematic assembly. Statistical Package for Social Science (SPSS) used for analyzing the data to generate summative statistics like

mean, median, mode, variance and standard deviation. SPSS also assisted in generating tables, pie charts and graphs.

Descriptive statistics was applied to analyze quantitative data in order to generate percentages, means, median, mode, standard deviation and variance of both dependent and independent variables. Normality tests were conducted for the dependent variable so as to establish whether it assumed normal distribution or not. The researcher used Smirnov test and Shapiro -Wilk to test whether employee engagement data was normally distributed and this was found to be the case. The essence of testing for normality was to enable the researcher to continue with the other subsequent analysis.

Correlation analysis was done to establish whether there was correlation between independent variables (work place polices, supervisor support, corporate culture, co-worker support) and the dependent variable (employee engagement). This was achieved through the use of Pearson correlation that indicated the correlation coefficients between the variables. In case the correlations were found to be less than 0.2 they were not considered for subsequent analysis. Coefficient of 0.5 and above was considered to have met the threshold. Regression analysis was used to test whether the independent variables has any effect on employee engagement in state corporations in Kenya.

In addition, the study sought to ascertain the casual effect of dependent variable upon the independent variables that is: relationship between work life balance and employee engagement. To explore such, the investigator assembled data on the underlying variables of interest and employ regression to estimate the quantitative effect of the causal variables upon the variables that they influence. The investigator also typically

assessed the statistical significance of the estimated relationship. Statistical test included F-test and ANOVA. Data was presented frequency tables, pie charts and graphs.

### 3.7.1 Regression analysis

The study used multiple linear analyses to measure the relationship between the independent variables, that is, work place policies, supervisor support, co-worker support and corporate culture, and the dependent variable, that is, employee engagement. Multiple linear regression models were justifiable since perpetual measures (5-point likert scale) were used. Previous studies done in this area, advocated for the use of multiple regression models: Jawaharrani & Susi (2010), Cawe (2006), Bond (2004), Straub (2012), Simard (2011), Hekman (2007), Maxwell (2008), Noor (2009), Poelmans, Chinchilla & Cardona (2003), Baral & Bhargava (2011), Kaiser, Ringlsletter, Eikhof & Cunha (2011).

The research study therefore, used the following model to test whether work place policies, supervisor support, co-worker support and corporate culture have any influence on employee engagement.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon \dots\dots\dots \text{Equation 3}$$

Where Y = Employee Engagement

$\beta_0$  = Intercept

$\beta_1 - \beta_4$  = Slopes coefficients representing the influence of the associated independent variables over the dependent one.

$X_1$  = Work place policies

$X_2$  = Supervisor support

$X_3$  = Co-worker support

$X_4$  = Corporate culture

$\varepsilon$  = Error term

### 3.8 Operationalization of Study Variables

Operationalization refers to the process of developing indicators or items for measuring the research constructs (Cresswell, 2004). Literature reviewed has identified various variables for this study. The independent variable is work life balance and is composed of workplace policies, supervisor support, co-worker support and corporate culture (Table 2.1). The dependent variable is the employee engagement which is composed of discretionary effort, motivation, commitment and innovative work behavior (Table 2.3).

#### 3.8.1 Independent Variables

An independent variable is a variable that the researcher manipulates in order to determine its effect or influence on another variable (Mugenda & Mugenda, 2003). In this study the independent variables are workplace policies, supervisor support, co-worker support, corporate and culture. The Table 2.2 below illustrates how these variables will be measured.

**Table 2. 1: Tabulation of Independent Variables and their Specific Measures**

<b>Independent Variable (IV)</b>	<b>Measurable Sub-variables of IVs</b>	<b>Specific Measure</b>
Workplace policies	Availability of WLBP	(i) <i>Flexible work schedules</i>
		(ii) <i>Leave arrangements (paternity, maternity, pooled leave)</i>
		(iii) <i>Telecommuting</i>
		(iv) <i>Health care availability</i>
		(v) <i>Availability of recreational facilities</i>
		(vi) <i>Flexibility for educational opportunities</i>
Supervisor Support	Employees' satisfaction with HR policies and practices	(i) <i>Availability of formal policies.</i>
		(ii) <i>Communication to employees.</i>
		(iii) <i>Awareness of WLBP</i>
		(iv) <i>A feeling of balanced life</i>
Supervisor Support	Supportive leadership	(i) <i>Getting the right support from supervisors</i>
		(ii) <i>Line managers' respect for and treatment of employees</i>



	Feedback on job performance	(i)	<i>Senior managers' style of communication</i>
		(ii)	<i>Regular feedback on job performance</i>
Co-worker support	Getting the right support from co-workers	(i)	<i>Team work</i>
		(ii)	<i>Feeling of belonging</i>
		(iii)	<i>Freedom and open sharing</i>
		(iv)	<i>Feeling comfortable with colleagues</i>
Corporate culture		(i)	<i>Managerial support for WLB</i>
		(ii)	<i>Family friendliness</i>
		(iii)	<i>HR decisions</i>
		(iv)	<i>Working hours</i>
		(v)	<i>Conducive work environment</i>
		(vi)	<i>Flexibility</i>
		(vii)	<i>Role modeling by senior managers</i>

### 3.8.2 Dependent Variables

If a variable depends upon or is a consequence of the other variable, it is termed as a dependent variable (Kothari, 2004). In this study the dependent variable is employee engagement. In the existing framework, the four constructs of work engagement are discretionary effort; motivation, innovation and commitment (Schaufeli *et al*, 2002) will be measured. The table below illustrates the measures to be used to gauge the level of employee engagement.

**Table 2. 2: Tabulation of Dependent Variables and their Specific Measures**

Dependent Variable (DV)	Measurable Sub-variables of IVs	Specific Measure	
Employee engagement	Discretionary Effort	(i)	<i>Emotional commitment to the job</i>
		(ii)	<i>Going and extra mile"</i>
		(iii)	<i>Intentional building of supportive efficiency</i>
	Motivation	(i)	<i>Work enthusiasm</i>
		(ii)	<i>Vigor</i>
		(iii)	<i>High energy during work performance</i>
		(iv)	<i>Absorption in work performance</i>
		(v)	<i>Dedication to duty</i>
	Innovative work behavior	(i)	<i>Natural innovation</i>
		(ii)	<i>Drive for efficiency</i>
		(iii)	<i>Creativity in work performance</i>
		(iv)	<i>Suggestion for improvement</i>
	Commitment	(i)	<i>Commitment to the organization</i>
		(ii)	<i>Commitment to work group</i>
		(iii)	<i>Commitment to the job</i>
(iv)		<i>Intention to quit</i>	
(v)		<i>Absenteeism</i>	

## **CHAPTER FOUR**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **4.1 Introduction**

This chapter discusses research findings for the data collected from 434 respondents in 20 state corporations in Kenya. It is divided into six sections covering: response rate, data reliability and validity, factor analysis, background information of the state corporations, descriptive and inferential analysis of dependent variable which is employee engagement, the four dimensions of work-life balance (work-place policies, supervisor support, co-worker support, and corporate culture) which is the independent variable and the moderating variable which is job characteristics.

#### **4.2 Response Rate**

The data was collected from the state corporations in Kenya which are registered under the State Corporations Advisory Committee (SCAC). A total of 498 questionnaires were administered and 434 were received as complete, and therefore, all of them were viable for consideration. This translated to 87.14% percent response rate. The response was considered appropriate since Sekaran, (2008) argues that any response above 75% is classified as best.

#### **4.3 Results for the Pilot Study (Validity & Reliability)**

##### **4.3.1 Test of Construct Validity**

According to Field (2005), factor analysis is an exploratory tool used to help the researcher make decisions on whether the variables under investigation explain the dependent variable. In this study, validity is concerned with whether the findings will really explain employee engagement in state corporations in Kenya. To be able to determine this, factor analysis was conducted in order to develop factors that help in explaining the role of the construct in employee engagement. Previous studies by

Hakanen, Schaufeli and Ahola (2008) used the same method which has been widely accepted as reliable for factor analysis (Alexander & Colgate, 2000). A loading factor of 0.40 and above is considered acceptable and has been used by other researchers such as Hair, Anderson, Tatham and Black (1998); Norman and Streiner (1994).

Factor analysis results are indicated in Appendix IV. The results show that all the factors related to workplace policies, supervisor support, co-worker support, and corporate culture were found to have a factor loading of 0.4 and above. Therefore, they were used in the subsequent analysis.

#### **4.3.2 Data Reliability**

Reliability refers to the extent to which data collection techniques and analysis procedures will yield similar findings to those of prior researchers. Measurement of reliability provides consistency in the measurement of variables. Internal consistency reliability is the most commonly used psychometric measure assessing survey instruments and skills (Zhang, Waszink, & Wijngaard, 2000). Cronbach alpha is the basic formula for determining reliability based on internal consistency (Kim & Cha, 2002). In this study constructs were tested for internal consistency reliability using Cronbach alpha test as depicted in Table 4.1.

**Table 4. 1: Reliability Statistics**

Variable	Cronbach's Alpha	Number of Items
Work-place policies	0.761	11
Supervisor support	0.898	8
Co-worker support	0.784	9
Corporate culture	0.777	11

According to Nunnally (1978) and Malhorta (2004) the standard minimum value is  $\alpha = 0.7$ . Thus the values in Table 4.2 of work-place policies  $\alpha = 0.761$ , supervisor support  $\alpha = 0.898$ , co-worker support  $\alpha = 0.784$ ,  $0.777$ , are sufficient confirmation of data reliability for the four independent variables. This findings further confirm the reliability of the Utrecht Work Engagement Survey (Schaufeli & Bakker, 2006) for measuring employee engagement and the IFREI (IESE, Business School, 2006)) measure of work-life balance policies as questions on employee engagement (Q8.13) were adopted from from UWES (Schaufeli & Bakker, 2006) and on work life polices (Q8.22) from the IFREI measure.

**Table 4. 2: Reliability Analysis of Employee Engagement**

<b>Reliability Statistics</b>	
Cronbach's Alpha	Number of Items
0.717	10

#### **4.4 Respondents Background information**

##### **4.4.1 Category of the State Corporations**

The findings in Table 4.3 show that the sample of this study was representative. Respondents were sourced from all the categories of state corporations in Kenya as follows: Commercial/ Manufacturing (22%), Regulatory Corporations (19%), Training and Research Corporations (16%), Service Corporations (13%), Financial (11%), Public Universities (10%), Regional Development Authorities (5%), Tertiary Education and Training Corporations (4%).

**Table 4. 3: Categories of State Corporations**

<b>Categories</b>	<b>Percentage of respondents</b>
Commercial/ Manufacturing	22
Regulatory Corporations	19
Training and Research Corporations	16
Service Corporations	13
Financial	11
Public Universities	10
Regional Development Authorities	5
Tertiary Education and Training Corporations	4
<b>Total</b>	<b>100</b>

This was a good distribution based on the various categories used to classify the State Corporations in Kenya. The study sourced data from across all the available categories of the Corporations making it a more representative sample that eased the generalizability of the research findings.

#### **4.4.2 Demographic Profile of Respondents**

##### **Gender Distribution**

There was a fair balance of gender participation in the study. The results in Table 4.4 shows majority of the respondents (57.9%) were male while (42.1%) of the respondents were female. This is a good distribution which depicts a fair balance of gender. Since majority of the responses for this study relies on the perceptual measures of the respondents, this gender distribution is expected to accommodate the opinions and views from both sides of the gender divide. Nevertheless, the balance in gender in public service may also be an evidence of successful efforts of various gender mainstreaming campaigns.

**Table 4. 4: Distribution of Respondents by Gender.**

<b>Gender</b>	<b>Percentage</b>
<b>Male</b>	<b>57.9</b>
<b>Female</b>	<b>42.1</b>
<b>Total</b>	<b>100</b>

### **Job Categories of Respondents**

There was participation of all cadres of employees in this study. The results of the study as shown on Table 4.5 indicated that (64.0%) of the respondents were operatives, followed by lower management (33.6%), middle management (10.4%) and top management (0.2%). This is due to the practice that the top management comprises of very few individuals as compared to operatives who are the majority in organizations.

**Table 4. 5: Table Distribution of Job Categories**

<b>Designation</b>	<b>Percentage</b>
Top Management	02.0
Middle Management	10.4
Lower Management	23.6
Operatives	64.0
<b>Total</b>	<b>100%</b>

This profile distribution was important since the study aimed at capturing the opinions of all cadres of employees in the organization as a unit of observation. The job titles were placed in the four categories as indicated in the methodology as top management, middle management, lower management and the operatives respectively.

### **Working Experience of Respondents**

The number of years each respondent has worked with the corporation was also sought. Findings in Table 4.6 show Majority (41.7%) of the respondents have a working experience between 3 to 10 years, 30.3% have less than years, 17.6% have

between 11 to 20 years and (10%) have more than 20 year experience. This means that the respondents have adequate working experience with the corporations and therefore possess the necessary knowledge and information which was considered useful for this study.

**Table 4. 6: Years of Service**

<b>Years of Service</b>	<b>Percentage</b>
Less than two years	30.3
3 to 10 years	41.7
11 to 20 years	17.6
More than 20 years	10.4
<b>Total</b>	<b>100</b>

#### **Level of Education of Respondents**

Respondent's level of education was sought and majority (37.4%) of the respondents indicated that they hold at least a college level of education while sizeable (35.8%) hold degree level of education, (6.7%) possess secondary level of education and (20.1%) a higher degree at postgraduate level (Table 4.7). The profile of the respondents makes this a good sample as well- educated respondents have the ability to furnish the study with better information which added value.

**Table 4. 7: Level of Education of Respondents**

<b>Level of Education of Respondents</b>	<b>Percentage</b>
Secondary school level	6.7
College level	37.4
University level	35.8
Post Graduate level	20.1
<b>Total</b>	<b>100</b>

#### **4.5 Diagnostic Tests of Variables**

##### **4.5.1 Auto-correlation**

Durbin-Watson Test is used to check serial correlation among variables. When error terms from different (usually adjacent) time periods (or cross-section observations) are correlated, we say that the error term is serially correlated. Serial correlation will not affect the biasness or consistency of ordinary least squares (OLS) estimators, but it does affect their efficiency. Therefore to use a linear model, the dependent variable must be independent. This means that there should be no serial correlation among the observations. The dependent variable in this study was tested using Durbin-Watson Test and the results are indicated on Table 4.8.

**Table 4. 8: Durbin Watson Test**

<b>Test Statistic (DW)</b>	<b>P-value</b>
<b>1.8731</b>	<b>0.08875</b>

Auto-correlation

$H_0 : \gamma = 0$  The residuals are independent

$H_0 : \gamma > 0$  The residuals are inter-dependent



$P > 0.05$ , fail to reject null hypothesis

As indicated on table 4.2  $p > 0.05$ , thus we accept the null hypotheses that residuals are independent and thus conclude that there is no serial correlation among variables under study and linear model is justified.

#### **4.5.2 Test for Normality**

Many data analysis methods including t-test, ANOVA and regression depend on the assumption that data was sampled from Gaussian distribution (Indiana, 2011). The best way to evaluate how far data deviates from the Gaussian is to look at the graph and see if the distribution deviated grossly from a bell-shaped normal distribution (Graphpad, 2011). In addition, in order to fit a linear model, the dependent variable has to be normally distributed (Lapan, *et al*, 2012). The test for normality of employee engagement (dependent variable) was done by use of Kolmogorov-Smirnov test. Given that  $H_0$  and  $H_1$ , set  $\alpha=0.05$ , the rule is that reject  $H_0$  if P-value is less than  $\alpha$  else fail to reject  $H_0$ , where:

$H_0$ : The data is normal

$H_1$ : The data is not normal

Table 4.9 indicates that using the Kolmogorov-Smirnov Test of normality, employee engagement data is normal since the P-value, 0.981 is above 0.05 and thus we fail to reject the null hypothesis ( $H_0$ ). The study therefore concluded that employee engagement variable is normal in distribution and hence subsequent analysis could be carried out. Table 4.8 further shows that employee engagement is approximately normally distributed with a mean of 24.958, standard deviation of 6.699 and the number of respondent were 434 represented by  $N=434$ . The dependent variable should be normally distributed because the study was using multiple linear regression model, where the condition of normality must be satisfied (Lapan *et al*, 2012).

**Table 4. 9: Test for Normality**

<b>One-Sample Kolmogorov-Smirnov Test</b>		
<b>EMPLOYEE ENGAGEMENT</b>		
N		434
Normal Parameters	Mean	24.9581
	Std. Deviation	6.69909
Most Extreme Differences	Absolute	.022
	Positive	.022
	Negative	-.022
Kolmogorov-Smirnov Z		.468
Asymp. Sig. (2-tailed)		.981
a. Test distribution is Normal.		

One way to make it very likely to have normal residuals is to have a dependent variable that is normally distributed (Shenoy & Madan, 1994). Figure 4.1 shows the normal QQ plot which indicates that the condition of normality for employee engagement is satisfied. The quantile-quantile (QQ) plot is an excellent way to see whether the data deviate from other distributions but only interested in the normal distribution.

Quantile-quantile (QQ) plot determines whether the proportion of the observed scores fall below any one score, then the z-score that would fit that proportion if the data were normally distributed is calculated, and finally the z-score that would cut off that proportion (the expected normal value) is translated back into the original metric to see what raw score that would be. Therefore the scatter plot shows the relationship between the actual observed values and what those values would be expected when the data is normally distributed.



**Figure 4.1: Normal QQ Plot of Employee Engagement**

According to Shenoy and Madan (1994), for a variable to be normally distributed most of the points should lie on the theoretical quantile line. The theoretical quantile line of the data is fitted and from the normal QQ plot it indicates that the observed values versus the expected normal values are randomly distributed along the line of best fit indicating that the dependent variable is normally distributed. In case the dependent variable is not normally distributed then normality has to be sought for before proceeding to check whether the dependent variable is influenced by the other independent variables.

#### **4.6 Descriptive Analysis**

##### **4.6.1 Descriptive Analysis for Perceived Employee Engagement in state Corporations**

Respondents were asked to indicate the level of engagement on a closed scale of excellent, very good, good, fair and poor. Majority 47.6% indicated good, 21.6% indicated very good, 19.3% indicated fair, 7.4% indicated excellent and 4.2% indicated poor level of engagement.

Employee level of engagement was further tested using a five point likert scale of 1-5 where 1-very little, 2-little, 3-neutral, 4-much and 5-very much. This measure was adopted from Utrecht Workers Engagement Survey (UWES) measure of employee engagement (Schaufeli & Bakker, 2006). Table 4.8 shows the mean of responses for employee engagement is 4. This means employee engagement in State Corporations in Kenya is above average. This corroborates Corporate Executive Board, 2013, Employee Engagement Survey that found out that approximately 13 percent of the overall workforce is actively disengaged, 76 percent are neither fully engaged nor disengaged and the remaining 11 percent are actively engaged. (Corporate Executive Board, 2013).

**Table 4. 10: Level of Employee Engagement**

<b>Level of Employee Engagement</b>	<b>Percentage</b>
Actively Engaged (Very Good)	19.3
Engaged (Good)	47.6
Not Engaged (Fair)	7.4
Actively Disengaged (Poor)	4.2
<b>Total</b>	<b>100</b>

**Table 4. 11: Summary of Employee Engagement**

	Very little	Little	Neutral	Much	Very much	Subtotal		
	Row N %	Row N %	Row N %	Row N %	Row N %	Mean	Median	Mode
I frequently make suggestions to improve the work of my team/department or organization	4.4%	8.1%	22.6%	45.4%	19.6%	4	4	4
I always do more than is actually required on my job	1.8%	6.2%	21.0%	47.3%	23.6%	4	4	4
I am proud to tell others that am part of this organization	3.7%	3.9%	18.7%	45.6%	28.1%	4	4	4
If a story in the media criticizes my organization, I would feel embarrassed	4.4%	4.8%	18.0%	41.5%	31.3%	4	4	4
Am very enthusiastic about my job	6.0%	5.8%	24.9%	43.4%	19.9%	4	4	4
I feel bursting with energy at my work	3.5%	9.2%	22.6%	41.7%	23.0%	4	4	4
I find the work that I do full of meaning and purpose	5.5%	9.9%	34.4%	28.9%	21.2%	4	4	3
When am working I forget everything else around me	6.7%	12.3%	35.6%	31.0%	14.4%	3	3	3
It is difficult to detach myself from my job	4.6%	7.4%	31.1%	35.7%	21.2%	4	4	4
At my work, I always persevere, even when things do not go well	5.5%	7.8%	20.7%	44.2%	21.7%	4	4	4
When I get up in the morning, I really desire to go to work	12.2%	12.0%	34.9%	28.6%	12.2%	3	3	3

#### 4.6.2 Descriptive Analysis for Work Life Balance Policies

The study sought to investigate the relationship between work place policies and employee engagement in state corporations in Kenya. To achieve this objective employee opinion was sought on whether there exist written work life balance policies in their organizations. As shown in Table 4.12, majority (70.3%) agreed that there is a

written workplace policies in place, 23.7% disagreed and only 6% indicated that they were not aware if the policies exist or not. Upon further probing, majority of the respondents (63.6%) were in the opinion that the policies are well communicated across the whole organizations and 31.6% answered that policies are not well communicated and 4.8% were not aware if the policies are well communicated.

Further, the respondents were asked whether the existing workplace policies are sufficient. Majority of respondents (54.6%) indicated that the existing policies are sufficient while 37.6% of the respondent indicated that the policies are not sufficient and 7.8% were neutral on the sufficiency of the policies in place. Finally a question sought to establish whether the existing communication channels are effective, 71.6% were of the opinion that the communicative channels were effective 25.4% indicated that the channels were not effective and the rest (3%) were not aware if the communication channels were effective.

**Table 4. 12: Summary of Responses on Sufficiency and Effectiveness in Communication**

	yes	no	I don't know
	Row N	Row N	Row N
Do you have written work life balance policies in this organization	70.3%	23.7%	6.0%
Are the current work life balance policies in your organization sufficient	54.6%	37.6%	7.8%
if yes in your opinion are they well communicated throughout the company	63.6%	31.6%	4.8%
In your own opinion are the communication channels effective	71.6%	25.4%	3.0%

Employees were also requested to list the policies that exist in their organization. In the analysis, 81.3% agreed that leave arrangements policy exists in the organizations, 70.3% of the respondents indicated that health care is available in the organizations followed by 43.8% who were in the opinion that educational opportunities exists in the organization. This was however followed by the flexible work schedules at 38.5% and recreational facilities were at 26.3% and the rest at 24.9% were for the opinion that telecommuting policy exists in the organization.

**Table 4. 13: Summary of Availability of Workplace Policies**

	yes	no
	Row N	Row N
Does flexible work schedule policy exist in this organization	38.5%	61.5%
Does leave arrangements(maternity, paternity, pooled leave) policy exist in this organization	81.3%	18.7%
Does telecommuting policy exist in this organization	24.9%	75.1%
Does health care availability policy exist in this organization	70.3%	29.7%
Does availability of recreational facilities policy exist in this organization	26.3%	73.7%
Does flexibility of educational opportunities policy exist in this organization	43.8%	56.2%

Employees were also requested to list the communication channels used in their organizations. Table 4.14 shows majority 66.4% indicated that notice boards were used as the means of communication, followed by 63.6% who were on the opinion that emails were used as a means of communication. However, 55.1% indicated that policies were communicated through employee meetings, while 32.3% indicated that policies were communicated through the internet and a lesser majority of 31.8% indicated that face to face communication was used in their organizations.

**Table 4. 14: Summary of Responses on Communication Channels**

	yes	no
	Row N	Row N
Are the policies communicated face to face	31.8%	68.2%
Are the policies communicated through the notice board	66.4%	33.6%
Are the policies communicated during employee meetings	55.1%	44.9%
Are the policies communicated through emails	63.6%	36.4%
Are the policies communicated through the internet/intranet	32.3%	67.7%

Availability of work-life balance policies was also measured on a five point scale. The findings in Table 4.15 shows that majority of the workers were neutral about availability of work life balance policies in State corporations in Kenya given that the mean of responses is 3.

**Table 4. 15: Summary of Rating of Existence of Work-life Balance Policies**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree			
	Row N %	Row N %	Row N %	Row N %	Row N %	Mean	Sub-total Median	Mode
I can decide the start and the finish times for the specific tasks assigned	14.8%	17.3%	19.6%	31.9%	16.4%	3	3	4
There are adequate health resources and services available for me in this company	4.8%	12.4%	20.5%	44.5%	17.7%	4	4	4
I can take some time off to develop my skills through university study or in house training and this helps me feel more empowered in this organization	10.6%	9.0%	18.2%	42.4%	19.8%	4	4	4
There is a paid maternity/paternity leave in this organization	8.8%	4.4%	11.8%	30.0%	45.2%	4	4	5
I am allowed to take time off for cultural/religious reasons	14.5%	10.4%	26.5%	28.6%	20.0%	3	3	4
Female workers are entitled to safety at work when expectant i.e changing work to avoid long standing periods or lifting heavy objects	8.3%	13.2%	23.3%	33.5%	21.7%	3	4	4
My employer has social functions arrangement at times suitable for my family participation	29.5%	21.2%	20.0%	22.1%	7.1%	3	2	1
Up-skilling strategies are regularly arranged to enable	9.9%	12.9%	30.0%	35.6%	11.5%	3	3	4



employees perform their work better								
I can pull my leave days to enable me adequate time to attend to personal and family matters	8.1%	11.1%	20.3%	41.9%	18.7%	4	4	4
There is adequate provision of Recreational facilities in this company like gymnasium	30.5%	20.3%	21.9%	21.7%	5.5%	3	2	1
Professional counseling services are available to employees	19.6%	19.1%	24.0%	28.6%	8.8%	3	3	4

The results indicate that some work life balance polices exist in state corporations in Kenya. This corroborates findings by Njiru, (2008) that state corporations have put in place work life balance policies and enable employees balance work and family/personal lives.

#### 4.6.3 Descriptive Analysis for Supervisor Support

The study sought to investigate the relationship between supervisor support and employee engagement in state corporations in Kenya. To achieve this objective respondent were asked if their supervisors were sensitized about work life balance in their organizations. From the Table 4.16 majority 64.7% indicated that their supervisors were sensitized on work life balance, 24.4% strongly disagreed while 10.8% took a neutral stand as to whether supervisors were sensitized on work life balance.

Further, respondents were also asked to indicate whether their supervisors discuss non-work issues with their subordinates when they encounter challenges at workplace. 58.1% agreed that supervisors discuss non-work issues with their employees. This was followed by 34.1% who disagreed with that opinion and 7.8% took a neutral stand. As to the opinion whether their supervisors communicate work life balance issues with their employees at the workplace, majority 57.5% agreed, 35.1% disagreed with that while the rest at 7.4% remained neutral to the question. Finally respondents' opinion was sought on whether their supervisors are supportive to their subordinates when it

comes to balancing work and personal life. Majority of the respondents agreed at 67.0%, followed by 27.9% who disagreed that their supervisors were supportive to their subordinates and 5.1% were neutral.

**Table 4. 16: Supervisor Support on Uptake of Work-life Policies**

	Yes	No	I don't know
	Row N	Row N	Row N
Are your supervisors sensitized on work life balance	64.7%	24.4%	10.8%
Do your supervisors discuss none work issues with the employees when they encounter challenges outside work	58.1%	34.1%	7.8%
Do your supervisors communicate work life balance issues with their employees	57.5%	35.1%	7.4%
In your own opinion are your supervisors supportive to their subordinates when it comes to balancing work and personal life	67.0%	27.9%	5.1%

The level of supervisor support was also measured on a five point scale. The findings in Table 4.17 shows that majority of the workers were neutral about supervisor support on work life balance in State corporations in Kenya given that the mean of responses is 3.

**Table 4. 17: Degree to which Supervisors' Support Work-life Balance**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Subtotal Median	Mode
	Row N %	Row N %	Row N %	Row N %	Row N %			
Our managers understand employees family responsibility and this makes employees feel that the company cares about their welfare	10.6%	13.8%	28.8%	34.8%	12.0%	3	3	4
My immediate boss is sympathetic about my personal matters	8.1%	12.0%	29.7%	34.6%	15.7%	3	4	4
My supervisors seems to take care about me as a person and this fosters a good employee relations	6.0%	10.8%	31.3%	38.7%	13.1%	3	4	4
I can easily discuss personal matters with my supervisor	11.8%	13.8%	30.4%	32.7%	11.3%	3	3	4
My supervisor talks to me about my work progress regularly	6.2%	13.4%	25.3%	41.0%	14.1%	3	4	4
I receive adequate support from my supervisor which enables	6.5%	11.3%	27.2%	41.7%	13.4%	3	4	4

me to achieve more for the company and helps me on personal accomplishment	8.3%	15.7%	26.3%	36.6%	13.1%	3	3	4
My supervisor motivates me to achieve more on personal and career goals	7.4%	10.2%	21.7%	41.6%	19.2%	4	4	4

#### 4.6.4 Descriptive Analysis for Co-worker Support

The study sought to investigate the relationship between co-worker support and employee engagement in state corporations in Kenya. To achieve this objective respondents were asked whether co-workers were supportive to one another when it comes to work life balance. Table 4.18 shows majority of the respondents (74.5%) agreed that co-workers are supportive. This was followed by 18.2% who disagreed and the rest (7.2%) were neutral on the matter. In addition, an opinion was sought to on whether there were family events for employees in the organizations. Majority (66.2%) of the employees disagreed and 29.1% of the respondents were of the opinion that there existed family days/events in their organizations and the rest (4.7%) were neutral on the matter.

**Table 4. 18: Co-worker Support**

	Yes	No	I do not know
	Row N	Row N	Row N
Do you have family days/events for your employees in this organization	29.1%	66.2%	4.7%
Are your employees free to discuss family or personal matters in the work place	47.1%	44.8%	8.2%
In your opinion are the co-workers supportive to one another when it comes to work life balance	74.5%	18.2%	7.2%

The level of co-worker support was also measured on a five point scale. The findings in Table 4.19 below shows majority of the workers agree that there is co-worker support in State corporations in Kenya given that the mean of responses is 4.

**Table 4. 19: Level of Co-worker Support**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Subtotal	Mean	Median	Mode
	Row N %	Row N %	Row N %	Row N %	Row N %				
My co-workers do not ridicule someone who lives early to pick up children from school	7.4%	6.2%	31%	39%	15.0%	3	4	4	4
The people in my work environment are interested in what I do and this makes me want to always accomplish more for the team success	7.8%	9.4%	27%	40.0%	14.5%	3	4	4	4
My co-workers would cover for me if i needed to leave work to deal with an important none work issue	4.4%	7.6%	24.0%	45.0%	17.7%	4	4	4	4
My co-workers encourage my personal and career development	4.4%	7.1%	25.1%	46.1%	17.3%	4	4	4	4
When I talk about my co-workers, I usually say 'we' rather than 'they'	6.9%	14.6%	33.1%	34.7%	10.6%	3	3	3	4
My co-workers are interested in how I manage my work and family affair	5.3%	8.6%	25.5%	46.8%	13.9%	4	4	4	4
My co-workers offer support whenever they can	2.5%	6.9%	21%	53%	16.0%	4	4	4	4
I feel a strong personal attachment to my peers in the work place	4.4%	5.1%	21%	48.0%	20.1%	4	4	4	4
Am proud to work in my current team	3.7%	4.6%	19%	50%	21.8%	4	4	4	4

#### 4.6.5 Descriptive Analysis for Corporate Culture

The study sought to investigate the relationship between corporate culture and employee engagement in state corporations in Kenya. To achieve this objective respondents' opinion was sought on whether organizational structure allows flexibility

in work schedules. The result in Table 4.20 indicate that majority (59.1%) of the respondents agreed that organizational structure allows flexibility in work schedules, 36.0% disagreed and 4.8% of the respondents took a neutral stand. Further, on the opinion whether organization allows employees time off during working hours to attend to personal matters, 64.9% agreed, 30.5% disagreed and of 4.6% took neutral stand. In addition, an opinion was sought as to whether the management encourages work life balance in the organization, majority (63.7%) agreed followed by 27.7% who disagreed and the rest (8.5%) were neutral. Finally, an opinion was sought as to whether the environment at the organization supports balance between work and home life. Majority of the respondents (67.0%) agreed while 29.1% disagreed and a minority (3.6%) were neutral on the matter.

**Table 4. 20: Employee Rating of Family Supportive Corporate Culture**

	Yes	No	I don't know
	Row N	Row N	Row N
Does your organization allow flexibility in work schedules	59.1%	36.0%	4.8%
Does your organization allows employees time off during working hours to attend to personal matters	64.9%	30.5%	4.6%
Does the top management encourages work life balance in the organization	63.7%	27.7%	8.5%
In your opinion does the environment at your organization support balance between work and home life	67.0%	29.1%	3.9%

Respondents were asked to state whether the corporate culture in their organization is family friendly or not. Majority (77.0%) indicated that the corporate culture in their organizations is family friendly while 23.0% indicated that corporate culture in their organizations is not family friendly.

**Table 4. 21: Family Supportive Corporate Culture**

	Family friendly	Family unfriendly
	Row N	Row N
How can you describe your corporate culture	77.0%	23.0%

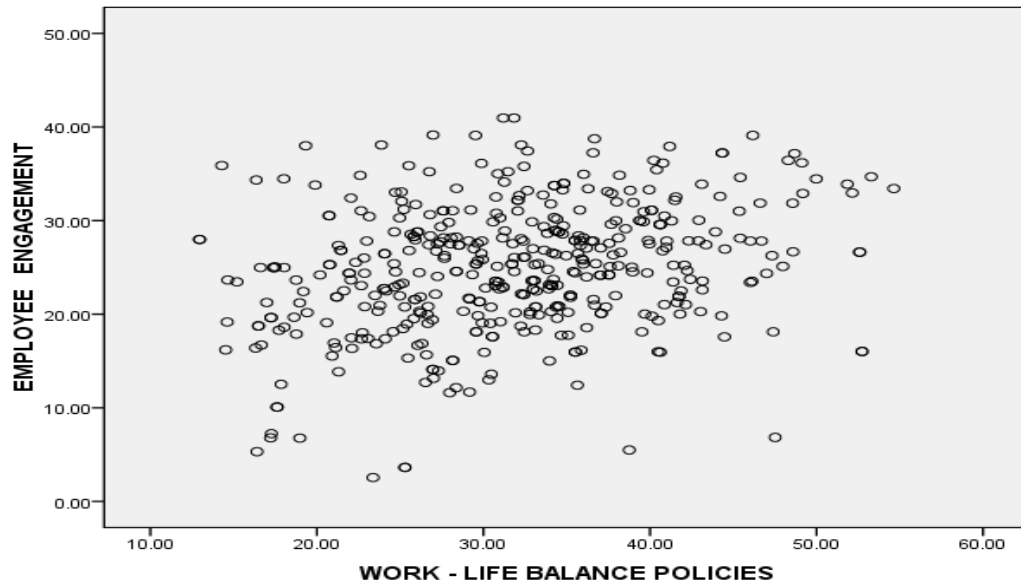
**Table 4. 22: Family Supportive Corporate Culture**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Subtotal		
	Row N %	Row N %	Row N %	Row N %	Row N %	Mean	Median	Mode
Turning down a promotion or transfer for family related reasons will not hurt one career progress in this organization	19.1%	15.7%	35.3%	22.1%	7.8%	3	3	3
Employees in this organization are not expected to put their jobs ahead of their families or personal lives to be viewed favorably by top management	13.8%	18.4%	41.2%	18.9%	7.6%	3	3	3
An employee that benefits from a leave of absence or reduction in hours for family reasons is not judged as been less committed to the company	7.6%	15.2%	33.4%	34.1%	9.7%	3	3	4
Decisions made in the human resource department like transfers take into account an employees' family/personal situations	18.0%	17.5%	34.6%	21.9%	8.1%	3	3	3
I would feel comfortable in asking my boss for time off if an emergency arose	3.9%	7.1%	21.7%	46.1%	21.2%	4	4	4
This is a family friendly place to work in	6.9%	10.4%	32.5%	39.2%	11.1%	3	4	4
Working long hours is not seen as a sign of commitment in my organization	10.8%	15.7%	30.0%	32.3%	11.3%	3	3	4
Employees who use flexible arrangements are just as likely to be able to develop their careers as those who do not have	6.5%	12.0%	36.6%	35.7%	9.2%	3	3	3
It is not difficult to get time off during work or take care of personal or family matters	7.8%	18.7%	32.5%	32.7%	8.3%	3	3	4
To get ahead, employees are not expected to put their jobs before the family	10.6%	14.5%	37.3%	29.0%	8.5%	3	3	3
Extra pay (overtime/call out) is supposed to be paid when you work over allotted hours	9.0%	9.9%	24.9%	39.2%	17.1%	3	4	4

## 4.7 Correlation Analysis

### 4.7.1 Correlation Analysis for Work Life Balance Policies

The scatter diagram (Figure 4.2) shows that there is a positive relationship between work life balance policies and employee engagement.



**Figure 4.2: Work-life Balance Policies Correlation Results**

Pearson correlation coefficient was used to gauge the relationship between work place polices and employee engagement. The results indicated that workplace policies have a significant positive relationship with employee engagement. This was indicated by Table 4.23, which show that the p-value was at  $p=0.000$  and this meets the threshold since  $p<0.05$ . The positive relationship was represented by correlation coefficient of 0.279, and the number of respondents considered was 434. The results corroborates with the findings of Shuck *et al*, (2011) which indicated that work-life balance policies influence employee engagement.

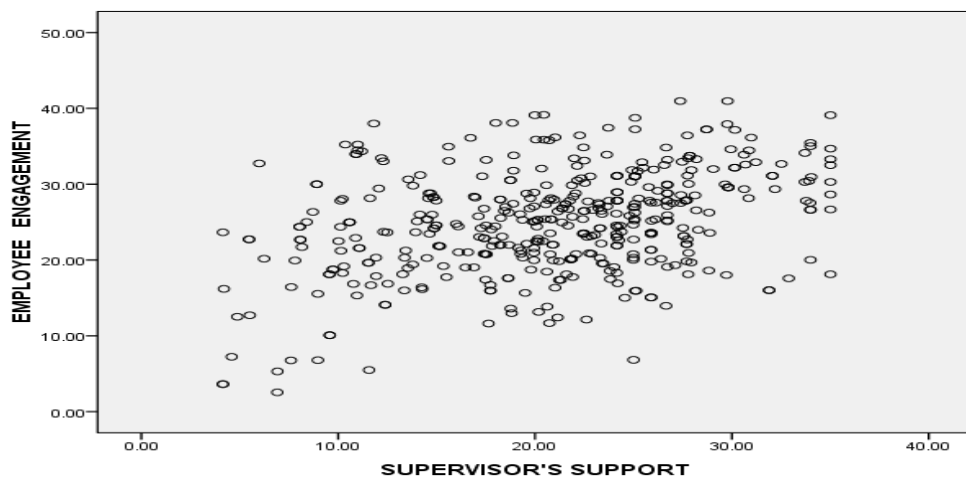
**Table 4. 23: Work-Life Balance Policies Correlation Results**

		Employee Engagement	Work - Life Balance Policies
Employee Engagement	Pearson Correlation	1	.279**
	Sig. (2-tailed)		.000
	N	434	434
Work-Life Balance Policies	Pearson Correlation	.279**	1
	Sig. (2-tailed)	.000	
	N	434	434

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

#### 4.7.2 Correlation Analysis for Supervisor Support

The scatter diagram (Figure 4.3) shows that there is a positive relationship between supervisor support and employee engagement.



**Figure 4.3: Relationship between Supervisor Support and Employee Engagement**

Pearson correlation coefficient was used to gauge the relationship between supervisor support and employee engagement. The results indicated that supervisor support has a significant positive relationship with employee engagement. This was indicated by Table 4.24, which show that the precision under consideration was  $p=0.000$  and this meets the threshold since  $p<0.05$ . The positive relationship was represented by correlation coefficient of 0.374, and the number of respondents considered was 434.



The results corroborates with the findings of Farh *et al*, (2007), which indicated that supervisor support influence employee engagement.

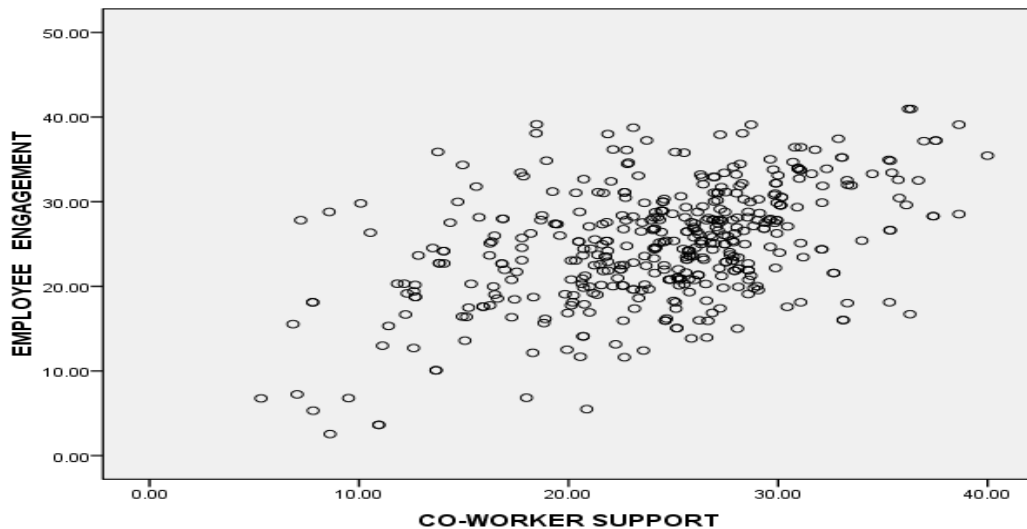
**Table 4. 24: Correlation between Supervisor Support and Employee Engagement**

		Employee Engagement	Supervisor's Support
Employee Engagement	Pearson Correlation	1	.374**
	Sig. (2-tailed)		.000
	N	434	434
Supervisor's Support	Pearson Correlation	.374**	1
	Sig. (2-tailed)	.000	
	N	434	434

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

#### 4.7.3 Correlation Analysis for Co-Worker Support

The scatter diagram Figure 4.4 shows that there is a positive relationship between co-worker support and employee engagement.



**Figure 4.4: Co-worker Support Correlation Results**

Pearson correlation coefficient was used to gauge the relationship between co-worker support and employee engagement. The results indicated that co-worker support have a significant positive relationship with employee engagement. This was indicated by Table 4.25, which show that the precision under consideration was at  $p=0.000$  and this meets the threshold since  $p<0.05$ . The positive relationship was represented by

correlation coefficient of 0.467, and the number of respondents considered was 434. The results corroborates with the findings of Cohen (2007) which indicated that co-worker influence employee engagement.

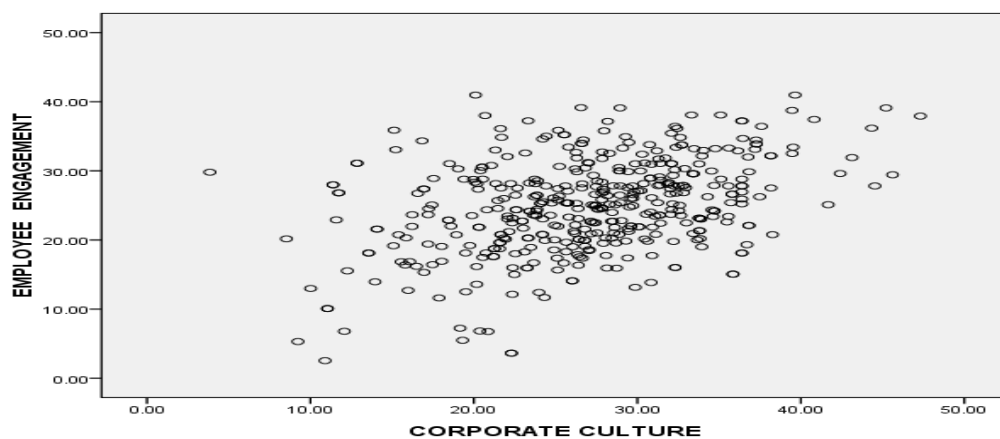
**Table 4. 25: Correlations of Co-worker Support and Employee Engagement**

		Employee Engagement	Co-worker Support
Employee Engagement	Pearson Correlation	1	.467**
	Sig. (2-tailed)		.000
	N	434	434
Co-worker Support	Pearson Correlation	.467**	1
	Sig. (2-tailed)	.000	
	N	434	434

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

#### 4.7.4 Correlation Analysis for Corporate Culture

The scatter diagram Figure 4.5 shows that there is a positive relationship between corporate culture and employee engagement.



**Figure 4.5: Corporate Culture Correlation Results**

Pearson correlation coefficient was used to gauge the relationship between corporate culture and employee engagement. The results indicated that corporate culture has a

significant positive relationship with employee engagement. This was indicated by Table 4.26, which shows that the precision under consideration was at  $p=0.000$  and this meets the threshold since  $p<0.05$ . The positive relationship was represented by correlation coefficient of 0.387, and the number of respondents considered was 434. The variable corroborates with the findings of Choi (2007) which indicated that family supportive corporate culture influence employee engagement.

**Table 4. 26: Correlation of Corporate Culture and Employee Engagement**

		Employee Engagement	Corporate Culture
Employee Engagement	Pearson Correlation	1	.387**
	Sig. (2-tailed)		.000
	N	434	434
Corporate Culture	Pearson Correlation	.387**	1
	Sig. (2-tailed)	.000	
	N	434	434

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

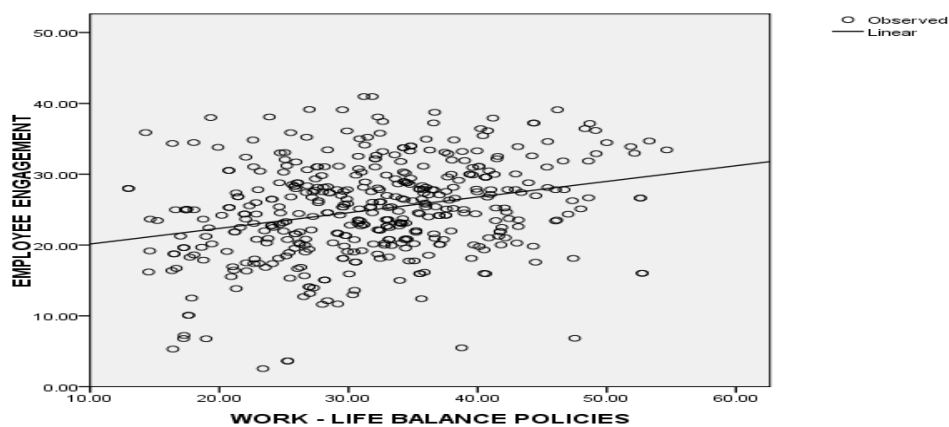
#### 4.8 Regression Analysis

The study further carried out regression analysis to establish the statistical significance relationship between the independent variables notably, work life policies, supervisor support, co-worker support, corporate culture on the dependent variable which was employee engagement. According to Marshall and Rossman (2006) regression analysis is a statistics process of estimating the relationship between variables. Regression analysis helps in generating equation that describes the statistics relationship between one or more predictor variables and the response variable. The regression analysis results were presented using a scatter plot diagram, regression model summary tables, Analysis of Variance (ANOVA) table and beta coefficients tables.

#### 4.8.1 Regression Analysis on Work Life Policies versus Employee Engagement

**H<sub>0</sub>: There is no significant association between work place policies and employee engagement.**

Regression analysis was conducted to determine the significance relationship of work-life balance policies against employee engagement. Figure 4.6 illustrates scatter plot diagram of regression analysis results of significance of work life balance policies versus employee engagement. The Figure 4.6 presents that all the plots appear in the first quadrante and the line of best of fit indicates an estimate line that is increasingly positively upwards. This implies that there is a positive linear relationship between work-life balance policies and employee engagement.



**Figure 4.6 Regression Model on Work Life Balance Policies versus Employee Engagement**

Table 4.27 presents the regression model on work-life balance policies versus employee engagement. As presented in the table, the coefficient of determination R square is 0.078 and R is 0.279 at 0.05 significance level. The coefficient of determination indicates that 7.6% of the variation on employee engagement is influenced by work-life balance policies. This implies that there exists a positive significant relationship between work-life balance policies and employee engagement.

**Table 4. 27: Model Summary for Work-life Policies**

<b>Model Summary</b>			
R	R Square	Adjusted R Square	Std. Error of the Estimate
0.279	.078	.076	6.44112

The Analysis of variance (ANOVA) results as shown in Table 4.28 further confirms that the model fit is appropriate for this data since p-value of 0.000 which is less than 0.05. This implies that there is a significant positive relationship between work-life balance policies and employee engagement.

**Table 4. 28: Analysis of variance (ANOVA) for Work-life Policies**

<b>ANOVA</b>					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1509.290	1	1509.290	36.379	.000
Residual	17922.813	432	41.488		
Total	19432.103	433			

The results further indicate that work place policies have positive and significant effects on employee engagement (Table 4.29). The fitted model  $Y=17.933+0.221*X_1$ . This implies that a unit change in workplace policies will increase employee engagement by the rate of 0.221. Even when supportive work place policies are non-existence, employee engagement is still positive at 17.933 indicating that there are other drivers of employee engagement in the work place including supervisor support, co-worker support and corporate culture.

**Table 4. 29: Work-life Balance Policies Coefficients**

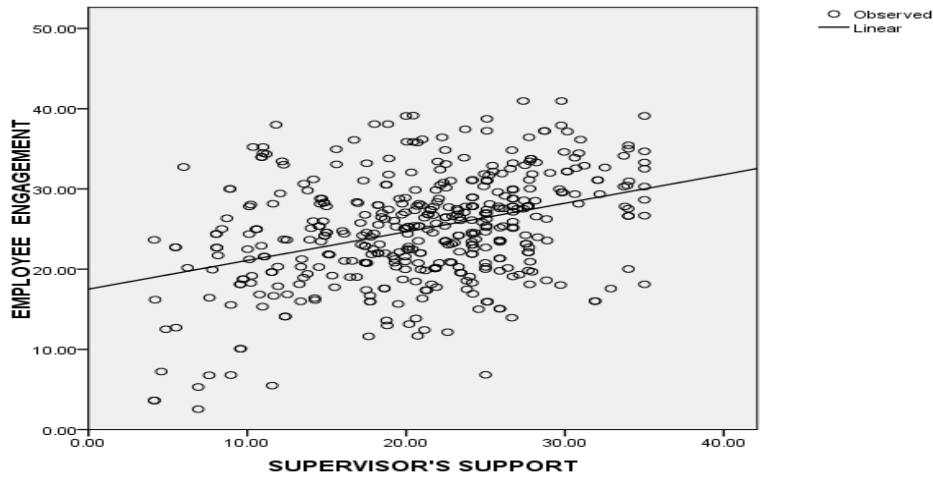
Coefficients	Un-standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	17.933	1.205		14.881	.000
Work- Life Balance Policies	.221	.037	.279	6.031	.000

In terms of significant associations found between workplace policies and employee engagement with regard to the entire tested sample it concluded that: null hypothesis I, “there is no significant association between workplace policies and employee engagement” is rejected and alternative hypothesis, “there is significant association between workplace policies and employee engagement” is accepted. This corroborates findings by Desai *et al*, (2011) that adoption of practical family-friendly policies by organizations lead to enhancement engagement and productivity among the workforce.

#### **4.8.2 Regression Analysis for Supervisor Support versus Employee Engagement**

**H<sub>0</sub>: There is no significant association between the supervisor support and employee engagement.**

Regression analysis was conducted to determine the significance relationship of supervisor support against employee engagement. Figure 4.5 illustrates scatter plot diagram of regression analysis results of significance of supervisor support versus employee engagement. The Figure 4.7 presents that all the plots appear in the first quadrate and the line of best of fit indicates an estimate line that is increasingly positively upwards. This implies that there is a positive linear relationship between supervisor support and employee engagement.



**Figure 4.7: Regression Analysis for Supervisor Support versus Employee Engagement**

Table 4.30 presents the regression model on supervisor support versus employee engagement. As presented in the table, the coefficient of determination R square is 0.140 and R is 0.374 at 0.05 significance level. The coefficient of determination indicates that 13.8% of the variation on employee engagement is influenced by supervisor support. This implies that there exists a positive relationship between supervisor support and employee engagement.

**Table 4. 30: Model Summary of Supervisor Support**

Model Summary			
R	R Square	Adjusted R Square	Std. Error of the Estimate
.374	.140	.138	6.22124

The Analysis of variance (ANOVA) results as shown in Table 4.31 further confirms that the model fit is appropriate for this data since p-value of 0.000 which is less than 0.05, with 433 degrees of freedom. This implies that there is a significant positive relationship between supervisor support and employee engagement.

**Table 4. 31: Analysis of Variance (ANOVA) for Supervisor Support**

	Sum of Squares	df	Mean Square	F Sig.
Regression	2712.030	1	2712.030	70.071
n				.000 <sup>a</sup>
Residual	16720.073	432	38.704	
Total	19432.103	433		

The results indicate that supervisor support has positive and significant effects on employee engagement Table 4.32. The fitted model  $Y=17.515+0.357*X_2$ . This implies that a unit change in workplace policies will increase employee engagement by the rate of 0.357. Even when supportive work place policies are non-existence, employee engagement is still positive at 17.515 indicating that there are other drivers of employee engagement in the work place including workplace, co-worker support and corporate culture.

**Table 4. 32: Supervisor Support Coefficients**

Coefficients	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	17.515	.938		18.674	.000
Supervisor's Support	.357	.043	.374	8.371	.000

In terms of significant associations found between supervisor support and employee engagement with regard to the entire tested sample it is concluded that: null hypothesis II, “there is no significant association between supervisor support and employee

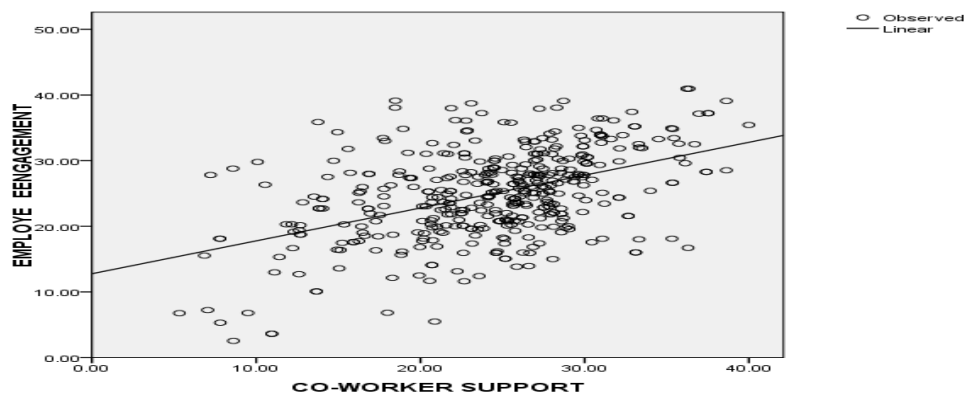


engagement” is rejected and alternative hypothesis, “there is significant association between supervisor support and employee engagement” is accepted. The findings corroborates with the existing research which supports a positive relationship between supervisor support and employee engagement (Cole, Bruch & Vogel, 2006). Therefore we can conclude that supervisor support positively influence employee engagement.

#### 4.8.3 Regression Analysis for Co-worker Support versus Employee Engagement

**H<sub>0</sub>: There is no significant association between co-worker support and employee engagement.**

Regression analysis was conducted to determine the significance relationship of co-worker support against employee engagement. Figure 4.8 illustrates scatter plot diagram of regression analysis results of significance of co-worker support versus employee engagement. The Figure 4.8 presents that all the plots appear in the first quadrante and the line of best of fit indicates an estimate line that is increasingly positively upwards. This implies that there is a positive linear relationship between co-worker support and employee engagement.



**Figure 4.8 Regression Analysis for Co-Worker Support versus Employee Engagement**

Table 4.33 presents the regression model on Co-worker support versus employee engagement. As presented in the table, the coefficient of determination R square is

0.218 and R is 0.467 at 0.05 significance level. The coefficient of determination indicates that 21.6% of the variation on employee engagement is influenced by Co-worker support. This implies that there exists a positive relationship between Co-worker support and employee engagement.

**Table 4. 33: Model Summary of Co-Worker Support**

R	R Square	Adjusted R Square	Std. Error of the Estimate
.467	.218	.216	5.93152

The Analysis of variance (ANOVA) results as shown in Table 4.34 further confirms that the model fit is appropriate for this data since p-value of 0.000 which is less than 0.05, with 433 degrees of freedom. This implies that there is a significant positive relationship between Co-worker support and employee engagement.

**Table 4. 34: Analysis of Variance (ANOVA) for Co-Worker Support**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4233.058	1	4233.058	120.316	.000
	Residual	15199.045	432	35.183		
	Total	19432.103	433			

The results indicate that co-worker support has positive and significant effects on employee engagement Table 4.35. The fitted model  $Y=12.780+0.501*X_3$ . This implies that a unit change in workplace policies will increase employee engagement by the rate of 0.501. Even when supportive work place policies are non-existence, employee engagement is still positive at 12.780 indicating that there are other drivers of employee engagement in the work place including workplace, co-worker support and corporate culture.

**Table 4. 35: Co-Worker Support Coefficients**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	12.780	1.146		11.151	.000
Co-worker Support	.501	.046	.467	10.69	.000

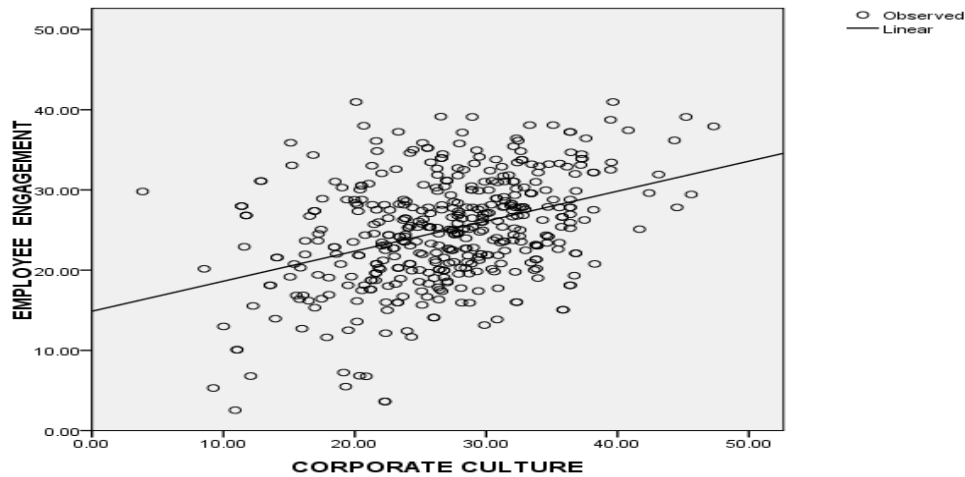
In terms of significant associations found between co-worker support and employee engagement with regard to the entire tested sample it is concluded that: null hypothesis III, “there is no significant association between co-worker support and employee engagement” is rejected and alternative hypothesis, “there is significant association between co-worker support and employee engagement” is accepted. This corroborates findings by Lu *et al*, (2009); Wadsworth & Owen, (2007) that co-worker support enhances employee engagement with the work-team and the organization as well. Further studies by Aryee *et al*, (2005); Hill, (2005); Thompson & Prottas (2005); Wadsworth & Owen, (2007) argue that co-worker support is a potential predictor of work-family enrichment leading to enhanced employee engagement in the workplace.

#### **4.8.4 Regression Analysis on Corporate Culture versus Employee Engagement**

H<sub>0</sub>: There is no significant association between corporate culture and employee engagement.

Regression analysis was conducted to determine the significance relationship of corporate culture against employee engagement. Figure 4.9 illustrates scatter plot diagram of regression analysis results of significance of corporate culture versus employee engagement. The Figure 4.9 presents that all the plots appear in the first quadrate and the line of best of fit indicates an estimate line that is increasingly

positively upwards. This implies that there is a positive linear relationship between corporate culture and employee engagement.



**Figure 4.9: Regression Analysis for Corporate Culture versus Employee Engagement**

Table 4.36 presents the regression model on corporate culture versus employee engagement. As presented in the table, the coefficient of determination R square is 0.150 and R is 0.387 at 0.05 significance level. The coefficient of determination indicates that 14.8% of the variation on employee engagement is influenced by corporate culture. This implies that there exists a positive relationship between Corporate Culture and employee engagement.

**Table 4. 36: Model Summary for Corporate Culture**

Model Summary			
R	R Square	Adjusted R Square	Std. Error of the Estimate
.387	.150	.148	6.18402

The Analysis of variance (ANOVA) results as shown in Table 4.37 further confirms that the model fit is appropriate for this data since p-value of 0.000 which is less than

0.05 with 433 degrees of freedom. This implies that there is a significant positive relationship between corporate culture and employee engagement.

**Table 4. 37: Analysis of Variance (ANOVA) for Corporate Culture**

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	2911.497	1	2911.497	76.133	.000
Residual	16520.606	432	38.242		
Total	19432.103	433			

The results indicate that corporate culture has positive and significant effects on employee engagement Table 4.38. The fitted model  $Y=14.885+0.374*X_4$ . This implies that a unit change in corporate culture will increase employee engagement by the rate of 0.374. Even when supportive work place policies are non-existence, employee engagement is still positive at 14.885 indicating that there are other drivers of employee engagement in the work place including workplace policies, co-worker support and supervisor support.

**Table 4. 38: Corporate Culture Coefficients**

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.885	1.192		12.487	.000
	Corporate Culture	.374	.043	.387	8.725	.000

In terms of significant associations found between corporate culture and employee engagement with regard to the entire tested sample it is concluded that: null hypothesis

IV, “there is no significant association between corporate culture and employee engagement” is rejected and alternative hypothesis, “there is significant association between corporate culture and employee engagement” is accepted. This corroborates findings by Friedman & Greenhaus, (2000); Choi, (2007) that supportive work-family culture enhances the psychological resource base for employees by increasing a sense of self-acceptance and engagement in the work place. Further, research by Wayne *et al.* (2006), Beutell & Wittig-Berman (2008) points towards a positive relationship between work-family culture and employee engagement.

#### 4.9 Combined Effect Model

##### 4.9.1 Multiple Linear Regression for all Variables

The study aimed at finding out the overall effect of the independent variables that is workplace policies, supervisor support, co-worker support, and corporate culture on employee’s engagement. The model  $Y = \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$  explained 94.3% of the variations in employee engagement as shown in Table 4.39. This showed that workplace polices, supervisor support, co-worker support and corporate culture explained 94.3% of the variation in employee engagement.

**Table 4. 39: Model Summary**

Mode l	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.971 <sup>a</sup>	.943	.943	6.17566

a. Predictors: Corporate culture, Supervisor’s Work – Life Balance Policies, Co-Worker Support

The analysis of variance results Table 4.40 indicates that the model fit is significant at  $p=0.000$ ,  $F=1.792$  with 433 degrees of freedom. This implies that work place polices,

supervisor support, co-worker support and corporate culture has a significant and positive combined effect on employee engagement.

**Table 4. 40: Analysis of Variance (ANOVA)**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	273373.522	4	68343.381	1.792E 3	.000 <sup>a</sup>
	Residual	16399.688	430	38.139		
	Total	289773.210	434			

- a. Predictors: Corporate culture, supervisor's support, work - life balance policies, co-worker support
- b. This total sum of squares is not corrected for the constant because the constant is zero for regression through the origin.
- c. Dependent Variable: Employee engagement
- d. Linear Regression through the Origin

The overall model as shown on Table 4.41 indicated that corporate culture, co-worker support and work place polices were highly significant at  $p=0.000$ ,  $p=0.000$ ,  $p=0.008$  respectively. However supervisor support was significant at  $p=0.074$ . The fitted model was  $Y = 0.114X_1 + 0.101X_2 + 0.503X_3 + 0.244X_4$

**Table 4. 41: Relationship between Work-life Balance and Employee Engagement Coefficients**

		Un-standardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
Work-Life Policies	Balance	.114	.042	.145	2.684	.008
	Supervisors Support	.101	.056	.086	1.790	.074
	Co-worker Support	.503	.056	.489	8.969	.000
	Corporate Culture	.244	.055	.263	4.420	.000

- a. Dependent Variable: EMPLOYEE ENGAGEMENT
- b. Linear Regression through the Origin

Pearson correlation results shown on Table 4.42 indicated that co-worker support is leading with the highest influence on employee engagement with a correlation of

0.467, followed by corporate culture at 0.387, then supervisor support with a correlation of 0.374 and finally workplace policies with a correlation of 0.279. Therefore the study concluded that co-worker support followed by corporate culture and supervisor support were the most prominent indicators of employee engagement in Kenyan State Corporations.

**Table 4. 42: Correlation Matrix**

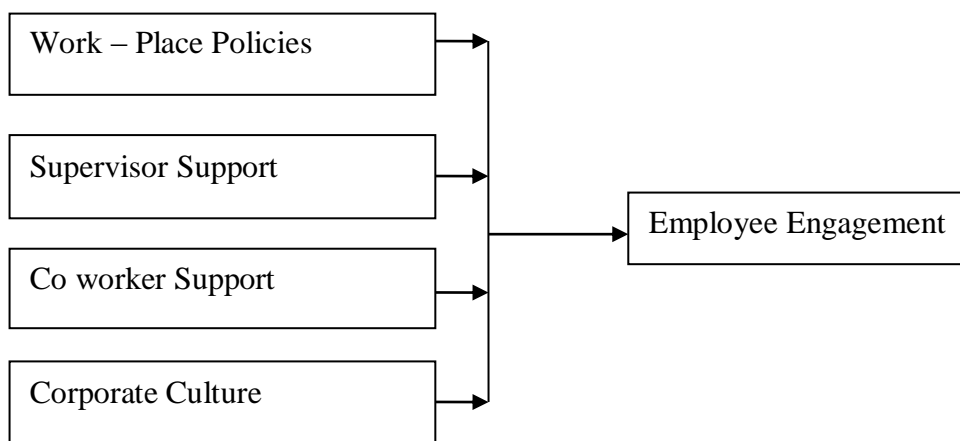
		Employee Engagement	Work-Life Policies	Supervisor's Support	Co-Worker Support	Corporate Culture
Employee Engagement	Pearson Correlation	1	.279**	.374**	.467**	.387**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	434	434	434	434	434
Work - Life Balance Policies	Pearson Correlation	.279**	1	.544**	.389**	.546**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	434	434	434	434	434
Supervisor's Support	Pearson Correlation	.374**	.544**	1	.540**	.509**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	434	434	434	434	434
Co-Worker Support	Pearson Correlation	.467**	.389**	.540**	1	.539**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	434	434	434	434	434
Corporate Culture	Pearson Correlation	.387**	.546**	.509**	.539**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	434	434	434	434	434

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

The results supports the argument by Ebrahimi, (2005), that supportive co-workers assist employees engage with the team to which they belong and by extension the organization in which they work. On the other hand, Sahibza, *et al*, 2005, argue that family supportive organizational cultures have been associated with an increase in the use of work-life balance practices leading to high employee engagement. Further



studies by Elroy & James, 2001 agree that organizations that create cultures that assist employees to achieve life balance are rewarded with highly engaged employees. In addition, Ilies, Wilson, & Wagner, (2009) argue that employee perceptions that an organizational culture is family supportive are related to high employee engagement. Furthermore, such support facilitates the use of any formal policies that the organization might have for harmonizing work-family and personal life (Blair- Loy & Wharton, 2002; Casper *et al*, 2004; Kelly & Kalev, 2006; Farh, Hackett, & Liang, 2007). By expressing concern and empathy for employees' work-family challenges, and by affirming that employees' family responsibilities will not be held against them, supportive supervisors may increase employees' confidence and help prevent the tensions and strains that can result from juggling between work and family demands (Anderson *et al*, 2002). Therefore the study concluded that in the relationship between work life balance and employee engagement, the work place policies comes last since they can only be effective if there are supportive team of workers, family friendly corporate culture in place and supportive supervisors. The validated model is illustrated on Figure 4.10.



**Figure 4.10 Validated Model of Effects of Work-Life Balance on Employee Engagement**

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents a summary of major findings of this study, sets out the relevant conclusions and makes recommendations for practice and suggestions for further research based on the findings of this study. The study sought to examine the relationship between work life balance and employee engagement in state corporations in Kenya.

#### 5.2 Summary of Findings

The study sought to establish the relationship between work life balance and employee engagement in state corporations in Kenya. Specifically the study was guided by the following objectives; to investigate the relationship between work place policies, supervisor support, co-worker support, corporate culture, and employee engagement. The study adopted explanatory research design using both quantitative and qualitative approach. The target population was 30,840 employees in 197 state owned corporations. Multi-level random sampling of 498 employees in various categories returned 434 (87.14%) valid responses. Survey data was collected by use of a structured questionnaire.

The data obtained was analyzed using both qualitative and quantitative analysis. Multiple regression models were used to test whether work place policies, supervisor support, co-worker support and corporate culture have any influence on employee engagement. It was found that work-life balance had a significant relationship with employee engagement in that all the identified factors are predictors of employee engagement ( $r^2 = 0.943$ ). Pearson correlation results indicated that co-worker support was leading with the highest influence on employee engagement at 0.467, followed by

corporate culture at 0.387, then supervisor support with a correlation coefficient of 0.374 and finally workplace policies at 0.279. The study concluded that co-worker support followed by corporate culture were the most prominent indicators of employee engagement in Kenyan State Corporations.

The study also tested the hypothesized conceptual model and the independent variables had indices fit to the dependent variable that showed a combined significant influence suggesting that the variables studied had direct positive relationship. However, the variables that had major impact were co-workers relationship, corporate culture and supervisor support with a correlation of 0.467, 0.387, of 0.374 and 0.279 respectively.

The study revealed a new dimension in the field of employee engagement in that the supervisor did not seem to have much impact unless supported by the team of co-workers, policies and culture. Based on the research findings it can be concluded that work life balance is a positive significant predictor of employee engagement. The findings of the study suggested that work-life balance was a significant area an employer should give attention to in order to create an environment in which the employees can become engaged.

### **5.2.1: Relationship between Work Place Policies and Employee Engagement**

Factor analysis was done in order to reduce workplace policy items to manageable and meaningful size, where all the 11 items met the threshold of 0.4 and above. Descriptive statistics were used to analyze this research objective and other subsequent analysis was done. The results indicated that work place policies exist in state corporations where, 54.6% of respondents indicated that the policies in place are sufficient. However, 34.6% indicated that the policies are not sufficient. As to whether

the policies are effectively communicated to employees in the organizations sampled, majority (63.6%) agreed that the policies are effectively communicated.

The correlation analysis also indicated that there is a positive significant relationship between work place policies and employee engagement. The positive relationship was represented by 0.279, and the number of respondents was 434. The results corroborates with the findings of Shuck *et al* (2011), which indicated that work life balance polices influence employee engagement. Regression analysis was done where the results indicated that work place polices had a goodness of fit of 7.6% indicating that workplace policies explained 7.6% of the variation in the employee engagement in state corporations in Kenya. The results and findings therefore conclude that there was slightly lower significant association between work place policies and employee engagement. This corroborates with the findings by Desai *et al*, (2011) that adoption of family friendly policies by organizations lead to enhancement in employee engagement.

### **5.2.2: Relationship between Supervisor Support and Employee Engagement**

Factor analysis was done to reduce the data and filter the supervisor support items to manageable and meaningful size where 8 out of 10 items met threshold of 0.4 and above. The two (2) questions that did not meet the threshold were not considered for further analysis. Three main dimensions of supervisor support were studied: supervisor awareness, supportive leadership and feedback on job performance. Pearson correlation coefficient was used to gauge the relationship between supervisor support and employee engagement.

The level of supervisor support was measured on a five point likert scale. The findings on Table 4.16 shows majority of the workers agree that there was supervisor support in

State corporations in Kenya given that the mean of responses is 3. Regression analysis results indicated that Supervisors support had a positive significant relationship with employee engagement. The results indicated that supervisor support explained 36% of employee engagement in state corporations in Kenya. This showed that the precision under consideration was  $P=0.000$  and this met the threshold since  $P<0.05$ . The variable corroborates with the findings of other researchers like Farh *et al*, (2007); Dale Carnegies & Associate (2012); Psychometric Canada Limited (2011) and Gourlay *et al*, (2012) cited in Ruck (2012) which indicated that supervisor support influence employee engagement. Similar to studies done in other countries mostly in the west (Dale Carnegie & Associate, 2012; Psychometric Canada Limited, 2001), the results of this study suggest that supervisor support help to increase employee engagement.

### **5.2.3: Relationship between Co-worker Support and Employee Engagement**

The level of co-worker support was measured on a five point likert scale. The findings on Table 4.18 shows majority of the workers agree that there was co-worker support in State corporations in Kenya given that the mean of response was 4. The correlation analysis also indicated that there was a positive significant relationship between co-worker support and employee engagement. The positive relationship was represented by 0.467, and the number of respondents was 434. Regression analysis was done whereby the results indicated that co-worker support had a goodness of fit of 21.6% indicating that co-worker support explained 21.6% of the variation in the employee engagement in state corporations in Kenya. The results and findings therefore conclude that there is significant association between co-worker support and employee engagement. This corroborates findings by Lu *et al*, (2009); Wadsworth & Owen, (2007) that co-worker support enhances employee engagement with the work-team and the organization as well.

#### **5.2.4: Relationship between Corporate Culture and Employee Engagement**

The mean of responses as shown in Table 4.22 indicates majority of the employees agree that there exists a family friendly corporate culture in their organizations. This was because the mean of all responses is at 3 on the five points likert scale. A mean of 3 showed that the family supportive corporate culture existed but it was average.

The correlation analysis also indicated that there was a positive significant relationship between corporate culture and employee engagement. The positive relationship was represented by 0.387, and the number of respondents was 434. Regression analysis was done whereby the results indicated that corporate culture had a goodness of fit of 14.8% indicating that corporate culture explained 14.86% of the variation in the employee engagement in state corporations in Kenya. The results and findings therefore concluded that there was significant association between corporate culture and employee engagement. This corroborates with the findings by Friedman & Greenhaus, (2000); Choi, (2007) that supportive work-family culture enhances the psychological resource base for employees by increasing a sense of self-acceptance and engagement in the work place.

The main objective of this study was to explore the relationship between work life balance and employee engagement in state corporations in Kenya. The study revealed that work life balance had a positive significant predictor of employee engagement. This study emphasizes the importance of employee engagement and also identifies various aspects that have a significant effect on it. It also shows that there was a strong and significant relationship between employee engagement and work life balance. There are three factors that came out with a strong and significant path validity or  $t$

value relating with employee engagement, which are co-worker relationship, corporate culture and supervisor support.

### **5.3 Conclusion**

Confirming the argument of Baptiste, (2007) the findings of this study suggests that work-life balance is one significant area an employer should give attention to when creating an environment in which the employees can become engaged. The findings of this research support the findings of previous researchers that employee wellbeing at work, positively contributes in organizational success (Wildermuth & Pauken, 2008) by creating a family-friendly culture that eventually leads to employee engagement (Wildermuth & Pauken, 2008).

Further it can be concluded that effectiveness of work-life balance policies and practices must incorporate the effects of workplace culture and supervisor support of employees' efforts to balance work and family responsibilities. Therefore, work-life balance must be supported and encouraged at all levels of the organization. An organization which encourages work-life balance policies and practices will win the benefits of augmented employee engagement and also a positive outcome is dependent on a workplace culture that is supportive of using work-life initiatives.

This study elicits the key determinants of employee engagement, which can be nurtured by the managers and employers to provide a conducive work environment for the employees to become positively engaged. Hence this study widens the scope of identifying measures that will enhance organization factors like work-life balance policies, supportive leadership, co-worker support and family friendly corporate culture. Therefore companies have to invest in building a harmonious environment

that will produce an environment conducive for good team and co-worker relationship, effective leadership and organizational policies that encourage work-life balance.

The implications involve significant impact for organizations in terms of improvement in productivity and hence signify substantial economic impact for organizations. Apart from this, the determinants of employee engagement connote a healthy working atmosphere for employees. Thus reflects on the social impact that could be created with the measures taken by the organization. Employees would enjoy considerable attention in terms of work place environment, healthy collegiality, workplace wellbeing and the methods taken by the organization to enhance employee engagement. The model can be used by organizations to focus on key aspects that could result in both employee and employer benefits. Support and mutual respect among team members is an essential ingredient in creating and maintaining an engaged workforce. Team Co-worker connection opens doors of communication and mutual work styles helping strengthen team member relationships. Team members and co-workers play a significant role in employee engagement and want to have an active role in the process. From the above conclusion, work-life balance must be supported and encouraged at all levels of the organization by the managers and employers to provide a conducive work environment. The study thus rejects the null hypothesis.

#### **5.4 Recommendations**

The following recommendations were derived from the results, findings and conclusions of the study. Both employers and employees should exert collective efforts in identifying the ideal mix of benefits that matches employee needs, developing a supportive culture respecting individual needs/values, and the continuous evaluation and improvement of organizational work life programmes, to bring in fruitful gains to individual employees as well as organizations. One of the most



important aspects identified in this study is that effective teamwork and a healthy co-worker relationship are required for enhanced engagement.

Factors including, team climate, collective pride, commitment to team and team bonding play a major role in building effective high performance teams (Bhogle and Bhogle, 2011). These factors call for special attention from the employers' angle to improve the team and co-worker relationship. Therefore it is essential for the organization to facilitate enhanced co-worker relationship and provide an ambience where collegiality would thrive. Another key HR role is therefore to pay close attention to the selection, development and performance management of line managers to ensure they maximize their potential to be engaging leaders.

### **5.5 Contribution of the Study to the Body of Knowledge, Theory and Practice**

This study contributes to the body of knowledge both in methodology, theory and practice. In order to derive more valuable and broader conclusions, the methodology adopted in this research involved administering questionnaires across a wider range of state corporations in various sectors, in order to increase the generalizability of the results. As disengagement leads to poor performance among state corporations, this research is of scholarly interest as it has further un-covered factors that lead to an increase in work engagement. This is likewise true for the testing of a possible relation between work-life balance and employee engagement. In the context of aspiring to bring out supplemental factors that increase work engagement, recent studies ignored to examine what according to employees' perception can be done to decrease the barrier to engagement. This research gap has been addressed in this thesis by administering questionnaires at the individual level over and above quantitative analysis.

The study has established that the main drivers for employee engagement are co-worker support, corporate culture and supervisor support and workplace policies. Further, the study has established that engagement levels are affected by the working environment. This confirms the findings by CIPD (2010) that where employees can see that they have support from others to help them do their job, there is a sense of teamwork and they can safely express themselves, then engagement will be higher. In addition, matching people to jobs is a critical driver of engagement. This is one area where HR professionals can play an important role helping line managers design jobs effectively, and develop selection processes that match individual skills to jobs.

The study also established that line managers act as the interface between the organization and the employee, and can do much to impact on engagement. Since engagement has positive effects on both the individual employee and the organization, it should be a common goal for various parties in the organization. Supervisors should recognize the fact that what they do, how they behave, what they say and importantly how they say it affects employees' attitudes about their jobs and the organization as a whole (Dale Carnegie & Associate, 2012).

Therefore as realized in this research, supervisors and organizations leaders should give support to their employees, respect and treat them well, communicate effectively and regularly give feedback on job performance. This will in turn contribute to higher levels of employee engagement. This knowledge will help companies to better manage work-life balance and employee engagement while considering the effects of job characteristics. Beyond this, organizations will gain practical insights into the determinants of engagement thereby enriching their knowledge how to increase work engagement.

### **5.5.1 Implications of the Study to Practice**

The results and findings of this research suggest that the management of state corporations in Kenya need to incorporate ability of new recruits to work in a team since co- worker support is a very important factor in employee engagement. In addition, family supportive corporate culture and work place polices need to be given a priority as the supervisor comes last since his support can only be effective if there are family supportive policies in place, supportive team of workers and family friendly corporate culture. Further, the findings of this research pose a challenge to industrial relations practitioners to go beyond managing relations between management and employees and management and trade unions to managing relations between workers themselves.

HR professionals should build a positive culture through regular communication of the organizational policies and code of conduct. This would continuously remind employees on how to relate with each other and provide a positive co-worker relationship. The outcomes of this research have significant implications for practitioners. As this study has shown that engaged employees are more satisfied with their job, increasing engagement levels among employees should receive high priority from those managing organizations. In this context, attention should be paid to the dimensions of co-worker support, supervisors support and corporate culture. It is recommendable that managers should engage in mechanisms, which makes employees feel that they have an impact in the organization or department, such as telling and showing how they have an influence.

Thus, managers should make sure that employees enjoy great autonomy levels, however by always paying attention to and considering each individual's suitability and willingness as well as appropriateness of the task or job at hand. It also appeared

that perceived organizational support has a major influence on employee's engagement levels. Social support from colleagues and managers was also seen as an important factor to increase engagement in which managers should attend to.

Having identified the moderating role of job characteristics should also be of special interest for those, designing jobs in the workplace. Managers can increase job satisfaction for those employees, whose job or whose personality does not allow for great autonomy in the job, by letting them make use of the practice of flexible working. However, they should be aware of those employees, who already have significant autonomy on the job, because providing them with the possibility to work flexible has a detrimental effect on their job satisfaction level. Equally, job satisfaction levels can also be increased for individuals who do not show high engagement levels through the practice of flexible working.

### **5.5.2 Theoretical Implications**

This study has made several important contributions to the work engagement and the new ways of working literature. Firstly, this study confirms existing literature in terms of the positive influence of work life balance and employee engagement. Scholarly research has clearly examined the link between engagement and job satisfaction and some authors found engagement and job satisfaction to be overlapping constructs (Harter *et al.*, 2002; Macey & Schneider, 2008). For instance, Macey and Schneider (2008) proposed that when satisfaction is determined via feelings of high energy, enthusiasm and other affects, satisfaction equals engagement. However, other studies clearly demonstrated the distinct separation of the two concepts (Saks, 2006; Schaufeli & Bakker, 2004). Wefald and Downey (2009) proposed that the results from scholarly

work might be diverging due to cultural differences. This research has clearly shown the differences between job satisfaction and employees engagement.

Secondly, this research helped to gain deeper insights into the predictors of work engagement. On the one hand, this finding confirms some of the predictors of the current model of work engagement (Job Demands-Resource Model) developed by Bakker and Demerouti (2008) as self-determination can be associated with the job resource autonomy and competence with the personal resources self-efficacy. On the other hand, the positive influence of impact on work engagements extends the current state of knowledge in terms of antecedents of work engagement. Moreover, results from the qualitative investigation also propose to extend the drivers job resources as to include perceived corporate culture as another important predictor of work engagement.

### **5.6 Areas for Further Research**

Despite the contributions made by this study, it highlights a few aspects to be considered by future researchers. Firstly, the propositions put forward in this study emphasize the importance of assessing the ability of a worker to work in a team during recruitment. The study focused on state corporations which are highly governed by policies. Therefore, supervisor did not seem to have much impact unless supported by the team of co-workers, policies and culture. What this means is that the government structures and policies are bureaucratic and not flexible. The supervisor cannot use his/her discretion in many instances. Subsequent studies should consider replicating this study in the private sector in Kenya in order to establish the role of the supervisor in employee engagement among private companies in Kenya.

Secondly, future research may attempt to achieve more comprehensive understanding of influence of individual factors on work-life balance having possible influences on the relationship between work-life balance and employee engagement. The Gallup measurement tool used in this study in capturing the level of employee engagement has considered the person environment interactions and contextual factors in measuring employee engagement (Neufeld *et al*, 2006). However, this study did not concentrate on individual factors related to work-life balance, as suggested in previous studies (Crooker *et al*, 2002; Guest, 2002), with the understanding that perceived work-life balance already includes the influence of individual personality. Hence future researchers may concentrate on the development of a common tool of measurement for work-life balance taking individual personality factors also into consideration.

## REFERENCES

- Abbas, R. Z., Murad, H. S., Yazdani, N., & Asghar, A. (2014). Extending "Kahn's model of personal engagement and disengagement at work" with reference to existential attributes: A case study of HR managers in Pakistan. *International Journal of Social Economics*, *41*(1), 2-31. doi:10.1108/IJSE-10-2012-0143.
- Adams, P., & Caple, J. (1996). The training and development audit evolves: Is your training and development budget wasted? *Journal of European Industrial Training Volume*, *20*(5), pp. 3-12.
- Aiken, S. J., & West, S. G. (1991). *Multiple Regression: Testing and Interpreting Interactions*. New York: Sage Publications.
- Akda, B. (2012). Impact of empowerment on work-life balance and employee well-being. *A Paper Presented at Cambridge Conference on Business and Economics*. Yeditepe University.
- Albrecht, S. L. (2012). The influence of job, team and organizational level resources on employee well-being, engagement, commitment and extra-role performance. *International Journal of Manpower*, *33*(7), 840-853. doi:10.1108/01437721211268367.
- Alexander, N., & Colgate, M. (2000). Retail financial services: Transactions to relationship marketing. *European Journal of Marketing*, *34* (8), pp. 938-953.
- Alfes, K., Truss, C., Soane, E. C., Rees, C., & Gatenby, M. (2010). *Creating an engaged workforce: Findings from Kingston Employee Engagement Consortium Project*. CIPD Research Report.
- Allen, D. G., Renn, R., & Griffeth, R. W. (2003). The impact of telecommuting design on social systems, self-regulation and role boundaries. *Research in Personnel and Human Resource Management*, *22*, 125-163. doi:10.1016/S0742-7301(03)22003-X.
- Allen, T. D. (2001). Family-supportive work environments: The role of organizational perceptions. *Journal of Vocational Behaviour*, *58*, 414-435. doi:10.1006/jvbe.2000.1774. Available online at <http://www.idealibrary.com>.
- Allen, T. D., Bruck, C., & Sutton, M. (2000). Consequences associated with work-to family conflict: A review and agenda for future research. *Journal of Occupational Health Psychology*, *5*(2), pp. 278-308.
- Alterman, T., Luckhaupt, S. E., Dahlhamer, J. M., Ward, W. B., & Calvert, G. M. (2013). *Job insecurity, work-life imbalance and hostile work environment*. Prevalence Data from the 2010 National Health Interview Survey.

- Amarakoon, A., & Wickramasinghe, V. (2010). Impact of work-life balance on employee engagement. An empirical study on Sri Lankan Employees. *Paper Presented at the International Research Conference on Management and Finance 2009*. University of Colombo, Sri Lanka.
- Anderson, N., Carsten, K., Dreu, D., & Nijstad, B. A. (2002). The routinization of innovation research: A constructively critical review of the state-of-the-science. *Journal of Organizational Behaviour*, 25(2), 147-173. doi: 10.1002/job.236.
- Anitha, J. (2014). Determinants of employee engagement and their impact on employee performance. *International Journal of Productivity and Performance Management*, 63(3), pp. 308-323. doi: 10.1108/IJPPM-01-2013-0008.
- Annet, H., Lange, d., White, H. d., & Notelaers, G. (2008). Should I stay or should I go? Examining longitudinal relations among job resources and work engagement for stayers versus movers, work & stress. *An International Journal of Work, Health & Organizations*, 22(3), pp. 201-223. doi:10.1108/02678370802390132. Downloaded by INASP- Kenya on: 6th January, 2014.
- Armstrong, M. (2006). *A Handbook of Human Resource Management Practice (10th ed.)*. London: Kogan Page.
- Aryee, S., Srinivas, E. S., & Tan, H. H. (2005). Rhythms of life: Antecedents and outcomes of work-family balance in employed parents. *Journal of Applied Psychology*, 90(1), 132-146.
- Ashforth, B., Kreiner, G. E., & Fugate, M. (2000). All in a days work: Boundaries and micro role transition. *Academy of Management Review*, 25(3), 472-491.
- Australian Government, Department of the Prime Minister and Cabinet. (2010). *Ahead of the Game: Blueprint for the Reform of Australian Government Administration*. Retrieved June 13, 2013, from Commonwealth of Australia, Canberra: [http://www.dpmc.gov.au/publications/aga\\_reform/aga\\_reform\\_blueprint/docs/APS\\_reform\\_blueprint.pdf](http://www.dpmc.gov.au/publications/aga_reform/aga_reform_blueprint/docs/APS_reform_blueprint.pdf), Australian Public Service-APS
- Avey, J. B., Hughes, L. W., Norman, S. M., & Luthans, K. W. (2008). Using positivity, transformational leadership and empowerment to combat employee negativity. *Journal of Leadership and Employee Development*, 29(2), pp. 110-126. doi:10.1108/01437730810852470 .
- Aybars, A. I. (2007). Work-life balance in the EU and leave arrangements across welfare regimes. *Industrial Relations Journal, Annual European Review*, 38(6), 569-590.



- Ayers, K. E. (2008). *Engagement is not enough: You need passionate employees to achieve your dream*. Charleston, South Carolina: Elevate.
- Bachman, R., & Schutt, R. K. (2011). *The Practice of Research in Criminology and Criminal Justice, (4th Ed.)*. Thousands Oaks CA: Sage Publications Ltd.
- Bagger, J., & Li, A. (2011). How does supervisory family support influence employees' attitudes and behaviours? A social exchange perspective. *Journal of Management*, Published online 7, July, 2011. doi:10.1177/0149206311413922.
- Bakker, A. B., Demerouti, E., & Burke, R. (2009). Workaholism and relationship quality: A spillover-crossover perspective. *Journal of Health Psychology, 14*, 23-33.
- Bakker, A. B., Shimazu, A., Demerouti, E., Shimada, K., & Kawakami, N. (2014). Work engagement versus workaholism: A test of the spillover-crossover model. *Journal of Managerial Psychology, 29(1)*, 63-80. doi:10.1108/JMP-05-2013-0148.
- Baldoni, J. (2013). *Employee engagement does more than boost productivity*. Boston MA: Harvard Business Publishing.
- Baltes, B. B., & Heydens-Gahir, H. A. (2003). Reduction of work-family conflict through the use of selection, optimization and compensation behaviours. *Journal of Applied Psychology, 88*, 1005-1018.
- Baral, R., & Bhargava, S. (2010). Work-family enrichment as a mediator between organizational interventions for work-life balance and job outcomes. *Journal of Managerial Psychology, 25*, 274-300.
- Baral, R., & Bhargava, S. (2012). Examining the moderating influence of gender on the relationship between work-family antecedents and work-family enrichment. *Gender in Management: An International Journal, 26(2)*, 122-147.
- Bartlett, C. A., & Ghoshal, S. (2002). Building Competitive Advantage Through People. *Mit Sloan Management Review, 43(2) (winter 2002)*, pp.34-41.
- Batts, S. (2004). *Getting engaged*. HR Magazine Society for Human Resource Management.
- Beham, B., Drobnic, S., & Prag, P. (2011). Work demands and resources and the work-family interface: Testing a salience model on German service sector employees. *Journal of Vocational Behaviour, 78 (1)*, pp. 110-122.
- Behson, S. J. (2002). The relative importance of work-family organizational support and general organizational context on employee outcomes. *Journal of Vocational Behaviour, 61(1)*, 53-72.

- Behson, S. J. (2005). The relative contribution of formal and informal organizational work-family support. *Journal of Vocational Behaviour*, 66, pp. 487-500.
- Beutell, N. J., & Wittig-Berman, U. (2008). Work-family conflict and work-family synergy for generation X, baby boomers and matures: Generational differences, predictors and satisfaction outcomes. *Journal of Managerial Psychology*, 23(5), pp. 507-523.
- Bhattacharjee, A. (2012). *Social science research: Principles, methods and practices, (3rd Ed.): Textbooks Collection. Book 3*. Global Text Project. Retrieved from [http://scholarcommons.usf.edu/oa\\_textbooks/3](http://scholarcommons.usf.edu/oa_textbooks/3).
- Bhogle, H., & Bhogle, A. (2011). *The winning way*. Manipal: Westland Ltd.
- Blair-Loy, M., & Wharton. (2002). Employee's use of work-family policies and the workplace social context. *Social Forces*, 80(3), 813-846.
- Blau, M. P. (1964). *Power and exchange in social life*. NY: John Wiley & Sons.
- Boles, J., Howard, W., & Donofrio, H. (2001). An investigation into the inter-relationships of work-family conflict, family-work conflict and work satisfaction. *Journal of Managerial Issues*, 13 (3), pp. 376-391.
- Bond, S. (2004). Organizational culture and work-life conflict in UK. *The International Journal of Sociology and Social Policy*, 24 (12), 1-24.
- Boudrias, J. S., Gaudreau, P., Savoie, A., & Morin, A. J. (2009). Employee empowerment: From managerial practices to employees' behavioural empowerment. *Leadership and Organizational Development Journal*, 30(7), 625-638.
- Bradley, M. L., Susanne, & Eckardt, F. (2008). There is a link between work-life balance and strategic competitive advantage. In *22nd ANZAM Conference 2008: Managing in the Pacific Century, 2-5 December*. Auckland, New Zealand: QUT Digital Repository: <http://eprints.qut.edu.au>.
- Brady, C., & MacLeod, D. (2008). *The extra mile- nHow to engage your people to win*. Upper Saddle River, New Jersey: FT Prentice Hall.
- Breaugh, J. A., & Frye, N. K. (2008). Work-family conflict: The importance of family-friendly employment practices and family supportive supervisors. *Journal of Business and Psychology*, 22 (4), 345-353. doi:10.1007/s10869-008-9081-1.
- Bruck, C. S., & Allen, T. D. (2003). The relationship between big five personality traits, negative affectivity, type A behaviour and work-family conflict. *Journal of Vocational Behaviour*, 63, 457-472.

- Buitendach, J. H., & Witte, H. D. (2005). Job insecurity, extrinsic and intrinsic job satisfaction and effective organizational commitment of maintenance workers in a parastatal. *South African Journal of Business Management*, 36, 27-37.
- Cameron, K. S., Mora, C. E., Leutscher, T., & Calarco, M. (2010). Effects of positive practices on organizational effectiveness. *Journal of Applied Behavioural Sciences*, 47(3), pp. 266-308. Retrieved from <http://webuser.bus.umich.edu/spreitzer/Chapter%201%20%20Introduction%20final.pdf>.
- Carlier, L., Llorente, C. L., & Grau, M. G. (2012). Comparing work-life balance in Spanish and Latin-American countries. *European Journal of Training and Development*, 36(2/3), 285-307.
- Carlson, D. S., Grzywacz, J. G., & Zivnuska, S. (2009). Is work-family balance more than conflict and enrichment? *Human Relations*, 62, 1459-1486.
- Carmeli, A., & Gittell, J. (2009). High quality relationships, psychological safety and learning from failures in work organizations. *Journal of Organizational Behaviour*, 30(6), 709-729.
- Carmeli, A., & Schaubroeck, J. (2007). The influence of leaders' and other referents' normative expectations on individual involvement in creative work. *The Leadership Quarterly*, 18, 35-48.
- Carmeli, A., & Spreitzer, G. M. (2009). Trust, connectivity and thriving: Implications for innovative behaviours at work. *Journal of Creative Behaviour*, 43 (3), 169-191.
- Carmeli, A., Brueller, D., & Dutton, J. E. (2009). Learning behaviours in the workplace: The role of high-quality interpersonal relationships and psychological safety. *Systems Research and Behavioural Science*, 26(1), 81-98. doi: 10.1002/sres.932.
- Carter, J. D. (2009). Managers empowering employees. *American Journal of Economics and Business Administration*, 1(2), 39-44.
- Casper, W., & Bausil, D. A. (2011). Are you like me? Similarity and differences in gender and family status as antecedents to perceived supervisor family support and organizational attachment. *International Conference for Work and Family*, July, 2011.
- Cavanagh, L., & Virdee, L. (2007). *Economic and social research council (ESCR)/ Scottish Executive (SE) Scotland's Demography Research Programme. Scottish Executive Social Research*. PAMS (07) 08 Retrieved from: <http://www.gro-scotland.gov.uk/files1/stats/pams07-08-mig-related-research-scot-update.pdf>.

- Cawe, M. (2006). *Factors contributing to employee engagement in South Africa*. University of Johannesburg, South Africa: Unpublished Master of Human Resource Management Thesis.
- Chalofsky, N., & Krishna, V. (2009). *Meaningfulness, commitment and engagement: The intersection of deeper level of intrinsic motivation*. *Advances in Developing Human Resources*.
- Charles, W. (2006). *Employee engagement. The real secret of winning a crucial edge over your rivals*. *Manager Motivation*.
- Chartered Institute of Personnel and Development (CIPD). (2006). *Reflections on employee engagement: Change Agenda*. London: CIPD Retrieved from: <http://www.cipd.co.uk/NR/rdonlyres/E6871F47-558A-4666E-9A74-DFBIE71304C/0?howengbritempssr.pdf> on 6th March, 2006.
- Choi, J. N. (2007). Change oriented organizational citizenship behaviour: Effects of work environment characteristics and intervening psychological processes. *Journal of Organizational Behaviour*, 28 (4), 467-484.
- Chong, E., & Ma, X. (2010). The influence of individual factors, supervision and work environment on creative self-efficacy. *Journal of Creativity and Innovation Management*, 19 (3), 233-247.
- Choo, L. S., Mat, N., & Al-Omari, M. (2013). Organizational Practices and employee engagement: a case of Malaysia electronics manufacturing firms. *Business Strategy Series*, 14(1), 3-10. doi:10.1108/17515631311295659.
- Cinamon, R., & Rich, Y. (2010). Work family relations: Antecedents and outcomes. *Journal of Career Assessment*, 18 (1), 59-70.
- CIPD. (2010). *Creating an engaged workforce: Findings from the Kingston employee engagement consortium project*. CIPD 2010 Research Report.
- Clark, C., & Sue. (2001). Work cultures and work/ family balance. *Journal of Vocational Behaviour*, 58, 348-365.
- Cohen, A. (2007). Commitment before and after: An evaluation and reconceptualization of organizational commitment. *Human Resource Management Review*, 17, pp. 336-354.
- Cohen, F. (2008). *Challenges to digital forensic evidence, CA: Fred and Associates*. 129 pages, ISBN: 1-878109-41-3. Retrieved from <http://www.garykessler.net/library/cohen.pdf>.
- Cole, M., Bruch, H., & Vogel, B. (2006). Emotion as mediators of the relations between perceived supervisor support and psychological hardness on employee

- cynisim. *Journal of Organizational Behaviour*, 27(4), pp. 463-484. ISSN 1099-1379. doi: 10.1002/job.381.
- Cook, A. (2009). Connecting work-family policies to supportive work environments. *Group and Organization Management*, 34 (2), 206-240.
- Cooker, K., Smith, F., & Tabak, F. (2002). Creating work-life balance: A model of pluralism across life balance domains. *Human Resource Development Review*, 1(4), pp. 387-419.
- Cooper. (1989). *Review of educational research 2006, 76-1: A synthesis of research 1987-2003*. Dawson, C. (2002). *Practical research methods*. New Delhi: UBS Publishers' Limited.
- Cooper, D. R., & Schilndler, P. S. (2006). *Business research methods, (9th ed.)*. New Delhi: Tata McGraw-Hill/Iruib.
- Corporate Executive Board. (2004). *Driving performance and retention through employee engagement: A quantitative analysis of effective management strategies*. London WC1B 4DR United Kingdom: 2000 Pennsylvania Avenue NW.
- Corporate Executive Board. (n.d.). *Employee engagement trends CEB 2013*. London : Global Labour Market Survey, 2000 Pennsylvania Avenue NW.
- Creswell, J. W. (2012). *Educational Research: Planning, conducting and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Prentice Hall.
- Dale Carnegie Training. (2012). What drives employee engagement and why it matters. *Dale Carnegie Training White Paper*, 1-6. Retrieved from <http://www.dalecarnegie.com>.
- Dawson, T. L. (2002). New tools, new insights: Kohlberg's moral reasoning stages revised. *International Journal of Behaviour Development*, 26, 154-166.
- Deery, M. (2008). Talent management, work-life balance and retention strategies. *International Journal of Contemporary Hospitality Management*, 20(7), 792-806. doi: 10.1108/09596110810897619.
- Deming, W. (1993). *The New Economics for Industry, Government and Education*. Cambridge: Massachusetts Institute of Technology Centre for Advanced Engineering Study.
- Desai, M., Majumdar, B., & Prabhu, G. P. (2011). A study on employee engagement in two Indian businesses. *Asian Journal of Management Research, Special Issue No. 1*, 81-97.

- Dessler, G. (2005). *Human Resource Management, (10th ed.)*. Washington DC: Pearson Prentice Hall.
- Dewhurst, Martin, Guthridge, M., & Mohr, E. (2009). *Motivating people: Getting beyond money*. McKinsey Quarterly (2009) Organization Practice.
- DiRenzo, M. S., Grrenhaus, J. H., & Weer, C. H. (2011). Job level, demands and resources as antecedents of work-family conflict. *Journal of Vocational Behaviour, 78* (2), 305-314.
- Dulagil, A. (2012). The relationship of employee engagement and wellbeing to organizational and student outcomes. *SBS HDR Student Conference. Paper 1* (pp. 1-12). University of Wollongong. Available online at <http://ro.uow.edu.au/sbshdr/2012/papers/1>.
- Dulk, L., & Ruijter, J. (2008). Managing work life policies: Disruptive versus dependancy arguments. Explaining managerial attitudes towards employee utilization of work-life policies. *International Journal of Human Resources Management, 19* (7), pp. 1224-1238.
- Eder, G. (2012). *Leadership Insights: Employee engagement 2012 Benchmark study*. Melbourne, Australia and New Zealand: Right Management Manpower Group.
- Edward, M. R., & Peccei, R. (2007). Organizational indentification: Development and testing of a conceptually grounded measure. *European Journal of Work and Organizational Pyschology, 16* (1), 25-57.
- Eisenberger, R., Huntington, R., Hutchinson, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology, 71*, 500-507.
- Ellehuus, C., & Hudson, P. (2004). *Driving performance and retention through employee engagement*. London WC1B 4DR, United Kingdom: Corporate Leadership Council.
- Ellis, C. M., & Sorensen, A. (2007). Assessing employee engagement: The key to improving productivity. *Perspectives, 15* (1), 1-9. Retrieved from [http://www.sibson.com/publications/perspectives/Volume\\_15\\_Issue\\_1/ROW.cfm](http://www.sibson.com/publications/perspectives/Volume_15_Issue_1/ROW.cfm).
- Erickson, J. J., Martinengo, G., & Hill, E. J. (2010). Putting work and family experiences in context: Differences by family life stage. *Journal of Human Relations, 63* (7), 955-979. doi: 10.1177/0018726709353138.
- Fang, L., Stedman, W., Yousef, M., Renne, R., & Lieberman, P. M. (2009). *Epigenetic Regulation of KSHV Latency*. Viral-Encoded MicroRNAs that target Rta and the cellular Rbl2-DNMT Pathway, *J. Virol.* doi:10.1128/JVI.01997-09.

- Farh, J. L., Hackett, R. D., & Liang, J. (2007). Individual-level cultural values as moderators of perceived organizational support-employee outcomes relationships: Comparing the effects of power distance and traditionalism. *Academy of Management Journal*, *50*, 715-729.
- Fearon, C., McLaughlin, H., & Morris, L. (2013). Conceptualizing work engagement: An individual, collective and organizational efficacy perspective. *European Journal of Training and Development*, *37*(3), 244-256. doi: 10.1108/03090591311312723.
- Field, A. (2005). *Research Methods II: Factor Analysis on SPSS*. Upper Saddle River, NJ: Pearson Education.
- Firebaugh, G. (2008). *Use panel data to study individual change and repeated cross-section data to study social change: In the seven rules for Social Research (Chapter 6)*. Princeton, NJ: Princeton University Press.
- Frese, M., Fay, D., Hilburger, T., Leng, K., & Tag, A. (1997). The concept of personal initiative: Operationalization, reliability and validity in two German samples. *Journal of Organizational and Occupational Psychology*, *70*, 139-161.
- Frese, M., Martins, J. C., Hardt, J. V., Fischer, S., & Schauder, T. F. (2009). *Innovativeness of firms and organizational culture: The role of error management culture and pro-initiative climate*. Giessen, Germany: University of Giessen.
- Friedman, S. D., & Greenhaus, J. H. (2000). *Work and families-allies or enemies. What happens when business professionals confront life choices*. New York: Oxford University Press.
- Frone, M. R., Yardely, J. K., & Markel, K. (1997). Developing and testing an integrative model of the work-family interface. *Journal of Vocational Behaviour*, *50*, 145-167.
- Frye, N. K., & Breugh, J. A. (2004). Family-friendly policies, supervisor support, work-family conflict and satisfaction: A test of a conceptual model. *Journal of Business and Psychology*, *19* (2), 197-220.
- Gallup. (2013). *State of the American workplace: Employee engagement insights for U.S business leaders*. Washington D.C. 20004: Gallup Incorporation.
- Gathai, E. W., Ngugi, J. K., Waithaka, S. M., & Kamingi, C. N. (2012). Analysis of factors that influence implementation of performance contracts in state corporations ( A Case of Kenya Civil Aviation Authority). *International Journal of Humanities and Social Science*, *2*(17), 283-297.

- Ghosh, P., Rai, A., & Sinha, A. (2014). Organizational justice and employee engagement: Exploring the linkage in public sector banks in India. *Personal Review*, 43(4), 628-652. doi. 10.1108/Pr-08-2013-0148.
- Glass, J. L., & Finley, A. (2002). Coverage and effectiveness of family-responsive workplace policies. *Human Resource Management Review*, 12 (3), 313-337.
- Global Intergrity Kenya. (2007). *Intergrity indicators scorecard*. Washington DC.
- Goffee, R., & Jones, G. (2013). *Creating the Best workplace on earth: What employees really require to be their most productive*. Boston, MA: Havard Business Review.
- Gold, A. H., Malhorta, A., & Segars, A. H. (2001). An organizational capabilities perspective: Knowledge management. *Journal of Management Information Systems*, 18 (1) , 185.
- Goode. (1960). A theory of role strain. *American Sociological Review*, 25, 483-496.
- Gourlay, S., Alfes, K., Bull, E., Baron, A., Petrov, G., & Georgellis, Y. (2012). *Emotional or transactional engagement-does it matter? Research Insight*. London: Chattered Institute of Personnel & Development.
- Graham, H. T., & Bennett, R. (1998). *Human Resources Management, (9th ed.)*. London: Prentice Hall.
- Graphpad. (2011). *One-way ANOVA and nonparametic analyses*. In Prism 3.
- Greenberg, J. (2004). Managing behaviour in organizations. *Paperback, revised 3rd July, 2004. eBay Product ID: EPID30233417: Retrieved from: <http://www.ebay.com/ctg/Managing-Behaviour-Organizations-Jerald-Greenberg-2004-Paperback-Revised-30233417>*.
- Greene, D., & Lepper, M. R. (2012). Effects of Extrinsic rewards on children subsequent intrinsic interest. *Children Dvelopment*, 45 (4) (1974), 1141-1145.
- Greener, I. (2008). *Business research methods*. Ventus Publishing Apps. ISBN 978-87-7681-421-2.
- Greenhaus, J., & Powell, G. (2006). When work and family are allies: A theory of work-family enrichment. *Academy of Management Review*, 31, 72-92. doi: 10.5465/AMR.2006.19379625.
- Grosswald, B. (2003). Shift work and negative work-to-family spillover. *Journal of Sociology and Social Welfare*, 30, 31-58.
- Groysberg, B., & Slind, M. (2012). *Leadership is a conversation: How to improve employee engagement and alignment in today's flatter, more networked organizations*. Boston, MA : Havard Business Review.



- Grzywacz, J. G., & Butler, A. B. (2005). The impact of job characteristics on work-to-family facilitation: Testing a theory and distinguishing a construct. *Journal of Occupational Health Psychology* 2005, 10(2), 97-109. doi: 10.1037/1076-8998.10.2.97.
- Guest, D. E. (2002). Perspectives on the study of work-life balance. *Social Science Information*, 41, 255-279.
- Guyo, W. (2012). *The role of HRM in Intra-Firm operationalization of tacit knowledge in Kenya State Corporations*. Nairobi, Kenya: Unpublished Doctors of Philosophy (Human Resource Management) thesis. Jomo Kenyatta University of Agriculture and Technology.
- Haar, J. M., & Spell, C. S. (2004). Programme knowledge and value of work-family practices and organizational commitment. *The International Journal of Human Resource Management*, 15(6), 1040.
- Haar, J., & Roche, M. (2010). Family supportive organizational perceptions and employee outcomes: The mediating effects of life satisfaction. *The International Journal of Human Resource Management*, 21 (7), 999-1014.
- Hackman, J. R., & Oldham, G. R. (1980). *Work redesign: Reading, MA: Addison Wesley*. 33 Kirkland St. Harvard University Cambridge, MA 02138: Department of Psychology.
- Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). *Multivariate data analysis (5th ed.)*. Upper Saddle River, NJ: Pearson Education.
- Hall, R. (2008). *Applied Social Research: Planning, designing and conducting real-world research*. Malaysia: Palgrave Macmillan.
- Harrington, B., & Hall, D. T. (2007). *Career management and work-life intergration: Using self-assessment to navigate contemporary careers*. Thousands Oaks, CA: Sage Publications.
- Harter, J. K., Schitmidt, F. L., Killham, E. A., & Agrawal, S. (2009). *Q12 Meta-Analysis: The relationship between engagement and organizational outcomes*. Washington D.C. 20004: Gallup Incorporation.
- Harter, J. K., Schmidt, F. L., & Hayes, T. L. (2002). Business-unit level relationship between employee satisfaction, employee engagement and business outcomes: A meta analysis. *Journal of Applied Psychology*, 87, 268-279.
- Hartnell, C. A., Qu, A. Y., & Kinicki, A. (2011). Organizational culture and organizational effectiveness: A meta-analytic investigation of the competing values frameworks theoretical suppositions. *Journal of Applied Psychology*, 96(4), 677.

- Havard Business Review. (2010). The productivity Paradox: Spotlight on Strategies for a Changing World. *Havard Business Review*, 1-6.
- Hazelton, S. (2014). Positive emotions boosts employee engagement: Making work fun brings individual and organization success. *Human Resource Management International Digest*, 22(1), 34-37 doi:10-1108/hrmid-01-2014-0013.
- Hecht, T. D., & Allen, N. J. (2009). A longitudinal examination of the work, non-work boundary strength construct. *Journal of Organizational Behaviour*, 30(7), 839-862.
- Heintzman, & Marson's. (2005). Employee engagement in the public sector. *A Review of Literature: Retrieved from <http://www.scotland.gov.uk/Publications/2007/05/09111348/5>*.
- Hekman, D. R. (2007). Interaction of collective identity and social identification on professional employee performance. *Annual meeting of the Academy of Management*. Philadelphia, PA. Aug, 2007.
- Hertzberg, F. (1966). *Work and nature of man*. Cleveland: World Publishing.
- Hewitt, A. (2012). *2012 trends in global employee engagement*. Aon Corporation: Retrieved August 11, 2013 from [http://www.aon.com/attachments/human-capital-consulting/2012\\_Trends In Global Engagement\\_Final\\_v11.pdf](http://www.aon.com/attachments/human-capital-consulting/2012_Trends In Global Engagement_Final_v11.pdf).
- Hkanen, J. J., Wilmar, B., Schaufeli, & Ahola, K. (2014). The job demands resource model: A three-year cross-lagged study of burnout, depression, commitment and work engagement, work & stress. *An International Journal of Work, Health & Organizations*, 22(3), 224-241.
- Hochschild, A. R. (1983). *The managed heart: Comercialization of human feeling*. Berkeley, CA: University of Carlifonia Press.
- Hoover, G. (2005). *Maintaining employee engagement when communicating difficult issues*. Communication World, Nov./ Dec. 2005.
- Hsu, Y. R. (2011). Work-family conflict and job satisfaction in stressful working environment: The moderating roles of perceived supervisor support and internal locus of control. *International Journal of Manpower*, 32(2), 232-248. doi:10.1108/01437721111130224.
- Hudson. (2005). *the case for work-life balance: Closing the gap between policy ad practice*. A Hudson Initiative to help business compete and succeed in future: 20-20 Series.
- Hughes, J. C., & Rog, E. (2008). Talent management: A strategy for improving employee recruitment and enagement within hospitality organizations.

*International Journal of Contemporary Hospitality Management*, 20(7), 743-757. doi: 10.1108/09596110810899086.

- Humphrey, S. E., Nahrgang, J. D., & Morgeson, F. P. (n.d.). Intergrating motivational, social and contextual work design features: A meta-analytic summary and theoretical extension of the work design literature. *Journal of Applied Psychology*.
- Ibrahim, I. I., & Boerhaneoddin, A. (2010). Is job satisfaction mediating between compensation structure and organizational commitment: A study in the Malaysian power utility. *Journal of Global Business and Economics*, 1 (1), 43-61.
- Ilies, R., Wilson, K. S., & Wagner, D. T. (2009). The spillover of job satisfaction onto employee's family lives: The facilitating role of work-family integration. *Academy of Management Journal*, 52(1), 87-102.
- Indiana. (2011). *Modified steps in the point cloud workflow to accomodate multiple projections for 2011-2013*. Indiana: Indiana Statement Lidar Dataset.
- Insync Surveys Pty Ltd. (2009). The impact of employee engagement on performance. *Insync Surveys: White paper*, 1-12: <http://www.insyncsurveys.com.au>.
- Itami, H. (1987). *Mobilizing Invisible Assets*. Cambridge, MA: Havard University Press.
- Jafri, M. H. (2010). Organizational commitment and employee's inovative behaviour. *Journal of Management Research*, 10 (1), 62-68.
- Jawaharrani, S. K. (2011). Work-life balance: The key driver of employee engagement. *Asian Journal of Management Research*, 2 (1), 474-482.
- Jenkins, J. (2008). Strategies for managing talent in multi generational workforce. *Employment Relations Today*, 34 (4), 19-26.
- Jeune, S. L. (2012). *Employee engagement: How human capital management can drive business returns*. 875 Third Avenue, NY 10022-6225, New York: Schroder Fund Advisors LLC, Member FINRA, SIPC.
- Johnson, R. E., Chang, C., & Yang, L. (2010). Commitment and motivation at work: The relevance of employee identity and regulatory focus. *Academy of Management Review*, 35 (2), 226-245.
- Jonathan, H. W., & Taylor, J. (2010). International differences in job satisfaction: The effects of public service motivation, rewards and work relations. *International Journal of Productivity and Performance Management*, 59(8), 811-828.

- Kahn, W. A. (1990). Psychological conditions of a personal engagement and disengagement at work. *Academy of Management Journal*, 33(4), 692-724.
- Kaiser, S., Ringsletter, M., Eikhof, D. R., & Cunha, M. P. (2011). *Creating Balance*, (1st ed.). Berlin: Springer.
- Kalliath, T., & Brough. (2008). Work-life balance: A review of the meaning of the balance construct. *Journal of Management and Organization*, 89 (3), 395-404.
- Kate, H. (2007, March 5). Employee engagement: An interview with David Sharpley. (N. C. <http://www.nelsonconsulting.co.uk/Articles/engagement>, Interviewer)
- Kelly, E. L., & Kalev, A. (2006). Managing flexible work arrangements in US organizations: Formalized discretion or 'a Right to Ask.'. *Socio-Economic Review*, 4, 379-416.
- Kelly, E., Moen, P., & Tranby, E. (2011). Changing work places to reduce work-family conflict: Schedule control in a white-collar organization. *American Sociological Review*, 76(2), 265-290. doi:10.1177/0003122411400056.
- Kenexa. (2012). *Beyond engagement: The definitive guide to employee surveys and organizational performance*. Kenexa Corporation: White Paper. Retrieved from <http://www.kenexa.com>.
- Kingstone Employee Engagement Consortium Project. (2010). *Creating an engaged workforce*. London: Kings Business School.
- Kipkebut, D. J. (2013). The effects of demographic characteristics on organizational commitment, job satisfaction and turnover intentions: The case of employees in Kenyan Universities. *Journal of Organization and Human Behaviour*, 2 (1), 20-33. Retrieved: <http://www.egerton.ac.ke/index.php/Business-Management/dr-dinah-j-kipkebut.html>.
- Kirby, E. L., & Krone, K. (2002). The policy exists but you can't really use it: Communication and structuration of work-family policies. *Journal of Applied Communication Research*, 30, 50-77.
- Knight, C., & Haslam, S. A. (2010). Your place or mine? Organizational identification and comfort as mediators of relationships between managerial control of workspace and employees' satisfaction and well-being. *British Journal of Management*, 21, 717-7135. doi:10.1111/j.1467-8551.2009.00683.x.
- Konrad, A. M. (2006). Engaging employees through high involvement work practices. *Ivey Business Journal Online*, 1.
- Konrad, A., & Mangel, R. (2000). The impact of work-life programs on firm productivity. *Strategic Management Journal*, 21, 1225-1237.

- Kossek, E. E., & Hammer, L. B. (2008). Supervisor work training and get results. *Havard Business Review*, 86 (11), 36.
- Kossek, E. E., & Lautsch, B. (2008). *CEO of me: Creating a life that works in the flexible age*, (Second printing). Philadelphia: Pearson School Publishing.
- Kossek, E. E., & Michel, J. (2010). *Handbook of Industrial Organizational Psychology*. Zedock: American Psychological Association.
- Kossek, E. E., & Ozeki, C. (1999). Bridging the work family policy and productivity gap: Community, work and family. *A Literature Review*, 2 (1), 7-32.
- Kossek, E. E., Barber, A. E., & Winters, D. (1999). Using flexible schedules in the managerial world: The power of peers. *Human Resource Management Journal*, 38 (1), 33-46.
- Kossek, E. E., Ruderman, M., Braddy, P., & Hannum, K. (2011). *Development and validation of work and non-work boundary management profiles*. San Antonio: Paper presented at academy of management meetings.
- Kothari, C. R. (2004). *Methods and techniques: Research methodology*, (2nd ed.). New Delhi: New Age International Publishers Ltd.
- Kreiner, G. E., Hollensbe, E., & Sheep, M. L. (2009). Balancing borders and bridges: Negotiating the work-home interface via boundary work tactics. *Academy of Management Journal*, 39, 1039-1057.
- Krouse, S. S., & Afifi, T. D. (2007). Family-to-work spillover stress: Coping communicatively in the work place. *The Journal of Family Communication*, 7, 85-122.
- Krueger, J., & Killham, E. (2005). At work, feeling good matters: Happy employees are better equiped to handle workplace relationships, stress and change according to the latest GMJ survey. *Gallup Management Journal*. Retrieved May 05, 2006, *Gallup Management Journal*, web site: <http://gmj.gallup.com/print/?ci=20311>.
- Kumar, R. (2005). *Research methodology: Step by step guide for beginners*. Singapore: Pearson Education.
- Lambert, E. G., & Horgan, N. L. (2009). The importance of job satisfaction and organizational commitment in shaping turnover intent: A test of a casual model. *Criminal Justice Review*, 34 (1), 96-118.
- Lambert, S. J. (2000). Added benefits: The link between work-lfe benefits and organizational citizenship behaviour. *The Academy of Management Journal*, 43 (5), 801-815.

- Landauer, J. (1997). Bottom-line benefits of work/life programs. *HR Focus*, 74, 3-4.
- Lapan, S., Quartaroli, M., & Julia, R. (2012). *Qualitative research: An Introduction to methods and designs (Research methods for the social science)*. Available at: <http://common.books24x7.com/toc.aspx?bookid=45113>.
- Lapierre, L. M., & Allen, T. D. (2006). Work-supportive family, family-supportive supervision, use of organizational benefits and problem-focused coping: Implications for work-family conflict and employees well-being. *Journal of Occupational Health Psychology*, 11 (2), 169-181, doi:10.1037/1076-8998.11.2.169.
- Lee, T. H., & Cosgrove, T. (2014). *Engaging Doctors in the health care revolution*. Boston MA: Harvard Business Review.
- Lewis, S., & Cooper, C. L. (2005). *Work-life integration: Case studies of organizational change*. Chichester: John Wiley and Sons.
- Lingard, H., Francis, V., & Turner, M. (2012). Work-life strategies in the Australian construction industry: Implementation issues in a dynamic project-based environment. *International Journal of Project Management*, 30, 282-295.
- Litrico, J. B., & Lee, M. D. (2008). Balancing exploration and exploitation in alternative work arrangements: A multiple case study in the professional arrangement services industry. *Journal of Organizational Behaviour*, 29(8), 995-1020.
- MacCarthy, A., Darcy, C., & Grady, G. (2010). Work-life balance policy and practice: Underlying line managers attitudes and behaviour. *Human Resource Management Review*, 20, 158-167.
- Macey, W. H., & Schneider, B. (2008). The meaning of employee engagement. *Journal of Industrial and Organizational Psychology*, 1, 3-30.
- Macey, W., Schneider, B., Barbera, K., & Young, S. (2009). *Employee engagement: Tools for analysis, practice and competitive advantage*. Malden, MA: Wiley.
- MacLeod, D., & Clarke, N. (2009). *Enhancing performance through employee engagement: Engaging for success*. London: Department for Business, Innovation and Skills.
- MacMillan, & Steven, G. (2008). Mapping the invisible colleges of R& D Management. *R&D Management*, 38, 69-83. Retrieved from <http://www.abington.psu.edu/academics/faculty/dr-steven-mcmillan>.
- Macray, J., Turner, H., Hall, B., Price, M., & Constable, G. (2014). Social care mentorship and employee engagement in the transformation of the social care

- workforce. *Journal of Workplace Learning*, 20 (1), 267-280. doi:10.1108/JWL-08-2013-0056.
- Major, D., Fletcher, T., Davis, D., & Germano, L. (2008). The influence of work-family culture and work place relationships on work interference with family: A multilevel model. *Journal of Organizational Behaviour*, 29 (7), 881-897.
- Maluti, L. V., Warento, T. O., & Shiundu, J. O. (2012). Impact of employee commitment on retention in state financial corporations in Kenya. *International Journal of Business and Public Management (ISSN: 2223-6244)*, 2(2), 30-38.
- Marks, S. R. (1977). Multiple roles and roles strain: Some notes on human energy, time and commitment. *American Sociological Review*, 42, 921-936.
- Marks, S. R., & MacDermid, S. M. (1996). Multiple roles and the self: A theory of role balance. *Journal of Marriage and Family*, 58, 417-432.
- Marshall, & Rossman. (2006). *Designing Qualitative Research, (4th ed.)*. Thousand Oaks: Sage Publication.
- Mathis, R. L., & Jackson, J. H. (2008). *Human Resource Management, (12th Ed.)*. Singapore: Thomson Learning Academic.
- Maxwell, G. (2008). *Employee and labour relations students handbook: Case study series on work-life balance in large organizations*. 1800 Duke street, Alexandria, VA 22314, USA: Society of Human Resources Management.
- Maxwell, G. A. (2005). Checks and balances. The role of managers in work-life balance policies and practices. *Journal of Retailing and Consumer Services*, 12, 179-189.
- May, D. R., Gilson, L. R., & Harter, L. M. (2004). The psychological conditions of meaningfulness, safety, availability and the engagement of the human spirit at work. *Journal of Occupational and Organizational Psychology*, 77 (1), 11-37.
- May, E. L. (2004). Are poor people your priority? How to engage your workforce. *Healthcare Executive, Released on: July/Aug., 2004*.
- May, R. D., & Gilson, L. R. (2004). Psychological conditions of meaningfulness safety and availability and the engagement of human spirit at work. *Journal of Occupational and Organizational Psychology*, 7 (2004), 11-37.
- McCray, J., Turner, H., Price, B. H., & Constable, G. (2014). Social care mentorship and employee engagement in the transformation of the social care workforce. *Journal of Workforce Learning*, 26(3/4), 267-280. doi: 10.1108/JWL-08-2013-0055.

- McElroy, & James, C. (2001). Managing work-place commitment by putting people first. *Human Resource Management Review*, 11, 327-335.
- Meyer, J. P., & Herscovitch, L. (2001). Commitment in the work place towards a general model. *Havard Business Review*, 11, 299-326.
- Meyer, J., & M, N. A. (1997). *Commitment in the work place: Theory, research and application*. London: Sage Publications Ltd.
- Meyer, J., & Parfyonova, N. (2010). Normative commitment in the work place: A theoretical analysis and re-conceptualization. *Human Resource Management Review*, 20, 283-294.
- Michelman, P. (2004). *Methodology: How great managers manage people*. Havard Management Update. Retrieved from <http://www.zoominfo.com/p/Paul-Michelman/718765772>.
- Millan, J. M., Hessels, J., Thurik, R., & Aguado, R. (2011). *Determinants of job satisfaction across the EU-15*. Retrieved October 13, 2011, from A comparison of self employed and paid employees : <http://ssrn.com/abstract=1766446>
- Millar, G. (2012). Employee engagement: A new paradigm. *Human Resource Management International Digest*, 20(2), 2012, pp. 3-5. doi:10.1108/09670731211208085.
- Millward, Lynne, J., & Hopkins, L. J. (1998). Psychological contracts, organizational and job commitment. *Journal of Applied Psychology*, 28, 1530-1556. doi: 10.1111/j.1559-1816.1998.tb01689.x.
- Mishra, S., & Suar, D. (2010). Does corporate social responsibility influence performance of Indian companies. *Journal of Business Ethics*, 95, 571-601.
- Moen, P., & Yu. (1999). Autobiography, research life course, gender and aging: Constructing a life course. *Marriage and family Review Journal*, Vol. 30, Issue No. 4, 2001. Doi:10.1300/J002v30n04\_06. Retrieved from: <http://www.tandfonline.com/doi/abs/10.1300/J002v30n0406?journalCode=wmfr20#.UiWeJH-2XIW>.
- Mowday, R. T., Steers, R. M., & Porter, L. W. (1979). The measurement of organizational commitment. *Journal of Vocational Behaviour*, 14, 224-247.
- Mugenda, O. M., & Mugenda, A. (2003). *Research methods: Qualitative and quantitative approaches*. Nairobi: ACTS Press.
- Mugenda, O. M., & Mugenda, A. G. (2008). *Quantitative and qualitative approaches research methods*. Africa Center for Technological Studies, 1999. Retrieved from://books.google.co.ke/books/about/Research\_Methods.html?id=4WyrAAACA AJ&redir\_esc=y.



- Muindi, C. M., & Guyo, W. (2012). *Balance of work and non-work responsibilities among nurses in public hospitals in Kenya. A Case Study of Ngong District Hospital.*
- Mukherjee, A., & Nath, P. (2005). "An empirical assessment of comparative approaches to service quality measurement,". *Journal of Services marketing*, Vol. 19, No. 3, 174-184: Retrieved from:[http://www.montclair.edu/profilepages/view\\_profile.php?username=mukhrejeeav](http://www.montclair.edu/profilepages/view_profile.php?username=mukhrejeeav).
- Musgrove, C. F., Ellinger, A. E., & Ellinger, A. D. (2013). Examining the influence of strategic profit emphases on employee engagement and service climate. *Journal of workplace Learning* Vol. 26 no. 3/4, 2014, pp. 152-171 Doi: 10.1108/JWL-08-2013-0057.
- Narang, L., & Lakhwinder, S. (2010). "Human resource practices in Indian organizations: An empirical study. *Management and Labour Studies.*
- Neufeld, J., Rasmussen, H., Lopez, S., Ryder, J., & Magyer, -M. J. (2002). The engagement model of person-environment interaction. *The Counseling Psychologist*, 34(2), pp. 245-259.
- Njiru, E. (2008). The role of State corporations in a development state: The Kenyan experience. *30th AAPAM Annual Roundtable Conference, Accra, Ghana 6th-10th October, 2008.* Retrieved from:<http://www.unpal.un.org/introdoc/groups/public>. (Accessed 4th April, 2010).
- Nunnally, J. (1978). *Psychometric theory (2nd Ed.)*. New York: McGraw-Hill.
- Nyongesa, W. J., Sewe, T., & Ng'ang'a, M. J. (2012). Challenges facing the implementation of performance contracts in state corporations in Kenya. *Research Journal in Organizational Psychology & Educational Studies*, 1 (5) , 284-288. Retrieved from <http://www.emergingresources.org>.
- Oliver, J., & Gachunga, H. (2010). *Factors affecting work-life balance in Kenya; A case study of Broad Band Communications Network Limited.* JKUAT, Phd Thesis.
- O'Neill, J. W., Harrison, M., Cleveland, J., Almeida, D., Stawski, R., & Crouter, A. (2009). Work-family climate, organizational commitment and turnover: Multilevel contagion effects of leaders. *Journal of Vocational Behaviour*, 74(1), 18-29.
- Ongori, H. (2009). Managing behind the scenes: A view point on employee empowerment. *African Journal of Business Management*, 3(1), 09-15.

- Origo, F., & Pagani, L. (2009). Flexicurity and job satisfaction in Europe; The importance of perceived and actual job stability for well-being at work. *Labour Economics*, *16*, 547-555.
- Parflraman, D. (2007). Europes progress in promoting work-life and diversity in the work place . *Executive Action Series*. Ottawa, ON: The Conference Board of Canada.
- Parker, L., & Allen, T. D. (2001). Work-family benefits: Variables related to employees fairness' perceptions. *Journal of Vocational Behaviour*, *58*, 453-468.
- Penna. (2007). *Meaning at work (Pfeffer & Veiga): Putting people first for organizational success*. The Academy of Management Executive.
- Peper, B., Dijkers, J., Vinkenburg, C., & Engen, M. v. (2011). *Causes and consequences of the utilization of work-life policies by professionals: Unconditional supervisor support required*. Rotterdam, Netherlands: Erasmus University Rotterdam.
- Perry-Smith, J., & Blum, T. (2000). Work-family human resource bundles and perceived organizational performance. *Academy of Management Journal*, *43*, 1107-1117.
- Pfeffer, J. (2005). Changing mental models: HR's most important task. *Human Resource Management*, *44*(2), 123-128. doi:10.1002/hrm.20053.
- Pfeffer, J., & Veiga, J. F. (1999). Putting people first for organizational success. *The Academy of Management Executive*, *13*(2), 37-48. Retrieved from <http://www.psych.uncc.edu/alblanch/ODII/PfefferandVeiga1999.pdf>.
- Pleck, J. H., Staines, G. L., & Lang, L. (1980). Conflicts between work and family. *Monthly Labour Review*, *103* (3), 29-31. Retrieved from <http://www.idjrb.com/articlepdf/idjrb2.pdf>.
- Poelmans, S., Chinchilla, N., & Cardona, P. (2003). The adoption of family-friendly HRM policies: Competing for scarce resources in the labour market. *International Journal of Manpower*, *24* (2), 128-147. doi:10.1108/01437720310475394.
- Porter, S., & Ayman, R. (2010). Work flexibility as a mediator between work-family conflict and intention to quit. *Journal of Management and Organization*.
- Porter, S., Layman, W., Richard, M. S., Richard, T. M., & Paul, V. B. (1974). Organizational commitment, job satisfaction and turnover among psychiatric technicians. *Journal of Applied Psychology*.

- Potgieter, S., & Barnard, A. (2010). The construction of work-life balance: The experience of black employees in a call center environment. *South African Journal of Industrial Psychology, 31*, pp. 892-900.
- Queensland Government (Department of Industrial Relations). (2005). *Better Work-life balance survey manual*. University of Queensland.
- Rafferty, A. E., & Griffin, M. A. (2006). Refining individualized consideration: Distinguishing developmental leadership and supportive leadership. *Journal of Occupational and Organizational Psychology, 79*, pp. 37-61.
- Ragins, B. R., & Dutton, J. E. (2007). *Positive relationships at work: An introduction and invitation*. In J. E. Dutton & B. R. Ragins (Eds.), *Exploring positive relationships at work: Building a theoretical and research foundation*. Mahwah, NJ: Lawrence Erlbaum.
- Rana, S., Ardichvili, A., & Tkachenko, O. (2014). A theoretical model of the antecedents and outcomes of employee engagement: Dubin's method. *Journal of Workplace Learning, 26*(3/4), pp. 249-266, 1366-5626. doi: 10.1108/JWL-09-2013-0063.
- Ready, D. A., & Truelove, E. (2011). The power of collective ambition. *Havards Business Review, 89*(12), pp. 94-102, 145.
- Reinhard, H. S. (2004). "Corporate governance in Germany: An economic perspective." *Working paper series: Finance and Accounting 118*. Frankfurt: Department of Finance, Goethe University.
- Remus, & Illies. (2004). An experienced sampling measure of job satisfaction and its relationships with affectivity, mood at work, job reliefs and general job satisfaction. *European Journal of Work and Organizational Psychology, 13* (3), pp. 367-389.
- Republic of Kenya. (2009). *Laws of Kenya: The state corporations act, Chapter 446*. Nairobi: Nairobi Council of Law Reporting.
- Republic of Kenya, Cabinet Office. (2007). *Report on the evaluation of the performance of public agencies for the financial year 2010/2011*. Nairobi: Government Printers.
- Robbins, S. P., Judge, T. A., Ondendaal, A., & Roodt, G. (2009). *Organizational Behaviour: Global and Southern African Perspective (2nd Ed.)*. Capetown: Prentice Hall.
- Robert, M. G. (2003). Strategic planning in a turbulent environment. *Evidence from the Oil Majors Strategic Management Journal, 24*(6), pp. 491-517. Published by John Wiley & Sons. Retrieved from <http://www.jstor.org/stable/20060552>.

- Robertson, I. T., Birch, A. J., & Cooper, C. L. (2012). Jobs and work attitudes, engagement and employee performance: Where does psychological well-being fit in? *Leadership and Organization Development Journal*, 33 (3), pp. 224-232. doi:10.1108/01437731211216443.
- Robinson, D., Perryman, S., & Hayday, S. (2004). *The drivers of employee engagement report 408*. Brighton BN1 9RF, UK: Institute for Employment Studies.
- Roehling, P. V., Roehling, M. V., & Moen, P. (2001). The relationship between work-life policies and practices and employee loyalty: A life course perspective. *Journal of Family and Economic Issues*, 22, pp. 141-170.
- Rothband, N. (2001). Enriching or depleting? The dynamics of engagement in work and family roles. *Administrative Science Quarterly*, 46, pp. 655-684.
- Rupashree, B., & Shivganesh, B. (2011). Evaluating the moderating influence of gender on the relationships between work-family antecedents and work-family enrichment: Gender in Management. *An International Journal*, 26(2), pp. 122-147. doi:10.1108/17542411111116545 (Permanent URL).
- Ruwa, R. S., & Ngugi, P. K. (2012). Factors that influence the retention of generation Y employees at the workplace in Kenyan public organizations: A case study of the Ministry of Energy. *Journal of Human Resource Management, JKUAT. Phd, Thesis*.
- Ryan, A. M., & Kossek, E. E. (2008). Work-life policy implementation: Braking down or creating barriers to inclusiveness. *Human Resource Management Journal*, 47 (2), pp. 295-310.
- Sabatini, B. L., & Svoboda, K. (2008). *Ca<sup>2+</sup> Signalling in Dendritic Spines In: Structural and functional organization of the Synapse*. Ehlers MD, Hell JW, editors: Springer.
- Sabatini, F. J., Hartman, D., & McNally, K. (2008). *The multigenerational workforce: Management implications and strategies for collaboration (Executive Briefing Series)*. Boston: Boston College Center for Work and Family.
- Sahibzaba, K., Hammer, L. B., Neal, M. B., & Kuang, D. C. (2005). The moderating effects of work-family role combinations and work-family organizational culture on the relationships between family-friendly workplace supports and job satisfaction. *Journal of Family Issues*, 26(6), pp. 820-839.
- Sahoo, C. K., Behera, N., & Tripathy, S. K. (2010). Employee empowerment and individual commitment: An analysis from integrative review of research. *Employment Relations Record*, 10(1), pp. 40-56.

- Saks, A. (2006). Antecedents and consequences of employee engagement. *Journal of Managerial Psychology*, 21 (7), pp. 600-619. doi:10.1108/02683940610690169.
- Salt, B. (2008). *The global skills convergence: Issues and ideas for the management of an International workforce*. Australia: KPMG International.
- Sang, W. H., & Karanja, K. (2011). *Factors affecting work life balance programs in state corporations based in the Nairobi region*. Nairobi: JKUAT, Phd Thesis.
- Scandura, T. A., & Lankau, M. J. (1997). Relationships of gender, family responsibility and flexible work hours to organizational commitment and job satisfaction. *Journal of Organizational Behaviour*, 17 (8), pp. 1-13.
- Schaufeli, B. A., & Bakker, B. A. (2006). *The measurement of work engagement with a short questionnaire: A cross national study*. New York: Interactions. Sage Publications Ltd.
- Schmidt, F. (2004). *Workplace being in the public sector: A review of the literature and the road ahead for the Public Service Human Resource Management Agency of Canada*. Ottawa: PSHRMA. Retrieved from <http://www.hrma-argh.gc.ca/hr-rh/wlbps>.
- Scholarios, D., & Marks, A. (2004). Work-life balance and the software worker. *Human Resource Management Journal*, 14 (2), pp. 54-74.
- Scottish Executive Social Research. (2007). *Employee engagement in the public sector: A review of Literature*. St. Andrews House, Edinburg EH1 3DG: Web Only Publication.
- Secret, M., & Sprang, G. (2001). The effects of family friendly workplace environment on work-family stress of employed parents. *Journal of Social Service Research*, 28 (2), pp. 21-45.
- Seijts, G., & Crim, D. (2006). What engages employees the most or the Ten C's of employee engagement. *Ivey Business Journal Online*, pp. 1-5.
- Shanock, L. R., & Eisenberger, R. (2006). When supervisors feel supported: Relationships with subordinates perceived supervisor support, perceived organizational support and performance. *Journal of Applied Psychology*, 91 (3), pp. 689-695. doi:10.1037/0021-9010.91.3.689.
- Shenoy, G., & Pant, M. (1994). *Statistical methods in business and social sciences*. New Delhi: Macmillan India Pvt. Ltd.
- Shields, P., & Nandhini, R. (2013). *A Playbook for Research Methods: Intergrating conceptual frameworks and project management*. New Forums: Stillwater.

- Shirom, A. (1982). Strike characteristics as determinants of strike settlements: A chief negotiator's viewpoint. *Journal of Applied Psychology*, 67(1), pp. 45-52.
- Shuck, M. B., Rocco, T. S., & Albornoz, C. A. (2011). Exploring employee engagement from the employee perspective: Implications for HRD. *Journal of European Industrial Training*, 35(4), pp. 300-325.
- Sibson. (2006). *Rewards of work study: How employee gauge the rewards of their work*. New York: The Segal Group Inc. Retrieved from <http://www.sibson.com/publications-and-resources/surveys-studies/?id=266>.
- Sieber, S. D. (1974). Towards a theory of role accumulation. *American Sociological Review*, 39, pp. 567-578.
- Simard, M. (2011). *Employees perception of work-life balance*. Unpublished Masters of Arts in Recreation and Leisure studies. Ontario, Canada: University of Waterloo.
- Smith, J., & Gardner, D. (2007). Factors affecting employees use of work life balance initiatives. *New Zealand Journal of Psychology*, 36 (1), pp. 3-12.
- Sosik, J. J., & Godshalk, V. M. (2000). Leadership styles, mentoring functions received and job related stress: A conceptual model and preliminary study. *Journal of Organizational Behaviour*, 21 (4), pp. 365-390.
- Spector, P. E. (1997). *Job satisfaction: Application, assessment, causes and consequences*. Thousand Oaks, CA: Sage Publications Ltd.
- Staw, B. M., Sutton, R. I., & Pelled, L. H. (2010). Employee positive emotion and favorable outcomes at the workplace. *Organization Science*, 5(1), pp. 51-71.
- Stock-Homburg, R., & Roederer, J. (2009). Work-life balance von Führungskräften. *In: Personalführung*, 2, pp. 22-32.
- Strathmore Research and Consultancy Centre. (2012). *The Kenya Power Work-life balance: Results from the baseline survey*. Canada: Work and Family Foundation.
- Straub, Stephane, & Terada-Hagiwara, A. (2011). Infrastructure and growth in developing Asia. *Asian Development Bank*, 28 (1), pp. 119-156. Retrieved from <http://ideas.repec.org/p/ner/toulou/http-neeo.univ-tlse1.fr-2906-html>.
- Strauss, A., & Corbin, J. (2007). "Analyzing data for concepts," *In basics for qualitative research: Techniques and procedures for developing grounded theory*, (3rd Ed.). Thousands Oak, CA: Sage Publications Ltd.
- Sulea, C., Virga, D., Maricutoiu, L. P., Zaborila, C. D., & Sava, F. A. (2012). Work engagement as a mediator between job characteristics and positive and

- negative extra-role behaviours. *Career Development International Journal*, 17(3), pp. 188-207. doi: 10.1108/13620431211241054.
- Susaeta, L. P., Indrovo, S., Bellizon, M. J., Espejo, A., Gallifa, A., Aguirre, M., *et al.* (2011). *Generation or culture? Work attitude drivers: An analysis in Latin America and Iberian countries. Working paper no. 919.* IESE Business School-CELA.
- Susi, S., & Jawaharrani, K. (2011). Work-life balance: The key driver of employee engagement. *Asian Journal of Management Research*, 2(1), pp. 474-483, 2011 ISSN 2229-3795.
- Sverko, B., Arambasic, L., & Galesic, M. (2002). Work life balance among Croatian employees: Role time commitment, work-home interference and well-being. *Sage Journals: Social Science Information*, 41 (2), pp. 281-301.
- Swan, J., & Cooper, C. L. (2005). *Time health and the family: What working families want.* London: A Working Families Publication .
- Swanson, R. A., & Holton, E. F. (2005). *Research in organizations. Foundations methods of inquiry, (Books 24x7 version).* Retrieved from <http://common.books24x7.com/toc.aspx?bookid=11859>.
- Tapias, J., & Ward, L. (2008). *Family values and values creation: The fostering of enduring values within family-owned businesses.* Britain: Palgrave Macmillan .
- Tashakkori, A., & Teddlie, C. (2003 ). *Handbook of mixed methods in social & behavioural research.* California: Sage Publications.
- Tausig, M., & Fenwick, R. (2001). Unbinding time: Alternate work schedules and work-life balance. *Journal of Family and Economic Issues*, 22 (2), pp. 1010-1020.
- Temple, H., & Gillespie, B. (2009). Taking charge of work and life. *ABA Journal*, 95(2), pp. 31-32.
- Thomas, A., CMA, & Anmid, A. (2004). *Encouraging employee engagement.* CMA Management.
- Thomas, L. T., & Ganster, D. C. (1995). Impact of family-supportive work variables on work-family conflict and strain: A control perspective. *Journal of Applied Psychology*, 80, pp.347-359.
- Thompson, C. A., Andreassi, J. K., & Prottas, D. J. (2005). Work-family culture: Key to reducing workforce-workplace mismatch. In Bianchi, S. M., Casper, L. M., & King R. B. (Eds.). *Work, Family, Health and Well-being*, pp. 117-132. Mahwah, NJ: Lawrence Erlbaum Associates. retrieved from: <http://www.adelphi.edu/faculty/profiles/profile.php?PID=0336>.

- Thompson, C. A., Beauvais, L., & Lyness, K. S. (1999). When work-family benefits are not enough: The influence of work-family culture on benefit utilization, organizational attachment and work-family conflict. *Journal of Vocational Behaviour, 54*, pp. 392-415.
- Thompson, E. R., & Phua, F. T. (2012). A Brief Index of Affective Job Satisfaction. *Sage Journals: Group and Organization Management, 37*(3), pp. 275-307.
- Thorne, B. (2011). "The crisis of care." In Garey, A.I; Hansen, K. V. *At the heart of the work and family: Engaging the ideas of Arlie Hoschild*. New Brunswick: Rutgers University Press.
- Treacy, M. (2005). *Employee engagement higher at DDG Company: Working paper 05/07*. Hewitt Research Brief.
- Tsung-Hsien, K., Ho, L. A., Lin, C., & Lai, K. K. (2009). Employee empowerment in a technological advanced environment. *Industrial Management and Data Systems*.
- Ullrich, J. (2012). *Drivers of work-life balance: An emperical analysis based on data from CAC-GO Company*. University of France: Unpublished Masters of Human Resource Management Thesis.
- Valcour, M. (2007). Work-based resources as moderators of the relationship between work hours and satisfaction with work-family balance. *Journal of Applied Psychology, 92*(6), pp. 1512-1523.
- Van, B. A., & Gerritson, D. (2010). The relationship between organizational culture of nursing staff and quality care for residents with dementia: Questionnaire surveys and systematic observations in nursing homes. *International Journal of Nursing Studies, 47*, pp. 1274-1282.
- Van, D. K. (2006). *Group cohesiveness ( S. G. Rogelberg): Encyclopedia of Industrial/Organizational Psychology*. Thousands Oaks, CA: Sage Publications Ltd. Retrieved from <http://www.erim.eur.nl/people/daan-van-knippenberg>.
- Vazirani. (2007). *Employee engagement: Working paper series*. SIES Rise with Education.
- Vazirani, N. (2007). *Employee engagement* . Nerul: SIES College of Management Studies.
- Vinarski-Peretz, H., & Cameli, A. (2011). Linking care felt to engagement in innovative behaviours in the workplace: The mediating role of pyschological conditions. *Psychology of Aesthetics, Creativity and the Arts*.



- Vlachoutsicos, C. A. (2011). Managing yourself: How to cultivate engaged employees. *Havard Business Review*, pp. 123-126.
- Voydanoff, P. (2002). Linkages between the work-family interface and work, family and individual outcomes: An integrative model. *Journal of Family Issues*, 23 (1), pp. 138-164. doi: 10.1177/0192513X02023001007.
- Voydanoff, P. (2004). The effects of work demands and resources on work-to-family conflict and facilitation. *Journal of Marriage and Family*, 66(2), pp. 398-412. doi: 10.1111/j.1741-3737.2004.00028.x.
- Voydanoff, P. (2005). Consequences of boundary-spanning demands and resources for work-to-family conflict and perceived stress. *Journal of Occupational Health Psychology*, 10(4), pp. 491-503.
- Wai, C. K., Ching, P. W., & Abdul Rahim, M. F. (2010). Working environment and stress: A survey on Malaysian employees in commercial banks. *Malaysian Management Review*, 41(1), pp. 1-11. Retrieved from <http://mgv.mim.edu.my/MMR/0606/060603.Htm>.
- Walumbwa, F. O., Mayer, D. M., Wang, P., & Workman, K. (2011). Linking ethical leadership to employee performance: The roles of leader-member exchange, self-efficacy and organizational commitment. *Organizational Behaviour and Human Resource Processes*, 115 (2011), pp. 204-213.
- Wang, H., & Barney, J. B. (2006). Employee incentives to make firm specific investment: Implications for resource-based theories of corporate diversification. *Academy of Management Review*, 31 (2006), pp. 466-476.
- Wang, P., & Walumbwa, F. O. (2007). Family friendly programs, organizational commitment and work withdrawal: The moderating role of transformational leadership. *Journal of Personnel Psychology*, 60, pp. 397-427.
- Wang, P., Lawler, J., & Shi, K. (2010). Work-family conflict, self-efficacy, job satisfaction and gender: Evidences from Asia. *Journal of Leadership and Organizational Studies*, 17 (3), pp. 298-308.
- Wardsworth, L. L., & Owens, B. P. (2007). The effects of social support on work-family enhancement and work-family conflict in Public sector. *Public Administration Review*, 67(1), pp. 466-476.
- Warner, M. A., & Haudsorf, P. A. (2009). Understanding work-to-family conflict: The role of organization and supervisor support for work-family-issues. *Organization Management Journal*, 6 (3), pp. 130-145.
- Wassay, B. (2013). An investigation of the relationship between work-life balance and employee engagement. *Strategic HR Review*, 12(4), pp. 177-184.

- Wellin, R., & Concelman, J. (2005). Creating a culture for engagement. *Talent and Management*, Accessed at: [http://www.talentmgt.com/succession\\_planning/2005/April/80/Index.php](http://www.talentmgt.com/succession_planning/2005/April/80/Index.php).
- Wesonga, J. N., Sewe, T., & Ng'ang'a, M. J. (2012). Challenges facing the implementation of performance contracts in state corporations in Kenya. *Research Journal in Organizational Psychology and Educational Studies*, 1 (5), pp. 284-288.
- Wildermuth, C., & Pauken, P. (2008). A perfect match: Decoding employee engagement. *Industrial and Commercial Training*, 40(4), pp. 206-210.
- Wira, M. W., & Gachoka, H. (2012). Factors affecting employee productivity: A case study of Kenya National Trading Corporation. *Journal of Human Resource Development, JKUAT. Phd Thesis*.
- World Bank Project Appraisal. (2004). *Micro, small and medium enterprise competitiveness project*. Report No: 29354-KE. Retrieved from [http://www-wds.Worldbank.org/external/default/WDSContentServer/WDSP/IB/2004/06/00012009\\_20040624150851/Rendered/PDF/29354.pdf](http://www-wds.Worldbank.org/external/default/WDSContentServer/WDSP/IB/2004/06/00012009_20040624150851/Rendered/PDF/29354.pdf) (Retrieved on 21st June, 2010).
- Worrall, L., & Cooper, C. L. (1999). Working patterns and working hours: Their impact on UK managers. *Leadership and Organizational journal*, 20 (1), pp. 6-10. doi:10.1108/01437739910251125.
- Wright, T. A., Cropanzano, R., & Bonett, D. G. (2007). The moderating role of the employee positive well-being on the relation between job satisfaction and performance. *Journal of Occupational Health Psychology*, 22(2), pp. 93-104. doi: 10.1037/1076-8998.12.2.93.
- Xu, J., & Cooper, H. T. (2011). "How can leaders achieve high employee engagement?". *Leadership and Organization Development Journal*, 32(4), pp. 399-416. doi:10.1108/01437731111134661.
- Yiing, L. H., & Ahmad, K. Z. (2009). The moderating effects of organizational culture on the relationship behaviour and organizational commitment and between organizational commitment, job satisfaction and performance. *Leadership and Organizational Development Journal*, 30 (1), pp. 53-86.
- Yin, R. K. (2003). *Case Study Research, (3rd Ed.)*. London, England: Sage Publications.
- Zhang, H., & Agarwal, N. C. (2009). The mediating roles of organizational justice on the relationship between HR practices and workplace outcomes: An investigation in China. *International Journal of Human Resource Management*, 20 (3), pp. 676-693.

## **APPENDICES**

### **APPENDIX 1: Letter of Introduction**

Dear Sir/Madam

I am a student studying for a Doctor of Philosophy (PhD) Degree in Human Resource Management at the School of Human Resource Development, Jomo Kenyatta University of Agriculture and Technology. I am currently conducting a research in the area of Human Resource Management. The topic is:

***Relationship between Work Life Balance and Employee Engagement in state Corporations in Kenya.***

The purpose of this letter is to request you to respond to the attached questionnaire. The information you give will be treated in strict confidence and at no time will your name or that of your enterprise be referred to directly. The information will be used for academic purposes only.

Thank you in advance for your time and cooperation.

Francis M. Kangure

**PhD Student, JKUAT**

## APPENDIX 2: Questionnaire

### RELATIONSHIP BETWEEN WORK LIFE BALANCE AND EMPLOYEE ENGAGEMENT IN STATE CORPORATIONS IN KENYA

Please read each question carefully and follow the instruction given. Kindly answer the questions by ticking in the box that best describes your answer or writing your answers in the spaces provided where applicable. The answers provided will be for academic purpose only and will be treated confidentially.

#### 1. PART A: Background Information

Q1.1 Name.....(Optional)

Q1.2 Please indicate your gender: Male  Female

Q1.3 Please state your job title.....

Q1.4 Number of years you have worked for the corporation

Less than 5 years  5 to 10 years  11 to 20 years  More than 20 years

Q1.5 Level of Education

Secondary school level  College level   
(specify).....

University level (Bachelor degree level)  Post graduate level   
(specify).....

#### 2. PART B: Corporation's Background

Q2.1 Name of the Corporation.....

Q2.2 Year of establishment.....

#### 3. PART C: Work-Life Balance Policies

Q 3.10 Are there written policies that help employees to balance work and personal life in this organization?

a) Yes  b) I do not know

b) No

Q 3.12 Are the current work life balance policies in your organization sufficient?

- a) Yes       b) I do not know   
b) No

Q 3.13 Which work life balance policies exist in this organization? **(Please tick)**

- a) Flexible work schedules.....  
b) Leave arrangements (paternity, maternity, pooled leave).....  
c) Telecommuting .....  
d) Health care availability.....  
e) Availability of recreational facilities .....  
f) Flexibility for educational opportunities.....  
g) Others **(please state)**.....

Q 3.14 If policies are available, in your opinion, are they well communicated throughout the company?

- a) Yes       b) I do not know   
b) No

Q 3.15 How is the policies communicated to employees? Which channels do you use?

**(Please tick)**

- a) Face to face.....  
b) Notice Board.....  
c) Employee meetings.....  
d) Emails .....  
e) Internet/intranet.....  
f) Others **(please specify)**.....

Q 3.16 In your opinion, are the communication channels effective?

- a) Yes       b) I do not know   
b) No

Give reasons for your answer above

.....

.....

Using the following table and the scale provided below, please tick on the following statements which best describe your opinion of Work Life Balance policies in your organization;

Scale: (**Strongly agree=5, agree=4, Neutral=3, Disagree=2, strongly Disagree=1**)

	Statement	5	4	3	2	1
Q3.17	I can decide the start and finish times for specific tasks assigned.					
Q3.18	There are adequate health resources and services available for me in this company.					
Q3.19	I can take some time off to develop my skills through university study or in-house training and this helps me to feel more empowered in this organization.					
Q3.20	There is a paid maternity/paternity leave in this Organization.					
Q3.21	I am allowed to take time off for cultural/religious reasons.					
Q3.22	Female workers are entitled to safety at work when expectant i.e. changing work to avoid long standing periods or lifting heavy objects.					
Q3.23	My employer has social functions arrangements at times suitable for my family participation.					
Q3.24	Up skilling strategies are regularly arranged to enable employees perform their work better					
Q3.25	I can pool my leave days to enable me adequate time to attend to personal and family matters.					
Q3.26	There is adequate provision of recreational facilities in this company like gymnasium.					
Q3.27	Professional counseling services are available to employees.					

Q3.28 Is there any other information you would like to add not mentioned above? (Please specify).....

.....

.....

**4. PART D: Supervisors Support**

Q 4.10 Are your supervisors sensitized on work life balance?

- a) Yes       b) I do not know
- b) No

Q 4.11 Do your supervisors discuss non-work issues with the employees when they encounter challenges outside work?

- a) Yes       b) I do not know   
 b) No

Q 4.12 Do your supervisors communicate work life balance issues with their employees?

- a) Yes       b) I do not know   
 b) No

Q 4.13 In your opinion, are your supervisors supportive to their subordinated when it comes to balancing work and personal life?

- a) Yes       b) I do not know   
  
 b) No

Using the following Table, please tick your opinion on the following statements which best describe your level of supervisors' support;

Scale: (Strongly agree=5, agree=4, Neutral=3, Disagree=2, strongly Disagree=1)

	Statement	5	4	3	2	1
Q4.14	Our managers understand employee's family responsibilities and this makes employees feel that the company cares about their welfare.					
Q4.15	My immediate boss is sympathetic about my personal matters.					
Q4.16	My Supervisors seem to care about me as a person and this fosters a good employment relation.					
Q4.17	I can easily discuss personal matters with my supervisor.					
Q4.18	My supervisor talks to me about my work progress regularly.					
Q4.19	I receive adequate support from my supervisor which enables me to achieve more for the company and helps me on personal accomplishments.					
Q4.20	My supervisor motivates me to achieve more on personal and career goals.					
Q4.21	My supervisor inspires me to do the best in my job.					

**5. PART E: Co-worker support**

Q5.10 Do you have family days / events for your employees in this organization?

- a) Yes       b) I do not know   
 c) No

Q5.11 How can you describe or rate team spirit in this organization? (Please describe /rate)

- a) Good       b) Average       c) Poor

Q5.12 Are your employees free to discuss family or personal matters in the work place?

- a) Yes       I do not know   
 b) No

Q5.13 In your opinion, are co-workers supportive to one another when it comes to work life balance?

- a) Yes       b) I do not know   
 c) No

Using the following Table, please tick your opinion on the following statements which best describe your Level of Co-worker support;

Scale: (Strongly agree=5, agree=4, Neutral=3, Disagree=2, strongly Disagree=1)

	Statement	5	4	3	2	1
Q5.14	The people in my work environment are interested in what I do and this makes me want to always accomplish more for the team success.					
Q5.15	My co-workers would cover for me if I needed to leave work to deal with an important non-work issue.					
Q5.16	My co-workers encourage my personal and career development.					
Q5.17	When I talk about my co-workers, I usually say “we” rather than “they”.					
Q5.18	My co-workers are interested in how I manage my work and family affairs.					
Q5.19	My co-workers offer support whenever they can.					



Q5.20	I feel a strong personal attachment to my peers in the work place.						
Q5.21	I am proud to work in my current team.						

Q5.22 Is there any other information you would like to add not mentioned above?  
(Please specify).....  
.....  
.....

**6. PART F: Corporate Culture**

Q6.10 Does your organization allows flexibility in work schedules?

- a) Yes
- b) I do not know
- c) No

Q6.11 Does your organization allows employees time off during working hours to attend to personal matters?

- a) Yes
- b) I do not know
- c) No

Q6.12 Does the top management encourages work life balance in the organization?

- a) Yes
- b) I do not know
- c) No

Q6.13 How can you describe your corporate culture?

- a) Family friendly or?
- b) Family unfriendly?

Q6.14 In your opinion, does the environment at your organization support balance between work and home life?

- a) Yes
- b) I do not know
- c) No
- b)

Using the following Table, please tick on the following statements which best describe your opinion of corporate culture in your organization;

Scale :( **Strongly agree=5, agree=4, Neutral=3, Disagree=2, strongly Disagree=1**)

	<b>Statement</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Q6.15	Turning down a promotion or transfer for family-related reasons will not hurt one's career progress in this organization.					
Q6.16	Employees in this organization are not expected to put their jobs ahead of their families or personal lives to be viewed favorably by top management.					
Q6.17	An employee that benefits from a leave of absence or a reduction in hours for family reasons is not judged as being less committed to the company.					
Q6.18	Decisions made in the human resources department like transfers take into account an employee's family/ personal situation.					
Q6.19	I would feel comfortable in asking my boss for time off if an emergency arose.					
Q6.20	This is a family-friendly place to work in.					
Q6.21	Working long hours is not seen as sign of commitment in my organization.					
Q6.22	Employees who use flexible arrangements are just as likely to be able to develop their careers as those who do not.					
Q6.23	It is not difficult to get time off during work or take care of personal or family matters.					
Q6.24	To get ahead, employees are not expected to put their jobs before the family.					
Q6.25	Extra pay (over-time/call out) is supposed to be paid when you work over allotted hours.					

Q6.26 Is there any other information you would like to add not mentioned above?

(Please specify).....  
 .....  
 .....  
 .....

**7. PART H: Employee Engagement**

Q7.10

i. Are your employee: Engaged? Disengaged?

- a) Engaged?
- b) Disengaged

ii. If engaged, how can you rate their level of engagement?

(Please tick one below)

Excellent	
Very Good	
Good	
Fair	
Poor	

Q7.11 Explain the reasons for your answer above.

.....  
 .....  
 .....

Q7.12 Do you have any other comments on employee engagement in your organization mentioned above?

.....  
 .....  
 .....

Using the following Table, please tick on the following statements which best describe your opinion on your engagement in your organization;

Scale: (Very Much=5, Much=4, Neutral=3, Little=2, Very Little=1)

	Statement	5	4	3	2	1
Q7.13	I frequently make suggestions to improve the work of my team/department or organization.					
Q7.14	I always do more than is actually required on my job.					
Q7.15	I am proud to tell others that I am part of this organization.					
Q7.16	I am very enthusiastic about my job					
Q7.17	I feel bursting with energy at my work.					
Q7.18	I find the work that I do full of meaning and purpose.					
Q7.19	When I am working, I forget everything else around me.					
Q7.20	It is difficult to detach myself from my job.					
Q7.21	At my work, I always persevere, even when things					

	do not go well.					
Q7.22	When I get up in the morning, I really desire to go to work.					

Q7.23 From your experience, how can employee engagement (commitment, loyalty) be enhanced in your organization?

.....  
 .....  
 .....

Q7.24 Are there any changes you would suggest to your current workplace environment to enhance employee engagement (commitment, loyalty)?

.....  
 .....  
 .....

Q7.25 Is there any other information you would like to add not mentioned in this questionnaire?(specify)

.....  
 .....  
 .....

***Thank you very much for taking your time to participate in this study.***

### **APPENDIX 3: List of State Corporations**

1. Agricultural Development Corporation
2. Agricultural Information Resource Centre
3. Agricultural Finance Corporation
4. Agro- Chemicals and Food Company
5. Anti-Counterfeit Agency
6. Athi Water Services Board
7. Betting Control & Licensing Board
8. Brand Kenya
9. Bomas of Kenya
10. Capital Markets Authority
11. Capital Markets Tribunal
12. Catering Training and Tourism Development Levy Trustees
13. Central Water Services Board
14. Central Bank of Kenya
15. Chemelil Sugar Company
16. Chuka University College
17. Coast Development Authority
18. Coconut Development Authority
19. Coast Water Services Board
20. Coffee Board of Kenya
21. Coffee Research foundation
22. Commission for higher Education
23. Communication Commission of Kenya
24. Consolidated Bank

25. Co-operative College of Kenya
26. Council for Legal Education
27. Deposit Protection Fund Board
28. East African Portland Cement Company
29. Egerton University
30. Energy Regulatory Commission
31. Electricity Regulatory Board
32. EwasoNg'iro North Development Authority
33. EwasoNg'iro South Development Authority
34. Export Processing Zones Authority
35. Export Processing Zones Authority
36. Export Promotion Council
37. Export Promotion Council
38. Gender Commission
39. Geothermal Development Company
40. Gilgil Telecommunications Industries
41. Higher Education Loans Board
42. Horticultural Crops Development Authority
43. Hotels & Restaurants Authority
44. Industrial and Commercial Development Corporation (ICDC)
45. Industrial Development Bank Capital Limited
46. Insurance Regulatory Authority
47. Investment Promotion Center
48. Jomo Kenyatta Foundation
49. Jomo Kenyatta university of Agriculture and technology

50. Kabianga University
51. Karatina University College
52. Kenya Accountants & Secretaries National Examinational Council
53. Kenya Agricultural Research Institute
54. Kenya Agricultural & Development Institute
55. Kenya Airports Authority
56. Kenya Broadcasting Corporation
57. Kenya Bureau of Standards
58. Kenya Bureau of Standards
59. Kenya Civil Aviation Authority
60. Kenya College of Communications Technology
61. Kenya Culture Centre
62. Kenya Copyright Board
63. Kenya Dairy Board
64. Kenya Education Staff Institute
65. Kenya Electricity Generating Company
66. Kenya Electricity Transmission Company
67. Kenya Ferry Services
68. Kenya Forestry Service
69. Kenya Forestry Research Institute
70. Kenya Industrial Estates
71. Kenya Information & Communication Technology
72. Kenya Industrial Property Institute
73. Kenya Investment Authority
74. Kenya Industrial Research and Development Institute

75. Kenya Institute of Administration
76. Kenya Institute of Education
77. Kenya Institute of Public Policy Research and Analysis
78. Kenya Literature Bureau
79. Kenya Meat Commission
80. Kenya Marine and Fisheries Research Institute
81. Kenya Medical Research Institute
82. Kenya Medical Supplies Agency
83. Kenya Medical Training College
84. Kenya National Assurance Co. (2001)
85. Kenya National Examinations Council
86. Kenya National Highways Authority
87. Kenya National Library Services
88. Kenya Ordinance Factories Corporation
89. Kenya Petroleum Refinery
90. Kenya Pipeline Corporation
91. Kenya Plant Health Inspectorate Services
92. Kenya Ports Authority
93. Kenya Post Office Savings Bank
94. Kenya Power and Lightning Co. Ltd
95. Kenya Railways Corporation
96. Kenya Re-Insurance Corporation
97. Kenya Revenue Authority
98. Kenya Roads Board
99. Kenya Rural Roads Authority



100. Kenya Urban Roads Authority
101. Kenya Safari Lodges and hotels
102. Kenya Seed Company
103. Kenya Sisal Board
104. Kenya Sugar Board
105. Kenya Sugar Research Foundation
106. Kenya Tourist Board
107. Kenya Tourist Development Corporation
108. Kenya Utalii College
109. Kenya Veterinary Board
110. Kenya Water Institute
111. Kenya Water Towers Agency
112. Kenya Wildlife Services
113. Kenya Wine Agency
114. Kenyatta International Conference Center
115. Kenya Medical Training College
116. Kenya Medical Research Institute
117. Kenya Medical Supplies Agency
118. Kenyatta National Hospital
119. Kenya National Accreditation service
120. Kenya National Bureau of Statistics
121. Kenya National Shipping Line
122. Kenya Tourist Development Corporation
123. Kenya Tourist Board
124. Kenyatta University

125. Kerio Valley Development Authority
126. Kimathi University College
127. Kisii University College
128. Laikipia University College
129. Lake Basin Development Authority
130. Lake Victoria North Water Services Board
131. Lake Victoria South water Services Board
132. Local Authorities Provident Fund
133. Kenya Maritime Authority
134. Maseno University
135. Masinde Muliro University of Science & Technology
136. Meru University College
137. Moi Teaching and Referral Hospital
138. Moi University
139. Multimedia University College of Kenya
140. Nairobi Water Services Board
141. Narok University College
142. National Aids Control Council
143. National Bank of Kenya
144. National Bio-safety Authority
145. National Campaign Against Drug Abuse Advisory Board
146. National Cereals and Produce Board
147. National Council for Law Reporting
148. National Council for people with Disabilities
149. National Council for Science & Technology (NCST)

150. National Environment Management Authority
151. National Hospital Insurance Fund
152. National Housing Corporation
153. National Irrigation Board
154. National Museums of Kenya
155. National Oil Corporation of Kenya
156. National Social Security Fund
157. National Sports Stadia Management Board
158. National Tea Zones Development Authority
159. National Water Conservation and Pipeline Corporation
160. New Kenya Co-operative Creameries Ltd.
161. NGO- Co-ordination Board
162. NGO- Co-ordination Bureau
163. Northern Water Services Board
164. Numerical Machining Complex
165. Nyayo Tea Zones
166. Nzoia Sugar Company
167. Pest Control Products Board
168. Postal Corporation of Kenya
169. Poverty Eradication Commission
170. Public Archives Advisory Council
171. Public Complaints Standing Committee
172. Public Universities Inspection Board
173. Pwani University College
174. Pyrethrum Board of Kenya

175. Radiation Protection Board
176. Retirement Benefit Authority
177. Rural Electrification Authority
178. Rift Valley Water Service Board
179. Sacco Societies Regulatory Authority
180. School Equipment Production Unit
181. South Nyanza Sugar Company
182. Small & Microenterprises Fund
183. Tana and Athi River Development Authority
184. Tana Water Services Board
185. Tea Board of Kenya
186. Tea Research Foundation
187. Teachers Service Commission
188. Technical University of Kenya
189. Telkon Kenya Ltd
190. The Mombasa Polytechnic University College
191. Transport Licensing Board
192. University of Nairobi
193. University of Nairobi Enterprises and Services Ltd
194. Water Services Management Authority
195. Water Services Regulatory Authority
196. Water Services Trust Fund
197. Youth Enterprises Development Fund

**Source: [http:// government/state-corporations-in-kenya](http://government/state-corporations-in-kenya)**

## APPENDIX 4: Factor Analysis and Reliability Results

### 1. Work-Life Balance Policies

#### Component Matrix of Work Life Balance

Statement	Component
	1
There is adequate provision of recreational facilities in this company like gymnasium	.657
there are adequate health resources and services available for me in this company	.642
Upskilling strategies are regularly arranged to enable employees perform their work better	.632
Professional counselling services are available to employees	.626
My employer has social functions arrangement at times suitable for my family participation	.621
I am allowed to take time off for cultural/religious reasons	.604
Female workers are entitled to safety at work when expectant i.e changing work to avoid long standing periods or lifting heavy objects	.600
I can decide the start and the finish times for the specific tasks assigned	.465
I can pull my leave days to enable me adequate time to attend to personal and family matters	.441
I can take sometime off to develop my skills through university study or inhousetraining and this helps me feel more empowered in this organization	.436
There is a paid marternity/parternity leave in this Organization	.429

#### Reliability Statistics of Work life Balance

Cronbach's Alpha	Number of Items
.761	11

### 2. Supervisor's Support

#### Component Matrix of Supervisors Support

Statement	Component
	1
I receive adequate support from my supervisor which enables me to achieve more for the company and helps me on personal accomplishment	.840
My supervisor inspires me to do the best in my job	.823
My supervisor motivates me to achieve more on personal and career goals	.821

My supervisors seems to take care about me as a person and this fosters a good employee relations	.793
I can easily discuss personal matters with my supervisor	.791
My supervisor talks to me about my work progress regularly	.765
My immediate boss is sympathetic about my personal matters	.653
Our managers understand employees family responsibility and this makes employees feel that the company cares about their welfare	.631

**Reliability Statistics of Supervisors Support**

Cronbach's Alpha	Number of Items
.898	8

**3. Co-worker Support**

**Component Matrix of Co-worker Support**

Statement	Component
	1
I feel a strong personal attachment to my peers in the work place	.792
Am proud to work in my current team	.747
My co-workers are interested in how I manage my work and family affair	.720
My co-workers encourage my personal and career development	.704
My co-workers would cover for me if I needed to leave work to deal with an important none work issue	.657
The people in my work environment are interested in what I do and this makes me want to always accomplish more for the team success	.626
When I talk about my co-workers, I usually say 'we' rather than 'they'	.609
My co-workers do not ridicule someone who lives early to pick up children from school	.532
My co-workers offer support whenever they can	.418

**Reliability Statistics of Co-worker Support**

Cronbach's Alpha	Number of Items
.784	9

**4. Corporate Culture**

**Component Matrix for Corporate Culture**

Statement	Component
	1
It is not difficult to get time off during work or take care of personal or	.673

family matters	
To get ahead, employees are not expected to put their jobs before the family	.655
An employee that benefits from a leave of absence or reduction in hours for family reasons is not judged as been less committed to the company	.625
Decisions made in the human resource department like transfers take into account an employees family/personal situations	.614
This is a family friendly place to work in	.583
Employees in this organization are not expected to put their jobs ahead of their families or personal lives to be viewed favorably by top management	.579
Turning down a promotion or transfer for family related reasons will not hurt once career progress in this organization	.511
I would feel comfortable in asking my boss for time off if an emergency arose	.488
Working long hours is not seen as a sign of commitment in my organization	.476
Employees who use flexible arrangements are just as likely to be able to develop their careers as those who do not have	.474
Extra pay (overtime/call out) is supposed to be paid when you work over allotted hours	.439

### **Reliability Statistics for Corporate Culture**

Cronbach's Alpha	Number of Items
0.777	11

## **5. Employee Engagement**

### **Component Matrix of Employee Engagement**

Statement	Component
	1
I find the work that I do full of meaning and purpose	.760
I feel bursting with energy at my work	.735
Am very enthusiastic about my job	.714
When am working I forget everything else around me	.666

It is difficult to detach myself from my job	.638
I always do more than is actually required on my job	.586
When I get up in the morning, I really desire to go to work	.495
I frequently make suggestions to improve the work of my team/department or organization	.453
I am proud to tell others that am part of this organization	.400
At my work, I always persevere, even when things do not go well	.372

**Reliability Statistics of Employee Engagement**

Cronbach's Alpha	Number of Items
.717	10



## APPENDIX 5: Target Population

Target Population						
	Corporation	Top Management	Middle Management	Lower Management	Operatives	Total
1	National Hospital Insurance Fund	5	90	205	1700	2000
2	Kenya Post Office Savings Bank	5	15	60	750	830
3	Kenya Power & Lighting Co. Ltd	10	790	2700	8000	11500
4	Kenya Electricity Generating Company	10	190	500	2200	2900
5	Kenya Transmission Company	3	20	200	900	1123
6	Kenya Seed Company	5	50	245	700	1000
7	Kenya Bureau of Standards	5	40	235	750	1030
8	National Environment Management Authority	3	10	20	330	363
9	Retirement Benefits Authority	4	10	30	360	404
10	Laikipia University College	5	12	30	560	607
11	Machakos University College	10	190	300	3000	3500
12	Kenya Civil Aviation Authority	5	12	40	550	607

1	Kenya	3	10	60	255	328
3	Education Management Institute					
1	Nairobi Water	2	8	50	350	410
4	Services Board					
1	National	2	8	20	100	130
5	AIDS Control Council					
1	Kenya	5	10	15	320	350
6	National Examination Council					
1	National	6	25	95	1500	1626
7	Social Security Fund					
1	Kenya Rural	3	10	20	267	300
8	Electrification Authority					
1	Communicatio	5	8	25	562	600
9	n Commission of Kenya					
2	Kenya	6	25	95	1500	1600
0	Institute of Education					
	<b>Total</b>	<b>101</b>	<b>1518</b>	<b>4910</b>	<b>24079</b>	<b>30840</b>

## APPENDIX 6: Sample Size

<b>Sample Size</b>		<b>Top Management</b>	<b>Middle Management</b>	<b>Lower Management</b>	<b>Operatives/Workers</b>	<b>Total</b>	<b>Percentage</b>
1	National Hospital Insurance Fund	2	4	8	10	<b>24</b>	6.97
2	Kenya Post Office Savings Bank	1	1	2	6	<b>10</b>	2.89
3	Kenya Power & Lighting Co. ltd	7	15	25	65	<b>112</b>	29.06
4	Kenya Electricity Generating Company	3	7	9	15	<b>34</b>	10.1
5	Kenya Transmission Company	1	2	3	8	<b>14</b>	3.91
6	Kenya Seed Company	1	1	4	6	<b>12</b>	3.48
7	Kenya Bureau of Standards	1	1	3	7	<b>12</b>	3.39
8	National Environment Management Authority	1	1	2	4	<b>8</b>	2.26
9	Retirement Benefits Authority	1	1	2	4	<b>8</b>	2.41
10	Laikipia University College	1	2	2	5	<b>10</b>	2.11
11	Kenyatta University	3	8	11	18	<b>40</b>	11.1
12	Kenya Civil Aviation Authority	1	1	3	5	<b>10</b>	2.11
13	Kenya	1	1	2	4	<b>8</b>	2.14

3	Education Management Institute						
1	Nairobi	1	2	3	4	<b>10</b>	2.23
4	Water Services Board						
1	National	1	2	2	3	<b>8</b>	2.15
5	AIDS Control Council						
1	Kenya	1	1	3	5	<b>10</b>	1.12
6	National Examination Council						
1	Kenya Utalii College	2	3	6	9	<b>20</b>	5.4
7	Coast Water Services Board						
1	Kenya	1	3	6	10	<b>20</b>	4.07
8	Revenue Authority(Mombasa)						
1	Kenya	1	1	2	2	<b>6</b>	1
9	Kenya Ports Authority						
2	Kenya Ports Authority	1	1	2	4	<b>8</b>	2.1
0	<b>Total</b>	32	58	100	194	498	100